Bell's Crossing Elementary Strategic Plan

Christopher Ross
Principal

Greenville County School District

Dr. W. Burke Royster
Superintendent

2024-2029

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Bell's Crossing Elementary School
SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-29 *(five years)*
SCHOOL RENEWAL ANNUAL UPDATE FOR 2024-25 *(one year)*

Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, 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	W Burke Royster	**5/1/2024**
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Christopher Ross		
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Dr. Diane Betts		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Jill Schmidt		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 804 Scuffletown Road Simpsonville, SC 29681
SCHOOL TELEPHONE: (864) 355-3800
PRINCIPAL E-MAIL ADDRESS: cdross@greenville.k12.sc.us

Stakeholder Involvement for School Renewal

Position and Name

1. Principal: Christopher Ross
2. Teacher: Brittany Boyd
3. Parent/Guardian: Michelle Breaux
4. Community Member: Adam Phillips
5. Paraprofessional: Kristy Lemons
6. School Improvement Council Member: Dr. Diane Betts
7. Read to Succeed Reading Coach: Jill Schmidt
8. School Read To Succeed Literacy Leadership Team Lead: Monica Critell
9. School Read To Succeed Literacy Leadership Team Member Chris Purkerson

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

◉ Yes ○ No ○ N/A	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
◉ Yes ○ No ○ N/A	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
○ Yes ○ No ◉ N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
◉ Yes ○ No ○ N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
◉ Yes ○ No ○ N/A	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
◉ Yes ○ No	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years,

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

Table of Contents

Introduction	**7**
Executive Summary	**8**
School Profile	**10**
Mission, Vision, and Beliefs	**18**
Data Analysis and Needs Assessment	**19**
Action Plan	**26**

Introduction

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

Throughout the process of developing the Bell's Crossing School Strategic Plan, several teacher, staff, parent and community groups were involved. These groups reviewed data, developed strategies, shared ideas, reflected, and reported to the whole staff and school community at various venues (faculty meetings, School Improvement Council (SIC) meetings, Parent/Teacher Association (PTA) meetings). The Guiding Coalition Team consisting of the school's principal, assistant principals, instructional coaches, teacher leaders, and counselors, parents to look specifically at the school's mission, vision, and beliefs. Then the parents and community members gave feedback before presenting to the school community. The Instructional Leadership Team consisting of Principal, Assistant Principals, counselors, and instructional coaches drafted student achievement goals and strategies. Then they shared them for input with the Guiding Coalition Team, SIC, and PTA board before presenting them to the school Community. The goals and strategies for Teacher/Administrator Quality and School Climate were discussed with the ILT, Guiding Coalition, PTA Board, and SIC. Then those goals and strategies were shared with the school community.

The Bell's Crossing School Strategic Plan is a living document that describes **Bell's Crossing Elementary School.** It describes who we are, our mission and vision for the school, goals, plans, progress, achievements in the context of demographics and needs, and school partnerships. The Strategic Plan also describes how we build and utilize our overall school plan for increasing student learning for the next five years.

Executive Summary

Needs Assessment for Student Achievement

- Bell's Crossing was above the District and State average on the SC Ready Math and ELA
- Bell's Crossing was above the District and State average on the SC PASS Science
- Bell's Crossing was in the 50th percentile with schools like ours (+/- 5% poverty) on SC Ready Math
- Bell's Crossing was in the 75th percentile with schools like ours (+/- 5% poverty) on SC Ready ELA

Needs Assessment for Teacher and Administrator Quality

- Bell's Crossing has 100% highly qualified teachers
- Over half the teachers, 66%, have advanced degrees
- Bell's Crossing has less than 5% teacher turnover annually

Needs Assessment for School Climate

- Bell's Crossing is below the district average in chronically absent students (10% or more of their school days)
- Bell's Crossing is below the district average students receiving two or more office referrals
- Bell's Crossing has less than 3% of parents not attend parent/teacher conferences annually

Significant Challenges Past 3 Years

- Building up our Professional Learning Communities (PLCs) with increased meetings following the PLC model around the four main questions has pushed teachers to

examine the state standards, teaching practices, formative assessments, and what to do when children do and don't learn the essential standards.

- Transitioning away from a Balanced Literacy Model to a model supported by the Science of Reading has required training
- Replacing intervention teachers funded by Federal ESSR money has caused a decrease in intervention
- Meeting the diverse needs of our students who have emotional and social disabilities continues to be a need.

