

BLYTHE ACADEMY OF LANGUAGES



Steven Sokohl, Principal
The School District of Greenville County
Dr. W. Burke Royster, Superintendent
2024-25 through 2028-29

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Blythe Academy of Languages

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, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

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

SUPERINTENDENT

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

PRINCIPAL

Steven Sokohl		3/14/25
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

M. Grace Loveless		3/14/25
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Renee Stokes		3/14/25
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 100 Blythe Dr, Greenville, SC 29605

SCHOOL TELEPHONE: (864)-355-4400

PRINCIPAL EMAIL ADDRESS: ssokohl@greenville.k12.sc.us

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Steven Sokohl
2. Teacher	Alejandra Neal
3. Parent/Guardian	Nicole Puza
4. Community Member	Lynn Ballard
5. Paraprofessional	Peggy Booker
6. School Improvement Council Member	Grace Loveless
7. Read to Succeed Reading Coach	Renee Stokes
8. School Read To Succeed Literacy Leadership Team Lead	Renee Stokes
9. School Read To Succeed Literacy Leadership Team Member	Douglas Sullivan

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**

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.

Assurances for School Renewal Plans

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 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"/>	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to

<input type="radio"/> No <input type="radio"/> N/A	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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.
<input checked="" type="radio"/> Yes	Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities

<input type="radio"/> No <input type="radio"/> N/A	<p>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</p> <p>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

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Introduction

Blythe Academy's school portfolio was developed to document the changes and progress our school has made while working to continuously improve everything we do. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

This school portfolio is a document that describes Blythe and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The portfolio also describes how we build and utilize our overall school plan for increasing student learning—our ultimate outcome.

Please enjoy this comprehensive treasure as it provides the story of who we are and how we work together to continuously improve what we do to prepare our students to become productive and responsible citizens in an ever-changing global society through instruction that includes partial language immersion education in French and Spanish.

School Portfolio Team Members, Roles and Committees

Executive Summary

Steven Sokohl - Principal
Brianna Evans - Instructional Coach

School Profile

Steven Sokohl - Principal
Chelsea Stewart - Assistant Principal
Molly Bronson - Administrative Assistant
Brianna Evans - Instructional Coach

Mission/Visions/Beliefs

Steven Sokohl - Principal
Chelsea Stewart - Assistant Principal
Molly Bronson - Administrative Assistant
Brianna Evans - Instructional Coach
Betsy Shouse - Program Coordinator
All Teachers

Data Analysis/Needs Assessment

Steven Sokohl - Principal
Chelsea Stewart - Assistant Principal
Molly Bronson - Administrative Assistant
Brianna Evans - Instructional Coach
Betsy Shouse - Program Coordinator
Classroom Teachers

Action Plan

Steven Sokohl - Principal
Chelsea Stewart - Assistant Principal
Molly Bronson - Administrative Assistant
Brianna Evans - Instructional Coach

Professional Development Plan

Steven Sokohl - Principal
Chelsea Stewart - Assistant Principal

Molly Bronson - Administrative Assistant
Brianna Evans - Instructional Coach
Renee Stokes - Literacy Specialist
Betsy Shouse - Program Coordinator
All Classroom Teachers

