Mountain View Elementary School
Renewal Plan

Principal, Jennifer Gibson

Greenville County Schools

Mr. Burke Royster, Superintendent

2013-2014 through 2017-18

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Mountain View Elementary

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		
PRINTED NAME	**SIGNATURE**	**DATE**

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Donny Kauffman		
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Jennifer Gibson		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 6350 Mountain View Rd. Taylors, SC 29687

SCHOOL'S TELEPHONE: (864) 355-6800

PRINCIPAL'S E-MAIL ADDRESS: jgibson@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:	Jennifer Gibson
2. TEACHER:	Jackie Pitts
3. PARENT/GUARDIAN:	Suzanne Spearman
4. COMMUNITY MEMBER:	Jo Dee Jolliff
5. SCHOOL IMPROVEMENT COUNCIL:	Donny Kauffman

6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

POSITION	*NAME*
Parent	Angie Styles
PTA President	Anne Howell
Teacher	Jenny Hunter
Teacher	Tammy Cannada
Instructional Coach	Diana Sims
Teacher	Jennie Perry
Teacher	Anne Singleton
Teacher	Katie Redmon
Teacher	Anita Ayers
Parent	Tina Malak
Parent	Samuel Malak
Teacher	Shelly Emery
Teacher	Quay Johnson
Teacher	Elaine Parris
Teacher	Kelly Dill
Teacher	Bess Field
Guidance Counselor	Paula Chandler
Teacher	Amy Johnson
Teacher	Kala Barnette
Teacher, PE	Amber Barnette
Teacher, Art	Anne Hembree
Teacher, Music	Garrison Howard
Teacher	Christine Morelli
Teacher, SPED	Joanna Dill

Teacher	Lauren Schubert
Teacher, SPED	Dawn Hoffman
Teacher	Marilynn Medlock
Teacher	Lauren Anthony
Teacher	Sophia Dryman
Teacher	Cindy Crain
Teacher	Kayla Holland
Teacher	Katie Lea
Teacher, 4K	Tammy Puskas
Teacher	Amanda Coleman
Teacher	Michelle Driscoll
Teacher, 4K	Kathy Jo Kee
Teacher	Angel McCray
Teacher	Andrea Weaver
Teacher	Mendy Smith
Teacher	Michele Johnson
Teacher	Missy Price
Teacher	Jan Kull
Teacher	Sherri Rock
Teacher	Rachel Parris
Teacher	Jill Frick
Teacher, SPED	Beth Stiles
Student	Ashley Kull
Student	Mela Smith
Assistant Principal	Stephen Deyo
Speech Therapist	Kelsey Kuckhahn
Media Specialist	Joan Gilreath
Student	Ryan Morelli
Student	Evan Howell
Student	Wyatt Spearman
Student	Griffin Price
Student	Jon Walker Pitts

*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

(Mandated Component)

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.

N/A   **Innovation**
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

_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_   <u>**Collaboration**</u>
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_   <u>**Developmental Screening**</u>
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_   <u>**Half-Day Child Development**</u>
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_   <u>**Developmentally Appropriate Curriculum for PreK–3**</u>
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_   <u>**Parenting and Family Literacy**</u>
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_   <u>**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**</u>
The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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Introduction

Mountain View Elementary's 2012-2013 school portfolio began with a self-study based on our state surveys (parent, staff and student), our AdvancEd standards, our Annual School Report Card and our student achievement results. Teams came together to analyze our information for each of these data sources and explored findings, including the determination of areas of strength and the assessment of needs. Principle members of our team are our administrators, Principal Jennifer Gibson and Assistant Principal Stephen Deyo. Our Instructional Coach, Diana Sims, who has been a member of the portfolio team since 2003-04 helped to facilitate many of the conversations because of her experience with the process and her access to necessary data. We brought in a partner from North Greenville University because we host a large number of their pre-service teachers every year. We added classroom teachers, guidance counselors, speech therapists, members of the SIC, parents, the media specialist, teachers of the arts, and teachers from the Special Education Department. We wanted to have a good representation from many different areas of our school. We utilized multiple teams made up of same grade teachers, vertical teams, and other collaborative groups. The teams worked collectively to create this document which represents how we work together as a school community and how we go about the business of teaching our students.

EXECUTIVE SUMMARY

SUMMARY OF STUDENT ACHIEVEMENT FINDINGS

Strengths:
- PASS ELA – 89.4% of our students scored MET or EXEMPLARY
- PASS WRITING – 88.9% of our students scored MET or EXEMPLARY

Needs:
- PASS Science – 19.8% of our students scored NOT MET
- PASS Math – 19.6% of our students scored NOT MET

SUMMARY OF TEACHER AND ADMINISTRATOR QUALITY

Strengths:
- All Mountain View teachers are highly qualified by the state of SC and our district
- The majority of our teachers have a graduate degree or higher in their area
- Eight of our teachers are National Board Certified
- Our faculty is very stable with 96% returning from the previous year
- Average tenure for our teachers is around 14 years

Needs:

- Encourage an increase of teachers with graduate degrees to over 75%
- Schedule in-service training for the new learner standards
- Increase our average teacher attendance rate to at least 95%

SUMMARY OF SCHOOL CLIMATE

Strengths:
- Our school provides a safe learning environment.
- Our school's leaders expect staff members to hold all students to high academic standards.
- Our school's purpose statement is clearly focused on student success.
- All of my child's teachers report on my child's progress in easy to understand language.

Needs:
- Other teachers know me. (Primary students survey results)
- My principal and teachers ask me what I think about school. (Elementary students survey results)
- My teachers ask my family to come to school activities. (Elementary students survey results)

SIGNIFICANT CHALLENGES OVER PAST THREE YEARS

- Lack of funding for professional development – Due to budgetary losses there is little or no money for teachers to attend professional conferences. There is no funding for the cost of the conferences or for the substitutes required for teacher absences.
- Changes in District Personnel – Recently our district named a new superintendent and new subject area coordinators in almost every subject area. Adapting to differences in district expectations affects the teachers in their planning time.
- Funding for the classroom – Prices increase yearly and funding is limited. Teachers have to pay for materials out of their own pockets. The teachers also pay for much needed copies with their own personal funds.
- Technology – although we went through a refresh in the 2012/2013 school year, we continually need updating. Teachers have older computers in the classrooms for student use, which are in need of constant repair. Several teachers have also had difficulties with integrating certain technologies into their curriculum, such as ActiVotes, Promethean Boards and iPads.
- Curriculum – During the past few years we have implemented Project Read, RTI, Common Core Standards, a new Curriculum planning tool (Rubicon Atlas), a new Math Textbook and a new reading program. Teachers feel that they do not have time to fully implement program/strategies/curriculum into the classroom before something else is being mandated by the district.
- Funding for RTI Teacher – we are required by the district to implement the RTI program in Kindergarten through 2nd grade. However, this is not a funded position at our school. Classroom teachers are required to find the time in their instructional schedule to teach RTI groups without sacrificing time in another subject area.

SIGNIFICANT AWARDS, RESULTS, OR ACCOMPLISHMENTS OVER THREE YEARS

- Community Service--- Our school is proud to serve others in many ways. We raise funds and awareness for Juvenile Diabetes and the American Cancer Society. We also provide Christmas gifts to families at our school who are in need.
- We have received the Palmetto Silver Award.
- Our student achievement, as measured by PASS, is above the District average in all subjects except Science.
- We have had state and district winners in the PTA Reflections Contests.
- We have been annually awarded the Safe Kids Award.
- Our school is a three time Red Carpet Award Recipient.
- We have eight National Board Certified teachers.
- Our school was recently awarded the Energy Star Award for our efforts to conserve energy.
- We have a running club that meets weekly. Students then have an opportunity to participate in a one mile race.

