



Child Development Centers

GREENVILLE COUNTY SCHOOLS

Principal: April H. Roberts
Greenville County Schools
Superintendent: Dr. W. Burke Royster
2023 - 2028

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME:

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 statements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §§9-139-19 et seq. (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§9-12-1300 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 attest that the school/district complies with all applicable assurance requirements including ACT 135 assurance pages.

SUPERINTENDENT

Dr. W. Burke Royster	<i>W. Burke Royster</i>	4/8/25
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Aprel H. Roberts	<i>Aprel H. Roberts</i>	3/11/25
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	<i>Dr. Carolyn Styles</i>	4/8/25
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kelly Rhyme	<i>Kelly Rhyme</i>	3/11/25
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Tina Haley	<i>Tina Haley</i>	3/10/25
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 625 Old Piedmont Highway, Greenville, SC 29605

SCHOOL TELEPHONE: (864) 452-0400

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

Position and Name

1. Principal April H. Roberts
2. Teacher Amanda Tucci
3. Parent/Guardian Shelly Polson
4. Community Member Robin Wellmon
5. Paraprofessional Kendra Henson
6. School Improvement Council Member Kelly Rhyne
7. Read to Succeed Reading Coach Cacey Miles
8. Preschool Coordinator Stephanie Dozier
8. School Read To Succeed Literacy Leadership Team Lead Tina Haley

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

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

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

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

**Greenville County Schools
Child Development Centers
Strategic Plan 2023 - 2028**

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INTRODUCTION

The three Child Development Centers operate under the leadership of a principal and three assistant principals, ensuring consistency in curriculum, programming, and facility management across all centers.

The Child Development Centers share one School Improvement Committee (SIC), which reflects the distinct needs of the community by incorporating representation from all three centers.

The planning process involved meetings with center administrators, teachers, parents, and community stakeholders, during which feedback was gathered and incorporated into this strategic plan. As a result, the tagline **“Foundation for Future Success”** was established as the updated mission for the Child Development Centers.

EXECUTIVE SUMMARY

Greenville County Schools is proud to offer young children and their families three Child Development Centers: Greenview Child Development Center, Paul L. Dunbar Child Development Center, and Northwest Crescent Child Development Center. These centers are strategically located across the district in high-risk communities to ensure access to high-quality early childhood education. The Child Development Centers provide comprehensive programs, including 4K and Preschool Special Education, to support early learning and development.

Concepts and skills are the building blocks of knowledge that allow children to organize and categorize information. The concepts that a child acquires are influenced by culture and environmental experience. Understanding concepts is important to language and reasoning, and children who have problems understanding concepts are often at risk for experiencing difficulty in school. MyIGDIs Sound Letter Identification and Literacy Survey Letter Identification data from 2023-2024 indicate significant growth in pre-literacy skills by the 4-year-old children in the 4K and preschool special education programs at the Child Development Centers. During the 2023-2024 school year Letter sound Identification knowledge grew from 9% to 67% amongst the 4-year-olds in the 4K and preschool special education program. Conceptual knowledge of counting provides an important foundation for higher level numerical reasoning. The Math Survey demonstrates meaningful knowledge of numbers by counting, showing one to one correspondence and creating sets. Data from the 2023-2024 post math survey indicates that the 4-year-old children in the Child Development Centers grew from 12% to 85% in their ability to name numbers randomly in a set.

The three Child Development Centers function under the leadership of principal, April Roberts. Mrs. Roberts has been in the education field for over 27 years and has served in multiple roles including early childhood and elementary teacher, assistant principal, and principal. Additional leadership assistance is provided by three assistant principals. All staff, leadership, teachers, nurses, clerks, and custodians, work collaboratively to ensure the well-being and safety of each child. In addition, as the child's first and most important teacher, parents are encouraged to participate in a variety of ways through positive parenting classes, literacy/math nights and volunteering in the classroom and at events.