Executive Summary

Student Achievement Needs Assessment or Findings

- Continued an increased emphasis on student performance data used to inform instruction and monitor student learning
- Continued Reading Horizons Phonics Program in Kindergarten and First Grade classrooms
- Continued Reading Horizons Phonics Program in Intervention and Special Education Resource Classrooms
- Continued Response to Intervention (RTI) Reading Programs in Kindergarten through Second Grade
- Continued implementation of Professional Learning Communities (PLCs) with the Instructional Leadership Team
- Continued protection of instructional time
- Continued usage of SCReady, Mastery Connect, Reading Horizons, and Progress Monitoring data to guide instruction
- Implemented Amira as a progress monitoring tool
- Implemented Houghton Mifflin Harcourt (HMH) Curriculum and Textbooks into daily ELA Instruction
- Continued implementation of Mastery View Predictive Assessments in grades 2-5 to drive instruction and monitor student progress in math and ELA
- Continued usage of Pearson EnVision Math textbooks for all our students
- Continued usage of Learning Palettes to support students in math
- Continued usage of ReThinkEd for Social Emotional Learning
- Continued usage of Social Emotional Learning Progress Monitoring Assessment
- Continued usage of online software such as Dreambox, Reading Horizons, and LexiaCore5
- Implemented Amira (an online software) for Reading Benchmarking and Tutoring
- Continued to strengthen literacy instruction in all language classrooms
- Continued to utilize Instructional Coach and Literacy Specialist for coaching
- Continued counseling lessons on core character traits such as respect for self and others, the healthy development of interpersonal relationships, the development of social and emotional competencies, and a growth mindset in students
- Continued usage of STAMP/AVANT assessment to test grade 3 and 5 immersion students
- Continued to offer appropriate staff professional development

Teacher and Administrator Quality Needs Assessment or Findings

- Continued to provide support to all international teachers to guide them through the process of becoming Highly Qualified
- Continued to encourage all personnel to keep their certification current
- Continued to support teachers as they work towards Read to Succeed Endorsement through LETRS
- Continued to encourage teachers to seek National Board Certification and additional degree advancements
- Continued to provide the necessary support to mentors and mentees
- Continued to offer coaching cycles

School Climate Needs Assessment or Findings

- Continued to provide opportunities for students to develop positive social behavior and leadership potential
- Continued professional development activities for staff on classroom management strategies which enhance school and class student behavior
- Continued to survey teachers for professional development ideas
- Continued the partnership with Greenville Mental Health
- Continued to expand support to families and our community as a whole

Significant Challenges from the Past 3 Years

- Transiency of students
- Student tardiness
- Hiring staff who are fluent in French OR Spanish as well as certified in Early Childhood or Elementary Education
- Reaching all ability levels and continuing to lessen the gap for subgroups through small-group intervention
- The need to utilize EDP and teacher supply funds to help fund personnel needs
- Continuing the tradition of high performance on SCReady testing to reach pre-pandemic goals

Significant Awards, Results, and Accomplishments From Past 3 Years

- 2025 Greenville Drive Reading All-Stars Outstanding Achievement Award
- 2024-2025 US News Report Elementary Schools to Watch
- 2023-2025 Project ADAM Heart Safe School
- 2023-2024 US News Report Elementary Schools to Watch
- 2024 Greenville Drive Reading All-Stars Outstanding Achievement Award
- 2023-2024 Project ADAM Heart Safe School
- 2023 Special Olympics Unified Champion School
- 2023 Greenville Drive Reading All-Stars Outstanding Achievement Award
- 2022-2023 SC State School Report Card Absolute Rating Good
- 2022-2023 American Heart Association Greenville County Schools First Place in District
- 2022-2023 ELA Met or Exceeded Prepandemic Scores
- 2020-2022 United Way Campaign Award of Excellence
- 2019 SC Palmetto's Finest Finalist
- 2018-2022 National PTA Schools of Excellence Award

School Profile

History of Blythe and Facilities

Blythe Academy of Languages is located in Greenville, South Carolina. In 1950, land was purchased for \$48,250 to build a public school in the Augusta Road area. Blythe Elementary School was built to alleviate overcrowding in neighboring schools within the city limits. This school was named for local educator and school board member, Edgeworth Montague Blythe. It first opened its doors in the fall of 1951. The growth of the school increased to over 700 students, leading to a building addition, which doubled the number of classrooms. Blythe Elementary School continued to thrive during the 1950s and the first half of the 1960s. In the mid-1960s, with the closing of nearby Donaldson Air Force Base, Blythe lost a significant number of its students, and attendance lines were redrawn to encompass a larger attendance area to the south and east of the school.