Significant Awards/Accomplishments

- Excellent Report Card Rating
- Greenville Safe Kids School
- 1st in the state in raising money for the Lymphoma/Leukemia Society
- Star Energy School
- State and District Reflections Winners
- South Carolina Honors Choir
- United Way Campaign of Excellence
- National Board-Certified Teachers
- Greenville County Honors Choir
- Jr. Beta Club State Convention State Awards ranging from 1st to 5th place
- GCIRA Distinguished Literacy Principal
- Greenville County Battle of Books First Place
- South Carolina Art Educator of the Year

School Profile

The Community of Bell's Crossing

Bell's Crossing Elementary was formed in 2002-2003 school year by bringing together students from four different area schools (Oakview, Bryson, Bethel, and Simpsonville). Barbara Barlow was the school's first principal. She served as principal from 2002 to 2012. Christopher Ross followed Mrs. Barlow, and he has been only the second principal the school has ever had. The school is located in Simpsonville, South Carolina, a suburb of Greenville County, in the Five Forks Area. Many subdivisions and businesses built around the school are indicative of the steady growth in the Simpsonville area. Residents have easy access to the conveniences of Greenville, about 20 minutes away via Interstate 385 running through the community. Community facilities in Simpsonville include a Senior Activity Center, Heritage Park, Golden Strip YMCA and the Five Forks Library, as well as an increasing variety of restaurants and shops that help shape the town's identity. The famous clock tower serves as a landmark in Simpsonville's historic downtown.

Facilities

The facility at Bell's Crossing Elementary consists of 55 classrooms with a wireless network, multipurpose room, media center with production studio, cafeteria with stage and assembly seating, science lab, art room, music room, challenge classroom, computer lab, virtual field trip lab, track, soccer field, baseball field, outside courtyards

Bell's Crossing Elementary and the Greenville County School District are committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan and regular fire and emergency drills are held. Other drills that are conducted are lock down, tornado, earthquake, and bus evacuation. Cameras have been installed outside to ensure school security. Planning for various potential emergencies is done in coordination with regional agencies, with the district, and school plans stressing safety for the students first. The school district has roving police officers that check the perimeter and interior of the building on average four times a day.

Specific safety concerns regarding buildings and grounds at the school site are handled by the district maintenance department if they cannot be remedied by on site custodians or utility workers assigned to site duties. Our professional staff of six custodians performs basic cleaning operations in every classroom on a daily basis

Parental Involvement

The climate for learning at Bell's Crossing Elementary is enhanced by involved parents. Parents are invited to join school committees and councils, assist in the classrooms, and encourage and honor their child's successes. Over 97% of our parents attended a conference with their teacher each year.

In order to keep parents informed of ongoing events at our school, the school provides:

- Parent Backpack
- Weekly calendar and menu

- Teacher weekly newsletters to parents
- Gifted and Talented Monthly Newsletter
- Instagram
- School Website
- Facebook
- Weekly School Messenger by the Principal
- Teacher websites
- School Electronic Sign
- Student/Parent handbook
- School events on the district website
- E-mail

Parent education/input is offered throughout the school year at various times of the day in the following ways:

- School Improvement Council
- Parent Teacher Association
- Parent Surveys
- Back to School/Open House Night
- Rising Kindergarten Parent Information Meeting
- Parent Workshop on Internet Safety
- Parent Workshop on Students with Anxiety
- Parent Workshop on Reading Strategies
- Parent Workshop on Middle School Transition
- Parent Conferences
- Parent resources are available in the school counselors' area
- A Guide to Community Services is located in the counselors' area
- PTA General Assembly Meetings
- Open door policy of school's administrators

Parent Teacher Association (PTA)

The PTA is an integral part of our school and contributes a tremendous amount of time, talent and energy to our school. The PTA provides on-going support through mini-grants, classroom donations and as volunteers. They coordinate fundraisers, such as our Fall Festival (Eaglefest) and Boosterthon, SEEDs reading program, Great Book Exchange, provide educational and family programs, and business partnerships such as Mathnasium. Our PTA did an outstanding job through fundraising to provide our school with technology, as well as supplies for our classrooms. They also fund mini grants each quarter to help teachers implement new programs in their classrooms. On average, over 20,000 volunteer hours are logged in each year.

School Improvement Council

This council is made up of teachers, parents, community partnership representatives, and administrators. It functions as a liaison between the community at large and the school and also serves as part of our school Counseling Advisory Committee. Important issues relating to budgets, test scores, programs, and problems are discussed and evaluated by this council. The council has been involved in developing the School Strategic Five-Year Plan since the school began. The council follows an agenda established by the chairman of the School Improvement Council and the school administration. The council meets on a monthly basis throughout the school year. Some of the council's initiatives over the years have included a Rising Kindergarten Orientation, Middle School Options Workshop, Internet Safety Program, and numerous parent workshops.

