

Monaview Elementary School Portfolio



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

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

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Monaview Elementary School

SCHOOL DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 to 2017-2018 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2015-2016 (*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

Dr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mindy Brown		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Sharon Dowell		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Casey Woods		
PRINTED NAME	SIGNATURE	DATE

School Address- 10 Monaview St., Greenville SC, 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	Sheri Smith
4. Community Member	Rhonda Folmer
5. School Improvement Council	Mindy Brown
6. Read to Succeed Reading Coach	Betty Finley
7. Read to Succeed Literacy Leadership Team Lead	Casey Woods

Other staff members involved in school plan:

POSITION	NAME
Classroom Teachers	Various
Instructional Coaches	Sara Awtrey & Casey Woods
Title I Facilitator	Shannon Land
Administrative Assistant	Kara Holley
Clemson University	Seal Wilson
School Read to Succeed Leadership Members	Sharon Dowell, Kara Holley, Shannon Land, Betty Finley, Casey Woods, Sara Awtrey, Mindy Brown, Jody Reed, Margie Manchester, Robbie Phillips, Maria Beasley, Meghan Greer, Melissa Renninger

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

X Academic Assistance, Grades 4–12

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

X Parent Involvement

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

X Technology

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

X Innovation

The district 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 Collaboration

The district (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 district 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 district 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 district 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 district 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-appropriate 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 Recruitment

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): 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 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 District. 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, emails, face-to-face meetings, and a Portfolio Review Process Faculty Meeting. 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 the school. Along with individual grade level meetings, the staff participates in scheduled faculty meetings on Wednesdays, and various committee meetings. 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 as a member of the school leadership team, 4C, which meets on the first Wednesday of the month. This body assists with decision making regarding school scheduling, student activities, school culture, 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. We then adjust our instructional approach with students throughout the forums listed above. These changes are made as needed to best meet the needs of all of our students at Monaview.

Executive Summary

Needs Assessment for Student Achievement

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 of **ALL** parts of the balanced literacy framework.
- Teachers will use the Fountas and Pinnell Benchmark Assessment kit to determine students reading level in the Fall and Spring, along with ongoing formative assessments throughout the year.
- Teachers will continue to study and use the resources from The Next Steps in Guided Reading to make their guided reading lessons more targeted. We have seen growth The lesson format will be required for all teachers beginning in 2016-17.
- Teachers will learn how to use The Reading Strategies Book as a resource to meeting individual needs through conferences and strategy groups alongside guided reading groups.
- 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.
- Literacy materials for guided reading, interactive read aloud, shared reading, and book clubs will be reorganized and stored in a larger book room location. We hope this change will encourage teachers to use the purchased materials to enhance literacy instruction.
- The guided reading library needs to be refreshed. Levels for emergent readers are lacking. There has been a large focus to add nonfiction text that we are lacking appropriate fiction texts for guided reading in the upper reading levels. The quality of guided reading materials enhances instruction and student growth.
- Classroom libraries need to be evaluated and refreshed. Readers have to be engaged. To attain enrichment, students must have current, engaging material to read. All research states that time spent reading increases reading achievement. As a school we should make it a priority to provide funding, or find funding, for books. Classroom library sets should be provided to new teachers.
- RAZ-Kids and Reading A-Z will be purchased for every teacher and classroom, K5 to fifth grade. RAZ-Kids is an online program with leveled ebooks. 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. We have found that Reading A-Z motivates our students to read. Our reading incentive can be tied to RAZ-Kids if all students have access. Our 1:1 personalized device has made this goal more achievable.
- 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 is still a need for take-home books for our students. If we ask our students to read at home, and we know it increases reading achievement, we must be able to provide those books.
- 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 from reading partnerships where they build reading fluency, comprehension, confidence, and most of all, a joy for reading.
- There will continue to be professional development in the areas of building reading comprehension, increasing fluency, and the balanced literacy framework (guided reading, shared reading, interactive read aloud, mini-lessons, independent reading, and literacy circles).
- We will continue our two literacy PLC's, The Next Steps in Guided Reading to help teachers plan targeted lessons and The Literacy Teacher's Playbook to extend our practices in reading assessment.
- 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 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 will continue to assist teachers in digital literacy, a crucial skill for the 21st Century Learner.
- Reading intervention is provided in kindergarten through second grade. Students are given supplemental reading instruction that complements the core instruction for at least thirty minutes daily. We feel the need to also provide intervention to third graders due to the Read to Succeed Act.
- To build a community of readers, we would like to do at least one school-wide read and create targeted student book clubs.
- To promote summer reading, we would like to open up the school library 4 times during the summer for checkout. Before students, check out books they will participate in a read aloud and enrichment activities. This will also allow time to check in on their summer reading logs.