In the 1980's, was facing declining enrollment and discussions were initiated within the school district to determine the fate of the school. Members of the immediate neighborhood walked the streets gathering signatures on petitions to keep the doors of Blythe open in an attempt to preserve the integrity of the neighborhood. The decision was made to not close the school. New instructional programs were instituted, numerous business and community partnerships were created and cosmetic renovations were made to Blythe. In 1995, Blythe was chosen to become one of Greenville County's Select Schools. Blythe's academic focus has broadened to include a partial immersion language program and the name of the school was changed to Blythe Academy of Languages to reflect its magnet school status.

In August 2003, Blythe Academy moved into its new facility located on the original property designed for a capacity of 1,000 students. The school building contains administrative offices, thirty-five regular classrooms, eight kindergarten classrooms, two permanent resource classrooms, one room for a speech therapist, a health room, a science lab, a computer lab, a gifted/talented classroom room, two art rooms, two music rooms, and a gymnasium. The front office includes an office for the principal, secretary, and attendance/bookkeeper, as well as a reception area, main office area, storage rooms, conference room, two guidance offices, program coordinator's office, and workroom. The upstairs has two assistant principal offices. Each grade level has a storage room. The media center includes a wide variety of text selections, including French and Spanish library books for all levels, a literacy library room for teacher small groups, and a broadcast production room. There are two play areas and a softball field included on the grounds of Blythe Academy. Kindergarten has a private enclosed playground. Each Kindergarten classroom has a private entrance to its enclosed playground. First through fifth grades share the additional play area and softball field.

Blythe is currently recognized as one of the elementary schools in South Carolina that offers a partial language immersion program to its students. Students who participate in our partial immersion program are taught South Carolina State Standards in math and science in the selected target language.

Blythe Academy of Languages' curriculum is based on the South Carolina State Standards. Core content areas are: Reading, Language Arts, Math, Science/Health, and Social Studies. Students receive weekly instruction in Art, Music, STEM, and Physical Education. Students receive bi-weekly instruction in the Media Center and Whole Group School Counseling Lessons.

Parent and Community Involvement

Blythe Academy's Parent Teacher Association (PTA) and School Improvement Council (SIC) help to create a community in which students see that everyone values learning. The PTA and SIC develop goals each year that are supportive of the school's student achievement goals. Their donations of time and money enable Blythe to enhance programs through the purchase of additional equipment and supplies, providing volunteer assistance to students and teachers, and assisting in special projects throughout the school year.

Blythe Academy has a very active PTA. The parents serve as room parents and assist the teachers with instructional needs through PTA Grants. Many volunteers serve on various committees that support the school in a variety of ways. Monthly PTA meetings include executive board, full board meetings, and five general PTA meetings each year. SIC also meets monthly. At each meeting, Blythe's principal provides a principal's report which may include the school program, student achievement updates, information on new initiatives, and progress reports on existing projects. This information is used to guide PTA and SIC planning for their yearly projects and objectives.

The PTA and SIC continue to offer many opportunities for families to become more involved in their child's education. PTA sponsors such events as Popsicles on the Playground, Holiday Market, Blythe Blast, Family Fun Nights, and Boosterthon Fun Run.

PTA has several sub-committees that focus on specific tasks.

- Ways and Means: membership, fund-raising events, school spirit days, business partnerships
- Communication: weekly Eblast/newsletter, outdoor beautification projects, website, social media, and lost and found organization
- Arts and Services: teacher appreciation, homeroom parents, VIP luncheons, Bear Hug Awards, 5th Grade Day, Popsicles on the Playground K5 Welcome, and Walk and Wheel to School Days

The PTA also provides special funding for technology and instructional support, media center books, teacher mini-grants, student scholarships, and support of children at Blythe with critical needs. These funding allocations are proof of PTA's commitment to our school goals.