Partnerships

Community partnerships are welcomed and encouraged to play a vital role in the success of Bell's Crossing. In our beliefs and values, we state that supportive partnerships are essential to the success of our students. A relationship with business partners offers our families, community, businesses, and the school district successful partnerships. Our partnerships have an emphasis on academics, citizenship, careers, ground beautification, curriculum, community service, health/fitness, and continuous improvement.

School Personnel Data

Bell's Crossing has a highly qualified cadre of teachers. The principal and assistant principals have met and exceeded the qualifications required by the state of South Carolina, with two masters and one doctorate in leadership. Each teacher holds at least a bachelor's degree as required by the state as highly qualified. Eleven of the teachers are National Board Certified. Over 60% of the teachers have earned advanced degrees. In addition, all teacher assistants are highly qualified.

Analysis of Bell's Crossing Faculty

- 63 Teachers
- 2 Instructional Coaches
- 1.4 Speech Therapists
- 5 Special Education Teachers
- 2 Guidance Counselors
- 1 Literacy Coach
- 1.5 Interventionist
- 1.2 Challenge Teachers
- .4 ML (Multi Lingual) Teacher
- 1 Media Specialist
- 6 Related Arts Teachers
- 1 Science Lab Teacher

- 1 STEAM Lab Teacher
- 1 Coding Lab Teacher

Bell's Crossing Elementary has a staff with teachers that have a variety of years of experience, as demonstrated by the chart below.

Years of Experience for Teachers

Grade Level	1-3	4-5	6-8	9-10	11-15	16-20	21-25	26+
K	1				2	2	1	
1	1		1	1	1	2	1	2
2	1		1		2		2	1
3	1					1	2	3
4	1					1	1	3
5	2		1			1	1	1
Special Ed.	1				2	1	1	1
Related Arts	2				2	2	2	2
Special Areas	1		2		1	2	1	3
Total	12	0	5	1	10	12	12	16

Bell's Crossing's personnel also includes school secretary, attendance clerk, receptionist, media clerk, 6 kindergarten assistants, 4 special education assistants, plant engineer, five custodians, 2 school nurses, food service manager, and six food service staff. All meet the requirements of district and state standards.

Student Population

Bell's Crossing attendance has decreased since 2020 from over 1,000 students to approximately 900 students.

In 2025, Bell's Crossing Elementary is 71% Caucasian, 12% African-American, 12% Hispanic, and 5% Asian

Bell's Crossing serves a large gifted and talented student population. Over 27% of the eligible students qualify for the state's Challenge program.

The school has 30% percent of Pupils in Poverty

The student attendance rate at Bell's Crossing Elementary is over 96%. 10.6% are chronically absent

Bell's Crossing serves 18% percent of the student population with special education services. Most of our students are served in speech or for a learning disability. The school dies have students served for autism, emotional disability, other health impaired, developmental delay, and multiple disabilities.

Bell's Crossing has a very low retention rate. Less than 1% of the students are not promoted to the next grade level.

The school has nine subgroups that are tracked for their student achievement. Those groups are: All Students, Male, Female, White, African American, Hispanic, Disabled, Limited English Proficiency, and Subsidized Meals.

Academic and Behavioral Features

Professional Learning Communities (PLCs)
Bell's Crossing strives to work collaboratively so all students achieve. With the PLC mindset, we focus on four components: what do we want our student to know, how will we determine if they know it, what do we do when they do not know it, and what do we do when they do know it. We meet on a regular basis to discuss the curriculum, strategies, assessments, and next steps so we can best meet our student's needs.

RTI (Response To Intervention)
Bell's Crossing strives to ensure all students are reading on grade level. In order to meet this goal, the school has reading intervention for students below the 25th percentile as measured by a national standardize assessment called Amira. Teachers in kindergarten, first grade, second, and third grade instruct small groups of students using a research-based program daily for a minimum of thirty minutes day. The students are monitored every ten days to ensure progress is being made towards the benchmark. Students that meet and maintain the set benchmark are dismissed from the program. Students that do not make progress using this approach are referred to an on-track team to problem solve other interventions that may be beneficial.

On Track
Bell's Crossing Elementary began using the On-Track approach in the 2018-19 school year. This allows teachers to bring students who they are concerned about academically, behaviorally, or emotionally to a team to brainstorm and provide interventions.

SOAR Behavior Expectations
Our school has a set of basic expectations we present, teach, and practice with all students throughout the year. These expectations are: Stay Safe, Own Our Actions, and Respect Everyone. We model for students what each of these expectations looks like in the hallways, classroom, bathrooms, cafeteria, playground, arrival/dismissal areas, and busses. The premise of this positive behavior support system is by teaching our students these expectations, then almost all of our students will rise and meet these expectations. We do build in other individual behavior plans for students who are not able to meet these expectations on a daily basis.

