2024-25 through 2028-29

Lakisha Cook, Principal
Emily Gerard, Assistant Principal

Paris Elementary School

School Renewal Annual Update for:
2024-2025

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Paris Elementary School
SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-29 *(five years)*
SCHOOL RENEWAL ANNUAL UPDATE FOR 2024-25 *(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, 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
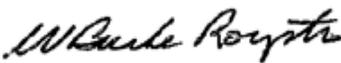
Dr. W. Burke Royster		5/1/2024
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Lakisha Cook		4/26/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		5/1/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Nicole Kornfeld		4/26/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Dr. Jeremy Watts		4/26/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 32 East Belvue Road Taylors, SC 29687
SCHOOL TELEPHONE: (864) 355-4260
PRINCIPAL E-MAIL ADDRESS: lhcook@greenville.k12.sc.us

Table of Contents

1. Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Lakisha Cook
2. Teacher	Sela Estelle
3. Parent/Guardian	Bert Watts
4. Community Member	John Laderer
5. Paraprofessional	Janet Livingston
6. School Improvement Council Member	Nicole Kornfeld
7. Read to Succeed Reading Coach	Dr. Jeremy Watts
8. School Read to Succeed Literacy Leadership Team Lead	Dr. Jeremy Watts
9. School Read to Succeed Literacy Leadership Team Member	Shannon Hever

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

** Must include the School Literacy Leadership Team for Read to Succeed

Other Positions	Name
1. Assistant Principal	Emily Gerard
2. Literacy Specialist	Dr. Jeremy Watts
3. Instructional Coach	Shannon Hever
4. PTA President	Stephanie Lofink
5. School R2S Team	Amy Gasparich
6. School R2S Team	Holly Gosnell
7. Media Specialist	Jessica Zannini
8. Primary Teacher	Dr. Beth Mahon

2. Assurances for School Plan

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all a.
pplicable Act 135 requirements.

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 district 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 district 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 and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.	
⦿ Yes ○ No ○ N/A	**Staff Development** The district 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 district integrates technology in professional development and classroom instruction in order to improve teaching and learning.	
⦿ Yes ○ No ○ N/A	**Innovation** The district funds innovative activities to improve student learning and accelerate the performance of all students.	
⦿ Yes ○ No ○ N/A	**Collaboration** The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.	

◉ Yes ○ No ○ N/A	**Developmental Screening** The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.
○ Yes ○ No ◉ N/A	**Half-Day Child Development** The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.
◉ Yes ○ No ○ N/A	**Developmentally Appropriate Curriculum for PreK–3** The district ensures that the scope and sequence of the curriculum for PreK–3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.
◉ Yes ○ No ○ N/A	**Parenting and Family Literacy** The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.
◉ Yes ○ No ○ N/A	**Recruitment** The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for 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): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing 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 makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

3. Introduction

The Paris Elementary School portfolio was developed to document the changes and progress the school has made while continuously working to improve current progress. The portfolio provides all stakeholders with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The school portfolio is a living document that describes Paris and includes evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in relation to client demographics, deeds, and out-of-school partnerships.

A team of teachers, administrators, and community members researched and developed the portfolio. Group consensus was reached before final decisions were made during SIC, PTA Board, and Faculty meetings. Much of the narrative sections were taken from discussions of the school and evaluations using the Continuous Improvement Continuum. During these meetings, all stakeholders were asked to contribute evidence of our achievements and ideas for improvement. Through this process, all stakeholders had the opportunity to be heard and contribute to developing the portfolio for Paris Elementary School.

The team comprises the entire faculty, divided into subcommittees, PTA Board Members, and SIC Committee. The faculty specifically analyzed our school's achievement in curriculum, climate, instruction, assessment, technology, and communication. Based on the gathered evidence, they determined our specific strengths and weaknesses. The PTA Board and SIC Committee provided opinions and evidence to account for climate and communication. They also gave their "outside" view of our strengths and weaknesses.

4. Executive Summary

Needs Assessment or Findings for Student Achievement
- SC Ready results indicate that we outperformed the district in the areas of English Language Arts (Reading and Writing) by over 18 percentage points, Math by over 21 percentage points, and Science by over 17 percentage points.

Needs Assessment or Findings for Teacher and Administrator Quality
- All of our teachers are trained in the Fountas & Pinnell Balanced Literacy Program.
- All of our teachers are trained in the Lucy Calkins Writing Program.
- 58.8% of our teachers have advanced degrees, up from 57.1%
- Our principal is new to the district and our school.
- Our school counselor is a long-term substitute from October until the end of the school year.
- 81.3% of our teachers returned from the previous year.
- 78.5% of our teachers have stayed for at least three years.

Needs Assessment or Findings for School Climate
- According to Evaluation findings, student perception of the socio-physical environment was the least favorable condition at 49.6%. In addition, the Opinion survey included 15 parents. Only 81.8% of them were satisfied with home-school relations, which is the lowest segment of the opinion surveys. Strengths include teachers' perceptions of the learning environment and opinions of the social and physical environment, both of which are 100%.

Paris's Significant Challenges from the Past 3 Years
- In 2023-2024, Paris welcomed a new principal from out of district. In the first three months of school, our assistant principal needed to be out of school for eight weeks for a family emergency leaving the new administrator with a long-term substitute and beginner school secretary while trying to find footing in a new environment. Also, the school counselor began parental leave in early September leaving only one full-time veteran instructional leadership team member, the instructional coach to assist the principal in the new position. Five new teachers joined the staff in August, and another in October when a first-grade teacher resigned before the end of the first quarter.
- In 2022-2023, we hired 10 new teachers to Paris. These new teachers included four grade levels, half of the related arts team, and the entire new reading intervention staff. In addition, students and teachers were required to wear masks and quarantine with COVID-19 symptoms or diagnoses.

- In 2021-2022, Paris began the year with a four-day rotation of in-person attendance with simultaneous virtual learning due to COVID-19 restrictions. As the year progressed, the four-day rotation became a two-day rotation where students attended two days per week with Fridays as virtual learning for all students. Throughout the year, students maintained the mandatory six-foot social distance in all locations and wore masks when the distance could not be enforced. Teachers and students struggled with learning throughout that school year.

