Oakview Elementary School

515 Godfrey Road
Simpsonville, SC 29681

Dr. Phillip Reavis

Principal

The School District of Greenville County

Dr. W. Burke Royster

Superintendent

Action Plan

2024-2025 through 2028-2029

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Oakview Elementary School

SCHOOL RENEWAL PLAN FOR YEARS 2024-2025 through 2028-2029 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR 2025-2026 *(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	**March 13, 2025**
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Dr. Phillip Reavis	Phillip Reavis	**March 13, 2025**
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Carolyn Styles	Dr. Carolyn J. Styles	**March 13, 2025**
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Kristin Weiss	Kristin Lancaster-Weiss	**March 4, 2025**
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Charlotte McNeill	Charlotte McNeill	**March 13, 2025**
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 515 Godfrey Road Simpsonville, SC 29681

SCHOOL TELEPHONE: (864) 355-7100

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

Stakeholder Involvement for School Renewal

List the names of persons who were involved in the development of the school renewal plan. A participant from each category is involved.

	Position	**Name**
1.	Principal	Dr. Phillip Reavis
2.	Teacher	Ms. Danielle Greer
3.	Parent/Guardian	Mrs. Carmen Henson
4.	Community Member	Carrie Prochaska
5.	Paraprofessional	Mrs. Myra Hayes
6.	School Improvement Council Member	Mrs. Amy Thompson
7.	Read to Succeed Reading Coach	Mrs. Charlotte McNeill
8.	School Read to Succeed Literacy Leadership Team Lead	Mrs. Sarah Thurn
9.	School Read to Succeed Literacy Leadership Team Member	Mrs. Kim Brice

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

ASSURANCES FOR SCHOOL PLAN

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 *et seq*. (Supp. 2004)]

_✔_ **Academic Assistance, PreK–3**
The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

_✔_ **Academic Assistance, Grades 4–12**
The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

_✔_ **Parent Involvement**
The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.

_✔_ **Staff Development**
The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

_✔_ **Technology**
The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.

_✔_ **Innovation**
The district funds innovative activities to improve student learning and accelerate the performance of all students.

_✔_ **Collaboration**
The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

_✔_ **Developmental Screening**
The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

_✔_ **Half-Day Child Development**

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

_✔_ **Developmentally Appropriate Curriculum for PreK–3**

The district ensures that the scope and sequence of the curriculum for PreK–3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.

_✔_ **Parenting and Family Literacy**

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

_✔_ **Recruitment**

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

_✔_ **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

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INTRODUCTION

The Oakview Elementary School self-study was conducted to evaluate our strengths and weaknesses in order to develop goals and strategies for improvement. The portfolio provides our school with an ongoing means for self-assessment, communication, continuous improvement, and accountability. The staff was organized into committees to complete the self-assessment and to determine strategies for program enhancement. Parent groups, such as Oakview's PTA Board and School Improvement Council (SIC), provided input regarding the school improvement plan.

*Indicates Committee Chair

Introduction & Executive Summary	**School Profile & Mission, Vision, and Beliefs**
*Dr. Phillip Reavis** *(Principal)* K: Jennifer Phillips 1st: Dori Flynn 1st: Lauren Whigham 2nd: Laura Carey 2nd: Michelle Kelly 3rd: Lundy Camp 4th: Megan Assinesi 4th: Lynn Butler 5th: Vicki Bramer RA: Milli Hart RA: Karissa Page Challenge: Starr Boone Sped: Lindsey Godfrey Interventionist: Sharon Long	*Holly Rollison** *(Assistant Principal)* K: Katie Cody 1st: Mallory Haley 1st: Elizabeth Gilliam 2nd: Ashley Schwering 3rd: Jeff Hoeft 3rd: Mandy McCurry 4th: Laura Crumley 4th: Valerie Hesse 5th: Melissa Hoefel RA: Christine Wallace Sped: Madi Davis Speech: Ashley Sink Counselor: Kathy Taylor
Data Analysis and Needs Assessment	**Action Plan**
*Holly Rushton ** *(Instructional Coach)* K: Mary Catherine Young 1st: Catie Hanson 1st: Daniele Szynal 2nd: Crystal Stewart 3rd: Lila Putnam 3rd: Danielle Greer 4th: Liz Teeple 5th: Karen Olivier RA: Emmalee Baker RA: Jacob Scruggs Challenge: Lori Beth Satterfield Sped: Cyndy Martin Speech: Sharon Poynter Counselor: Adrianne Rabren	*Kim Brice** *(Instructional Coach)* K: McKylie Bowen 1st: Sara Miller 1st: Rachael Chow 1st: Holy Tokarczyk 2nd: Regina Taylor 3rd: Rachael Shuba 3rd: Casey Snodgrass 4th: Brittany Portwood 5th: Tommy Hilker 5th: Stephanie Williams RA: Jen Miller Sped: Catherine Agnew Sped: Jenn Roberts Interventionist: Betsy Shuler

PTA Board

President: Becky Hedlund

President Elect: Ambra McGuinn

Treasurer: Sarah Williams

Assistant Treasurer: Melissa OoStdyk

VP of Programs: Carmen Henson

VP of Programs: Brooke Hollingsworth

VP Volunteers: Lori Chisom

VP Volunteers: Brittany Wylie

VP Ways and Means: Matt Nodine

VP Ways and Means: Grace Rankin

Recording Secretary: Wendy Dewick

Corresponding Secretary: Sarita Sellner

School Improvement Council

Elected Members
Parent: Chelsey Brilliandt
Parent: Allison Carman
Parent: Laura Heineck
Parent: Molly Honeycutt
Parent: Glenda Man Warring
Parent: Kristin Lancaster Weiss
Parent: Jen Wilson
Parent: Amy Thompson

Appointed Members
Chairperson: Kristin Lancaster Weiss
Community Member: Carrie Prochaska

Ex-officio Members
Principal: Dr. Phillip Reavis
Assistant Principal: Holly Rollison
Administrative Assistant: Kelsey Mitchell
Instructional Coach: Kim Brice
Instructional Coach: Sarah Thurn
Guidance Counselor: Adriane Rabren
Guidance Counselor: Kathy Taylor

EXECUTIVE SUMMARY

Oakview Elementary School helps students develop the world class skills, life, and career characteristics detailed in the Profile of the South Carolina Graduate by providing a safe, caring and academically challenging learning environment. We embrace a "Habitat for Learning" mentality by challenging students to reach their full potential, promoting continuous professional growth for teachers and engaging our parents and school community.

Our central belief is that all children are capable of learning. We believe that by setting high expectations for our students, they will be able to achieve at their utmost potential. Not only do we emphasize academic success, but we also promote the importance of outstanding character and personal responsibility. Through the implementation of continuous and quality improvement measures we believe our students will learn valuable problem solving techniques and will be empowered to become productive citizens beyond the walls of our school.

Oakview Elementary School offers many programs and student opportunities that focus on the development of the whole child. Through our school-wide social and emotional learning program, our students learn lifelong skills such as self-control, cooperation and perseverance. The school connects students with life and career through its partnerships with community organizations and businesses. Our school partnered with outside organizations to expand our nature trail into a fitness trail with 13 outdoor stations and installed a "real-time" weather station on top of the gymnasium so live weather data can stream instantaneously into our building. In addition to partnerships like these, Oakview offers a wide variety of programs and student opportunities such as: artist-in-residence, author visits, Barrier Island field trip, bridge building and engineering, a butterfly garden, chorus, ukulele club, a climbing wall, Columbia State House and Museum field trip, student-led daily news broadcast, virtual learning experiences, Battle of the Books, archery instruction, sewing club, gifted education, Grandparents Day, STEM Fest, morning tutors, W.I.N. tutoring program, parent workshops, sculpture club, Space Day, a walking track, and much more!

