

# Monaview Elementary School Portfolio



**Sharon Dowell, Principal  
Greenville County School District  
Mr. W. Burke Royster, Superintendent**

**Scope of Action Plan (2013-2014 through 2017-2018)**

**March 27, 2015**  
**SCHOOL RENEWAL PLAN COVER PAGE**

**SCHOOL:** Monaview Elementary

**SCHOOL DISTRICT:** Greenville County Schools

**SCHOOL RENEWAL PLAN FOR YEARS:** 2013-14 through 2017-18 (*five years*)

**SCHOOL RENEWAL ANNUAL UPDATE FOR:** 2015-16 (*one year*)

**Assurances**

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

**CHAIRPERSON, BOARD OF TRUSTEES**

Mrs. Lisa Wells		March 27, 2015
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SUPERINTENDENT**

Mr. W. Burke Royster		March 27, 2015
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Mindy Brown		March 27, 2015
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**PRINCIPAL**

Sharon Dowell		March 27, 2015
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SCHOOL ADDRESS:** 10 Monaview Street  
Greenville, South Carolina 29617

**SCHOOL'S TELEPHONE:** (864) 355-4300

**PRINCIPAL'S E-MAIL ADDRESS:** sdowell@greenville.k12.sc.us

## STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

### POSITION

### NAME

- |   |               |
|---|---------------|
| 1. PRINCIPAL:   | Sharon Dowell |
| 2. TEACHER:   | Jody Reed     |
| 3. PARENT/GUARDIAN:   | Mary Smith    |
| 4. COMMUNITY MEMBER:  | Ashley Rich   |
| 5. SCHOOL IMPROVEMENT COUNCIL:  | Mindy Brown   |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) |               |

### POSITION

### NAME

Classroom Teachers	All
Instructional Coaches	Sara Awtrey and Casey Woods
Administrative Assistant	Kara Holley
Title I Facilitator	Shannon Land
Clemson University	Seal Wilson

**\*REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

## ASSURANCES FOR SCHOOL PLAN

### Act 135 Assurances

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

**X** **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).

**X** **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).

**X** **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent 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.

**X** **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*.

**X** **Technology**

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

**X** **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 no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, 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.

- X**     **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).
- X**     **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.
- X**     **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, although they may be housed at locations with other grade levels or completely separate from schools.
- X**     **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.
- X**     **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 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-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process 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, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.
- X**     **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**  
The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities

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# Introduction

Monaview Elementary is a Title I school in the Greenville County School System. All stakeholders have a voice in the strategic planning process through surveys, SIC/Title I Planning Meetings, Lunch and Learns, feedback forms, PTA meetings, faculty council, e-mails, face-to-face meetings, and a Portfolio Review Process Faculty Meeting. Stakeholders' responsibilities included five teams of teachers, support staff, parents, and community members. Grade level teams and support teachers meet on a weekly basis to discuss the needs of the students and develop strategies to reach their academic success. Instructional coaches and/or District Title I Academic Specialists for Math and ELA meet with the teachers throughout each month to ensure that we are all focused on Monaview's long term goals and vision for our school. Along with individual grade level meetings, the staff participates in scheduled faculty meetings on the 2<sup>nd</sup> and 3<sup>rd</sup> Wednesdays of the month, along with serving on one or more committees, which meet on the 4<sup>th</sup> Wednesday of each month. Monaview's staff academic vertical teams also meet quarterly to discuss and collaborate on standards, student needs, and assessment of student data. Each grade level team, related arts, special education and support staff have a representative that serves on the faculty council for the school, which meets on the first Wednesday of the month. This body assists with decision making regarding school scheduling, student activities, and instructional decision making. Furthermore, the administrative team and instructional coaches, along with input from faculty and staff, develop the school's professional development calendar.

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 principal, Sharon Dowell, 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 data changes our instructional approach to various students throughout the forums listed above. Some strategies have been continued, amended or added as documented later in the portfolio. These changes are made as needed to best meet the needs of all of our students.

# **Executive Summary**

## **Needs Assessment for Student Achievement Summary**

Each area of Monaview's action plan is based on needs assessments obtained through surveys completed by our stakeholders and various forms of input. Our findings and next steps are bulleted below each action plan area.

### **Reading**

- We will continue to increase our growth in ELA by continued training and implementation in the Fountas and Pinnell Balanced Literacy Approach. Teachers will track and turn in monthly progress reports to their respective grade level instructional coach. Also, formal benchmarking in September and May of each school year will continue to be a form of data that will be used to guide instruction in the area of reading along with formative data gathered throughout the year.
- Kindergarten through third grade teachers will continue to use Fountas and Pinnell's Balanced Literacy Word Study Continuum and mini-lessons to appropriately teach phonics and word study.
- The joy of reading will continue to be celebrated through the Reading Buddy program, "Classroom Buddies." Intermediate classes are partnered with primary classes. The students form reading partnerships where they build reading fluency, comprehension, confidence, and most of all, a joy for reading.
- The school purchased RAZ-Kids, Reading A-Z, and Vocabulary A-Z for every teacher and classroom, K5 to fifth grade. RAZ-Kids is an online program with leveled e-books. Students are able to work at their own pace through leveled books. Each book is listened to, read, and followed by a comprehension quiz. Teachers are able to track performance data and create reports.
- Public Education Partners (PEP) has purchased a range of 12-15 books for each student in our school for the past 4 years to help build home libraries and increase reading achievement. The partnership will continue this year. Students will choose more books to add to their home libraries.



- There will continue to be professional development in the areas of building reading comprehension, increasing fluency, and balanced literacy (guided reading, shared reading, interactive read aloud, mini-lessons, independent reading, and literacy circles).
- Our Title I ELA Academic Specialist and instructional coaches will be providing professional development and support in all areas of the Balanced Literacy Framework and the new South Carolina Standards for 2015-2016.
- Technology will be integrated to increase student engagement and vary strategies to bolster student achievement. Kelly Smith, a Title One Instructional Technology Facilitator, has been instrumental in working with teachers in their classrooms on Thursday of each week to raise the rigor of academic lessons. Teachers sign up with her to assist during class time or plan a lesson during their planning period. Some examples of technology enhanced lessons in reading are story-telling and reading response activities with the program, ChatterPix Kids. Also, students are reading selections using apps on Window Tablets and iPads during literacy stations. Miss Smith also presented Google technology workshops during faculty meeting during the school year.
- Reading intervention is provided in kindergarten through fifth grade. Students are given supplemental reading instruction that complements the core instruction for at least thirty minutes daily.
- Family Literacy Night was held in February. The program started with a video showing students sharing their favorite book. Parents and students were provided refreshments. The program shared how parents can get reading material for their children all year round. School reading incentive programs were shared. Informational booths were set up in the lobby. At the end, each child got to pick out books to take home to keep. Family Literacy Night will be held during the next school year to continue to develop a partnership between home and school.

## **Writing**

- A Vertical Writing Team will continue to meet quarterly to discuss writing strategies, plans, and goals.
- We will work with district consultants, classroom teachers, and other resources as needed to align instruction and new South Carolina State Standards.
- Technology will continue be integrated to increase student engagement and to bolster student achievement.
- The Title I plan for 2015-2016 school year will acquire a writing interventionist to serve students in 1st-5th grade to supplement writing. The Units of Study for Teaching Writing supports writing integration across all content areas.
- To increase vocabulary, the morning news show features a “word of the week”. Each day a clue is revealed. Students can submit their guess. The word of the week is revealed and a winner is chosen. The word of the week is added to our school Vocabulary Wall located outside of the cafeteria.
- Students will continue to write across the curriculum.
- Roaring Writers will be chosen from each class quarterly. Chosen students read a published piece of writing to parents and teachers. Students receive a writing journal, pencil, and certificate to reward their writing achievement.

## **Mathematics**

- We will work with district Title I Specialists, classroom teachers, and other resources as needed to align instruction and the new South Carolina State Standards. The district Title I Math Specialist and instructional coaches will continue to support teachers in the areas of planning, implementation, and assessment.
- Common Assessments in math were implemented and utilized this year to collect data and drive instruction. Grade levels have weekly meetings to analyze class and grade level data. The goal is decided, and if students do not meet the target goal, teacher re-

teach and re-assess. This has added to teacher and student accountability. All notes and graphs are housed on the staff drive for administration to review. Professional development and tips were given at the start of common assessment implementation. This strategy will continue in the 2015-16 school year.

- First in Math is a math website that provides friendly competition among students and classes within the school. Each morning from 7:15-7:45 students in grades 2-5 practice their fact fluency and “know and show” word problems. Firstinmath.com allows students to progress at their own pace. The website includes a timed section to quickly recite facts and teachers can easily see student data. Students earn stickers and silver/gold stars and Monaview’s administration recognizes top players and classes with a bulletin board.
- In many grade levels math games are used to enrich, reteach and accelerate learning. In addition, pre and post tests are administered for each math unit.

## **Science and Social Studies**

- The Academic Specialists and instructional coaches will provide support in the planning and implementation of the new South Carolina Science and Engineering Standards.
- Teacher will continue to integrate science and social studies with other subject areas.
- Our leveled reading library provides content specific titles to support science and social studies in the area of reading.
- Students use interactive science notebooks and conducts experiments on the new science and engineering standards. Due to this, students are getting hands-on experience with manipulatives that makes learning the content more authentic. Grades first through fifth are provided FOSS science kits which have most, if not all, of the materials needed to conduct the various experiments with students. Kindergarten will be provided FOSS kits in the 2015-2016 school year. Students typically conduct experiments in groups or partnerships to encourage discussion about what is happening. In this way, the experiments are more student-led, with the teacher serving as a moderator or guide. Fourth and fifth grades attend virtual science lab once a week. Hands-on experiments are conducted with the support of a virtual science teacher.

- During the 2013-2014 and 2014-2015 school years, grade levels were provided money purchase materials to enhance science instruction.

## **Teacher/Administration Quality**

- Professional development offerings will reflect teacher needs /survey results. In 2015-2016, we will focus on teaching in a 1:1 device school, balanced literacy, math common assessments, creating a writing common language, and implementing new state standards
- We will continue to have 100 percent of the staff highly qualified in the appropriate certification areas.
- The District is offering Common Core professional development sessions in the areas of ELA, Math, Science, and Social Studies.

## **School Climate**

- We will continue to work towards increasing teacher retention for the 2015-2016 school year by continuing to provide a safe, effective, and inviting climate in which to work.
- Teacher attendance will be recognized monthly and at the end of the year to encourage an increase in our attendance percentage.

## **Monaview's Significant Challenges from the Past Three Years**

- The majority of our students do not speak English as their primary language. These students have difficulty connecting to content area vocabulary and possessing background knowledge.
- The majority of students in our school do not have personal experiences to connect to classroom instruction.(community, state, global)
- The majority of students do not come to school at the readiness level.
- Though we have continued to make gains in the area of reading for the past two years, it continues to be a significant challenge for our school.

- Our school has a high poverty rate as measured by our free/reduced lunch percentage, 97%. This is a challenge for our children, families, and staff.
- Communication with our large Hispanic population is critical for student success. This is a challenge that we are continuing to focus on so that this population is well informed. We have a full-time Parent Involvement Coordinator who translates written communication between home and school, translates at parent-teacher conferences, Lunch and Learns, and at SIC meetings. Additionally, she is available in the front office to translate for parents when they come to the school.

### **Significant Awards/Honors, Results, and Accomplishments from the Past Three Years**

- Four National Board Certified Teachers
- 2014 Top 10 Finalist for Greenville Counties Teacher of the Year
- Palmetto Silver Award Winner 2011, 2012, 2013
- Safe Kids 2014 Superior Strides Award
- 2014 SC Safe Routes Golden Shoe Award
- Safe Kids School 2010-2014
- Recipient of the Fresh Fruit and Veggie Grant 2011-2014
- Walk to School Initiative 2012-2014
- Reflex Math Grant Recipient 2012
- PBIS (POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS) Ribbon Award Banner, 2012-2013 and 2014-2014
- HUG Program
- Live-Well Greenville, September 2012
- School Health Index Grant 2013
- Recipient of Donor Choose Grants
- Partners in Education (PEP) Summer Reading Program 2012-2014

# 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. The school includes promethean boards in every classroom, an iPad per classroom, two computer labs (one with 28 Pentium IVs), portable laptop carts to integrate technology into curriculum, a virtual science lab, a full-sized gymnasium, a complete art studio with kiln, a chorus/drama rehearsal space, a fully equipped stage with wireless sound system and microphones, and two playground areas. Monaview Elementary currently serves approximately 575 students in grades K4-5. The faculty and staff consist of one principal and one administrative assistant, one Title I Facilitator, two instructional coaches, a literacy specialist, forty-four full-time teachers and one half-time teacher, seven full-time assistants who support K4-K5 and ESOL, one half-time media center clerk, a speech pathologist a Title 1 Social Worker, a guidance counselor, a mental health Counselor, and a full-time school nurse. Furthermore, the front office staff consists of the secretary, attendance clerk, and Parent Involvement Coordinator. Monaview is fortunate to have the Communities in School-After-School Program Coordinator, also, who works with 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students to help them complete homework and receive tutoring in weak academic areas. The six member cafeteria staff provides healthy choices for our universal breakfast in the classroom, and healthy entrees, salads, and fruit for the free and reduced lunch program. Monaview also has an effective, energetic, and supportive five member custodial staff consisting of the plant engineer and four team members who keep Monaview looking polished at all times.

Monaview's motto is **"Building Strong Minds and Bodies."** We provide students with optimal learning experiences through the integration of technology, literature, science, math, movement,

and the arts. In addition to a challenging curriculum, Monaview teachers utilize ongoing professional development to enhance student academic achievement. Our school theme is **“Learning is a Treasure.”**

### **Sharon Dowell, Principal**

The administration of Monaview Elementary consists of a female principal and a female administrative assistant. The administrative staff of our school has 39 combined years of experience.

Mrs. Sharon Dowell was named Principal of Monaview Elementary School in June 2008. Mrs. Dowell received her Bachelor of Science degree from Bluefield College in Bluefield, Virginia. She furthered her studies at Converse College, where she received her Master’s degree in Elementary Education and Gifted Education. She obtained a Master of Arts degree in School Administration from Furman University.

### **Kara Holley, Administrative Assistant**

This is Ms. Holley’s third year serving as Monaview’s administrative assistant. Over the past 24 years, she has taught 3<sup>rd</sup> grade and 5<sup>th</sup> grade, as well as working as a reading intervention and math intervention teacher. Ms. Holley has also been an instructional coach and Title I Facilitator. Ms. Holley earned her BS in Elementary Education in 1990 from Jacksonville State University, in Jacksonville, Alabama. She received her Master’s Degree from the University of South Carolina, and added on administration and supervision certification from Clemson University.

### **School Improvement Council/Title I**

The 2014-2015 school year, Title 1 Planning/SIC Committee, PTA, Faculty Council, staff, and students worked together to establish a shared vision. As a learning community, Monaview used the Greenville County School’s Educational Plan as a framework to establish and implement

directional goals which led to increased student performances in the core subject areas of English Language Arts, and mathematics as measured by NWEA MAP assessments. After reviewing current test data, SC State Standards, and student benchmark data, priority goals were established to increase student performances in mathematics, reading, and writing. Strategies to support these goals included continued professional development in Calendar Math, student-centered coaching, Fountas and Pinnell Balanced Literacy, vocabulary development, and implementing Units of Study for Teaching Writing for all teachers. The Title I plan for 2015-2016 school year will acquire a writing interventionist to serve students in 1st-5th grades to supplement writing.. The Units of Study for Teaching Writing supports writing integration across all content areas. With the assistance of teachers, students established individual MAP growth goals for the school year. Academic rigor in instruction and grade level LLI groups were implemented to support priority goals.

### **Parent Involvement**

Monaview strives to keep parents involved in their child's education. Teacher and parent survey results indicated that there is a desire to have a strong parent/school bond that focuses on student success. Based on this data, Monaview School Improvement Council/Title I Planning Committee will continue to serve parents in the development of effective strategies to increase parent involvement in their child's academic success. Monthly “Lunch and Learn” programs as well as school wide opportunities are provided to help parents understand and support their children’s academic growth. Positive school-home relations have been improved through printed communication, conferences, phone messenger, and supplemental newsletters. In addition informative grade level curriculum nights provide parents with classroom expectations as well as deliver a snapshot of their child’s grade level standards. The SIC/Title I Planning Committee and Leadership Team provide school and parent information in both English and Spanish languages. Our goal at Monaview is to provide an interpreter at all school meetings and functions.



## **Partnerships**

This year we have been fortunate to collaborate with Clemson University, Grace Church, City View Baptist Church, Boys and Girls Club, Applebee's, Francis Produce, Trinity Lutheran, Burger King, Frazee Dream Center, Papa John's Pizza, Tupelo Honey Café, Chick-fil-A, Sonic, Walmart, Harvest Hope, Table 301, Wendy's, and the Kiwanis Terrific Kid Program.

Additionally, Public Education Partners (PEP) has been a great resource these past three years. They have provided funds to purchase books for our leveled library, literacy materials for the classroom, and fifteen books for each child to take home for their own personal libraries.

## **School Personnel Data**

The staff of Monaview Elementary School is composed of a principal and an administrative assistant, a title one facilitator, forty-four teachers (which includes three reading interventionists, a literacy specialist, two ESOL teachers, 1 full-time and two .5 resource/special education teachers) plus two 0.1 Gifted and Talented teachers, a primary instructional coach, an intermediate instructional coach, a full time speech pathologist, one guidance counselor, 7 paraprofessionals, a .5 media clerk, a social worker, a mental health counselor, a full-time parent involvement coordinator, two-.5 attendance clerks, one secretary, one nurse, six food service workers, and five custodians. Of our full time staff, 37 are Caucasian, six are African American, 42 are female and two are male. The attendance rate for teachers in 2014 was 95.1% consistent with 2013 and up from 93.8% in 2012. Additional support personnel available to assist in meeting the needs of Monaview teachers and students are a Title One Nurse, district psychologist, an ETS network computer engineer, an Instructional Technology Facilitator, and other district level academic specialists.