Paris's Significant Awards, Results, or Accomplishments from the Past 3 Years

- Math percentage of students who met or exceeded grew 13 percentage points from Spring 2021 to Spring 2023, exceeding pre-pandemic performance.
- ELA percentage of students who met or exceeded grew 19 percentage points from Spring 2021 to Spring 2023, exceeding pre-pandemic performance.
- In 2023, Paris earned the Positive Growth in ELA Certificate of Achievement for the 8 percentage point growth.
- In 2023, Paris ranked #7 in the district for ELA based on SCREADY results.
- In 2022, Paris ranked #5 in the district for ELA based on SCREADY results.
- In 2022, Paris ranked #8 in the district for Math based on SCREADY results.
- In 2022, Paris ranked #6 in the district for Science based on SCPASS results.
- In 2022, Paris had zero Third Grade students earn the score of Not Met 1 in ELA based on SCREADY results.
- In 2022, Paris earned the Top 10% Growth in Math Certificate of Achievement.
- In 2022, Paris earned the Top 10% Performance in Science Certificate of Achievement.
- In 2022, Paris earned the Top 10% Overall Highest Growth of Students with Disabilities Certificate of Achievement.
- In 2022, Paris earned the Top 10% Overall Highest Performance of Students with Disabilities Certificate of Achievement.

5. School Profile

Paris Elementary School
32 East Belvue Road
Taylors, SC 29687
Telephone: (864) 355-4260
Fax: (864) 355-4391

Grades: Pre-K5 – 5th Grade

Enrollment: 609 (Brick & Mortar)
      2 (Virtual)
   611 (Total)

Facilities:
- Cafetorium
- Computer Lab
- Gymnasium
- Historical School Location
- Media Center
- Science Lab
- School Dates Back to Early 20th Century
- Separate Playground for Kindergarten
- 2 Outdoor Classrooms

Faculty Profile
- 2 Administrators
- 41 Teachers
- 31 Support Staff

School Community:
- Centennial Celebration involving Paris Alumni from the past 60 years (Celebrated in Spring 2012)
- Corporate Sponsorship from businesses such as Chick-Fil-A, Harvey's Restaurant, Bojangles, Lowe's, Boling Realty, and Country Boys
- Annual SpiritFest Celebration involving local community, On-Air News Reporters from WYFF, Piedmont Park Fire Department, families, and staff

School Personnel Data:
- 58.8% staff hold advanced degrees
- 81.3% staff returning from the previous year
- 8.5% staff returning for over three years
- 94.6% Attendance Rate
- 100% Highly Qualified
- 5.4% Minority, 94.6% Caucasian
- 2.7% Male, 97.3% Female

Teachers' Grade Level with Years of Experience

Grade Level	<5 years	5-10 year	11-15 years	16-20 years	>20 years
Grade Pre-K		1			
Grade K5	1	1	1	1	
Grade 1	1	1	2	1	2
Grade 2	2	2			1
Grade 3	2		1	2	
Grade 4	2	1			1
Grade 5	1	1	1	1	
Spec. Educ.	1			1	
Related Arts		1		2	
Speech			1		1
Media Specialist				1	

Student Population Data

	Male	Female	Total
Grade PreK	17	1	18
Grade K5	54	42	96
Grade 1	53	59	112
Grade 2	62	35	97
Grade 3	48	52	100
Grade 4	87	57	39
Grade 5	43	58	101
Total Population	**325**	**286**	**611**

Gender Enrollment
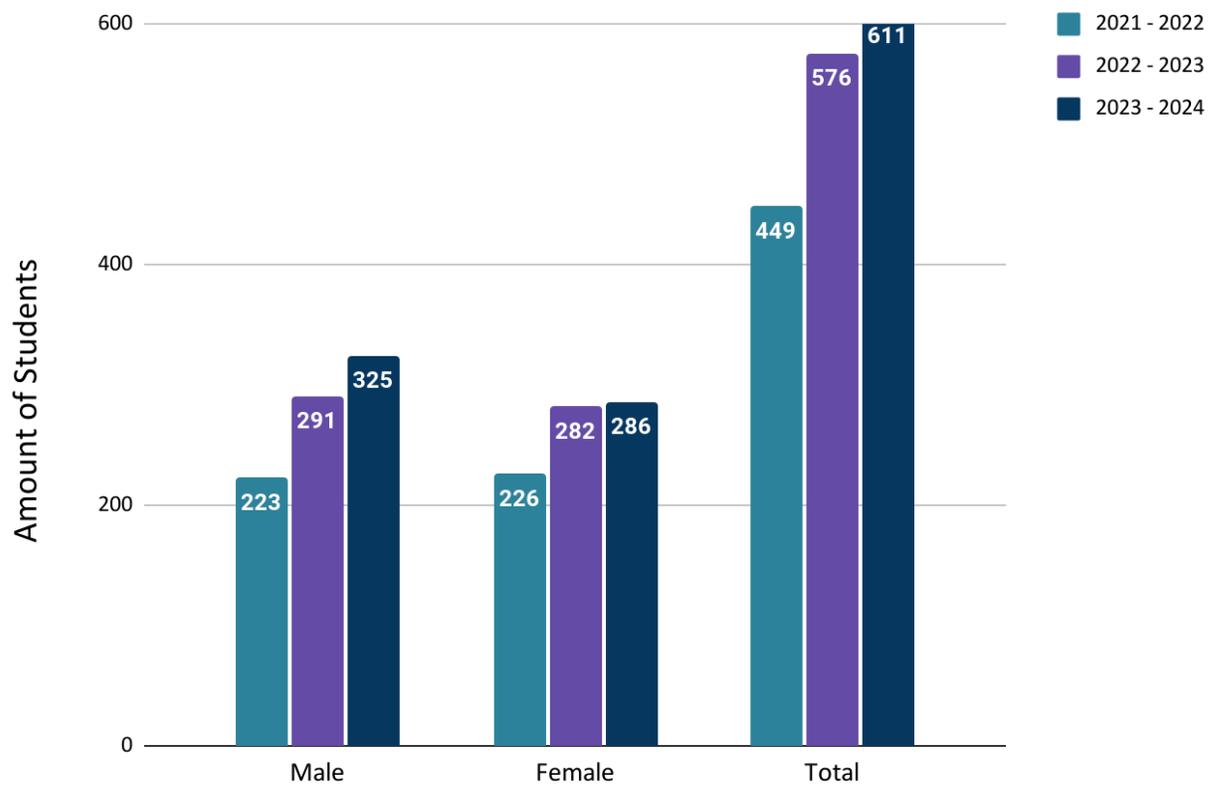
Ethnicity Sub Groups

- 1 American Indian/Alaskan Native (< 1%)
- 10 Asian (1.6%)
- 47 African American (7.7%)
- 78 Hispanic (12.8%)
- 53 Multi Race Categories (8.7%)
- 418 White (68.4%)

