

# **Mountain View Elementary School Renewal Plan**

**Principal, Jennifer Gibson**

**Greenville County Schools**

**Dr. Burke Royster, Superintendent**

**2013-2014 through 2017-18**

**SCHOOL RENEWAL PLAN COVER PAGE**

***SCHOOL INFORMATION AND REQUIRED SIGNATURES***

## SCHOOL

### GREENVILLE COUNTY SCHOOL DISTRICT

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

#### SCHOOL RENEWAL ANNUAL UPDATE FOR 2016-2017 (*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

Donny Kauffman		
PRINTED NAME	SIGNATURE	DATE

##### PRINCIPAL

Jennifer Gibson		
PRINTED NAME	SIGNATURE	DATE

##### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Candace Grugan		
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S 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

(Mandated Component)

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

<b><u>POSITION</u></b>	<b><u>NAME</u></b>
1. PRINCIPAL	Jennifer Gibson
2. TEACHER	Jody Dill
3. PARENT/GUARDIAN	Suzanne Spearman
4. COMMUNITY MEMBER	Julie Nelson
5. SCHOOL IMPROVEMENT COUNCIL	Donny Kauffman
6. Read to Succeed Reading Coach	N/A
7. School Read to Succeed Literacy Leadership Team Lead	Candace Grugan
8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	
** Must include the School Read to Succeed Literacy Leadership Team.	

<b><u>POSITION</u></b>	<b><u>NAME</u></b>
PTA President	Amy Jackson
Teacher	Jenny Hunter
Teacher	Tammy Cannada
Instructional Coach	Diana Sims
Teacher	Jennie Perry
Teacher	Anne Singleton
Teacher	Katie Redmon
Teacher	Anita Ayers
Teacher	Shelly Emery
Teacher	Elaine Parris
Teacher	Kelly Dill
Teacher	Bess Field
School 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  
Teacher, SPED  
Teacher  
Teacher  
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Teacher  
Teacher  
Teacher  
Teacher  
Teacher, 4K  
Teacher, 4K  
Teacher  
Teacher  
Teacher  
Teacher  
Teacher  
Teacher  
Teacher  
Media Specialist  
Teacher, SPED  
Student  
Assistant Principal  
Speech Therapist  
Student

Lauren Schubert  
Dawn Hoffman  
Marilynn Medlock  
Lauren Anthony  
Sophia Dryman  
Cindy Crain  
Kayla Holland  
Katie Lea  
Tammy Puskas  
Amanda Coleman  
Michelle Driscoll  
Kathy Jo Kee  
Hannah Barnett  
Andrea Weaver  
Mendy Smith  
Michele Johnson  
Missy Price  
Jan Kull  
Sherri Rock  
Rachel Parris  
Jill Frick  
Kaycie White  
Beth Stiles  
Ashley Kull  
Stephen Deyo  
Kelsey Kuckhahn  
Ryan Morelli

**\*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 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.

**N/A** **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-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** **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** **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

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:

- MAP Reading – 52% of our students met their projected RIT growth goal
- MAP Math – 49% of our students met their projected RIT growth goal
- SCPASS Social Studies – 88% of our students scored Met or Exemplary

### Needs:

- SCPASS Science – 23% 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 95% 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 71%
- Schedule in-service training for any new learner standards
- Increase our average teacher attendance rate to at least 95%
- Increase our understanding of the new SC Ready assessments

## **SUMMARY OF SCHOOL CLIMATE**

### Strengths:

- Parents, teachers, and students are satisfied with the learning environment
- Parents, teachers, and students are satisfied with the social and physical environment
- Teachers surveyed agreed 100% that the school administration has high expectations for teacher performance
- Our school's purpose statement is clearly focused on student success.

### Needs:

- Parents would like more information on ways to help children at home

## **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.
- 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 – Technology is constantly changing. Teachers have difficulties with keeping abreast of new hardware, software and apps that they need in order to integrate technologies into their curriculum.
- 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 2<sup>nd</sup> grade. However, the position of Literacy Specialist does not allow adequate time to serve the needs of all our struggling readers. Kindergarten teachers are required to find the time in their instructional schedule to teach RTI groups without sacrificing time in another subject area. First grade gave up a teacher allocation in order to reassign a teacher to a full time RTI position, leading to larger class size in first grade.