Writing

- We will work with district consultants, classroom teachers, and other resources as needed to align instruction and the South Carolina College and Career Readiness Standards.
- Technology will continue be integrated to increase student engagement and to bolster student achievement.
- The Title I plan for 2016-2017 school year will acquire a writing interventionist to serve students in K-5th grade to supplement writing. The *Units of Study for Teaching Writing* supports writing integration across all content areas.
- As part of our professional development plan, teachers will have a choice to be part of a writing professional learning community.
- 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 the district Title I Math Specialist, school instructional coaches, and classroom teachers 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 again 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 will reteach and reassess. This has added to teacher and student accountability. All notes and graphs are housed on the T-drive for administration to review. A professional development session was given at the start of 2014-2015 to direct teachers in this process. During 2015-2016 instructional coaches assisted grade levels with the data collected.
- 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.
- Technology will be integrated to increase student engagement and vary strategies to enhance learning in mathematics. Sites such as IXL and Splash Math are used to engage students and collect data for teachers.

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.
- Teachers 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 conduct experiments on the new science and engineering standards. Kindergarten through fifth grades are provided FOSS science kits which have most of the materials needed to conduct the various experiments. Students typically conduct experiments in groups or partnerships to encourage discussion about what is happening.
- 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/Administrator Quality

- Professional development offerings will reflect teacher needs and survey results. In 2015-2016, we focused on integrating academics and technology in a 1:1 environment,

balanced literacy, math common assessments, creating a writing common language, and implementing new state standards.

- We will continue with 100% of the staff highly qualified in the appropriate certification areas.

School Climate

- We will 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. 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 and Accomplishments from the Past Three Years

- Four National Board Certified Teachers
- 2014 Top 10 Finalist for Greenville County's Teacher of the Year
- Safe Kids 2014 Superior Strides Award
- 2014 SC Safe Routes Golden Shoe Award
- Safe Kids School 2010-2015
- Recipient of the Fresh Fruit and Veggie Grant 2011-2016
- Walk to School Initiative 2012-2016
- PBIS (POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS) Ribbon Award Banner, 2012-2013 and 2014-2015
- HUG Program
- Recipient of Donor Choose Grants
- Partners in Education (PEP) Summer Reading Program 2012-2016

School Profile

Description of School Community

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

In 2005, Monaview opened its new facility. Today, the school includes promethean boards in every classroom, computer lab, iPads as personal learning devices for all students in K-2 and teachers, laptops as personal learning devices for all students in 3-5, a set of Chromebooks, 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 570 students in grades K4-5. Of our *full time staff* of 63 employees, 56 are Caucasian, six are African American and one is Hispanic. We have 59 females and four males. The faculty and staff are made up of the following: principal, administrative assistant, Title I facilitator, primary instructional coach, intermediate instructional coach, data specialist, and writing interventionist. Classroom teachers include thirty-three teachers and related arts teachers for grades K4 to fifth grade. Support staff includes two reading interventionists, one math interventionist, a literacy specialist, two ESOL teachers, two special education teachers and one special education/intervention teacher, speech pathologist, one school counselor. The office staff consists of a social worker, mental health counselor, a full-time parent involvement coordinator, attendance clerk, secretary, and a nurse and there are six kindergarten or K4 aides included in the staff. As far as part time employees, there are two part-time Gifted and Talented teachers, one part-time speech pathologist and a .5 media technology clerk. Additional district support personnel are available to help meet the needs of Monaview teachers and students. They include a Title I Nurse, district psychologist, an ETS network engineer, an Instructional Technology Facilitator, and other district level academic specialists.

Monaview's motto is "Building Strong Minds and Bodies." Our current school theme is "Learning is our Superpower" and we will continue this theme into next year. We provide students with optimal learning experiences through the integration of technology, literature, science, math, movement, and the arts.

Sharon Dowell, Principal

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 fourth year serving as Monaview's administrative assistant. Over the past 25 years, she has taught 3rd and 5th 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

In the 2015-2016 school year, Title I 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 student-centered learning, Balanced Literacy, vocabulary development, and continue the implementation of Units of Study for Teaching Writing for all teachers. Based on The Title I plan for 2016-2017 school year will maintain 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. In addition, professional development in ELA will be supported by a full-time ELA Coach.

A full-time interventionist will provide intervention in math and reading. 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

■ Clemson University	■ Boys and Girls Club	■ Frazee Dream Center	■ Public Education Partners
■ City View Baptist Church	■ Applebee's	■ Papa John's Pizza	■ Wendy's
■ Greenville Family Practice	■ Trinity Lutheran	■ Chick-fil-A	■ The Kiwanis Club
■ Mentor Upstate	■ Burger King	■ Harvest Hope	■ Table 301
■ Live Well Greenville	■ Communities in Schools	■ Skateland USA	■ Hispanic Alliance

School Personnel Data

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

Leadership Team- principal, administrative assistant, Title I facilitator, primary instructional coach, intermediate instructional coach, data specialist, and writing interventionist.

Classroom Teachers- thirty-three classroom and related arts teachers for grades K4 to fifth grade.

Support Teachers- two reading interventionists, one math interventionist, literacy specialist, two ESOL teachers, two special education teachers and one special education/intervention teacher, speech pathologist, one guidance counselor.

Office Staff- social worker, mental health counselor, a full-time parent involvement coordinator, attendance clerk, secretary, and a nurse.