NEEDS ASSESSMENT SUMMARY FOR STUDENT ACHIEVEMENT

Needs Assessment Summary for Student Achievement (2023-2024)

- 84.2% of students in grades 3-5 scored meets or exceeds in English language arts on the SC READY assessment
- 83.8% of students in grades 3-5 scored meets or exceeds in math on the SC READY assessment
- 76.6% of students in grades 4-5 scored meets or exceeds in science on the SC READY assessment

Needs Assessment Summary for Student Achievement (2022-2023)

- 87.5% of students in grades 3-5 scored meets or exceeds in English language arts on the SC READY assessment
- 82.3% of students in grades 3-5 scored meets or exceeds in math on the SC READY assessment
- 76.6% of students in grades 4-5 scored meets or exceeds in science on the SC PASS assessment

Needs Assessment Summary for Student Achievement (2021-2022)

- 77.5% of students in grades 3-5 scored meets or exceeds in English language arts on the SC READYassessment
- 76.5% of students in grades 3-5 scored meets or exceeds in math on the SC READY assessment
- 77.5% of students in grades 4-5 scored meets or exceeds in science on the SC PASS assessment

Needs Assessment Summary for Student Achievement (2020-2021)

- 76.9% of students in grades 3-5 scored meets or exceeds in English language arts on the SC Ready assessment
- 76.5% of students in grades 3-5 scored meets or exceeds in math on the SC READY assessment
- 75.8% of students in grades 4-5 scored meets or exceeds in science on the SC PASS assessment

NEEDS ASSESSMENT SUMMARY FOR TEACHER AND ADMINISTRATOR QUALITY

The faculty is structured into teams and committees in order to involve stakeholders in the decision making processes for the school. The groups and committees are as follows:

- **Administrative Team**
  - Consists of the principal, assistant principal, and administrative assistant
  - Reviews grade level minutes, information shared from the central office, reviews lesson plans, student achievement, teacher evaluations, professional development, school activities and events, etc.
  - Discusses instructional and operational issues to be addressed with grade level leaders, PTA, and SIC committee members

- **Instructional Leadership Team**
  - Consists of the principal, assistant principal, administrative assistant, instructional coaches, literacy specialist, and two school counselors.
  - Plans grade level supports and strategies. Reviews initiatives on a weekly basis in all areas, disseminates information shared from the central office and assigns tasks, reviews district initiatives, discusses coaching cycles and grade level instructional focus areas, reviews student achievement, plans professional development, discusses school activities and events, etc.

- Discusses instructional and operational issues to be addressed with grade level leaders, PTA, and SIC committee members

- **Faculty Council (Guiding Coalition)**
  - Consists of the administrative team, instructional leadership team, grade level team leaders, special education representative, two school counselors, and a related arts teacher
  - Discusses instructional and operational aspects of the school
  - Disseminates information to grade level teams
  - Serves as a teacher forum for discussion of school based instructional decisions and stakeholder feedback submitted for the overall improvement of the school

- **Grade Level PLC**
  - Consist of the team leader and grade level teachers
  - Collaborates to create effective and innovative lesson plans
  - Shares best practices
  - Reviews grade level data to plan for and make adjustments to curriculum
  - Plan formative and summative assessments to ensure measurement of state standards
  - Participates in coaching cycles for instructional improvement
  - Develops and delivers benchmark assessments to measure student learning objects for the grade level
  - Participates in professional development activities
  - Record minutes and shares with the Instructional Leadership team

- **Data Team Committees**
  - Consists of grade level teachers, special educators, instructional coaches, academic specialists within the building, and administration
  - Disaggregate data based on information generated from benchmark tests; both formative and summative assessments are reviewed
  - Identifies strengths and weakness of individual students, standards, and subject strands
  - Plans and adjusts instructional practices to meet the individual needs of students based on data
  - Creates a plan of action to identify and support struggling students using differentiated instruction

During the 2023-2024 school year, the Instructional Leadership Team (ILT) participated in professional learning communities (PLC) training about Professional Learning Communities (PLC) with Solution Tree. Implementing PLCs is a transformative endeavor that fosters collaboration, growth, and excellence among educators. By creating structured forums for teachers to engage in ongoing dialogue, reflection, and shared learning experiences, PLCs cultivate a culture of continuous improvement. Through collaborative lesson planning, data analysis, and peer observation, educators can tailor their instructional practices to meet the diverse needs of their students more effectively. PLCs also serve as a platform for nurturing leadership skills and fostering a sense of collective responsibility for student achievement. As educators collaborate to set goals, analyze student data, and implement evidence-based strategies, they not only enhance their own professional development but also strengthen the overall instructional quality of the school community, ultimately leading to improved student outcomes.

NEEDS ASSESSMENT FOR SCHOOL CLIMATE

As visitors enter our school property, they observe an attractive exterior adorned with freshly planted flowers and seasonal décor. The lobby is welcoming and comfortable. Eye-catching murals decorate the walls throughout the building and a bulletin board proudly displays the various honors and awards received by

Oakview students, teachers, and PTA. In spring 2022, canvas photographs of students in a variety of settings were added to our decor. In addition, student work is displayed throughout the building along with a special focus on students' individual writings on our "Windows of Writing" wall. Students, teachers, parents, and community members spend each day in an inviting facility where the space is ample and the environment is healthy.

Developmentally appropriate and engaging lessons are observed in classrooms. The administrative team outlines expectations regarding daily instruction according to the Greenville County Schools Instructional Protocol. Regular feedback is given to staff regarding classroom environment, knowledge base, assessment/feedback, and instructional delivery.

During the 2021-2022 school year, the administrative team in conjunction with PTA conducted a needs-assessment of our outside play structures. The team determined that the kindergarten playground warranted the most immediate need. New play structures have been added to the kindergarten playground Updates to the main playgrounds have taken place as well. There are new swings, a GaGa ball pit, and a nine square play structure. Adaptive equipment has also been added to ensure that the playground is an inviting and enjoyable experience for all. Playground equipment is inspected regularly to comply with safety codes. Students, staff, and community use the paved walking track to improve physical fitness. The school's garden areas are also undergoing improvement. Working with a local landscape company, Oakview's PTA completed a remodel of the butterfly garden. This area provides classes with an outdoor learning space. In addition, Oakview's nature trail allows students to explore nature and provide an opportunity to experience learning in an outdoor environment. The nature trail has also been expanded to include 13 outdoor fitness stations in support of health and wellness for students, employees, and the community.

Our building services staff, including a plant engineer, head custodian, and three custodians maintain our appealing building and grounds. This staff takes pride in keeping the building clean and all equipment in proper working order. Maintenance of the school grounds and landscaping are included in custodial duties. Also, survey results, suggestions from the community/employees, and custodial inspections provide us with the opportunity to make necessary modifications or improvements to our facility and grounds. Results from energy audits create an awareness of energy saving efforts. The custodial staff, as well as school personnel, immediately report any and all safety concerns that might arise. Our well maintained facility enables us to provide a safe learning environment for all students and staff.