Enrollment by Ethnicity Subgroups

Legend:
- 2021 - 2022
- 2022 - 2023
- 2023 - 2024

Y-axis: Amount of Students (0, 100, 200, 300, 400, 500)

Ethnicity	2021 - 2022	2022 - 2023	2023 - 2024
Asian	13	12	10
African American	16	41	47
Hispanic	66	64	78
American Indian	2	3	1
Two or More Races	44	46	53
Pacific Islander	2	1	4
White	397	404	418
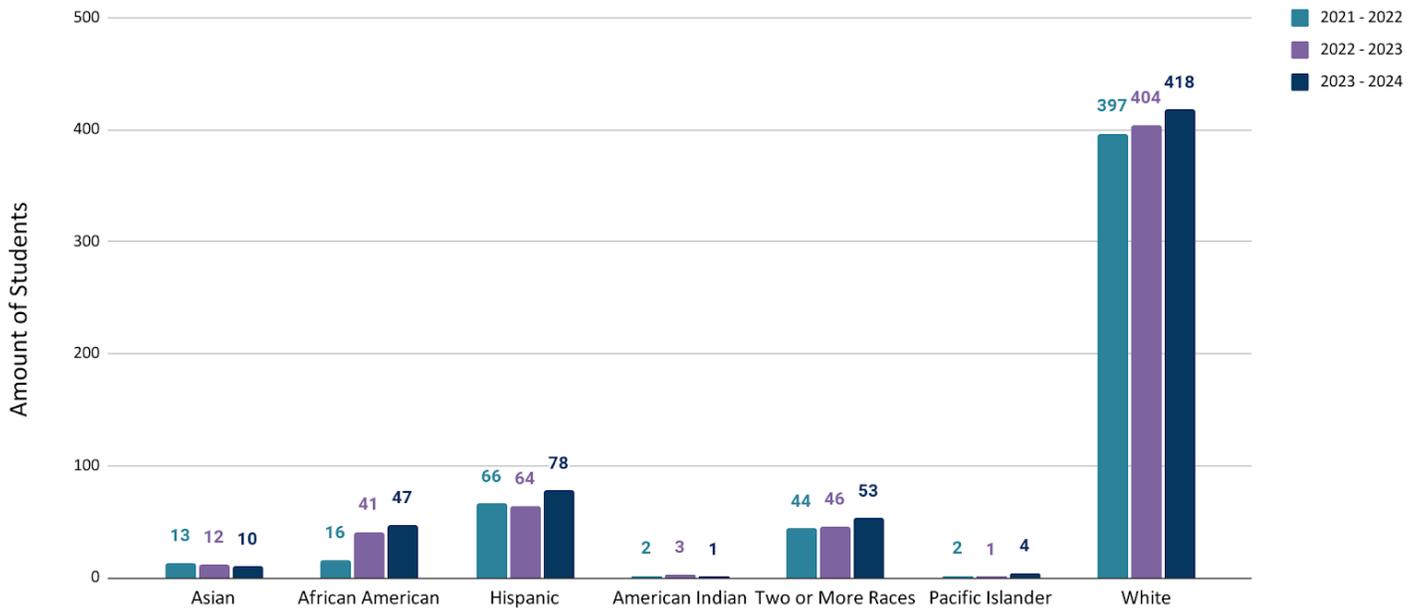
Special Services Sub Groups
- 79 Multilingual Students (ML)
- 52 Resource/Inclusion
- 56 Speech
- 13 Pre-K Self Contained
- 28 504 Plans

