



*2024-25 through 2028-29*

Lakisha Cook, Principal  
Emily Gerard, Assistant Principal

# Paris Elementary School



**School Renewal Annual Update for:**  
*2025-2026*

## SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL NAME:** Paris Elementary School

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

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

### Assurances for the School Renewal Plans

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

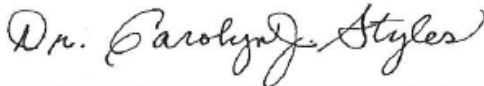
#### SUPERINTENDENT

Dr. W. Burke Royster		5/1/25
PRINTED NAME	SIGNATURE	DATE

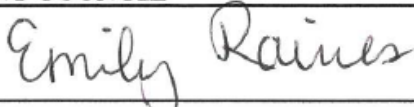
#### PRINCIPAL

Lakisha Cook		3/14/25
PRINTED NAME	SIGNATURE	DATE

#### CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		5/1/25
PRINTED NAME	SIGNATURE	DATE

#### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Emily Raines		3/14/25
PRINTED NAME	SIGNATURE	DATE

#### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Amanda Jane Peeler		3/14/25
PRINTED NAME	SIGNATURE	DATE

**SCHOOL ADDRESS:** 32 East Belvue Road Taylors, SC 29687

**SCHOOL TELEPHONE:** (864) 355-4260

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

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## 1. Stakeholder Involvement for School Renewal

<b>Position</b>	<b>Name</b>
1. Principal	Lakisha Cook
2. Teacher	Lorrie Dodson
3. Parent/Guardian	Bert Watts
4. Community Member	John Laderer
5. Paraprofessional	Janet Livingston
6. School Improvement Council Member	Emily Raines
7. Read to Succeed Reading Coach	Amanda Jane Peeler
8. School Read to Succeed Literacy Leadership Team Lead	Amanda Jane Peeler
9. School Read to Succeed Literacy Leadership Team Member	Shannon Hever

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

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

<b>Other Positions</b>	<b>Name</b>
1. Assistant Principal	Emily Gerard
2. Literacy Contact	Claire Shearn
3. Instructional Coach	Shannon Hever
4. PTA President	Stephanie Lofink
5. School R2S Team	Claire Shearn
6. School R2S Team	Holly Gosnell
7. Media Specialist	Shelley Polatty
8. Intermediate Teacher	Sela Estelle
9. School Counselor	Izzy Snider

## 2. Assurances for School Plan

### Act 135 Assurances

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

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (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	<b>Academic Assistance, PreK–3</b> The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Academic Assistance, Grades 4–12</b> The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Parent Involvement</b> The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Staff Development</b> The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised <i>Standards for Staff Development</i> .
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Technology</b> The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Innovation</b> The district funds 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	<b>Collaboration</b> The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

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

### **3. Introduction**

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

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

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

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

## 4. Executive Summary

### Needs Assessment or Findings for Student Achievement

- SC Ready results indicate that we outperformed the district in the areas of English Language Arts (Reading and Writing) by 19 percentage points, Math by over 22 percentage points.

### Needs Assessment or Findings for Teacher and Administrator Quality

- All of our required teachers have completed the first year of the SCDE required LETRS training.
- Our teacher attendance rate is 95.5%, which is up from 94.6%.
- 61.8% of our teachers have advanced degrees, up from 58.8%
- Our principal has completed her first year in the district and our school.
- Our school counselor is new to Paris this year.
- 88.9% of our teachers returned from the previous year, which is up from 81.3%.
- 84.1% of our teachers have stayed for at least three years, which is up from 78.3%.
- The percentage of instructional time available when both teachers and students are present is 91.2%, which is up from 90.0%.

### Needs Assessment or Findings for School Climate

- According to Evaluation findings, student perception of the socio-physical environment was the least favorable condition at 53.1%. In addition, the Opinion survey included 23 parents. 84.6% of them were satisfied with home-school relations, which is the lowest subscale of the opinion surveys. Strengths include teachers' satisfaction with the social and physical environment (97.6%) and opinions of school-home relations (97.5%).

### Paris's Significant Challenges from the Past 3 Years

- In 2024-2025, Paris added two new teachers and seven new support staff positions. Four grade levels saw shifts in teachers to new positions. Of those new positions include a new plant manager, school nurse, school counselor, cafeteria manager, and media specialist. In addition, our literacy specialist encountered a family emergency resulting in a resignation in January. In addition, the multilingual population continues to increase, bringing new challenges to each grade level. Teachers look for new and innovative ways to reach these children and progress them along with the rest of our students. Finally, this new year brought new standards and curriculum for reading, writing, and phonics in addition to new required training over the course of two years.
- In 2023-2024, Paris welcomed a new principal from out of district. In the first three months of school, our assistant principal needed to be out of school for eight weeks

for a family emergency, leaving the new administrator with a long-term substitute and beginner school secretary while trying to find footing in a new environment. Also, the school counselor began parental leave in early September, leaving only one full-time veteran instructional leadership team member, the instructional coach, to assist the principal in the new position. Five new teachers joined the staff in August, and another in October when a first-grade teacher resigned before the end of the first quarter.

- In 2022-2023, we hired 10 new teachers to Paris. These new teachers included four grade levels, half of the related arts team, and the entire new reading intervention staff. In addition, students and teachers were required to wear masks and quarantine with COVID-19 symptoms or diagnoses.

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

- Math percentage of students who met or exceeded grew 13.5 percentage points from Spring 2021 to Spring 2024, exceeding pre-pandemic performance.
- The ELA percentage of students who met or exceeded grew 16.4 percentage points from Spring 2021 to Spring 2024, exceeding pre-pandemic performance.
- In 2023, Paris earned the Positive Growth in ELA Certificate of Achievement for an 8 percentage point growth.
- In 2023, Paris ranked #7 in the district for ELA based on SC READY results.
- In 2022, Paris ranked #5 in the district for ELA based on SC READY results.
- In 2022, Paris ranked #8 in the district for Math based on SC READY results.
- In 2022, Paris ranked #6 in the district for Science based on SCPASS results.
- In 2022, Paris had zero Third Grade students earn the score of Not Met 1 in ELA based on SC READY results.
- In 2022, Paris earned the Top 10% Growth in Math Certificate of Achievement.
- In 2022, Paris earned the Top 10% Performance in Science Certificate of Achievement.
- In 2022, Paris earned the Top 10% Overall Highest Growth of Students with Disabilities Certificate of Achievement.
- In 2022, Paris earned the Top 10% Overall Highest Performance of Students with Disabilities Certificate of Achievement.