Paraprofessionals- six kindergarten or K4 aides.

Part Time Teachers- two part-time Gifted and Talented teachers, one part-time speech pathologist and a .5 media technology clerk.

Of our *full time staff* of 63 employees, 56 are Caucasian, six are African American and one is Hispanic. We have 59 females and four males. The attendance rate for teachers in 2015 was 92%, which is down from 95.1% in 2014.

Our building staff members include five food service workers and five custodians.

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

The following data is from a Google survey with 50 total responses (47 females and 3 males, 46 Caucasian and 4 African Americans).

2015-2016 Total Years in Education Profession								
Number of Years	1-3	4-5	6-8	9-10	11-15	16-20	21-25	26 +
Number of Teachers	9	5	9	6	7	6	6	2

2015-2016 Total Years at Monaview								
Number of Years	1-3	4-5	6-8	9-10	11-15	16-20	21-25	26 +
Number of Teachers	21	9	9	1	5	2	2	1

2015-2016 Staff Experience in Current Grade Level/Position								
Number of Years	1-3	4-5	6-8	9-10	11-15	16-20	21-25	26 +
Number of Teachers	23	9	8	1	7	1	0	1

2015-2016 Levels of Education						
Degree	Bachelors	Bachelors + 18	Masters	Masters + 30	Doctorate	National Board Certification
Number of Teachers	19	3	19	9	0	4

Teachers Profile- Information from the 2015 School Report Card

Teachers-41	
Percentage of teachers with advanced degrees	53.7%
Percentage of teachers on continuing contract	82.9%
Teachers returning from previous year	89.1%
Teacher attendance rate	92%
Average teacher salary	\$46,070

Student Population Data

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

Monaview continues to have a high index of students in poverty. As of March 2015, 569 students attend Monaview Elementary, with 100% receiving free and reduced lunch and a minority population of 76%. 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. Monaview's staff also includes a full-time nurse, social worker, mental health counselor, and school counselor.

Monaview students have the opportunity to be involved with activities outside of the classroom such as Chorus, Daily News Show, Student Council, Safety Patrols, Library Cadets, Battle of the Books, School Store, PTA Reflection Contest, Reading All Star Program, Girls on the Run, Communities in Schools after school program, and the Monaview Talent Show.

Ethnicity

The table below shows the fluctuation in school population in the last few years and the major ethnic population, Hispanic, highlighted in yellow.

Student Population								
	All	Asian	African American	Hispanic/Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian/Other Pacific Islander	White
2011-2012								
#	531	0	67	306	0	2	0	156
%		0	12.6	57.6	0	0.4	0	29.4
2012-2013								
#	553	0	55	325	0	16	0	157
%		0	9.9	58.8	0	2.8	0	28.4
2013-2014								
#	587	1	69	318	0	26	0	173
%		0.17	11.75	54.1	0	4.43	0	29.47
2014-2015								
#	575	2	58	325	0	35	0	155

%		0.35	10	56.5	0	6.08	0	26.95
2015-2016								
#	569	2	61	335	2	31	0	138
%		0.35	11.7	58.9	0.35	5.4	0	24.3

2015-2016 Data as of March 14, 2016

Ethnicity by Grade Levels								
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	3	25	0	4	0	8
K-5	88	0	11	52	0	7	0	18
1st	86	1	7	46	0	6	0	26
2nd	101	1	7	65	1	3	0	24
3rd	90	0	12	50	1	5	0	22
4th	89	0	9	56	0	2	0	22
5th	75	0	12	41	0	4	0	18
Total	569	2	61	335	2	31	0	138
%		0.35%	11.7%	58.9%	0.35%	5.4%	0.0%	24.3%

2015-2016 Ethnicity by Grade Level (as of March 14, 2016)

Student Profile- Information from the 2015 School Report Card

Students- 572	
Retention Rate	1.5%
Attendance Rate	95.8%
Served by Gifted and Talented	1.0%
With disabilities other than speech	12.6%
Out of school suspensions or expulsions for violent and/or criminal offenses	0.0%

Our Major Academic/Behavior Features, Programs, and Initiatives

PBIS (POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS)

Monaview Elementary is a PBIS 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 data through analysis, planning, support, district outreach and shared decision making. Students and staff attend training day activities beginning each school year. 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- 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. During this week, students celebrated their strong character and desire to stay drug free with dress up days, a pledge to stay drug free, and by participating in daily character challenges. Monaview hosted a Career Day in which professionals from around the community came to speak to students about their careers and goal setting and character building were emphasized. We celebrated a school-wide Random Acts of Kindness Week where students and staff were given ideas and challenges to spread kindness throughout. 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 well-being now and later.

Balanced Literacy

The staff was 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. All classrooms now implement small guided reading groups, interactive read aloud, shared reading, mini-lessons, and independent reading. 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. A primary literacy mentor and intermediate literacy mentor, along with the instructional coaches are participating in continuous professional development to enhance our practice. Student reading levels are found using Fountas and Pinnell's Benchmark Assessment Kit in the fall. Progress is monitored with running records, checklists, and anecdotal notes. Students are benchmarked again in the spring using the Benchmark Assessment Kit and Monaview serves readers from levels Pre-A to W.