## **SIGNIFICANT AWARDS, RESULTS, OR ACCOMPLISHMENTS OVER THREE YEARS**

- We have received the Palmetto Gold Award.
- We have eight National Board Certified teachers.
- Our school is a three time Red Carpet Award Recipient.
- Many teachers apply for and receive grants through a variety of donors.
- We have Promethean boards, voting devices, Chromebooks and iPads in every classroom, and teachers participate in a variety of workshops to increase their technology proficiency.
- We have two computer labs with lab assistants and a Chromebook rolling lab for every grade level.
- Our teachers 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 K4-5<sup>th</sup>, including a variety of research-based multisensory strategies.
- We have several teachers who recently achieved a higher level of education which includes a Bachelor's Degree +18, 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.
- Two teachers were named Peace Center Outreach Teacher of the Year.
- Our fourth and fifth grade students serve as tutors and mentors to younger students on a weekly basis through our Tiger Tutors Program.
- Our school is proud to serve others in many ways. We raise funds and awareness for the American Cancer Society.
- We have had state and district winners in the PTA Reflections Contests.
- We have been annually awarded the Safe Kids Award.
- 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.

## SCHOOL PROFILE

Mountain View Elementary School is a K4 through grade five public school in the School District of Greenville County. We currently have 854 students, 2 administrators, 59 certified personnel, and 16 classified personnel. It is one of 52 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 fifth 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 fifth 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 and 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 classroom has six new Chromebooks for student use. Additionally, there are Chromebook carts for use in every grade level. There are student voting devices in every classroom, as well. We have full wireless access. Students have two computer labs and one iPad per classroom for teacher and student use. We have recently added two flat-screen TVs for presentations and parent meetings. We have incorporated a large presentation TV in our atrium and in our front office 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 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 \$82,000 budget.

With the generosity of families and members of our close-knit community, PTA was able to provide more than \$7,800 to the School Improvement Council, \$13,500 for teacher/support staff stipends, more than \$1,500 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 2 Fun Days, a staff 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 three full time special education resource teachers, 1.5 School Counselors, one gifted and talented teacher, a Media Specialist, one Literacy Specialist, one Reading Interventionist, two part time academic support personnel, 1.4 physical education teachers, 1.4 art teachers, 1.4 music teachers, and three part time computer lab assistants. The majority of our teachers have continued their education and achieved higher degrees. Eight teachers are National Board Certified. One teacher recently completed a doctoral degree, one is working toward a doctoral degree, and two have obtained Educational Specialist degrees in Leadership. On an average, our teachers have been here 14 years. The percentage of teachers who returned to Mountain View from last year is 95%. Teacher attendance rate is 93.6%.

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.

<b>ALL CLASSROOM TEACHERS ARE HIGHLY QUALIFIED</b>
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## STUDENT POPULATION

Mountain View Elementary School's current enrollment is 854 and is configured by grade level as follows:

Grade	Number of Students
K4	41
K5	110
1	131
2	145
3	156
4	132
5	139

The numbers of boys and girls is nearly identical, at 429/425.

Our retention rate is 1% and our student attendance rate is high, at 95.9%

## MAJOR PROGRAMS

- ✓ Project Read
- ✓ RTI
- ✓ Multiage classes
- ✓ Team teaching
- ✓ Departmentalized 5<sup>th</sup> grade
- ✓ IDEA/SmartArts
- ✓ Chick-Fil-A Core Essentials
- ✓ Balanced Literacy
- ✓ After school EDP
- ✓ Chorus
- ✓ Morning Tutoring
- ✓ Tiger Tutors
- ✓ Safety Patrol
- ✓ Morning News Show



