SCHOOL PORTFOLIO

Stephen Hampton, Principal
Greenville County School District
Dr. W. Burke Royster, Superintendent

Scope of Action Plan
2024-25 through 2028-29

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Monaview Elementary
SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-29 (five years)
SCHOOL RENEWAL ANNUAL UPDATE FOR 2025-26 (one year)

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

Assurances for the School Renewal Plans

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

SUPERINTENDENT

Dr. W. Burke Royster	W Burke Royster	4/8/2025
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Stephen Hampton	Stephen Hampton	3/24/2025
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	Dr. Carolyn J. Styles	4/8/2025
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Celeste Transou	Celeste Transou	3/24/2025
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Julia Mercado	Julia Mercado	3/24/2025

Monaview Elementary School, 864-355-4300
10 Monaview Street Greenville, SC 29617
shampton@greenville.k12.sc.us

Stakeholder Involvement for School Renewal

Position	Name
Principal	Stephen Hampton
Assistant Principal	Melle Hays
Teacher	Christina Peluso
Parent/Guardian	Jessica Evans
Community Member	Renee Yancey
Paraprofessional	Jasmine Broadhurst
School Improvement Council Member	Josh Barnes
Read to Succeed Reading Coach	Julia Mercado
School Read To Succeed Literacy Leadership Team Lead	Julia Mercado
School Read To Succeed Literacy Leadership Team Members	Stephen Hampton, Melle Hays, Callie Sandifer, Sarah Edge, Jody Reed, Molly Morris

Assurances for School Plan

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 ☐ N/A	**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, 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.

School Portfolio Table of Contents	
School Introduction	Page 6
Executive Summary	
Needs Assessment for Student Achievement	Page 7
Teacher and Administrator Quality	Page 8
School Climate Report	Page 8
Significant Challenges from the past three years	Page 8
Significant Awards and Accomplishments from past three years	Page 9
School Profile	
Description of School Community	Page 9
School Personnel Data	Page 12
Student Population Data	Page 13
Academic and Behavior Features, Programs and Initiatives	Page 14
Mission, Vision and Beliefs	
Mission	Page 17
Vision (Curriculum, Instruction, Assessment, Learning Environment)	Page 17
Beliefs	Page 18
Data Analysis and Needs Assessments	
Student Achievement Needs Assessment	Page 18
SCReady Data	Page 19
Teacher and Administrator Quality	Page 19
School Climate Needs Assessment	Page 19
School Renewal Action Plan	
Goal Area 1: Student Achievement	Page 20
Goal Area 2: Teacher and Administrator Quality	Page 29
Goal Area 3: School Climate	Page 31

Introduction

Monaview Elementary is a Title I school in the Greenville County School District. All stakeholders have a voice in the strategic planning process through surveys, SIC/Title I Planning Meetings, Lunch and Learns, feedback forms, school leadership meetings, emails, and face-to-face meetings. Grade level teams and support teachers meet often to discuss the needs of the students and develop strategies to help them reach their academic success. Instructional coaches and/or District Title I Academic Specialists for Math and ELA meet with teachers to ensure that we are all focused on Monaview's long term goals and vision for the school. Along with individual grade level meetings, the staff also participates in scheduled professional development sessions on various topics. The school leadership team meets frequently as well. This team assists with decision making regarding school scheduling, student activities, school culture, and academic and instructional pathways.

The School Improvement Council (SIC), in conjunction with the Title I planning committee, develops and reviews the Title I plan yearly. The committee consists of teachers, administration, support staff, parents, and community partners. The instructional team, led by our principal, meets to review and discuss the implementation of instructional strategies and focuses that are presented to the faculty and staff.

The collaborative conversations mentioned above are held throughout the year as our data changes and evolves. We then adjust our instructional approach with teachers and students throughout the forums listed above. These practices are fluid to best meet the needs of all students at Monaview.

Executive Summary

Within this document, our Action Plan identifies strategies that address student achievement, teacher/ administrator quality, and school climate goal statements. This action plan aligns with our school motto "Every student counts, every moment matters." Goal statements were determined based on school, district, and state data. Data sources included the South Carolina State Department of Education School Report Card, South Carolina College-and-Career Ready Assessment (SC Ready), Mastery View Predictive Assessments, MAP testing, Iowa Test of Basic Skills, and stakeholder input through surveys.

