

Hollis Academy

Caring for children today...Creating leaders for tomorrow

School Portfolio

Hollis Academy
Mrs. Sofia Tsambounieris, Principal

Greenville County Schools
Dr. W. Burke Roster, Superintendent

Scope of Action Plan: 2024-25 through 2028-29
SCHOOL RENEWAL PLAN COVER PAGE



SCHOOL NAME: Hollis Academy

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

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

Required Signature Page

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

Assurances for the School Renewal Plans

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

SUPERINTENDENT

Dr. W. Burke Royster		April 8, 2025
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Sofia Tsambounieris		March 10, 2025
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		April 8, 2025
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kristen Rutledge		March 10, 2025
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Michelle Balthazer		March 10, 2025
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 200 Goodrich St. Greenville, SC 29611

SCHOOL TELEPHONE: (864) 355-4800

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

Stakeholder Involvement for School Renewal

Position and Name

1. Sofia Tsambounieris, Principal
2. Isaac West, Teacher
3. Katie Fernandez, Parent/Guardian
4. Beth Simmons, Community Member
5. Karen Lake, Paraprofessional
6. Kristin Rutledge, School Improvement Council Member
7. Michelle Balthazrr, Read to Succeed Reading Coach
8. Michelle Balthazrr, School Read To Succeed Literacy Leadership Team Lead
9. Steffanie Martin, School Read To Succeed Literacy Leadership Team Member

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**

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

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Academic Assistance, PreK–3</p> <p>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).</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Academic Assistance, Grades 4–12</p> <p>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).</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Parent Involvement</p> <p>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.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Staff Development</p> <p>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.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Technology</p> <p>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>

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

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

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Introduction

Hollis Academy's School Portfolio was developed to document the progress our school has made while working continuously to improve all areas of achievement, instruction, learning environment, and parent/community involvement. In addition, it provides us an opportunity to evaluate the school's strengths and weaknesses in order to develop goals and strategies for growth. All stakeholders have a voice in the strategic planning process through SIC, Title 1 Planning Meetings, Instructional Leadership Team meetings, parent, teacher, and student surveys, and faculty senate. Grade level teams and support teachers meet on a weekly basis to discuss the needs of students and develop strategies to reach their academic success. The School Improvement Council (SIC), in conjunction with the Title I planning committee, develops and reviews the Title I plan yearly. The committees consist of teachers, administration, support staff, parents, and community partners. The collaborative conversations in all of these meetings provide all stakeholders with input in our strategic plan which is updated yearly.

Executive Summary

SC Ready: ELA

- In 2024, 35.6% of Hollis students scored exceeding or meets on the ELA SC Ready test. This is a 4.4% decrease from 2023.
- In 2024, 27.7% of students scored Approaching on the ELA SC Ready test.
- In 2024, 36.8% of our students scored Does Not Meet on the ELA SC Ready test.
- In 2024, 30.7% of fifth-grade students scored Meets or Exceeds; this was a significant decrease of 10.3%.
- In 2024, 36.7% of fourth grade students scored Meets or Exceeds; this was a decrease from 2023, however this cohort of students' scores increased from 31% in third grade to 36.7% in fourth grade.
- In 2024, 29% of third-grade students scored Meets or Exceeds which was a 2% decrease from 31% in 2023.

SC Ready: Math

- In 2024, 24.4% of students scored meets or exceeding on the Math SC Ready Test, a decrease from 2023.
- In 2024, 35.1% scored Approaching on the math SC Ready.
- In 2024, 31% of students scored not met on the Math SC Ready Test.
- In 2024, 36.8% of fifth grade students scored meets or exceeding on the Math SC Ready. Fourth grade students had 30.7% score in Meets or Exceeds. 24.4% of third grade students scored Meets or Exceeds.

Science

- In 2024, 39.8% of fourth graders scored meets or exceeding on the SC PASS Science Test, an increase from the previous year.

Teacher and Administrator Quality Summary

- 100% of our staff is certified and highly qualified in the appropriate certification area.
- The percentage of teachers with advanced degrees is 67.2%.
- The percentage of teachers on continuing contracts is 100%.
- The percentage of teachers returning from previous year is 72%
- The percentage of teachers returning from previous year (three year average) is 74.4%
- The percent of inexperienced teachers teaching core classes is 23.4%.

School Climate Summary

- The percentage of teachers who are satisfied with the learning environment is 83%. Student satisfaction of the learning environment at 78.9%.

- The percentage of teachers who are satisfied with the social and physical environment is 80.9% which is two percentage points lower than that of student satisfaction of the social and physical environment.
- The percentage of teachers satisfied with school-home relations is 80.4%. Students have a 91.7% satisfaction rate of school home relations.
- There was not enough data from Parents of the school to show how satisfied they are with the learning, social and physical environment, and school-home relations.

Significant Challenges

- High Poverty Index: 89.7%
- Increasing the number of students that meet or exceed state proficiency in reading and math
- Closing the achievement gap between subgroups, particularly African American Students in math
- Low percentage of Kindergarten students entering school with literacy and math readiness skills according to KRA
- Percentage of students who do not speak English as their primary language
- Parent engagement and involvement
- Student tardiness and absenteeism
- Transient student population
- Students in need of RTI (attendance, academics, and social and emotional)
- Meeting the diverse needs of our students with social and emotional concerns
- Teacher turnover

Awards, Results, and Accomplishments

- "Highest Access Composite Growth" 2021-2022
- "Elementary School with Highest SC Ready Growth in ELA" 2021-2022
- "Elementary School with Highest SC Ready Growth in Science" 2021-2022
- "Good" Overall rating on 2021-22 SC Report Card
- "Good" Overall rating on 2018-19 SC Report Card
- "Good" Overall rating on 2017-18 SC Report Card
- SC Palmetto Silver Award for General Performance
- SC Palmetto Silver Award for Closing the Achievement Gap
- Mentor Program
- Fresh Fruit and Vegetable Program
- Donors Choose Grant Recipients
- PEP Literacy Grant Recipient
- 2 National Board Certified Teachers
- 2022-203 WYFF4 Golden Apple Award Winner
- 5th grade teacher who was one of the top 3 teacher of the year finalist for GCS for 2023-2024
- Chorus adjudication awards- received an "Excellent" rating 2 years in a row.