Reading Intervention

Monaview implements reading intervention in kindergarten through 2nd grade. Kindergarten uses materials from Scott Foresman Early Reading Intervention. Leveled Literacy Intervention, written by Fountas and Pinnell, is used in grades one and two. 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.

Personalized Learning Initiative

This school year, Monaview began a Personalized Learning Initiative. Each student in Kindergarten through 2nd grade received an iPad and each 3rd through 5th grade student received a laptop. The roll out of devices began on August 24th with the kindergarten students. Each week a new grade level received their devices. All devices were in the hands of students by October 5th. Students use their devices during the school day for various projects. Teachers had training on incorporating devices in daily lessons and to enrich curriculum and instruction.

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.

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

Communities and Schools

Communities In Schools of Greenville, Inc. is a local affiliate of a national non-profit agency, whose mission is "to surround students with a community of support, empowering them to stay in school and achieve in life." Nationally, CIS is recognized for successfully reducing dropout rates and also increasing graduation rates. In Greenville, CIS impacts high school graduation rates through early intervention and individual services for elementary school students needing social, emotional, academic, and family support. The CIS Student Support Specialist works closely with the host school to complete a School Needs Assessment and also with each child's parent/guardian to create an individual Student Support Plan.

At Monaview, the team provides school-wide engagement, family strengthening workshops, and an afterschool program that addresses Homework, academic lessons, guest speakers, field experiences into the community, and exciting enrichment lessons such as robotics, Zumba, and STEM. The CIS program serves 55 3rd through 5th graders from 2:45-5:45pm, Monday to Thursday. Students receive free backpacks and school supplies when they enroll in the program donated by Fluor Corporation. The Communities In Schools Afterschool Program has been a certified LiveWell Greenville site for four years.

Academic Groups

This year students in 2nd-5th grades have created data notebooks. Twice a month during related arts, the data coach works with students to collect and review data such as reading surveys, student interest surveys, grades, and MAP scores. Students select goals based on this data and work with the data coach to create strategies to help improve. Students reflect about their strengths and areas where they need to show growth. Students participate in celebrations throughout the year to recognize successes.

Professional Learning Communities

During the 2015-2016 school year, we tried a different approach to professional development. The math instructional coach facilitated two math book studies, Guided Math and Number Talks. The reading coach facilitated two reading book studies, The Next Steps in Guided Reading and The Literacy Teacher's Playbook. Teachers chose one book study to attend for the school year so multiple grade levels and support positions were represented in each class. Coaching cycles were built-in between each session to support teachers in their practice. The theory was to move slowly, focus on one area of growth, and take time to apply it into practice. Our goal is to move forward with the same book studies next year, giving teachers the opportunity to join a different book club. We plan to create model classrooms from this year's study.

Vertical Teams

In addition to PLC vertical conversations, we held two Math-focused vertical team meetings. We discussed what skills students possessed and where there were deficits. Teachers looked at the new standards for their grade level and the neighboring grade levels to discuss trends. We talked about skill progressions from K4 to 6th grade. Two math teachers and the IC from

Lakeview Middle came to discuss the math essentials with our teachers. As a school, we talked about where students were falling behind and used that conversation to drive instruction.

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
<ul style="list-style-type: none">- Curriculum is taught in a sequential order based Greenville County's Rubicon Atlas.- 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
<ul style="list-style-type: none">- 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 and the media center.- Planning time is provided for collaboration between instructional coaches, administration, teachers, and support staff.- Instruction is monitored and adjusted based on feedback from formative assessments to accommodate students of different modalities.- Teachers meet the individual instructional needs of their students.- Teachers teach the world class skills outlined in the Profile of the South Carolina Graduate.
Assessment
<ul style="list-style-type: none">- Teachers grade appropriately and consistently with formative/summative assessments.- Assessment data determines the path of instruction.- Assessments are aligned with South Carolina College and Career Readiness Standards.- Teachers use 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 community members share the responsibility for advancing the school's vision, mission, and goals.

Profile of the South Carolina Graduate



World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills



Approved by SCASA Superintendent's Roundtable
and SC Chamber of Commerce



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...