## 5. School Profile

### Paris Elementary School

32 East Bellevue Road  
Taylors, SC 29687  
Telephone: (864) 355-4260  
Fax: (864) 355-4391

**Grades:** Pre-K5 – 5<sup>th</sup> Grade

**Enrollment:** 594

### Facilities:

- Cafetorium
- Computer Lab
- Gymnasium
- Historical School Location
- Media Center
- Science Lab
- School Dates Back to Early 20<sup>th</sup> Century
- Separate Playground for Kindergarten

- 2 Outdoor Classrooms

### Faculty Profile

- 2 Administrators
- 34 Teachers
- 25 Support Staff

### School Community:

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

### School Personnel Data:

- 61.8% staff hold advanced degrees
- 88.9% staff returning from the previous year
- 84.1% staff returning for over three years
- 95.5% Attendance Rate
- 100% Highly Qualified
- 5.4% Minority, 94.6% Caucasian
- 2.7% Male, 97.3% Female

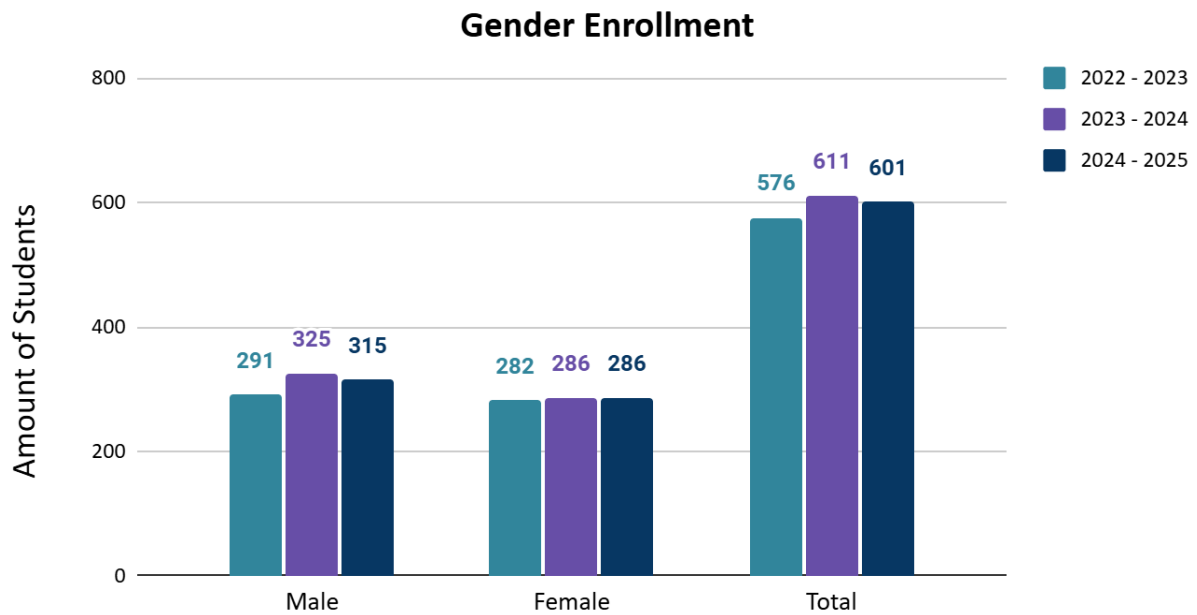
**Teachers' Grade Level with Years of Experience**

<b>Grade Level</b>	<b>&lt;5 years</b>	<b>5-10 years</b>	<b>11-15 years</b>	<b>16-20 years</b>	<b>&gt;20 years</b>
<b>Grade Pre-K</b>			1		
<b>Grade K5</b>	1	1	1	1	
<b>Grade 1</b>	1	1	2	1	2
<b>Grade 2</b>	1	2	1		1
<b>Grade 3</b>	2		1	2	
<b>Grade 4</b>	0	2	1		1
<b>Grade 5</b>	0	2	1	1	
<b>Spec. Educ.</b>	1			1	
<b>Related Arts</b>		1		2	
<b>Speech</b>			1		1
<b>Media Specialist</b>				1	

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## Student Population Data

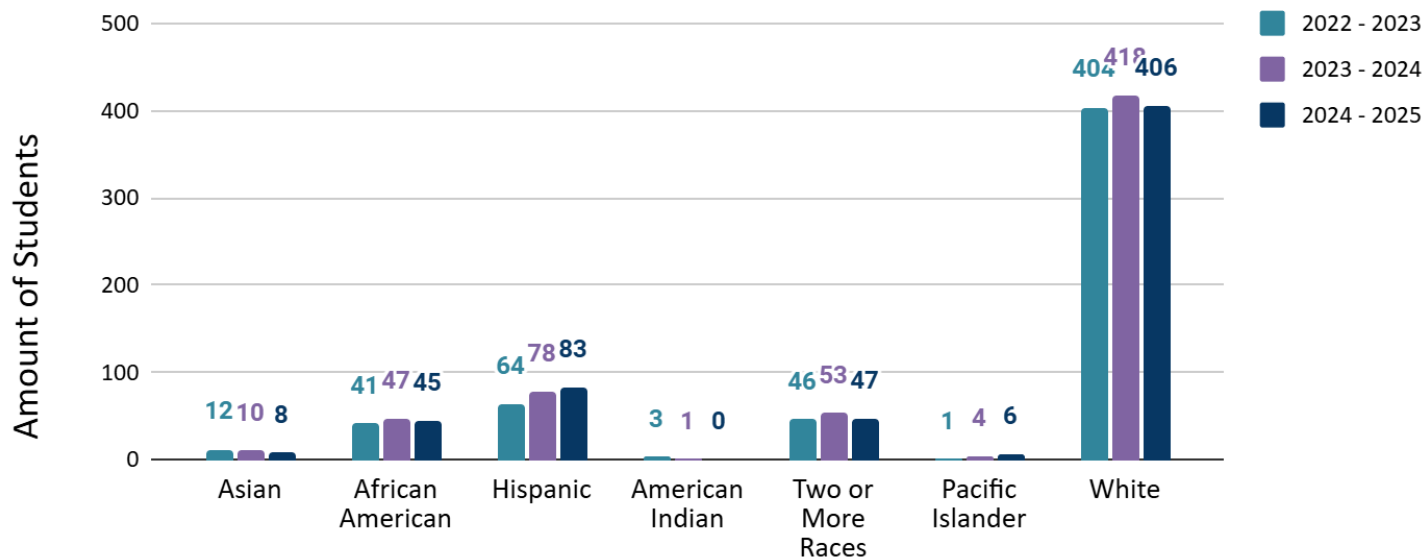
	Male	Female	Total
Grade PreK	5	3	8
Grade K5	39	44	83
Grade 1	60	49	109
Grade 2	55	61	116
Grade 3	58	34	92
Grade 4	47	52	99
Grade 5	51	43	94
<b>Total Population</b>	<b>315</b>	<b>286</b>	<b>601</b>