School Profile

School Community

Hollis Academy is a Title I school located in the Judson Mill Community in Greenville, South Carolina. It is one of fifty one elementary schools in Greenville County Schools. We serve students in K4 through fifth grade. The school day begins at 7:45 am and students are dismissed at 2:15 pm.

The history of Hollis Academy began with the establishment of the Parker School District by Mr. Laurence Peter Hollis. Mr. Hollis was instrumental as the superintendent of the school district, where he served from 1923-1951. After the Parker School District consolidated with the School District of Greenville County, Mr. Hollis continued to support public education and community involvement. Hollis Academy is named for Mr. L.P. Hollis and is proud to continue his tradition of excellence in education.

L.P. Hollis opened its doors in 1955. For the first thirty years, the school served both elementary and junior high school students. It was a community school as there were no buses, and almost all of the students who attended lived in the local communities. In 1986, Hollis began to serve only elementary school students. Ten years later, Hollis Elementary became a magnet school, offering students a rigorous scholastic curriculum on a modified year-round school calendar, and the name was changed to Hollis Academy. The new Hollis Academy building opened in 2002 and is capable of accommodating 1,000 students with 35 regular classrooms for kindergarten through fifth grade. In August of 2008, Hollis Academy returned to the traditional school calendar and began to offer single gender classes. Today, Hollis is a traditional elementary environment that supports the unique needs of all students.

Our exemplary faculty and staff provides a safe, nurturing learning environment, supported by parents and the larger community. The mission of Hollis Academy is to support students socially, emotionally, and academically by establishing an engaging environment where students are inspired to create, collaborate, and commit themselves to a lifetime of learning.

School Personnel Data

Principal

Mrs. Sofia Tsambounieris is the principal at Hollis Academy. Prior to coming to Hollis, she was a principal at Paul Dunbar School and Oliver H. Perry School in Cleveland, Ohio for 10 years. She was also an assistant principal 4 years prior to becoming a principal. She has taught 2nd and 4th grades, and has also taught middle school math. This is her 22nd year as an educator. Mrs. Tsambounieris graduated from Cleveland State University with a Bachelor's of Science in K-8 Education. She also attended Cambridge College in Boston, Massachusetts where she received her Master's in School Administration and her Ed.S. in School Leadership. As principal at Hollis Academy, Mrs. Tsambounieris's role is to be the instructional leader of the school and also manage the day to day operations. She looks forward to working with teachers to guide curriculum planning, support instruction and student engagement, and to provide leadership and support as she works with the community and parents. Most importantly, Mrs. Tsambounieris is eager to support the students at Hollis Academy and help them reach their fullest potential!

Assistant Principal

Mrs. Susan King is the assistant principal and is excited to serve Hollis Academy! She has a bachelor's degree in Elementary Education and a master's degree in Educational Leadership. She has been serving in Greenville County Schools for the past ten years teaching and leading at the elementary level. She and her husband have been married for five years. In their free time, they enjoy being outside, watching sports, and spending time with friends and family. She loves working with children and considers education so much more than a job – it is her passion. She is so thankful to be a part of the Hollis team where we are caring for children today and creating leaders for tomorrow.

Our Facility

Hollis Academy has many features throughout the building to support academics. These features include a science lab, classrooms for art and music instruction, a multi-purpose room designed for a variety of physical education activities, a reading resource room with a variety of ELA resources, and a state-of-the-art media center, which includes a media production room, as well as a PLC room for teacher collaboration. The cafeteria has a stage and seats 370 people for meals and 510 people for assemblies. A smaller dining room seats 25 people and can be used for special luncheons.

The main entrance creates a hub with a security door yielding restricted access to the main office suite and multi-purpose room. This system provides all-day protection and a sense of security for all teachers and staff, students, and visiting parents. The office suite accommodates the principal, a secretary, an attendance clerk, a mailroom, nurse facilities, book storage, and supply space, as well as an area for teachers to work. The facility also has separate bus and car drop-off areas, and designated group parking that includes privileged parking for our Teacher of the Year and Staff Member of the Month, secretary, assistant principal, --handicapped parking. Our grounds have an outdoor walking track and multiple playground areas.

All of our classrooms are self-contained. The classrooms that surround the covered play area in a wing by itself; two of the classrooms are for self-contained special education. First and second grade classrooms are located on the first floor along with two additional self-contained special education classrooms. All third,

fourth and fifth grade classrooms are located on the second floor and are accessible by an elevator. Additional classrooms throughout the building are used for Multilingual Learner, academic intervention, as well as special education/resources. All classrooms are equipped with Promethean Boards, wireless internet, Chromebooks, document cameras, and printers.

Parent Involvement

One of the most important factors in school improvement is strengthening parent involvement in the education of our students. Parental involvement is encouraged, through parent conferences, instructional family engagement events, Hands on Hollis, surveys, Title I Planning Committee, the School Improvement Council (SIC) and the Hollis Parent University. The Title I Facilitator and parent involvement coordinator plan workshops for parents to assist their children and promote success. Parents are notified of and invited to participate in school events through the school marquee located at the front of the building, a monthly newsletter, the school website, the school Facebook page, phone messages, teacher websites, flyers and teacher class newsletters. Parent Involvement meetings are planned based on the survey results. Parent meetings often include topics such as Internet Safety, learning English, supporting your student at home within different academic domains, homework help, parenting classes, and resources within our community. Parents are also invited and encouraged to attend Meet the Teacher Night, Chorus Performances, Award's Days, Curriculum Nights, STEAM night and our Spring Carnival. Hands on Hollis is a program developed to match parent volunteers with teachers and staff within the building that need a parent volunteer.

School Improvement Council

The School Improvement Council is composed of administration, parents, teachers, and community representatives. The team's purpose is to work closely with the leadership at Hollis to promote student success and monitor progress.

Title I

The purpose of Title I is to assist the school in improving student academic achievement. The motive of this program is to ensure that all children have a fair and equal, and significant opportunity to obtain a high-quality education and reach at a minimum, proficiency on challenging State Academic Assessments. Our Title I Schoolwide Program benefits all children at our school.

The Title I plan is created to provide an enriched and accelerated educational program, promoting school wide reform through various plans, such as hiring additional teachers to support reduced student to teacher ratio, teachers to provide additional Multilingual Learner support, and STEAM lab activities. These experiences for our student body help to shape the quality of education our teachers are providing for them. With the use of additional services that increase the quality of instructional time, we have also significantly upgraded our instructional practices by providing our staff with opportunities for professional development, and affording parents meaningful opportunities to participate in the education of their children at home and at school.