Our school utilizes the district Crisis Response Plan as well as daily operating plans to ensure the safety and well-being of students and staff. Evacuation maps are clearly posted in each room. Fire, lockdown, lock-out, tornado, earthquake, and bus evacuation drills are held on a regular basis. Procedures are emphasized during classroom instruction on topics such as fire, bus, personal, home and playground safety. Our school has communication devices which contribute to our safe environment. For constant access the administration, custodial, and office personnel use two-way radios. A telephone is available in each room as well as a two-way intercom system with an emergency call button. Security measures are used to ensure safety in our facility on a daily basis. Beginning in the 2021-2022 school year, a school resource officer from Greenville County Police Department was assigned to all GCSD elementary schools. In addition, a zoned officer patrols the school campus on a regular basis. All exterior doors are locked and signs are located on all exterior doors directing visitors to the front entrance where they are required to sign in and out through the computer system. Safety is assured with time-stamped video cameras, fire and motion detectors, security alarms, a weather radio, and a two-way radio linked directly to security at the central office. In 2024, the school security camera system was expanded to include nearly 70 cameras inside and outside of the building. Establishing a safe, secure environment for our students and staff is our top priority. As a result of our continued efforts in the area of safety, our school has regularly received the Safe Schools Award. Beginning in the school year, 2023-2024, the

district utilized the Raptor Alert app to send a panic alarm to all staff members' phones to inform them of a potential threat. It also provides accountability of all students and staff in times of emergency.

School Awards and Accomplishments

- 2022-2025 Named to U.S. News & World Report 'Best Elementary Schools' (Ranked 25th in SC)
- 2024-2025 WYFF & Ingles Golden Apple Teacher--Mrs. Mary Catherine Young
- 2022-2023 United Way Campaign of Excellence Award
- 2022-2023 National PTA Reflections Award Winner--Tripp Duckett
- 2021-2022 Greater Greenville Master Gardeners Grant
- 2021-2022 WYFF & Ingles Golden Apple Teacher--Mrs. Valerie Hesse
- 2021-2022 GCSD Elementary Art Show Winner--5th grader Zane H.
- 2020-2021 SCPTA Outstanding Administrator of the Year--Dr. Phillip Reavis
- 2020-2021 SCPTA Outstanding Support Staff of the Year--Mrs. Joy McKinney
- 2020-2021 SCPTA Local Unit of the Year--Oakview PTA
- 2019-2020 GCSD Top 10 Teacher of the Year Finalist--Mrs. Charnley DeMerritt
- 2019-2020 GreenSchools Award
- 2018-2019 Palmetto Silver Award
- 2018-2019 WYFF & Ingles Golden Apple Teacher--Mrs. Dori Flynn
- 2018-2019 South Carolina BlueCross BlueShield Wise Grant
- 2006-2021 Safe Kids Award

School Challenges from the past three years (2022-2025)

Implementation of Professional Learning Communities: Administrators, instructional coaches, and literacy specialists will collaborate with teachers through Professional Learning Communities (PLCs) and faculty council meetings. PLC meetings will take place weekly during grade-level planning time, while faculty council meetings will be held monthly with a representative from each grade level. PLC meetings will focus on enhancing teacher clarity regarding standards, instructional resources, unit planning, effective teaching strategies, and data-driven decision-making.

<u>Action Plan for Improving the Role Technology Plays in Instruction</u>

- Our coaches will provide continuous professional development around PLC's
- Our coaches will provide feedback to teams regarding PLC structures
- Our coaches will support teachers in leveraging their data to make instructional decisions

Implementation of small group instruction: Our instructional coaches and literacy specialists provide support throughout the building for teachers. Through data analysis, planning, co-teaching, and modeling lessons, small group instruction will improve to meet the needs of all students.

<u>Action Plan for Implementing and Improving Small Group Instruction</u>

- Our leadership team will complete learning rounds to determine areas of strength and areas for improvement
- Our coaches will provide assistance in planning and implementing small group instruction
- Our coaches will provide coaching cycles
- Our coaches will help teachers disaggregate benchmark and formative assessments to plan for small group instruction
- Our teachers will participate in peer observations to observe small group instruction
- Our school will continue to provide additional materials for teachers

Implementation of phonics instruction in Kindergarten through Second Grade: Our instructional coaches provide support throughout the building in order to train teachers using the math workshop model.

Action Plan for Improving Phonics Instruction in Kindergarten through Second Grade:

- Our district will provides LETRS training for all Kindergarten through third grade teachers
- Our district will provide Reading Horizons training for teachers in kindergarten through second grade
- Our district will provide training for the Literacy Specialist and Instructional Coach to become Reading Horizons coaches
- Our school will continue to provide additional materials for teachers for implementation of reading and phonics
- Our coaches will provide coaching to assist teachers with implementation of reading and phonics with a specific focus on first year implementation in second grade
- Our coaches will model lessons in classrooms
- Our coaches will provide coaching cycles
- Our instructional leadership team will conduct instructional walk-throughs to provide constructive feedback

SCHOOL PROFILE

HISTORY

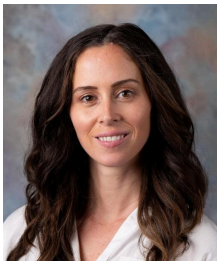
Oakview was named for the white oak tree that stands tall and proud at the entrance of the school. Two sisters, Margaret and Charlotte Greene, submitted the proposal for the school name that was chosen in a "Name the School" contest. The tree represents strength, growth and a strong foundation just as Oakview Elementary helps students to grow and develop a strong academic foundation.

Our award-winning school maintains a reputation of providing a quality education, caring faculty, and outstanding student achievement. Oakview Elementary School is one of fifty-two elementary schools included in The School District of Greenville County. Oakview is located in one of the fastest growing areas of Greenville County, the Golden Strip. Consisting of kindergarten through 5th grade, the school opened in 1995 with 752 students and now enrolls 881 students.

SCHOOL LEADERS

Dr. Phillip Reavis was named Principal of Oakview Elementary in July 2001. He holds a bachelor's degree from the University of North Carolina at Chapel Hill and a master's degree in school counseling from the University of North Carolina at Charlotte. Dr. Reavis also earned a PhD in Educational Administration from the University of South Carolina at Columbia. His previous experience includes two years as assistant principal at Oakview Elementary School, eleven years of experience as an elementary school teacher and school counselor, and he served as an administrator in private education for five years.

Holly Rollison, Assistant Principal, joined Oakview Elementary School in the fall of 2022. She earned a bachelor's degree in elementary education from Clemson University. Additionally, Mrs. Rollison obtained her masters degree in Educational Leadership and Supervision from Arkansas State University. Her previous experience includes teaching 5th and 6th grades. Mrs. Rollison has completed both GCSD's Instructional Leadership Academy and Aspiring Principal Institute.



Our Administrative Assistant Kelsey Mitchell started her career teaching in Charleston. She earned a bachelor's degree in Elementary Education from Millersville University and a master's degree in Education Administration from the University of South Carolina. Mrs. Mitchell obtained her English As a Second Language certification and has completed GCSD's LEAD (Lead. Empower. Advocate. Develop.) Academy.

PARENTAL AND COMMUNITY INVOLVEMENT/PARTNERSHIPS

Our administrators, teachers, and local community members are involved in the process of gathering data that encourages continuous improvement. Community and parent volunteers are an ever-present source of support. The School Improvement Council (SIC) and Parent Teacher Association (PTA) are composed of community members, parents, teachers, and administrators. The forums serve as a means to make decisions that will positively impact the school. Meeting dates are published and open to the public. The SIC assists with developing the school improvement plan, the school report card narrative, report to the parents, and identifying

strengths and strategies for effective school improvement. School Report Card surveys are administered to students, teachers, and parents to evaluate all aspects of the school program. Results are used to monitor communication efforts, program effectiveness, and community input.