Bully Prevention Program
Our school has a comprehensive Bully Prevention Program that spans all grades levels. We have a no tolerance school policy when it comes to bullying. We teach our students strategies to handle bullying situations. We bring in an outside group to simulate different bullying situations to illustrate what to do and what not to do. Cyber Bullying lessons are delivered by a former cybercrimes detective to all 3rd-5th graders. An anonymous tip line is created through a link on each child; Chromebook. All reports of bullying are addressed by representatives of administration at the school level.

Mission, Vision, and Beliefs

School Focus
A School of Leaders

Motto
"Learn Today, Lead Tomorrow"

Mission Statement
By building a collaborative school community, we strive to inspire positive growth and relationships that encourage all children to be productive learners

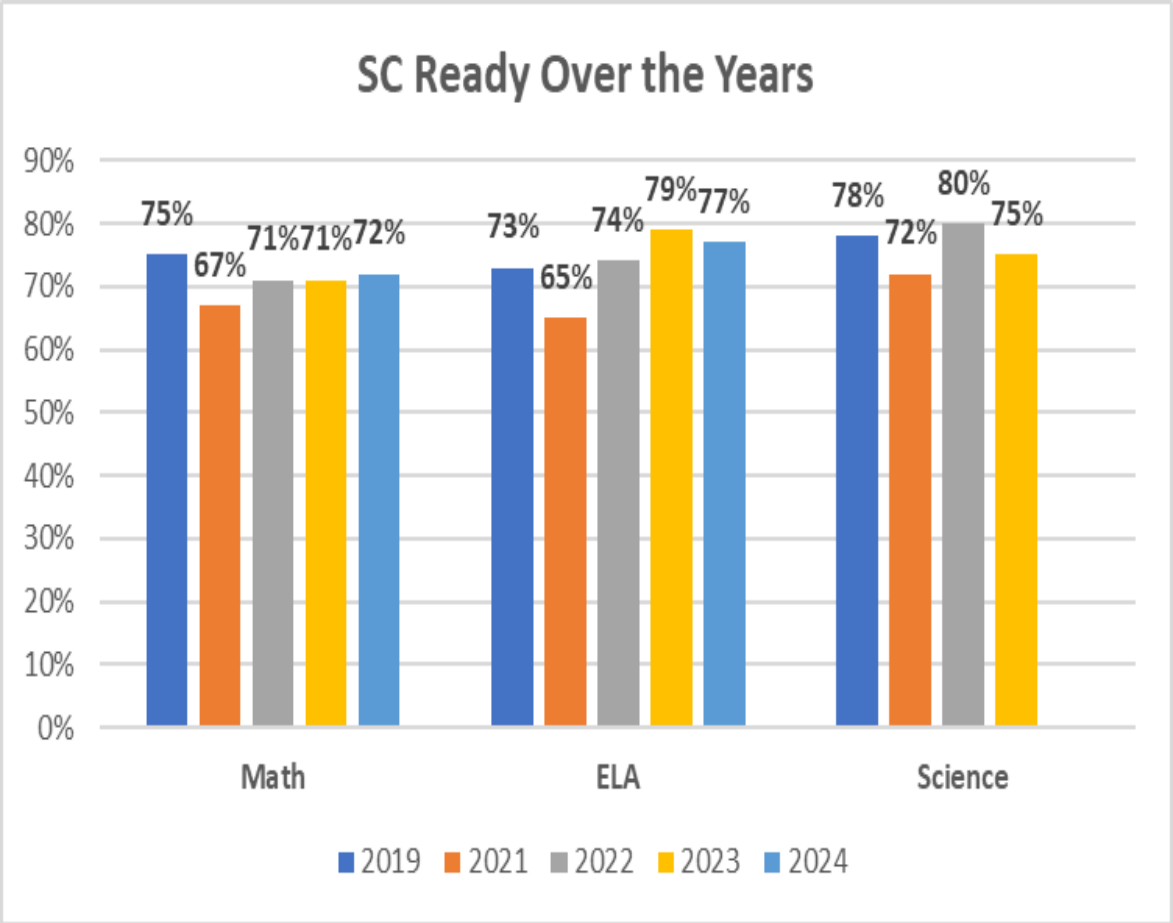
Our Vision
To empower a generation worth knowing

Beliefs:
1. Independent thinking occurs through engagement
2. Exploration leads to meaningful experiences
3. Teamwork builds collaboration
4. Everyone can be a leader
5. Responsibility creates character