Partnerships

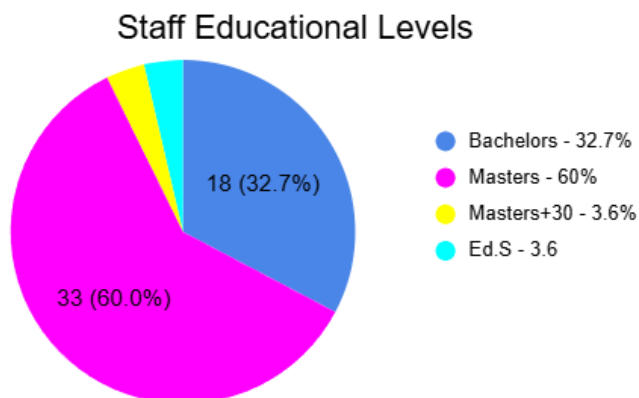
Partnerships continue to play an essential role in our school as they support students socially, emotionally, and academically in order to raise academic achievement and meet school goals.

- First Presbyterian Church provides volunteers for each classroom. They also provide backpacks of food for students in need each week as well as support with additional supplies and volunteers, as needed.
- Greenville Multicultural provides summer camp for students where they work on academics and social/emotional skills.
- The Kroc Center, YMCA Judson, Sterling Center, Youth Base, and Bel Aire Community Partners provide after school care for students while assisting with academics.
- Greenville Mental Health provides a full time counselor to assist with students' emotional needs.
- Public Education Partners supports literacy by providing free books for students to read over the summer to prevent summer reading loss, as well as provides a family literacy night.
- Carolina Handling provides grants for teacher supplies and events at the school. They have also provided funding for field trips and have partnered with grade levels to provide a fall festival. They have sponsored an art mural in the music hallway.

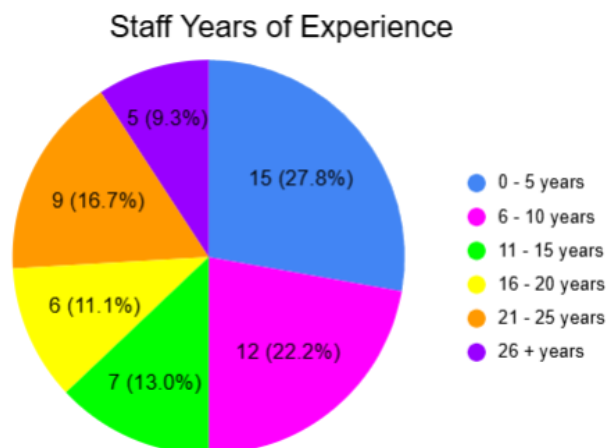
Faculty Experience

Hollis Academy is committed to having a high quality instructional team at all levels that is certified and highly qualified as defined by NCLB. Our faculty holds various degrees and years of experience. Sixty seven percent of our teachers have advanced degrees and 5 teachers were Nationally Board Certified. Almost 50% of our staff has 10 or less years of teaching experience. Our teacher attendance rate is 93.5%.

Staff Education Levels



Staff Years of Experience



Staff Ethnicity and Gender

Our staff consists of 67% Caucasian, 20% African American, 4% Hispanic, 1% Alaskan Native, and 1% Asian, 1% Latino, 1% multi-racial and 5% from other races. Our staff consists of 90% Females and 10% Males.

Student Population

This current school year, Hollis Academy/we has/have 568 in-person students and 1 virtual student for a total of 569 enrolled students. The average attendance rate is 94.13% and the student population is evenly divided between males and females.

The grade level enrollment is:

- K4: 43 students
- K5: 77 students
- Grade 1: 72 students
- Grade 2: 95 students
- Grade 3: 100 students
- Grade 4: 88 students
- Grade 5: 93 students

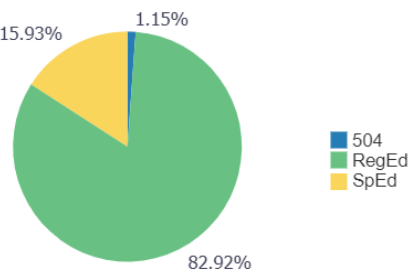
Current enrollment figures show the following ethnic distribution of students: 52.12% Hispanic/Latino, 33.39% Black/African American, 7.07% Caucasian, 6.36% from two or more races, and 0.35% Asian. Student demographics by education status shows 16.05% receive special education services and 1.38% receive 504 accommodations. A total of 195 students receive direct MultiLingual support and 47 'Monitored'. An additional 10 students are a part of the Challenge program and 8 more are in a trial placement (gifted and talented). On average less than .5% of the student population is retained each year, this correlates to 2-3 students.

Multilingual Students

This current school year, we have a total of 242 Multilingual Learners, which is 43% of our total in person enrollment.

Grade: (Direct and Monitored)	Number of total students:	SCREENED or ACCESS Level:						1st year monitored/ Exited	2nd year mon- itor	3rd year mon- itor	4th Year mon- itor
		1.0-1.9	2.0-2.9	3.0-3.9	4.0- 4.9	5.0-5. 9	6	M1	M2	M3	M4
K4:	21										
K5:	25	15	3	3	1	0	0	5	0	0	0
1st:	41	17	3	4	1	0	0	0	8	0	0
2nd:	50	20	17	6	0	0	0	0	0	7	
3rd:	52	8	9	15	7						13
4th:	33	15	7	8	4	0	0	0	1	0	0
5th:	41	6	7	14	7	5		11	1	0	1
Waivers:	0										
Virtual	0										
Grand total:	242 (incl K-4)										

Students by Education Status



Student Demographics by Primary Disability

2024 - 2025											
Grade Level	504	RegEd	SpEd								Enrolled Total
	No Disability	No Disability	Autism Spectrum Disorder	Developmental Delay	Emotional Disability	Intellectual Disability (moderate)	Multiple Disabilities	Other Health Impairment	Specific Learning Disability	Speech/Language Impairment	
01		63		5						5	73
02	1	77	3	2			1		5	8	95
03		82	2	2	1	1			6	4	100
04	2	67	3					10	5	1	88
05	3	74	1		2					13	93
K4		41								3	44
K5	1	68	1	2			1			4	77
Grand Total	7	472	10	11	3	1	2	12	29	23	570

Academic Programs

Hollis Academy is helping all students develop world class skills and life and career characteristics of the Profile of the Graduate by providing an engaging learning environment where students feel welcomed and are eager to learn. As such, our school goals focus on academic achievement, professional development, technology integration, social and emotional learning, school climate, and community relations. Specific strategies are developed to support the attainment of each goal. Many hours are provided to enhance teaching skills through professional development that focuses on research-based best practices to improve teaching skills, knowledge, and instructional delivery.