Levels of Education						
	Bachelors	Bachelors + 18	Masters	Masters +30	Doctorate	National Board Certification
Principal				1		
Administrative Assistant				1		
Title I Facilitator				1		
Full-Time Teachers	14	6	18	5	0	4
Media Specialist			1			
Instructional Coach			2			
Guidance and Social Worker				2		
Speech Pathologist				1		
Para-Professionals	1	1				

Staff Experience in Current Grade Level/Position								
Grade Level	1-3 Years	4-5 Years	6-8 Years	9-10 Years	11-15 Years	16-20 Years	21-25 Years	26+ Years
K4			1			1		
K5					3			1
1	2	2	2					
2	4						1	
3	4							1
4	2	1	1					
5	1	1	2					
Special Ed.		1						1
Related Arts	2	1			1			
Support	2		1	1		1		
ESOL				2				
Guidance	1							
Instructional Coaches	1	1						
Speech			1					
Social Worker					1			
Principal			1					
Administrative Assistant	1							
Title I Facilitator	1							

Years Teaching or Position at Monaview Elementary								
Grade Level	1-3 Years	4-5 Years	6-8 Years	9-10 Years	11-15 Years	16-20 Years	21-25 Years	26+ Years
K4						2		
K5					3			1
1	4		1		1			
2	1	1	3					
3	2	1	1					1
4	2	2						
5	2		2					
Special Ed.	3							
Speech		1						
Social Worker					1			
Related Arts	2	1			1			
Media Specialist		1						
Support	2		1		1		1	
ESOL		1		1				
Guidance	1							
Instructional Coaches	1				1			
Principal			1					
Administrative Assistant	1							
Title 1 Facilitator	1							

Total Years in Education Profession								
Grade Level	1-3 Years	4-5 Years	6-8 Years	9-10 Years	11-15 Years	16-20 Years	21-25 Years	26+ Years
K4						2		
K5					2	1		1
1	1	1	3			1		
2			4					1
3	1		2		1			1
4		1	3					
5	1		3					
Special Ed.			1					1
Speech		1						
Social Worker					1			
Related Arts	2			1	1			
Media Specialist				1				
Support	1					3	1	
ESOL					1		1	
Guidance	1							
Instructional Coaches				1	1			
Principal							1	
Administrative Assistant							1	
Title 1 Facilitator						1		

## **Student Population Data**

Monaview's population continues to grow and shift by ethnicity, with a greater number of Hispanic students each year. In addition, the number of students who are non-English speakers is growing.

Monaview continues to have a high index of students in poverty. As of February 23, 2015, 575 students attend Monaview Elementary, with 97% receiving free and reduced lunch and a minority population of 73%. Because of our poverty status, we are able to offer universal free breakfast to all our children and Monaview Elementary qualifies as a Title I school. Families from this community have been affected by changing industry, unemployment, inadequate medical care, poor housing conditions, and limited education. Due to the lack of resources of families in our area, many students face additional social challenges. To assist with the needs of the community, Monaview's staff includes a full-time nurse, social worker, mental health counselor, and guidance counselor.

Monaview students have the opportunity to be involved with activities outside of the classroom such as D.R.U.M Club, Chorus, The Daily News Show, Student Council, Safety Patrols, Library Cadets, Battle of the Books, the School Store, PTA Reflection Contest, Reading All Star Program, Girls on the Run, the After School Program, the Monaview Talent Show, and the Greenville Drive Team Reading Program.

## Ethnicity

The table below shows the fluctuation in school population in the last few years and the major ethnic population, Hispanic, highlighted in yellow. (2014-2015 data as of February 23, 2015)

Ethnicity	2010 - 2011		2011-2012		2012-2013		2013-2014		2014-2015	
	Number	%	Number	%	Number	%	Number	%	Number	%
Asian	6	1.0	0	0	0	0	1	0.17	2	0.35
African American	94	16.3	67	12.6	55	9.9	69	11.75	58	10
Hispanic	286	49.7	306	57.6	325	58.8	318	54.17	325	56.5
American Indian or Alaska Native							0	0.0	0	0.0
Two or More Races	5	0.9	2	0.4	16	2.8	26	4.43	35	6.08
Native Hawaiian/ Other Pacific islander										
White	185	32.1	156	29.4	157	28.4	173	29.47	155	26.95
All	576	100	531	100	553	99.9%	587	99.99%	575	99.99%

2014-2015 Ethnicity by Grade Level (as of February 23, 2015)

Grade Level	Total in Grade	Asian	African American	Hispanic/ Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian/Other Pacific Islander	White
K-4	40	0	1	32	0	3	0	4
K-5	89	1	11	46	0	9	0	22
1 <sup>st</sup>	93	1	5	58	0	3	0	26
2 <sup>nd</sup>	96	0	10	50	0	5	0	31
3 <sup>rd</sup>	97	0	12	56	0	5	0	24
4 <sup>th</sup>	83	0	11	46	0	4	0	22
5 <sup>th</sup>	77	0	8	37	0	6	0	26
Total Number	575	2	58	325	0	35	0	155
Percent	100%	0.35%	10%	56.5%	0.0%	6.08%	0.0%	26.95%

## **Student Profile- Information from the 2014 School Report Card**

Students-591	
1 <sup>st</sup> graders who attended full-day kindergarten	100.0%
Retention rate	1.7%
Attendance rate	96.5%
Served by gifted and talented	1.6%
With disabilities other than speech	13%
Older than usual for grade	2.4%
Out-of-school suspensions or expulsions for Violent and/or criminal offenses	0.0%

## **Monaview's Major Academic and Behavioral Features/Programs/Initiatives**

### **PBIS (POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS)**

Monaview Elementary is a PBIS (POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS) school. PBIS is an approach that focuses on pre-corrections and a positive approach to discipline. All stakeholders involved in educating the students of Monaview play a part in providing a nurturing, yet stimulating school climate. The school has a PBIS Leadership Team which assists the staff in behavioral efforts where the team continuously monitors the program through data analysis, planning, support, district outreach and shared decision making.

Students and staff attend training day activities at the onset of each school year. Students are also provided with student handbooks which detail both school and district level code of conduct. Goal setting is a key element in the behavioral support system and students are encouraged to participate in various activities for growth throughout the school.

Students are taught to follow three school-wide expectations. All Monaview staff and students are expected to respect yourself, respect others, and respect the environment. These expectations are modeled and reinforced throughout the school year. Students are able to earn rewards when they meet the expectations.

At the start of the year, all students were taught how to appropriately handle unwanted behavior from a peer through the use of the Stop, Walk, and Talk Bully Prevention PBIS curriculum.

### **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 awards ceremony and celebrate with their child.

### **Character Education**

Monaview elementary is a school that practices positive behavior interventions and supports (PBIS). In addition to our PBIS program, Monaview has had a successful third year implementing a character education program inspired from Stephen Covey's *The Leader in Me*. The program is executed by the school counselor with support and collaboration from all teachers and staff. This year, the Seven Habits of Happy Kids have continued to be taught in a developmentally appropriate way to primary grades while additional life skills in conjunction with the Seven Habits have been taught to intermediate grades. During October, we participated in Red Ribbon Week and Character Counts Week. We celebrated the joint week with the theme I love me and staying drug free. During this week, students celebrated their strong character and desire to stay drug free with dress up days, by a pledge to stay drug free, and by participating in daily character challenges. Monaview also hosted a successful Career Day in which professionals from around the community came to speak to students about their careers. During Career Day, goal setting and character building were emphasized by our visitors. In February, we celebrated a school-wide Random Acts of Kindness Week. During this week, students and staff are given ideas and challenges to promote and spread kindness throughout the building.

Monaview's students are held to a high standard of character, and it is our belief that fostering strong character within our students is essential to their wellbeing now and into their futures.

### **Fountas and Pinnell Balanced Literacy Approach**

The teachers and administration team were trained in Fountas and Pinnell Balanced Literacy Approach over the summer of 2011. Parts of Fountas and Pinnell Balanced Literacy Approach were implemented in the 2011-2012 school year. We will continue with the Fountas and Pinnell Balanced Literacy Approach for the 2015-2016 school year. All classrooms will implement small guided reading groups, interactive read aloud, shared reading, mini-lessons, and independent reading. In addition, teachers will track monthly reading growth for their students. In grades K-2 literacy stations are conducted during guided reading so that the teacher is able to work with small groups. In grades 3-5, students read independently while the teacher works with leveled groups. Student reading levels are found by using the Fountas and Pinnell Balanced Literacy Approach Benchmark Assessment Kit. Monaview serves readers from levels Pre-A to Z.

### **Every Day Counts Calendar Math**

Kindergarten through fifth grades incorporate Every Day Counts Calendar Math during each day's instruction. This program allows students to develop an understanding of important mathematical concepts over time and to learn at an individual pace. It encourages social interaction and dialogic discourse, which are important components of learning mathematics (Knuth & Peressini, 2001). Studies have shown that visual presentations like the interactive bulletin board used in this program increase comprehension (Reys et al., 1995).

The calendar changes every day. As a new day card is flipped over, it reveals the next part of the pattern for that month. Each month has a different pattern dealing with shapes, fractions, or colors that children see unfold as the month progresses. In addition, the class keeps



a running hundreds chart. A new number is added for every day of school (1-180). Students analyze the hundreds chart for number patterns that are relevant to their grade level. Students are given the opportunity to be exposed to new mathematical concepts while at the same time reviewing previously taught mathematical concepts.

## **Reading Intervention**

Monaview Elementary implements reading intervention in kindergarten through fifth grade. Kindergarten uses Scott Foresman Early Reading Intervention. Leveled Literacy Intervention written by Fountas and Pinnell is used in grades one-five. Intervention instruction is supplemental and does not replace reading instruction in the classroom. Intervention instruction is given daily for at least 30 minutes. All students are universally screened by AIMSweb or MAP three times a year. Students are selected based on AIMSweb, MAP, F&P reading level, and other formative data. Intervention students are progress monitored with AIMSweb probes and reading records. Students are dismissed when reading goals are met.

## **Learning Focused**

Teachers use the Learning Focused strategies to engage student learning in each lesson. These strategies include essential questions, activating strategies, acceleration/previewing strategies, graphic organizers, summarizing strategies, and extending/refining strategies.

## **Compass Learning**

Students, K-5, use Compass Learning in their classrooms each week. Some teachers use reports to track progress and plan lessons.

“Compass Learning and the Northwest Evaluation Association (NWEA) have created a valuable alliance, enabling you to use detailed NWEA Measures of Academic Progress (MAP)

test results to automatically create a personalized CompassLearning Odyssey® learning path for each student. NWEA's MAP test is a technology-based, adaptive assessment program that enables teachers to pinpoint the skills and concepts that students have mastered, as well as those requiring additional instruction and practice. Once students have taken the MAP assessment, their results can be imported to the Odyssey management system, which automatically creates a standards-aligned learning path for each student, consisting of activities that address the concepts they need to work on the most.” <http://www.compasslearning.com/nwea>

## **CATCH**

Monaview is a CATCH school. CATCH stands for a Coordinated Approach to Child Health. CATCH is implemented in the classroom, physical education classes, in the cafeteria, as well as in the home. Every day, our students learn fitness facts on the morning news show. Our students receive a healthy snack three days a week through the Fresh Fruit and Veggie Grant.

## **Reading Incentives**

Monaview encourages reading through three major reading incentives. Students participate in the Pizza Hut Book-It reading incentive from September to March. Classroom teachers set monthly reading goals for students. If students meet their goal they receive a free personal pizza coupon. The second reading incentive is the Greenville Drive Reading All-Stars Incentive. Students who read five “just right” books in five weeks receive a ticket to a spring Greenville Drive baseball game. The third reading incentive is the Greenville Road Warriors Reading Warrior Incentive program. Students who meet the reading criteria receive a ticket to a fall Greenville Road Warriors hockey game.

## **Battle of the Books**

Battle of the Books is an academic competition within Greenville County Schools. Fourth and fifth graders wishing to participate 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 the spring.

## **Communities and Schools**

Monaview Elementary houses an after-school program through Communities in Schools, Monday through Thursday from 2:45-5:45pm. This program is funded through a 21st Century Community Learning Center grant and currently serves 52 children in 3rd-5th grades.

Communities in Schools is a nationwide network of passionate professionals working in the public schools to surround students with a community of support, empowering them to stay in school and achieve life. This program is a holistic program that incorporates family literacy events, learning field experiences, technology, homework help, and physical activity to help our students excel.

# **Mission, Vision, and Beliefs**

This year we have revisited these important elements of our school. We have seen how this has influenced the decisions we have made about student achievement and how we are going to continue to meet the needs of all our students.

## **Mission**

The mission of Monaview Elementary School is to provide a learning community that challenges all students to realize their greatest potential. Our staff works diligently each day to assist in developing, nurturing, and enhancing each student's well-being and academic performance.

## **Vision**

A successful and empowered student has the ability to relate to his/her peers, community and the world in a positive, meaningful way. The following are the curriculum, instruction, assessment, and environmental factors that support effective learning for Monaview students.

### ***Curriculum and Instruction***

- Curriculum is taught in a logical and sequential order based on the South Carolina State Standards and Common Core State Standards.
- 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.
- Teachers utilize many support materials to enhance instruction including various technology resources, including Virtual Science lab for 4<sup>th</sup> and 5<sup>th</sup> grades, and media.
- Planning time is provided for collaboration between instructional coaches, administration, teachers, and support staff.
- Instruction is based on feedback from individual assessments to accommodate students of different modalities.
- Teachers meet the individual instructional needs of their students.

### ***Assessment***

- Teachers grade fairly, appropriately, and consistently using formal and informal assessments.
- Assessment data determines the path of instruction.
- Assessments are aligned with Common Core State Standards.
- Teachers use technology to assess student understanding and progress as well as to maintain student records.

### ***Learning Environment***

- Monaview implements the Positive Behavioral Interventions and Supports system to create a positive, respectful, and safe environment.
- 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 the community 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

## Student Achievement Needs Assessment 2008-2014

### School Report Card Ratings 2008-2014

Year	Absolute Rating	Growth Rating
<b>2014</b>	Average	Average
<b>2013</b>	Average	Average
<b>2012</b>	Average	Good
<b>2011</b>	Average	Average
<b>2010</b>	Average	Average
<b>2009</b>	Average	Average
<b>2008</b>	Below Average	Below Average

### 2014 SDE School Report Card

- 2014 School Report Card Link  
<https://ed.sc.gov/data/report-cards/2014/elem/c/e2301069.pdf>

### 2014 ESEA (Federal Accountability Rating System)

- 2014 ESEA/Federal Accountability System link  
<https://ed.sc.gov/data/esea/2014/school.cfm?SID=2301069>

	2013	2014
Overall Weighted Points Total	91.4	83.4
Overall Grade Conversion	A	B
Points Total-Elementary Grades	91.4	83.4

# ITBS/The IOWA Test—School Summary PDF from Riverside Publishing

2012-2014



## SCHOOL SUMMARY

*Iowa Tests of Basic Skills® (ITBS®) / CogAT®*  
South Carolina Grade 2 Gifted and Talented Testing Program

School: Monaview Elem 2301069  
District: Greenville 01 2301

Form: C  
Test Date: 11/2013  
Norms: 09/23 12005/C2005  
Order No.: 000768068  
Page: 1

	READING			Word Analysis	Listening	LANGUAGE		MATHEMATICS				CORE TOTAL	Social Studies	Science	Sources of Information	COMPOSITE
	Vocabulary	Comprehension	TOTAL			Spelling	Total	Concepts	Problems	Computation*	TOTAL					
Grade 2																
ITBS/CogAT		98						98	98		98					
Number of Students Included		150.8						147.8	148.2		148.0					
Average Standard Score (SS)		37						31	33		31					
Percentile Rank of Average SS: National Student Norms		37						29	29		30					
NPR of Average PSS (PNPR)		0						+2	+4		+1					
Difference (NPR-PNPR)																
Number of Students Tested = 99																
ITBS		100						100	100		100					
Number of Students Included		150.5						147.9	148.3		148.1					
Average Standard Score (SS)		4						4	4		4					
National Stanine of Average SS		43						39	41		40					
Normal Curve Equivalent of Average SS		36						31	33		31					
Percentile Rank of Average SS: National Student Norms																
Number of Students Tested = 101																

### Cognitive Abilities Test™ (CogAT®)

	Number of Students	Average USS	Average SAS	AGE SCORES		GRADE SCORES		School Profile			
				PR	S	PR	S	PR <sub>1</sub>	Age Percentile Rank		
									25	50	75
Grade 2											
VERBAL	99	143.5	86.8	20	3	25	4	V	20		
QUANTITATIVE	99	146.6	88.7	24	4	28	4	Q	24		
NONVERBAL	99	166.7	96.3	41	5	45	5	N	41		
COMPOSITE	99	152.3	89.6	26	4	30	4	C	26		
Number of Students Tested = 100											

USS = Universal Scale Score

SAS = Standard Age Score

PR = Percentile Rank

S = Stanine





**SCHOOL SUMMARY**  
*Iowa Tests of Basic Skills® (ITBS®) / CogAT®*  
 South Carolina Grade 2 Gifted and Talented Testing Program

School: Monview Elem 2301069  
 District: Greenville 01 2301

Form: C  
 Test Date: 11/2012  
 Norms: 09/23 (2005/C2005)  
 Order No.: 000658036  
 Page: 1

		READING		Word Analysis	Listen- ing	LANGUAGE		MATHEMATICS			TOTAL	CORE TOTAL	Social Studies	Science	Sources of Information	COM- POSITE
		Vocab- ulary	Compre- hension			Spell- ing	Total	Concepts	Problems	Compu- tation*						
<b>Grade 2</b>																
ITBS/CogAT																
Number of Students Included			76					77	77		77					
Average Standard Score (SS)			153.1					148.0	147.8		148.0					
Percentile Rank of Average SS: National Student Norms			44					31	32		31					
NPR of Average PSS (PNPR)			38					31	31		31					
Difference (NPR-PNPR)			+6					0	+1		0					
Number of Students Tested = 81																
<b>ITBS</b>																
Number of Students Included			77					78	78		78					
Average Standard Score (SS)			152.8					148.0	147.3		147.7					
National Stanine of Average SS			5					4	4		4					
Normal Curve Equivalent of Average SS			46					40	40		39					
Percentile Rank of Average SS: National Student Norms			43					31	31		30					
Number of Students Tested = 81																

*Cognitive Abilities Test™ (CogAT®)*

		Number of Students	Average USS	AGE SCORES				GRADE SCORES				School Profile Age Percentile Rank					
				Average SAS	PR	S		PR	S		PR <sub>1</sub>	25	50	75	99		
Grade 2	VERBAL	77	143.4	86.7	20	3		25	4	V	20	◆					
	QUANTITATIVE	78	147.6	89.4	25	4		30	4	Q	25	◆					
	NONVERBAL	78	170.3	98.7	47	5		50	5	N	47		◆				
	COMPOSITE	77	163.9	91.0	29	4		33	4	C	29	◆					
Number of Students Tested = 81																	

USS = Universal Scale Score

SAS = Standard Age Score

PR = Percentile Rank

S = Stanine

Composite Standard Age Scores were used to compute the predicted Standard Score.  
 For further information on the interpretation of this report, please visit [www.iwaindependentpublishing.com](http://www.iwaindependentpublishing.com) or refer to the Interpretive Guide.