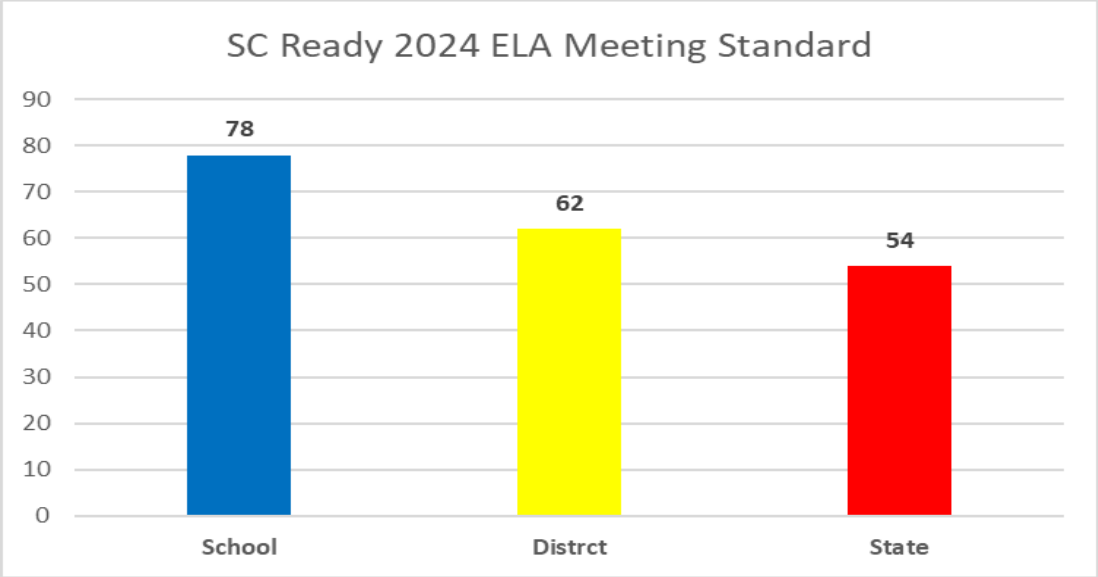
Data Analysis and Needs Assessment

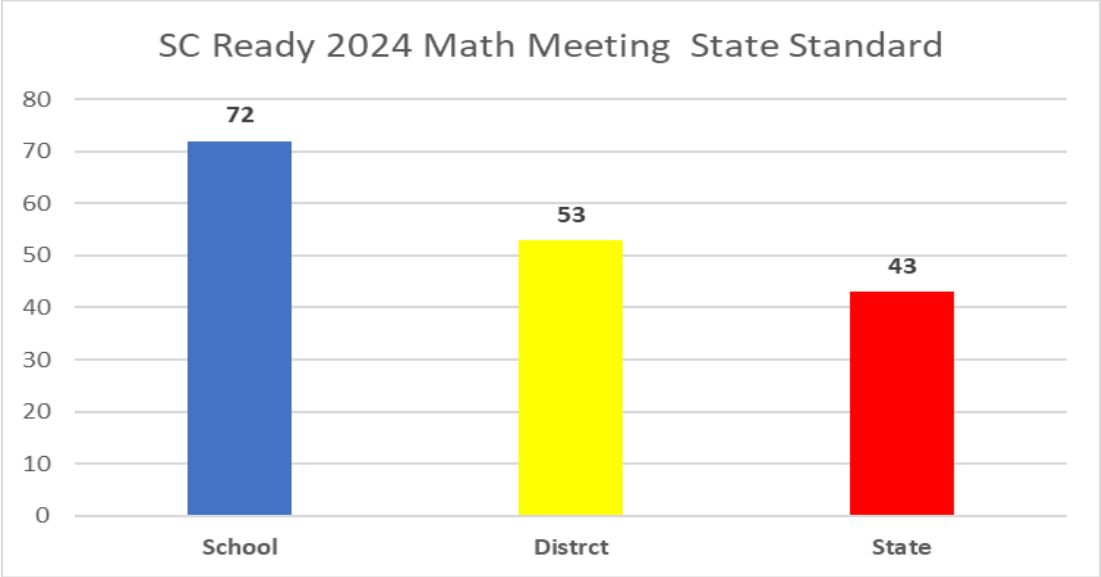
School Report Card Link:

The chart below shows the percentage of students that meets or exceeds the state criteria for each subject for their grade level.



The charts below compare the percentage of students meeting or exceeding the state standard between Bell's Crossing, Greenville County School District, and the State.