### Ethnicity Sub Groups

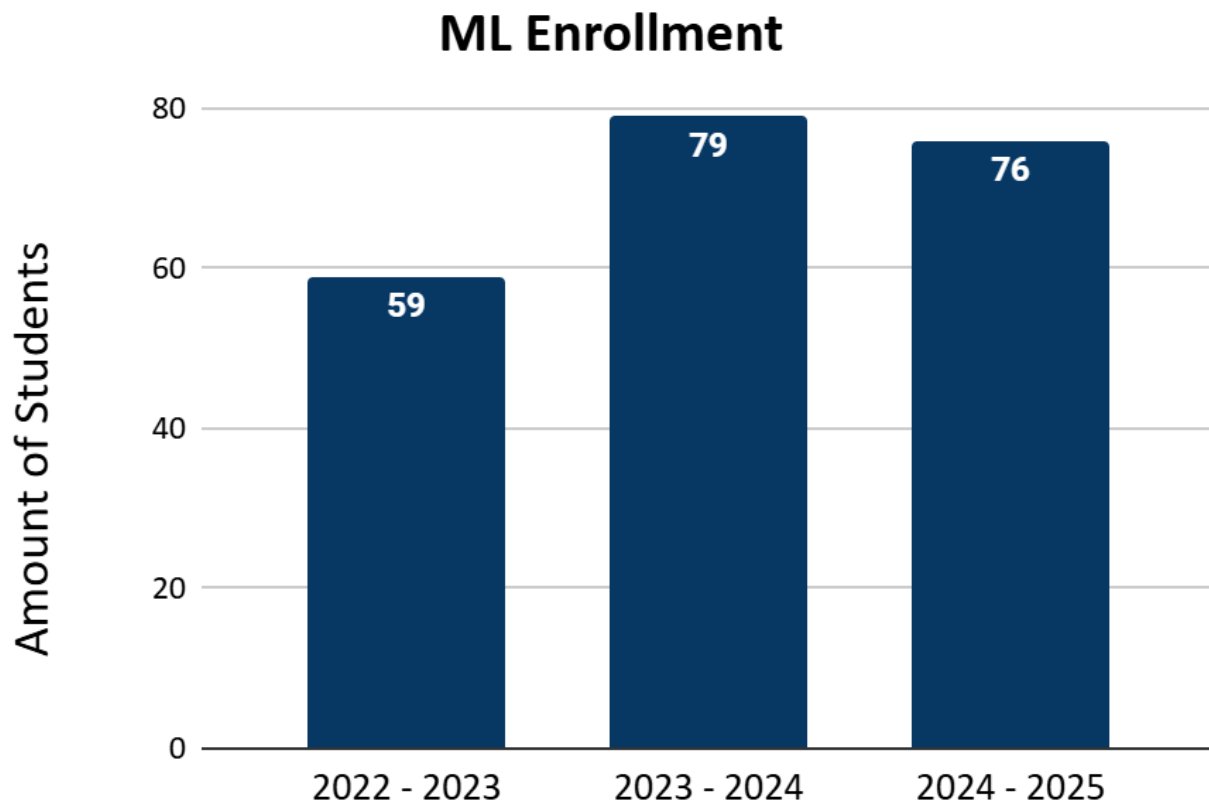
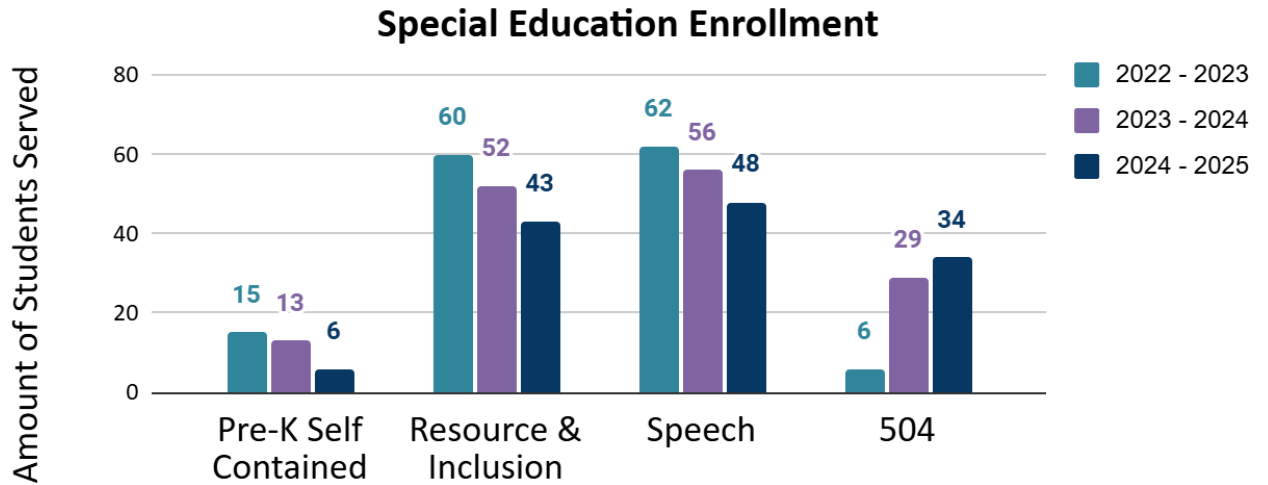
- 6 Pacific Islander (1.01%)
- 8 Asian (1.35%)
- 45 African American (7.58%)
- 83 Hispanic (13.97%)
- 47 Multi Race Categories (7.91%)
- 406 White (68.35%)

### Enrollment by Ethnicity Subgroups



### Special Services Sub Groups

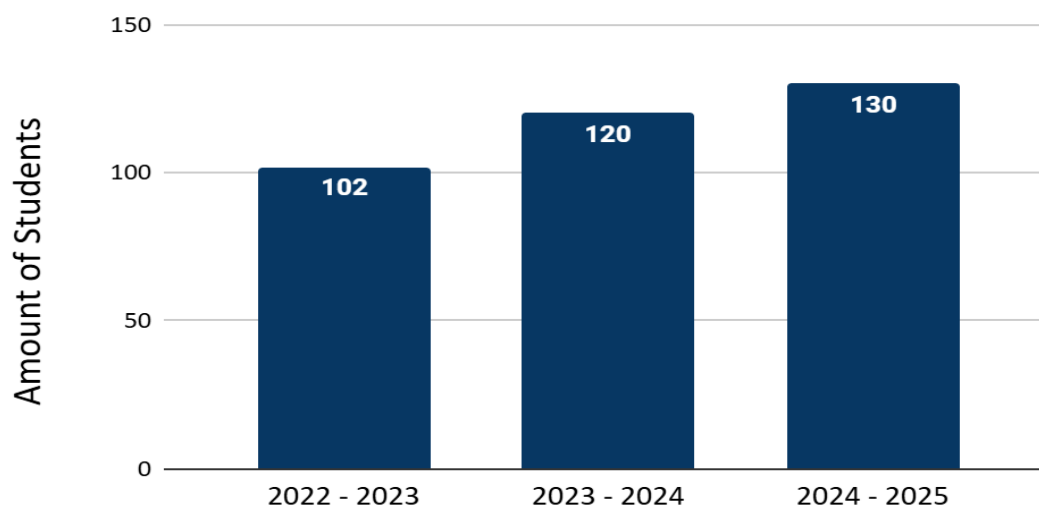
- 37 Multilingual Students (ML)
- 43 Resource/Inclusion
- 48 Speech
- 8 Pre-K Self Contained
- 34 504 Plans



