

**Mountain View Elementary School
Renewal Plan
2024-2025**

Principal, Jennifer Gibson

Greenville County Schools

Dr. Burke Royster, Superintendent

2024-2025 through 2028-2029

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Mountain View 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		5/1/2024
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Jennifer Gibson		4/25/24
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Emily Staggs		4/25/24
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Elizabeth Banks		4/25/24
PRINTED NAME	SIGNATURE	DATE

Mountain View Elementary
6350 Mountain View Road
Taylors, SC 29687
(864) 355-6800
Jennifer Gibson
jgibson@greenville.k12.sc.us

Stakeholder Involvement for School Renewal

<u>Position</u>	<u>Name</u>
1. Principal	Jennifer Gibson
2. Teacher	Dawn Hoffman
3. Parent/Guardian	Darlene Currier
4. Community Member	Josh White
5. Paraprofessional	LeAnn Barnette
6. School Improvement Council Member	Emily Staggs
7. Read to Succeed Reading Coach	Beth Banks
8. School Read To Succeed Literacy Leadership Team Lead	Beth Banks
9. School Read To Succeed Literacy Leadership Team Member	Kala Barnette

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

POSITION

PTA President
 Instructional Coach
 School Counselor
 Teacher
 Teacher
 Teacher, SPED
 Teacher
 Teacher
 Teacher
 Teacher
 Teacher
 Teacher
 Teacher
 Teacher
 Interventionist
 Interventionist
 Assistant Principal
 Speech Therapist

NAME

Pippa Cook
 Kelly Dill
 Paula Britzelmayr
 Anita Ayers
 Shelly Emery
 Dawn Hoffman
 Michele Johnson
 Michelle Driscoll
 Tammy Cannada
 Jill Frick
 Lauren Anthony
 Missy Price
 Kaycie White
 Amanda Coleman
 Andrea Weaver
 Kayla Holland
 Jason Staggs
 Kelsey Kuckhahn

ASSURANCES FOR SCHOOL RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Collaboration</p> <p>The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Developmental Screening</p> <p>The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Half-Day Child Development</p> <p>The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Parenting and Family Literacy</p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Recruitment</p> <p>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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.
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Introduction

Mountain View Elementary's school portfolio begins each year with a self-study based on our state surveys (parent, staff and student), our Annual School Report Card and our student achievement results. Teams come together to analyze our information for each of these data sources and explore findings, including the determination of areas of strength and the assessment of needs. Principle members of our team are our administrators, Principal Jennifer Gibson and Assistant Principal Jason Staggs. Teachers, administrators, school counselors, speech therapists, members of the PTA, parents, and others worked collectively to create this document which represents how we work together as a school community and how we go about the business of teaching our students.

EXECUTIVE SUMMARY

SUMMARY OF STUDENT ACHIEVEMENT FINDINGS

Strengths:

- SC Ready ELA 68.4% of our students scored Met or Exemplary
- Students scored higher in the reading portion of SC Ready as compared with language

Needs:

- SC Ready Math – Only 61% of our students scored Met or Exemplary

SUMMARY OF TEACHER AND ADMINISTRATOR QUALITY

Strengths:

- All Mountain View teachers are highly qualified by the state of SC and our district
- The majority of our teachers have a Master's degree or higher in their area
- 3 of our teachers hold an Ed. D, and 3 others are pursuing a doctoral degree
- Teacher attendance is 95.84%.
- Seven of our teachers are National Board Certified
- Our faculty is very stable with 100% on continuing contract
- Average tenure for our teachers is around 17 years

Needs:

- Maintain the percentage of teachers with advanced degrees at 70% or higher
- Schedule in-service training for any new learner standards.
- Increase our understanding of the changing standards and new curriculum.

SUMMARY OF SCHOOL CLIMATE

Strengths:

- Parents, teachers, and students are satisfied with the learning environment
- Parents, teachers, and students are satisfied with the social and physical environment
- Teachers surveyed agreed 100% that the school administration has high expectations for teacher performance
- Our school's purpose statement is clearly focused on student success.

Needs:

- Parents would like more information on ways to help children at home and about kindergarten readiness.

SIGNIFICANT CHALLENGES OVER PAST THREE YEARS

- Covid- We experienced a pandemic that impacted our student's ability to solidify the foundational skills in academics. Teachers have also noticed the impact Covid has had on social and emotional learning.
- Funding for the classroom – Prices increase yearly and funding is limited. Teachers have to pay for materials out of their own pockets.
- Technology – Technology is constantly changing. Teachers have difficulties with keeping abreast of new hardware, software and apps that they need in order to integrate technologies into their curriculum. Additional training is needed on an ongoing basis. We also have a great need for a technology coach in each school who is not a full-time teacher, and has the ability to assist teachers in learning and implementing new technologies and in troubleshooting hardware issues.
- Curriculum – Over the past few years we have implemented a number of new programs. Teachers feel that they do not have time to fully implement program/strategies/curriculum into the classroom before something else is being introduced.