\* = Math Computation is not included in the Math Total or in any score that includes the Math Total.



**SCHOOL SUMMARY**  
*Iowa Assessments™*  
 South Carolina Grade 2 Gifted and Talented Testing Program

School: Monaview Elem  
 District: GREENVILLE COUNTY

Form-Level: F-7  
 Test Date: 11/2014  
 Norms: 09/23 2011  
 Grade: 2 Page: 1

	English Language Arts							Mathematics			CORE COMPOSITE	Social Studies	Science	COMPLETE COMPOSITE
	Reading	Language	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Mathematics	Computation	MATH TOTAL				
<b>Monaview Elem 2301069 Level: 7</b> Iowa Assessments/CogAT														
Number of Students Included	95							95						
Average Standard Score (SS)	151.9							148.5						
Average Predicted Standard Score (PSS)	151.7							148.0						
Difference (SS-PSS)	0.2							0.5						
National Percentile Rank of Average SS	41							33						
National Percentile Rank of Average PSS	41							32						
Difference (NPR-PNPR)	0							1						
<b>Iowa Assessments</b>														
Number of Students Tested = 101														
Number of Students Included	95							95						
Average Standard Score (SS)	151.8							148.4						
National Percentile Rank of Average SS	41							33						
Percent of Students in NPR Range 75-99	14							6						
50-74	24							32						
25-49	26							27						
1-24	36							34						
National Stanine of Average SS	5							4						



**SCHOOL SUMMARY**  
*Cognitive Abilities Test™ (CogAT®)*  
 South Carolina Grade 2 Gifted and Talented Testing Program

School: Monaview Elem  
 District: GREENVILLE COUNTY

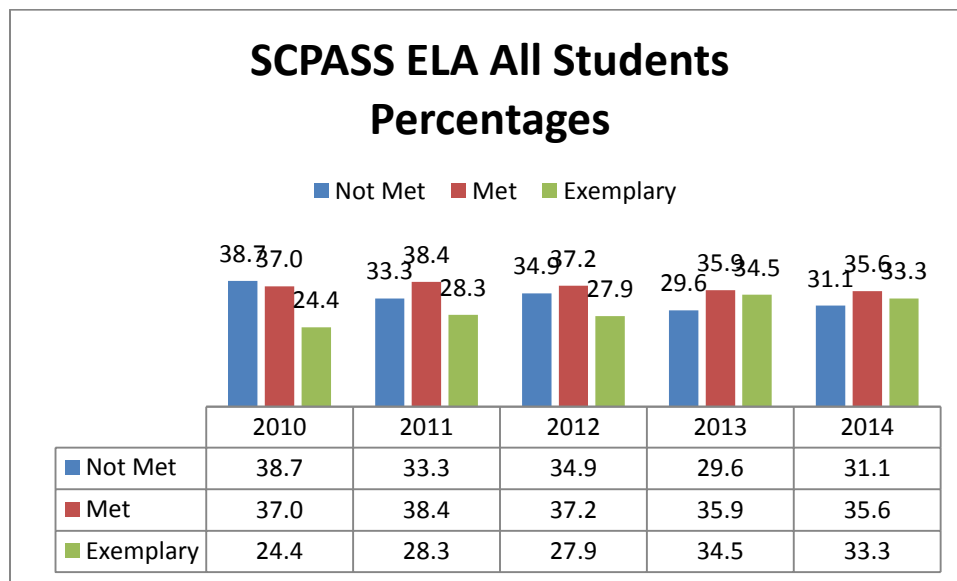
Form-Level: 7-8  
 Test Date: 11/2014  
 Norms: Fall 2011  
 Grade: 2 Page: 1

	Number of Students Included	Average US3	AGE SCORES			GRADE SCORES		APR of Building Average Graph					
			Average 3A3	PR	S	PR	S	1	25	50	75	90	
<b>Monaview Elem</b>													
Level: 8													
Number of Students Tested = 101													
Verbal	95	168.2	92.2	31	4	37	4	31					
Quantitative	95	168.7	92.5	32	4	44	5	32					
Nonverbal	95	174.8	95.1	38	4	45	5	38					
Composite (VQN)	95	170.8	92.6	32	4	38	4	32					

## SCPASS Data 2010-2014

### Monaview ALL Students - English Language Arts

#### SCPASS 2010 -2014

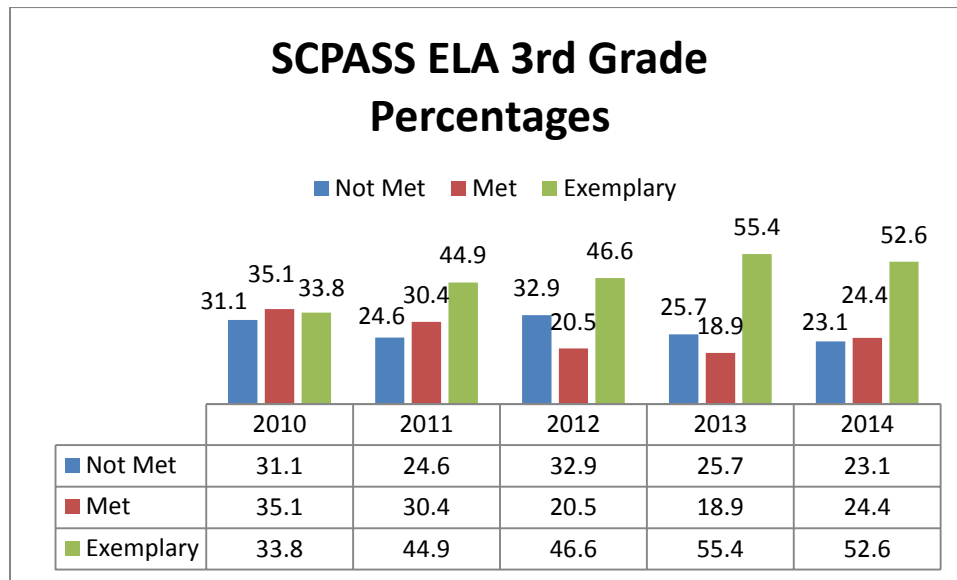


Reviewing the ELA data from 2010-2014, Monaview students have reduced the percentage of students who score NOT MET by 7.6 percentage points. However, there was a 1.5 percentage point increase in 2014. Students who score MET have fluctuated, but ended with a 0.3 percentage point decrease and EXEMPLARY scores increased by 8.9 percentage points for the same period.

The influencing factors of increased growth in the area of ELA can be attributed to instructional decisions and strategies that are developed through data discussion meetings and analysis: Fountas and Pinnell Balanced Literacy Approach, which was implemented during 2011-2012, Leveled Literacy Intervention which started in 2012-2013, small group and differentiated instruction, increasing resources/methods based on needs assessment, professional development offerings, as well as the hard work of all stakeholders.

## Monaview 3<sup>rd</sup> Grade Students – English Language Arts

### SCPASS 2010 -2014

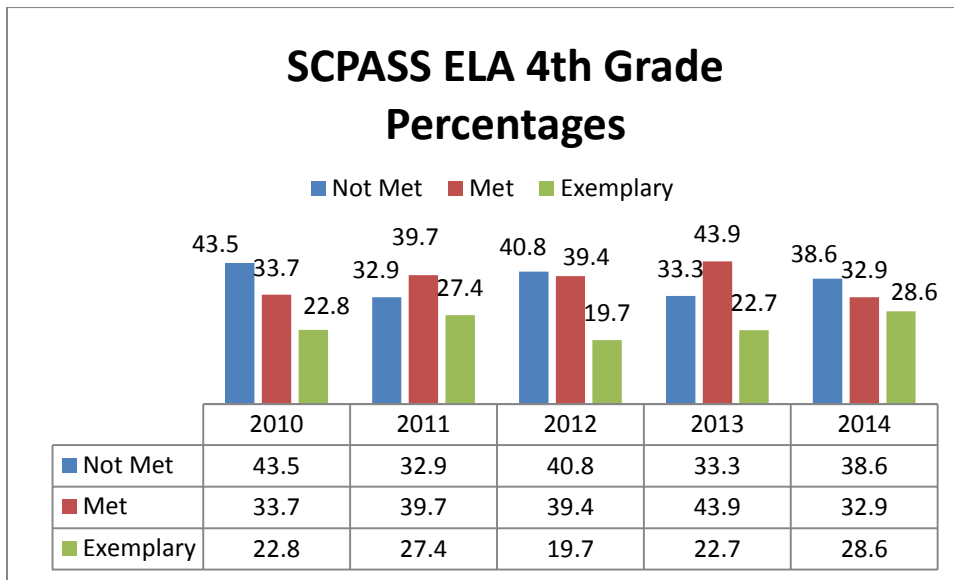


Reviewing the data from 2013-2014, the percentage of students who scored NOT MET has decreased; however, 2014 data resulted in a decrease by 4.6 percentage points from 2013. The percentage of students who scored MET has shown a 5.5% steady increase from 2013 to 2014. There was a decrease of 2.8% in the number of students scoring EXEMPLARY. Comparing the 2011 and 2013 school years, 75.3 % of students scored MET/EXEMPLARY whereas and in the 2013 to 2014 school year, 74.3 % of students scored MET/EXEMPLARY with only a slight decrease in 2014..

The decline in the percentage of students scoring NOT MET and the consistency in the MET and EXEMPLARY groups in the area of ELA can be attributed to instructional decisions and strategies that are developed through data discussion meetings and analysis: the second year of the Fountas and Pinnell Balanced Literacy Approach, Leveled Literacy Intervention, and small group and differentiated instruction. Furthermore, the 3rd grade team of teachers collaborated on the above results and came to the consensus that the increase and decrease in scores from year to year could be due to inconsistency within the grade level team. In addition, students' grade level readiness (below, on, above) influences their progress throughout the year.

## Monaview 4<sup>th</sup> Grade Students –English Language Arts

### SCPASS 2010-2014

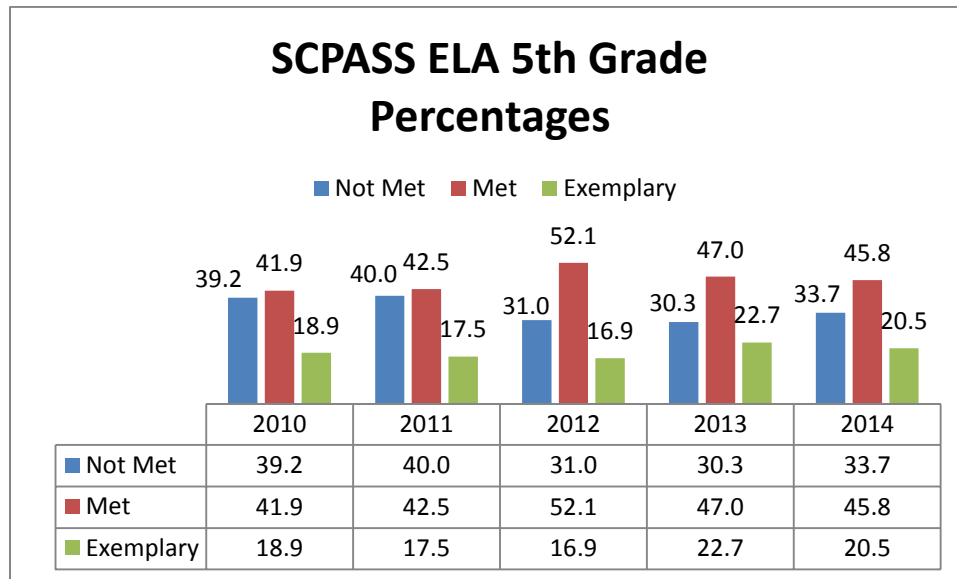


Reviewing the data from 2010-2014, the percentage of fourth grade students who scored NOT MET has fluctuated each year: a decrease in 2011 by 10.6 percentage points, an increase in 2012 by 8.1 percentage points, a decrease in 2013 by 7.5 percentage points, and an increase in 2014 by 5.3 percentage points. The increase in NOT MET for 2014 was the result of a decrease in MET by 11 percentage points.

The factors affecting student achievement in the area of ELA can be attributed to instructional decisions and strategies that are developed through data discussion meetings and analysis: 4th year implementation of the Fountas and Pinnell Balanced Literacy Approach, which was implemented during 2011-2012; twenty-two percent of 4th graders being served in Leveled Literacy Intervention, teacher collaboration on ELA units that incorporate authentic literature and rigorous questioning, and small group/differentiated instruction.

## Monaview 5th Grade Students - English Language Arts

### SCPASS 2010 -2014

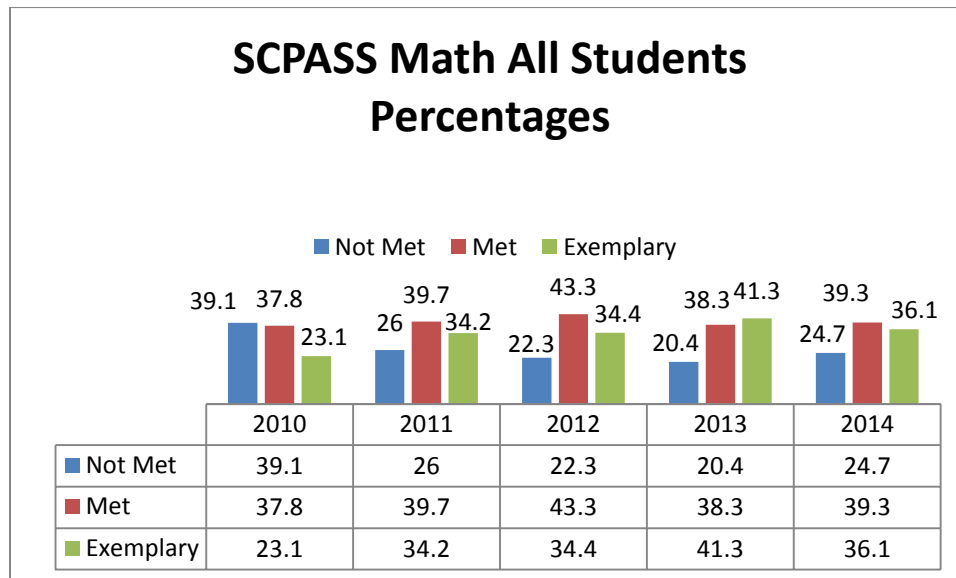


Reviewing the data from 2010-2014, the data from 2010-2011 remained fairly consistent. There was a decrease in students scoring NOT MET in 2012, from 40% to 31%. The percentage of students scoring NOT MET remained fairly consistent from 2012-2013 (31% in 2012, 30.3% in 2013); however, a greater percentage of students scored EXEMPLARY in 2013 (22.7% in 2013, 16.9% in 2012). Positive success in Reading can be attributed to the use of the Fountas and Pinnell Balanced Literacy Approach.

Reviewing the data from 2013-2014. There was an increase in students scoring NOT MET in 2014, from 30% to 33%. There was a decrease in the number of students who scored MET and EXEMPLARY due to uncertainty of standards assessed during the bridge year to Common Core State Standards.

## Monaview ALL Students - Mathematics

### SCPASS 2010 -2014

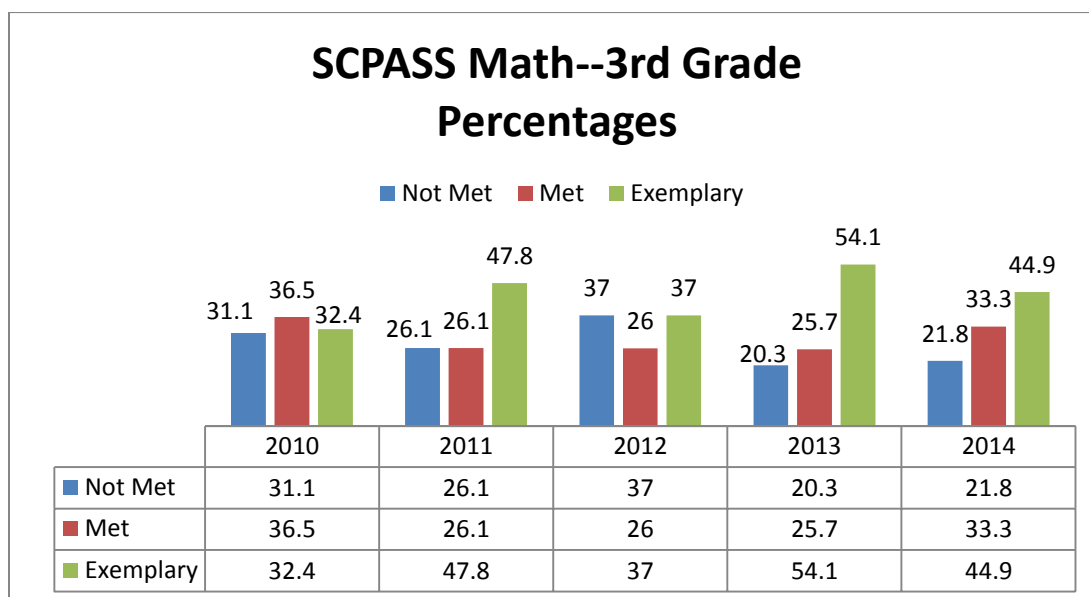


Reviewing the mathematics data from 2010-2013, Monaview students who scored NOT MET, experienced a significant decrease of 18.7 percentage points. Students who scored MET or EXEMPLARY have increased by 1.5 percentage points with 41.3 percent scoring EXEMPLARY, the highest since 2010. Reviewing the data from 2013 to 2014, Monaview students remained successful in the category of MET. The number of students that were EXEMPLARY decreased. This was likely due to the inconsistency of the knowledge of which standards would be on SCPASS. The number of students who were NOT MET increased, likely for the same reason.