Teacher and Administrator Quality

Professional Development Plan

Bell's Crossing Elementary

2024-25

Areas of Focus: Science of Reading (LETRS), PLC's, Behavior Management

Date/Time	Type	Description
July 18	Leadership Retreat Governor's School Greenville, SC 9 am- 4 pm	**Student Achievement, Curriculum, and Learning Environment** Grade Level and Department Chairs collaborate to review test score data, set goals, and develop initiatives for the upcoming school year. **Facilitator: Chris Ross, Lindi Metcalf, Andrew Rigsby & Monica Critell**
August 2	ELA (LETRS) 8 am- 4 pm	Teachers learn about the Science of Reading. They study the challenges of learning to read, the speech sounds of the English language, beginning phonics and word recognition, and advanced decoding **Presenters: Lexia Representative**
August 7	Back to School Operations 8 am- noon	**Back to School Mtg** **District Policies** Review Required District Policies **Facilitators: Christopher Ross** **PLC's** Give updates of PLC process and strategies **Facilitators: Christopher Ross, Lindi Metcalf, Andrew Rigsby, Monica Critell** **Handbook and SOP** Review the key points in both documents (communication, expectations) **Facilitators: Christopher Ross, Lindi Metcalf**

		Curriculum Curriculum Changes-HMH Reading, Phonics Expectations, District Pacing, Amira, Instructional Technology Support **Facilitators: Monica Critell and Amanda Madden** **Safety** Mandatory Reporter, School Safety Plan, Safety Drills, First Responders Drill, **Facilitators: Andrew Rigsby**
August 14	Collaborative Teams Grade Level/Departments PLC 3:00-5:00 pm	Primary Grades/SPED/Interventionists-LETRS Modules (Unit 2 sessions 1) and case study follow up **Facilitators: Grade Level Chairs** Intermediate Grades (4th/5th) and Related Arts- Amie Dean Behavior Book Study **Facilitators: Andrew Rigsby**
August 28	Collaborative Teams Grade Level/Departments PLC 3:00-5:00 pm	Primary Grades/SPED/Interventionists-LETRS Modules (Unit 2 sessions 1-2) and case study follow up **Facilitators: Grade Level Chairs** Intermediate Grades (4th/5th) and Related Arts- Amie Dean Behavior Book Study **Facilitators: Andrew Rigsby**
September 11	Collaborative Teams Grade Level/Departments PLC 3:00- 5:00 pm	Primary Grades/SPED/Interventionists-LETRS Modules (Unit 2 sessions 3-4) and case study follow up **Facilitators: Grade Level Chairs** Intermediate Grades (4th/5th)- ELA standards - **Facilitators: Andrew Rigsby** Related Arts- Amie Dean Behavior Book Study **Facilitators: Cline/Stambaugh**
September 25	Collaborative Teams Grade Level/Departments PLC 3:00-5:00 pm	Primary Grades/SPED/Interventionists-LETRS Modules (Unit 2 sessions 5-6) and case study follow up **Facilitators: Grade Level Chairs** Intermediate Grades (4th/5th)- ELA Formative Assessments - **Facilitators: Andrew Rigsby** Related Arts- Amie Dean Behavior Book Study **Facilitators: Cline/Stambaugh**

October 9	Collaborative Teams Grade Level/Departments PLC 3:00-5:00 pm	Primary Grades/SPED/Interventionists- LETRS Modules (Unit 2 sessions 7-8) and case study follow up **Facilitators: Grade Level Chairs** Intermediate Grades (4th/5th)- ELA Enrich/Reteach- **Facilitators: Andrew Rigsby** Related Arts- Amie Dean Behavior Book Study **Facilitators: Cline/Stambaugh**
October 14	ELA (LETRS) 8 am- 4 pm	Teachers learn about the Science of Reading. They study the challenges of learning to read, the speech sounds of the English language, beginning phonics and word recognition, and advanced decoding **Presenters: Lexia Representative**
October 23	Collaborative Teams Grade Level/Departments PLC 3:00-5:00 pm	Primary Grades/SPED/Interventionists- LETRS Modules (Unit 3 sessions 1-2) and case study follow up **Facilitators: Grade Level Chairs** Intermediate Grades (4th/5th)- Math standards- **Facilitators: Andrew Rigsby** Related Arts- Amie Dean Behavior Book Study **Facilitators: Cline/Stambaugh**
November 13	Collaborative Teams Grade Level/Departments PLC 3:00-5:00 pm	Primary Grades/SPED/Interventionists- LETRS Modules (Unit 3 sessions 3-4) and case study follow up **Facilitators: Grade Level Chairs** Intermediate Grades (4th/5th)- Math formative assessments- **Facilitators: Andrew Rigsby** Related Arts- Amie Dean Behavior Book Study **Facilitators: Cline/Stambaugh**
November 20	Collaborative Teams Grade Level/Departments PLC 3:00-5:00 pm	Primary Grades/SPED/Interventionists- LETRS Modules (Unit 3 sessions 5-6) and case study follow up **Facilitators: Grade Level Chairs** Intermediate Grades (4th/5th)- Math Enrichment/Reteaching- **Facilitators: Andrew Rigsby** Related Arts- Amie Dean Behavior Book Study **Facilitators: Cline/Stambaugh**