- We have Promethean boards, voting devices and iPads in every classroom, and teachers participate in a variety of workshops to increase their technology proficiency.
- All teachers (with the exception of one new teacher) have been through three graduate level courses, making us a Project Read School. As a result, we have a unified approach in our ELA instruction from grades K4-5th, including a variety of research-based multisensory strategies.
- We have several teachers who have received PTA and Donors Choose grants.
- We have several teachers who recently achieved a higher level of education which included a Bachelor's Degree +18, a Master's Degree, Masters +30, and National Board Certification.
- One teacher was awarded three grants through SmartARTS. Through these grants, an artist worked with teachers to model integrating the arts. The artist also worked with classes across the grade level, and conducted an in-house field trip. The South Carolina Children's Museum has a display based on the finished project of these students.
- One teacher was chosen as an American Farm in the Classroom Teacher representative for 2012.
- Many of our teachers are IDEA teachers. In cooperation with the Peace Center, teachers are trained in an innovative training program, Intensive Development in Education through the Arts, integrating arts across all areas of the curriculum, which will positively impact student achievement.
- One of our School Counselors completed the Career Development Facilitator Training under the National Career Development Association.
- Teachers have won grants over the last three years from the Greater Greer Education Foundation sponsored by the Greer Chamber of Commerce and a HIPP grant offered to SPED teachers.
- One teacher was named Peace Center Outreach Teacher of the Year for 2012-2013.
- Our fourth and fifth grade students serve as tutors and mentors to younger students on a weekly basis through our Tiger Tutors Program.

SCHOOL PROFILE

Mountain View Elementary School is a K4 through grade five public school in the School District of Greenville County. We currently have 849 students, 2 administrators, 57 certified personnel, and 16 classified personnel. It is one of 51 elementary schools in Greenville County. Mountain View Elementary School is situated in a rural area at the foothills of the Blue Ridge Mountains. The school is approximately eleven miles from Greer, the nearest city. Due to our remote location, families must travel in order to access banks, post offices, grocery stores, medical facilities, and even the public library. However, members of our community are happy traveling this distance because it allows them to enjoy the calm, picturesque country life that they value.

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

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

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

Principal:

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

Assistant Principal:

Stephen Deyo is serving his fourth year as Assistant Principal at Mountain View. He began his career as an educator, teaching grades 6-8 at Wren Middle School in Anderson District One. He then became the administrative assistant at Oakview Elementary School here in Greenville County and served in that position for 3 years. He received a BS in Business Administration from The University of North Carolina at Asheville. He also received a BA in Elementary Education from UNC-Asheville. He then went on to earn a Master of Education degree in School Administration and Supervision from Clemson University.

Facilities:

We are fortunate to have a beautiful facility in which to work and learn. In this age of technology, we are moving rapidly to try to keep up with the changing world around us. We have Promethean Boards in every classroom. Every teacher has a new laptop. There are student voting devices in every classroom, as well. We have full wireless access. Students have two computer labs, laptops for checkout and one iPad per classroom for teacher and student use. There are also student stations in every classroom. We have recently added two flat-screen TVs for presentations and parent meetings. We have incorporated a large presentation TV in our atrium featuring current announcements, news and student photos. Finally, we have completed the installation of a fully integrated projection system in the cafeteria for presentations, professional development and more.

Safety:

Safety is a priority here at Mountain View. In addition to our regular drills, we have implemented a number of new safety procedures, such as requiring all visitors to sign in, locking all exterior and interior doors, and employing a director of our Extended Day Program to be in the front office at all times for secure after-school dismissals. We also have police officers who visit our campus on a regular basis for additional security. Safety Plans are available in every classroom.

PTA and Parental Involvement:

Mountain View Elementary PTA's primary purpose is to support the faculty and staff in their effort to make the school a better place for all children. By building close relationships between home and school, parents and teachers cooperate to provide the best education for our children. PTA gives families a voice. PTA is strongly supported at Mountain View. The teachers and administration welcome volunteers with open arms and in response, parents are eager to help. PTA is a registered non-profit association run entirely by volunteers. Mountain View volunteers have logged in more than 5,000 volunteer hours over the past school year. PTA operates on a $80,000 budget.

With the generosity of families and members of our close-knit community, PTA was able to provide more than $5,000 to the School Improvement Council, $14,550 for teacher/support staff stipends, more than $2,000 in classroom grants and more than $30,000 to various other areas of the school. PTA supports the arts as well as physical education. Mountain View Elementary participates in the Reflections Arts Program supported by PTA. PTA provides a grandparent's luncheon, senior citizens' events, a Spring Carnival, a teacher appreciation day and much more. Mountain View's PTA is independent of the school yet they collaborate very closely with the administration to best serve the needs of all. Mountain View's PTA is a strong asset to the school.

Partnerships:

North Greenville University, Greer Flooring Company, Chick-Fil-A, Greer Athletic Club, Hanson Aggregates, BI-LO, Ingles, Publix, Whole Foods, Greater Greer Education Foundation, Target, SmartARTS with the Metropolitan Arts Council, South Carolina Aquarium, Peace Center for the Performing Arts, Roper Mountain Science Center

SCHOOL PERSONNEL DATA

The staff at Mountain View Elementary School includes 38 self-contained classroom teachers. In addition to regular classroom teachers, we have one full time and two part time special education resource teachers, 1.5 School Counselors, one gifted and talented teacher, a Media Specialist, one Literacy Specialist, 1.4 physical education teachers, 1.4 art teachers, and 1.4 music teachers. The majority of our teachers have continued their education and achieved higher degrees. Eight teachers are National Board Certified. Two teachers recently completed a doctoral degree and two have obtained an Educational Specialist degree in Leadership. On an average, our teachers have been here 14 years.   The percentage or teachers who returned to Mountain View from last year is 95.9%. Teacher attendance rate is 91.3%.

Additional personnel include the school principal, assistant principal, secretary, attendance clerk, instructional coach, speech therapists, custodial staff, media specialist, nurses, and food service workers. Our K4 and kindergarten classrooms have a full time teaching assistant. There is one assistant in the media center, and 2 part-time clerks in the front office. Children who qualify will receive services from our part-time ESOL teacher. Students may receive services from a hearing specialist, special education resource teacher, an occupational therapist, and a school psychologist on an itinerant basis. Several bus drivers also provide services to students.

ALL CLASSROOM TEACHERS ARE HIGHLY QUALIFIED

STUDENT POPULATION

Mountain View Elementary School's current enrollment is 846 and is configured by grade level as follows:

Grade	Number of Students
K4	36
K5	120
1	147
2	149
3	133
4	138
5	123

The numbers of boys and girls is nearly identical, at 424/422.

Our two subgroups which are identified on the Annual School Report Card are Disabled and Subsidized Meals. Our retention rate is 1.4% and our student attendance rate is high, at 96.5%

MAJOR PROGRAMS

- ✓ Project Read
- ✓ RTI
- ✓ Multiage classes
- ✓ Team teaching
- ✓ Departmentalized 5th grade
- ✓ Extended Day Program
- ✓ IDEA/SmartArts
- ✓ Chick-Fil-A Core Essentials
- ✓ Terrific Kids
- ✓ Balanced Literacy
- ✓ After school EDP

MISSION, VISION, AND BELIEFS

Mission

"The mission of Mountain View Elementary School, in cooperation with the community, is to provide a safe, positive environment where children build skills, knowledge, and character needed for lifelong learning."