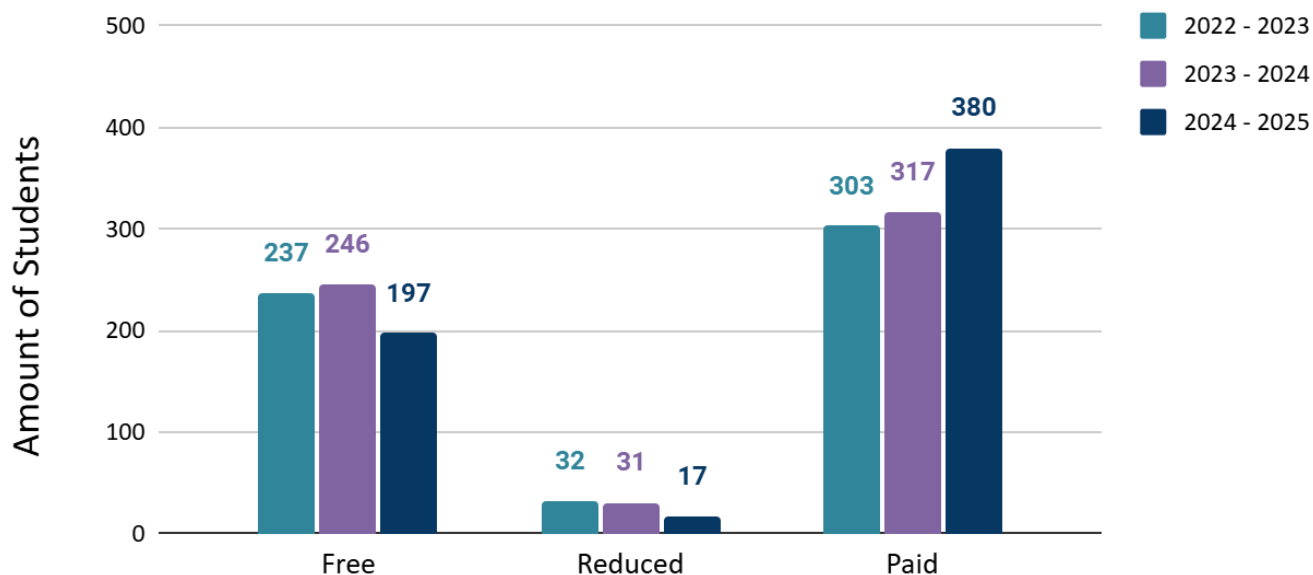
### Other Sub Groups

- 11 Students Retained (1.8%)
- 130 in Extended Day Program
- 197 Free Lunch, 17 Reduced Lunch, 380 Paid

### **Extended Day Program Enrollment**



### **FARMS Enrollment**



### **Major Academic and Behavioral Features/Programs/Initiatives**

- Academic Awards Program – Showcases students' achievements in academics

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

## **6. Mission, Vision, and Beliefs**

### **Mission**

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

### **Vision**

Traditions of Excellence

### **Our Beliefs**

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

## 7. Data Analysis and Needs Assessment

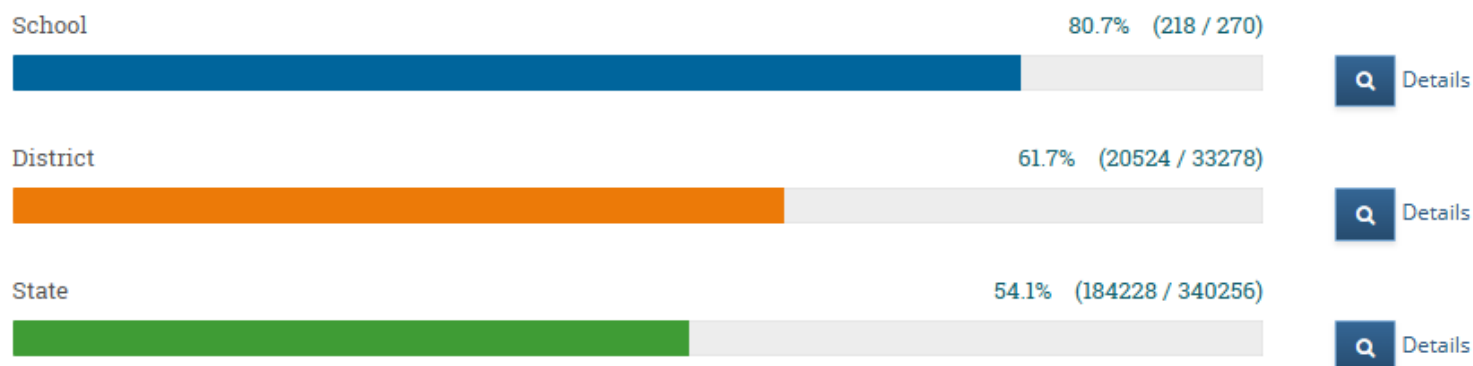
### Student Achievement Needs Assessment

Data Source: 2023 School Report Card

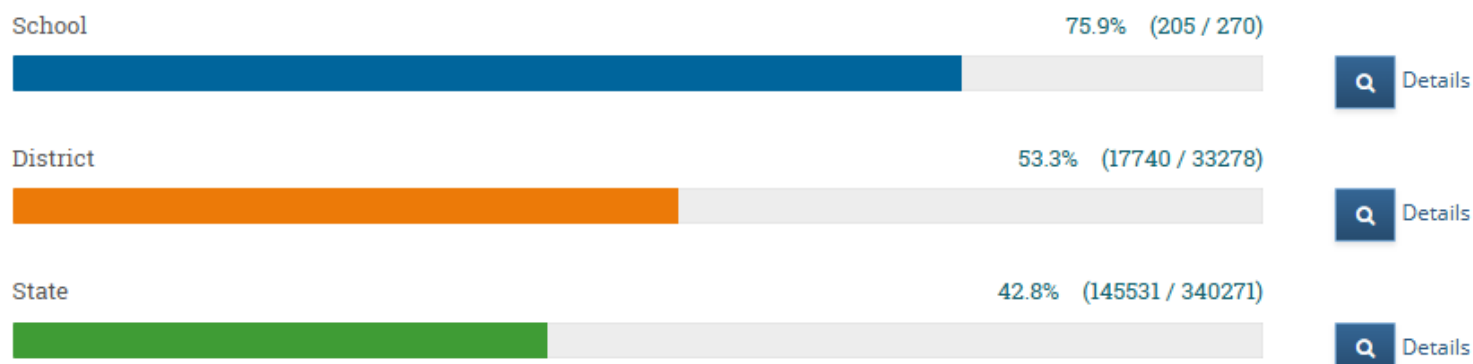
### Academic Achievement - Overall Student Performance