Oakview is fortunate to have an active and involved PTA. Many resources available at Oakview are a result of PTA's activities and fundraisers. Oakview's PTA has won numerous awards over the years including Local Unit of the Year, Best Program, Top 10% in the state for membership, Parental Involvement, School of Excellence Award, the Excellence in Family and Community Involvement Award, and Excellence in Enrichment Programs Award. Two of our faculty and staff also received the Outstanding Administrator of the Year and the Support Staff Member of the Year. Our stakeholders value education as evidenced by PTA membership, SIC involvement and dedicated community volunteers.

Several mentoring programs support students academically and socially by providing one-on-one tutoring or positive role models partnerships. Mentoring programs are designed to support students' self-esteem, behavior choices, character, and academic success. Mentors spend quality time with students who need positive adult role models, support with reading, or character building. Service Learning programs utilize high school students who assist in the classroom. The Reading Tutors Program, composed of trained community members, supports students in the area of literacy.

Our school communicates effectively with all stakeholders in a timely and continuous manner. A variety of methods are used to distribute information to students, parents, and community members. The Acorn, Oakview's parent newsletter, is distributed to families every two weeks. The newsletter includes details about upcoming events, showcases student work, and information from PTA. Located at the front of the school, an electronic marquee displays upcoming activities, opportunities, and student/faculty recognition.

Modernized in 2021, our school website provides an extensive source of information for students, parents, and the community. Current school announcements, special recognitions, school newsletters, PTA and SIC information and minutes, school calendar, teacher websites, district contact information, and links to our Facebook and Instagram pages are included. Social media channels showcase students and teachers as well as communicate important event dates.

Active community involvement and strong parental support are essential to our school's mission of providing students with "strong character who are college- and career- ready, responsible citizens, and lifelong learners." Local retail stores provide financial support. Parenting workshops are presented through our school counseling department in conjunction with our school psychologist. Workshop topics include study skills, learning disabilities, social and emotional wellness, middle school registration/pathway planning, raising strong readers, internet safety, and test prep programs. We feel fortunate to work alongside a supportive community that directly benefits our school!

In conclusion, our students benefit from a nurturing environment which addresses their social and emotional needs while encouraging them to take an active part in a variety of school activities. Each year, a school-wide theme promotes cohesiveness within our school family. This theme is then woven into curricular experiences, visuals throughout the building, and school-wide events. Voted on by the staff, a "Here We Grow" motif accented the school environment this year to celebrate the growth in our students and staff.

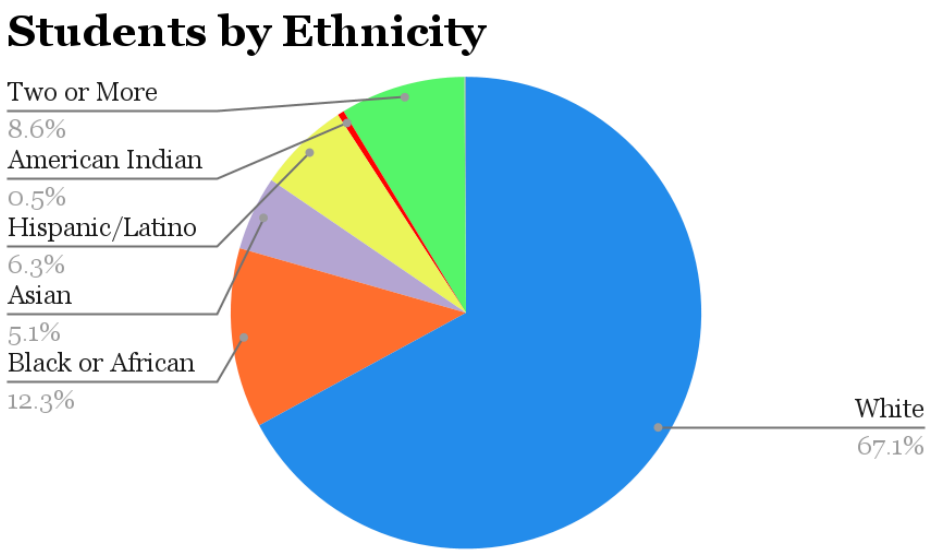
PERSONNEL DATA (2024-2025)

The administrative staff of Oakview Elementary consists of a principal, assistant principal, and administrative assistant. Oakview has 42 classrooms, including two multi-categorical self-contained rooms, one 4K classroom and one special education preschool class. Instructional support staff at Oakview includes two speech teachers,

two school counselors, 1.5 gifted education teachers, a part-time multi-language teacher, a literacy specialist, a reading interventionist, two part-time occupational therapist, and two instructional coaches. Oakview has two related arts teacher teams (art, music, and physical education). Our school also employs a media specialist and clerk as well as a non-certified STEM instructor and two non-certified computer lab managers. Three certified teachers are male while the rest are female. Fifty-three percent of certified staff have a master's degree and twenty-two percent have a master's plus 30 additional graduate hours. Three teachers have earned National Board Certification. Building level support staff consists of a secretary, attendance clerk, an office clerk, one and a half nurses, five kindergarten aides, one 4K aide, six special education aides, a plant engineer, head custodian, five custodial employees, eight food service staff members, and ten extended day program employees. Out of the 108 total faculty and staff, 93% identify as Caucasian, 3% as African-American, 4% as either Hispanic, Asian, or multi-racial. Our certified staff has many years of experience. 33% of teachers have taught 0-9 years, 45% of teachers have taught 10-21 years, and 22% have taught 22 plus years. Oakview recognizes the need to employ a diverse, qualified staff and is working closely with the district recruiting department to identify candidates of diversity. Candidates of diversity are being considered for all open positions.

POPULATION DATA (2024-2025)

During the 2024-2025 school year, Oakview maintained an enrollment of over 800 students. As of publication, the total enrollment was 884 students. Oakview's student body is composed of 67.1% Caucasian, 12.3% African American, and 5.1% Asian students. In addition, 6.3% of the population is Hispanic/Latino, while 8.6% identify as two or more races. Finally, 0.5% of students are American Indian or Native Hawaiian. Oakview has 469 male students and 415 female students.

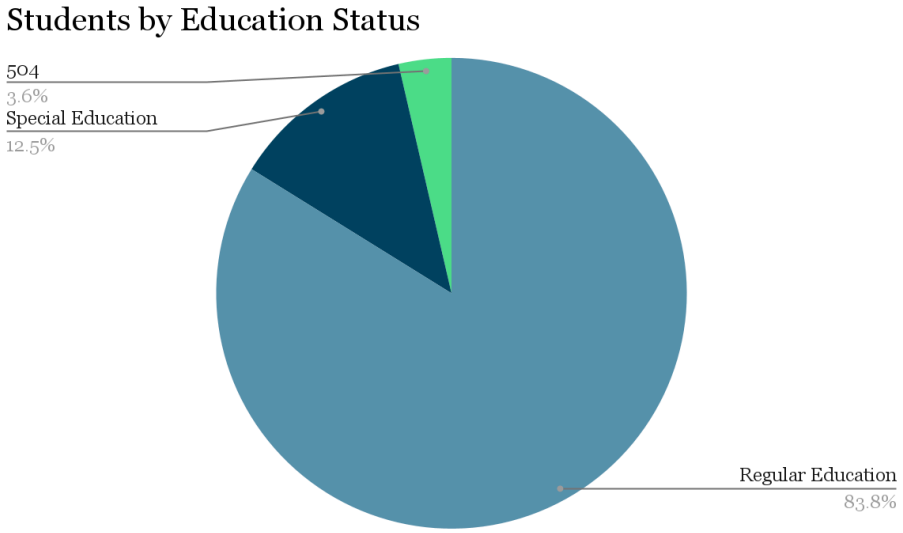


Attendance at Oakview has consistently been high. Our current attendance rate is 95.8% while the 2023-2024 year was 95.5%. The retention rate for the 2023-2024 school year was 0.22% which is a decrease from the 2022-2023 school year of 0.11%. Retentions for the 2024-2025 school year have not yet been determined.