SIGNIFICANT AWARDS, RESULTS, OR ACCOMPLISHMENTS OVER THREE YEARS

- All classroom teachers received \$3,000 from the state to build a classroom library.
- We have seven National Board Certified teachers.
- Teachers share their knowledge of educational supports through professional development in our building and with the district.
- Many teachers apply for and receive grants through a variety of donors.
- We have Promethean boards, Chromebooks or laptops, and iPads in every classroom, and teachers participate in a variety of workshops to increase their technology proficiency.
- We have 1:1 Chromebooks in all grades.

- We have two STEAM LABS
- Our teachers have been through multiple Read to Succeed courses.
- We have funded positions for RTI in kindergarten through third grade and use local funds to supplement positions so that all struggling students receive assistance.
- We have several teachers who recently achieved a higher level of education including Bachelor's +18, Master's Degree, Masters +30, Doctorate and National Board Certification.
- We work with a local university to offer graduate courses on our school campus.
- Both of our School Counselors completed the Career Development Facilitator Training under the National Career Development Association.
- Our fourth and fifth grade students serve as tutors and mentors to younger students on a weekly basis through our Tiger Tutors Program.
- Our school is proud to serve others in many ways. We raise funds and awareness for the American Cancer Society, Make A Wish, and several other charities.
- We have had state and district winners in the PTA Reflections Contests.
- We have been annually awarded the Safe Kids Award.
- Our school was recently awarded the Energy Star Award for our efforts to conserve energy.
- We have a running club that meets weekly. Students then have an opportunity to participate in a one mile fun run.
- We have an Art Club that meets regularly.
- We have a Student Council that supports needs in our local community.
- We also have a chorus program for students in grades 3- 5.

SCHOOL PROFILE

2023-24 Profile*



Mountain View

6350 Mountain View Road
Taylors , SC 29687
Telephone: (864) 355-6800
Fax: (864) 355-6856

www.greenville.k12.sc.us/mtnview/

Grades: 4 Year Old Kindergarten – 5th Grade

Enrollment: 803

School Location: Three miles from North Greenville University on Highway 253

[School/Center Directions](#)

Principal: Jennifer Gibson

Email: jgibson@greenville.k12.sc.us

Awards and Honors

- 100% PTA Membership (Parent/Staff)
- Grant Recipients
- Professional Development School
- Red Carpet School 2002-03, 2005-06, 2009-13
- State Exemplary Teacher of Math
- U.S. Presidential Award for Excellence in Mathematics
- Peace Center Outreach Program Teacher of the Year Award
- National PTA Unit Achievement Award
- Safe School Award 2008-2017
- Leading in Multi-Use Classes Grant
- Project Read Grant Recipient (2010-12)
- 9 National Board Certified Teachers
- South Carolina Art Educator of the Year
- Healthy School Recipient 2015-16



For a closer look...

For more in-depth information on this school including programs, course offerings, extracurricular activities, and more - visit www.greenville.k12.sc.us/mtnview/

If you would like information about the School Report Card rating, visit the State Department of Education Website, screportcards.com.

For more information, call INFOLine at 864-355-3100, visit our website at www.greenville.k12.sc.us.

***Note: School Information is Revised Annually by October 15.**



Facilities

1 Building with 51 classrooms • 5 acres of developed playground • Cafeteria 2 Computer Labs • Science Lab • Multi-Purpose Gym • Country setting with view of the mountains • Student Maintained Garden Areas • TV Studio • Outdoor Learning Patio • Historical School Location

Faculty Profile

- **Administrators:** 1
- **Teachers/Professional Staff:** 56
- **Support Staff:** 41

Outstanding Features/Programs

- Accelerated Reading Program
- Art Contest Participants - Local/National
- Artists in Residence
- Auditioned 4th-5th Grade Chorus
- Art Club
- Auditioned School Plays and Musicals
- Award Winning PTA

- CATCH PROGRAM
- Challenge Program (Gifted and Talented)
- Character Education - CORE Essentials Program
- 2 Computer Labs
- Culinary Creations Healthy Meal Program
- Departmentalization
- Extended Day Program
- Fall Frenzy
- Grant Winners
- Math Fast Facts Program
- Mountain View Fun Run
- Multi-Age Classroom
- Parent Volunteer Program
- PDS Partners with North Greenville College
- Project Read School
- Promethean Boards in Every Classroom
- Reading Intervention Programs (K5-3rd)
- Reading Rock Stars Daily Intervention
- SafeKids Upstate Safety Patrol Program
- Student Clubs (Running, etc.)
- Student Awards Program
- Student Council and other Leadership Opportunities
- Student Produced TV News Show
- Super Stars Program
- Tiger Times Parent Newsletter
- Tiger Pantry
- Tiger Tutors

Mountain View Elementary School is a K4 through grade five public school in the School District of Greenville County. We currently have 802 students, 2 administrators, and 57 teachers. It is one of 52 elementary schools in Greenville County. Mountain View Elementary School is situated in a rural area at the foothills of the Blue Ridge Mountains. The school is approximately eleven miles from Greer, the nearest city. Due to our remote location, families must travel in order to access banks, post offices, grocery stores, medical facilities, and even the public library. However, members of our community are happy traveling this distance because it allows them to enjoy the calm, picturesque country life that they value.