December 11	Collaborative Teams Grade Level/Departments PLC 3:00-5:00 pm	Primary Grades/SPED/Interventionists- LETRS Modules (Unit 3 sessions 5-6) and case study follow up **Facilitators: Grade Level Chairs** Intermediate Grades (4th/5th)- Science standards- **Facilitators: Andrew Rigsby** Related Arts- Amie Dean Behavior Book Study **Facilitators: Cline/Stambaugh**
December 18	Collaborative Teams Grade Level/Departments PLC 3:00-5:00 pm	Primary Grades/SPED/Interventionists- LETRS Modules (Unit 3 sessions 7-8) and case study follow up **Facilitators: Grade Level Chairs** Intermediate Grades (4th/5th)- Science Assessments- **Facilitators: Andrew Rigsby** Related Arts- Amie Dean Behavior Book Study **Facilitators: Cline/Stambaugh**
January 6	ELA (LETRS) 8 am- 4 pm	Teachers learn about the Science of Reading. They study the challenges of learning to read, the speech sounds of the English language, beginning phonics and word recognition, and advanced decoding **Presenters: Lexia Representative**
January 15	Collaborative Teams Grade Level/Departments PLC 3:00-5:00 pm	Primary Grades/SPED/Interventionists- LETRS Modules (Unit 4 sessions 1-2) and case study follow up **Facilitators: Grade Level Chairs** Intermediate Grades (4th/5th)- ELA and Related Arts- Amie Dean Behavior Book Study **Facilitators: Cline/Stambaugh**
January 29	Collaborative Teams Grade Level/Departments PLC 3:00-5:00 pm	Primary Grades/SPED/Interventionists- LETRS Modules (Unit 4 sessions 3-4) and case study follow up **Facilitators: Grade Level Chairs** Intermediate Grades (4th/5th)- Winter Benchmark Reflection- **Facilitators: Andrew Rigsby** Related Arts- Amie Dean Behavior Book Study **Facilitators: Cline/Stambaugh**
February 12	Collaborative Teams	Primary Grades/SPED/Interventionists-

	Grade Level/Departments PLC 3:00-5:00 pm	LETRS Modules (Unit 4 sessions 5-6) and case study follow up **Facilitators: Grade Level Chairs** Intermediate Grades (4th/5th)- Winter Benchmark Reflection- **Facilitators: Andrew Rigsby** Related Arts- Amie Dean Behavior Book Study **Facilitators: Cline/Stambaugh**
February 26	Collaborative Teams Grade Level/Departments PLC 3:00-5:00 pm	Primary Grades/SPED/Interventionists- LETRS Modules (Unit 4 sessions 7-8) and case study follow up **Facilitators: Grade Level Chairs** Intermediate Grades (4th/5th)- Math standards- **Facilitators: Andrew Rigsby** Related Arts- Amie Dean Behavior Book Study **Facilitators: Cline/Stambaugh**
March 12	Collaborative Teams Grade Level/Departments PLC 3:00-5:00 pm	Primary Grades/SPED/Interventionists- LETRS Summative **Facilitators: Grade Level Chairs** I Intermediate Grades (4th/5th)- Math Assessments- **Facilitators: Andrew Rigsby** Related Arts- Amie Dean Behavior Book Study **Facilitators: Cline/Stambaugh**
April 9	Testing 3:00-4:00 pm	SC Ready Protocols **Facilitators: Monica Critell and Amanda Madden**
April 30	End of Year Part I 3:00-4:00 pm	Room and records Protocols **Facilitators: Christopher Ross, Lindi Metcalf, Andrew Rigsby**
May 14	End of Year Part II 3:00-4:00 pm	Making Classes **Facilitators: Christopher Ross, Lindi Metcalf, Andrew Rigsby, Monica Critell, Caelin Stambaugh, Autumn Cline, Amanda Madden**

School Climate Needs Assessment

Student Behavior Data
Student behavioral referrals are tracked in our District Staff Backpack System. Below are the number of students who received 1 or more referrals for the school year.
2023-24 24% (208 out of 881 students)

The percent of students who received OSS (out of school suspensions). For the school year
2023-24 4% (32 out of 881)

Attendance Data
The past 3 years attendance data (average percent of student attendance) is below.
2023-24 95.23%
2022-23 94.7%
2021-22 94.9%
2020-21 95.8%

Parent/Teacher Conferences
Bell's Crossing has maintained 99% of our teachers meet with parents/guardians for at least one conference during a school year. Most of these conferences are in person, but some are virtual or by phone.