Values and Beliefs

We believe…

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

STUDENT ACHIEVEMENT NEEDS ASSESSMENT

PASS OVERALL SCHOOL RESULTS

PASS English/Language Arts - Spring 2014

- NOT MET: 11%
- MET: 38%
- EXEMPLARY: 52%

PASS Mathematics- Spring 2014

- NOT MET: 20%
- MET: 39%
- EXEMPLARY: 41%
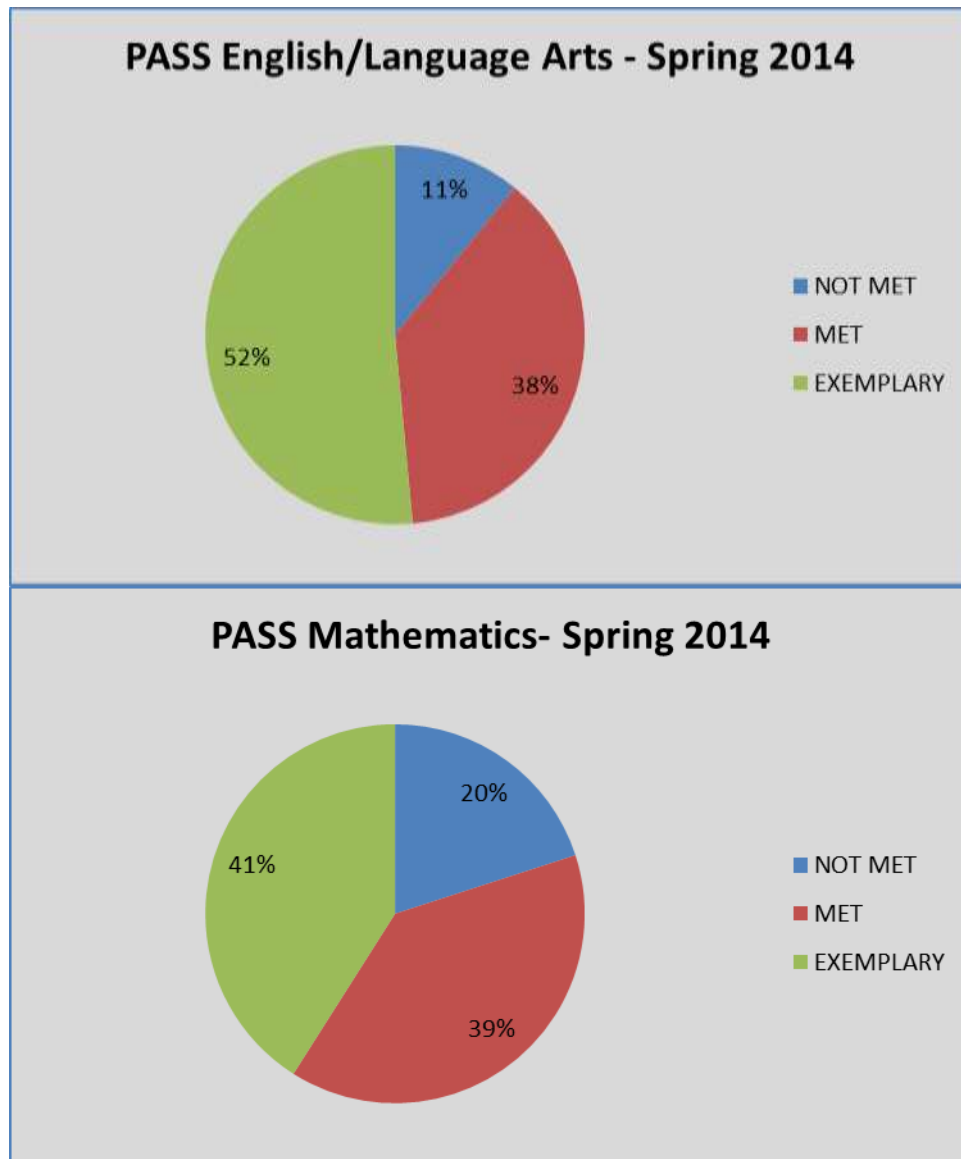
PASS Science- Spring 2014

- 20% NOT MET
- 54% MET
- 26% EXEMPLARY
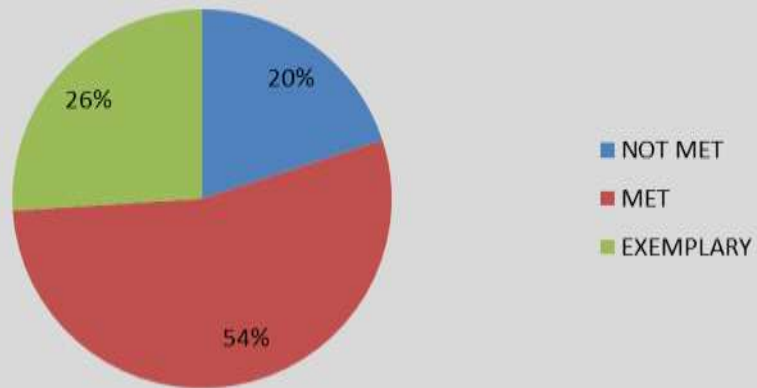
PASS Social Studies- Spring 2014

- 14% NOT MET
- 42% MET
- 44% EXEMPLARY
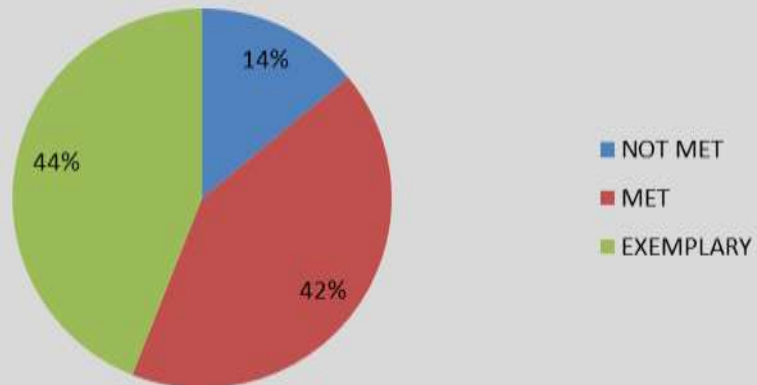
PASS Writing - Spring 2014