Our students have access to a well-balanced, strategically planned curriculum based on best practices, instruction guided by ongoing assessments, and a faculty and staff knowledgeable in current instructional methodologies. We focus on a researched-based core curriculum aligned with State Standards and District Curriculum Maps.

ELA

At Hollis, we use HMH Ed to support GCS Framework for Literacy Instruction. We also use Jan Richardson's The Next Step Forward in Guided Reading and Literacy Footprints, in addition to a variety of decodable readers for small group instruction. In addition, K5 classrooms use Reading Horizons, which is a science based reading instruction for foundational literacy. All classroom teachers have completed or are participating in LETRS (Language Essentials for Teachers of Reading and Spelling) Training, which is focused on learning about the science of reading, and more specifically the foundational and fundamentals of reading and writing instruction. All students have access to Amira, which is an artificial intelligence (AI) tutoring tool that helps students improve their reading skills through HMH. Students who receive Multilingual support also use Lexia Core5, which is an adaptive blended learning program that accelerates the development of literacy skills for students of all abilities.

Math

The mathematics program for Greenville County reflects the SC College- and Career-Ready Standards for Mathematics. It provides a well-balanced and rigorous mathematics curriculum for all students. Students have opportunities to become proficient in basic skills, develop conceptual understanding and become adept problem solvers. The seven standards for mathematical processes are consistent in grades K-5. These process standards are combined with content standards at each grade that endeavor to balance procedure and understanding.

The Big Ideas Math Program is used in all grade levels to support the curriculum. Math in Practice is also used as a grade by grade resource for strategies and support for teaching.

In addition, teachers engage students in Number Talks by Sherry Parrish throughout the week. This is a short, ongoing daily routine that provides students with meaningful ongoing practice with computation. Number Talks is a powerful tool for helping students develop computational fluency because the expectation is that they will use number relationships and the structures of numbers to add, subtract, multiply and divide. Students also use DreamBox math is an adaptive blended learning platform to help close achievement gaps in math.

Science

The Carolina Science series is used in all grades. In addition, district science kits are provided for a more hands-on approach to science with inquiry based lessons in physical science, earth science, and life science.

In Kindergarten through 2nd Grade, the standards and performance indicators for the science and engineering practices and core science content emphasize students making observations and explanations about phenomena they can directly explore and investigate. Student experiences are structured as they begin to learn the features of a scientific investigation and engage in the practices of science and engineering.

In 3rd Grade through 5th Grade, the standards and performance indicators for the science and engineering practices and core science content emphasize students becoming more sophisticated in describing, representing or explaining concepts or ideas. Students use their experiences from structured investigations in Kindergarten through 2nd Grade to begin planning their own investigations to answer scientific questions.

Social Studies

Teachers utilize the South Carolina standards, state support documents, and district curriculum guides to drive instruction. In 2019, the SC College and Career Ready Standards were adopted. Social Studies in Kindergarten focuses on the community around us. The focus in the first grade is life in SC. In grade two, students learn about life in the US. World Geography is the focus of third-grade Social Studies. The Social Studies standards in grades four focus on the United States and SC Studies Part 1 while 5th grade studies the United States and SC Studies Part 2.

Technology Integration

Technology integration is an important aspect of the elementary curriculum at Hollis. Both teachers and students utilize technology on a daily basis. Our school is equipped with 1:1 Chromebooks in every classroom K4 through fifth grade, which function through our wireless platform to ensure full technology integration in every classroom. Classrooms contain Promethean interactive white boards and document cameras to maximize our students' level of engagement during instruction.

Enrichment

Music

All kindergarten through fifth grade students attend music class. In class they learn fundamental, sequential skills. Students apply their skills and demonstrate comprehension by engaging in hands-on activities that involve creating music, performing music, listening/responding to music and connecting music to other subjects, life events, and cultures. Emphasis is placed on developing music literacy among elementary students so they can eventually read music at sight.

Classroom Music teaches:

- An appreciation of music of varying styles and cultures
- Playing instruments
- Movement

- Music reading skills
- Music terminology and concepts
- Higher level thinking skills

Art

Students in Kindergarten through Fifth Grade attend weekly art classes, taught by certified visual art teachers. Art engages students in hands-on creation, exposure, and response to visual art and artistic expression. Aligned with SC Visual Art Standards, the elementary visual arts program allows our youngest students to become more aware of the role of the arts in the world around them. Our students develop a foundational understanding of a variety of art forms and techniques, including painting, drawing, printmaking, weaving, 3-dimensional construction, design, ceramics/clay and more. Students are introduced to art history through the study of a variety of artworks and experience different cultures through the study of those cultures' visual art forms. In art, students begin to build and develop a vital relationship to the arts. Through their experiences, they learn to express their own creativity, communicate in their own, unique way, expand visual perception, and develop skills needed for future success.

Physical Education

Students learn to develop and maintain a healthy level of fitness, find personal enjoyment in life-long physical activity, and interact positively with others in sports and activities.

The CATCH (Coordinated Approach To Child Health) curriculum is used in Kindergarten through 5th grade. The primary goal of CATCH's Physical Education component is to increase the amount of moderate-to-vigorous activity (MVPA) children engage in during their PE time. CATCH PE encourages at least 50% MVPA during PE time. CATCH also encourages students to receive 60 minutes of physical activity every day.

In grades K-2, CATCH introduces students to a variety of essential movement concepts and fundamental skill themes. Lessons are fun and help children acquire the fundamental competencies that are the foundation for more complex skill mastery.

CATCH in grades 3-5 expands the range of skill themes and physical fitness activities by challenging students to learn in more complex movement environments. Lesson structure maximizes skill practice and opportunities to learn, so that students increasingly become competent in many movement forms and achieve mastery in Others.