SIC initiatives have focused on school safety, grounds beautification and improvement, and technology and instructional support. SIC also assists the principal and instructional leadership team in preparing the annual report to the community.

The Community of Greenville also supports our school in numerous ways through varying community partnerships. Local Churches work closely with Blythe and help provide support to families in need by providing weekend food bags, clothing, backpacks, and school supplies.

School Personnel Data

We have a very diverse staff that includes Caucasian, African American, Hispanic, and Asian employees with an age range from the early twenties to the sixties. Many staff members are native speakers of either the French or Spanish language. Eleven countries outside of the United States are represented by our staff. The teaching experience of the certified staff ranges from 1 year to 25+ years. The years of experience spent specifically at Blythe Academy range from one year to twenty-plus years.

The current positions held at Blythe Academy are:

1 – Principal

1 – Assistant Principal
1 – Administrative Assistant
1- Instructional Coach
1 - Program Coordinator
2- School Counselors
1 – Challenge Teacher
4.8 – Related Arts Teachers
1 – Secretary
1 – Attendance Clerk
1 -Office Clerk
1– Nurse
1– Media Specialist
1– Media Clerk
2- 4K Teachers
2–4K Assistants
6 – 5K Teachers
6– 5K Assistants
8- Grade 1 Teachers
7.5 – Grade 2 Teachers
7.5 – Grade 3 Teachers
6.5– Grade 4 Teachers
6.5 – Grade 5 Teachers
1.5 – LD/Resource Teacher
2- Self Contained Multi-cat
1 – Speech Therapist
.8 – ESOL Teacher
1– Literacy Specialist
1– Reading Interventionist
2- STEM Lab Managers

Teacher allocations are consistent throughout our district and for the 2024-2025 year are based upon the following student-teacher ratios:

<u>Grade</u>	<u>Ratio</u>
K4	23:1
K5	26:1
1	17:1
2-3	21.5:1
4-5	25.5: 1

Staff Ethnicity

African American	10
Caucasian	62
Hispanic	16
Latino	6
Native American Indian	1
Other	5

Student Population Data

Student Enrollment:

K4	41
K5	137
1st	129
2nd	144
3rd	135
4th	127
5th	136
Total	849
Magnet Students	414
Home-Based Students	435
Students Receiving Free or Reduced Meals	100%

Student Ethnicity:

American Indian or Alaska Native	2
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Asian	14
Black or African American	215
Hispanic/Latino	237
Native Hawaiian or Other Pacific Islander	3
Two or More Races	85
White	293

Retentions

During the 2023-2024 school year, 0 students were retained.

Gifted and Talented Education

Blythe Academy has a gifted and talented program (Challenge) for identified students. Students in grades 3-5, identified by state criteria, are enrolled in the pull-out program and attend weekly. Third-grade students receive 125 minutes per week of Challenge instruction while fourth and fifth-grade students receive 200 minutes per week.

Our gifted and talented population for the 2023-2024 school year was 25.4%.

Student Attendance

School Year	Attendance %
2023-24	93.57%
2022-23	94.02%
2021-22	94.93%
2020-21	94.24%

2019-20	96.8%
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Major Academic and Behavioral Features, Programs, and Initiatives

School Focus	Education Model	Description
Student Achievement: Foreign Language Magnet Program	Partial Language Immersion	As Greenville County School District's only elementary foreign language magnet school, Blythe Academy offers partial immersion programs where math, science and health are taught in both Spanish and French in Kindergarten through Fifth Grade. English Language Arts and Social Studies are instructed in the English language for all students at Blythe Academy. Our vision is that students achieve academic success, bilingual and bi-literate proficiency, and multicultural competency.
Student Achievement: Reading	Response to Intervention	RTI is taught by a team of reading interventionists. Students who qualify receive intense and specific instruction in small groups. A district curriculum and training are followed by our school interventionists. FastBridge is used to monitor the progress of students. RTI instructors continuously track student progress.
Student Achievement: English Language Arts	English Speakers of Other Languages	Blythe's ESOL program groups students according to language fluency levels and/or grade levels where they receive academic assistance from an ESOL instructor in addition to regular classroom instruction. The ESOL instructor provides MLL students with access to Lexia, an online language program to assist in language acquisition, that can be accessed in the classroom and at home.