Needs Assessment for Student Achievement

- Monaview Elementary students have shown significant growth in **Reading (ELA)**, increasing from **25.7% meeting or exceeding expectations** in 2022 to **42%** in 2024 — a **16.3% gain** over three years.
- In **Math**, student performance rose from **40% meeting or exceeding expectations** in 2022 to **46.6%** in 2024 — a **6.6% gain** over three years.
- On the **SCPASS Science assessment**, student achievement increased from **45% meeting or exceeding expectations** in 2023 to **52%** in 2024 — a **7% gain** in just one year.

Teacher/Administrator Quality

- Professional development offerings will reflect teacher needs and survey results. The past ten years, we have focused on integrating academics and technology in a 1:1 environment, Science of Reading, math common assessments, and creating a common language in ELA. The past two years, Monaview has implemented a new ELA curriculum and teachers in grades K5-5th grade have participated in LETRS training. Next year, we will be once again adopting a new ELA curriculum and continuing LETRS training for those teachers who have not yet completed the training. We have started looking at more vertical collaboration to ensure we have common language and strategies throughout the school building in all areas.
- All homeroom teachers have begun working in professional learning teams to increase student achievement.
- Over the past 5 years, we have worked to increase our co-teaching support for ML students. During the 2024-2025 school year, all classes 1st-5th grade will be a co-teaching model for reading and Kindergarten will all participate in a push-in model for ML services.
- We will continue with 100% of the staff highly qualified in the appropriate certification areas.
- A major focus is to recruit and retain highly qualified teachers. We have also been intentional in hiring more bilingual teachers and staff at Monaview.

School Climate Report

According to the 2024 Student, Parent, and Teacher opinion survey results, 93.5% of students are satisfied with the learning environment, and 100% of teachers are satisfied with the learning environment. 94% of students are satisfied with the social and physical environment, and 96.2% of teachers are satisfied with the social and physical environment at Monaview. Lastly 93.7% of students are satisfied with school-home relations, while 86% of teachers are satisfied with school-home relations.

Please click **HERE** for our SDE School Report Card.

Monaview's Significant Challenges from the Past Three Years

- The majority of our students are learning English as their second or third language. These students have difficulty connecting to content area vocabulary and possessing background knowledge.
- Though we have continued to make gains in the area of reading for the past several years, it continues to be a significant point for growth at our school.
- Our school has a high poverty rate as measured by our free and reduced lunch percentage. This is a challenge for our children, families, and staff.

Significant Awards/Honors and Accomplishments from the Past Three Years

- 2023-2024 District Teacher of the Year Runner-Up
- 2023 The Susan Shi Make Summer Count Champion of Early Literacy Award
- 2023 National Scholastic Teaching Fellow
- 2022 South Carolina Elementary School Counselor of the Year
- 2020-2021 Greenville county Schools First Class Teacher Award
- EXCELLENT School Report Card rating for the 2018-2019, 2021-2022, and 2022-2023 school years
- Surpassed $471,000 utilizing DonorsChoose.org
- 2021-2022 Highest Teacher Participation in SmartARTS
- What Works SC award finalist (10th annual Dick and Tunky Riley) for 2020
- 2020, 2022, 2023 Upstate Parent Magazine-Student Who Make a Difference recipient
- Partners in Education (PEP) Summer Reading Program, since 2012
- National Board Certified Teachers

School Profile

Description of School Community

Monaview Elementary School is located between the City View, Monaghan, and Berea communities. Monaview was built in 1955 and gained its name by combining Monaghan and City View. Monaview Junior High School was added in 1961. As the enrollment grew for both schools, portable classrooms were added to the grounds behind the school. At one time there were eleven portable classrooms and one portable bathroom. Around 1985, grades six through eight moved to Parker High School and became Parker Middle School.

In 2005, Monaview opened its new facility. Today, the school includes new Active Boards in every classroom, personal learning devices for all students, a full-sized gymnasium, a complete art studio with kiln, a chorus and drama rehearsal space, a fully equipped stage with wireless sound system and microphones, and multiple playground areas. Monaview traditionally serves 600 students in grades K4-5. In addition to our full-time school staff, additional district support personnel are available to help meet the needs of Monaview teachers and students. They include a district psychologist, an ETS network engineer, an Instructional Technology Facilitator, and other district level academic specialists.