Special Education Enrollment
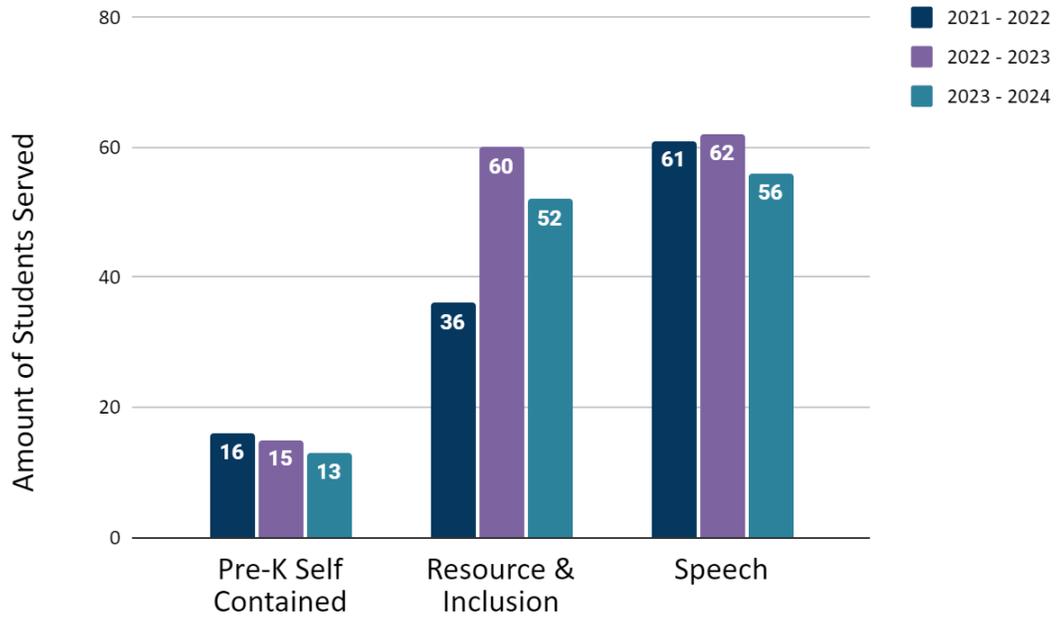
MLL Enrollment
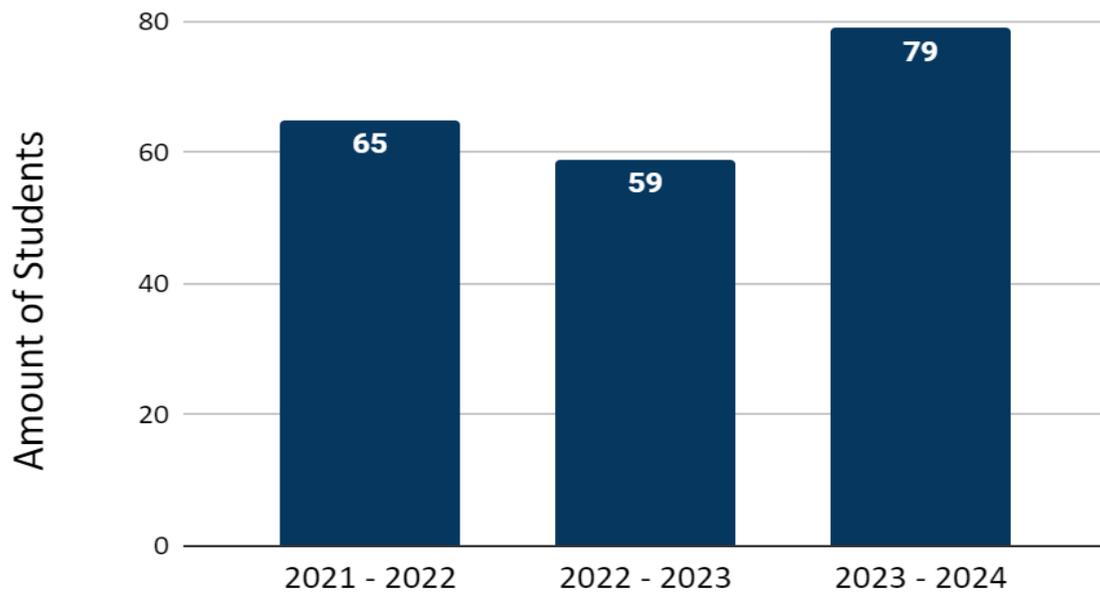
Other Sub Groups
- 11 Students Retained (1.8%)
- 120 in Extended Day Program
- 185 Free Lunch, 20 Reduced Lunch, 380 Paid

Extended Day Program Enrollment

Year	Amount of Students
2020 - 2021	85
2021 - 2022	102
2022 - 2023	120

FARMS Enrollment

	2021 - 2022	2022 - 2023	2023 - 2024
Free	183	237	246
Reduced	26	32	31
Paid	368	303	317
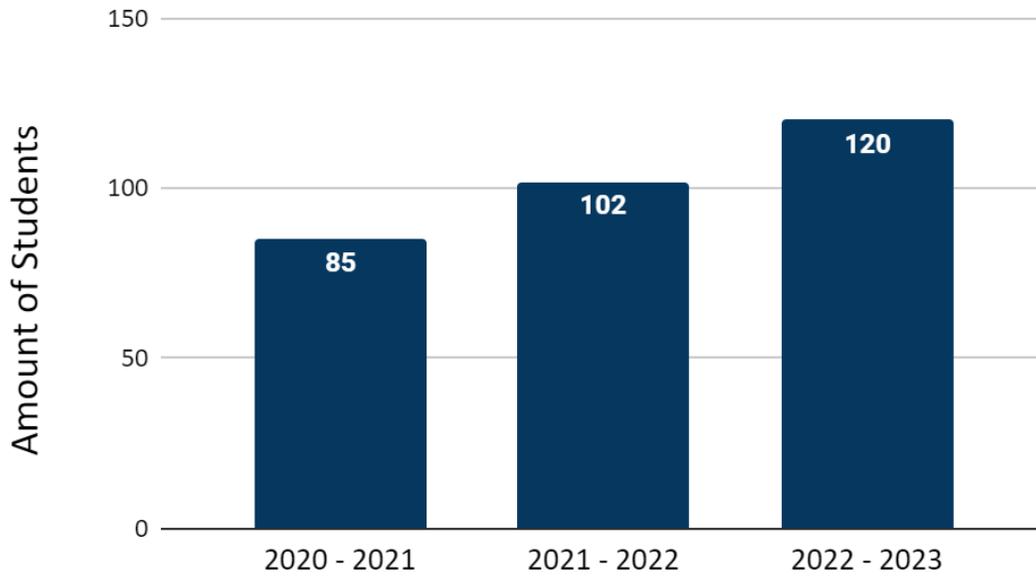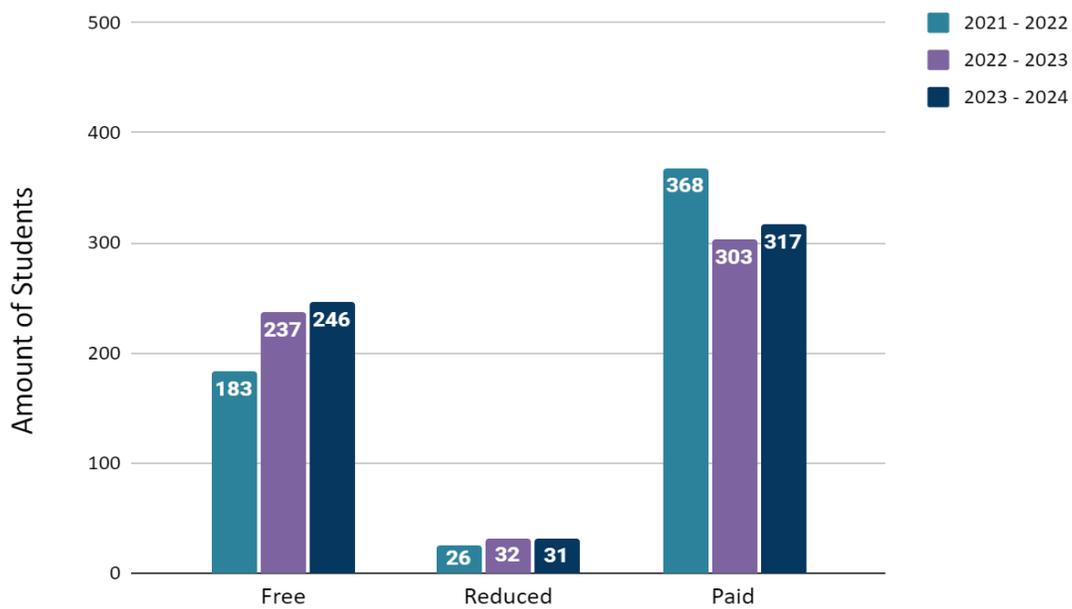
Major Academic and Behavioral Features/Programs/Initiatives