- 11% NOT MET
- 37% MET
- 52% EXEMPLARY

PASS RESULTS OVER TIME

PASS Writing Over Time

Year	% MET & EXEMPLARY	% NOT MET
2014	89	11
2013	83	17
2012	83	17
2011	76	24
2010	82	18
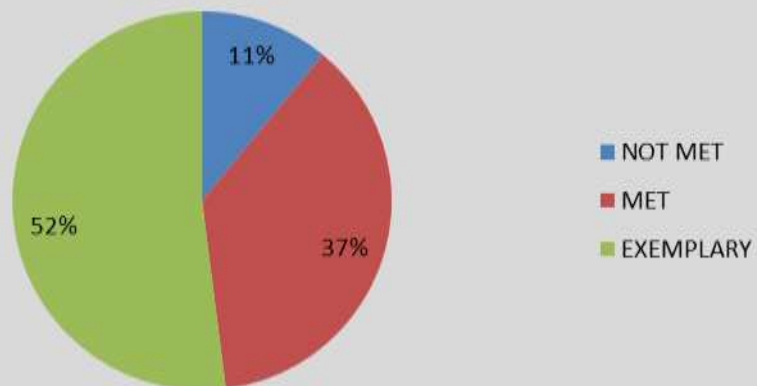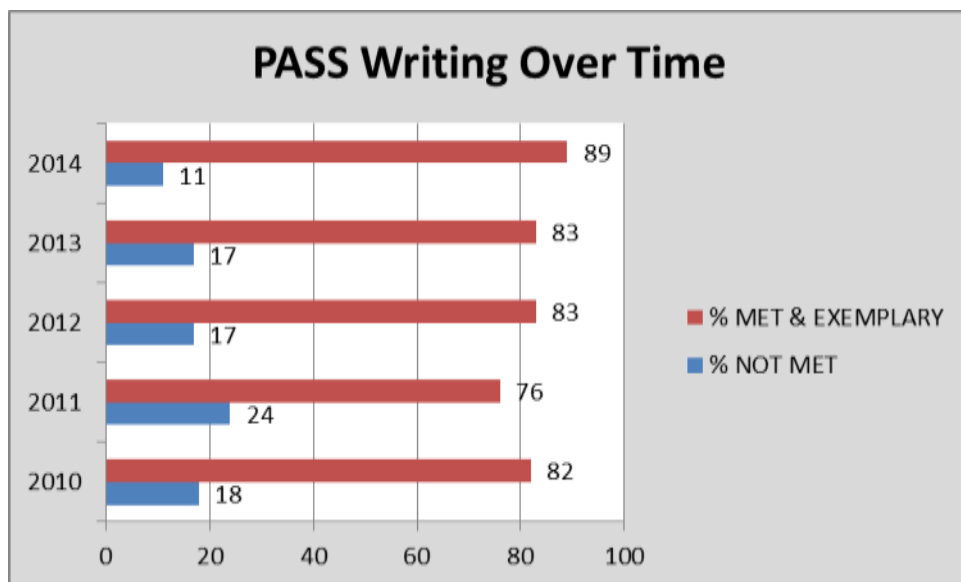
Our PASS Writing scores have been slightly up and down over the past five years. Differences may have been due to the inconsistency of testing grades. 2013 scores are identical to 2012 scores. Our 6% increase in achievement last year may have been due to the full implementation of Project Read throughout the school. We will continue to use Project Read strategies in addition to implementing Balanced Literacy to maintain this level over the next five years.

PASS Math Over Time

Year	% MET & EXEMPLARY	% NOT MET
2014	80	20
2013	83	17
2012	85	15
2011	85	15
2010	81	19
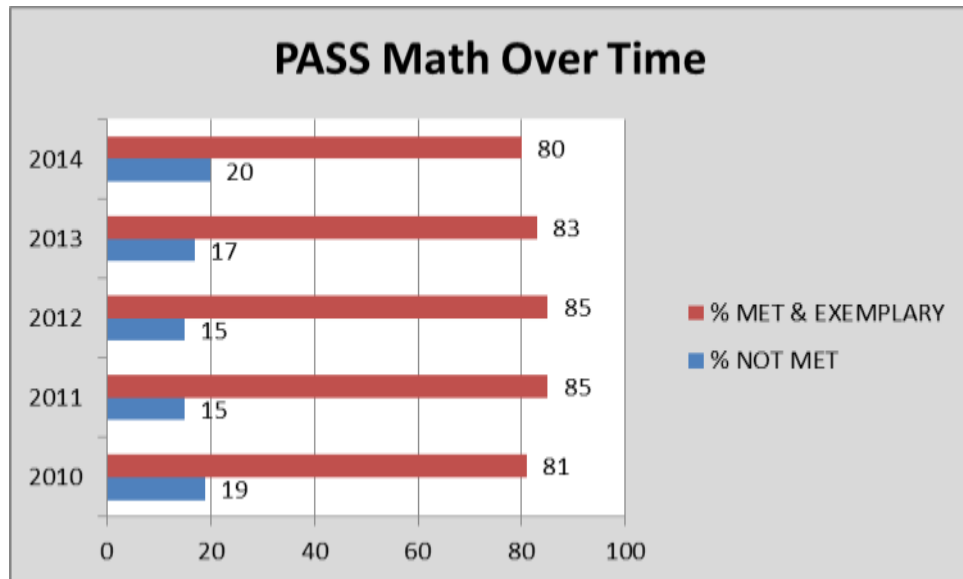
In the area of Mathematics, our goal for the next five years is to maintain student performance at the 85th percentile. Last year, however, our student performance dropped to 80%. We will continue to use Everyday Calendar Math, fully implement the Common Core Standards for Math, use Rubicon Atlas, and transition to a new Math textbook as just a few of our strategies to bring student achievement back up to the 85th percentile.

PASS ELA Over Time

Year	% MET & EXEMPLARY	% NOT MET
2014	89	11
2013	90	10
2012	89	11
2011	90	10
2010	88	12
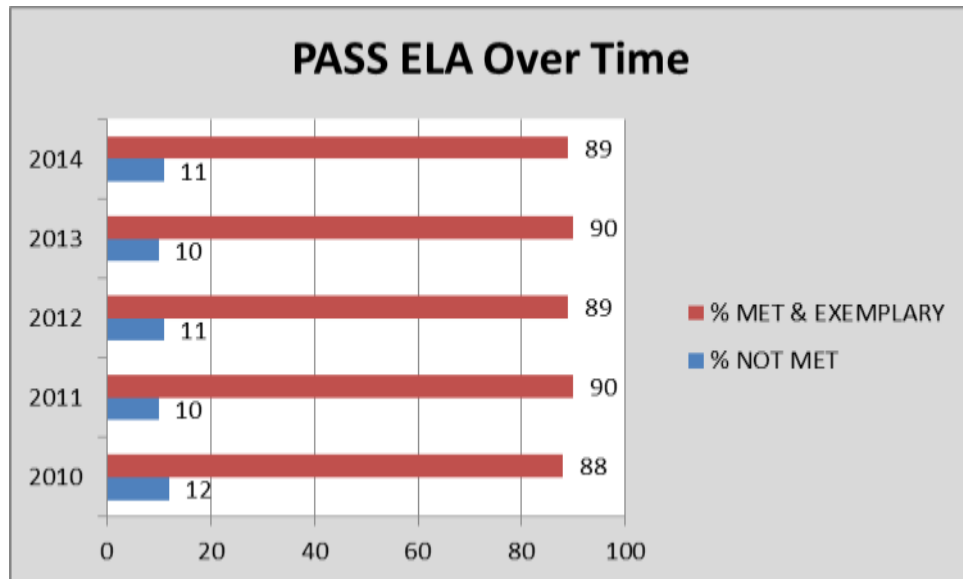
Mountain View's percentage of students scoring Met and Exemplary in ELA for 2012 was 89%, which is significantly higher than the district average of 78.6%. We will continue to use current strategies in addition to continuing full implementation of the Balanced Literacy approach to maintain that performance level.