Student Leadership Positions	Student Council, Broadcast Team, Safety Patrol, Media Center Cadets and Yearbook Team	Students in the upper grades are able to apply for leadership roles where they are able to model leadership experience and able to contribute to the school's community.
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Mission, Vision, and Beliefs

Mission Statement

Our mission is to work together with stakeholders to teach our students the knowledge, skills, and strategies needed to become productive and responsible citizens in an ever-changing global society through instruction that includes language immersion education in French and Spanish.

Vision Statement

At Blythe Academy, students will achieve academic success, bilingual and bi-literate proficiency, and multicultural competency.

Beliefs

- All students possess talents that should be nurtured.
- All students should be challenged to reach their highest potential.
- All students learn best in a safe and positive environment.

Data Analysis and Needs Assessment

Student Achievement Needs Assessment

SDE School Report Card- Website: <https://screportcards.com/> and <http://ed.sc.gov/data/test-scores/>

SC Ready ELA and Math - by grade level by performance level

English Language Arts (ELA)

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	135	21.5%	15.6%	23.0%	40.0%
4	137	20.4%	10.9%	17.5%	51.1%
5	108	18.5%	17.6%	20.4%	43.5%

Mathematics

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	135	20.7%	15.6%	27.4%	36.3%
4	138	19.6%	18.8%	23.9%	37.7%
5	108	22.2%	29.6%	16.7%	31.5%

Teacher and Administrator Quality

Professional Development is determined by multiple factors, such as student achievement, district initiatives, teacher evaluations, and staff input and feedback. Some offerings are required by the school and/or district, while others are optional to meet the needs of individual teachers.

**This table contains only planned Professional Development sessions. This table does not include orientations, team-building meetings, planning meetings, faculty meetings, PLC meetings, and data meetings; all of which occur regularly.*

Professional Development Calendars for 2024-2025

Session	Correlation to School Goals
Language Essentials for Teachers of Reading and Spelling (LETRS)	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality Goal 3: School Environment
Effective Math Strategies and Unit Plannings	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality Goal 3: School Environment
Mentor and Mentee Training	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality Goal 3: School Environment
English Language Arts Strategies and Unit Plannings	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality Goal 3: School Environment
Reading Horizons Training	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality

	Goal 3: School Environment
Immersion Vertical Team Planning	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality Goal 3: School Environment
Multi-Language Learner Collaboration and Planning	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality Goal 3: School Environment
Classroom Management Strategies Training	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality Goal 3: School Environment
Science Unit Planning	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality Goal 3: School Environment

School Climate Needs Assessment

Student Behavior Data

Location	Year	Total Students	1+ Referrals	2+ Referrals
Blythe Academy (086)	23-24	901	148	85
Blythe Academy (086)	22-23	865	119	52
Blythe Academy (086)	21-22	805	83	33
Blythe Academy (086)	20-21	826	43	13

Attendance, absenteeism, and truancy

As of February 2025, the year-to-date Attendance Rate was 94.16% for the 2024-25 school year. As of February 2025, there are currently 257 truancy referrals.

Parent / Teacher Conferences

100% of our teachers held parent conferences with families during the fall of 2024.

Volunteer Hours

As of February 2025, our volunteers have currently logged a total of 2,796 hours during the 2024-2025 school year.