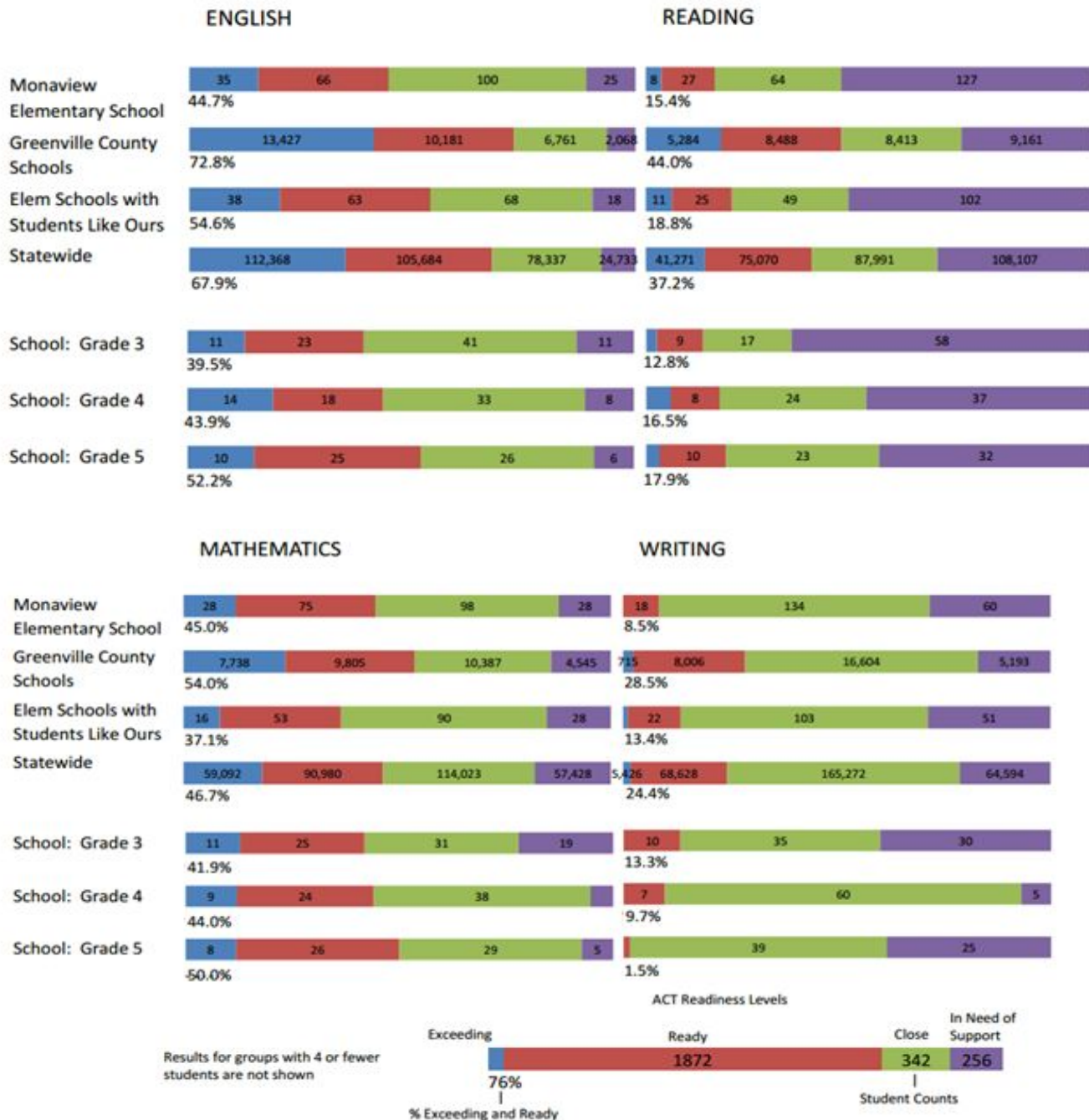
- All students can learn.
- Students have the responsibility to be active learners.
- Curriculum and instruction should meet the needs of all students.
- A safe and physically comfortable environment promotes student learning.
- Education is a shared responsibility.

- 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

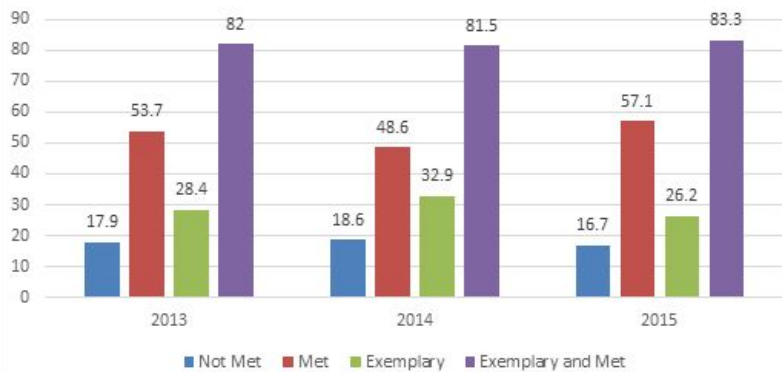
Student Achievement Needs Assessment

ACT Aspire (2014-2015)