STEAM

Students at Hollis are able to go to the STEAM lab once a week as part of their related arts schedule. In the lab students are exposed to the Science and Engineering Practices (SEPs). These are the major practices that scientists apply as they investigate and build models and theories about the world, and that engineers use as they design and build systems. Students should not learn about these practices secondhand, in an isolated unit, or apart from the other two dimensions. While one SEP is identified to be assessable and represents the

student performance goal for the end of instruction, other SEPs should be applied by students to support their progress leading up to the end of instruction. This is vital, as the fields of science and engineering are related and mutually supportive through the eight SEPs that students work on in STEAM.

Student Support

Response to Intervention (RTI)

Hollis Academy follows Greenville County School's problem-solving protocol when making decisions about students' needs. When determining academic intervention needs, data is analyzed from a variety of sources, including Amira Benchmarking, Mastery Connect benchmark assessments, SCReady data, teacher observations, data from class performance, as well as additional classroom assessments. The protocol includes: a description of strengths and needs, analyze any deficiencies and why they are occurring, implement a plan to address deficiencies, and evaluate the implementation and outcomes. Intervention strategies and materials used are based on student needs. Data is evaluated every six to eight weeks to determine progress, if interventions need to be adjusted or continued.

On Track

The On Track team is made of members of the administrative team as well as guidance counselors, interventionists, psychologist, speech and language pathologist, teachers, and the school's social worker. The team meets to discuss students who are not 'OnTrack' when it comes to attendance, behavior, or academics. After discussing the implementation of appropriate interventions, someone on the team becomes the student's advocate and ensures that progress is being made or the student is referred for additional services or evaluation.

Character Education

Our school counselor offers a comprehensible developmental program to all students focusing on character education and life skills. Our school also has a full time Mental Health Counselor as well as a Social Worker to serve our students and families. Throughout the school year, these core components will be delivered based upon the needs of the students and teachers at Hollis Academy.

Individual Counseling Sessions

Individual counseling is available to all students during designated "counsel" times on the counselor's schedule. Individual counseling sessions may be responsive or preventative. Solution-Focused Brief Therapy will be used to help students set their own goals for counseling.

Group Counseling

Groups will form throughout the year based on the needs of the teachers and students. The counselor will identify students, send out emails to identify students, and use needs assessments (both teacher and student) to identify students for groups. Small group counseling will take place once a week.

Classroom Counseling

Classroom counseling will be delivered to each class on a rotating week schedule for grades K-5. Topics have been generated based on student/parent/teacher needs assessments and the Second Step curriculum.

Mentors

Hollis Academy is partnered with Big Brothers Big Sisters of the upstate to provide mentors to students who need them. Students are identified by their teachers, counselors, admin, or can be referred by parents. Mentors typically come and eat lunch with students once per week.

Behavior Intervention Teacher

Our Behavior Interventionist seeks to prevent misbehavior by forming relationships with students. Many of our students act out because they seek attention from peers or adults. Students are able to use the mindfulness room for both proactive and reactive support. Proactive including small groups and check-in/check-out. Reactive supports include reflection and de-escalation time, peer and teacher conflict mediation, etc. The support of our behavior interventionist has helped to decrease the amount of discipline referrals and suspension rates by over 50%.

Multilingual Language Learners (ML)

Hollis has five ML teachers who help students grow in their language acquisition through small group lessons and inclusion in the regular education classroom. Our regular education teacher and our ML teachers work collaboratively through a co-teaching model to support student learning. This instructional model has been vital in sustaining the progress and achievements of our ML students. Our students also use the Lexia Core 5 online platform to help close achievement gaps.

Conscious Discipline

Our administration, faculty, and staff follow a positive approach to discipline and work toward maintaining a positive learning environment. Conscious discipline is a proven, comprehensive approach that empowers you with skills that create a safe, connected, problem-solving environment for families. The Conscious Discipline brain state model reminds us of the brain's three hierarchical needs: safety, connection, and problem solving.

Mission, Vision, and Beliefs

Vision: Students engaged, inspired, and empowered for educational success.

We believe...

- Students achieve best in a safe and inviting environment where they are engaged in learning.
- Students must have highly competent and caring teachers, principals, and support staff.
- Students must have equitable and high-quality educational opportunities that evolve and change to reflect the world around them.
- A successful educational culture empowers students to communicate and collaborate effectively, solve problems competently, think critically and creatively, and act responsibly.
- A successful educational culture develops students who are empathetic, respectful, resilient, and act with integrity.
- Embracing diversity and inclusion leads to mutual respect and breaks down barriers.
- Education is the shared responsibility of students, home, school, business, and community.
- Curriculum and instruction must meet the needs of all students and prepare each student for success.
- Early reading and mathematical thinking are the foundations for educational success.
- Our educational organization prepares students to value learning and contribute to society, which has a lasting positive impact on our communities.

Our Mission

We support students socially, emotionally, and academically by establishing an engaging environment where students are inspired to create, collaborate, and commit themselves to a lifetime of learning.

Data Analysis and Needs Assessment

SC School Report Card

2023-2024 Overall Rating

Below Average
39

School performance is in jeopardy of not meeting the criteria to ensure all students meet the Profile of the SC Graduate

SC Ready 2019-2024 Data

The South Carolina College- and Career-Ready Assessments (SC READY) is a state assessment that includes tests in English Language Arts (ELA) and mathematics administered to students in grades 3–5. Four performance levels were established to reflect the continuum of knowledge and skills exhibited by students on SC READY ELA and mathematics tests.

Exceeds Expectations – The student exceeds expectations as defined by the grade-level content standards.

Meets Expectations – The student meets expectations as defined by the grade-level content standards.

Approaches Expectations – The student approaches expectations as defined by the grade-level content standards.

Does Not Meet Expectations – The student does not meet expectations as defined by the grade-level content standards.