Backpack Account / Logins

<u># of Students Attending</u>	<u># of Students with Backpack Contacts</u>	<u>% Students with Backpack Contacts</u>
849	821	96.70%

Link to 2023-24 SC SDE School Report Card

<https://screportcards.com/overview/?q=eT0yMDI0JnQ9RSZzaWQ9MjMwMTAzOA>

Action Plan

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 63.0% in 2022-23 to 68% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 1% 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)	64%	65%	66%	67%	68%
	63.0%	61.6%	Actual (ES)					
	59.9%	61.2%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0.00		Continue
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0.00		Continue
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Teachers	\$0.00		Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
into science experiments, art projects, or literature analysis).					
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	<input type="checkbox"/> District Academic Specialists	\$0.00		Continue
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	<input type="checkbox"/> District Academic Specialists	\$0.00		Continue
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Teachers	\$0.00		Continue
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0.00		Continue
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	<input type="checkbox"/> District Personnel	\$0.00		Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0.00		Continue
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0.00		Continue
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0.00		Continue
4. Foster a collaborative relationship between schools and parents.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Teachers	\$0.00		Continue
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Teachers	\$0.00		Continue

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 69.0% in 2022-23 to 74% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1% 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)	70%	71%	72%	73%	74%
	69.0%	67.3%	Actual (ES)					
	64.2%	63.2%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students have the skills and supports necessary to be reading on grade level by the end of 3rd grade.					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	<input type="checkbox"/> Principal	\$0.00		Continue
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Literacy Specialist <input type="checkbox"/> Reading Interventionist	\$0.00		Continue

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	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Teachers <input type="checkbox"/> Literacy Specialist	\$0.00		Continue
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	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Teachers <input type="checkbox"/> Literacy Specialist	\$0.00		Continue
5. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Teachers <input type="checkbox"/> Literacy Specialist	\$0.00		Continue
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Literacy Specialist	\$0.00		Continue
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	<input type="checkbox"/> Academic District Personnel <input type="checkbox"/> Instructional Leadership Team	\$0.00		Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Literacy Specialist	\$0.00		Continue
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Literacy Specialist <input type="checkbox"/> Teachers	\$0.00		Continue
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<input type="checkbox"/> Teachers	\$0.00		Continue
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Teachers	\$0.00		Continue
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Literacy Specialist	\$0.00		Continue
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	2024-2025	<input type="checkbox"/> 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>faith-based preschool programs through GCS web-based resources and CDC training opportunities.</p> <p>b. Promote school readiness activities with parents and community through GCCS web-based resources.</p> <p>c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30</p>					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	<input type="checkbox"/> Instructional Leadership Team	\$0.00		Continue
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Literacy Specialist <input type="checkbox"/> Teachers <input type="checkbox"/> Media Specialist	\$0.00		Continue
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<input type="checkbox"/> Teachers	\$0.00		Continue
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<input type="checkbox"/> Teachers	\$0.00		Continue
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Literacy Specialist	\$0.00		Continue
6. Provide diverse and multimedia-rich materials for	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0.00		Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.		<input type="checkbox"/> Teachers <input type="checkbox"/> Literacy Specialist <input type="checkbox"/> Media Specialist			
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Literacy Specialist	\$0.00		Continue
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0.00		Continue
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Literacy Specialist <input type="checkbox"/> Teachers	\$0.00		Continue
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Literacy Specialist <input type="checkbox"/> Teachers	\$0.00		Continue
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0.00		Continue

GOAL AREA 2 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> School Counselors <input type="checkbox"/> Teachers	\$0.00		Continue
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Teachers <input type="checkbox"/> School Counselors	\$0.00		Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> School Counselors	\$0.00		Continue

GOAL AREA 2 – Performance Goal 2

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	10.4%	10.1%	Actual (District)					
			Projected (School)	7.5%	7.0%	6.5%	6.0%	5.5%
	8.0%	10.0%	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: Continuation of building level Mentor and Mentee Programs to support all newly highly qualified educators.					
1. Meet monthly with mentors and mentees and provide them an opportunity to peer observe one another through the school year.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Teacher Mentors	\$0.00		Continue
2. Provide mentors and mentees an opportunity to peer observe one another through the school year.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Teacher Mentors	\$0.00		Continue
Action Plan for Strategy #2: Continuation of highly effective Professional Development appropriate to their instructional assignments.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Seek input and feedback and staff on professional development interests throughout the school year through multiple modes of communication.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Literacy Specialist <input type="checkbox"/> Teachers	\$0.00		Continue
2. Align professional growth opportunities to the priority practices of GCS elementary schools.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Literacy Specialist	\$0.00		Continue