PASS Science Over Time

Year	% MET & EXEMPLARY	% NOT MET
2014	80	20
2013	80	20
2012	79	21
2011	80	20
2010	79	22
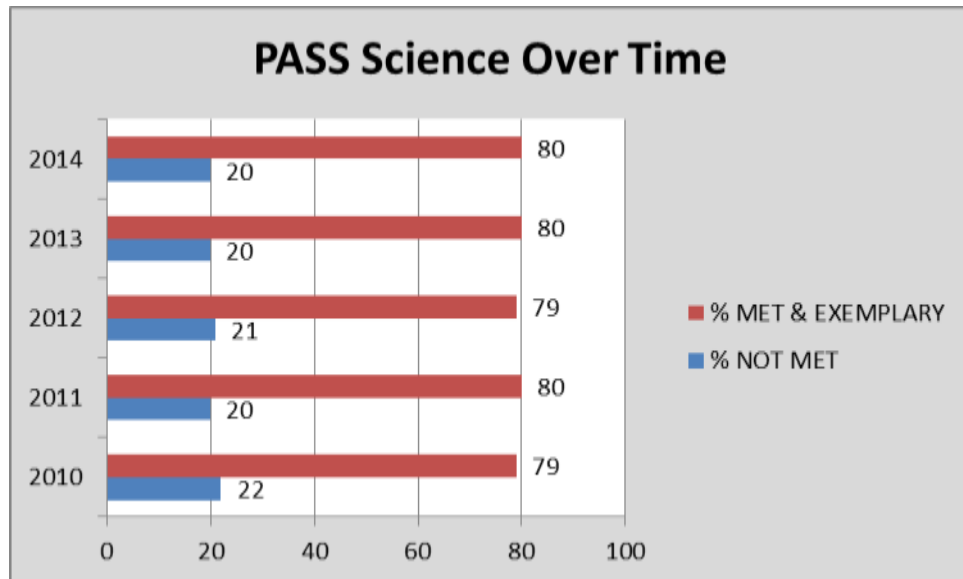
In Science, the percentage of students scoring Met or Exemplary in 2014 was 80%, slightly above the district average of 75.5%. We will implement strategies to improve this percentage by .5% each year to reach a goal of 81.2% by 2017-2018.

PASS Social Studies Over Time
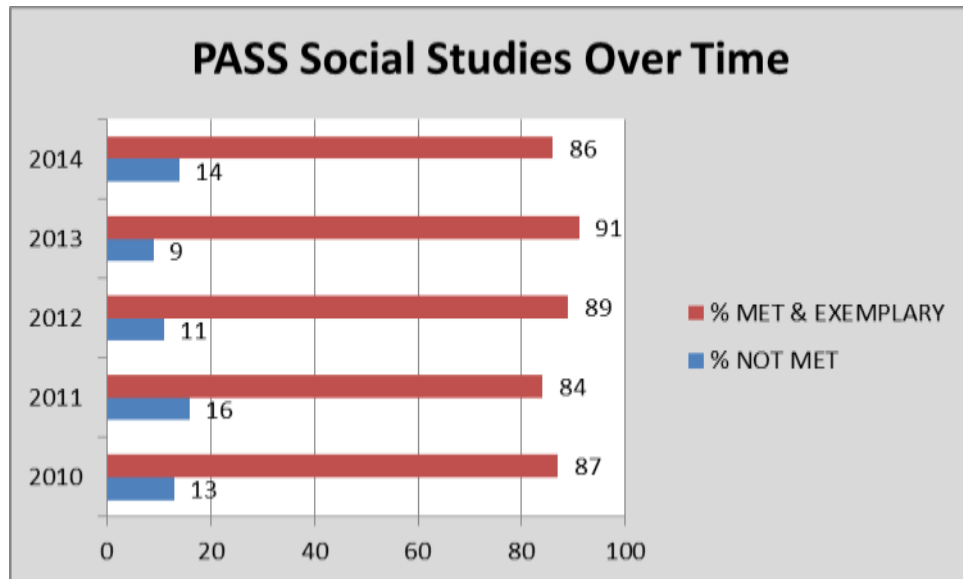
Our student performance dropped slightly last year on the Social Studies portion of the PASS. With 86% of our students at Met or Exemplary, we are well above the district average of 80.8%. We will revisit our present instructional strategies in order to rebuild to this level of achievement.

2012 Comparison with Other Greenville County Elementary Schools

PASS ELA – 10th
PASS Math – 14th
PASS Social Studies – 8th
PASS Science – 17th

SUBGROUPS

On the Annual School Report Card, Mountain View reports out on two subgroups; disabled and subsidized meals. The chart below compares student in our school to the Annual Measurable Objective of 640. In all academic areas our disabled population scored below 635, with Social Studies being their strongest area of performance and Math being their weakest. Students with disabilities here at Mountain View scored above the district average for disabled students in ELA and Science.

STUDENTS WITH DISABILITIES

	ANNUAL MEASURABLE OBJECTIVE	MOUNTAIN VIEW ALL STUDENTS	MOUNTAIN VIEW DISABLED	DISTRICT DISABLED
ELA	640	654	607	606
MATH	640	646	593	602
SCIENCE	640	635	595	592
SOCIAL STUDIES	640	658	614	615

We will develop and implement strategies to raise the level of achievement in all areas for our students with disabilities.

STUDENTS WITH SUBSIDIZED MEALS

	ANNUAL MEASURABLE OBJECTIVE	MOUNTAIN VIEW ALL STUDENTS	MOUNTAIN VIEW SUB MEALS	DISTRICT SUB MEALS
ELA	640	654	634	632
MATH	640	646	628	632
SCIENCE	640	635	614	614
SOCIAL STUDIES	640	658	642	635

At Mountain View, students with subsidized meals on the average performed above the 640 Annual Measurable Objective in Social Studies only, but were below in Science, as was our total population. Our students receiving subsidized meals were at or above the district average for students with subsidized meals in three of the four academic areas. Because our lowest performance schoolwide was in the area of Science, we will be putting strategies in place to improve all students' performance in this area. This in turn will improve achievement for students in this subgroup.

ESEA FEDERAL ACCOUNTABILITY RATING

Overall Weighted Points Total	90.1
Overall Grade Conversion	A

KEY	Index Score	Grade	Description
	90-100	A	Performance substantially exceeds the state's expectations.
	80-89.9	B	Performance exceeds the state's expectations.
	70-79.9	C	Performance meets the state's expectations.
	60-69.9	D	Performance does not meet the state's expectations.
	Less than 60	F	Performance is substantially below the state's expectations.

ITBS SCHOOL SUMMARY

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

School: Mountain View 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 COM-POSITE	Social Studies	Science	COM-PLETE COM-POSITE
	Reading	Language	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Mathematics	Compu-tation	MATH TOTAL				
Mountain View Elem 2301071 Level: 7													
Iowa Assessments/CogAT													
Number of Students Included	148		23		22			149						
Average Standard Score (SS)	162.2		164.2		159.6			161.3						
Average Predicted Standard Score (PSS)	156.5		154.0		159.1			154.1						
Difference (SS-PSS)	5.7		10.2		0.5			7.2						
National Percentile Rank of Average SS	68		70		59			66						
National Percentile Rank of Average PSS	54		48		58			47						
Difference (NPR-PNPR)	14		22		1			19						
Iowa Assessments													
Number of Students Tested = 150													
Number of Students Included	148		23		22			149						
Average Standard Score (SS)	162.2		164.2		159.6			161.3						
National Percentile Rank of Average SS	68		70		59			66						
Percent of Students in NPR Range 75-99	36		39		23			37						
50-74	27		22		32			39						
25-49	24		35		36			18						
1-24	12		4		9			6						
National Stanine of Average SS	6		6		5			6						

For the 2014-2015 school Mountain View's second graders performed well on the Iowa Assessments. Below is a chart comparing our students with the district achievement goals. Our students scored well above the 50% goals and above the district averages in Mathematics.