Monaview Elementary embraces the motto "Juntos Podemos: Together We Can" to reflect our commitment to fostering a collaborative community where students, families, and staff work together to support student success. This theme highlights the power of unity, celebrating our diverse school population and the belief that through partnership, anything is possible. Whether academically, socially, or emotionally, we empower students to thrive by building strong relationships and creating an environment of excellence.

Stephen Hampton, Principal

Stephen Hampton is a dedicated education professional with a passion for shaping young minds and creating positive learning environments. Growing up in Greenville, South Carolina, he developed a deep connection to the local community and a strong desire to make a difference in the lives of students.

Stephen began his academic journey at Newberry College, where he earned his bachelor's degree in education. He then furthered his education at Southern Wesleyan University, obtaining a Master's degree in education. Continuing his pursuit of academic excellence, Stephen went on to earn an education specialist degree from Converse College, solidifying his commitment to continuous learning and professional development.

With over a decade of experience in educational leadership, Stephen served as a principal at J.E.T Middle School and Legacy Early College Middle School, where he demonstrated his exceptional leadership skills and unwavering dedication to student success. His strategic vision and collaborative approach helped transform these institutions into thriving centers of learning and growth.

Stephen is a proud graduate of the South Carolina Leadership Executive Institute and Leaders for Emerging Networks of Schools program, where he honed his leadership abilities and gained valuable insights into innovative educational practices. As a leadership consultant and school-wide behavior consultant, he continues to share his expertise and support schools in achieving their goals.

Stephen Hampton is driven by a deep-seated belief in the power of education to change lives and communities. Through his leadership, mentorship, and advocacy for student success, he continues to make a lasting impact on the field of education and the lives of those he serves.

Melle Hays, Assistant Principal

Mrs. Melle Hays is a dedicated educational leader whose journey began with an undergraduate degree in Journalism and Mass Communications from the University of South Carolina, followed by a Master's degree in Educational Leadership from the University of North Texas. Starting as a 4th-grade teacher in Florida, she quickly gained recognition for her teaching practices before transitioning into roles as an Instructional Coach and Assistant Principal.

Throughout her career, Melle has been honored with accolades such as the Essential Piece award and Rising Star award, and she has completed a Next to Lead program. Her unwavering commitment to fostering inclusive learning environments and empowering educators to reach their full potential has established her as a visionary leader in education.

School Improvement Council/Title I

In the 2024-2025 school year, the Title I Teacher Committee (made up of three current teachers, primary, upper elementary, and ML) and the Title I Committee (Title I Committee was made up of local business owners, current teachers and staff, current administrators, parents, partners with higher education, and other community organizations), and our Instructional Leadership Team, all worked together to establish a clear, shared vision. As a learning community, Monaview used Greenville County School's Educational Plan as a framework to establish and implement goals for student growth in both English Language Arts and Mathematics. After reviewing data from multiple sources - SCReady, Benchmark, FastBridge, ML data, classroom observations, and unit assessments, priority goals were established to increase student achievement and performance in English Language Arts and Mathematics.

Strategies to support these goals included continued professional development for teachers and staff in both Math and ELA, Reading Interventionists, smaller class sizes for 2nd and 3rd grade students, an additional Instructional Coach to ensure all curriculum and instruction are implemented with fidelity, Data Days which allow teachers to review their Benchmark data to inform their classroom instruction, continued partnerships with families to encourage reading at home through bi-lingual books and resources. We will also hire a part time Math Interventionist that will work across all grade levels to support teachers and students, we will continue to fund software that differentiates Math instruction for students, along with supplying extra resources and materials for Math in the upcoming school year.

Parent Involvement

Monaview prides itself on our families and their involvement in our school community. Family surveys indicated that parents feel welcome, know that their students are loved, and are overall happy with our school climate and culture. Based on this, Monaview is now looking to help parents and families become more involved with their students' academic success as well as become advocates for their students' learning. We have Family Partnership meetings that are held twice a month that focus on positive parenting strategies, student academics, and offering a space for our families to meet together while asking any questions they have for our leadership team. Positive school-home relationships have been improved by our family conferences, our phone calls home to families, monthly calendars, classroom newsletters, family events, and multiple family surveys. We have hosted multiple family events this year and provided interpretation at each one so that families feel safe and welcomed to ask questions and so that we are better able to serve them and their needs.