GOAL AREA 3 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS - Incidents			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	61.5%	54.1%	Actual (District)					
			Projected (School)	47.6%	45.6%	43.6%	41.6%	39.6%
	49.6%	57.4%	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0.00		Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Teachers	\$0.00		Continue
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Teachers	\$0.00		Continue
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Teachers	\$0.00		Continue
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Teachers	\$0.00		Continue
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Teachers	\$0.00		Continue
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0.00		Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
		<input type="checkbox"/> Teachers			
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Teachers	\$0.00		Continue
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> School Counselors <input type="checkbox"/> Teachers	\$0.00		Continue
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Teachers <input type="checkbox"/> School Counselors	\$0.00		Continue
2. Increase leadership opportunities within the school during the school day.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Teachers <input type="checkbox"/> School Counselors	\$0.00		Continue
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Teachers <input type="checkbox"/> School Counselors	\$0.00		Continue

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	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Teachers	\$0.00		Continue
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	<input type="checkbox"/> Administration	\$0.00		Continue
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	<input type="checkbox"/> Administration <input type="checkbox"/> Teachers	\$0.00		Continue
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<input type="checkbox"/> Teachers <input type="checkbox"/> School Counselors	\$0.00		Continue
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	<input type="checkbox"/> Administration <input type="checkbox"/> Teachers <input type="checkbox"/> School Counselors	\$0.00		Continue

GOAL AREA 3 – Performance Goal 2

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Student Services			Projected (District)	22%	20%	18%	16%	14%
	24.2%	23.9%	Actual (District)					
			Projected (School)	6%	5%	4%	3%	2%
	7%	6.64%	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	<input type="checkbox"/> Attendance Clerk <input type="checkbox"/> Administration	\$0.00		Continue
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<input type="checkbox"/> Administration	\$0.00		Continue
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 <i>C=Continue, M=Modify, F=Finish</i>
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	<input type="checkbox"/> Attendance Clerk <input type="checkbox"/> Administration	\$0.00		Continue
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	<input type="checkbox"/> District Power School Managers	\$0.00		Continue
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	<input type="checkbox"/> Attendance Clerk <input type="checkbox"/> Administration	\$0.00		Continue
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	<input type="checkbox"/> Attendance Clerk <input type="checkbox"/> Administration	\$0.00		Continue
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	<input type="checkbox"/> Attendance Clerk <input type="checkbox"/> Nurse <input type="checkbox"/> Administration	\$0.00		Continue

GOAL AREA 3 – Performance Goal 3

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Number of Visitors and Volunteers in Raptor System			Projected (District)	317,534	327,060	336,872	346,978	357,387
		308,285	Actual (District)					
			Projected (School)	5,469	5,632	5,800	5,974	6,153
		5,298	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack.	2024-2029	<input type="checkbox"/> Attendance Clerk	\$0.00		Continue
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Attendance Clerk <input type="checkbox"/> Teachers	\$0.00		Continue

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	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Media Specialist	\$0.00		Continue
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	<input type="checkbox"/> Principal	\$0.00		Continue
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	<input type="checkbox"/> Principal	\$0.00		Continue
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0.00		Continue
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing).	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0.00		Continue
2. Develop best practice guidelines and strategies that increase parent	2024-2026	<input type="checkbox"/> Instructional Leadership Team	\$0.00		Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
and guardian attendance at school events.		<input type="checkbox"/> Attendance Clerk			
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	<input type="checkbox"/> Principal	\$0.00		Continue