Mountain View has a long-standing history within our community. The original Mountain View School was established in 1911 on the same property occupied by our current school. Since then, there have been several changes in the buildings, but the school has remained a steadfast fixture in the community. A significant number of our parents and grandparents attended Mountain View. Many of our teachers attended school here too, and have chosen to raise their families in the Mountain View community. The tradition continues as our former students' own children and grandchildren come to our school. For this reason, our entire community feels a unique bond and a responsibility to maintain the integrity of Mountain View. Our school family consists of hard-working people who span the spectrum from all occupations. When we come together to make decisions each person's input is valued and respected. Mountain View Elementary School has the respect and support of our parents and the community.

Mountain View was proud to be recognized as a three-time recipient of the Red Carpet Award. This award is given to schools that provide a warm, friendly environment that helps make visitors feel welcome and part of the school family. This award is very important to us because we believe that having a positive, caring environment will help in our efforts to improve student education, and build partnerships with the community. Mountain View is known for its family-like atmosphere and will continue to provide a nurturing place for children to learn and grow.

The tagline of Mountain View Elementary School is “Each child, one day at a time”.

Principal:

Jennifer Gibson is currently in her thirteenth year as Principal of Mountain View Elementary School. Prior to this position, she served as Assistant Principal here for seven years. Before coming to Mountain View, she was a classroom teacher at Blue Ridge Middle School, and an Administrative Assistant at Woodmont High School. She brings a variety of experiences to our school. She is an upstate native and attended Wade Hampton High School, received her Bachelor’s degree in Elementary Education from Erskine College, and completed her Master’s Degree in Administration and Supervision at Furman.

Assistant Principal:

Jason Staggs is serving his fifth year as Assistant Principal at Mountain View. He began his career as an educator, teaching grades 6-8 at Blue Ridge Middle School. He taught one year of middle school in Spartanburg County before returning to his Blue Ridge Middle School roots. He taught 5th grade at Mountain View for 2 years before moving into the administrative role. He received a BA in Elementary Education from North Greenville University. He then went on to earn a Master’s Degree in Administration and Supervision at Furman. This is his 26th year in public education.

Facilities:

We are fortunate to have a beautiful facility in which to grow, work, and learn. In this age of technology, we are moving rapidly to try to keep up with the changing world around us. We have new Promethean Boards in every classroom. Every classroom in grades K4-5 has 1:1 Chromebooks for students. We have full wireless access. Students have two STEAM LABS. We have recently added two flat-screen TVs for presentations and parent meetings. We have incorporated a large presentation TV in our atrium and in our front office featuring current announcements, news and student photos. We have completed the installation of a fully integrated projection system in the cafeteria for presentations, professional development and more. We have also added a paved walking track, installed trees on our playgrounds for protection from the sun, increased the K5 playground area, and developed a garden in memory of a beloved teacher.

We are currently in the middle of a building project that will add another win of classrooms on to our building. This will provide us with 8 new classrooms and several versatile spaces to better our instruction.

Safety:

Safety is a priority here at Mountain View. This year we added an SRO to our staff. He is out and visible in our building daily. In addition to our regular drills, we have implemented a number of safety procedures, such as requiring all visitors to sign in, locking all exterior and interior doors, and employing a director of our Extended Day Program to be in the front office at all times for secure after-school dismissals. We also have additional police officers who visit our campus on a regular basis for additional security. Safety Plans are available in every classroom. We have increased the amount of fencing around our students' play areas. We have recently installed an additional layer of security with a catch door from our front office into the building.

PTA and Parental Involvement:

Mountain View Elementary PTA's primary purpose is to support the faculty and staff in their effort to make the school a better place for each and every child. By building close relationships between home and school, parents and teachers cooperate to provide the best education for our children. The PTA gives families a voice. The PTA is strongly supported at Mountain View. The teachers and administration welcome volunteers with open arms and, in response, parents are eager to help. The PTA is a registered non-profit association run entirely by volunteers, and operates on a \$100,000 budget.

With the generosity of families and members of our close-knit community, the PTA is able to provide, on an annual basis, \$10,000 for teacher/support staff stipends, \$1,000 in classroom grants, \$5,000 to school improvement projects and more than \$50,000 to various other areas of the school. The PTA sponsors and funds a variety of other events each year, including Tiger Fest, Skate Nights, Holiday Shop, Sweetheart Dance, Movie Night, staff appreciation days, and much more. Mountain View's PTA is independent of the school yet collaborates very closely with the administration to best serve the needs of all. Mountain View's PTA is a strong asset to the school.