#### SC Ready English Language Arts and Mathematics

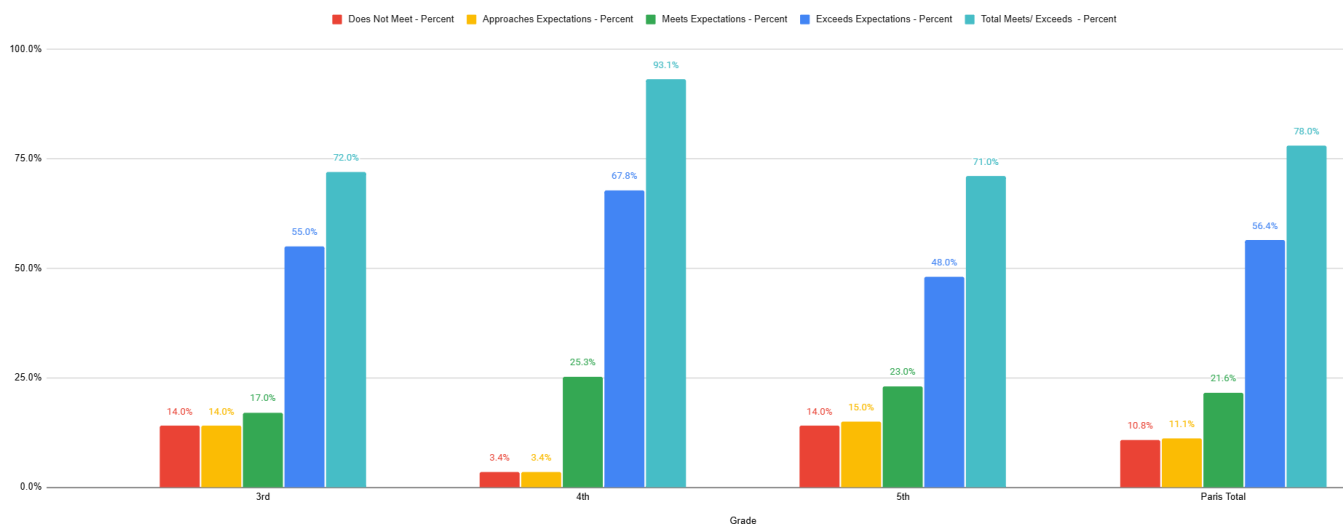
English Language Arts (Reading and Writing) - [Percent Met or Exceeding](#)



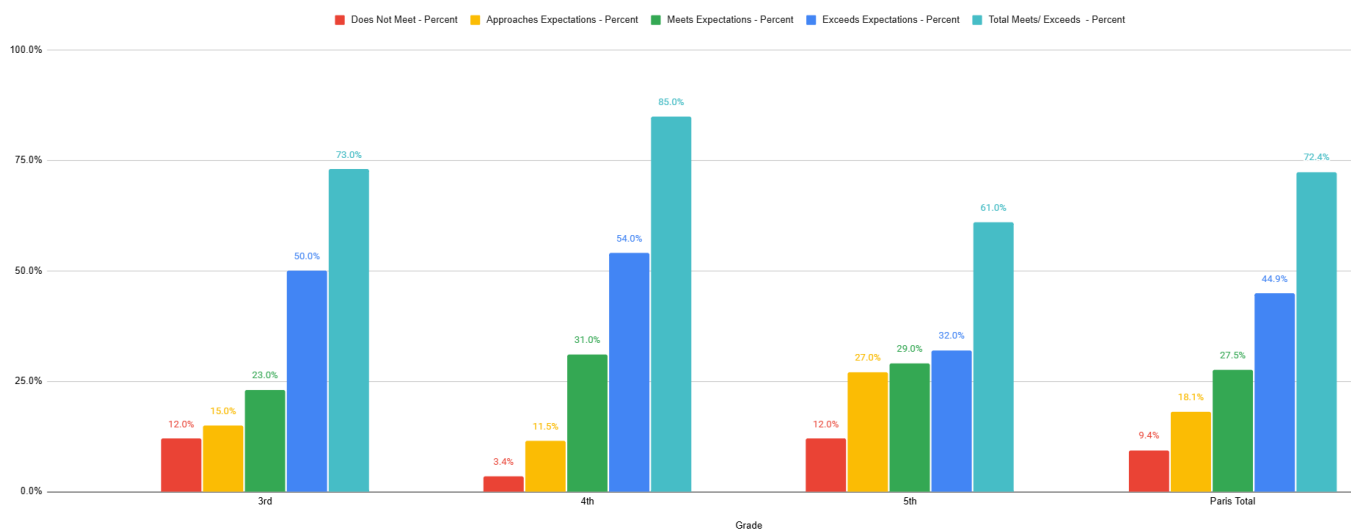
Mathematics - [Percent Met or Exceeding](#)



### ELA By Grade Level



### MATH by Grade Level



## Teacher and Administrator Quality

Data Source: Paris Professional Development Calendar

Paris Elementary PD Calendar 2024- 2025	Focus 1:	Strengthen Tier 1 Instruction		
	Focus 2:	Shared Ownership!		
	Focus 3:	Professional Learning Communities		
24-25 TOA: If the principal provides professional learning opportunities and conducts observations to provide specific feedback around student academic discourse, then the teachers will be able to intentionally plan for and implement strategies for student academic discourse, so students will be able to deepen and explain their thinking and understanding.				
Date	Meeting Type	Topic	Personnel	Notes
Monday, June 24, 2024	LETRS Training	Required LETRS Training	LETRAS personnel	K4-3rd teachers
Monday, August 5, 2024	LETRS Training	Required LETRS Training	LETRAS personnel	K4-3rd teachers
Wednesday, August 7, 2024	Faculty Meeting	Start of Year Meeting	Cook	During the Day
Wednesday, August 14, 2024	Faculty Meeting	Literacy and Tech Requirements	ILT	RH & GC expectations
Wednesday, August 21, 2024	Senate	Senate Agenda	Teacher Leaders	
Thursday, August 22, 2024	CPLC	CPLC Schedule and Agenda	ILT	SCReady Data for 3, 4, 5
Wednesday, August 28, 2024	TLC	School-Wide Focus/Activities	TLC Leaders	
Thursday, September 5, 2024	CPLC	CPLC Schedule and Agenda	ILT	
Friday, September 6, 2024	Mandatory Virtual	<a href="#">Staff 504 Training</a>	<a href="#">Webinar</a>	All instructional staff
Wednesday, September 11, 2024	Faculty Meeting	Classroom Management PD & Literacy Updates	ILT	-Shared Ownership-ML Learners, Lexia

				Expectations
Wednesday, September 18, 2024	Senate	Senate Agenda	Teacher Leaders	Cancelled Due to power outage- Meeting in memo sent to leaders
Thursday, September 19, 2024	CPLC	CPLC Schedule and Agenda	ILT	CPLC Shared Folder
Wednesday, September 25, 2024	Grade Level PLC	PLC - Data, Intervention, Collaborative Planning	Teacher Leaders	Grade Level PLC Folders
Wednesday, October 2, 2024	Grade Level PLC	PLC - Data, Intervention, Collaborative Planning	Teacher Leaders	Grade Level PLC Folders
Thursday, October 3, 2024	CPLC	CPLC Schedule and Agenda	ILT	No School
Wednesday, October 9, 2024	Faculty Meeting	Guest: Craig Houghton- Equitable Advisors	ILT	- SLO and Expectations in Classroom Mosaic
Wednesday, October 16, 2024	Senate	Senate Agenda	Teacher Leaders	Agenda in Folder
Thursday, October 17, 2024	CPLC	CPLC Schedule and Agenda	ILT	Safety Tabletop Discussion with Randy Evette
Wednesday, October 23, 2024	TLC	School-Wide Focus/Activities	TLC Leaders	
Wednesday, October 30, 2024	Grade Level PLC	PLC - Data, Intervention, Collaborative Planning	Teacher Leaders	
Monday, November 4, 2024	LETRS Training	Required LETRS Training	LETRAS personnel	K4-3rd teachers
Thursday, November 7, 2024	CPLC	CPLC Schedule and Agenda	ILT	
Wednesday, November 13, 2024	Senate	Senate Agenda	Teacher Leaders	
Wednesday, November 20, 2024	Faculty Meeting	Gradual Release of Responsibility Best Practices and Strategies	Hever, Watts, Teacher	<a href="#">Presentation</a>