The growth experienced in the area of mathematics can be attributed to instructional decisions and strategies that are developed through data discussion meetings and analysis. Strategies which have been implemented include professional development on math best practices presented by the instructional coaches and district consultants, math journaling, a concerted focus on questioning and problem solving strategies, small group, and differentiated instruction. Additionally, Monaview has seen stability in student retention and an increase in technology integration to effectively engage students in the ownership of their learning. The major contributing factor to 5th grade success is the stability of the team of teachers for the past several years.

## Monaview 3<sup>rd</sup> Grade Students - Mathematics

### SCPASS 2010-2014



Reviewing the data from 2013-2014, the third grade students in the area of mathematics reduced the percentage of students who scored NOT MET by 1.5 percentage point. Students who scored MET have steadily increased by 7.6 percentage points from 2013 to 2014. EXEMPLARY scores have decreased by 9.2 percentages from 2013 to 2014.

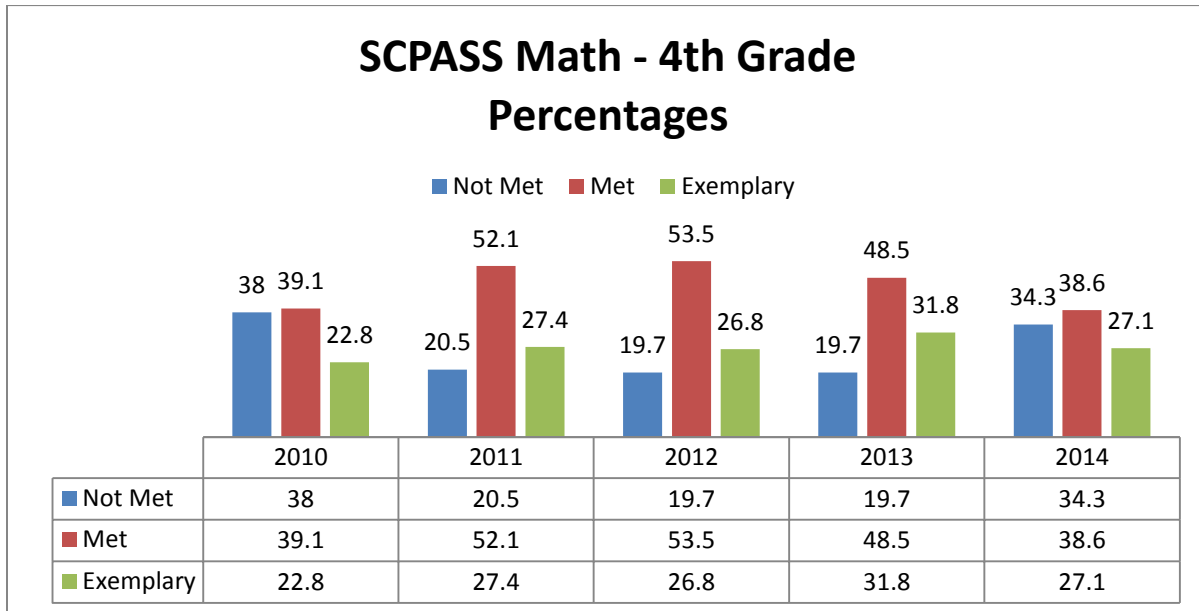
The growth in the area of mathematics from 2013-2014 can be attributed to instructional decisions and strategies that are developed through data discussion meetings and analysis. Strategies which have been implemented include flexible math grouping for specific units, professional development provided by district consultants, coaches and teachers, small group, technology integration, and differentiated instruction.

The major factor contributing to the decline in EXEMPLARY scores and increase in NOT MET scores from 2013-2014 was the inconsistency with the grade level (each year team members change) and the necessity of a long term sub for one third grade teacher. A contributing factor to the 2013 success was the cohesiveness of the 3rd grade team and teachers who have been teaching the content and are familiar with the curriculum.



## Monaview 4<sup>th</sup> Grade Students - Mathematics

### SCPASS 2010-2014

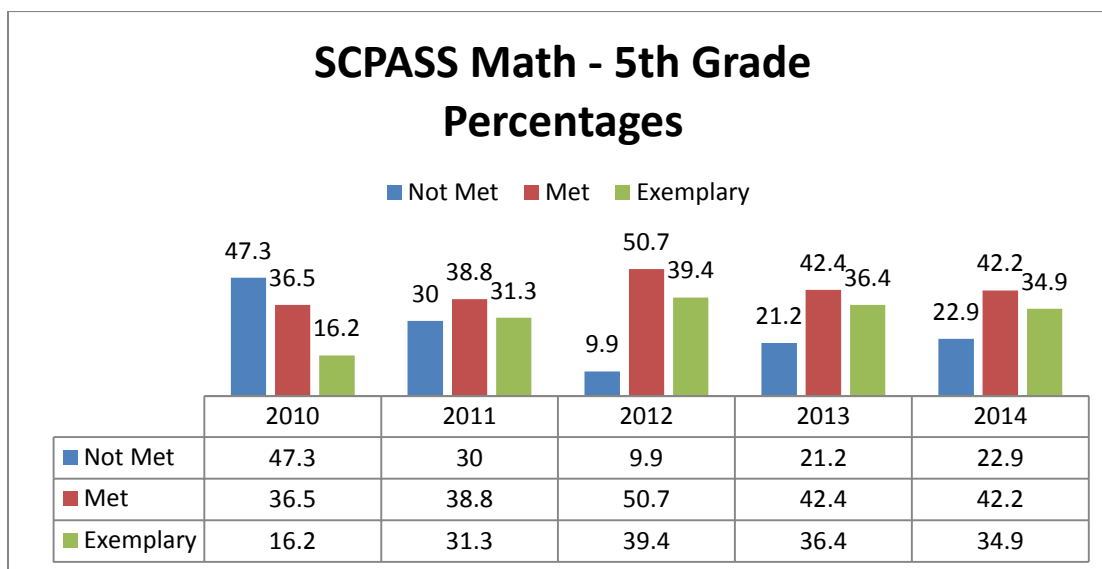


Reviewing the mathematics data from 2010-2014, the percentage of students who scored NOT MET increased from 2013 by 14.6 percentage points. Students who scored MET steadily increased by 14.4 percentage points from 2010-2012 and decreased by 9.9 points from 2013-2014. On the 2013 SCPASS Math Test, the number of students performing at MET and EXEMPLARY stayed the same as 2012 with a total of 80.3 percent, but decreased by 14.6 points from 2013-2014.

The growth in the area of mathematics can be attributed to instructional decisions and strategies that are developed through data discussion meetings and analysis. Strategies which have been implemented include flexible math grouping for specific units, professional development provided by district consultants, coaches and teachers, small group instruction, technology integration, and differentiated instruction.

## Monaview 5th Grade Students - Mathematics

### SCPASS 2010-2014



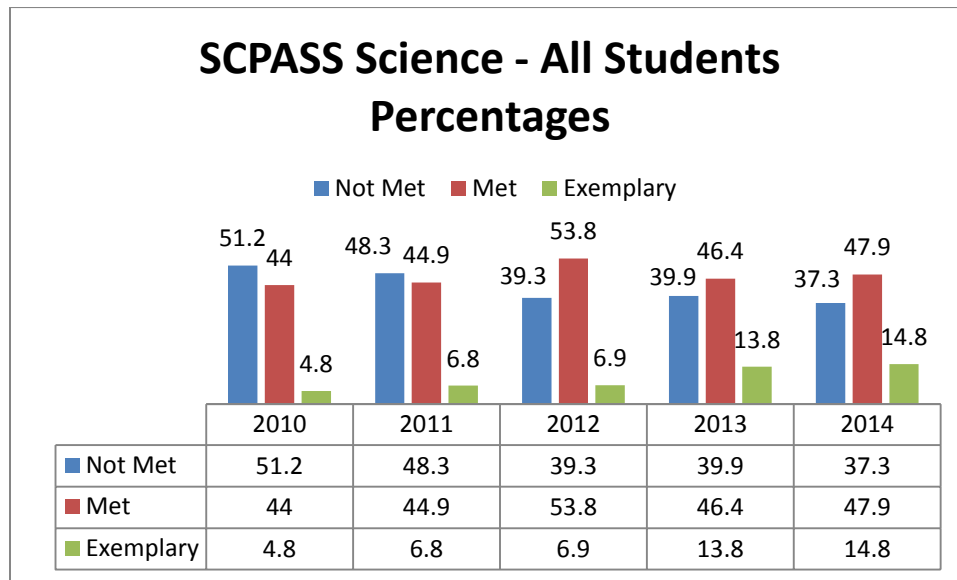
Reviewing the data from 2010-2012, there was a dramatic decrease in students who scored NOT MET (from 47.3% to 9.9%). In 2012, 90.1% of students scored MET or EXEMPLARY, exceeding the district average. The percentage of students scoring NOT MET did increase in 2013. That decrease could be due partly to the larger Special Education population. In 2012, there were six Special Education students in fifth grade; in 2013, there were 15, only 40% of whom scored MET or EXEMPLARY. Other teacher data showed that 88.5% of the Non-Special Education students scored MET or EXEMPLARY. The performance of the special education subgroup negatively impacted the percentages as a whole.

Reviewing the data from 2013-2014. NOT MET and MET were consistent, while EXEMPLARY had a slight decrease. The decrease was due to uncertainty of standards assessed during the bridge year to Common Core State Standards.

The positive success in Mathematics can be attributed to instructional decisions that the team develops during strategic planning meetings. Strategies include flexible grouping for specific units, journaling, differentiated homework, and close analysis of benchmark and unit tests.

## Monaview ALL Students - Science

### SCPASS 2010 -2014

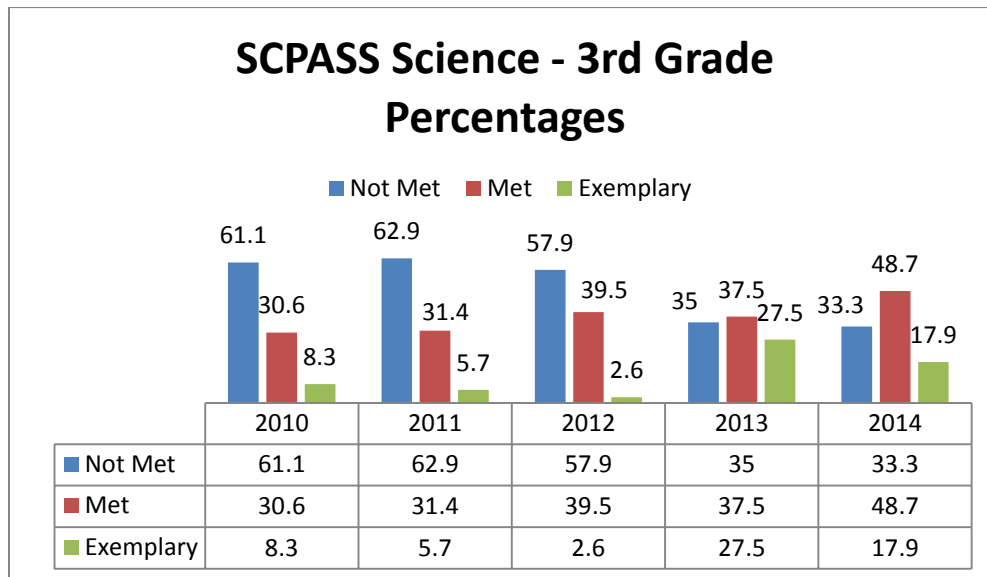


Reviewing the data from 2013-2014, Monaview students have shown steady growth in the area of Science. Students scoring NOT MET decreased by 13.9 percentage points from 2010 to 2014. The number of MET students has only increased by 3.9 percentage points from 2010 to 2014. The percentage of EXEMPLARY students has steadily increased by 10 percentage points since 2010.

The factors affecting student achievement in the area of Science can be attributed to instructional decisions and strategies that are developed through data discussion meetings and analysis: Fountas and Pinnell Balanced Literacy Approach, which was implemented during 2011-2012, Leveled Literacy Intervention, and small group and differentiated instruction. The Fountas and Pinnell Balanced Literacy Approach data is showing that the achievement gap is closing and that students are continuing to read at higher levels. Furthermore, the reading program supports reading instruction in both fiction and informational texts, thus a focus for both science and social studies. Another factor in student success in the area of science is the increased use of hands on science activities, technology, and student journaling through the FOSS Science Kits and Virtual Science Lab for Fourth and Fifth grades.

## Monaview 3rd Grade Students - Science

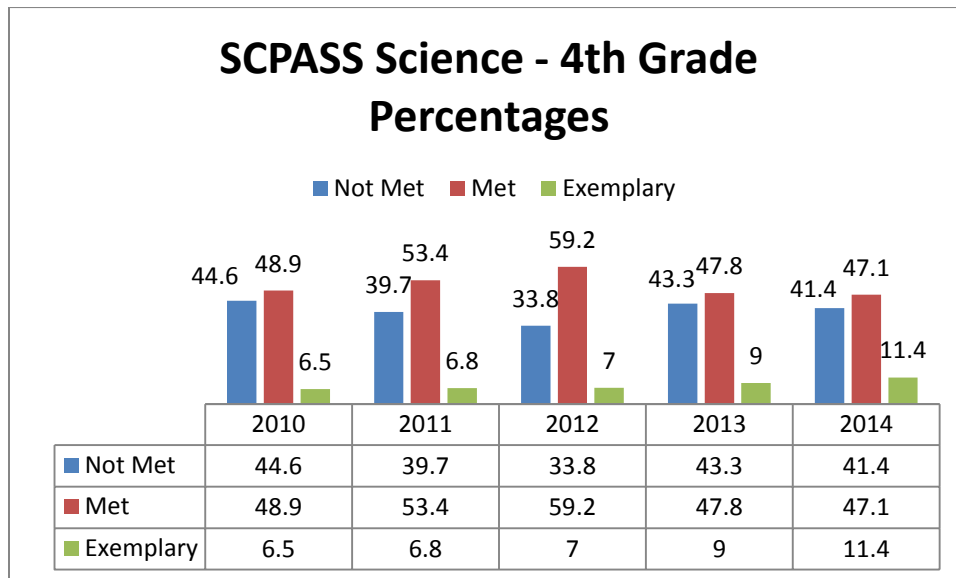
### SCPASS 2010 -2014



Reviewing the data from 2013-2014, Monaview students showed a slight decline in NOT MET by 1.7%. The number of students that MET had an increase of 11.2% from 2013 to 2014. Furthermore, students who scored EXEMPLARY declined by 9.6% from 2013 to 2014. The factors affecting student achievement in the area of Science can be attributed to instructional decisions and strategies that are developed through data discussion meetings and analysis: Fountas and Pinnell Balanced Literacy Approach, which was implemented during 2011-2014, Leveled Literacy Intervention, and small group and differentiated instruction. The Fountas and Pinnell Balanced Literacy Approach data is showing that the achievement gap is closing and that student are continuing to read at higher levels. Furthermore, the reading program supports the reading instruction in both fiction and informational texts, thus a focus for both science and social studies. Other factors in student success in the area of science are the increased use of hands on science activities, experiments and investigations a focus on process skills, math/science/technology integration, and student journaling/notebooking.

## Monaview 4<sup>th</sup> Grade Students - Science

### SCPASS 2010 -2014

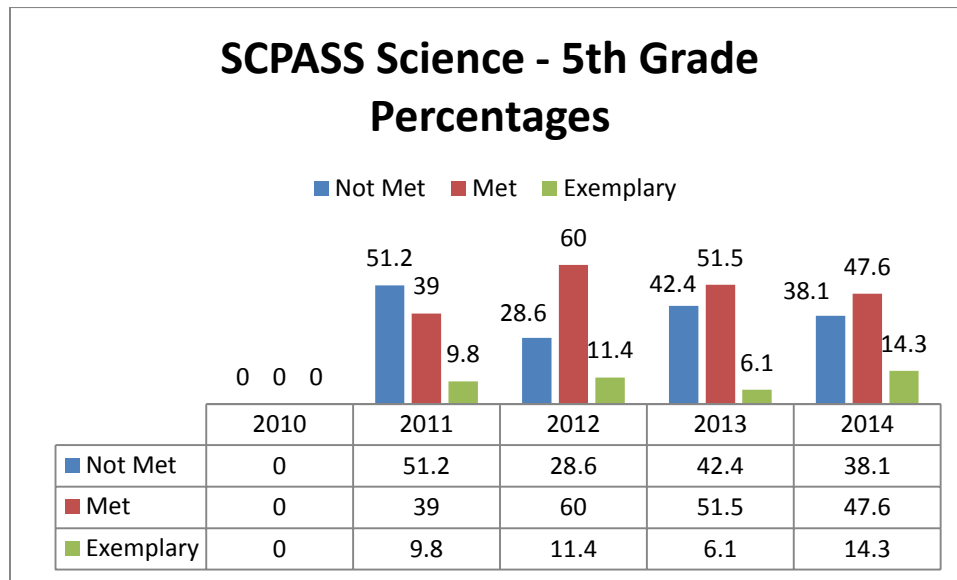


Reviewing the data from 2010-2012, 4th grade students showed steady growth in the area of Science. Students scoring NOT MET decreased by 10.8 percentage points, while students scoring MET and EXEMPLARY both increased: 10.3 percentage points for MET and 0.5 percentage points for EXEMPLARY. Comparing 2012 and 2013 SCPASS Science Test, 4th grade increased the number of students scoring EXEMPLARY by 2 percentage points. Overall, scores in MET and EXEMPLARY decreased by 7.6 percent. Comparing 2013-2014, 4th grade scores in NOT MET decreased by 1.9 percentage points while EXEMPLARY increased by 2.4 percentage points. The school district granted Monaview as a recipient of the Virtual Science Lab for the past two years, 2013-2015.