Partnerships:

North Greenville University, Greer Flooring Company, Chick-Fil-A, Hanson Aggregates, Ingles, Publix, Whole Foods, Greater Greer Education Foundation, Target, Southern Coatings, South Carolina Aquarium, Peace Center for the Performing Arts, Roper Mountain Science Center

SCHOOL PERSONNEL DATA

The staff at Mountain View Elementary School includes 38 class room teachers and 2 self-contained classroom teachers. In addition to regular classroom teachers, we have three full time special education resource teachers, 2 School Counselors, one Gifted and Talented teacher, a Media Specialist, one Literacy Specialist, 2.5 Reading Interventionists, two part time academic support personnel, 1.4 physical education teachers, 1.4 art teachers, 1.4 music teachers, and two STEAM lab instructors. The majority of our teachers have continued their education and achieved higher degrees. Seven teachers are National Board Certified. Three teachers have completed doctoral degrees. On an average, our teachers have been here 17 years. The percentage of teachers who are on continuing contract is 100%. Teacher attendance rate is 93%.

Additional personnel include the school principal, assistant principal, secretary, attendance clerk, instructional coach, speech therapists, custodial staff, media specialist, School nurse, and food service workers. Our K4 and kindergarten classrooms have a full-time teaching assistants. We have a full-time clerk in the front office. Children who qualify will receive services from our part-time ESOL teacher. Students may receive services from a hearing specialist, special education resource teacher, an occupational therapist, and a school psychologist on an itinerant basis. Several bus drivers also provide services to students.

ALL CLASSROOM TEACHERS ARE HIGHLY QUALIFIED

STUDENT POPULATION

Mountain View Elementary School's current enrollment is 743 and is configured by grade level as follows:

Grade	Number of Students
K4	30
K5	126
1	129
2	126
3	128
4	128
5	135

Our retention rate is 0.7% and our student attendance rate is high, at 94%.

MAJOR PROGRAMS

- ✓ Project Read
- ✓ RTI
- ✓ Team teaching
- ✓ Chick-Fil-A Core Essentials
- ✓ Balanced Literacy
- ✓ After school EDP
- ✓ Chorus
- ✓ Tiger Tutors
- ✓ Safety Patrol
- ✓ Tiger Trailblazers
- ✓ Morning News Show
- ✓ Safety Patrol
- ✓ Gifted and Talented
- ✓ Summer Bridge
- ✓ Morning Tutoring
- ✓ Student Council

MISSION, VISION, AND BELIEFS

Mission

“Each child, one day at a time”

Values and Beliefs

We believe...

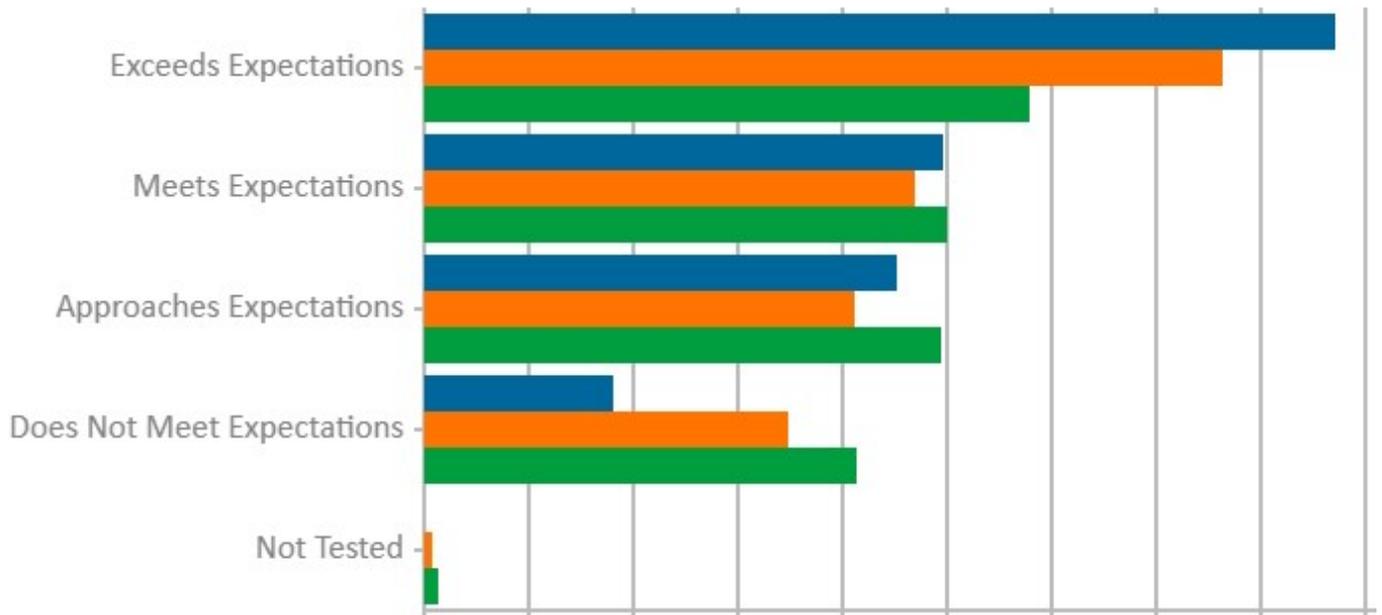
- Our school provides a safe, positive environment in which all children can learn.
- The school’s foremost responsibility is the adaptation to the academic needs of the children.
- The intellectual, personal, social, physical, and moral development of each child is the main concern of our school.
- The child benefits when the parents and teacher work together.
- Children learn best in an environment that fosters positive self-esteem.
- Children need exposure to a variety of teaching methods and strategies.
- Each child benefits from punctual and regular attendance.