SCPASS Social Studies and Science 2013-2015

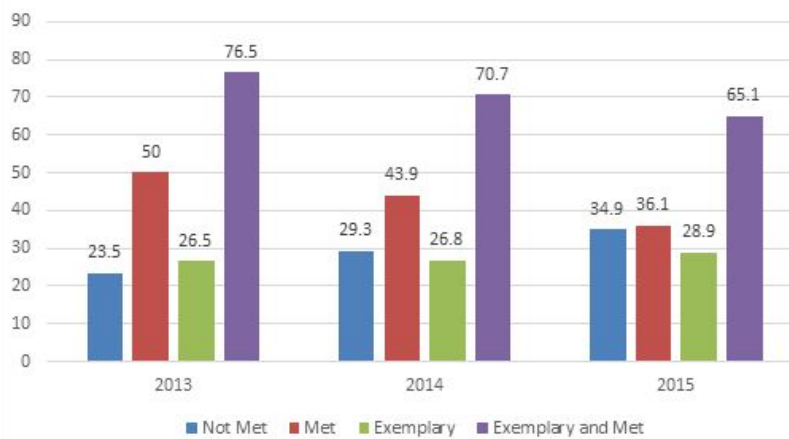
SCPASS Social Studies
Fourth Grade



SCPASS Science
Fourth Grade



SCPASS Social Studies
Fifth Grade



SCPASS Science
Fifth Grade



*Data Source for ACT Aspire and SCPASS Data- SDE School Report Card

ITBS/ IOWA Assessment

Second Grade

	2013-2014	2014-2015	2015-2016
Reading Comprehension	37 th percentile	41 st percentile	38 th percentile
Mathematics	31 st percentile	33 rd percentile	30 th percentile

*Data Source- School Summary PDF from Riverside Publishing

Teacher and Administrator Quality

Professional development was focused in the areas of technology, writing, reading, and math. Teachers were supported by instructional coaches, the writing interventionist, the Title I Technology Facilitator 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.

Professional Development Calendar Summary for 2015-2016

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

We are now a 1:1 school, with iPads or laptops in every classroom. Extensive training was presented around this focus. Another initiative was Writing Workshop training for all teachers from our writing interventionist.

This year we also added in reading or math book studies/professional learning communities with the instructional coaches. Teachers could select to focus on reading or math and met about once a month to learn, discuss and implement new strategies. The books involved in the studies included: Number Talks, Guided Math, Next Steps in Guided Reading, Literacy Teacher's Playbook.

The following list is a summary of the 2015-2016 Professional Development Calendar:

- Student Permanent Records for classroom teachers- What should we look for?
- PBIS Refresher on Monaview expectations and IMS reporting system
- Personalized Learning Session- Topics: Devices and Management, Workflow, Content Creation,
- Writing Expectations and Common Language, Using the rubric for SC Ready
- Math Overview-Unit and Assessment Specifics, Math Updates

- Safe Schools Information
- G+ Initiative and Erin's Law Information, 504 Basics and Reminders
- Student Learning Objectives (SLO) Training
- Powerteacher Grade Book Setup with grades 2-5
- Hispanic Alliance Information on culture and needs of Hispanic students
- MAP Testing Training
- Reading and Math District Framework and Expectations
- Grade Level Data and Planning Days (October and January)
- Challenge, A-Team Procedures, Special Education, Intervention, Book Adventure explanation
- Curriculum Carousels, one with a Literacy focus
- 4C Leadership Team: Creating a Student Centered Culture and Leadership Qualities
- Virtual Field Trips
- Vertical Team Meetings: Essential skills and progressions for Math
- Serravallo's Reading Strategies book: How do I use this in my classroom?
- Reading Plan Committee Meetings
- Math Presentation on strategies from Number Talks and Guided Math

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 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.

Professional Development Calendar Summary for 2016-2017

Based on needs assessment from 2015-2016 data discussions and benchmarks, the need for the following professional development sessions are being discussed for the 2016-2017 school year.

- Instructional technology integration with iPads for primary/laptops for intermediate (with a focus on the SAMR model)
- Balanced Literacy Framework, with a Guided Reading focus
- Reading assessment and differentiated goals and strategies for students
- Math differentiation and number sense strategies
- Math unit planning and common assessment implementation
- Common language in Writing
- Building a more student-centered culture
- Building school leaders (model classrooms, faculty council, focus groups)

School Climate Needs Assessment

Number of Surveys Returned			
	2013	2014	2015
Teachers	40	40	39
Students	63	63	72
Parents	39	39	4

Percent Satisfied with Learning Environment			
	2013	2014	2015
Teachers	95	92.7	95
Students	96.8	94.7	99
Parents	92.3	93.5	Insufficient Data

Percent Satisfied with Social and Physical Environment			
	2013	2014	2015
Teachers	100	97.6	97
Students	96.8	92	96
Parents	97.6	90.3	Insufficient Data

Percent Satisfied with School-Home Relations			
	2013	2014	2015
Teachers	97.5	87.8	82
Students	98.4	92	93
Parents	95.1	93.1	Insufficient Data

Percent Satisfied with School Safety			
	2013	2014	2015
Teachers	100	97.5	97.4
Students	96.8	92	91.8
Parents	95.1	93.6	Insufficient Data

*Data Source-SDE School Report Card and survey results from accountability department

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

SC READY WRITING

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 SC Ready.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by SC Ready.

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

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

Baseline data to be established in 2015-16.

SC READY READING

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 SC READY.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by SC READY.

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

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

Baseline data to be established in 2015-16.

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 SC READY.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by SC READY.

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

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

Baseline data to be established in 2015-16.