Other factors affecting student achievement in the area of Science from 2010-2014 can be attributed to instructional decisions and strategies that are developed through data discussion meetings and analysis: Fountas and Pinnell Balanced Literacy Approach, which was implemented during 2011-2012, Leveled Literacy Intervention, and small group and differentiated instruction. The Fountas and Pinnell Balanced Literacy Approach data is showing that the achievement gap is closing and that student are continuing to read at higher levels. Furthermore, the reading program supports the reading instruction in both fiction and informational texts, thus a focus for both science and social studies.

## Monaview 5<sup>th</sup> Grade Students - Science

### SCPASS 2010 -2014

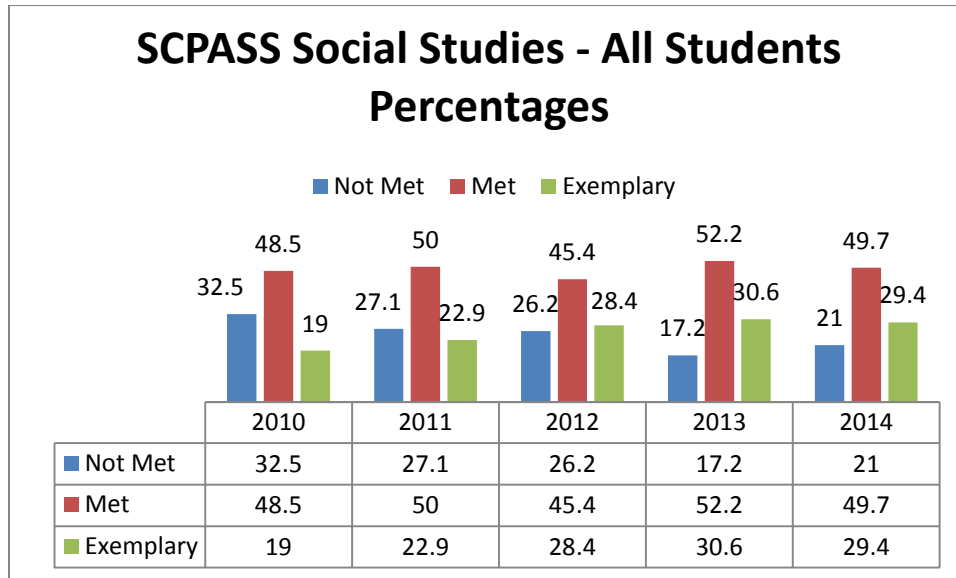


Reviewing the data for Science from 2010-2011, the percentage of students scoring MET or EXEMPLARY was similar (47.6% in 2010, 48.8% in 2011). The percentage of students scoring MET or EXEMPLARY improved from 2011 to 2012, as 71.4% of students scored MET or EXEMPLARY in 2012, a 22.6 percentage point increase. Scores did decrease in 2013, with 57.6% of students scoring MET or EXEMPLARY; however, due to the random assignment of Social Studies and Science tests, this decrease cannot necessarily be attributed to poorer instruction or learning. A higher percentage of Special Education students received the Science test than the Social Studies test, and therefore may have skewed the results.

Reviewing the data from 2013-2014, we had a decrease in NOT MET and an increase in EXEMPLARY. These successes can be attributed to the same strategies implemented the previous year: graphic organizers, hands-on experiments, and unit planning.

## Monaview All Students – Social Studies

### SCPASS 2010 -2014



When reviewing the data from 2010 and 2011, Monaview students demonstrated success with a decrease in the percentage of students scoring NOT MET. At the same time, students who scored MET and EXEMPLARY increased. Reviewing the data for Social Studies from 2011 and 2012, the trend for Monaview’s students was a slight decrease in the percentage of students scoring NOT MET by 0.9 percentage points. The 4.6 percentage point decline in MET translated to a significant percentage point increase for students scoring EXEMPLARY.

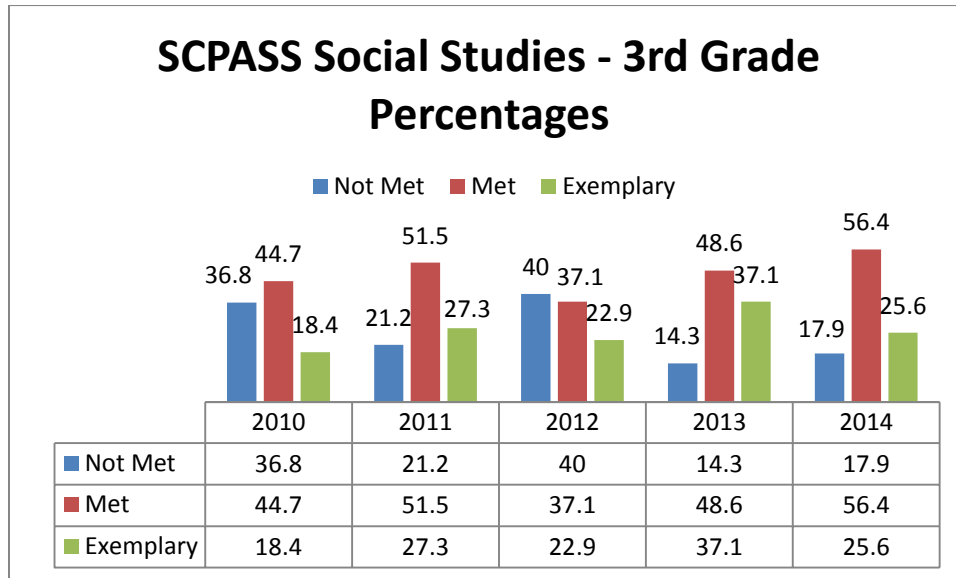
By the year 2013, there was a significant decline in students scoring NOT MET—9 percentage points from 2012. There was also an increase in students scoring MET and EXEMPLARY, 6.8 and 2.2 percentage points, respectively, with an overall increase in students scoring MET and EXEMPLARY of 9 percentage points.

In 2014, there was slight decrease in scores in all areas. The NOT MET students increased 4.2%. The MET students decreased 2.5%. The number of EXEMPLARY students decreased slightly by 1.2%.

The factors affecting student achievement in the area of Social Studies can be attributed to instructional decisions and strategies that are developed through data discussion meetings and analysis: Fountas and Pinnell Balanced Literacy Approach, which was implemented during 2011-2012, Leveled Literacy Intervention, and small group and differentiated instruction. The Fountas and Pinnell Balanced Literacy Approach data is showing that the achievement gap is closing and that students are continuing to read at higher levels. Furthermore, the reading program supports the reading instruction in both fiction and informational texts, thus a focus for both Science and Social Studies. Another factor in student success in the area of Social Studies is the increased use of hands-on Social Studies activities, technology, and student journaling.



# **Monaview 3<sup>rd</sup> Grade Students – Social Studies** **SCPASS 2010 - 2014**

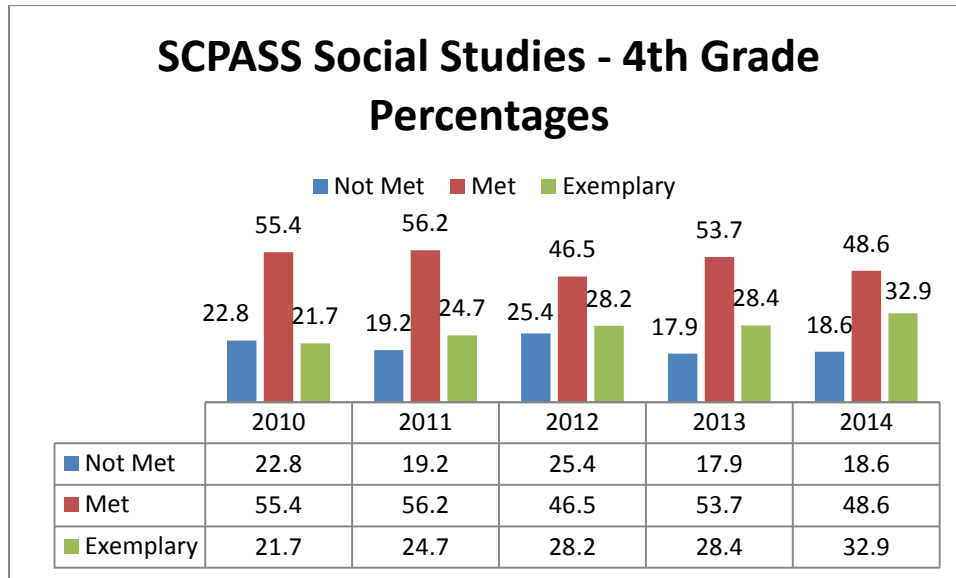


Reviewing the data for Social Studies from 2013-2014, the 3rd grade students' progress was not consistent with the overall school data for Social Studies.

School year 2013-2014 showed positive growth in the area of students that MET by 7.8 %. There was an increase in the number of students that scored in the NOT MET category by 3.6%. Teachers used word walls and planned time for weekly reviews. Conversely, factors attributing to the decline between 2013 and 2014 were that team members did not remain the same. The number of students that scored in the EXEMPLARY category decreased by 11.5 %. Teachers believe that the social studies word walls and weekly reviews greatly added to their grade levels success on the SCPASS Social Studies test.

## Monaview 4th Grade Students – Social Studies

### SCPASS 2010 – 2014

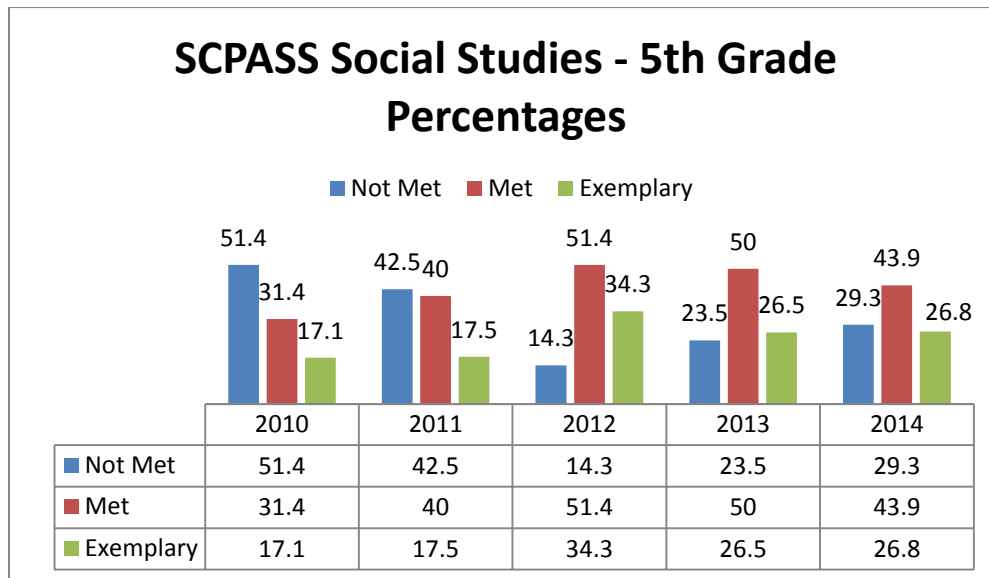


Reviewing the 2010-2014 data for Monaview’s 4th grade students’ shows that students scoring NOT MET increased by 0.7 percentage points. On the 2014 PASS Social Studies Test, 4th grade increased by 4.5 percentage points in the category of EXEMPLARY. This was due to teachers collaborating on units that utilized more graphic organizers, the incorporation of more primary sources, maps, and songs to help students remember and understand concepts. Field trips to the Living History Museum at Roper Mountain Science Center to learn about the American Revolution, and a trip to the Cherokee Indian Reservation also aided in student learning.

Contributing factors to student success are consistent standards for the past few years and instructional decisions such as well-developed units that incorporate the use of web quests, student discussions, movement, and skits.

## Monaview 5th Grade Students – Social Studies

### SCPASS 2010 - 2014



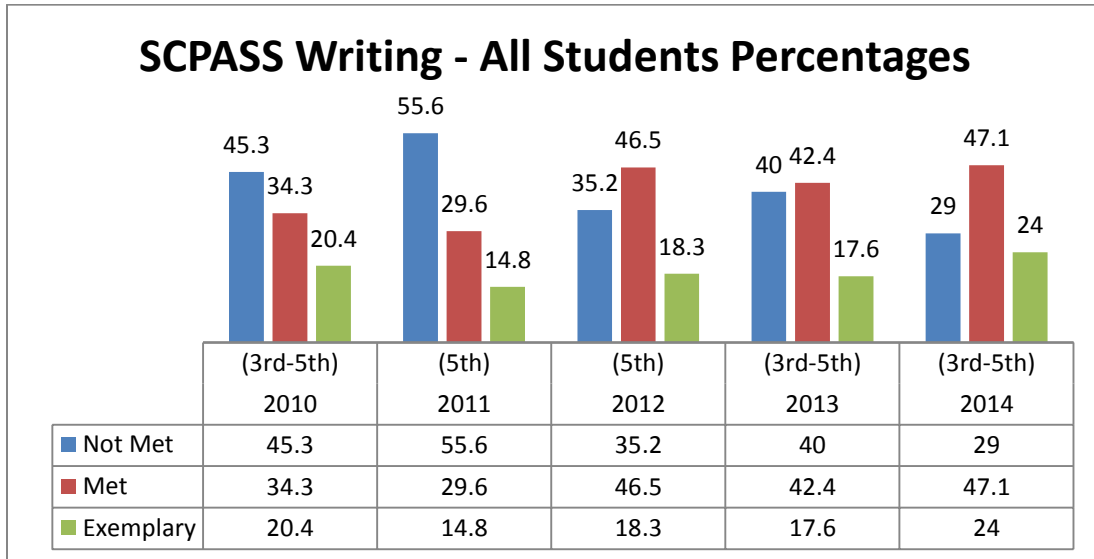
Reviewing the data for Social Studies from 2010-2012, there is a dramatic increase in the amount of students scoring Met and Exemplary. In 2011, 57.5% of students scored Met or Exemplary; in 2012, 85.7% of students scored Met or Exemplary. This percentage was higher than the district average for 5<sup>th</sup> grade Social Studies. The data remained fairly consistent from 2012 to 2013, with 76.5% of students scoring Met or Exemplary.

Reviewing the data from 2013-2014, there was an increase in NOT MET and MET. The scores were very consistent in the EXEMPLARY category. Successes can be attributed to continued refinement of pacing and new units. Graphic organizers and technology helped students to retain information.

Student achievement can be attributed to re-pacing and re-planning all units as needed each year in order to make sure that they are fully aligned with the South Carolina Social Studies Standards and Support Document. The fifth grade team communicates well and attributes students' success to effective planning and a dedicated focus to unit development.

## Monaview All Students – Writing

### SCPASS 2010 – 2014

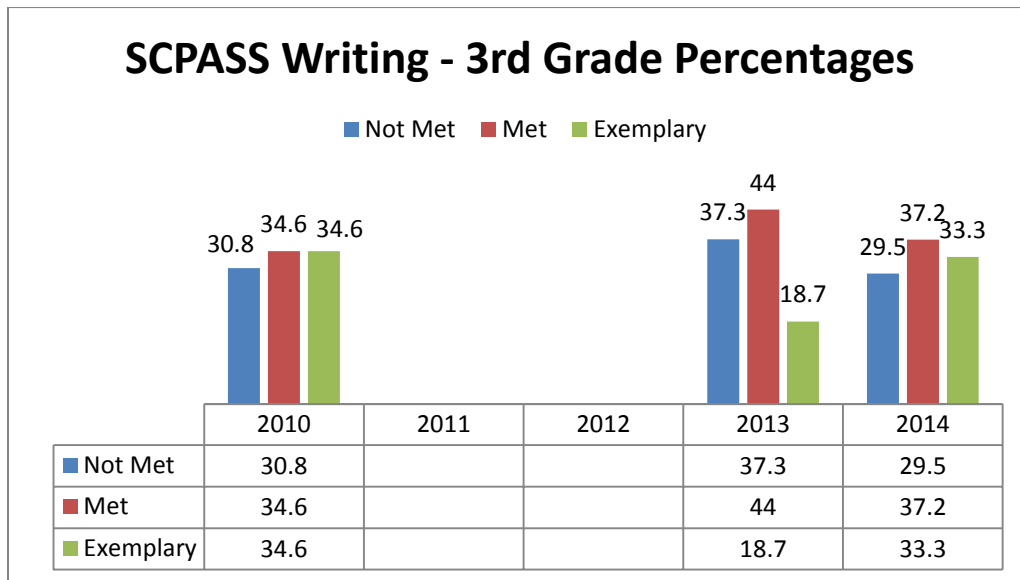


The data from 2010, 2013, and 2014 must be analyzed separately from the 2011 and 2012 data due to the change in the test-taking population. Third, fourth, and fifth grades took the SCPASS Writing in 2010, 2013, and 2014. When comparing the data from 2010 and 2013, the percentage of students scoring MET or EXEMPLARY increased from 54.7% to 60%. When comparing the data from 2013 and 2014, the percentage of students scoring MET or EXEMPLARY increased from 60% to 71.1%. Each of these years also experienced a decrease in the percentage of students scoring NOT MET. In 2010, 45.3% of students scored NOT MET. In 2013, 40% of students scored NOT MET. In 2014, 29% of students scored NOT MET.

Only fifth graders took SCPASS Writing in 2011 and 2012. The percentage of students scoring MET increased from 29.6 % to 46.5%, and the percentage of students scoring NOT MET decreased more than 20 percentage points (from 55.6% to 35.2%).