	Mountain View Students	District Goal
Reading	68%	50%
Math	66%	50%

School-Based Professional Development Calendar for School Year 2014-2015

Title	Presenter	Description	Date	Time	# Att	Correlation to School Goals
Data Analysis	D. Sims	In small groups, teachers will be assisted in the interpretation and use of PASS scores.	Aug	TBD		**Goal 1 – Student Achievement**
Mentoring	D. Sims	New staff will be assigned to mentors. Other teachers will be assigned peer coaches. The mentoring team will present the New Teacher Handbook and the Mentoring Guide.	Aug	TBD		**Goal 2 - Teacher/Administrator Quality**
Curriculum Expectations	D. Sims, J. Gibson	Faculty will work together to create curriculum and assessment expectations for each core subject	Aug 18	TBD		**Goal 1 – Student Achievement**
PD Rubicon Atlas	D. Sims	A refresher on the Curriculum Management System	Aug 15	GLMs		**Goal 1 – Student Achievement**
	J. Gibson	Faculty Council	Aug 20	3:00		
MAP Inservice	D. Sims	Set up Power Teacher	Aug 27	GLMs		**District Requirement**
		Testing and security protocol for MAP		3:00		
	D. Sims, J. Gibson	General Faculty Meeting Discussion on Curriculum and Instruction expectations	Sept 3	3:00		**Goal 1 – Student Achievement**
PD Technology	TBD	Think Central	Sept 10	GLMs		**Goal 1 – Student Achievement**
Data Analysis	D. Sims	Faculty will learn schoolwide results of PASS testing	Sept 17	3:00		**Goal 1 – Student Achievement**
	J. Gibson	Faculty Council	Sept 24	3:00		
Data Analysis	D. Sims	In small groups, teachers will be assisted in the interpretation and use of MAP scores.	Oct 1	GLMs		**Goal 1 – Student Achievement**
	J. Gibson	General Faculty Meeting		3:00		

PD Science	D. Sims	Setting up class-to-class observations	Oct 8	GLMs		**Goal 1 – Student Achievement**
		Discussion of the new science standards		3:00		
PD Science/Technology	D. Sims	Science ebooks	Oct 15	GLMs		**Goal 1 – Student Achievement**
	J. Gibson	General Faculty Meeting		3:00		
		Parent Conferences	Oct 17			
Teachers Teaching Teachers	Variety	Teachers from Mountain View, Skyland and Tigerville will present various programs unique to their schools. Teachers may choose form a selection of sessions to attend.	Oct 22			**Goal 1 – Student Achievement**
	J. Gibson	Discussion of class-to-class and TTT	Oct 29	GLMs		
		Faculty Council		3:00		
	J. Gibson	General Faculty Meeting	Nov 5	3:00		
PD Technology	TBD	Updating teacher websites	Nov 12	3:00		**Goal 3 – School Climate**
	J. Gibson	Faculty Council	Nov 19	3:00		
	J. Gibson	General Faculty Meeting	Dec 3	3:00		
PD Technology	TBD	Creating ActiVote lessons	Dec 10	3:00		
	J. Gibson	General Faculty Meeting	Jan 7	3:00		
Teachers Teaching Teachers	Variety	Teachers from Mountain View, Skyland and Tigerville will present various programs unique to their schools. Teachers may choose form a selection of sessions to attend.	Jan 14	3:00		**Goal 1 – Student Achievement**
	J. Gibson	General Faculty Meeting	Jan 21	3:00		

	J. Gibson	Faculty Council	Jan 28	3:00		
	J. Gibson	General Faculty Meeting	Feb 4	3:00		
PD Technology	TBD	iPad apps for classroom use	Feb 11	3:00		**Goal 1 – Student Achievement**
School Portfolio	D. Sims	Teachers will work in assigned teams to update the school portfolio.	Feb 18	3:00		**District Requirement**
	J. Gibson	Faculty Council	Feb 25	3:00		
PD	All teachers	Teachers will work in vertical teams to create next year's class rosters	Mar 4	3:00		**Goal 3 – School Climate**
PD	All teachers	Teachers will work in vertical teams to create next year's class rosters	Mar 11	3:00		**Goal 3 – School Climate**
PASS Inservice	P. Chandler	The guidance counselor will train teachers in testing protocol and security.	Mar 18	3:00		**District Requirement**
	J. Gibson	Faculty Council	Mar 25	3:00		
		General Faculty Meeting	Apr 8	3:00		
PD	D. Sims	Class-to-class visits	Apr 15	GLMs		
		TBD		3:00		
	J. Gibson	General Faculty Meeting	Apr 22	3:00		
	J. Gibson	Faculty Council	Apr 29	3:00		

PASS Inservice	P. Chandler	The guidance counselor will train teachers in testing protocol and security.	May 6	3:00		**District Requirement**
PD		TBD	May 13	3:00		
	J. Gibson	General Faculty Meeting	May 20	3:00		
	J. Gibson	Faculty Council	May 27	3:00		
Technology	Media Specialist	Topics on technology in the classroom TBD				**Goal 1 – Student Achievement**
Contact Meetings		Teachers will attend monthly content area contact meetings and report back to faculty in General Faculty Meetings	monthly			**Goal 1 – Student Achievement**
Common Core Workshops		Teachers will attend district sponsored common core workshops	Monthly			**Goal 1 – Student Achievement**
Literacy	D. Sims, Sharon Hull	Implementing Balanced Literacy- continuation of training	TBD			**Goal 1 – Student Achievement**

Title	Presenter	Description	Date	Time	# Att	Correlation to School Goals
School-Based Professional Development Calendar for School Year 2015-2016						
Data Analysis	D. Sims	In small groups, teachers will be assisted in the interpretation and use of PASS scores.	Aug	TBD		**Goal 1 – Student Achievement**
Mentoring	D. Sims	New staff will be assigned to mentors. Other teachers will be assigned peer coaches. The mentoring team will present the New Teacher Handbook and the Mentoring Guide.	Aug	TBD		**Goal 2 - Teacher/Administrator Quality**
Curriculum Expectations	D. Sims, J. Gibson	Faculty will work together to review new standards and revise major assessments	Aug	TBD		**Goal 1 – Student Achievement**
Curriculum Expectations	D. Sims, J. Gibson	Faculty will work together to review new standards and revise major assessments	Aug	TBD		**Goal 1 – Student Achievement**
PD Rubicon Atlas	D. Sims	A refresher on the Curriculum Management System	Aug	GLMs		**Goal 1 – Student Achievement**
MAP Inservice		Testing and security protocol for MAP	Aug 19	3:00		**District Requirement**
	J. Gibson	Faculty Council	Aug 26	3:00		**Goal 3 – School Climate**
	D. Sims	Set up Power Teacher	Aug 26	GLMs		**District Requirement**
	P. Chandler	A-Team referral procedure	Sep 2	3:00		**Goal 1 – Student Achievement**
PD Technology	TBD	Think Central Setup	Sept 9	GLMs		**Goal 1 – Student Achievement**
Data Analysis	D. Sims	Faculty will learn schoolwide results of PASS testing	Sept 16	3:00		**Goal 1 – Student Achievement**