Partnerships

Monaview Elementary has a wide variety of community and business partnerships all of whom are dedicated to our students, families, and staff. These partnerships do more than just donate their funds, they are also involved and dedicate their time and themselves through providing engaging learning experiences for our students. We are fortunate to have afforded our students multiple visits to college campuses, several field trips, additions to our school campus, funds for activities and family engagement, as well as materials for families and students. We are extremely grateful that our partners give of their time as equally as they give of their resources to provide these experiences for our students and families. We also have several sponsors that have given to our Teacher Appreciation Week. Our sponsors know how important our teachers are and how much they do for our students and families - we appreciate how generous they are to our entire school.

School Personnel Data

The staff of Monaview Elementary School is composed of the following personnel:

- **Leadership Team**: Principal, Assistant Principal, Title I facilitator, 2 Instructional Coaches, Literacy Specialist
- **Classroom Teachers**: Thirty-two classroom in grades K4 to fifth grade
- **Related Arts Teachers**: Art, PE, Music, Media Center and Lexia Lab
- **Support Teachers**: Three reading interventionists, one math interventionist, eight MLP teachers, four special education teachers
- **Support Staff:** One speech therapist, two school counselors, one mental health counselor, one social worker, one full time substitute
  Office Staff- attendance clerk, front office clerk, bookkeeper/secretary, and a nurse
  Paraprofessionals- five Kindergarten aides, four Special Education aides, one media center aide
- **Part Time Teachers**- one part-time Gifted and Talented teacher
- **Building Staff:** Eight food service workers and five custodians.

The average teacher salary at our school is $52,325.

Additional district support personnel are available to help meet the needs of Monaview teachers and students. They include a district psychologist, an ETS network engineer, an Instructional Technology Facilitator, and other district level academic specialists for ELA and Math.

Classroom Environment

	Our School	Change from Last Year
Total Number of Teachers	44	Down from 45
Percent of teachers with advanced degrees	63.6	Up from 57.8
Teacher attendance rate	99.3	N/A
Average teacher salary	$60,706	Up from $56,987
Percent of teachers on continuing contract	100.0	No change
Percent of teachers returning from previous year - current year	91.5	Up from 86.4
Percent of teachers returning from previous year - three year average	89.8	Up from 87.0
Percent of teacher vacancies for more than 9 weeks	0.0	No change
Prime instructional time	93.6	Down from -331.8
Student-teacher ratio in core subjects	18.7 to 1	Down from 20.5 to 1
Percent of inexperienced teachers	4.1	Down from 15.8
Number of inexperienced teachers	2	Down from 6
Percent of out-of-field teachers	4.1	Up from 0
Number of out-of-field teachers	2	Up from 0
Percent of inexperienced school leaders	50.0	N/A
Number of inexperienced school leaders	1	N/A

ESSA regulations require states to post on their report cards information about teachers with emergency or provisional credentials. South Carolina does not award emergency or provisional credentials, thus that metric is not listed.

Student Population Data

Student Population Data

Monaview has one of the highest populations of Latino/Latina students in our district, as well as 82.6% of our students meeting the poverty index. As of March 2025, we have an overall enrollment of 611 students, all of which receive free and reduced lunch and breakfast. Because of these factors, Monaview qualifies as a Title I School and we are able to provide additional resources to our students and families to provide a fair and equitable education. Monaview's staff also includes two school counselors, a school psychologist, a school nurse, Social Worker, and Family Coordinator. We also provide additional staff and interventionists to help our students instructionally as well as adjusting culturally through our Newcomer programs.

Our students have opportunities outside of school such as student council, Battle of the Books, Safety Patrols, Good News Club, along with several other field experiences and partnerships afforded by Title I funding.

- Total enrollment - 605
- Poverty index - 82.6%

Ethnicity

The table below shows the fluctuation in school population in the last five years.