## Monaview 3rd Grade Students – Writing

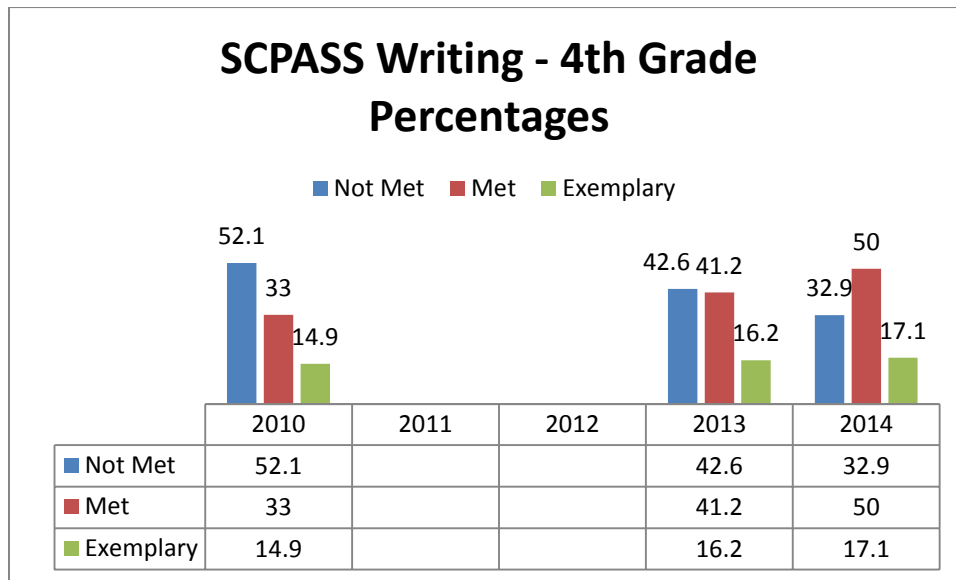
### SCPASS 2010 - 2014



Reviewing the data for 3rd grade students in 2013 to 2014, the results were distributed in the three categories. From 2013 to 2014 there was a decline in the number of students in the NOT MET category by 7.8%. Students in the MET category decreased by 6.8%. A significant increase of 14.6% was noted of students in the EXEMPLARY category.. Third grade is the first testing year for PASS Writing. Consequently, due to budget restraints, the South Carolina State Department of Education made the decision that 3rd graders would not be tested in 2011 and 2012. Nevertheless, the writing process has been integrated across the curriculum with student journaling in all content areas and diligent instruction in specific types of writing: poetry, opinion, memoirs, book reviews, fairy tales, small moments, and expository writing.

## Monaview 4<sup>th</sup> Grade Students – Writing

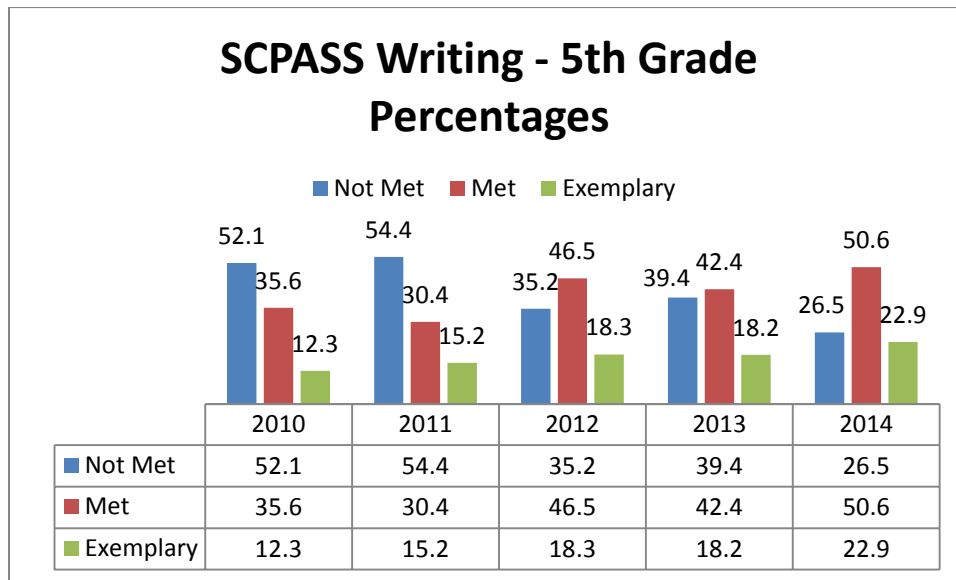
### SCPASS 2010 – 2014



Reviewing the data for 4th grade students in 2010, the results showed that writing needed to be a concentrated focus in 4th grade. Due to budget restraints, the South Carolina State Department of Education made the decision that 3rd grader and 4th graders would not be tested in 2011 and 2012. Nevertheless, the writing process has been integrated across the curriculum with student journaling in all content areas and diligent instruction in specific types of writing; opinion, poetry, memoirs, tall tales, book reviews, writing the report, small moments, and friendly letters. Data from 2013-2014 shows that 4th grade had significant decrease in NOT MET by 9.7 percentage points. This translated to a significant increase in MET by 8.8 percentage points.

## Monaview 5th Grade Students – Writing

### SCPASS 2010 - 2013



While reviewing the data for Monaview’s 5<sup>th</sup> grade students from 2010-2014, a trend of positive success is evident. Students scoring Not Met decreased from 52.1% in 2010 to 26.5% in 2014. The number of met increased from 35.6% in 2010 to 50.6% in 2014. The number of exemplary students has steadily increased from 12.3% in 2010 to 22.9% in 2014.

This success can be attributed to the following factors: writing across content areas, studying anchor texts, observing authors’ writing styles, and diligent instruction in specific types of writing, including opinion, informational, and narrative.

# Teacher and Administrator Quality

Professional development was focused in the areas of technology, reading, math, and science. Teachers were supported by instructional coaches, district academic specialists, and Title I academic specialists. In the area of technology, our professional development focus was Google Apps for Education. In reading, our focus continues to be focused on the implementation of the Balanced Literacy Framework. In math, teachers implemented weekly common assessments. Our Title I Math Academic Specialists focused monthly professional development on the Algebraic Operations and Thinking Strand. In the area of science, teachers learned how to utilize science notebooks to improve student achievement.

## 1) Professional Development Calendar Summary for 2014-2015

The data factors included the following resources: SCPASS scores, the State Report Card for Monaview, ESEA, and teacher surveys. As the needs of our stakeholders were identified, we incorporated the District Specialists and other resources to provide the most effective training for our faculty and staff.

- Virtual Science Lab meeting with 4<sup>th</sup> and 5<sup>th</sup> grade teachers by Jessica Austin
- Balanced Literacy Framework by Paula Burgess, Title I ELA Academic Specialist
- In & Out Coaching and Model Lessons in Shared Reading, IRAs and Guided Reading, Paula Burgess Title I ELA Academic Specialist
- Google Sites Website course with Tracy Rucker
- Google Apps for Education Sessions (12 hours) by Kelly Smith, Title I Technology Facilitator
- ACT Aspire Constructed Responses in Math, Algebra Strategies, and SCPASS Data Analysis: Stephanie Burdette, Title I Math Academic Specialist
- Monthly Curriculum Update Power Point Presentations from Rubicon and the District Academic Specialists
- Pre-A Lesson Plan Training with K5 Assistants, new first grade teachers, and student teachers
- Vertical Teaming PLCs: Writing, ELA, Math, Science, and Social Studies
- Depth of Knowledge study with Vertical Teams
- ACT Aspire Training and Information sessions
- Curriculum Carousels, presented by staff members
- 2014-2015 MAP Teacher Administrator Trainings
- ESOL Culture Session, Melissa Munoz, Parent Involvement Coordinator



- ESOL Observations and Vocabulary Instruction with Christine Ware, district ESOL Coach
- Interactive Notebooks Overview and STC ebooks with Chris Burras, Science Academic Specialist
- Social Studies Integration with Nonfiction Texts, with Tami Finley, Social Studies Academic Specialist
- Math Common Assessments: Shannon Land, Title I Facilitator, Stephanie Burdette, Title 1 Math Academic Specialist
- PBIS Refresher sessions, Kara Holley and the PBIS committee
- Coaches' PD sessions on Gradebooks, NWEA resources/DesCartes and Dynamic Reports, Navigating Rubicon, Student Teacher Information sessions, Induction teacher meetings

## Professional Development Calendar 2014-2015

<i>Date</i>	<i>Title</i>	<i>Leader</i>	<i>Time</i>	<i>Point</i>
8-18M	PD: Science Notebooks (grades 2-5)	Chris Burras	8:30	1
8-18M	PBIS Information and Refresher	Kara Holley	10:30	4
8-19T	Safe Schools Training	Virtual Meeting	1:30	1
8-20W	Faculty Meeting: Using Technology to Increase Reading	<i>MES</i>	3:10	1*
8-21Th	PD: Technology Integration Introduction	Kelly Smith	planning	-
8-27W	Faculty Meeting: MAP Training, Committee Information	<i>MES</i>	3:10	-
8-28Th	PD: Gradebook Setup	Awtrey, Woods	planning	-
9-3W	Faculty Meeting: General Updates and Information	<i>MES</i>	3:10	-
9-4/5	PD: Balanced Literacy Framework (Grades 2-5)	Paula Burgess	planning	1
9-10W	Dowell, Land, Curriculum Updates, HUG training	<i>MES</i>	3:10	1
9-17W	Google Education Apps (Session 1- Drive Overview)	Kelly Smith	3:10	2*
9-24W	Special Education Demographics	Dr. O' Laughlin	1:00	1
9-24W	Faculty Meeting- Google Sites Training	Tracy Rucker	3:10	2*
9-25Th	PD: Math PASS Data and Common Assessments	Stephanie Burdette	planning	1

9-26F	Special Education Planning Meeting	Special Ed Coordinator, Admin Team	1:00	-
10-1W	Outlook Calendar, Technology Procedures, Learn 360	Coaches, Tiffany Suttles	3:10	1
10-2Th	PD with Instructional Coaches Balanced Literacy, Guided Reading, Lesson Plans	Awtrey, Woods	planning	1
10-3F	Special Education Planning Meeting	SpeEd Coordinator, Admin, SpeEd Teachers	1:00	-
10-8W	Curriculum Updates: Content Videos on Atlas Faculty Council Meeting	Academic Specialists	3:10	1
10-9Th	PD: Science Notebooks, STC eBooks, Vocab	Chris Burras	planning	1
10-15W	ELA Observations and Class Walkthroughs	Paula Burgess	various	-
10-15W	Google Education Apps (Session 2- Google Docs)	Kelly Smith	3:10	2*
10-20M	Math Observations and Class Walkthroughs	Stephanie Burdette	various	-
10-22W	Faculty Meeting: Vertical Teams	<i>MES</i>	3:10	1
10-23Th	PD: Math Practices, Strategies, Common Assessments	Stephanie Burdette	planning	1
10-29W	Faculty Meeting A-Team Procedures, Special Ed, Intervention	Joey Oliva	3:10	1
Oct/Nov	Grade level data meetings - personal/school goals	Admin	various	-
11-5W	Title I Cultural Diversity & Faculty Council	Land, Munoz	3:10	1
11-6Th	PD with Coaches - Math Common Assessments	Land, ICs	planning	1
11-10M	ESOL Observations and Discussions	Christine Ware	various	-
11-12W	Curriculum Updates: Content Videos on Atlas, ESOL Strategies, Math Common Assessments	Specialists, ESOL, ICs	3:10	1
11-13Th	PD: Math Practices- Differentiated Instruction	Stephanie Burdette	planning	1
11-17/18	ELA (Shared Reading/IRA) In & Out Coaching	Paula Burgess	various	-
11-19W	Google Education Apps (Class 3- Google Slides)	Kelly Smith	3:10	2*

11-20Th	PD with Coaches – Rubicon, District Items	Awtrey, Woods	planning	1
12-3W	Faculty Council Meeting	MES	3:10	-
12-4Th	PD: Social Studies Integration/Nonfiction Texts	Tami Finley	planning	1
12-10W	<b>**Curriculum Carousel**</b>	MES	3:10	2
1-7W	Faculty Meeting- general updates	MES	3:10	1
1-8Th	PD with Coaches- Resources for Literacy	Awtrey, Woods	planning	1
1-14W	Introductions, Breakfast, Curriculum Updates	Specialists	3:10	1
1-21W	Google Education Apps (Class 4- Google Forms)	Kelly Smith	3:10	2*
1-22Th	PD: Math Practices, Constructed Responses	Stephanie Burdette	planning	1
1-28W	Faculty Council Meeting Only	MES	3:10	1
1-29Th	PD with Christine Ware, ESOL Strategies	Christine Ware	planning	1
2-4W	Faculty Meeting- Testing Updates- ACT Aspire	MES	3:10	1
2-5Th	Planning with third grade	Awtrey, Dowell	planning	-
2-11W	Vertical Teams and Committees Meet, DOKs	Awtrey, Woods	3:10	1
3-4W	Faculty Meeting: Updates, Faculty Council	MES	3:10	-
3-9M	Literacy Model Lessons and Co-teaching	Paula Burgess	Planning	-
3-11W	Faculty Meeting: Curriculum Updates, Portfolio	MES	3:10	
3-16M	Literacy Model Lessons and Co-teaching	Paula Burgess	Planning	-
3-18W	Google Education Apps (Class 5- Google Sheets)	Kelly Smith	3:10	
3-25W	Faculty Meeting: Vertical Teams	MES	3:10	
3-26Th	PD: Math Practices and Constructed Responses	Stephanie Burdette	planning	
4-8W	Faculty Meeting	MES	3:10	
4-9Th	PD with Coaches	Awtrey, Woods	planning	
4-15W	Curriculum Updates: Content Videos on Atlas	Specialists	3:10	

4-16Th	PD with Coaches	Awtrey, Woods	planning	
4-22W	Faculty Meeting: Faculty Council	<i>MES</i>	3:10	
4-23Th	PD: Math Practices, Strategies, Common Assessments	Stephanie Burdette	planning	
4-29W	Faculty Meeting: Vertical Teams	<i>MES</i>	3:10	
4-30Th	PD with Coaches	Awtrey, Woods	planning	
5-6W	Faculty Meeting	<i>MES</i>	3:10	
5-7Th	PD with Coaches	Awtrey, Woods	planning	
5-13W	Curriculum Updates: Content Videos on Atlas	Specialists	3:10	
5-20W	Faculty Meeting: Faculty Council	<i>MES</i>	3:10	
5-21Th	PD with Coaches	Awtrey, Woods	planning	
5-27W	Faculty Meeting: Vertical Teams	<i>MES</i>	3:10	
5-28Th	PD: Math Practices, Strategies, Common Assessments	Stephanie Burdette	planning	
6-3W	Faculty Meeting	<i>MES</i>	3:10	

## **Future Planning**

Each year we evaluate the needs of our staff in regards to professional development. As part of the strategic plan for 2013-2018, reading, writing, math, and the 1:1 initiative will be our primary focus in professional development. We will continue to utilize the support of our District Consultants as well as our administrative team to implement effective research based practices, implementation of new state standards, and strengthen the programs that we already have in place.

### **2) Professional Development Calendar Summary for 2015-2016**

Based on needs assessment from 2014-2015 data discussions and benchmarks, the need for the following professional development sessions are being discussed for the 2014-2015 school year.

- Instructional technology with iPads for primary and laptops for intermediate
- Balanced Literacy Framework: Guided Reading Focus
- ELA assessment and goal setting
- Math common assessment and strategies
- Writing common language and student support
- Vertical teaming
- Building school leaders (model classrooms, faculty council, focus groups)

## Monaview Elementary School 2015-2015 Professional Development Calendar

Future dates will be added throughout the year.