- Academic Awards Program – Showcases students' achievements in academics
- Extended Day Care Program – On Site Daily
- Art Club – Allows gifted art students to have a more in-depth instruction
- Artist in Residence Program – Provides a musical, artistic, and physical experience in learning
- ASCE Popsicle Stick Bridge Event – Gifted and Talented students design and build bridges
- Battle of the Books - School team of students compete against each other and other schools
- Book Club – 3rd-5th Students Read and Review Books for display in the Media Center
- Challenge Program (Gifted and Talented)
- Computer Lab – Allows every class an opportunity to utilize IXL, Reflex, Research, or Technology Instruction
- District Science Kits – Hands-On Instructional Opportunities for Students
- Every Day Calendar Math – Builds on concepts every day in a variety of mathematical strands
- Field Day – End of the Year celebration for all students
- Fitness Wall of Fame – Recognizes students who are active and physically fit
- Fountas and Pinnell Balanced Literacy – Focuses on reading instruction at each child's instructional level
- Honors Chorus – Allows gifted singers to have a more in-depth instruction
- Instructional Technology – A Promethean Board in every classroom
- Kindergarten for 5 Year Olds – Full Day
- Lucy Calkins Writing Program
- MAP Assessment Program – Formative Assessments for 1st grade students
- IXL – Online personalized instruction for students in Math and Language Arts
- Real Men Read - Male community members read to classrooms
- Reflex – Online personalized Math instruction
- RAZplus – Online personalized Reading program
- PBIS (Positive Behavior Interventions and Supports) – Recognizes and Reinforces positive behavior in students individually and as a class
- Prime Time News – Daily Broadcast of Announcements by students
- Professional Learning Communities – Grade Level specific planning with emphasis on data analysis, student intervention, and collaborative planning
- PTA Reflections Contest – Showcases Literary, Photographic, Artistic, and Expressive Talents of Students
- RTI (Response to Intervention) – Early Intervention for Kindergarten, First, Second, and Third Grade Students in Reading
- Science Fair – Promotes Scientific Thinking and Method for Fifth Grade Students
- Terrific Kids Awards – Quarterly, Recognizes Good Character in Students
- We Love To Read – Week-long events promoting and celebrating reading in all grade levels

6. Mission, Vision, and Beliefs

Mission
Our mission is to develop the whole child by partnering with families and the community to ensure students are college and career-ready.

Vision
Traditions of Excellence

Our Beliefs
- Educational goals are best accomplished in a safe and comfortable environment.
- Creative thinking and problem-solving skills are essential for life-long learning.
- All children have individual strengths, needs, and learning styles.
- Education is a shared responsibility of home, school, and the community.
- All students share the responsibility to be active learners.
- Positive discipline fosters accountability and self-respect.
- Parental involvement and volunteer services enrich learning.
- Students are the center of the learning process.
- Diversity enriches education.
- Dignity, respect, and appreciation are vital.

7. Data Analysis and Needs Assessment

Student Achievement Needs Assessment

Data Source: 2023 School Report Card

Academic Achievement - Overall Student Performance

SC Ready English Language Arts and Mathematics

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

School   80.6% (203 / 252)

District   61.7% (20782 / 33670)

State   53.9% (184573 / 342443)

Mathematics - Percent Met or Exceeding

School   71.8% (181 / 252)

District   50.8% (17109 / 33670)

State   40.9% (139957 / 342443)
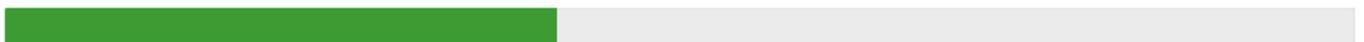
SCREADY ELA - Grade Level by Performance Level

Legend: ■ Not Met ■ Approaching ■ Meets ■ Exceeds

	Not Met	Approaching	Meets	Exceeds
3rd Grade Students	4	9	28	42
4th Grade Students	6	11	19	52
5th Grade Students	7	17	18	51
ALL Students	17	37	65	145
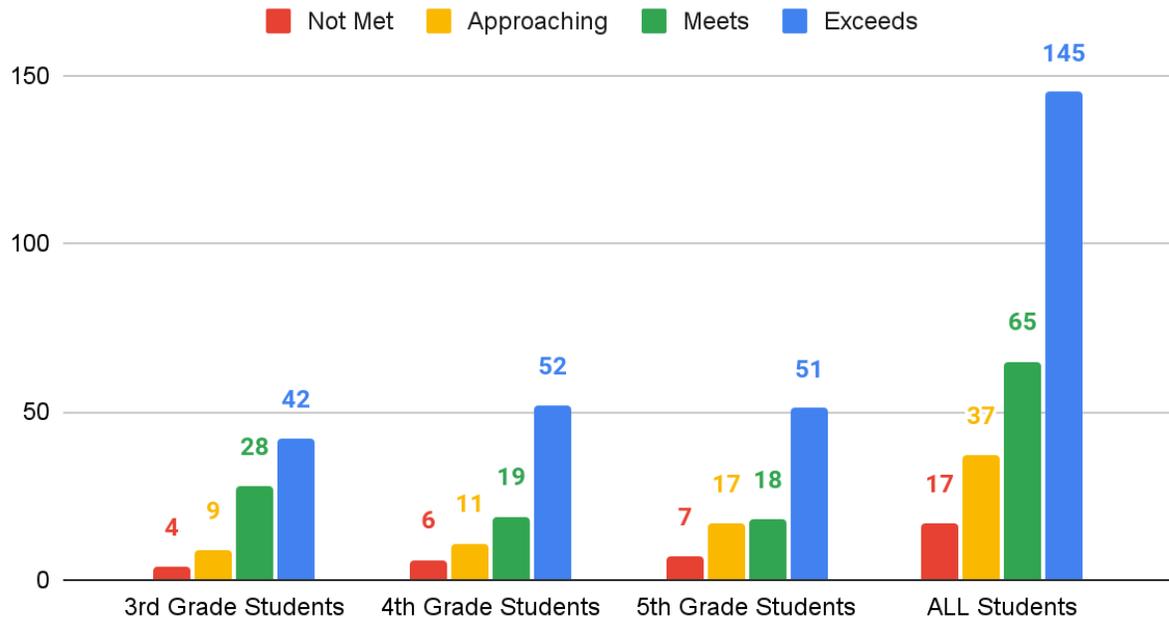
SCREADY MATH - Grade Level by Performance Level