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

Wednesday, March 5, 2025	Grade Level PLC	PLC - Data, Intervention, Collaborative Planning	Teacher Leaders	
Thursday, March 6, 2025	CPLC	CPLC Schedule and Agenda	ILT	
Wednesday, March 12, 2025	Faculty Meeting	Gradual Release of Responsibility Best Practices and Strategies	Hever, Watts, Teacher Leaders	
Wednesday, March 26, 2025	Grade Level PLC	PLC - Data, Intervention, Collaborative Planning	Teacher Leaders	
Wednesday, March 26, 2025	Senate	Senate Agenda	Teacher Leaders	
Thursday, March 27, 2025	CPLC	CPLC Schedule and Agenda	ILT	
Wednesday, April 2, 2025	Grade Level PLC	PLC - Data, Intervention, Collaborative Planning		
Thursday, April 3, 2025	CPLC	CPLC Schedule and Agenda	ILT	
Wednesday, April 9, 2025	Faculty Meeting	Spring Cleaning & Paris Business	ILT	
Wednesday, April 16, 2025	Faculty Meeting	Spring Testing Training	Hever & Gerard	3rd, 4th, 5th + Specialists/RTI
Thursday, April 17, 2025	CPLC	CPLC Schedule and Agenda	ILT	
Wednesday, April 23, 2025	Senate	Senate Agenda	Teacher Leaders	
Wednesday, April 30, 2025	Grade Level PLC	PLC - Data, Intervention, Collaborative Planning		
Thursday, May 1, 2025	CPLC	CPLC Schedule and Agenda	ILT	
Wednesday, May 7, 2025	Grade Level PLC	PLC - Data, Intervention, Collaborative Planning		
Wednesday, May 14, 2025	Faculty Meeting	EOY Procedures	ILT	
Thursday, May 15, 2025	CPLC	CPLC Schedule and Agenda	ILT	
Wednesday, May 21, 2025	Senate	Senate Agenda	Teacher Leaders	

## School Climate Needs Assessment

### Student Behavior Data

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

### Attendance, Absenteeism, and Truancy

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

### Parent/Teacher Conferences

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

### Volunteer Hours

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

### Backpack Accounts/Logins

- 598 students (98.03%) had Backpack accounts.

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

### Results of Teacher, Student, and Parent Opinion Surveys

	<a href="#">Teachers</a>	<a href="#">Students</a>	<a href="#">Parents</a>
Number of surveys returned	41	268	23
Percent satisfied with learning environment	85.4%	90.1%	85%
Percent satisfied with social and physical environment	97.6%	95.8%	85%
Percent satisfied with school-home relations	97.5%	95.8%	84.6%

### Additional Information

	Our School	Change from Last Year
Percent of students served by gifted and talented program	30.9	Up from 28.3
Percent of students retained	1.7	Up from 1.6
Principal's/Superintendent's/Director's years at school/district	1	Down from 15
Chronic Absenteeism Rate (Note: Data are from prior school year)	8.9	Up from 8.5

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

### Student Safety

Evaluations By Parents ?	Percent Agree/Strongly Agree	Total Responses
"My child feels safe at school."	100	23
"My child's teachers and school staff prevent or stop bullying at school."	94.4	23
Evaluations By Teachers ?	Percent Agree/Strongly Agree	Total Responses
"I feel safe at my school before and after hours."	97.6	41
"The rules for behavior are enforced at my school."	82.9	41

[Paris Elementary School SC School Report Card](#)

## 8. Action Plan

### Goal Area 1: Student Achievement

### GOAL AREA 1 – Performance Goal 1

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

**Performance Goal 1:** By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 71.8% in 2023 to 74.3% in 2028-29.

**Interim Performance Goal:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 0.5% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (ES)	72.3%	72.8%	73.3%	73.8%	74.3%
	71.8%	72.5%	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>
<b>Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.</b>					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	Principal	\$0	N/A	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC Minutes</li> <li>• Faculty Best Practice Training Agenda</li> </ul>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	• Principal	\$0	N/A	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC Minutes</li> <li>• MVPA Trackers</li> <li>• Faculty Best Practice Training Agenda</li> </ul>
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	• Teachers	\$0	N/A	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC Minutes</li> <li>• Faculty Best Practice Training Agenda</li> </ul>
<b>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.</b>					
1. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	• Teachers	\$0	N/A	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC Minutes</li> <li>• Faculty Best Practice Training Agenda</li> </ul>
2. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Coaches</li> </ul>	\$0	N/A	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC Minutes</li> <li>• Faculty Best Practice Training Agenda</li> <li>• Observation Documentation</li> </ul>
3. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	• Principal	\$0	N/A	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC Minutes</li> <li>• Faculty Best Practice Training Agenda</li> <li>• Observation Documentation</li> </ul>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
					<ul style="list-style-type: none"> <li>• Learning Walks</li> <li>• Instructional Rounds</li> </ul>
<b>Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.</b>					
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	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Coaches</li> </ul>	\$0	N/A	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC Minutes</li> <li>• Faculty Best Practice Training Agenda</li> <li>• Observation Documentation</li> </ul>
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Coaches</li> </ul>	\$0	N/A	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC Minutes</li> <li>• Faculty Best Practice Training Agenda</li> <li>• Observation Documentation</li> <li>• Learning Walks</li> </ul>
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Coaches</li> <li>• Teachers</li> </ul>	\$0	N/A	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC Minutes</li> <li>• Faculty Best Practice Training Agenda</li> <li>• Observation Documentation</li> </ul>
4. Foster a collaborative relationship between schools and parents.	2024-2029	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Coaches</li> <li>• Teachers</li> </ul>	\$0	N/A	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC Minutes</li> <li>• Faculty Best Practice Training Agenda</li> <li>• Conference Documentation</li> </ul>
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Coaches</li> <li>• Teachers</li> </ul>	\$0	N/A	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC Minutes</li> <li>• Faculty Best Practice Training Agenda</li> </ul>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
					<ul style="list-style-type: none"> <li>Observation Documentation</li> </ul>