Student Population								
	All	Asian	African American	Hispanic/ Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian/ Pacific Islander	White
2020-2021								
#	456	3	46	340	7	12	0	48
%		.07%	10.1%	74.6%	1.5%	2.6%	0	10.5%
2021-2022								
#	**601**	0	61	454	7	15	0	63
%		0	10.1%	75.5%	1.1%	2.5%	0	10.4%
2022-2023								
#	**624**	0	48	490	6	14	1	65
%		0	7.7%	78.5	1%	2.2%	.2%	10.4%
2023-2024								
#	**604**	0	48	491	1	14	1	49

%		0	7.9%	81.3%	.2%	2.3%	.2%	8.1%
2024-2025								
#	**605**	1	51	499	1	9	1	43
%		1%	8.4%	82.4%	1%	1.%	1%	7.1%

Enrollment Summary taken March 3, 2025

Our Academic and Behavioral Features, Programs, and Initiatives

Professional Learning Community Model: During the 2023-2024 school year, Monaview began work in the PLC process. The ILT all participated in Solution Tree training throughout the year and began implementing parts of the training with the staff. Each grade level team is part of a Professional Learning Team and meets weekly with the instructional coaches and administrators. During these collaborative times, teachers are working together to answer one or more of the four PLC questions: what do we want our students to learn?, how will we know if the students have learned?, what will we do if students have not mastered the skill?, what will we do if students have mastered the skill? Together, teams look at student data and make plans to teach, reteach, or extend skills to optimize student learning.

Conscious Discipline: During the 2023-2024 school year, Monaview implemented phase one of the Conscious Disciple approach with a cohort of teachers**.** Conscious Discipline is an evidence-based approach to social-emotional learning and classroom management. It emphasizes self-regulation, empathy, and problem-solving skills for both children and adults. This comprehensive program focuses on creating a safe, connected, and respectful environment where individuals learn to manage their emotions, build healthy relationships, and develop resilience. Through strategies such as breathing techniques, visual cues, and positive language, Conscious Discipline aims to foster a culture of kindness, cooperation, and emotional intelligence in schools, homes, and communities. Beginning with the 2024-2025 school year, all staff members began being trained in Conscious Discipline through monthly professional development and will fully implement the program by the 2025-2026 school year.

Houses: This year, we implemented a House System to strengthen student engagement and promote a positive school culture. Every student and staff member belongs to one of four houses: Casa de Bondad (Kindness), Casa de Valor (Courage), Casa de Esperanza (Hope), and Casa de Amor (Love). Using the Ron Clark Academy House App, students earn points for positive behavior, leadership, academic achievement, and acts of kindness. Through House Celebrations, House Color Days, and House Lunches, students build relationships across grade levels, encourage one another, and take pride in their house. The House System empowers students to work together, celebrate achievements, and create a sense of belonging—showing that together, Juntos Podemos!

Terrific Kids: Monaview has a strong partnership with Kiwanis Club of Greenville who supports and recognizes our Terrific Kids. Every nine weeks, two students from each class that have distinguished themselves for outstanding character are nominated and recognized as Terrific Kids. These students are celebrated at an

awards program where they receive special incentives for their hard work. Parents are invited to attend the ceremony and celebrate with their students.

Graduation Plus: College and Career Readiness: Monaview understands that the foundation required for career and college readiness is critical during elementary years. All faculty receive annual training on how g+ is carried out at the elementary level and work together to find ways to integrate career awareness and exploration into everyday lessons and activities. All students receive a developmentally appropriate career awareness lesson during the school year. SCOIS Climb is utilized as the career interest inventory and results are disseminated by the school counselor and used to guide future plans.

Monaview hosts an annual Career Day in November in which professionals from the community come to speak to students about their work and the steps they took to get there. In April, we have an event entitled "Careers on Wheels" where students learn about other careers with transportation.

Science of Reading: The staff was trained in the Science of Reading through the Lexia LETRS platform during the 2022-2023 and 2023-204 school years. The training provided the how, what, and why of literacy acquisition to improve instructional practice and achieve long-term systematic change in literacy instruction. Parts of the Science of Reading (SOR) approach were implemented during the 2023-2024 school year. All teachers, instructional support staff, and administrators are participating in continuous professional development to enhance their practices in the coming years.

Response to Intervention: Monaview implements pull-out intervention groups in first through fifth grade. Students are chosen for pull-out intervention groups based on MAP, MasteryView Predictive Assessments, Phonics and Phonemic Awareness inventories, WIDA Access Scores, and universal screeners (such as Amira). Response to Intervention is in addition to tier 1 core instruction, and is supplemental to any reading instruction in the general education classroom. Our interventionists use evidence based resources and practices including Heggerty, University of Florida Literacy Institute (UFLI),Lexia Core 5, Reading Horizons, and Leveled Literacy Intervention (LLI). Students receiving RtI are progress monitored on a weekly or bi-weekly basis, depending on the need. Students are dismissed from RtI after specific reading goals are met.