Volunteer Hours
Bell's Crossing tracks volunteer hours through our School Raptor system. Below are the number of hours for the past three years.
2023-24 9667 hours
2022-23 7055 hours
2021-22 3083 hours
2020-21 67 hours (COVID restrictions in place this year)

Backpack Accounts
For the 2024-25 school year, 97% of our families have parent backpack accounts
For the 2023-24 school year, 27% of our families have parent backpack accounts

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 72% in 2022-23 to 77% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by __1___% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (ES)	73%	74%	75%	76%	77%
	72.1%	71.9%	Actual (ES)					
	59.9%	61.2%	Actual (District)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).					
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	· District Administration			
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	· District Administration			
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	· Teachers			
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	· Administration and Instructional Coach			
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	· Administration and Instructional Coach			

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

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 80.3% in 2022-23 to 83% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA 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 ELA SCDE School Report Card			Projected (ES)	81%	81.5%	82%	82.5%	83%
	80.3%	77.9	Actual (ES)					
	64.2%	63.2%	Actual (District)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	· Teachers and Instructional Leadership Team			
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	· Teachers, Literacy Coach, Instructional Coach, and Interventionists			
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	· Teachers, Literacy Coach, Instructional Coach, and Interventionists			
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	· Teachers and Instructional Coach			
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	· Instructional Leadership Team			
3. Provide support for	2024-2029	· Instructional Leadership			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).		Team			
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	· Instructional Leadership Team, Literacy Coach and Interventionists			
5. Implement a range of assessment methods that measure student understanding.	2024-2029	· Teachers			
6. Ensure vertical articulation of grade level content and practices.	2024-2029	· Instructional Leadership Team			
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	Instructional Leadership Team, Literacy Coach and Interventionists			
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.	2024-2025	· Director of Early Intervention and Student Support			Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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 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					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	· Instructional Leadership Team, Literacy Coach			
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	· Instructional Leadership Team, Literacy Coach			
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	· Teachers, Literacy Coach, Interventionists			
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	· Teachers, Literacy Coach, Interventionists			
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	· Instructional Leadership Team			
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	· Media Specialist, Instructional Technology Specialist			
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	· Instructional Leadership Team, Literacy Coach, Interventionists			
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	· Instructional Leadership Team, Literacy Coach, Interventionists			
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	· Instructional Leadership Team, Literacy Coach, Interventionists			
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	· Instructional Leadership Team, Literacy Coach, Interventionists			
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	· Instructional Leadership Team, Literacy Coach, Interventionists			

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 *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	· District Administration			
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and	2024-2029	· District Administration			

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

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: Maintain a 7% or less teacher turnover annually through 2029.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	10.4%	10.1%	Actual (District)					
			Projected (School)	7%	7%	7%	7%	7%
	2%	5%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: __Support New Teachers_____					
1. Meet monthly with new teachers 2. Assign new teachers a mentor 3. Survey Teacher Needs	2024-2029	· Instructional Coach and Principal	N/A	N/A	

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)	45%	43%	41%	39%	37%
	48.8%	47.62%	Actual (School)					

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

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.					
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	· Instructional Coach and Administration			
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	· Administration			
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	· Instructional Coach and Administration			
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	· Administration			
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	· Teachers, Counselors			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	· Teachers			
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	· Administration			
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	· Counselors			
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	· Teachers, Counselors, Instructional coach and Administration			
2. Increase leadership opportunities within the school during the school day.	2024-2029	· Teachers, Administration			
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	· Teachers, Instructional Technology Specialist, Instructional Caoch Administration and Counselors			
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	2024-2029	· Teachers, Counselors, Administration			

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

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, maintain less than 10% of students chronically absent

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)	8.5%	8%	7.5%	7%	6.5%
	8.42%	8.97%	Actual (School					

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

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	· Attendance Clerk			
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	· District Administration			
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	· Attendance Clerk			
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	· Attendance Clerk and Counselors			
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	· Attendance Clerk and Counselors			

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)	6,615	6,813	7,017	7,227	7,443
		6,423	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack.	2024-2029	· Teachers, Counselors, Administration, Office Clerks			
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	· Teachers, Counselors, Administration, Office Clerks			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	· Instructional Technology Specialist			
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	· Counselors			
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	· Counselors			
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	· Administration and Counselors			
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	· Teachers, Administration and Counselors			
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	· Principal			
3. Each school will assemble a School Improvement Council that reflects	2024-2029	· Principal			

Activity	**Timeline**	**Person(s) Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation** *C=Continue, M=Modify, F=Finish*
the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.					