## GOAL AREA 1 – Performance Goal 2

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

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

**Interim Performance Goal:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 0% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (ES)	80.6%	80.6%	80.6%	80.6%	80.6%
	80.6%	78.0%	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>
<b>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.</b>					
1. Implement annual academic growth targets based on the	2024-2029	Principal	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>Lesson Plans</li> <li>PLC Minutes</li> </ul>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Principal and School Goal Setting Process.					<ul style="list-style-type: none"> <li>• Learning Walk Documentation</li> <li>• Instructional Round Documentation</li> <li>• Faculty Best Practice Training Agendas</li> </ul>
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Coaches</li> <li>• Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC Minutes</li> <li>• Learning Walk Documentation</li> <li>• Instructional Round Documentation</li> <li>• Faculty Best Practice Training Agendas</li> </ul>
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	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Coaches</li> <li>• Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC Minutes</li> <li>• Amira Data</li> <li>• Tier 2 Trackers</li> </ul>
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	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Coaches</li> <li>• Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC Minutes</li> <li>• Learning Walk Documentation</li> <li>• Instructional Round Documentation</li> <li>• Faculty Best Practice Training Agendas</li> </ul>
5. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order	2024-2029	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Coaches</li> <li>• Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC Minutes</li> <li>• Learning Walk Documentation</li> </ul>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
to prepare students for advanced level coursework.					<ul style="list-style-type: none"> <li>• Instructional Round Documentation</li> <li>• Faculty Best Practice Training Agendas</li> </ul>
<b>Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.</b>					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC Minutes</li> <li>• Learning Walk Documentation</li> <li>• Instructional Round Documentation</li> <li>• Faculty Best Practice Training Agendas</li> </ul>
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	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Coaches</li> <li>• Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC Minutes</li> <li>• MVPA Trackers</li> <li>• Faculty Best Practice Training Agendas</li> </ul>
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Coaches</li> <li>• Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC Minutes</li> <li>• MVPA Trackers</li> <li>• Faculty Best Practice Training Agendas</li> </ul>
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Coaches</li> <li>• Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC Minutes</li> <li>• Amira Data</li> <li>• Tier 2 Trackers</li> </ul>
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC Minutes</li> </ul>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
					<ul style="list-style-type: none"> <li>• Amira Data</li> <li>• Tier 2 Trackers</li> </ul>
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Coaches</li> <li>• Teachers</li> </ul>	\$0	N/A	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC Minutes</li> <li>• Faculty Best Practice Training Agenda</li> </ul>
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Coaches</li> <li>• Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC Minutes</li> <li>• Amira Data</li> <li>• Tier 2 Trackers</li> <li>• Faculty Best Practice Training Agenda</li> </ul>
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	2024-2025	<ul style="list-style-type: none"> <li>• Director of Early Intervention and Student Support</li> </ul>			Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<p>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 SUN 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.</p>					
<b>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.</b>					
1. Monitor data to ensure a guaranteed and viable	2024-2029	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Coaches</li> <li>• Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC Minutes</li> </ul>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
curriculum (pacing, content, resources and strategies, etc.).					<ul style="list-style-type: none"> <li>● Amira Data</li> <li>● Tier 2 Trackers</li> <li>● Faculty Best Practice Training Agenda</li> </ul>
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<ul style="list-style-type: none"> <li>· Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>● Lesson Plans</li> <li>● PLC Minutes</li> <li>● Amira Data</li> <li>● Tier 2 Trackers</li> <li>● Faculty Best Practice Training Agenda</li> </ul>
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<ul style="list-style-type: none"> <li>· Administration</li> <li>· Coaches</li> <li>· Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>● Lesson Plans</li> <li>● PLC Minutes</li> <li>● Amira Data</li> <li>● Tier 2 Trackers</li> <li>● Faculty Best Practice Training Agenda</li> </ul>
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<ul style="list-style-type: none"> <li>· Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>● Lesson Plans</li> <li>● PLC Minutes</li> <li>● Amira Data</li> <li>● Tier 2 Trackers</li> <li>● Faculty Best Practice Training Agenda</li> </ul>
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<ul style="list-style-type: none"> <li>· Administration</li> <li>· Coaches</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>● Lesson Plans</li> <li>● PLC Minutes</li> <li>● Observation Documentation</li> </ul>
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and	2024-2029	<ul style="list-style-type: none"> <li>· Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>● Lesson Plans</li> <li>● PLC Minutes</li> <li>● Amira Data</li> </ul>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
interactive texts to accommodate various learning styles.					<ul style="list-style-type: none"> <li>• Tier 2 Trackers</li> <li>• Faculty Best Practice Training Agenda</li> </ul>
<b>Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.</b>					
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	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Coaches</li> <li>• Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC Minutes</li> <li>• Faculty Best Practice Training Agenda</li> </ul>
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Coaches</li> <li>• Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>• PLC Minutes</li> <li>• Faculty Best Practice Training Agenda</li> </ul>
3. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC Minutes</li> <li>• Faculty Best Practice Training Agenda</li> </ul>
4. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Coaches</li> <li>• Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC Minutes</li> <li>• Amira Data</li> <li>• Tier 2 Trackers</li> <li>• Faculty Best Practice Training Agenda</li> </ul>

## Goal Area 2: Teacher/Administrator Quality

### GOAL AREA 2 – Performance Goal 1

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

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

**Interim Performance Goal:** Meet annual targets below.

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.</b>					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	· Administration	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>Shining Stars</li> <li>Teacher-Involvement in Hiring</li> </ul>
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town,	2024-2029	· Administration · Coaches · Teachers	\$0	N/A	N/A

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Student Teacher placements and other opportunities for a path to education.					
<b>Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.</b>					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Coaches</li> <li>• Teachers</li> <li>• School Counselor</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>• School Counselor Classroom Visit Documentation</li> </ul>

## GOAL AREA 2 – Performance Goal 2

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
<b>Performance Goal 2:</b> Reduce teacher turnover by 0.5 percentage points annually through 2029.
<b>Interim Performance Goal:</b> 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)	6.5%	6%	5.5%	5%	4.5%
	7%	7%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Provide leadership opportunities for teachers to affect change in school culture, teacher well-being, and school policies.</b>					
1. Implement Teacher Leadership Committees (TLCs) where teachers choose areas where they are passionate and feel they can contribute to a positive school culture, teacher well-being, and school policies.	2024-2029	<ul style="list-style-type: none"> <li>Administration</li> <li>Coaches</li> <li>Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>Coaches' Corner Website</li> <li>Paris Calendar</li> </ul>
2. Instate a teacher Senate, where teacher representatives are elected to two-year terms in a	2024-2029	<ul style="list-style-type: none"> <li>Administration</li> <li>Coaches</li> <li>Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>Coaches' Corner Website</li> </ul>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
round-table setting to discuss school policies and procedures.					<ul style="list-style-type: none"> <li>● Paris Calendar</li> </ul>