STUDENT ACHIEVEMENT NEEDS ASSESSMENT

SCReady Results from Spring 2023

SC READY English Language Arts and Mathematics

English Language Arts (Reading and Writing)



Mountain View students performed well in the ELA area of SCReady. 68.4% of students met or exceeded expectations as compared to the overall district of 61.7% and the state average of 53.9%.

3rd Grade SCReady 2023 ELA

ELA

Does Not Meet	13.0%
Approaches	27.0%
Meets	38.0%
Exceeds	23.0%

Reading

Does Not Meet	11.0%
Approaches	29.0%
Meets	21.0%
Exceeds	40.0%

4th Grade SCReady 2023 ELA

ELA

Does Not Meet	11.0%
Approaches	27.0%
Meets	31.0%
Exceeds	31.0%

Reading

Does Not Meet	10.0%
Approaches	25.0%
Meets	25.0%
Exceeds	41.0%

5th Grade SCReady 2023 ELA

ELA

Does Not Meet	12.0%
Approaches	16.0%
Meets	34.0%
Exceeds	38.0%

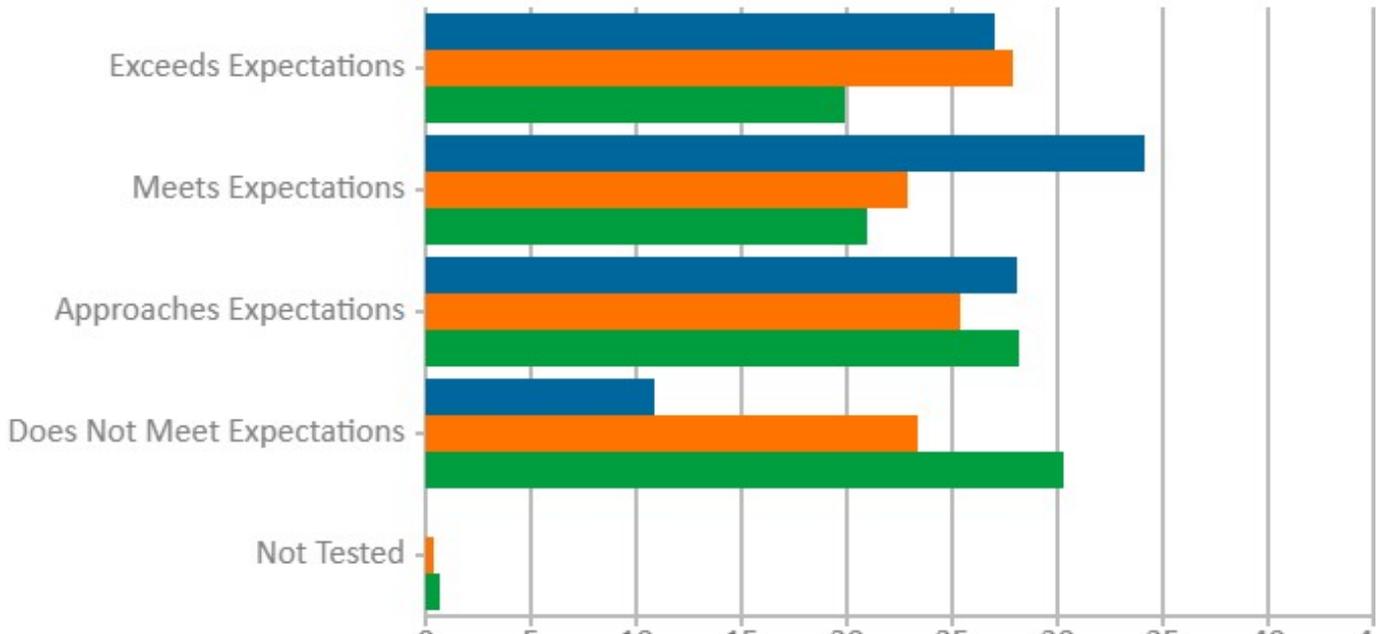
Reading

Does Not Meet	13.0%
Approaches	12.0%
Meets	21.0%
Exceeds	54.0%

SCReady Results from Spring 2023

MATHEMATICS

Mathematics



Mountain View students also performed well in the Mathematics area of SCReady 61.1% of students met or exceeded expectations as compared to the overall district percentage of 50.8% and the state percentage of 40.9%.