Attendance Rate		
2021-2022	2022-2023	2023-2024
92.4%	95.05%	95.5%

Multi-Language Learners
Oakview has students who represent 11 countries around the world. We are proud to have multi-language learners who represent 10 different languages. During the 2024-2025 school year, 47 Oakview students were identified as multi-language students.

Special Education
Oakview follows all state and federal laws, including the Individuals with Disabilities Education Act (IDEA), regarding our students with disabilities. Currently, Oakview has 32 students with a 504 plan and 111 students with an Individual Education Plan, or IEP. Of the students with a 504, 28 have no primary disability, one is categorized as a developmental delay, and 3 others with a speech and language impairment.



Pupils in Poverty
The SC Department of Education identifies Pupils in Poverty based on the following indicators: participation in Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), Medicaid, Foster, Migrant, and Homelessness. During the 2024-2025 school year, 28.1% of Oakview students were considered Pupils in Poverty. This percentage represents a 2% decrease from the 2022-2023 school year.

Gifted and Talented
Greenville County Schools provides a program called 'Challenge' for state identified Gifted and Talented students, beginning in the third grade. Students must meet state criteria before being placed in the program. Identification is made using multiple criteria. In the 2024-2025 school year, 189 Oakview students or 43% of 3rd through 5th graders participated in the Challenge program.

ACADEMIC AND BEHAVIORAL FEATURES/PROGRAMS/INITIATIVES

-Balanced Literacy Instruction with a Focus on Phonics

A Balanced Literacy Model is used to provide instruction in reading and writing through the components of: small group reading, independent reading, reading conferences, independent literacy work, independent writing, and writing conferences. In addition to these components, students are exposed to targeted language and word study instruction through interactive read-aloud, shared reading, phonics and word study, community writing, and handwriting. Approximately two hours of instruction is allocated to the Balanced Literacy model each day. An extensive collection of literacy resources and materials are used to support the curriculum and the development of strategic readers. Teachers benchmark students using Amira in the fall to determine their ARM (Amira Reading Mastery) score. Groups are then formed to provide small group reading instruction focused on each student's specific needs. Students are encouraged to select books within their range.

The school has worked to build a strong home-school connection to support literacy instruction. The school's literacy specialist and reading interventionist delivered a "Parent Reading Workshop". During the workshop, families received specific and targeted strategies for improving reading and writing achievement at home which is supplemental to Oakview's strong classroom literacy instruction.

Professional development focuses on tailored support of district and state initiatives. Beginning in the 2024-2025 school year, Oakview will participate in LETRS training for all K5 through 3rd grade teachers as well as all administrators, special educators, and coaches. Kindergarten and first grade teachers will also complete Reading Horizons training. Reading Horizons's foundational reading program provides a structured approach to explicit phonics instruction.

-Extracurricular Clubs

Oakview's teachers sponsor various before- and after-school clubs including:

- Archery Club
- Art-Tastic
- Art Explorers
- B.U.I.L.D. and G.R.E.A.T. Running Clubs
- Chorus
- Drama Club
- Morning Tutors
- O.N.N.--Owl News Network
- Safety Patrols
- SEW What Club
- Super Sculptures
- Battle of the Books
- Ukulele Club
- Best Buddies

-On-Track

OnTrack, another intervention component, is a data-inquiry process where school staff track the well-being of students using the Early Warning Indicators. This system analyzes three student factors: attendance, behavior, and grades. The team then determines how to support student success in the most effective way. During an On Track meeting, staff members use qualitative and quantitative data to make decisions for the well-being of the student. The team identifies Tier 1, Tier 2 and Tier 3 levels of support, as well as the intervention manager. The intervention manager then finds resources and support for the student.

An assistant principal serves as the OnTrack Team Coordinator and works alongside the literacy specialist and reading interventionist to provide intervention strategies for the classroom teacher to use in helping students who are struggling. These strategies may include changes in teaching methods, consultation with community resources, or additional assessments. Interventions may increase student performance and the effectiveness of the interventions is based on data collected.

-Character and Resilience Education

Character and Resilience Education is a priority at Oakview and components are promoted daily throughout our building. Our areas of emphasis are Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. The skills taught through the classroom lessons are also connected to post high school education and careers. Having a common language throughout the school helps to create a positive and consistent school environment.

The school counseling department sponsors and assists with different activities and programs, such as "Fill-a-Backpack" - a program that helps gather school supplies for students, and "Backpack Blessings" - a program that gives children food to take home for the weekends.

-S.T.E.M. Lab

The school's STEM Lab extends classroom instruction through weekly lessons for fourth and fifth grade students. STEM Lab instruction focuses on integrating and enriching grade level standards and engineering processes through inquiry based instruction and STEM projects. Teamwork and collaboration are developed through real-world, career-based problem solving activities. Examples include, fifth graders designing and creating paper roller coasters, fourth grade students exploring the environment by creating and using student-designed solar ovens, and third graders designing solutions to erosion and landslide problems. Students' understanding of science concepts are further developed through activities in the award-winning butterfly garden, nature trail, and new vegetable garden. Classroom teachers also use these environments to further extend their yearly environmental units beyond the kits and textbooks.

-Learning Lab

The Learning Lab is a before school tutorial program offered to K-5th grade students who score below grade-level on benchmark assessments, have a D or F in either reading or math, or are recommended by a teacher. Multi-language learners also have the opportunity to attend Learning Lab and utilize Lexia. Lexia's online software complements the in-person lessons students receive during the day. The adaptive program supports English language acquisition.

Mission, Vision, and Beliefs

Mission

The mission of Oakview Elementary School, in cooperation with our students' homes and the community, is to prepare students with strong character who are college and career ready, responsible citizens, and lifelong learners by:

Opening opportunities for all students,
Accepting individual differences,
Keeping our focus on math, reading, and writing,
Varying teaching techniques,
Identifying and addressing each student's strengths/weaknesses, and
Engaging students in meaningful learning activities while
Working collaboratively as a team.

Vision

We envision a school:

- With adequate funding to support the curriculum and instructional needs
- With a positive learning environment that inspires students to achieve to their fullest potential and become productive citizens
- That produces students who think critically, solve problems, reason, and get along with others
- Where students are active participants in a comprehensive academic program
- Where students are provided opportunities to experience and develop skills for technology
- Where collaborative support and communication between home, school, and community is essential for an effective educational program
- With an appreciation and awareness of cultural and ethnic diversity

Beliefs

The following are statements of fundamental truths which form the foundation of Oakview Elementary School's educational system.