SC READY % TESTED

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

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

DATA SOURCE(S): ESSA 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	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 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	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 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	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 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	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

SCPASS SCIENCE

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	61.4			
District Projected	X			
District Actual	72.9			

*In 2014-15, students in grades 4-8 take Science **and** Social Studies.*

SCPASS SOCIAL STUDIES

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	79.1			
District Projected	X			
District Actual	81.2			

*In 2014-15, students in grades 4-8 take Science **and** Social Studies.*

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 50th 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 50th 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
District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	60 th percentile	62 nd percentile		

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	52 nd percentile	51 st percentile		

Fall 2014 students began taking a new form of the ITBS

Goal Area 1: Student Achievement					
STRATEGY Activity	Timeline	Person Responsible	Estimate Cost	Funding Sources	Indicators of Implementation
Reduced Class Size Teacher in Each Grade Level 1-5	Sept-May	Title I Facilitator, Admin	Teacher Salaries	Title I	Rosters, Title I Paperwork
Provide additional academic assistance to ESOL students who have been identified as needing additional learning opportunities.	Sept-May	ESOL Department, Admin	Salaries	ESOL, District	Lesson Plans, Data Analysis, Required ESOL Documentation
Weekly grade level planning meeting for all content areas	August-May	Classroom Teachers	N/A	N/A	Lesson Plans, Class Observations, Grade level meeting minutes and attendance posted on T-Drive
Benchmark data submitted monthly to leadership team	Monthly	Classroom Teachers, Instructional Coaches, Admin			F&P Benchmarks, Content Assessments, MAP scores, Pre/post tests, Report Cards
Data Meetings	Monthly and full-day twice a year	Classroom Teachers, Support, Instructional Coaches, Admin	Sub pay for full days only	Title I	SLO goal forms, Assessment summaries, Agendas, Sign-in sheets, Spreadsheets in data notebook
Involve parents in reading curriculum through Lunch and Learn, Reading Night, Teachers newsletters, Notes, and Quarterly Celebrations	Weekly	Classroom Teachers, ELA Committee			Report Cards, Contact Logs, IMS system, Sign in Sheets, Roaring Writers, Photographs
Common Assessments in Math	Sept.-May	Classroom Teachers			Spreadsheet and analysis of student results on T-drive
Provide PD (1:1 technology, balanced literacy, support for new state standards, common language for writing in K-5)	Sept.-May	Instructional Coach, Title I Facilitator, Technology Facilitator, Writing Interventionist		Title I Funds T & A funds	Sign in sheets, Agenda
Roaring Writers-Student writing displayed in the Principal's Hall of Fame, along with a recognition ceremony	Each Quarter	Writing Interventionist, Classroom Teachers	Salary	Title I Funds	Hall display, Calendar, Program

Writing Benchmarks for Opinion, Narrative, and Informational at beginning/ end of each Unit	Fall, Winter, Spring	Classroom Teachers, Instructional Coaches, Admin			Scored with Rubicon Writing Rubrics and placed in Permanent Records
Science Notebooks	Sept-May	Classroom Teachers	Salary	State and Title I Funds	Lesson plans, Observations, Student notebooks
ERI and LLI-Leveled Literacy Intervention	October-May	Intervention Teachers	Salaries, Title I Funds	State and Title I Funds	Lesson Plans, Running Records, AimsWeb Data, Benchmark Data
Intervention data meetings at the end of each 6 week cycle	Sept-May	Interventionist, Literacy Specialist, ELA Coach, Admin	Salaries, Title I Funds	State and Title I	Agendas, Sign-in, Data analysis
Monthly Updates to Instructional Reading Level Spreadsheet	Sept-May	Instructional Coaches, Teachers			Monthly F&P Data collection/Reading Data Spreadsheets
Enhance Classroom and Guided Reading Libraries	Sept-May	Teachers, Coaches, Admin	\$5,000-\$10,000	Title I/Grants/School Funds	Library needs assessment, receipts, book talks for new materials
Monaview After School Program	Sept-May	After School Director, Teachers	Salaries and Stipends	Grant-pending approval	Rosters, Benchmark Data, Grades
Summer School	June July	Teachers, Title I, Admin	Teacher Stipend	Title I and State	Attendance records, Benchmark Data
Library Open Over Summer	June-August	Media Specialist, Coaches, Admin	Volunteer	Volunteer	Sign-in sheets, Reading Data
Virtual Science LAB (continuing)	August-May	District Science lab coordinator	School Board	School Board	District Science lab coordinator schedule

PROFESSIONAL DEVELOPMENT

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

	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	100			

Goal Area 2: Teacher/Administrator Quality					
STRATEGY Activity	Timeline	Person Responsible	Estimate Cost	Funding Sources	Indicators of Implementation
Participate in the District's Spring recruitment fair to attract high quality, and highly qualified teachers.	March	Administrators		District	
Provide time to share best practices in staff meetings	Weekly	Instructional Coaches, Teachers	N/A		Attendance on Sign-In Sheets, Emails
4C Leadership meetings	Monthly	Grade-level representatives, Instructional Coaches, Admin	N/A		Meeting schedules, Sign-in sheets, participation
Professional development offerings in various content areas, skills and strategies as identified through surveys and discussions	Monthly	Teachers, Instructional Coaches; Title 1 Specialists, Writing Interventionist	N/A		Professional Development plan, Portal Class Listing, Agendas, Sign-in sheets
Vertical Team Meetings-Math focused, to discuss standards, progressions and strategies	Quarterly meetings	Teachers, Instructional Coaches, Title I Math Specialist	N/A		Meeting schedules, Sign-in sheets, Participation
ELA Coach and Writing Interventionist	Aug-May	Title I	Salaries	Title I	PD Agendas, Coaching Logs, Plans