SC Ready ELA Data 2019-2024

English Language Arts 2024 by Grade Level and Performance Level

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	43.0%	27.9%	20.9%	8.1%
4	45.5%	17.8%	14.9%	21.8%
5	39.8%	29.5%	21.6%	9.1%

English Language Arts 2023 by Grade Level and Performance Level

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	44%	24%	17%	14%
4	32%	18%	31%	20%

5	37%	22%	23%	18%
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English Language Arts 2022 by Grade Level and Performance Level

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	43	26	27	8
4	29	22	24	20
5	32	42	21	12

English Language Arts 2021 by Grade Level and Performance Level

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	57.7	28.91	8.25	5.15
4	47.4	28.9	10.53	13.16
5	35	39	19	7

English Language Arts 2019 by Grade Level and Performance Level

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	34.7	33.3	19.5	12.7
4	35.7	17.1	29.5	17.8
5	39.5	30.3	24.4	5.9

SC Ready Math Data 2019-2024

Mathematics 2024 by Grade Level and Performance Level

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	41.9%	33.7%	15.1%	9.3%
4	41.6%	27.7%	18.8%	11.9%
5	30.7%	37.5%	25.0%	6.8%

Mathematics 2023 by Grade Level and Performance Level

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	42%	23%	22%	12%

4	33%	38%	22%	15%
5	34%	38%	21%	6%

Mathematics 2022 by Grade Level and Performance Level

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	31	34	25	11
4	26	25	27	17
5	26	37	22	14

Mathematics 2021 by Grade Level and Performance Level

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	57.1	20.4	17.35	5.1
4	37.4	33.9	20	8.7
5	39	28	22	11

Mathematics 2019 by Grade Level and Performance Level

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	20.3	25.4	33.1	21.2
4	22.5	22.5	29.5	25.6
5	31.1	31.1	21.8	16

Teacher and Administrator Quality

Professional Development Calendar for 24-25- During our staff professional development time we will be focusing on implementing Year 2 of Conscious Discipline. We will also have PD around the new ELA curriculum and math standards for K-1. We will continue our focus of LETRS implementation and small group strategies.

School Climate

- **Backpack Accounts/logins**

# Students Attending	# Students with Backpack Contacts	% Students with Backpack Contacts	# Students (30 days)	% Students (30 days)	# Students (60 days)	% Students (60 days)
566	421	74.38%	146	25.80%	191	33.75%

- **Volunteer Hours**

Parent volunteers have logged 2,278.25 hours

- **Parent/teacher Conferences**

Teachers were able to meet with about 91.2% of parents during fall conference time.

- **Attendance, Absenteeism and Truancy**

EWRS Location	GradeLevel	# Students			Total Absences			Total Unexcused			Avg Daily Attendance		
		Green	Yellow	Red	Green	Yellow	Red	Green	Yellow	Red	Green	Yellow	Red
Hollis Academy (251)	K4	12	18	14	31	129	203	23	62	94	97.52%	92.21%	82.94%
	K5	23	34	20	73	288	329	37	98	117	96.97%	92.16%	84.45%
	01	35	29	9	89	227	130	47	94	39	97.55%	92.84%	86.53%
	02	41	38	15	123	298	215	58	101	48	97.13%	92.83%	86.56%
	03	59	29	12	186	231	204	100	97	80	96.90%	92.89%	84.93%
	04	42	36	10	116	276	190	61	111	46	97.37%	92.80%	82.77%
	05	56	30	7	148	245	96	89	89	33	97.60%	92.98%	88.15%
Grand Total		268	214	87	766	1,694	1,367	415	652	457	97.27%	92.70%	84.96%

Current Year Thresholds (for prior years, see *Criteria History* at top)
 Green >= 95% present; Yellow >= 90% present; Red < 90% present.

- Student Behavior Data

Hollis Academy (251)

AcademicYear	Incident	Referrals	% of Total	# Rank 1	# Rank 2	# Rank 3	# Rank 4	# Unranked	ISSHours	OSSDays	Bus SuspensionDays
2024 - 2025	Truant	161	36.84%	161	0	0	0	0	0	0	0
2024 - 2025	Hit/Kick/Push	97	22.20%	0	97	0	0	0	12	77	10
2024 - 2025	Bus Violation	26	5.95%	26	0	0	0	0	0	0	25
2024 - 2025	Disrupting Class	23	5.26%	23	0	0	0	0	0	23	0
2024 - 2025	Running	20	4.58%	20	0	0	0	0	0	18	0
2024 - 2025	Throwing Objects	13	2.97%	13	0	0	0	0	0	17	0
2024 - 2025	Bite/Pinch/Spit	12	2.75%	12	0	0	0	0	0	8	0
2024 - 2025	Fighting	12	2.75%	0	12	0	0	0	0	21	0
2024 - 2025	Inappropriate Language	12	2.75%	12	0	0	0	0	0	7	0
2024 - 2025	Refusal to Obey/Defiant	12	2.75%	12	0	0	0	0	0	10	0
2024 - 2025	Inappropriate Behavior	8	1.83%	0	8	0	0	0	0	0	6
2024 - 2025	Major Disruption	8	1.83%	0	8	0	0	0	0	6	0
2024 - 2025	Inappropriate Physical Contact	6	1.37%	0	6	0	0	0	0	6	0
2024 - 2025	Disrespect	4	0.92%	4	0	0	0	0	0	4	0
2024 - 2025	Threat	4	0.92%	0	0	4	0	0	0	7	0
2024 - 2025	Profanity	3	0.69%	3	0	0	0	0	0	1	0
2024 - 2025	Contraband	2	0.46%	0	2	0	0	0	0	8	0
2024 - 2025	Leaving Class	2	0.46%	2	0	0	0	0	0	2	0
2024 - 2025	Threat Staff	2	0.46%	0	0	2	0	0	0	6	0
2024 - 2025	Violation of Class Rules	2	0.46%	2	0	0	0	0	0	2	0
2024 - 2025	Failure to Complete Work	1	0.23%	1	0	0	0	0	0	0	0
2024 - 2025	Harassment Due to Race of Victim	1	0.23%	0	1	0	0	0	0	1	0
2024 - 2025	Inappropriate Materials	1	0.23%	1	0	0	0	0	0	1	0
2024 - 2025	Intimidation	1	0.23%	0	1	0	0	0	0	1	0
2024 - 2025	Threat School	1	0.23%	0	0	1	0	0	0	3	0
2024 - 2025	Tobacco Violation Vaping Products	1	0.23%	0	1	0	0	0	0	2	0
2024 - 2025	Urination	1	0.23%	0	1	0	0	0	0	0	0
2024 - 2025	Weapon (Specify Object)	1	0.23%	0	0	1	0	0	0	6	0
Grand Total		437	100.00%	252	137	8	0	0	12	237	41

[2023-2024 SCDE Report Card Link](#)