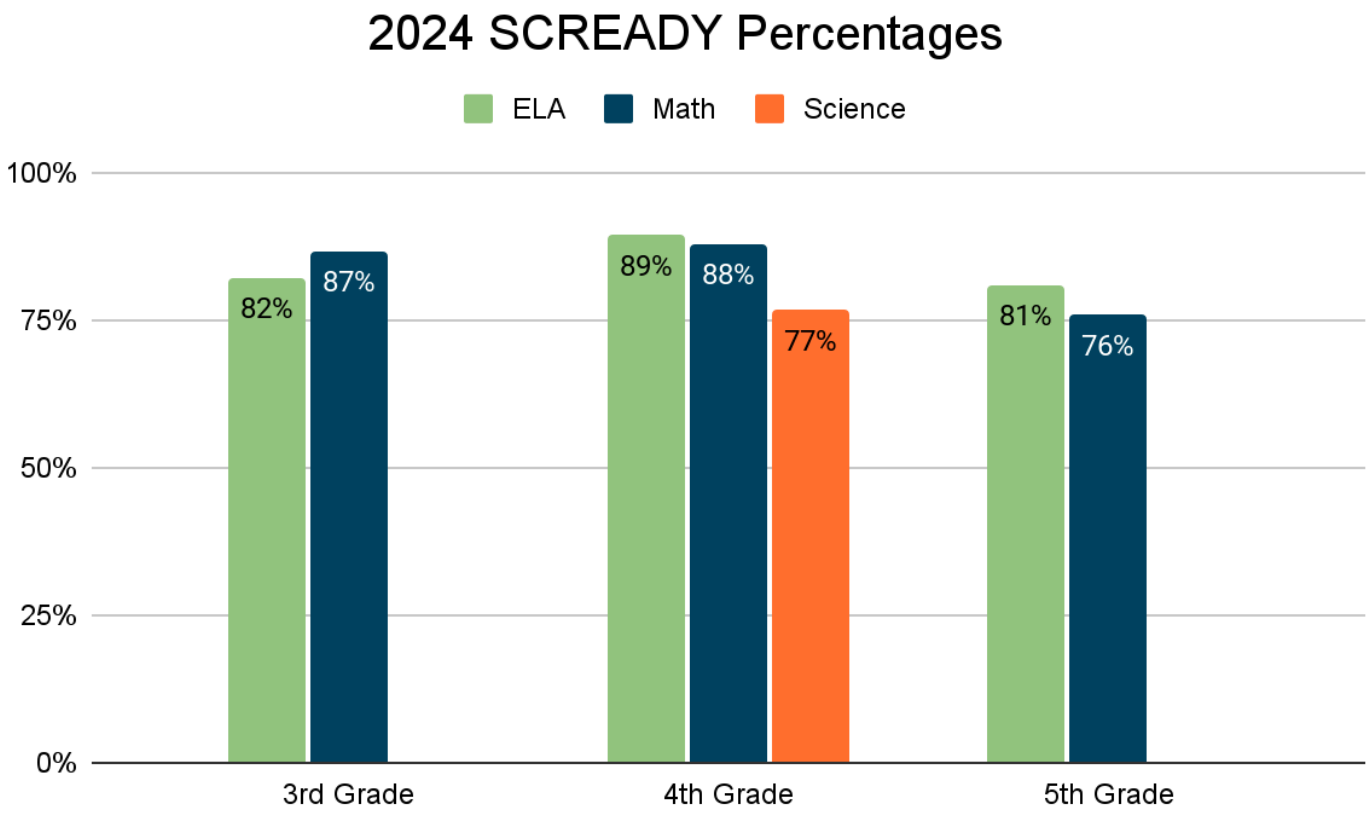
We believe:

- Children learn best in a safe, healthy, and nurturing environment that creates students who are empathetic, respectful, resilient, and act with integrity.
- All students are capable of learning and have the right to the same educational opportunities that evolve and change to reflect the world around them.
- Children will learn to communicate and collaborate effectively, solve problems competently, think critically and creatively, and act responsibly.
- Children will be engaged in a variety of differentiated instructional strategies and experiences for active participation in the learning process.
- Children deserve a highly competent faculty and staff that will develop a culture to meet the needs of students socially, emotionally, and academically.
- Education is a shared responsibility involving students, parents, the school, the community, and the school district.

Data Analysis and Needs Assessment

Student Achievement Needs Assessment

South Carolina College and Career Ready Assessment (SCReady) Grades 3-5 ELA and Math
South Carolina College and Career Ready Assessment (SCReady) Grades 4 Science
*The most current data has been reported; No data for the 2019-2020 school year is reported due to state-wide school closures



Oakview Elementary SC School Report Card 2023-2024

Oakview Elementary Comparison Data: SCReady ELA, Math, and Science 2023-2024

English Language Arts									
	Third Grade			Fourth Grade			Fifth Grade		
	Oakview	Greenville	SC	Oakview	Greenville	SC	Oakview	Greenville	SC
% Does Not Meet	7.6%	22.7%	26.4%	3.4%	21%	23.8%	8%	17.6%	20.4%
% Approaches	10.1%	15.6%	19.8%	5.4%	14.5%	19%	11%	19%	24%
% Meets	19%	20.6%	21.8%	16.1%	21.5%	25%	16.8%	24.1%	26.3%
% Exceeds	63.3%	41.1%	32%	73.2%	43%	32.2%	64.2%	39.3%	29.4%

Math									
	Third Grade			Fourth Grade			Fifth Grade		
	Oakview	Greenville	SC	Oakview	Greenville	SC	Oakview	Greenville	SC
% Does Not Meet	5.7%	17.5%	24%	7.4%	19.3%	26%	8%	16.6%	22.1%
% Approaches	7.6%	17.5%	21.4%	4.7%	19.7%	23%	16.1%	26%	32.1%
% Meets	28.5%	26.9%	27.3%	24.2%	24.4%	24.4%	22.6%	23.3%	22.3%
% Exceeds	58.2%	38.1%	27.2%	63.8%	36.6%	26.6%	53.3%	34.1%	23.5%

Science (Fourth Grade Only for 2022-2023) *Scores not reported due to new standards*			
	Oakview	Greenville	SC
% Does Not Meet	12.4%	21.6%	31%
% Approaches	10.9%	18.3%	22.5%
% Meets	27%	27.4%	26.6%
% Exceeds	49.6%	21.4%	20%

Oakview Elementary Professional Development Calendar
2024-2025

Focus Areas:
LETRS K-3
Reading Horizons K-1
Small Group Instruction/Formative Assessments in Math
Professional Learning Communities

Date	Topic	Location	Audience	Time	Credits
July					
July	Grade Level Planning Days	Oakview Elementary	K-5 Grade Level Teams	8:00-3:00	7
7-10-24	Reading Horizons	JL Mann	1st Grade Teachers	8:30-3:30	7
7-11-24	LETRS-Unit 1	Oakview Media Center	K-3, Admin, IC's, Literacy Specialist, Interventionist, SPED	8:30-3:30	30
7-30-24	Reading Horizons	Enoree Career Center	Kindergarten Teachers	8:30-3:30	7
7-31-24	Faculty Council Retreat	Cook's Station	Grade level chairs, guidance, IC's, literary specialist, admin	10:00-2:00	4
August					
8-1-24	HMH Unit 1 Overview - District PD	Zoom	K5, 2nd, 4th 1st, 3rd, 5th	12:30-1:30 1:45-2:45	1
8-5-24	AMIRA Overview and Benchmarking - District PD	Zoom	K5-5th	Various times	1
8-6-24	LETRS-Unit 2	Oakview Media Center	K-3, Admin, IC's, Literacy Specialist, Interventionist, SPED	8:30-3:30	30
Week of 8/26/24	PLC Collaborative Team Meetings	Coaches' Corner	K-5th, Admin, IC's, Literacy Specialist	Grade Level Planning	1
8-28-24	OnTrack/504/IEP Overview	Oakview Media Center	K-5	3:00-4:00	1