Reading Incentives: Monaview encourages reading through several major reading incentives throughout the year. Each month teachers nominate a student to represent their class as the Lion Literacy Leader. Students receive a certificate and get to select a book from our Inchy the Bookworm Book Vending Machine. In the fall, students participate in South Carolina's "Read Your Way to the Big Game". All pre-kindergarten through eighth-grade students who read six books will qualify to win tickets to the Clemson vs. South Carolina game. Our spring reading incentive is the Greenville Drive Reading All-Stars Reading Challenge. Students who read five "just right" books in five weeks receive a ticket to a Greenville Drive baseball game. A Family Literacy Night is hosted each Spring as part of our Partnership with Public Education Partners to provide families with reading strategies that can be practiced at home.

Battle of the Books: Battle of the Books is an academic competition within Greenville County Schools for fourth and fifth graders who choose to participate. They read the books on the designated Battle of the Books list then study and prepare for questions on these books. All teams participate in a quiz bowl style tournament at the District level in March.

Original Six Foundation 06 Afterschool Program: Students in second through fifth grade have the opportunity to participate in our afterschool program. In afterschool, individualized homework assistance is provided by certified teachers. Emphasis is also placed on interactive learning-particularly in the areas of Science, Technology, Engineering, and Math- awakening curiosity and igniting a new love of learning. Students in 06 afterschool most often show significant academic improvements as well as increased self-esteem and confidence.

Coaching Cycles: All staff members have the opportunity to participate in coaching cycles with one of the instructional coaches at Monaview or with district academic specialists. Teachers have participated in coaching cycles individually and as teams. Coaching cycles can be assigned based on data and classroom needs from administration or by teacher choice and asking for help in a particular area. Monaview has a culture that welcomes coaches and teachers frequently reach out to ask for support and guidance when needed. During the 2024-2025 school year, we added an additional instructional coach to assist with more coaching and be able to have more time in classrooms working with teachers and students.

OnTrack: OnTrack is a school-based collaboration team designed to align and leverage interventions and resources to keep students on track towards high school graduation and post-secondary success. The Monaview OnTrack team meets twice a month to discuss students that teachers have referred to the OnTrack team. The team consists of the following: Assistant Principal, two school counselors, school psychologist, one parent involvement coordinator, one social worker, and the referred student's classroom teacher. The following are invited based on student need: ML teacher, reading interventionist, and mental health counselor.

Mission, Vision, and Beliefs

Mission -The mission of Monaview Elementary is to create a culture where every student counts, and every moment matters.

Vision -At Monaview, we are dedicated to fostering a student-centered environment that celebrates diversity, promotes a growth mindset, and encourages a love for learning. With high academic expectations, we support and include all learners, empowering them to grow into lifelong learners, critical thinkers, and compassionate members of their community.

Curriculum
- Curriculum is taught in a sequential order, based on District pacing. - Teachers have knowledge of standards below, at, and above grade level. - Teachers use a variety of instructional methods across the curriculum. - Teachers use multileveled materials, technology, and manipulatives to implement differentiated instruction. - Teachers are involved in team planning and have input into how curriculum is taught in their classrooms.

Instruction
- Instruction is planned to actively engage students by providing hands-on experiences, guest speakers, and field trips. - Planning time is provided for collaboration between instructional coaches, administration, teachers, and support staff. - Instruction is monitored and adjusted based on feedback from formative assessments to accommodate students of different modalities. - Teachers meet the individual instructional needs of their students. - Teachers teach the world class skills outlined in the Profile of the South Carolina Graduate.
Assessment
- Teachers grade appropriately and consistently with formative/summative assessments. - Assessment data determines the path of instruction. - Assessments are aligned with South Carolina College and Career Readiness Standards. - Teachers use MasteryConnect to assess student understanding and progress as well as to maintain student records and data.
Learning Environment
- Monaview implements Conscious Discipline school-wide - Monaview develops and annually updates the school wide safety plan that establishes clear policies in regards to student and staff safety. - A positive, child-centered learning environment is evident throughout the building. - Teachers, administrators, parents, and community members share the responsibility for advancing the school's vision, mission, and goals.