Legend: ■ Not Met ■ Approaching ■ Meets ■ Exceeds

	Not Met	Approaching	Meets	Exceeds
3rd Grade Students	3	13	23	44
4th Grade Students	8	26	26	29
5th Grade Students	6	20	28	39
ALL Students	17	59	76	111
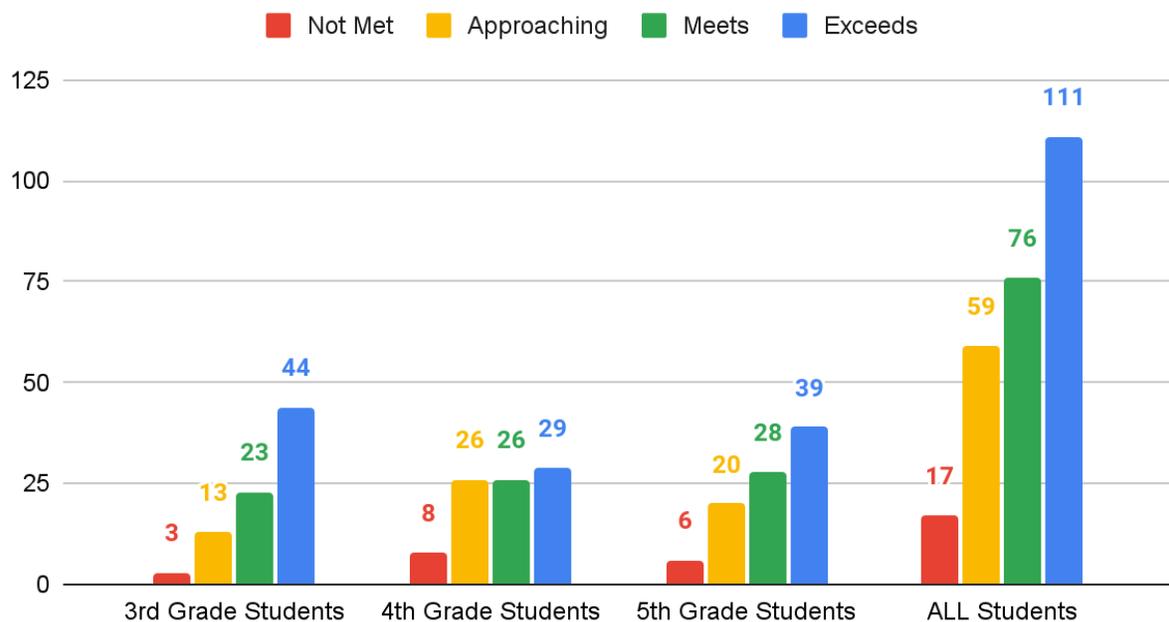
Teacher and Administrator Quality

Data Source: Paris Professional Development Calendar

Paris Elementary PD Calendar 2024-2025

Date	Meeting Type	Topic	Personnel	Notes
Monday, June 24, 2024	LETRS Training	Required LETRS Training	LETRS personnel	K4-3rd teachers
Monday, August 5, 2024	LETRS Training	Required LETRS Training	LETRS personnel	K4-3rd teachers
Wednesday, August 7, 2024	Faculty Meeting	Welcome and Year Overview	Cook	
Wednesday, August 14, 2024	Faculty Meeting	Literacy and Tech Requirements	ILT	RH & GC
Wednesday, August 21, 2024	Senate	Senate Agenda	Teacher Leaders	
Thursday, August 22, 2024	CPLC	CPLC Schedule and Agenda	ILT	
Wednesday, August 28, 2024	TLC	School-Wide Focus/Activities	TLC Leaders	
Wednesday, September 4, 2024	Faculty Meeting	Literacy Updates	ILT	
Thursday, September 5, 2024	CPLC	CPLC Schedule and Agenda	ILT	
Wednesday, September 11, 2024	Senate	Senate Agenda	Teacher Leaders	
Wednesday, September 18, 2024	TLC	School-Wide Focus/Activities	TLC Leaders	
Thursday, September 19, 2024	CPLC	CPLC Schedule and Agenda	ILT	
Wednesday, September 25, 2024	Grade Level PLC	PLC – Data, Intervention, Collaborative Planning	Teacher Leaders	
Wednesday, October 2, 2024	Faculty Meeting		ILT	
Thursday, October 3, 2024	CPLC	CPLC Schedule and Agenda	ILT	
Wednesday, October 9, 2024	Senate	Senate Agenda	Teacher Leaders	
Wednesday, October 16, 2024	TLC	School-Wide Focus/Activities	TLC Leaders	
Thursday, October 17, 2024	CPLC	CPLC Schedule and Agenda	ILT	
Wednesday, October 23, 2024	Grade Level PLC	PLC – Data, Intervention, Collaborative Planning	Teacher Leaders	
Wednesday, October 30, 2024	Grade Level PLC	PLC – Data, Intervention, Collaborative Planning	Teacher Leaders	
Monday, November 4, 2024	LETRS Training	Required LETRS Training	LETRS personnel	K4-3rd teachers
Wednesday, November 6, 2024	Faculty Meeting	Assessment Best Practices	Hever, Watts,	