STUDENT ATTENDANCE

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	95.8			
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6			

PARENT SATISFACTION – LEARNING ENVIRONMENT

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	81.32	83.74	86.16	88.58	91.0
School Actual	78.9	92.3	93.5	Insufficient Data			
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8			

*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 ENVIRONMENT

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	90	90	90	90	90
School Actual	90.7	96.8	94.7	99.0			
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	83.9			

TEACHER SATISFACTION – LEARNING ENVIRONMENT

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	94.18	94.26	94.34	94.42	94.5
School Actual	94.1	95.0	92.7	95.0			
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3			

PARENT SATISFACTION – SAFETY

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	83.1	86.2	89.3	92.4	95.5
School Actual	80.0	95.1	93.6	Insufficient data			
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.7			

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

STUDENT SATISFACTION – SAFETY

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	93.34	93.38	93.42	93.46	93.5
School Actual	93.3	96.8	92.0	95.9			
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3			

TEACHER SATISFACTION – SAFETY

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100.0	100.0	100.0	100.0	100.0
School Actual	100.0	100.0	97.5	89.7			
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3			

<u>Goal 3: School Climate</u>					
STRATEGY Activity	Timeline	Person Responsible	Estimate Cost	Funding Sources	Indicators of Implementation
Monaview Spirit Days	Monthly	Staff	NA	NA	Positive Learning Environment
Book Character Day	March	All Staff	NA	NA	Positive Learning Environment
Faculty Christmas Party	December	Instructional Coaches	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
Building School Leaders through 4C Leadership Team	Monthly	Admin, Instructional Coaches	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 Completed	August-September	Staff	NA	NA	Safe Environment
PBIS	On-Going	PBIS School Coordinator	PBIS Funds	PBIS Funds	Safe Environment
Greenville County Police School Visits/Monitoring	Twice Daily	County Police Officers	NA	Greenville County	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
Security Cameras	Daily	District	District	District	Safe Environment
Ignore the Door	Daily	Students and Staff	N/A	N/A	Safe Environment
Dismissal Process- Change of Transportation List, Parents Must Have a Car Number or Walker Tag to Pick up a Student	Daily	School Staff	N/A	N/A	Safe Environment
PTA	Monthly	Principal	PTA Funds	PTA Funds	Parent Satisfaction
Rosetta Stone License for Parents to learn English	Aug-June	Title I Facilitator	\$79 per license 20	Title I	Parent Satisfaction
Family Engagement Parenting Partners Comprehensive Parent Training Program	Monthly	Title 1 Facilitator	Title I Funds	Title 1 Funds	Parent Satisfaction
Open House	August	Admin, Teachers	NA	NA	Parent Satisfaction
Curriculum Nights	September	Admin, 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	March	Media Specialist	NA	NA	Student Satisfaction, Incentives, Student Achievement
Student Council	August-May	Speech Pathologist	Title 1 Facilitator	Title 1 Facilitator	Student Satisfaction, Incentives
Terrific Kids	Quarterly	School Counselor	Kiwanis	Kiwanis	Student Satisfaction, Incentives, Student Achievement
Roaring Writers	Quarterly	RTI Teacher	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	Instructional Coaches, Teachers, Office Staff	School Funds for paper	School Funds	Student Satisfaction, Incentives, Student Achievement
Public Education Partners (PEP)	May-June	PEP, Instructional Coaches	PEP Funds	PEP Funds	Student Satisfaction, Incentives
Summer Reading Celebration	August	Instructional Coaches, Support Staff	NA	NA	Student Satisfaction, Incentives, Student Achievement
Polar Express Day	December	Committee	Teacher Donations	Teacher Donations	Student Satisfaction, Incentives
Field Day	May	PE Teacher	\$100	School General Funds	Student Satisfaction, Incentives
After School Program	August-May	Kari Osborn	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	Support Staff	Grant	Grant Funds	Student Satisfaction, Incentives
Library Cadets	August-June	Media Specialist	NA	NA	Student Satisfaction, Incentives
School Store	August-June	Support Staff	PBIS	PBIS, Donations	Student Satisfaction, Incentives

DRUM Club	August-January	Music Teacher	Grant	Grant	Student Satisfaction, Incentives
Chorus	August-June	Music Teacher	NA	NA	Student Satisfaction, Incentives
Daily News Show	Daily	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

Monaview's School Report Card

2014-2015 School Report Card Link

<http://ed.sc.gov/assets/reportCards/2015/elem/c/e2301069.pdf>