3rd Grade SCReady 2023 Math

Does Not Meet	8.0%
Approaches	19.0%
Meets	33.0%
Exceeds	40.0%

4th Grade SCReady 2023 Math

Does Not Meet	14.0%
Approaches	33.0%
Meets	31.0%
Exceeds	22.0%

5th Grade SCReady 2023 Math

Does Not Meet	10.0%
Approaches	36.0%
Meets	37.0%
Exceeds	17.0%

Mountain View Elementary School Report Card

<https://screportcards.com/overview/academics/academic-achievement/details/?q=eT0yMDIzJnQ9RSZzaWQ9MjMwMTA3MQ>

ITBS 2023 SCHOOL SUMMARY

Group Profile for Mountain View Elem

Group Code: 2301071

Iowa Assessments™

Form: G

Test Date: 10/16/2023

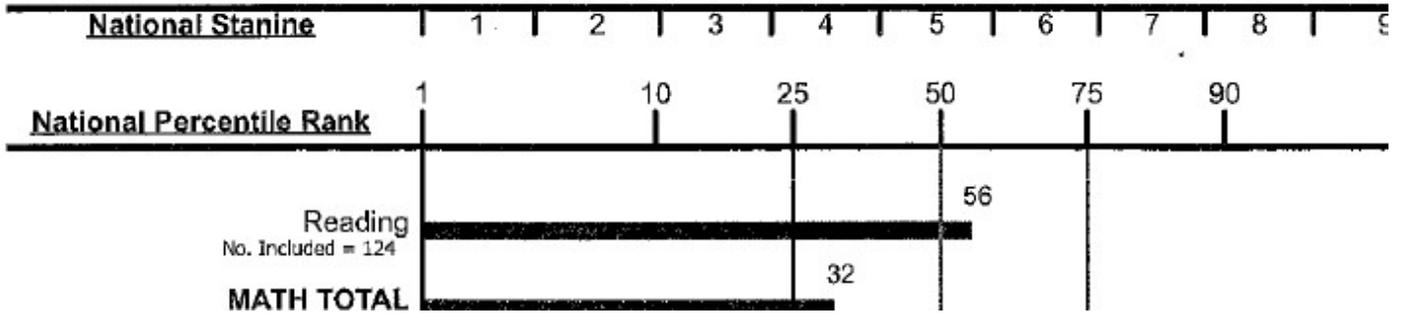
Norms: Fall 2017

Grade: 2

Level: 7

District: Greenville C

School: Mountain View Elem



For the 2023-2024 school year Mountain View’s second graders performed well on the Cogat/ Iowa Reading Portion. Above is a chart reflecting students’ scores from the October test sessions. Our students scored well above the 50% goals in Reading.

	Mountain View Students	District Goal
Reading	56%	50%
Math	32%	50%

School-Based Professional Development Calendar for School Year 2024-2025

This is a working document that will grow and change as we receive student achievement data and information regarding staff and faculty needs.

Title	Presenter	Description	Date	Time	# Att	Correlation to School Goals
Data Analysis	K. Dill	In small groups, teachers will be assisted in the interpretation and use of SCReady.	Aug	TBD		Goal 1 – Student Achievement
Mentoring	K. Dill, J. Gibson	New staff will be assigned to mentors. Other teachers will be assigned peer coaches. The mentoring team will present the New Teacher Handbook and the Mentoring Guide.	Aug	TBD		Goal 2 - Teacher/Administrator Quality
Curriculum Expectations	K. Dill , J. Gibson	Faculty will work together to review standards and revise major assessments	Aug	TBD		Goal 1 – Student Achievement
Power Teacher	K. Dill	Set up Power Teacher	Aug	GLMs		District Requirement
LETRS	K. Dill, B. Banks	Language Essentials for Teachers of Reading and Spelling. LETRS is a professional development for instructors of reading, spelling and related language skills. It encompasses the science of reading. It provides educators with in-depth knowledge and tools that they can use with any reading program	Aug- Jan	TBD		Goal 1 & Goal 2