			Teacher Leaders	
Thursday, November 7, 2024	CPLC	CPLC Schedule and Agenda	ILT	
Wednesday, November 13, 2024	Senate	Senate Agenda	Teacher Leaders	
Wednesday, November 20, 2024	Grade Level PLC	PLC - Data, Intervention, Collaborative Planning	Teacher Leaders	
Thursday, November 21, 2024	CPLC	CPLC Schedule and Agenda	ILT	
Wednesday, November 27, 2024	Grade Level PLC	PLC - Data, Intervention, Collaborative Planning	Teacher Leaders	
Wednesday, December 4, 2024	Faculty Meeting	Holiday Schedules & Back to School Information	Cook	
Wednesday, December 11, 2024	Senate	Senate Agenda	Teacher Leaders	
Thursday, December 12, 2024	CPLC	CPLC Schedule and Agenda	ILT	
Monday, January 6, 2025	LETRS Training	Required LETRS Training	LETRS personnel	K4-3rd teachers
Wednesday, January 8, 2025	Faculty Meeting	Spring Schedule Preview Assessment Best Practices	Cook	
Thursday, January 9, 2025	CPLC	CPLC Schedule and Agenda	ILT	
Wednesday, January 15, 2025	Senate	Senate Agenda	Teacher Leaders	
Wednesday, January 22, 2025	TLC	School-Wide Focus/Activities	TLC Leaders	
Thursday, January 23, 2025	CPLC	CPLC Schedule and Agenda	ILT	
Wednesday, January 29, 2025	Grade Level PLC	PLC - Data, Intervention, Collaborative Planning	Teacher Leaders	
Wednesday, February 5, 2025	Faculty Meeting		ILT	
Thursday, February 6, 2025	CPLC	CPLC Schedule and Agenda	ILT	
Wednesday, February 12, 2025	Senate	Senate Agenda	Teacher Leaders	
Wednesday, February 19, 2025	TLC	School-Wide Focus/Activities	TLC Leaders	
Thursday, February 20, 2025	CPLC	CPLC Schedule and Agenda	ILT	
Wednesday, February 26, 2025	Grade Level PLC	PLC - Data, Intervention, Collaborative Planning	Teacher Leaders	
Wednesday, March 5, 2025	Faculty Meeting		ILT	
Thursday, March 6, 2025	CPLC	CPLC Schedule and Agenda	ILT	
Wednesday, March 12, 2025	Senate	Senate Agenda	Teacher Leaders	
Wednesday, March 19, 2025	Grade Level PLC	PLC - Data, Intervention, Collaborative	Teacher Leaders	

	Grade Level PLC	Planning		
Wednesday, March 26, 2025	Grade Level PLC	PLC - Data, Intervention, Collaborative Planning	Teacher Leaders	
Thursday, March 27, 2025	CPLC	CPLC Schedule and Agenda	ILT	
Wednesday, April 2, 2025	Faculty Meeting	Spring Cleaning & Paris Business	ILT	
Thursday, April 3, 2025	CPLC	CPLC Schedule and Agenda	ILT	
Wednesday, April 9, 2025	Senate	Senate Agenda	Teacher Leaders	
Wednesday, April 16, 2025	Faculty Meeting	Spring Testing Training	Hever & Gerard	3rd, 4th, 5th + Specialists/RTI
Thursday, April 17, 2025	CPLC	CPLC Schedule and Agenda	ILT	
Wednesday, April 23, 2025	Grade Level PLC	PLC - Data, Intervention, Collaborative Planning		
Wednesday, April 30, 2025	Grade Level PLC	PLC - Data, Intervention, Collaborative Planning		
Thursday, May 1, 2025	CPLC	CPLC Schedule and Agenda	ILT	
Wednesday, May 7, 2025	Faculty Meeting	EOY Procedures	ILT	
Wednesday, May 14, 2025	Senate	Senate Agenda	Teacher Leaders	
Thursday, May 15, 2025	CPLC	CPLC Schedule and Agenda	ILT	
Wednesday, May 21, 2025	Grade Level PLC	PLC - Data, Intervention, Collaborative Planning		
Wednesday, May 28, 2025	Grade Level PLC	PLC - Data, Intervention, Collaborative Planning		

School Climate Needs Assessment

Student Behavior Data

- 32 students (5.5%) received at least one referral.
- 11 students (1.9%) received at least two referrals.
- The most common referral incidents were hitting/kicking/pushing (15.28%), inappropriate behavior (12.5%), and major disruptions (12.5%).
- 5 students (6.94%) received bus referrals.
- 72 total referrals were written.
- Students received 35 Out of School Suspension days.
- Students were suspended from the bus 8 times.

Attendance, Absenteeism, and Truancy

- The attendance rate was 95.24%.
- 13 students (14.13%) received truancy referrals.

Parent/Teacher Conferences

- Teachers conducted conferences with 100% of their students' parents or guardians.

Volunteer Hours

- Volunteers have logged 4894 hours and 40 minutes of volunteer time.

Backpack Accounts/Logins

- 598 students (98.03%) had Backpack accounts.

Data Source: 2023 SCE School Report Card Survey – School Quality

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students	Parents
Number of surveys returned	40	250	15
Percent satisfied with learning environment	100.0%	86.4%	83.3%
Percent satisfied with social and physical environment	100.0%	87.2%	91.7%
Percent satisfied with school-home relations	94.9%	90.7%	81.8%

Additional Information

	Our School	Change from Last Year
Percent of students served by gifted and talented program	28.3	Down from 29.4
Percent of students retained	1.6	Up from 1.4
Principal's/Superintendent's/Director's years at school/district	15	Up from 14
Chronic Absenteeism Rate (Note: Data are from prior school year)	8.5	Down from 11.5

Data Source: 2023 SCE School Report Card Survey – Student Safety

Student Safety

Evaluations By Parents ❓	Percent Agree/Strongly Agree	Total Responses
"My child feels safe at school."	100.0	15
"My child's teachers and school staff prevent or stop bullying at school."	83.3	15
Evaluations By Teachers ❓	Percent Agree/Strongly Agree	Total Responses
"I feel safe at my school before and after hours."	100.0	40
"The rules for behavior are enforced at my school."	100.0	40

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Paris Elementary School SC School Report Card