School climate provides the foundation on which instruction can occur and all students will be engaged in learning. A positive climate exists when students feel valued, accepted, and secure in an environment where they can interact with caring adults that they trust. It includes the social/emotional environment, physical environment, and the learning environment. A positive school climate is a culture that affects students, staff, parents, and the community. Survey results indicate that 97% of our staff "My school is a physically safe environment for students."

and 97% state, "I feel physically safe at my school."

Children who participate in the programs offered by the Child Development Centers have established risk factors and/or are in need of special education services. Risk factors may include developmental delays, low family income, and limited parent education.

School Profile (2024-25)

School Community

Greenville County Schools operates three Child Development Centers: Dunbar, Greenview, and Northwest Crescent. These centers provide high-quality early childhood education for 3- and 4-year-old children. Established between 1972 and 2009, each center has a deep-rooted history of serving the local community. The centers function under the leadership of Principal April Roberts, with three assistant principals managing individual sites.

Parental involvement is a priority, with engagement opportunities including family workshops, volunteer programs, and school-based events. The centers also maintain strong partnerships with organizations such as Greenville County First Steps, The Children's Museum of the Upstate, Julie Valentine Center, SC Children's Theatre, and the South Carolina Department of Mental Health. These collaborations provide essential services, including parenting education and mental health support for families.

School Personnel Data

The Child Development Centers employ a dedicated team committed to student success:

- **Administrators:** 4
- **Teachers/Professional Staff:** 46
- **Support Staff:** 63

Educators at the centers have extensive experience and advanced degrees in early childhood and special education. Staff members participate in ongoing professional development to enhance teaching strategies and maintain a high-quality learning environment.

Student Population Data

- **Total Enrollment:** 501 students
- **Programs Offered:**
 - Full-day Four-Year-Old Kindergarten (4K)
 - Preschool Special Education (for 4-year-olds and 3-year-olds)
- The centers serve a diverse population, ensuring equitable access to high-quality early childhood education for all students. Attendance is closely monitored, and early intervention strategies are used to support student retention and engagement.

Major Academic and Behavioral Programs & Initiatives

The Greenville Child Development Centers implement a variety of initiatives to support early learning, social-emotional development, and family engagement, including:

- **Multi-Tiered System of Supports (MTSS):** A data-driven framework for identifying and addressing students' academic and behavioral needs.
- **Trauma-Informed Practices:** Staff are trained to recognize and respond to children experiencing trauma, fostering a safe and supportive environment.
- **Play-Based Learning Approach:** A curriculum that encourages active exploration, independence, and creativity.
- **Collaborative Professional Learning Communities (PLCs):** Educators collaborate to refine instructional practices and enhance student outcomes.
- **Parent Engagement Initiatives:** Family literacy nights, parent education workshops, and volunteer opportunities strengthen home-school connections.

Through these efforts, the Greenville County Schools Child Development Centers ensure that every child receives a strong foundation for future academic success.

Mission Statement

"Laying the Foundation for Future Success"

The mission of the Greenville Child Development Centers is to provide high-quality early childhood education that fosters pre-literacy, pre-math, and school readiness skills. Through play-based learning, nurturing environments, and strong community partnerships, we aim to prepare children for future academic achievement while supporting their social-emotional development.

Vision Statement

Our vision is to create a strong foundation for lifelong learning by ensuring every child receives an engaging, developmentally appropriate, and equitable early education experience. We strive to be a leader in early childhood education by fostering strong partnerships between families, schools, and the community to promote student success.

Belief Statements

We believe:

- Every child is capable of learning and growing when provided with a supportive and engaging environment.
- Play is essential to cognitive, social, emotional, and physical development.
- Early intervention and individualized support help students develop confidence and readiness for kindergarten and beyond.
- Families are a child's first and most important teachers, and strong home-school connections enhance student success.
- Educators must be highly qualified, well-trained, and supported in implementing best practices in early childhood education.
- Diversity, equity, and inclusion are fundamental in creating an environment where all children feel valued, respected, and empowered to succeed.