Beliefs - Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about work and how we think it should operate. Our entire staff worked collaboratively to produce our core beliefs about how instruction, curriculum, and assessment will increase our students' learning.

Our staff believes…

- All students can learn.
- Students have the responsibility to be active learners.
- Curriculum and instruction should meet the needs of all students.
- A safe and physically comfortable environment promotes student learning.
- Education is a shared responsibility.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.

Data Analysis and Needs Assessment

SCReady ELA

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score	Standard Deviation
3	88	37.5%	20.5%	17.0%	25.0%	42.0%	62.5%	416.7	139.3
4	95	31.6%	23.2%	17.9%	27.4%	45.3%	68.4%	499.7	134.3
5	100	37.0%	22.0%	23.0%	18.0%	41.0%	63.0%	519.0	120.0

SCReady Math

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score	Standard Deviation
3	88	27.3%	22.7%	27.3%	22.7%	50.0%	72.7%	452.9	120.7
4	95	21.1%	20.0%	28.4%	30.5%	58.9%	78.9%	509.2	119.8
5	100	31.0%	26.0%	21.0%	22.0%	43.0%	69.0%	524.5	115.0

Teacher and Administrator Quality

- Professional Development Calendars for 24-25

School Climate needs assessment

Student behavior data-

Students	1+ referrals	2+ referrals	Percent 1 or 2 referrals
634	73	25	34.25%

Attendance, absenteeism and truancy- Monaview has had the best attendance rate of any title 1 elementary school in Greenville County Schools. Monaview as of the 135th day of 24/25 school year has an attendance average of 94.33

School Renewal Action Plan

GOAL AREA 1 – Performance Goal 1

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* *(* required)*
Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 46.6% 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 5% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (ES)	51%	56%	61%	66%	71%
	46.6%	49.0%	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	☐ILT			*Continue*
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	☐ILT, Classroom Teachers			*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	☐Classroom Teachers			*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 *C=Continue, M=Modify, F=Finish*
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, ILT			*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	District, ILT, All Teachers			*Continue*
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	All Teachers			*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	ILT			*Continue*
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	ILT			*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	Instructional Coaches			*Continue*
2. Provide professional development for teachers throughout the year based on	2024-2029	ILT			*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
teacher input, trend data and observational feedback.					
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	ILT			*Continue*
4. Foster a collaborative relationship between schools and parents.	2024-2029	ILT			*Continue*
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	ILT			*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 42% in 2022-23 to 67% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 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)	47%	52%	57%	62%	67%
	42.0%	56.8%	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	☐ILT			*Continue*
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	☐ILT, Classroom Teachers, ML Teachers, Interventionists			*Continue*
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	☐Classroom Teachers, ML Teachers			*Continue*
4. Offer varying levels of support through scaffolding, intervention,	2024-2029	☐Classroom Teachers, ML Teachers, Interventionists			*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
and remediation 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	Classroom Teachers			*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	Instructional Coaches			*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	ILT			*Continue*
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	Instructional Coaches			*Continue*
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	ILT, Interventionists, Classroom Teachers			*Continue*
5. Implement a range of assessment methods that measure student understanding.	2024-2029	All Teachers			*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
6. Ensure vertical articulation of grade level content and practices.	2024-2029	Instructional Coaches			*Continue*
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	Instructional Coaches			*Continue*
8. R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities. b. Promote school readiness activities with parents and community through GCCS web-based resources. c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of	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*
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 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 Coaches, Classroom Teachers			*Continue*
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	Classroom Teachers, ML Teachers			*Continue*
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	All Teachers			*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	All Teachers			*Continue*
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	ILT			*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	ILT, All Teachers			*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	Instructional Coaches			*Continue*
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	Instructional Coaches			*Continue*
3. Build capacity for consistent implementation of the GCS ELA Instructional Framework.	2024-2029	Instructional Coaches			*Continue*
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	Instructional Coaches			*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	Instructional Coaches			*Continue*

GOAL AREA 2 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *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	☐ILT			*Continue*
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	☐ILT			*Continue*
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	☐School Counselors			*Continue*