September					
9-5-24	Faculty Council	Coaches' Corner	Grade Level Chairs, Admin, Literacy Specialist, IC's, Counselors	2:45-3:45	1
9-19-24	PLC Collaborative Team Meetings	Coaches' Corner	K-5th, Admin, IC's, Literacy Specialist	Grade Level Planning	1
9-16-24	PLC Collaborative Team Meetings	Coaches' Corner	K-5th, Admin, IC's, Literacy Specialist	Grade Level Planning	1
9-23-24	PLC Collaborative Team Meetings	Coaches' Corner	K-5th, Admin, IC's, Literacy Specialist	Grade Level Planning	1
9-30-24	Unit Planning for K5 & 3rd	Coaches' Corner	Kindergarten and 3rd Grade teachers, IC's, Literacy Specialist	8:00-11:00 (K5) 11:00-2:00 (3rd)	3
October					
10-1-24	Unit Planning for 1st & 4th	Coaches' Corner	1st and 4th Grade teachers, IC's, Literacy Specialist	8:00-11:00 (1st) 11:00-2:00 (4th)	3
10-2-24	Unit Planning for 2nd & 5th	Coaches' Corner	2nd and 5th Grade teachers, IC's, Literacy Specialist	8:00-11:00 (2nd) 11:00-2:00 (5th)	3
10-21-24	PLC Collaborative Team Meetings	Coaches' Corner	K-5th, Admin, IC's, Literacy Specialist	Grade Level Planning	1
10-28-24	PLC Collaborative Team Meetings	Coaches' Corner	K-5th, Admin, IC's, Literacy Specialist	Grade Level Planning	1
November					
11-4-24	LETRS-Unit 3	Oakview Media Center	K-3, Admin, IC's, Literacy Specialist, Interventionist, SPED	8:30-3:30	30
11-7-24	Faculty Council	Coaches' Corner	Grade Level Chairs, Admin, Literacy Specialist, IC's, Counselors	2:45-3:45	1
11-11-24	PLC Collaborative	Coaches' Corner	K-5th, Admin,	Grade Level	1

	Team Meetings		IC's, Literacy Specialist	Planning	
11-18-24	PLC Collaborative Team Meetings	Coaches' Corner	K-5th, Admin, IC's, Literacy Specialist	Grade Level Planning	1
December					
12-2-24	Unit Planning for K5 & 3rd	Coaches' Corner	Kindergarten and 3rd Grade teachers, IC's, Literacy Specialist	8:00-11:00 (K5) 11:00-2:00 (3rd)	3
12-3-24	Unit Planning for 1st & 4th	Coaches' Corner	1st and 4th Grade teachers, IC's, Literacy Specialist	8:00-11:00 (1st) 11:00-2:00 (4th)	3
12-4-24	Unit Planning for 2nd & 5th	Coaches' Corner	2nd and 5th Grade teachers, IC's, Literacy Specialist	8:00-11:00 (2nd) 11:00-2:00 (5th)	3
12-5-24	Faculty Council	Coaches' Corner	Grade Level Chairs, Admin, Literacy Specialist, IC's, Counselors	2:45-3:45	1
12-9-24	PLC Collaborative Team Meetings	Coaches' Corner	K-5th, Admin, IC's, Literacy Specialist	Grade Level Planning	1
January					
1-6-25	LETRS-Unit 4	Oakview Media Center	K-3, Admin, IC's, Literacy Specialist, Interventionist, SPED	8:30-3:30	30
1-9-25	Faculty Council	Coaches' Corner	Grade Level Chairs, Admin, Literacy Specialist, IC's, Counselors	2:45-3:45	1
1-13-25	PLC Collaborative Team Meetings	Coaches' Corner	K-5th, Admin, IC's, Literacy Specialist	Grade Level Planning	1
1-20-25	PLC Collaborative Team Meetings	Coaches' Corner	K-5th, Admin, IC's, Literacy Specialist	Grade Level Planning	1
1-27-25	PLC Collaborative Team Meetings	Coaches' Corner	K-5th, Admin, IC's, Literacy Specialist	Grade Level Planning	1

1-29-25	ACES	Coaches' Corner	Specified Staff	2:45-4:00	1
February					
2-3-25	PLC Collaborative Team Meetings	Coaches' Corner	K-5th, Admin, IC's, Literacy Specialist	Grade Level Planning	1
2-6-25	Faculty Council	Coaches' Corner	Grade Level Chairs, Admin, Literacy Specialist, IC's, Counselors	2:45-3:45	1
2-10-25	PLC Collaborative Team Meetings	Coaches' Corner	K-5th, Admin, IC's, Literacy Specialist	Grade Level Planning	1
2-19-25	TIPs	Coaches' Corner	Specified Staff	2:45-4:00	1
2-24-25	PLC Collaborative Team Meetings	Coaches' Corner	K-5th, Admin, IC's, Literacy Specialist	Grade Level Planning	1
2-28-25	What's New in Google	Online	Optional for teachers	Virtual	1
March					
3-3-25	Unit Planning for K5 & 3rd	Coaches' Corner	Kindergarten and 3rd Grade teachers, IC's, Literacy Specialist	8:00-11:00 (K5) 11:00-2:00 (3rd)	3
3-4-25	Unit Planning for 1st & 4th	Coaches' Corner	1st and 4th Grade teachers, IC's, Literacy Specialist	8:00-11:00 (1st) 11:00-2:00 (4th)	3
3-5-25	Unit Planning for 2nd & 5th	Coaches' Corner	2nd and 5th Grade teachers, IC's, Literacy Specialist	8:00-11:00 (2nd) 11:00-2:00 (5th)	3
3-6-25	Faculty Council	Coaches' Corner	Grade Level Chairs, Admin, Literacy Specialist, IC's, Counselors	2:45-3:45	1
3-10-25	PLC Collaborative Team Meetings	Coaches' Corner	K-5th, Admin, IC's, Literacy Specialist	Grade Level Planning	1
3-24-25	PLC Collaborative Team Meetings	Coaches' Corner	K-5th, Admin, IC's, Literacy Specialist	Grade Level Planning	1
3-31-25	PLC Collaborative	Coaches' Corner	K-5th, Admin,	Grade Level	1

	Team Meetings		IC's, Literacy Specialist	Planning	
April					
4-3-25	Faculty Council	Coaches' Corner	Grade Level Chairs, Admin, Literacy Specialist, IC's, Counselors	2:45-3:45	1
4-7-25	PLC Collaborative Team Meetings	Coaches' Corner	K-5th, Admin, IC's, Literacy Specialist	Grade Level Planning	1
4-9-25	New Math Standards Vertical Alignment	Media Center	Teachers, IC's, Literacy Specialist, Admin	2:45-3:45	1
4-14-25	PLC Collaborative Team Meetings	Coaches' Corner	K-5th, Admin, IC's, Literacy Specialist	Grade Level Planning	1
May					
5-1-25	Faculty Council	Coaches' Corner	Grade Level Chairs, Admin, Literacy Specialist, IC's, Counselors	2:45-3:45	1

School Climate Needs Assessment

Student Behavior: At the time of report date, 69 students out of 886 received one or more referrals. 24 received two or more referrals. The percent of students with at least one referral receiving two or more is 34.78%.

Attendance, absenteeism, and truancy:

- Attendance rate: 95.86% as of the 127th day of school
- Absenteeism rate: 7.08%
- Truancy: 3.7% of students have 10 or more absences which is considered truant.

Parent/teacher conferences: 100% of parents are invited to attend fall and spring conferences.

Volunteer hours: 8,339 hours as of March 2, 2025

Backpack accounts/log-ins: Of the 883 enrolled students, 825 (93.43%) have Backpack contacts. As of publication date, 537 of the total 883 enrolled students (60.82%) have at least one Backpack for Parents' account holder signing in to monitor their student's progress at least twice a year (data tracking started 1/10/24).