2023-2028

Child Development Center Goals

Dunbar, Greenview, NW Crescent

GOAL AREA 1 – STUDENT LEARNING AND ACHIEVEMENT

Raise the academic challenge and performance of each student.

- ☒ Student Achievement
- ☐ Teacher/Administrator Quality
- ☐ School Climate
- ☐ Other
- ☐ Priority

FIVE YEAR PERFORMANCE GOAL: 75% of 4 year old students will be able to recognize 20 or more letters in random order.

ANNUAL OBJECTIVE: Increase by .5 percentage points, the number of 4 year olds able to recognize 20 or more letters in random order.

DATA SOURCE(S): Literacy survey scores (My IGDIs)

Child Development Centers	2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027	2027 - 2028	2028 - 2029
Projected Performance	75%	75.5%				
Actual Performance	77%	TBD Following Spring Assessment				

Strategy/ Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators/ Implementation
Implement weekly use of <i>Sounds in Motion</i> .	2023 - 2024	Teachers	0	NA	Lesson plans and walkthrough observations
Incorporate daily community writing experiences (Morning Message, small group instruction)	2023 - 2024	Teachers	0	NA	Lesson plans and walkthrough observations
Midyear assessment results will determine students who need a remediation plan.	2023 - 2024	Teachers and Administrators	0	N/A	Literacy surveys and conference log

GOAL AREA 2 – QUALITY PERSONNEL

Ensure quality personnel in all positions.

- ☐ Student Achievement
- ☒ Teacher/Administrator Quality
- ☐ School Climate
- ☐ Other
- ☐ Priority

FIVE YEAR PERFORMANCE GOAL: Implement a comprehensive professional development plan to promote positive early learning experiences and social-emotional development.

ANNUAL OBJECTIVE: Continue to provide professional development supporting Conscious Discipline model.

DATA SOURCE(S): Surveys

	2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027	2027 - 2028
Projected Performance	Greenview CDC - Participate in Pioneer School Conscious Discipline Training	Participate in a six part Conscious Discipline professional development series.	Establish CDAT (Conscious Discipline Action Team) for CDCs.	Establish CDAT (Conscious Discipline Action Teams) for each location.	All classrooms reflective of Conscious Discipline strategies.
Actual Performance	Greenview CDC participated in pioneer program with coaching from Conscious Discipline	All Centers participated in 8 Conscious Discipline sessions led by Joy Venable from Public Education			

	certified trainer.	Partners.			
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Strategy/ Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators/ Implementation
Greenview CDC staff participate in monthly Conscious Discipline professional development.	2023 - 2024	Teachers and Administrators	0	NA	Attendance at professional development watch parties
Incorporate safe space and Conscious Discipline terminology into daily classroom speech.	2023 - 2024	Teachers	0	NA	Classroom environment and walkthrough observations

GOAL AREA 3 – SCHOOL ENVIRONMENT

Provide a school environment supportive of learning.

- ☐ Student Achievement
- ☐ Teacher/Administrator Quality
- ☒ School Climate
- ☐ Other
- ☐ Priority

FIVE YEAR PERFORMANCE GOAL: 75% of families will participate in family partnership school wide events.

ANNUAL OBJECTIVE: Increase by .5 percentage points, the number of families that participate in 3 or more partnership school wide events.

DATA SOURCE(S): Parent participation logs and spreadsheets.

Child Development Centers	2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027	2027 - 2028	2028 - 2029
Projected Performance	40%	40.5%				
Actual Performance	51%	TBD Following Spring Events				

Strategy/ Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators/ Implementation
Implement Triple P (Positive Parenting Program) in partnership with Greenville First Steps.	2023 - 2028	Administrators	0	Greenville First Steps	Schedule of Triple P sessions at each CDC location. (2 offerings per year, each offered in English and Spanish).
Utilize spreadsheets to monitor parent participation.	2023 - 2028	Administrators	0	NA	Spreadsheets
Communicate using a variety of methods to encourage parent participation.	2023 - 2028	Teachers and administrators	0	N/A	Communication logs