<i>Day</i>	<i>Date</i>	<i>Title</i>	<i>Leader</i>	<i>Time</i>	<i>Point</i>
Tuesday	8/11	<b>Orientation</b> Bus Tour, Parent Visions, Successful MES Students, Teachers will write a reflective piece about how this will impact their teaching.	Sharon Dowell		1
Wednesday	8/12	ELA Expectations with Casey Math Expectations with Sara Present Coaching Plan for 15-16, one hour each	Coaches	TBD	1 each
Thursday	8/13	Technology Session 2 Management (Pri 9-11, Int 1-3) Library	Kelly Smith	Pri 9, Int 1	2
Friday	8/14	PBIS Refresher Meet the Teacher 11-1, 4-6	PBIS Committee	8:30- 10:30	2
Monday	8/17	Ken Brooks & Kristi Kendrick (form for looking at perm records)	Ken and Kristi	8:30- 9:30	1

Tuesday	8/18	First Day of School for Students			
Wednesday	8/26	MAP Testing Training	Coaches	3:00-5:00	0
Thursday	8/27	Grade Book Setup with grades 2-5	Coaches	planning	0
Wednesday	9/2	Full Faculty Meeting- School Goals-Testing Data	Administration	3:00-5:00	1
Thursday	9/3	Reading Benchmarking Process with grades 1-5 (possibly after school for new or a refresher)	Casey Woods	planning	0
Wednesday	9/9	Technology Session 3 PRIMARY Library Writing INTERMEDIATE Location?	Kelly Smith Writing Teacher	3:00-5:00	2
Thursday	9/10	Math Common Assessments, Spreadsheet, Student-Centeredness	Sara Awtrey	planning	1
Wednesday	9/16	Technology Session 3 INTERMEDIATE Library Writing PRIMARY Location?	Kelly Smith Writing Teacher	3:00-5:00	2
Thursday	9/17	Collecting Data: Assessment Lenses and Tools *Analyzing Data: Making Discoveries from Student Work (may have to be continued in Google Classroom)	Casey Woods	planning	2
Wednesday	9/23	Faculty Meeting, Faculty Council	Awtrey, Woods, Dowell	3:00-5:00	1
Thursday	9/24	Forming Groups: Making the Invisible Visible	Casey Woods	planning	2

		Through Assessment (ongoing reading and assignments in Google Classroom)			
Wednesday	9/30	Curriculum Carousel	Teacher Presenters	3:00-5:00	2
Thursday	10/1	Intermediate: Guided Reading for the Transitional Reader New Primary: Early Guided Reading Primary: Analyzing Data: Making Discoveries from Student Work	Casey Woods and other instructor to lead one of the primary cohorts	planning	1
Week	10/5-9 10/12	Grade Level Data Days (Grade levels will analyze data and make plans for future)	Title I	various	
Wednesday	10/7	Full Faculty Meeting A-Team Procedures, Special Education, Intervention	School Psychologist (A-Team, Special Ed, Intervention)	3:00-5:00	0
Thursday	10/8	Intermediate: Guided Reading for the Transitional Reader New Primary: Early Guided Reading Primary: Analyzing Data: Making Discoveries from Student Work (Continued)	Casey Woods and other instructor to lead one of the primary cohorts	planning	1
Wednesday	10/14	Technology Session 4 Workflow PRIMARY Library Writing INTERMEDIATE Location?	Kelly Smith Writing Teacher	3:00-5:00	2



Thursday	10/15	Teacher Workday/Exchange			
Friday	10/16	Teacher Workday/Exchange			
Wednesday	10/21	Technology Session 4 Work Flow <b>INTERMEDIATE</b> Library Writing <b>PRIMARY</b> Location	Kelly Smith Writing Teacher	3:00- 5:00	2
Thursday	10/22	<b>Intermediate: Guided Reading for the Fluent Readers New Primary: Guided Reading for the Early Reader Primary: Interpreting Data and Establishing a Goal</b>	Casey Woods and other instructor to lead a primary cohort	planning	1
Wednesday	10/28	Faculty Meeting, Faculty Council	Awtrey, Woods, Dowell	3:00- 5:00	1
Thursday	10/29	District IC? Dates TBD			
Wednesday	11/4	Full Faculty Meeting Title I Cultural Diversity, Family Relations	Shannon Land Melissa Munoz	3:00- 5:00	1
Thursday	11/5	<b>Intermediate: Guided Reading for the Fluent Reader New Primary: Guided Reading for the Early Reader Primary: Interpreting Data and Establishing a Goal</b>	Casey Woods and other instructor to lead a primary cohort	planning	1
Wednesday	11/11	Technology Session 5 Content Creation <b>PRIMARY</b> Library Writing <b>INTERMEDIATE</b> Location?	Kelly Smith Writing Teacher	3:00- 5:00	2
Thursday	11/12	off (possible Google Classroom assignment)			

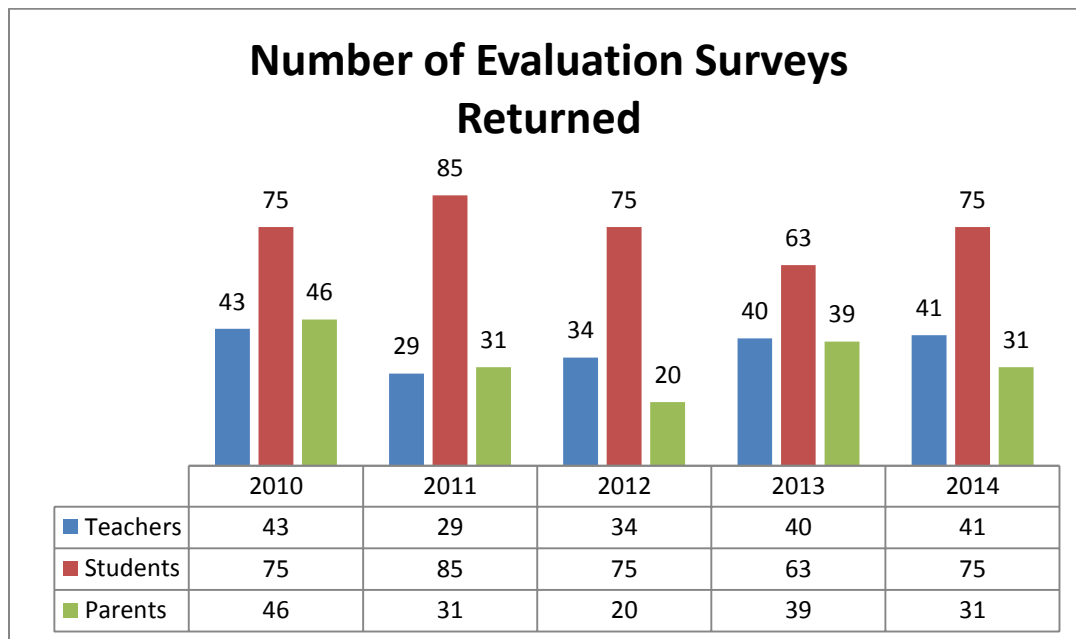
Wednesday	11/18	Technology Session 5 Content Creation INTERMEDIATE Library Writing PRIMARY Location?	Kelly Smith Writing Teacher	3:00- 5:00	2
Thursday	11/19	What can I do with pre-readers? K-5 (optional for experienced teachers/required for new teachers)	Casey Woods	planning	1
Wednesday	11/25	Thanksgiving			
Thursday	11/26	Thanksgiving			
Wednesday	12/2	Full Faculty Meeting			
Thursday	12/3	Intermediate: Guided Reading for the Early/Struggling Reader Primary: Creating an Action Plan for your readers	Casey Woods	planning	1
Wednesday	12/9	Technology Vertical Teams- How are you using tech in your content area? Share out.	Coaches	3:00- 5:00	1
Thursday	12/10	District IC Meeting			
Thursday	12/17	Intermediate: Guided Reading for the Early/Struggling Reader Primary: Creating an Action Plan for your readers (Continued)	Casey Woods	planning	1
Wednesday	1/6	No Meeting, Free Day			

Thursday	1/7	No Meeting, Free Planning			
Wednesday	1/13	Full Faculty Meeting			
Thursday	1/14	District IC Meeting			
week	1/19-22 1/25, 26	Grade Level Data Days (Grade levels will analyze data and make plans for future)	Title I	various	
Thursday	1/21	Math with Sara- Common Assessments and Planning	Sara Awtrey	planning	1
Wednesday	1/27	Faculty Meeting, Faculty Council	Awtrey, Woods, Dowell	3:00-5:00	1
Thursday	1/27	Engagement: Helping Children WANT to read	Casey Woods	planning	1
Wednesday	2/3	Full Faculty Meeting			
Thursday	2/4	Guided Practice Toward Independence: Strategy Lessons for Comprehension, Print Work, and Fluency	Casey Woods	planning	1
Thursday	2/11	District IC Meeting- TBD			
Thursday	2/18	Math Common Assessments	Sara Awtrey	planning	1
Wednesday	2/24	Faculty Meeting, Faculty Council			
Thursday	2/25	Talking About Books: Improving Partnerships and Clubs	Casey Woods	planning	1

Wednesday	3/2	Full Faculty Meeting			
Thursday	3/3	MAP testing			
Thursday	3/10	MAP Testing			
Wednesday	3/16	Technology Conversations (Primary on one half, intermediate on the other to share technology ideas and moments)			
Thursday	3/17	MAP Testing			
Thursday	3/24	Reading with Fluency and Expression	Casey Woods	planning	1
Wednesday	4/6	Full Faculty Meeting			
Wednesday	4/20	Full Faculty Meeting			
Wednesday	5/4	Full Faculty Meeting			
Thursday	5/19	Looking Ahead (Class Rosters, Schedules)			
Thursday	5/26	Looking Ahead (Class Rosters, Schedules)			
Wednesday	6/1	Full Faculty Meeting			

## School Climate Needs Assessment

- 2014 School Report Card Link  
<https://ed.sc.gov/data/report-cards/2014/elem/c/e2301069.pdf>
- 2014 Survey Results/Questions

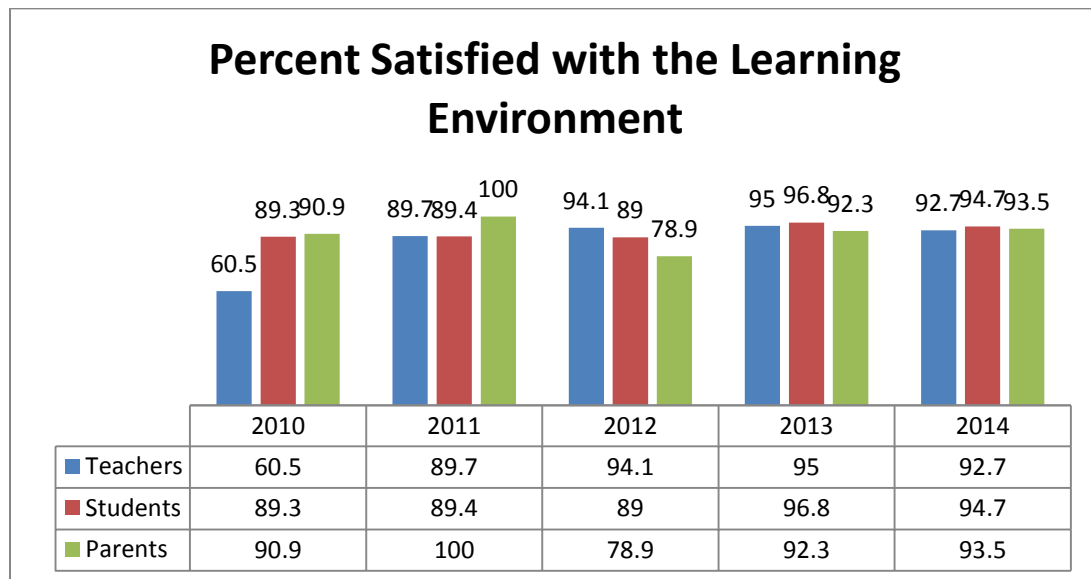


After reviewing the trend in the number of evaluation surveys returned each year from 2011-2012, the staff needed to be more accountable for completing the annual State Report Card Surveys. With encouragement about the importance of completing the surveys, the outcome of returned teachers' surveys has increased.

Student surveys are completed during the school day in the 5<sup>th</sup> grade each year. The one contributing factor for the number of surveys submitted for 5<sup>th</sup> grade students is the fluctuating yearly 5<sup>th</sup> grade enrollment.

The 2010-2014 data revealed the fact that as a school, we needed to be more diligent in our communication with parents about the importance of returning the school surveys. The administration collaborated with the school Social Worker, teachers, and the front office staff to

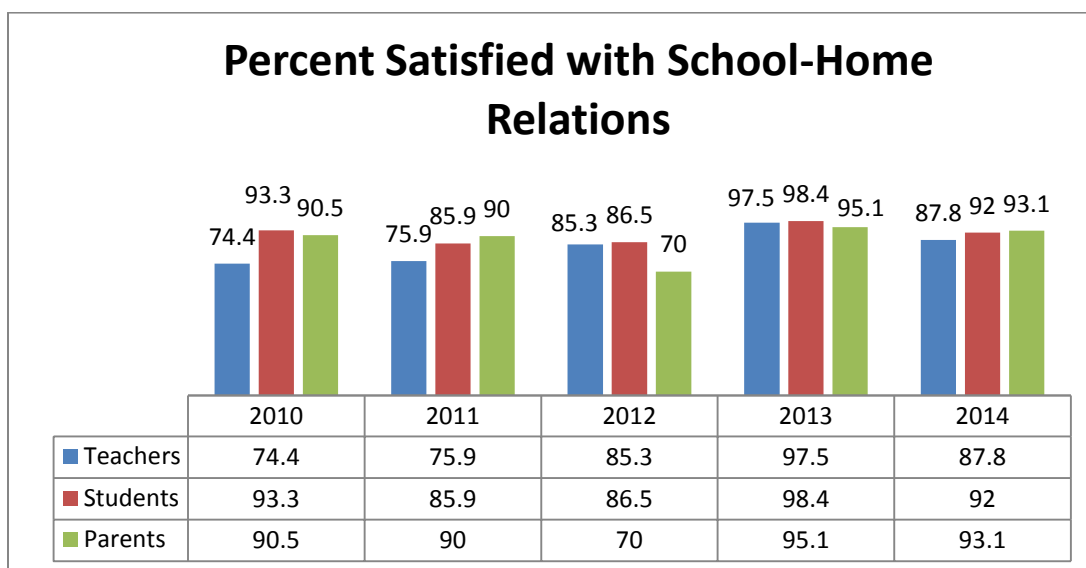
make contacts with parents about returning the surveys through the following means: phone calls, newsletters, and the School Messenger System. With these efforts, Monaview saw nearly a 100% increase in the number of parent surveys returned for 2012-2013: 20 surveys in 2012 to 39 surveys in 2013. The number of surveys returned dropped slightly from 2013 to 2014.



The survey results for the satisfaction of Monaview's learning environment shows that teachers are increasingly satisfied with the learning environment from 60.5% in 2010 to 95% in 2013. The satisfaction percentage dropped slightly from 95% in 2013 to 92.7% in 2014. Student satisfaction showed a steady trend from 2010-2012, consistently at 89%. For 2013, the percent of students satisfied with the learning environment increased 7.8 percentage points to 96.8 %. Student satisfaction dropped slightly from 96.8% in 2013 to 94.7% in 2014. The increase over the past four years can be attributed to Monaview's dedicated teachers who passionately plan for engaging and challenging activities that make learning fun.

Parent satisfaction was very high in 2010 and 2011 with 90.9% and 100%, respectively. One factor attributing to the drastic decline from 2011 to 2012 was the low number of only 20 parent surveys returned. The number of surveys returned for 2013 almost doubled, from 20 to 39. As

addressed earlier, school to home communication about surveys will be a committed focus for Monaview Elementary.

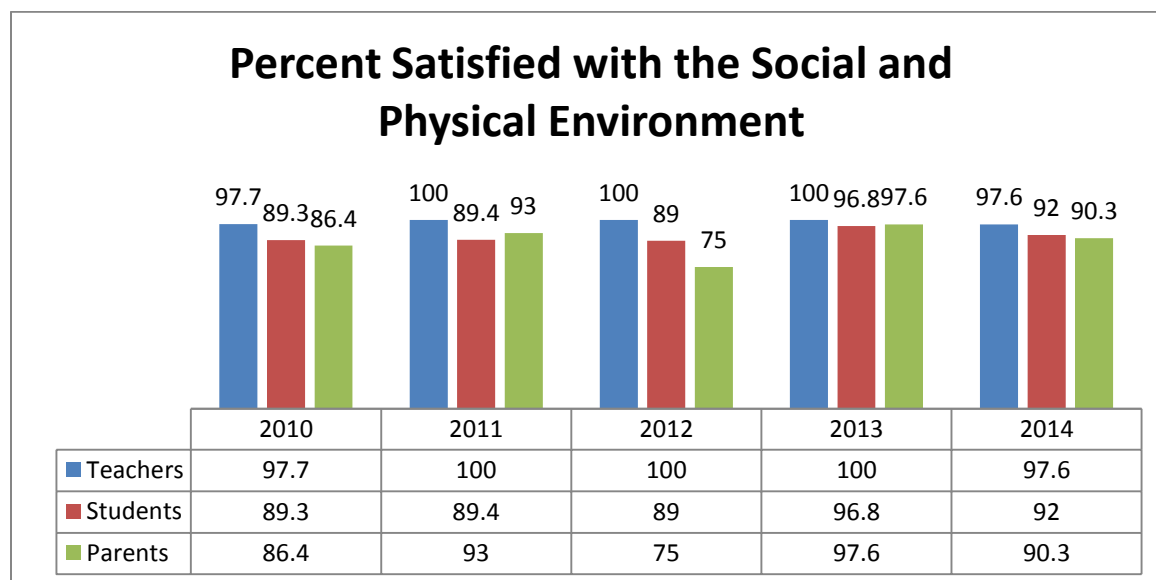


While the 2013 results were the highest ratings during this period, in 2014 the results decreased just a bit, thus showing a slight decrease in satisfaction with Monaview’s school and home relations. We still attribute the good ratings from parents to teacher’s weekly newsletters, our school messenger system, and Monaview’s parent involvement coordinator (who translates materials into Spanish for the non-English speaking parents).

The student satisfaction rate dropped slightly from 2013 to 2014, but it still remains higher than the two previous years (2011 & 2012). The parent satisfaction trend dipped a little this year, going from 95.1 to 93.1 percent satisfied. Teacher numbers show they are bit less satisfied than the previous year, with only 87.8 satisfied. We will continue to work on this area, as all parties were a little less satisfied; this will be an area to try to increase again in the coming year.

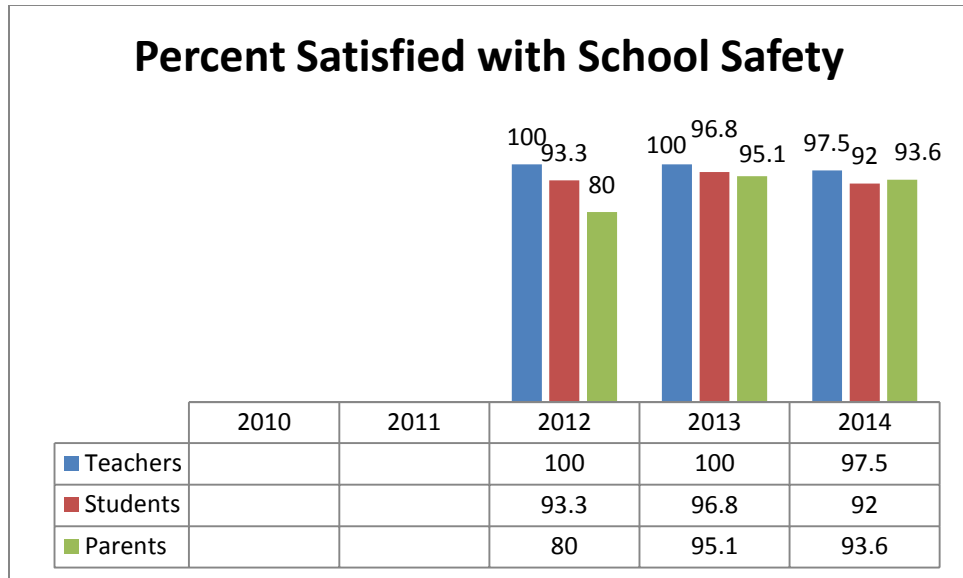
Parent communications will continue to be a focus at Monaview. Monaview continues to offer “Lunch and Learn,” a program that focuses on parenting skills and academic focuses. Parents are invited to attend a luncheon with a trained parenting specialist or school personnel that will provide direction and discussion to guide them through such issues as health, behavior, and success in school. Monaview has also made contact with the Greenville Hispanic Alliance and has some great programs planned for the upcoming year. We hope this partnership will help us reach out to Hispanic parents in particular and deepen home-school relations.