SCDE School Report Card Survey Data
2024-2025
SAFETY

School Safety-Parent Input: Parents		School Safety-Teacher Input: Teachers	
Number of Surveys Returned	**Parents 33**	**Number of Surveys Returned**	**Teachers 60**
"My child feels safe at school."	100%	"I feel safe at my school before and after hours."	100%
"My child's teachers and school staff prevent or stop bullying at school."	100%	"The rules for behavior are enforced at my school."	93.3%

RESULTS OF TEACHER, STUDENT, AND PARENT OPINION SURVEYS

School Safety-Teacher Input: Students			
Number of Surveys Returned	**Teachers 60**	**Students 399**	**Parents 33**
Percent satisfied with the learning environment	96.7%	89.4%	100%
Percent satisfied with social and physical environment	100%	93.1%	100%
Percent satisfied with school-home relations	100%	94.5%	96.3%

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 81% in 2022-23 to 87% in 2028-29.
Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 1% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (ES)	83%	84%	85%	86%	87%
	81.0%	83.8%	Actual (ES)					
	59.9%	61.2%	Actual (District)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Utilize Power Standards identified by the district.	2024-2029	Teachers			*C=Continue*
2. Utilize GCS Curriculum Maps that include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	Teachers			*C=Continue*
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	Instructional Coaches Teachers			*C=Continue*
4. Utilize small group instruction to meet the needs of all students.	2024-2029	Teachers			*C=Continue*
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	Administration Instructional Coach			*C=Continue*
6. Track trend data on teacher observations in the district observation tool, Mosaic, to plan for professional learning and individualized coaching.	2024-2029	Administration Instructional Coaches			*C=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	2024-2029	Administration Instructional/Literacy Coaches			*C=Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
and skills and ensure high expectations for all students.					
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	☐Instructional Coaches			*C=Continue*
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	☐Administration ☐Instructional Coaches ☐Teachers ☐Faculty Council/Guiding Coalition			*C=Continue*
4. Foster a collaborative relationship between schools and parents.	2024-2029	☐Administration ☐Instructional Coaches ☐Guidance Counselors ☐Teachers			*C=Continue*
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	☐Instructional Coaches ☐Teachers			*C=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 maintain at 86% from 2022-23 to 86% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will maintain at 86% 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)	86%	86%	86%	86%	86%
	86%	84.2%	Actual (ES)					
	64.2%	63.2%	Actual (District)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
assessments and classroom observations.					
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.	2024-2029	☐Teachers ☐Interventionists			*C=Continue*
5. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework.	2024-2029	☐Teachers ☐Instructional Coaches			*C=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	☐Teachers			*C=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	☐Teachers			*C=Continue*
3. Provide support for implementing data driven reflective conversations to improve teaching practice (school and individual data).	2024-2029	☐Administration ☐Instructional Coaches ☐Literacy Specialist			*C=Continue*
4. Progress Monitor intervention outcomes to determine the	2024-2029	☐Interventionists ☐OnTrack Team ☐Teachers			*C=Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
most effective strategies for increasing student success.					
5. Implement a range of assessment methods that measure student understanding.	2024-2029	☐Instructional Coaches ☐Interventionists ☐Teachers			*C=Continue*
6. Ensure vertical articulation of grade level content and practices.	2024-2029	☐Instructional Coaches ☐Literacy Specialist ☐Teachers			*C=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 ☐Literacy Specialist			*C=Continue*
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 ☐Literacy Specialist ☐Teachers			*C=Continue*
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	☐Teachers			*C=Continue*
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	☐Teachers			*C=Continue*
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	☐Instructional Coaches ☐Literacy Specialist ☐Teachers			*C=Continue*
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional	2024-2029	☐Administration ☐Instructional Coaches ☐Literacy Specialist			*C=Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
rounds, and classroom observations.					
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	☐Administration ☐Instructional Coaches ☐Literacy Specialist			*C=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	☐Administration ☐Instructional Coaches ☐Literacy Specialist			*C=Continue*
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	☐Administration ☐Instructional Coaches			*C=Continue*
3. Build capacity for consistent implementation of the GCS ELA Instructional Framework.	2024-2029	☐Instructional Coaches ☐Literacy Specialist			*C=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 ☐Literacy Specialist ☐Teachers			*C=Continue*
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	☐Instructional Coaches			*C=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	☐Administration ☐Guidance Counselors			*C=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	☐Administration			*C=Continue*
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	Guidance Counselors			*C=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)	4.5%	4.0%	3.5%	3.0%	2.5%
	60%	4.5%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Monitor teacher job satisfaction through the annual Upbeat Survey.					
1. Provide monthly staff morale days.	2024-2029	☐ Instructional Leadership Team			*C=Continue*
2. Assist teachers with instructional and behavioral support.	2024-2029	☐ Instructional Leadership Team ☐ School Psychologist			*C=Continue*
3. Seek teacher input on professional development activities.	2024-2029	☐ Instructional Leadership Team			*C=Continue*
4. Spotlight teachers in-person and on social media.	2024-2029	☐ Instructional Leadership Team			*C=Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
5. Seek teacher input through faculty council.	2024-2029	Instructional Leadership Team			*C=Continue*
6. Provide meetings to new to Oakview teachers.	2024-2029	Instructional Leadership Team			*C=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)	51.57%	49.57%	47.57%	45.57%	43.57%
	53.57%	34.8%	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			*C=Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	☐Administration ☐Teachers			*C=Continue*
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			*C=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 Psychologist ☐Guidance Counselors			*C=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	☐OnTrack Team Members			*C=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	☐Guidance Counselors ☐Teachers			*C=Continue*
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	☐Administration ☐Teachers			*C=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 ☐Guidance Counselors			*C=Continue*
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	☐Administration ☐Guidance Counselors ☐Teachers			*C=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			*C=Continue*
2. Increase leadership opportunities within the school during the school day.	2024-2029	☐Administration			*C=Continue*
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	☐Administration ☐PTA?			*C=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 ☐Teachers			*C=Continue*
2. Identify and address the underlying need communicated in incidents of	2024-2029	☐Administration ☐Guidance Counselors			*C=Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.					
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	☐Teachers			*C=Continue*
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	☐Guidance Counselors ☐Teachers			*C=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 ☐Guidance Counselors ☐School Psychologist			*C=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)	6.98%	6.88%	6.78%	6.68%	6.58%
	7.08%	6.98%	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	☐Administration ☐Attendance Clerk			*C=Continue*
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	☐Administration ☐Attendance Clerk			*C=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	2024-2029	☐Administration ☐Attendance Clerk			*C=Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
individual Attendance Intervention Plans.					
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	District Personnel			*C=Continue*
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	Administration Guidance Counselors Attendance Clerk			*C=Continue*
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	Administration Guidance Counselors			*C=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	Administration Attendance Clerk			*C=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
Number of Visitors and Volunteers in Raptor System			Projected (District)	317,534	327,060	336,872	346,978	357,387
		308,285	Actual (District)					
			Projected (School)	6,750	6,952	7,160	7,374	7,595
		6,554	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	☐Administration			*C=Continue*
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	☐Administration			*C=Continue*
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	☐Administration			*C=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.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	☐Administration ☐PTA			*C=Continue*
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	☐Administration			*C=Continue*
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	☐Administration ☐Guidance Counselors ☐Teachers			*C=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	☐Administration			*C=Continue*
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	☐Administration			*C=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	☐Administration			*C=Continue*