GOAL AREA 2 – Performance Goal 2

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	10.4%	10.1%	Actual (District)					
			Projected (School)	9.5%	9.0%	8.5%	8.0%	7.5%
	2.0%	10.0%	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: Provide teachers with opportunities for collaboration, relevant professional development, and increase teacher voice.					
1. Provide teachers with opportunities for relevant professional development opportunities.	Monthly	☐Instructional Coaches, School Counselors			*Continue*
2. Provide teachers with weekly time for professional learning teams to meet and discuss student growth and areas of need.	Weekly	ILT			*Continue*
3. Offer multiple opportunities to provide feedback, ask questions and participate in school committees and teams that help make school-wide decisions.	Ongoing	ILT			*Continue*

GOAL AREA 3 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS - Incidents			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	61.5%	54.1%	Actual (District)					
			Projected (School)	32.25%	30.25%	28.25%	26.25%	24.25%
	34.25%	47.69%	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 representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	Administration, School Counselors	N/A	N/A	*Continue*
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based	2024-2029	Administration, School Counselors	N/A	N/A	*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
programming to meet this goal.					
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	Administration, School Counselors, Title 1 Facilitator, Parent Involvement Coordinator	N/A	N/A	*Continue*
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	Administration, School Counselors, Instructional Coaches	N/A	N/A	*Continue*
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	Administration, School Counselors, Parent Involvement Coordinator, Social Worker, Mental Health Counselor	N/A	N/A	*Continue*
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	School Counselors, Title 1 Facilitator, Parent Involvement Coordinator	N/A	N/A	*Continue*
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	Parent Involvement Coordinator, Social Worker	N/A	N/A	*Continue*
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, Title 1 Facilitator, Parent Involvement Coordinator	N/A	N/A	*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	School Counselors, General Education Teachers, Special Education Teachers	N/A	N/A	*Continue*
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	Administration	N/A	N/A	*Continue*
2. Increase leadership opportunities within the school during the school day.	2024-2029	Administration	N/A	N/A	*Continue*
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	Administration, Social Worker, Title 1 Facilitator, Parent Involvement Coordinator	N/A	N/A	*Continue*
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	Administration, School Counselors	N/A	N/A	*Continue*
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	Administration	N/A	N/A	*Continue*
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order	2024-2029	Administration	N/A	N/A	*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
and productivity of the learning environment.					
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	Administration, School Counselors, Special Education Teachers	N/A	N/A	*Continue*
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	Administration, School Counselors, Special Education Teachers	N/A	N/A	*Continue*

GOAL AREA 3 – Performance Goal 2

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Student Services			Projected (District)	22%	20%	18%	16%	14%
	24.2%	23.9%	Actual (District					
			Projected (School)	17%	15%	13%	11%	9%
	18.6%	17.46%	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, Social Worker			*Continue*
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	☐Attendance Clerk, Social Worker, Administrators			*Continue*
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, Social Worker			*Continue*
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	☐District			*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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, Social Worker, Administrators			*Continue*
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, Social Worker, Administrators, Parent Involvement Coordinator			*Continue*
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	Attendance Clerk, Social Worker, Administrators, Nurse			*Continue*

GOAL AREA 3 – Performance Goal 3

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Raptor System			Projected (District)	317,534	327, 060	336,872	346,978	357,387
		308,285	Actual (District)					
			Projected (School)	1,779	1,832	1,886	1,942	2,000
		1,728	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	☐Attendance Clerk, School Clerk, Parent Involvement Coordinator			*Continue*
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	☐Parent Involvement Coordinator, Administrators, School Counselors, Social Worker			*Continue*
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	☐Parent Involvement Coordinator, Title 1 Facilitator			*Continue*
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits,	2024-2029	☐Administrators, Parent Involvement			*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
faith-based, and community organizations) to encourage and promote parent and community involvement in schools.		Coordinator, Title 1 Facilitator			
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	Administrators, Parent Involvement Coordinator, Title 1 Facilitator, School Counselors, Social Worker			*Continue*
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	Parent Involvement Coordinator, Title 1 Facilitator, Administrators			*Continue*
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing).	2024-2029	Administrators, Parent Involvement Coordinator, Title 1 Facilitator, School Counselors, Social Worker			*Continue*
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	Administrators, Parent Involvement Coordinator, Title 1 Facilitator, School Counselors, Social Worker			*Continue*
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	Administrators			*Continue*