### Goal Area 3: School Climate

## GOAL AREA 3 – Performance Goal 1

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

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

**Interim Performance Goal:** Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS - Incidents			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	54.1%	Actual (District)					
			Projected (School)	32.38%	30.38%	28.38%	26.38%	24.38%
	34.38%	43.9%	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>
<b>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.</b>					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a	2024-2029	<ul style="list-style-type: none"> <li>Administration</li> <li>Coaches</li> <li>Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>School Counselor Notes</li> <li>On-Track Documentation</li> </ul>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.					<ul style="list-style-type: none"> <li>Senate Agenda Notes</li> </ul>
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	<ul style="list-style-type: none"> <li>Administration</li> <li>Coaches</li> <li>Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>School Counselor Notes</li> <li>On-Track Documentation</li> <li>Senate Agenda Notes</li> </ul>
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	<ul style="list-style-type: none"> <li>Administration</li> <li>Coaches</li> <li>Teachers</li> <li>School Counselor</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>School Counselor Notes</li> <li>On-Track Documentation</li> </ul>
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	<ul style="list-style-type: none"> <li>Administration</li> <li>Coaches</li> <li>Teachers</li> <li>School Counselor</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>School Counselor Notes</li> <li>On-Track Documentation</li> </ul>
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	<ul style="list-style-type: none"> <li>Administration</li> <li>Coaches</li> <li>Teachers</li> <li>School Counselor</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>School Counselor Notes</li> <li>On-Track Documentation</li> </ul>
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	<ul style="list-style-type: none"> <li>Administration</li> <li>Coaches</li> <li>Teachers</li> <li>School Counselor</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>School Counselor Notes</li> <li>On-Track Documentation</li> </ul>
<b>Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.</b>					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> <li>School Counselor</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>School Counselor Notes</li> <li>On-Track Documentation</li> <li>Mental Health Documentation</li> <li>Parent Conference Documentation</li> </ul>
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	<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> <li>School Counselor</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>School Counselor Notes</li> <li>On-Track Documentation</li> <li>Mental Health Documentation</li> <li>Parent Conference Documentation</li> </ul>
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> <li>School Counselor</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>School Counselor Notes</li> </ul>
<b>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.</b>					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>School Counselor Notes</li> <li>Grade Level Minutes</li> </ul>
2. Increase leadership opportunities within the school during the school day.	2024-2029	<ul style="list-style-type: none"> <li>Administration</li> <li>Coaches</li> <li>Teachers</li> <li>School Counselor</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>School Counselor Notes</li> <li>5th Grade Helper Schedule</li> </ul>
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> <li>School Counselor</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>School Counselor Notes</li> </ul>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>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.</b>					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> <li>School Counselor</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>School Counselor Notes</li> <li>On-Track Documentation</li> <li>Faculty Meeting Agendas</li> </ul>
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	<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> <li>School Counselor</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>School Counselor Notes</li> <li>On-Track Documentation</li> </ul>
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	<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> <li>School Counselor</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>School Counselor Notes</li> <li>On-Track Documentation</li> </ul>
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> <li>School Counselor</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>School Counselor Notes</li> <li>On-Track Documentation</li> </ul>
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	<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> <li>School Counselor</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>School Counselor Notes</li> <li>On-Track Documentation</li> </ul>

## GOAL AREA 3 – Performance Goal 2

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
<b>Performance Goal 2:</b> By 2029, reduce the percentage of students who are chronically absent* by 10 points.
<b>Interim Performance Goal:</b> 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)	8.43%	7.43%	6.43%	5.43%	4.43%
	9.43%	7.68%	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>
<b>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.</b>					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	<ul style="list-style-type: none"> <li>Administration</li> <li>Attendance Clerk</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>Clerk will communicate when parents enter the building.</li> <li>AP will contact parents as needed.</li> </ul>
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<ul style="list-style-type: none"> <li>Administration</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>Maintain contact with parents</li> <li>Monitor Early Warning System</li> </ul>
<b>Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.</b>					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	<ul style="list-style-type: none"> <li>Administration</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>Monitor Early Warning System</li> </ul>
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	<ul style="list-style-type: none"> <li>District Personnel</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>Clerk will attend trainings</li> </ul>
<b>Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.</b>					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	<ul style="list-style-type: none"> <li>Administration</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>Clerk will communicate when parents enter the building.</li> <li>AP will contact parents as needed.</li> </ul>
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	<ul style="list-style-type: none"> <li>Administration</li> <li>Attendance Clerk</li> <li>ML Teacher</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>Clerk will communicate when parents enter the building.</li> </ul>

					<ul style="list-style-type: none"> <li>• AP will contact parents as needed.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Attendance Clerk</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>• Clerk will communicate when parents enter the building.</li> <li>• AP will contact parents as needed.</li> </ul>

### GOAL AREA 3 – Performance Goal 3

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher / Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* <i>required</i> )
<b>Performance Goal 3:</b> Increase the engagement of families and community volunteers with school personnel, as measured by the number of school visitors and volunteers, by 3% annually.
<b>Interim Performance Goal:</b> Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
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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)	3,633	3,642	3,751	3,864	3,980
	3,527	3,621	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>
<b>Action Plan for Strategy #1: Increase parent engagement with district communication platforms.</b>					
1. Increase parent and guardian utilization of Backpack.	2024-2029	<ul style="list-style-type: none"> <li>Administration</li> <li>Attendance Clerk</li> <li>Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>Clerk will communicate when parents enter the building.</li> <li>Teachers will communicate with parents during conferences and contacts.</li> </ul>
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	<ul style="list-style-type: none"> <li>Administration</li> <li>Attendance Clerk</li> <li>Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>Clerk will communicate when parents enter the building.</li> <li>Teachers will communicate with parents during conferences and contacts.</li> </ul>
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<ul style="list-style-type: none"> <li>Administration</li> <li>Attendance Clerk</li> <li>Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>Clerk will communicate when parents enter the building.</li> <li>Teachers will communicate with parents</li> </ul>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
					during conferences and contacts.
<b>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.</b>					
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	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Instructional Leadership Team</li> <li>• Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>• SIC Members will continue contact</li> <li>• ILT will communicate with parents as needed.</li> <li>• Facebook</li> <li>• Digital Sign</li> <li>• Website</li> </ul>
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Instructional Leadership Team</li> <li>• Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>• Clerk will communicate when parents enter the building.</li> <li>• Teachers will communicate with parents during conferences and contacts.</li> <li>• SIC Members will continue contact</li> <li>• ILT will communicate with parents as needed.</li> <li>• Facebook</li> <li>• Digital Sign</li> <li>• Website</li> </ul>
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Instructional Leadership Team</li> <li>• Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>• Teachers will communicate with parents during conferences and contacts.</li> <li>• SIC Members will continue contact</li> </ul>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
					<ul style="list-style-type: none"> <li>• ILT will communicate with parents as needed.</li> <li>• Facebook</li> <li>• Digital Sign</li> <li>• Website</li> </ul>
<b>Action Plan for Strategy #3: Increase two-way parent engagement at the school level.</b>					
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	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Instructional Leadership Team</li> <li>• Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>• Clerk will communicate when parents enter the building.</li> <li>• Teachers will communicate with parents during conferences and contacts.</li> <li>• SIC Members will continue contact</li> <li>• ILT will communicate with parents as needed.</li> <li>• Bilingual teachers will work with ML families</li> <li>• Language Line</li> <li>• Facebook</li> <li>• Digital Sign</li> <li>• Website</li> </ul>
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Instructional Leadership Team</li> <li>• Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>• Clerk will communicate when parents enter the building.</li> <li>• Teachers will communicate with parents during conferences and contacts.</li> <li>• SIC Members will continue contact</li> </ul>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
					<ul style="list-style-type: none"> <li>• ILT will communicate with parents as needed.</li> <li>• Facebook</li> <li>• Digital Sign</li> <li>• Website</li> </ul>
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	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Instructional Leadership Team</li> <li>• Teachers</li> </ul>	\$0	N/A	Continue: <ul style="list-style-type: none"> <li>• Clerk will communicate when parents enter the building.</li> <li>• Teachers will communicate with parents during conferences and contacts.</li> <li>• ILT will communicate with parents as needed.</li> <li>• Facebook</li> <li>• Digital Sign</li> <li>• Website</li> </ul>