Monthly	J. Gibson	Faculty Council	Monthly			Goal 1& Goal 2
Monthly	J. Gibson	General Faculty Meeting – Content Area Contacts report updates	TBD			Goal 2 - Teacher/Administrator Quality
Ongoing	K. Dill/ Beth Banks	Continue to monitor Literacy and Project Read	TBD			Goal 2 - Teacher/Administrator Quality
As needed	K. White/ K. Dill	Topics on technology in the classroom as needed	TBD			Goal 2 - Teacher/Administrator Quality
Ongoing	K. Dill	Teachers will work to create a school-based writing curriculum integrating district requirements, Project Read strategies, Text Dependent Writing, and using data from SCReady when available.	TBD			Goal 1 – Student Achievement
Ongoing	Classroom teachers	Teachers will attend district sponsored standards-based workshops	TBD			Goal 1 – Student Achievement
Each Thursday	K. Dill	Weekly grade level meetings will serve as PLCs. We will collect and analyze student achievement data, reflect on and revise assessments, and focus on student needs for growth.	Weekly			Goal 1 – Student Achievement

SCHOOL CLIMATE NEEDS ASSESSMENT

On the 2021 Annual School Report Card results from surveys indicate a very positive school climate. We will analyze the surveys further to look for any areas in which we may see a need for improvement. We believe the restrictions of Covid impacted the home-school relationships. We are normally a very community-oriented school and we were not able to provide the in-building activities that helped to support our home-school relationships.

Evaluations by Teachers, Students and Parents			
	Teachers	Students	Parents
Percent satisfied with learning environment	100%	100%	90.9%
Percent satisfied with social and physical environment	100%	99.7%	95.2%
Percent satisfied with home-school relations	98%	100%	89.5%

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 61% in 2022-23 to 71% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 2% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math			Projected (ES)	63%	65%	67%	69%	71%
SCDE School Report Card	61%	TBD	Actual (ES)					
	60%	TBD	Actual (District)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> K. Dill/ J. Gibson/ Classroom Teachers 	NA	NA	Continue
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	<ul style="list-style-type: none"> K. Dill/ J. Gibson/ Classroom Teachers 	NA	NA	Continue
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<ul style="list-style-type: none"> K. Dill/ J. Gibson/ Classroom Teachers 	NA	NA	Continue
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	<ul style="list-style-type: none"> K. Dill/ J. Gibson 	NA	NA	Continue
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	<ul style="list-style-type: none"> K. Dill/ J. Gibson/ J. Staggs 	NA	NA	Continue
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	<ul style="list-style-type: none"> K. Dill/ J. Gibson/ ILT 	NA	NA	Continue
2. Provide professional development for teachers throughout the year based on teacher input, trend data and	2024-2029	<ul style="list-style-type: none"> K. Dill/ J. Gibson/ ILT 	NA	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
observational feedback.					
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"> K. Dill/ J. Gibson/ J. Stagg 	NA	NA	Continue
4. Foster a collaborative relationship between schools and parents.	2024-2029	<ul style="list-style-type: none"> K. Dill/ J. Gibson 	NA	NA	Continue
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<ul style="list-style-type: none"> ILT 	NA	NA	Continue

GOAL AREA 1 – Performance Goal 2

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

Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 68% in 2022-23 to 78% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 2% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA			Projected (ES)	70%	72%	74%	76%	78%
SCDE School Report Card	68%	TBD	Actual (ES)					
	64%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students have the skills and supports necessary to be reading on grade level by the end of 3rd grade.					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	• J. Gibson, K. Dill, B. Banks	NA	NA	Continue
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	• J. Gibson, K. Dill, B. Banks	NA	NA	Continue
3. Reduce number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments and classroom observations.	2024 - 2029	• J. Gibson, K. Dill, B. Banks	NA	NA	Continue
4. Offer varying levels of support through scaffolding, intervention, and remediation	2024-2029	• J. Gibson, K. Dill, B. Banks/ RTI	NA	Flex	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.					
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	<ul style="list-style-type: none"> J. Gibson, K. Dill, B. Banks, Classroom Teachers 	NA	NA	Continue
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> J. Gibson, K. Dill, B. Banks 	NA	NA	Continue
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	<ul style="list-style-type: none"> J. Gibson, K. Dill, B. Banks, Classroom Teachers 	NA	NA	Continue
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"> J. Gibson, K. Dill, B. Banks 	NA	NA	Continue
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<ul style="list-style-type: none"> J. Gibson, K. Dill, B. Banks, RTI 	NA	NA	Continue
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<ul style="list-style-type: none"> J. Gibson, K. Dill, B. Banks, Classroom Teachers 	NA	NA	Continue
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<ul style="list-style-type: none"> J. Gibson, K. Dill, B. Banks, Vertical planning teams 	NA	NA	Continue
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group	2024-2029	<ul style="list-style-type: none"> J. Gibson, K. Dill, B. Banks, Classroom 	NA	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
instruction, etc.) that meet student needs.		Teachers			
<p>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.</p> <p>a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities.</p> <p>b. Promote school readiness activities with parents and community through GCCS web-based resources.</p> <p>c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care</p>	2024-2025	<ul style="list-style-type: none"> Director of Early Intervention and Student Support 			Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Licensing Standards have an even higher staffing ratio of one adult for 17 children.					
Action Plan for Strategy #3: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	<ul style="list-style-type: none"> J. Gibson, K. Dill, B. Banks 	NA	NA	Continue
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<ul style="list-style-type: none"> J. Gibson, K. Dill, B. Banks, ILT 	NA	NA	Continue
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<ul style="list-style-type: none"> J. Gibson, K. Dill, B. Banks 	NA	NA	Continue
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<ul style="list-style-type: none"> J. Gibson, K. Dill, B. Banks 	NA	NA	Continue
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"> J. Gibson, K. Dill, B. Banks 	NA	NA	Continue
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	<ul style="list-style-type: none"> J. Gibson, K. Dill, B. Banks 	NA	NA	Continue
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	<ul style="list-style-type: none"> J. Gibson, K. Dill, B. Banks 	NA	NA	Continue