8. Action Plan

Goal Area 1: Student Achievement

GOAL AREA 1 – Performance Goal 1

Performance Goal Area: ☑Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*   *(* required)*
Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from **71.8%** in 2022-23 to **74.3%** in 2028-29.
Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by **0.5%** annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (ES)	72.3%	72.8%	73.3%	73.8%	74.3%
	71.8%	TBD	Actual (ES)					
	60%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	· Principal	$0	N/A	
2. Design individualized school, teacher, and student goals	2024-2029	· Principal	$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
based on growth and achievement.					
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	· Teachers	$0	N/A	
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. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	· Teachers	$0	N/A	
2. 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	· Administration · Coaches	$0	N/A	
3. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	· Principal	$0	N/A	
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	· Administration · Coaches	$0	N/A	
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	· Administration · Coaches	$0	N/A	
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	· Administration · Coaches · Teachers	$0	N/A	
4. Foster a collaborative relationship between schools and parents.	2024-2029	· Administration · Coaches · Teachers	$0	N/A	
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	· Administration · Coaches · Teachers	$0	N/A	

GOAL AREA 1 – Performance Goal 2

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

Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from **80.6%** in 2022-23 to **80.6%** in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by **0%** 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)	80.6%	80.6%	80.6%	80.6%	80.6%
	80.6%	TBD	Actual (ES)					
	64%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students have the skills and supports necessary to be reading on grade level by the end of 3rd grade.					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	· Principal	$0	N/A	
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	· Administration · Coaches · Teachers	$0	N/A	
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners,	2024 - 2029	· Administration · Coaches · Teachers	$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
summative assessments and 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	· Administration · Coaches · Teachers	$0	N/A	
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	· Administration · Coaches · Teachers	$0	N/A	
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	· Teachers	$0	N/A	
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	· Administration · Coaches · Teachers	$0	N/A	
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	· Administration · Coaches · Teachers	$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	· Administration · Coaches · Teachers	$0	N/A	
5. Implement a range of assessment methods that measure student understanding.	2024-2029	· Teachers	$0	N/A	
6. Ensure vertical articulation of grade level content and practices.	2024-2029	· Administration · Coaches · Teachers	$0	N/A	
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	· Administration · Coaches · Teachers	$0	N/A	
8. R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities. b. Promote school readiness activities with parents and community through GCCS web-based resources.	2024-2025	· Director of Early Intervention and Student Support			Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In 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.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	· Administration · Coaches · Teachers	$0	N/A	
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	· Teachers	$0	N/A	
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	· Administration · Coaches · Teachers	$0	N/A	
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	· Teachers	$0	N/A	
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	· Administration · Coaches	$0	N/A	
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	· Teachers	$0	N/A	
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	2024-2029	· Administration · Coaches · Teachers	$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	**Indicators of Implementation** *C=Continue, M=Modify, F=Finish*
students in building necessary reading skills.					
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	· Administration · Coaches · Teachers	$0	N/A	
3. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	· Teachers	$0	N/A	
4. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	· Administration · Coaches · Teachers	$0	N/A	

Goal Area 2: Teacher/Administrator Quality

GOAL AREA 2 – Performance Goal 1

Performance Goal Area: ☐Student Achievement* ☑Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*   *(* required)*
Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).
Interim Performance Goal: Meet annual targets below.

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	· Administration	$0	N/A	
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and	2024-2029	· Administration · Coaches · Teachers	$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
other opportunities for a path to education.					
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	· Administration · Coaches · Teachers · School Counselor	$0	N/A	

GOAL AREA 2 – Performance Goal 2

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

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	TBD	Actual (District)					
			Projected (School)	6.5%	6%	5.5%	5%	4.5%
	7%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Provide leadership opportunities for teachers to affect change in school culture, teacher well-being, and school policies.					
1. Implement Teacher Leadership Committees (TLCs) where teachers choose areas where they are passionate and feel they can contribute to a positive school culture, teacher well-being, and school policies.	2024-2029	· Administration · Coaches · Teachers	$0	N/A	
2. Instate a teacher Senate, where teacher representatives are elected to two-year terms in a round-table setting to discuss school policies and procedures.	2024-2029	· Administration · Coaches · Teachers	$0	N/A	

Goal Area 3: School Climate

GOAL AREA 3 – Performance Goal 1

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☑School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*   *(* required)*
Performance Goal 1: Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS - Incidents			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	TBD	Actual (District)					
			Projected (School)	TBD	TBD	TBD	TBD	24.38
	34.38%	TBD	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary	2024-2029	· Administration · Coaches · Teachers	$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	· Administration · Coaches · Teachers	$0	N/A	
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	· Administration · Coaches · Teachers · School Counselor	$0	N/A	
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	· Administration · Coaches · Teachers · School Counselor	$0	N/A	
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	· Administration · Coaches · Teachers · School Counselor	$0	N/A	
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	· Administration · Coaches · Teachers · School Counselor	$0	N/A	
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	· Administration · Teachers · School Counselor	$0	N/A	
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	· Administration · Teachers · School Counselor	$0	N/A	
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	· Administration · Teachers · School Counselor	$0	N/A	
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	· Administration · Teachers	$0	N/A	
2. Increase leadership opportunities within the school during the school day.	2024-2029	· Administration · Coaches · Teachers · School Counselor	$0	N/A	
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	· Administration · Teachers · School Counselor	$0	N/A	
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,	2024-2029	· Administration · Teachers · School Counselor	$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
disobedience/defiance, and inappropriate behavior.					
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	· Administration · Teachers · School Counselor	$0	N/A	
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	· Administration · Teachers · School Counselor	$0	N/A	
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	· Administration · Teachers · School Counselor	$0	N/A	
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	· Administration · Teachers · School Counselor	$0	N/A	

GOAL AREA 3 – Performance Goal 2

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☑School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*   *(* required)*
Performance Goal 2: By 2029, reduce the percentage of students who are chronically absent* by 10 points.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Student Services			Projected (District)	22%	20%	18%	16%	14%
	24%	TBD	Actual (District					
			Projected (School)	9.43% (<10%)	9.43% (<10%)	9.43% (<10%)	9.43% (<10%)	9.43% (<10%)
	9.43%	TBD	Actual (School					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	· Administration · Teachers · School Counselor · Attendance Clerk	$0	N/A	
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	· Administration · Teachers · School Counselor	$0	N/A	
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	· Administration · Teachers · School Counselor · Attendance Clerk	$0	N/A	
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	· District Personnel	$0	N/A	
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	· Administration · Teachers · School Counselor · Attendance Clerk	$0	N/A	
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	· Administration · Teachers · School Counselor · Attendance Clerk	$0	N/A	
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	· Administration · Teachers · School Counselor · School Nurse	$0	N/A	