Parents are invited to various curriculum programs and recognition activities at Monaview. For example, PTA nights are organized throughout the school year to showcase the achievements of our students as well as inform parents of the instructional programs and strategies used in the classroom and home –school extensions. Also, parents receive invitations to Terrific Kids, and fliers promoting a host of school activities, such as Curriculum Nights, Monaview Math and Science Night, and Monaview Literacy Night.



The survey results for the satisfaction of Monaview’s social and physical environments shows that students and teachers are consistently satisfied with these areas that impact student achievement. Student satisfaction did increase by 7.8 percentage points for the school year 2012-2013 and dropped 4.8% in 2014. The one factor associated with the drop in parent satisfaction from 2011 to 2012 was the national coverage of school violence in recent years. The District elementary schools now have regular police surveillance monitoring the schools two times a day. The result is a dramatic increase in parent satisfaction from 2012 to 2013, up 22.6 percentage points to 97.6%, the highest percentage during the last four years. In 2014, the parent satisfaction percentage dropped 7.3%.





Based on survey results for 2011-2012, the one factor associated with the 80% parent satisfaction with the safety of their child/children at Monaview Elementary was the national coverage of school violence in recent years. The district elementary schools now have regular police surveillance monitoring the schools three times a day. The result is a dramatic increase in parent satisfaction with school safety from 2012 to 2013, up 15.1 percentage points to 95.1%. In 2014, there was a slight decrease in satisfaction with school safety among teachers, students, and parents. The results of the last three years data show that students and teachers are consistently satisfied with school safety.

## Action Plan

### ACT ASPIRE WRITING

#### SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**GOAL AREA 1:** Raise the academic challenge and performance of each student.

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in writing each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in writing as measured by ACT Aspire.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in writing as measured by ACT Aspire.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*

## ACT ASPIRE ENGLISH

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in English each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in English as measured by ACT Aspire.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in English as measured by ACT Aspire.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*

## ACT ASPIRE READING

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in reading each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in reading as measured by ACT Aspire.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in reading as measured by ACT Aspire.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*

## ACT ASPIRE MATH

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in mathematics as measured by ACT Aspire.

**ANNUAL OBJECTIVE:** Meet or exceed the standard in mathematics as measured by ACT Aspire.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*

## ACT ASPIRE % TESTED

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

**ANNUAL OBJECTIVE:** Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

% Tested ELA – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

<b>% Tested ELA – District Grades 3-5</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

<b>% Tested Math – School</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*



<b>% Tested Math – District – Grades 3-5</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

## SCPASS SCIENCE

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in science each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.\*

## SCPASS SOCIAL STUDIES

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.\*

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

**ANNUAL OBJECTIVE:** Annually meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

**DATA SOURCE(S):** Fall ITBS/CogAT report produced by Riverside Publishing

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
School Actual Performance	41 <sup>st</sup> percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
School Actual Performance	33rd percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

<b>Reading</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
District Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
District Actual Performance	60 <sup>th</sup> percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

<b>Mathematics</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
District Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
District Actual Performance	52 <sup>nd</sup> percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

<b><u>Goal 1: STRATEGY Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
Weekly grade level planning for all content areas	August-May	Classroom Teachers	N/A	N/A	Lesson Plans, Classroom observations, MAP Scores, attendance at grade level meetings, grade level minutes posted on T-Drive
Teachers will submit benchmark data to the administrative team and instructional coaches to identify academic concerns and create a strategic plan.	Fall, Winter, Spring	Classroom Teachers, Instructional Coaches	Salaries	State and Title I	F&P Benchmarks, Content Assessments, MAP scores, Pre and post test results, report cards
Involve parents in the reading curriculum through Lunch and Learn, February Reading Night, Teachers' Monday memos, phone calls, notes home, quarterly celebrations and recognition of student success	Weekly	Classroom teachers, ELA Committee			Report cards, contact logs, IMS system, sign in sheets, Roaring Writers, Photographs, hall way displays in atrium
Weekly Common Assessments in Math	September-April	Classroom Teachers			Spreadsheet and analysis of student results on the staff drive
Provide professional development (1:1 technology, balanced literacy, math planning and assessment, support for new state standards, common language for writing in grades K-5	September-May	Principal, Instructional Coaches, Title I facilitator, Technology Facilitator, Writing Interventionist, classroom teachers		Title I Funds T & A funds	Sign in sheets; agenda

<b><u>Goal 1:</u></b> <b><u>STRATEGY:</u></b>  <b><u>Activity</u></b> <b><i>Continued</i></b>	<b><u>Timeline</u></b> <b><u>Start/End</u></b> <b><u>Date</u></b>	<b><u>Person</u></b> <b><u>Responsible</u></b>	<b><u>Estimated</u></b> <b><u>Cost</u></b>	<b><u>Funding</u></b> <b><u>Source</u></b>	<b><u>Indicators of</u></b> <b><u>Implementation</u></b>
Student's writing is displayed in the Principal's Hall of Fame on a quarterly basis along with a recognition ceremony (Roaring Writers)	Quarterly	Master Writing Teacher, Classroom Teachers	Salary	Title I Funds	Hall display, calendar, program
Writing Benchmarks for Opinion, Narrative, and Informational completed at the beginning and end of each Writing Unit.	Fall, Winter, Spring	Classroom Teachers, Instructional Coaches, Administration			Scored with Rubicon Writing Rubrics and placed in Permanent Records
Science Notebooks	September-May	classroom teachers	Salary	State and Title I	Lesson plans, observations, student notebooks
ERI and LLI-Leveled Literacy Intervention	October-May	Interventionists	Salaries/Title I Funds	State and Title I Funds	Lesson Plans, Running Records, AimsWeb Data, F&P Benchmark data
Monthly Updates to Instructional Reading Level Spreadsheet	September-May	Instructional Coaches, Classroom Teachers			monthly F&P data collection/Reading Data Spreadsheets
Data/Planning Day	October	Administration, Title I Facilitator, Instructional Coaches	substitute pay	Title I Funds	agenda, sign-in sheet
Implement RAZ Kids, Reading Counts, and First in Math	August-May	ICs, Classroom Teachers, Media Specialist	Provider Fees	Technology Budget	Class Reports, F&P Benchmarks, math benchmark

Virtual Science LAB (continuing)	August-May	District Science lab coordinator	Budget from School Board	Budget from School Board	District Science lab coordinator Schedule



## PROFESSIONAL DEVELOPMENT

☐ Student Achievement   ☒ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**GOAL AREA 2:** Ensure quality personnel in all positions.

**FIVE YEAR PERFORMANCE GOAL:** Recruit contracted teachers so that 98% are highly qualified by June 30, 2014, and 100% are highly qualified by June 30, 2015.

**ANNUAL OBJECTIVE:** Annually recruit-contracted teachers who are highly qualified.

**DATA SOURCE(S):** Verify with the Human Resources Department annually

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected	x	x	100	100	100	100	100
Actual	100	100	100				

<b><u>Goal 2:</u></b> <b><u>STRATEGY</u></b> <b><u>Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person</u></b> <b><u>Responsible</u></b>	<b><u>Estimated</u></b> <b><u>Cost</u></b>	<b><u>Funding</u></b> <b><u>Sources</u></b>	<b><u>Indicators of</u></b> <b><u>Implementation</u></b>
Additional teachers have been hired to reduce class sizes in grades 1, 2, 3, 4 and 5	2013-2018	Principal	Listed in the Title I Plan	Title I	Student achievement will increase on state tests
Conduct weekly grade level meetings to examine standards of learning, monitor student progress, develop more effective lesson plans, critique student work, and assess the effectiveness of instruction	weekly	Classroom Teachers, Instructional Coaches, administration	N/A	N/A	Teacher attendance; meeting agenda
Provide time to share best practices in staff meetings	September-May Weekly	Instructional coaches; classroom teachers	N/A		Attendance as noted on Sign-In Sheets; emails
Continue Faculty Council within the school to ensure articulation from grade to grade and the implementation of strategies	Monthly	Teacher representative from all grades levels and areas; instructional coaches, administration	N/A		Meeting schedules; sign in sheets; participation
Professional development offerings in various content areas, skills and strategies as identified through surveys and discussions	weekly	Classroom teachers; instructional coaches; District Title 1 Academic Specialists (ELA, Math, Technology); Master Writing Teacher	N/A		Professional development plan, portal class listing, Agendas, sign-in-sheets, Attendance at District PD
Vertical teaming within the school to ensure articulation from grade to grade and the implementation of strategies	Quarterly meetings	Teacher representative from all grades levels and areas; instructional coaches, administration	N/A		Meeting schedules; sign in sheets; Vertical Team Minutes; participation

## STUDENT ATTENDANCE

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**GOAL AREA 3:** Provide a school environment supportive of learning.

**FIVE YEAR PERFORMANCE GOAL:** Achieve an annual student attendance rate of 95%.

**ANNUAL OBJECTIVE:** Maintain an annual student attendance rate of 95% or higher.

**DATA SOURCE(S):** SDE School Report Card– School Profile page – Students section

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.7	96.3	96.5				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

## PARENT SATISFACTION – LEARNING ENV.

☐ Student Achievement  
 ☐ Teacher/Administrator Quality  
 ☒ School Climate  
 ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who are satisfied with the learning environment from 79.8 % in 2012 to 91.0 % by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 2.42 percentage point(s) annually parents who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #5

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	81.32	83.74	86.16	88.58	91.0
School Actual	78.9	92.3	93.5				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1				

\*SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2011-2012. Info is from 2010-11.\*

## STUDENT SATISFACTION – LEARNING ENV.

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percent of students who are satisfied with the learning environment at 90% or above from 2012 to 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, maintain the goal of 90% annually for students who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #18

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	90	90	90	90	90
School Actual	90.7	96.8	94.7				
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6				

## TEACHER SATISFACTION – LEARNING ENV.

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of teachers who are satisfied with the learning environment from 94.1 % in 2012 to 94.5 % by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.08 percentage point(s) annually teachers who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #27

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	94.18	94.26	94.34	94.42	94.5
School Actual	94.1	95.0	92.7				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

## PARENT SATISFACTION – SAFETY

☐ Student Achievement    ☐ Teacher/Administrator Quality    ☒ School Climate    ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who indicate that their child feels safe at school from 80 % in 2012 to 95.5 % by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 3.1 percentage point(s) annually parents who indicate that their child feels safe at school.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #18

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	83.1	86.2	89.3	92.4	95.5
School Actual	80.0	95.1	93.6				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1				

\*SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.\*

## STUDENT SATISFACTION – SAFETY

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who feel safe at school during the school day from 93.3 % in 2012 to 93.5 % by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.04 percentage point(s) annually students who feel safe at school during the school day.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #30

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	93.34	93.38	93.42	93.46	93.5
School Actual	93.3	96.8	92.0				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				



## TEACHER SATISFACTION – SAFETY

☐ Student Achievement  
 ☐ Teacher/Administrator Quality  
 ☒ School Climate  
 ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percent of teachers who feel safe at school during the school day at 100 % from 2012 through 2018, which would be above the district five year performance goal.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, maintain Monaview’s 100% rating of teachers who feel safe at school during the school day.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #39

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	100.0	100.0	100.0	100.0	100.0
School Actual	100.0	100.0	97.5				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

<b><u>Goal 3: STRATEGY Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
Classroom Buddies	Monthly	Classroom Teachers	NA	NA	Student Achievement
Monaview Spirit Days	Monthly	Staff	NA	NA	Positive Learning Environment
Book Character Day	October	Admin/ICs/Classroom Teachers	NA	NA	Positive Learning Environment
Faculty and Staff Christmas Dinner	December	Principal	NA	Admin Funds	Positive School Morale
End of Year Luncheon	June	Principal	NA	Admin Funds	Positive School Morale
Birthday Recognitions	Monthly	Principal	NA	Principal	Positive School Morale
Beginning of the Year Recognitions	August	Principal	NA	Admin Funds	Positive School Morale
End of the Year Recognitions	June	Principal	NA	Admin Funds	Positive School Morale
Fill Your Bucket Compliments	Weekly	PBIS School Coordinator	PBIS	PBIS Funds	Positive School Morale
Open Door Policy	On-going	Principal	NA	NA	Positive School Morale
Building School Leaders through Faculty Council	monthly	IC's and Principal	NA	NA	Positive School Morale
Monaview Moments (positive share time)	monthly	IC's and Principal	NA	NA	Positive School Morale
Emergency Drills	Monthly	Administrative Assistant	NA	NA	Safe Environment
District Mandated Security Protocol	On-Going	Principal	NA	NA	Safe Environment
District Mandated Safety Training Videos Completion	August-September	Staff	NA	NA	Safe Environment
PBIS		PBIS School Coordinator	PBIS) Funds	PBIS) Funds	Safe Environment

Greenville County Police School Visits/Monitoring	Twice Daily	District Personnel/Greenville County Police Officers	NA	Greenville County School	Safe Environment
Safe Kids School Award	Yearly	Health Committee	NA	NA	Safe Environment
Walk to School Initiative	Twice a Year	Health Committee	NA	NA	Safe Environment
Safety Patrols	Daily	Health Committee	PTA Funds	PTA Funds	Safe Environment
Bike Rodeo	Yearly	Health Committee	NA	NA	Safe Environment
PTA	Monthly	Principal	PTA Funds	PTA Funds	Parent Satisfaction
Lunch and Learn-English/Spanish	Monthly	Title 1 Facilitator	Title I Funds	Title 1 Funds	Parent Satisfaction
Open House	August	Principal/Teachers	NA	NA	Parent Satisfaction
Curriculum Nights	September	Principal/Teachers	NA	NA	Parent Satisfaction
Weekly Teacher Newsletters	Weekly	Classroom Teachers	School Funds	School Funds	Parent Satisfaction
Messenger System to call parents	On-going	Principal	NA	NA	Parent Satisfaction
On-Site Social Worker and Mental Health Counselor	August-June	Principal	Title I Funds	Title 1 Funds	Parent Satisfaction
Teacher Websites	August-June	Classroom Teachers	NA	NA	Parent Satisfaction
Interpreters at School Meetings	August-June	Title I Facilitator	Title I Funds	Title 1 Funds	Parent Satisfaction
Title 1 Bilingual Parent Involvement Coordinator	August-June	Title I Facilitator	Title I Funds	Title 1 Funds	Parent Satisfaction
Partnership with Hispanic Alliance	August-June	Title I Facilitator	Title I Funds	Title I Funds	Parent Satisfaction
Greenville Drive Reading All-Stars	Spring	Greenville Drive Baseball team/Classroom Teachers	Greenville Drive Baseball team	Greenville Drive Baseball Team	Student Satisfaction/Incentives/Student Achievement

Battle of the Books	Spring	Tiffany Suttles-Media Specialist	NA	NA	Student Satisfaction/Incentives/Student Achievement
Classroom Buddies	Monthly		NA	NA	Student Satisfaction/Incentives/Student Achievement
Student Council	August-May	Title 1 Facilitator	Title 1 Facilitator	Title 1 Facilitator	Student Satisfaction/Incentives
Terrific Kids	Quarterly	Counseling Dept.	Kiwanis	Kiwanis	Student Satisfaction/Incentives/Student Achievement
Roaring Writers	Quarterly	ELA Vertical Team	School Funds	School Funds	Student Satisfaction/Incentives/Student Achievement
Talent Show	April	Talent Show Committee	School Student Funds	School Student Funds	Student Satisfaction/Incentives
Summer Reading Program	June-August	ICs/Classroom Teachers/Front Office Staff	School Funds for paper	School Funds	Student Satisfaction/Incentives/Student Achievement
Public Education Partners (PEP)	May-June	PEP/ICs/Support Staff	PEP Funds	PEP Funds	Student Satisfaction/Incentives
Summer Reading Celebration	August	ICs/Support Staff/Classroom Teachers	NA	NA	Student Satisfaction/Incentives/Student Achievement
Polar Express Day	December	ICs/Support Staff/Classroom Teachers	Teacher Donations	Teacher Donations	Student Satisfaction/Incentives
Field Day	May	PE Teacher	\$100	School General Funds	Student Satisfaction/Incentives
After School Program	August-May	Ashley Rich	Communities and Schools	Communities and Schools	Student Satisfaction/Incentives/Student Achievement
Spirit Week	November	Student Council	NA	NA	Student Satisfaction/Incentives
Girls on the Run	September-May	Evelyn Nocella—Support	Grant	Grant Funds	Student Satisfaction/Incentives
Library Cadets	August- June	Tiffany Suttles—Media Specialist	NA	NA	Student Satisfaction/Incentives
School Store	August-June	Mindy Brown-Support	PBIS	PBIS Funds/Donations	Student Satisfaction/Incentives
DRUM Club	August -	Donavan Parks—	Grant	Grant	Student Satisfaction/Incentives

	January	Music			
Chorus	August -June	Donavan Parks— Music	NA	NA	Student Satisfaction/Incentives
Daily News Show	Daily	Kristi Kendrick – School Counselor	NA	NA	Student Satisfaction/Incentives/Communication
PTA Reflection Contest	Once a Year	Art and PTA Board	NA	NA	Student Satisfaction/Incentives/Student Achievement
PBIS Celebrations	Quarterly	PBIS Committee	TBD	School Funds	Student Satisfaction/Incentives/Student Achievement

## 2013-2014 School Report Card

- 2014-2015 School Report Card Link  
<https://ed.sc.gov/data/report-cards/2014/elem/c/e2301069.pdf>

## 2013-2014 ESEA (Federal Accountability Rating System)

- 2013-2014 ESEA/Federal Accountability System link  
<https://ed.sc.gov/data/esea/2014/school.cfm?SID=2301069>