	J. Gibson	Discussion of Math test results as they apply to schoolwide program	Sept 23	3:00		**Goal 1 – Student Achievement**
	J. Gibson	Faculty Council	Sept 30	3:00		**Goal 3 – School Climate**
Data Analysis	D. Sims	In small groups, teachers will be assisted in the interpretation and use of MAP scores.	Oct 7	GLMs		**Goal 1 – Student Achievement**
		Parent Conferences	Oct 15, 16			**Goal 3 – School Climate**
PD Technology	TBD	All teachers will update teacher websites	Oct 21	3:00		**Goal 3 – School Climate**
		Faculty Council	Oct 28	3:00		**Goal 3 – School Climate**
	J. Gibson	Faculty Council	Nov 18	3:00		**Goal 3 – School Climate**
	J. Gibson	Faculty Council	Jan 27	3:00		**Goal 3 – School Climate**
School Portfolio	D. Sims	Teachers will work in assigned teams to update the school portfolio.	Feb 17	3:00		**District Requirement**
	J. Gibson	Faculty Council	Feb 24	3:00		**Goal 3 – School Climate**
PD	All teachers	Teachers will work in vertical teams to create next year's class rosters	Mar 2	3:00		**Goal 3 – School Climate**
PD	All teachers	Teachers will work in vertical teams to create next year's class rosters	Mar 9	3:00		**Goal 3 – School Climate**
PD	All teachers	Teachers will work in vertical teams to create next year's class rosters	Mar 16	3:00		**Goal 3 – School Climate**

PASS Inservice	P. Chandler	The guidance counselor will train teachers in testing protocol and security.	Mar 23	3:00		**District Requirement**
	J. Gibson	Faculty Council	Mar 30	3:00		**Goal 3 – School Climate**
	J. Gibson	Faculty Council	Apr 27	3:00		**Goal 3 – School Climate**
	J. Gibson	Faculty Council	May 25	3:00		**Goal 3 – School Climate**
Monthly	J. Gibson	General Faculty Meeting – Content Area Contacts report updates	TBD			**Goal 2 - Teacher/Administrator Quality**
Ongoing	D. Sims	Continue to monitor Reading Workshop and Balanced Literacy	TBD			**Goal 2 - Teacher/Administrator Quality**
As needed	K. White	Topics on technology in the classroom as needed per refresh	TBD			**Goal 2 - Teacher/Administrator Quality**
Ongoing	Classroom teachers	Teachers will attend district sponsored standards-based workshops	TBD			**Goal 1 – Student Achievement**
Monthly	Contacts	Content Area Contacts will attend monthly meetings or webinars and report back to faculty	TBD			**Goal 1 – Student Achievement**
Each Wednesday	D. Sims	Weekly grade level meetings will be used to revise assessments and collect data from those assessments				**Goal 1 – Student Achievement**

SCHOOL CLIMATE NEEDS ASSESSMENT

On the 2014 Annual School Report Card results from surveys indicate a very positive school climate. We will analyze the surveys further to look for any areas in which we may see a need for improvement.

Evaluations by Teachers, Students and Parents			
	Teachers	Students	Parents
Percent satisfied with learning environment	97.1%	96.3%	90.8%
Percent satisfied with social and physical environment	100%	96.3%	90.8%
Percent satisfied with home-school relations	94.1%	97.1%	76.6%

Survey results

To complete the re-accreditation evaluation process, each grade level team, and the group of specialist teachers met as independent entities to review the results of each survey. Each question was reviewed, and those questions representing our highest and lowest scores were discussed in detail to determine the qualities which make us successful, and those areas which may require particular attention to improve.

ESEA Survey Results Spring 2013

Parent Survey

<u>The areas of strength as identified by the survey responses include:</u>

Section: Resources and Support System

 # 26.   Score: 4.68   Our school provides a safe learning environment.
We will continue to provide a safe and welcoming environment by requiring persons entering the building to sign in at the Front Office. Only those with identification displayed on their person will be allowed to walk through the building, and guests going to a classroom will be announced. We will continue to work with local law enforcement agencies to monitor our building and grounds. We will participate in regularly scheduled safety drills, and make sure all external doors and window remain locked. One area this staff has recommended for improvement is to enclose the first grade playground with a fence.
Section: Teaching and Assessing for Learning

 # 17.   Score: 4.49   All of my child's teachers report on my child's progress in easy to understand language.
Grading policies are sent home at the beginning of each school year. Through Power Teacher, parents can monitor student progress at any time. Teachers also use weekly newsletters, informal progress reports, report cards, emails, and telephone call to keep parents informed of student progress.

<u>The areas needing improvement as identified by the survey responses include</u>**:**

Section: Purpose and Direction

#2. Score: 3.87   Our school's purpose statement is formally reviewed and revised with involvement from parents.
We will involve PTA, SCI, Staff, and other interested Stakeholders in a review of our School Portfolio, including our mission/purpose statement.   We will add our mission/purpose statement to the school web page, to individual teachers' webpages, newsletters, and include it in the student handbook.
Section: Teaching and Assessing for Learning

#13. Score: 4.12   All of my child's teachers meet his/her learning needs by individualizing instruction

In 2013/14 Mountain View will implement Balanced Literacy through the Fountas and Pinnell reading program, which requires differentiated reading groups. We will consider a parent's education evening to explain the new program, including how students are individually assessed, how small reading groups are formed, and how differentiation is subsequently achieved.   This parent education could also include video presentations put on YouTube and our school website.   We will also communicate the value of Compass Odyssey and MAP testing as ways of evaluating and implementing differentiated learning.

STAFF SURVEY

<u>The areas of strength as identified by the survey responses include:</u>

Section: Purpose and Direction

#1. Score: 4.69   Our school's purpose statement is clearly focused on student success.

We will continue to use our current Purpose/ Mission Statement which we believe is clearly focused on student success.

#9. Score: 4.7   Our school's leaders expect staff members to hold all students to high academic standards.

We will continue to hold all students to high expectations.

<u>The areas needing improvement as identified by the survey responses include:</u>

Section: **Purpose and Direction**

#30. Score 4.21   In our school, staff members provide peer coaching to teachers.

We will continue to encourage teachers to provide workshops and study groups. We will assign peer coaches for teachers needing help.

#31. Score 4.2   In our schools, a formal process is in place to support new staff members in their professional practice.

We will create and implement a Mentoring Program for new teachers and staff. A New Staff Handbook will be made available to new staff members.

Student Survey (Elementary)

The areas of strength as identified by the survey responses include:

Section: Purpose and Direction

#1   Score: 2.96   In my school my principal and teachers want every student to learn.
Continue with high levels of expectations for all students.
Section: Governance and Leadership
#5   Score: 2.98   In my school my teachers want me to do my best work.
Continue to promote and provide a positive learning environment. Maintain high expectations.
#6   Score: 2.91   My teachers help me learn things I will need in the future.
Continue to use real-life applications in curriculum. Be sure to include teacher modeling of application. Explain how skills and concepts will help students in the future.
#15   Score: 2.94   My school has many places where I can learn, such as the library.
Continue a variety of learning environments: computer lab, science lab, butterfly garden, and monument area.

The areas needing improvement as identified by the survey responses include:

#10   Score: 2.46   My teachers ask my family to come to school activities.
Send more personalized invitations to school functions. Involve students in making invitations to school functions. Teachers will communicate the importance of families attending school activities.
Section: Using Results for Continuous Improvement
#18   Score: 2.22   My principal and teachers ask me what I think about school.
Include student surveys and quick writes or prompts about issues. Add a suggestions box and explain the purpose and correct use. Comments from the suggestion box can be discussed on the news show. The principal can have lunch with student representatives from each grade level (such as Student Council Rep.) to discuss school issues. Use ActiveVotes quarterly to survey student opinions about school. Teachers ask for student feedback after a lesson or activity. Involve children in more school based decisions.

Student Survey (Primary)

<u>The areas of strength as identified by the survey responses include:</u>

Section: About My School

#1.   Score: 2.96   My teacher wants me to learn.
Continue with high levels of expectation. Include positive reinforcement with rewards and incentives as needed.

#3.   Score: 2.98   My teacher wants me to do my best.
Continue to promote and provide positive learning environment.