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 33% in 2022-23 to 48% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (ES)	36%	39%	42%	45%	48%
	33%	33.1%	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	N/A	<i>C=Continue</i>
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0	N/A	<i>C=Continue</i>
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	<input type="checkbox"/> District Academic Team	\$0	N/A	<i>C=Continue</i>
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	2024-2029	<input type="checkbox"/> District Academic Team	\$0	N/A	<i>C=Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
rigor and pacing and ensure consistent use across all classrooms.					
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 Team	\$0	N/A	<i>C=Continue</i>
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<input type="checkbox"/> Classroom Teachers	\$0	N/A	<i>C=Continue</i>
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	N/A	<i>C=Continue</i>
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0	N/A	<i>C=Continue</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	N/A	<i>C=Continue</i>
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 <input type="checkbox"/> District Academic Team	\$0	N/A	<i>C=Continue</i>
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0	N/A	<i>C=Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Community Process by monitoring for fidelity.					
4. Foster a collaborative relationship between schools and parents.	2024-2029	<input type="checkbox"/> All Stakeholders	\$0	N/A	<i>C=Continue</i>
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$3000	Title 1	<i>C=Continue</i>

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 40.3% in 2022-23 to 55% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (ES)	43%	46%	49%	52%	55%
	40.3%	35.5%	Actual (ES)					
	64.2%	63.2%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students have the skills and support necessary to be reading on grade level by the end of 3rd grade.					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0	N/A	<i>C=Continue</i>
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"/> Classroom Teachers <input type="checkbox"/> Reading Interventionists <input type="checkbox"/>	\$0	N/A	<i>C=Continue</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"/> Classroom Teachers <input type="checkbox"/> Reading Interventionists <input type="checkbox"/>	\$0	N/A	<i>C=Continue</i>
4. Offer varying levels of support through scaffolding, intervention,	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0	N/A	<i>C=Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.		<input type="checkbox"/> Classroom Teachers <input type="checkbox"/> Reading Interventionists <input type="checkbox"/> Multilingual Learner P Teachers			
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"/> Classroom Teachers	\$0	N/A	<i>C=Continue</i>
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"/> District Academic Team <input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Classroom Teachers	\$0	N/A	<i>C=Continue</i>
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	<input type="checkbox"/> District Academic Team <input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Classroom Teachers	\$0	N/A	<i>C=Continue</i>
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<input type="checkbox"/> District Academic Team <input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Classroom Teachers	\$0	N/A	<i>C=Continue</i>
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"/> Classroom Teachers <input type="checkbox"/> Reading Interventionists <input type="checkbox"/>	\$0	N/A	<i>C=Continue</i>
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Classroom Teachers <input type="checkbox"/> Reading Interventionists <input type="checkbox"/>	\$0	N/A	<i>C=Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<input type="checkbox"/> District Academic Team <input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Classroom Teachers <input type="checkbox"/>	\$0	N/A	<i>C=Continue</i>
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"/> District Academic Team <input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Classroom Teachers <input type="checkbox"/>	\$0	N/A	<i>C=Continue</i>
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. 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	2024-2025	<input type="checkbox"/> Director of Early Intervention and Student Support	\$0	N/A	Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	<input type="checkbox"/> District Academic Team <input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Classroom Teachers	\$0	N/A	<i>C=Continue</i>
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<input type="checkbox"/> District Academic Team <input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Classroom Teachers <input type="checkbox"/>	\$0	N/A	<i>C=Continue</i>
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Classroom Teachers <input type="checkbox"/>	\$0	N/A	<i>C=Continue</i>
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<input type="checkbox"/> District Academic Team <input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Classroom Teachers <input type="checkbox"/>	\$0	N/A	<i>C=Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<input type="checkbox"/> District Academic Team <input type="checkbox"/> Instructional Leadership Team	\$0	N/A	<i>C=Continue</i>
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Classroom Teachers <input type="checkbox"/>	\$0	N/A	<i>C=Continue</i>
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"/> District Academic Team <input type="checkbox"/> Instructional Leadership Team	\$0	N/A	<i>C=Continue</i>
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	<input type="checkbox"/> District Academic Team <input type="checkbox"/> Instructional Leadership Team	\$0	N/A	<i>C=Continue</i>
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<input type="checkbox"/> N/A			<i>C=Continue</i>
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"/> Classroom Teachers <input type="checkbox"/>	\$0	N/A	<i>C=Continue</i>
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	<input type="checkbox"/> District Academic Team <input type="checkbox"/> Instructional Leadership Team	\$0	N/A	<i>C=Continue</i>

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"/> All school staff specifically: <input type="checkbox"/> Title 1 Coordinator <input type="checkbox"/> Parent Liaison <input type="checkbox"/> School Counselor	\$0	N/A	<i>C=Continue</i>
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	\$0	N/A	<i>C=Continue</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"/> School Counselor	\$0	N/A	<i>C=Continue</i>

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)	10.5%	10%	9.5%	9%	8.5%
	11%	13%	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: Retain high quality teachers.					
1. Provide differentiated PD based on teacher interest and ability.	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0	N/A	<i>C=Continue</i>
2. Provide protected common planning time for grade level collaboration within PLCs.	2024-2029	- Instructional Leadership Team	\$0	N/A	<i>C=Continue</i>
3. Provide celebrations and recognition of teachers' successes, including written notes, to ensure staff morale remains high and teachers feel appreciated for their hard work.	2024-2029	- Instructional Leadership Team	\$0	N/A	<i>C=Continue</i>
4. Utilize Grade Level Chairs as a forum for teachers to have a voice and collaborate with administration to	2024-2029	-Instructional Leadership Team - Grade Level Chairs	\$0	N/A	<i>C=Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
celebrate school wide successes, review data, and discuss areas for growth.					