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

GOAL AREA 2 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	ILT/ Guidance Department	NA	NA	Continuing
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	• K. Dill	NA	NA	Continuing
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
qualified candidates.					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	<ul style="list-style-type: none"> <li data-bbox="800 305 1115 375">K. Dill, P. Britzelmayr, J. Gibson 	NA	NA	Continuing

GOAL AREA 2 – Performance Goal 2

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
HR			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	TBD	Actual (District)					
			Projected (School)	3.5%	3%	2.5%	2%	1.5%
	4%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Identify and expand teacher supports that have been most successful in balancing work life balance.					
1. Providing teacher autonomy when appropriate to create a learning community where everyone has a voice.	2024-2029	• ILT	NA	NA	Continuing
2. Continue to support teachers with strategies to help work life balance.	2024-2029	• ILT	NA	NA	Continuing

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			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	TBD	Actual (District)					
			Projected (School)	45%	43%	41%	39%	37%
	TBD	47%	Actual (School)					

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

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	• ILT	NA	NA	Continuing
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	• ILT	NA	NA	Continuing
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	• ILT	NA	NA	Continuing
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	• ILT/ OnTrack	NA	NA	Continuing
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	• ILT	NA	NA	Continuing
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	• ILT/ Classroom Teachers	NA	NA	Continuing
2. Ensure school employees exhibit	2024-2029	• Classroom Teachers	NA	NA	Continuing

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.					
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	• Classroom Teachers	NA	NA	Continuing
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	• PTA Fundraising	NA	NA	Continuing
2. Increase leadership opportunities within the school during the school day.	2024-2029	• ILT	NA	NA	Continuing
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	• PTA/ ILT	NA	NA	Continuing
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	• ILT/ Classroom Teachers	NA	NA	Continuing
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	• ILT/ Classroom Teachers	NA	NA	Continuing
3. Establish standard and reliable classroom practice and developmentally appropriate	2024-2029	• Classroom Teachers	NA	NA	Continuing

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.					
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<ul style="list-style-type: none"> • Classroom Teachers 	NA	NA	Continuing
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"> • ILT/ Classroom Teachers 	NA	NA	Continuing

GOAL AREA 3 – Performance Goal 2

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Student Services			Projected (District)	22%	20%	18%	16%	14%
	24%	TBD	Actual (District)					
			Projected (School)	14%	12%	10%	8%	6%
	16%	TBD	Actual (School)					

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

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Intervention Plans.					
2. Provide ongoing trainings for Attendance Clerks or Interventionists.	2024-2025	<ul style="list-style-type: none"> • J. Staggs/ GCS 	NA	NA	Continuing
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	<ul style="list-style-type: none"> • J. Staggs/ Classroom Teachers 	NA	NA	Continuing
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	J. Staggs	NA	NA	Continuing
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"> • J. Staggs 	NA	NA	Continuing

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 connection between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent/teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by 10-percentage points.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS			Projected (District)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (District)					
			Projected (School)					
	TBD	39.6%	Actual (School)	42%	44%	46%	48%	50%

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack	2024-2029	• Attendance Clerk/ Classroom Teachers	NA	NA	Continuing
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	• PTA/ Classroom Teachers	NA	NA	Continuing
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	• Front office Staff	NA	NA	Continuing

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #2: 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	• ILT/ Faculty Council	NA	NA	Continuing
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	• ILT/ Faculty Council	NA	NA	Continuing
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	• ILT/ Faculty Council	NA	NA	Continuing
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	• ILT/ Faculty Council/ Classroom Teachers	NA	NA	Continuing
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	• Attendance Clerk/ ILT/ Classroom Teachers	NA	NA	Continuing
3. Each school will assemble a School Improvement Council	2024-2029	• J. Gibson	NA	NA	Continuing

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