#11.   Score: 2.98   My School has books for me to read.
Continue to build/update school and classroom libraries. Keep a variety of books visible to students at all times.

#13   Score: 2.92   My teacher wants me to help all boys and girls.
Continue Tiger Tutoring and Fuss Buster programs.

<u>The areas needing improvement as identified by the survey responses include:</u>

Section: About My School

#8   Score: 2.4   Other Teachers Know me.
Highlight relationships with Related Arts teachers by adding their photos with names to the daily schedule. Include a presentation about them on the news show. Implement the buddy system for teachers.

#12   Score: 2.6   I use a computer to learn at school
Incorporate more opportunities to use computers in the learning setting. Utilize ActiVotes by including more ActiVote lessons. Include more computer lab time and state specifics of how and what they are to learn on during each individual computer lab time. View and use the computer lab as a learning lab. Find new ways to integrate technology within the classroom.

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

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

☒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

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

☒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

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

☒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

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

☒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.

% Tested ELA – District Grades 3-5	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.

% Tested Math – 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.

% Tested Math – District – Grades 3-5	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.

☒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

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
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: 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

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
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 Assessments.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the national norm of 50th percentile in on the Iowa Assessments in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile on the Iowa Assessments in grade 2.

DATA SOURCE(S): Fall Iowa Assessments/CogAT report produced by Riverside Publishing

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	68th percentile			

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	66th percentile			

Fall 2014 students began taking a new form of the ITBS

Reading	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	60th percentile			

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	52nd percentile			

Fall 2014 students began taking a new form of the ITBS

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
WRITING – Maintain current writing strategies through the Project Read approach	All year	teachers	none	none	Lesson plans, classroom observations
WRITING – Implement Balanced Literacy strategies through the Fountas and Pinnell approach	All year	teachers	?	District Funds	PD Calendar
MATH – Continue current strategies such as Everyday Math, Calendar Math, Mountain Math and Portal curriculum.	All year	teachers	Approx. $5,000 for Everyday Math	District Funds	Lesson plans, classroom observations
MATH - Fully implement Common Core Standards in all grades.	All year	teachers	none	none	Lesson plans, classroom observations
SCIENCE - Integrate Science and ELA through non-fiction texts	All year	teachers	none	none	Lesson plans, classroom observations
SCIENCE – Create and administer more PASS-like assessments	TBD	D. Sims, teachers	none	none	PD Calendar
SCIENCE – Emphasize Science vocabulary	All year	teachers	none	none	Lesson plans, classroom observations
SCIENCE – Create Science-specific vertical alignment of vocabulary	TBD	D. Sims, teachers	none	none	PD Calendar
SCIENCE – Investigate possible STEM workshops	TBD	D. Sims	?	District Funds	PD Calendar
SCIENCE – Use graphic organizers, charts, graphs	All year	teachers	none	none	Lesson plans, classroom observations
SCIENCE – Science based field trips	All year	teachers	TBD	Families pay	Activity calendar, lesson plans
SOCIAL STUDIES – Maintain current teaching strategies	All year	teachers	none	none	Lesson plans, classroom observations
SOCIAL STUDIES – Integrate SS with Reading and writing using novels, non-fiction texts, and primary documents	All year	teachers	none	none	Lesson plans, classroom observations
SOCIAL STUDIES – Teach through thematic units in primary grades	All year	teachers	none	none	Lesson plans, classroom observations

Utilize the Resource model to provide additional support to **students with disabilities**	All year	teachers	none	none	Lesson plans, classroom observations, class schedules
Utilize the Inclusion model to provide additional support to **students with disabilities**	All year	teachers	none	none	Lesson plans, classroom observations, class schedules
SPED teachers work in cooperation with classroom teachers to frequently assess the needs of **students with disabilities**	All year	teachers	none	none	Lesson plans, classroom observations, class schedules
All teachers follow IEP and 504 goals for **students with disabilities**	All year	teachers	none	none	Lesson plans, classroom observations, copies of IEPs and 504s
Incorporate **technology** that is frequent, meaningful and engaging	All year	Teachers	None	None	Lesson plans

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of classes taught by Highly Qualified teachers at 100% from 2012 to 2018.

ANNUAL OBJECTIVE: Annually maintain 100% Highly Qualified teachers as reported on the Annual School Report Card.

DATA SOURCE(S): Annual School Report Card

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

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Continue to hire Highly Qualified teachers	Apr - Aug	J. Gibson	None	NA	Teacher credentials
Continue to hire teachers certified for their area	Apr - Aug	J. Gibson	None	NA	Teacher credentials
Provide teachers with the district schedule for Common Core trainings	August	D. Sims	None	NA	Schedule of Common Core meetings
Provide in-house common core trainings	All year	D. Sims	None	NA	PD Calendar
Provide Fountas and Pinnell support for all involved teachers	All year	D. Sims	None	NA	As needed

☐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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
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				

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of parents who are satisfied with the learning environment from 94.4% from 2012 to 2018.

ANNUAL OBJECTIVE: Annually maintain the percentage of parents who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #5

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	94.4	94.4	94.4	94.4	94.4
School Actual	94.4	93.3	90.8				
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 2010-11.

☐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 93.2% from 2012 to 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #18

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	93.2	93.2	93.2	93.2	93.2
School Actual	93.2	93.3					
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				

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who are satisfied with the learning environment at 100% from 2012 to 2018.

ANNUAL OBJECTIVE: Maintain annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #27

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100	100					
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

☐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 97% from 2012 to 2018.

ANNUAL OBJECTIVE: Maintain annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	98.6	98.6	98.6	98.6	98.6
School Actual	98.6	98.9	97				
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 Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of students who feel safe at school during the school day at 98.4% from 2012 to 2018.

ANNUAL OBJECTIVE: Maintain annually students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #30

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	98.4	98.4	98.4	98.4	98.4
School Actual	98.4	97.8	96.3				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

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

FIVE YEAR PERFORMANCE GOAL: Maintain percent of teachers who feel safe at school during the school day at 100% at 2012 from 2018.

ANNUAL OBJECTIVE: Maintain annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #39

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	100	100	100	100	100
School Actual	100	100	100				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Maintain locked interior and exterior doors throughout the building	ongoing	administration	none		Increase in percentage of positive responses on surveys
Continue random police walkthroughs	ongoing	administration	none	district	Increase in percentage of positive responses on surveys
Keep security cameras operational	ongoing	administration	none	district	Increase in percentage of positive responses on surveys
Post safety procedures on website	ongoing	administration	none		Increase in percentage of positive responses on surveys
Continue to perform monthly safety drills	ongoing	administration	none		Increase in percentage of positive responses on surveys
Continue Bully Prevention strategies	ongoing	administration	none		Increase in percentage of positive responses on surveys
Continue personal safety programs	ongoing	administration	none		Increase in percentage of positive responses on surveys
Post school safety video on website/FaceBook	As completed	administration	none		Increase in percentage of positive responses on surveys
Provide parent meeting on internet safety	TBD	administration	none		Increase in percentage of positive responses on surveys
Continue to require check-in of all visitors	ongoing	administration	none		Increase in percentage of positive responses on surveys
Require badging on staff and visitors	ongoing	administration	none		

Link to 2013-2014 **School Report Card** for Mountain View Elementary School

http://ed.sc.gov/data/report-cards/2014/elem/c/e2301071.pdf

Link to 2013-2014 **ESEA**
for Mountain View Elementary School

http://ed.sc.gov/data/esea/2014/school.cfm?SID=2301071