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)	47.02%	45.02%	43.02%	41.02%	39.02%
	49.02%	65.04%	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	<input type="checkbox"/> Admin Team	\$0	N/A	<i>C=Continue</i>
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing	2024-2029	<input type="checkbox"/> All School Staff	\$0	N/A	<i>C=Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
custom, school-based programming to meet this goal.					
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	<input type="checkbox"/> Behavior Specialist <input type="checkbox"/> School Counselor <input type="checkbox"/> Admin Team <input type="checkbox"/> Classroom Teachers	\$0	N/A	<i>C=Continue</i>
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0	N/A	<i>C=Continue</i>
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"/> Admin Team <input type="checkbox"/> School Counselor	\$0	N/A	<i>C=Continue</i>
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"/> Behavior Specialist <input type="checkbox"/> School Counselor <input type="checkbox"/> Admin Team <input type="checkbox"/> Classroom Teachers <input type="checkbox"/> Title 1 Facilitator <input type="checkbox"/> Parent Liaison	\$0	N/A	<i>C=Continue</i>
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"/> Title 1 Facilitator <input type="checkbox"/> Parent Liaison <input type="checkbox"/> School Counselor <input type="checkbox"/> Admin Team <input type="checkbox"/> Classroom Teachers	\$0	N/A	<i>C=Continue</i>
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"/> Admin Team	\$0	N/A	<i>C=Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<input type="checkbox"/> Behavior Specialist <input type="checkbox"/> School Counselor <input type="checkbox"/> Parent Liaison <input type="checkbox"/> Admin Team <input type="checkbox"/> Classroom Teachers	\$0	N/A	<i>C=Continue</i>
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	<input type="checkbox"/> Behavior Specialist <input type="checkbox"/> School Counselor <input type="checkbox"/> Admin Team <input type="checkbox"/> Classroom Teachers	\$0	N/A	<i>C=Continue</i>
2. Increase leadership opportunities within the school during the school day.	2024-2029	<input type="checkbox"/> Behavior Specialist <input type="checkbox"/> School Counselor <input type="checkbox"/> Admin Team <input type="checkbox"/> Classroom Teachers	\$0	N/A	<i>C=Continue</i>
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<input type="checkbox"/> School Counselor <input type="checkbox"/> Admin Team <input type="checkbox"/> Parent Liaison <input type="checkbox"/> Title 1 Facilitator <input type="checkbox"/> Classroom Teachers	\$0	N/A	<i>C=Continue</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"/> Behavior Specialist <input type="checkbox"/> School Counselor <input type="checkbox"/> Admin Team <input type="checkbox"/> Classroom Teachers	\$0	N/A	<i>C=Continue</i>
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"/> Admin team	\$0	N/A	<i>C=Continue</i>
3. Establish standard and reliable classroom practice and developmentally appropriate	2024-2029	<input type="checkbox"/> Behavior Specialist <input type="checkbox"/> School Counselor	\$0	N/A	<i>C=Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.		<input type="checkbox"/> Admin Team <input type="checkbox"/> Classroom Teachers			
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<input type="checkbox"/> Behavior Specialist <input type="checkbox"/> School Counselor <input type="checkbox"/> Admin Team <input type="checkbox"/> Classroom Teachers	\$0	N/A	<i>C=Continue</i>
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"/> Behavior Specialist <input type="checkbox"/> School Counselor <input type="checkbox"/> Admin Team <input type="checkbox"/> Classroom Teachers	\$0	N/A	<i>C=Continue</i>

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)	21.9%	19.9%	17.9%	15.9%	13.9%
	23.9%	25.38%	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"/> Admin Team <input type="checkbox"/> Social Worker <input type="checkbox"/> School Counselor <input type="checkbox"/> Parent Liaison	\$0	N/A	<i>C=Continue</i>
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<input type="checkbox"/> Attendance Clerk <input type="checkbox"/> Admin Team <input type="checkbox"/> Social Worker <input type="checkbox"/> School Counselor <input type="checkbox"/> Parent Liaison	\$0	N/A	<i>C=Continue</i>
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and	2024-2029	<input type="checkbox"/> Attendance Clerk <input type="checkbox"/> Admin Team	\$0	N/A	<i>C=Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
follow-up on individual Attendance Intervention Plans.		<input type="checkbox"/> Social Worker <input type="checkbox"/> School Counselor <input type="checkbox"/> Parent Liaison			
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	<input type="checkbox"/> District Level Leadership	\$0	N/A	<i>C=Continue</i>
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"/> Admin Team <input type="checkbox"/> Social Worker <input type="checkbox"/> School Counselor <input type="checkbox"/> Parent Liaison <input type="checkbox"/> Classroom Teachers	\$0	N/A	<i>C=Continue</i>
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"/> Admin Team <input type="checkbox"/> Social Worker <input type="checkbox"/> School Counselor <input type="checkbox"/> Parent Liaison	\$0	N/A	<i>C=Continue</i>
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"/> Admin Team <input type="checkbox"/> Social Worker <input type="checkbox"/> School Counselor <input type="checkbox"/> Parent Liaison <input type="checkbox"/> Classroom Teachers	\$0	N/A	<i>C=Continue</i>

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)	3,640	3,749	3,861	3,976	4,095
		3,534	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 <input type="checkbox"/> Social Worker <input type="checkbox"/> Parent Liaison <input type="checkbox"/> Classroom Teachers <input type="checkbox"/> Admin Team <input type="checkbox"/> Title 1 Facilitator	\$0	N/A	<i>C=Continue</i>
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	<input type="checkbox"/> Attendance Clerk <input type="checkbox"/> Social Worker <input type="checkbox"/> Parent Liaison <input type="checkbox"/> Classroom Teachers <input type="checkbox"/> Admin Team <input type="checkbox"/> Title 1 Facilitator	\$0	N/A	<i>C=Continue</i>

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"/> Attendance Clerk <input type="checkbox"/> Social Worker <input type="checkbox"/> Parent Liaison <input type="checkbox"/> Classroom Teachers <input type="checkbox"/> Title 1 Facilitator <input type="checkbox"/> Admin Team	\$0	N/A	<i>C=Continue</i>
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"/> Admin Team <input type="checkbox"/> SIC Comm.	\$0	N/A	<i>C=Continue</i>
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"/> Admin Team <input type="checkbox"/> SIC Comm.	\$0	N/A	<i>C=Continue</i>
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 <input type="checkbox"/> Title 1 Facilitator <input type="checkbox"/> SIC Comm.	\$0	N/A	<i>C=Continue</i>
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"/> Social Worker <input type="checkbox"/> Parent Liaison <input type="checkbox"/> Classroom Teachers <input type="checkbox"/> Title 1 Facilitator <input type="checkbox"/> Admin Team	\$0	N/A	<i>C=Continue</i>
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<input type="checkbox"/> Social Worker <input type="checkbox"/> Parent Liaison <input type="checkbox"/> Classroom Teachers <input type="checkbox"/> Title 1 Facilitator <input type="checkbox"/> Admin Team	\$0	N/A	<i>C=Continue</i>
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic,	2024-2029	<input type="checkbox"/> Social Worker <input type="checkbox"/> Parent Liaison <input type="checkbox"/> Title 1 Facilitator	\$0	N/A	<i>C=Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
and academic) present in the school community.		<input type="checkbox"/> Admin Team			