## 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...

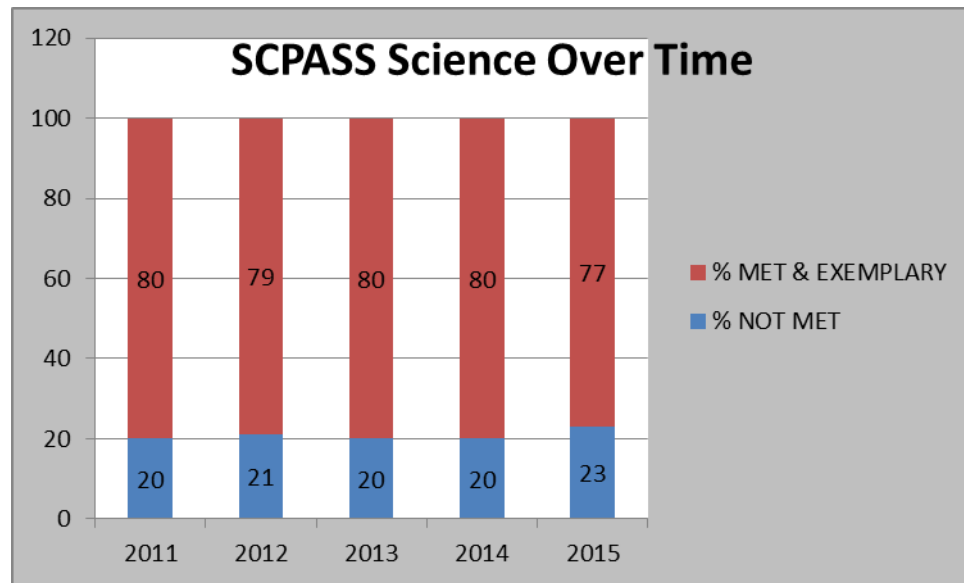
- All children can learn.
- The school's foremost responsibility is the adaptation to the academic needs of the children.
- The intellectual, personal, social, physical, and moral development of each child is the main concern of our school.
- The child benefits when the parents and teacher work together.
- 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

## ACT Aspire Overall School Results

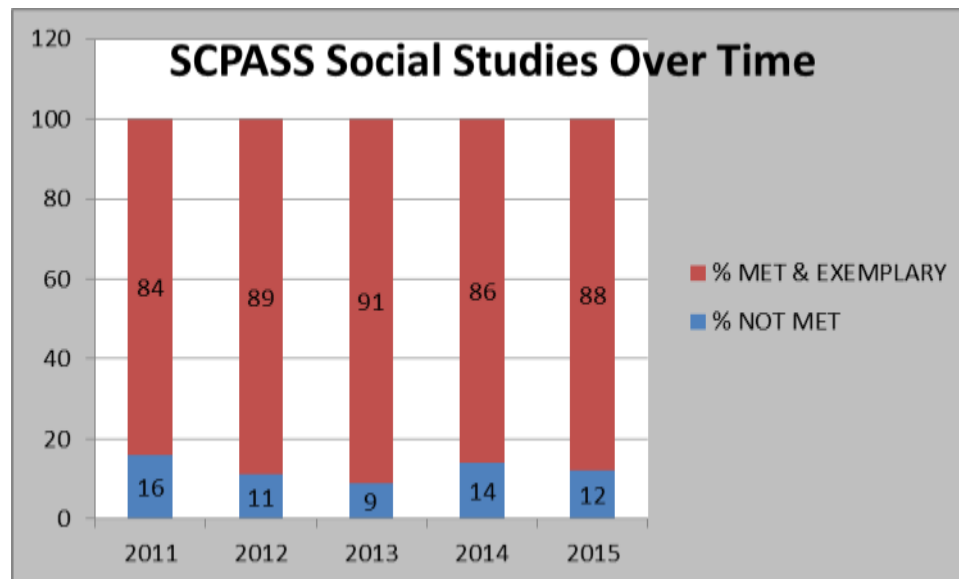


# SCPASS Results Over Time



In Science, the percentage of students scoring Met or Exemplary in 2015 was 77%, slightly below the previous year's scores. Although this was a decline in achievement, we were still above the district average of 73%. We will implement strategies to improve this percentage by .5% each year to reach a goal of 78.6% by 2017-2018.

SCPASS Science	
Our School: Percent Met and Exemplary by grade level	
4 <sup>th</sup> grade	5 <sup>th</sup> grade
77.1	77.1



Our student performance increased slightly last year on the Social Studies portion of the SCPASS. With 88% of our students at Met or Exemplary, we are well above the district average of 81%. We will revisit our present instructional strategies in order to maintain this level of achievement.

SCPASS Social Studies	
Our School: Percent Met and Exemplary by grade level	
4 <sup>th</sup> grade	5 <sup>th</sup> grade
90.1	84.7

# 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: 11/2015

Norms: 08/23/2011

Grade: 2

Page: 1

	English Language Arts						Mathematics			CORE COMPOSITE	Social Studies	Science	COMPLETE COMPOSITE
	Reading	Language	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Mathematics	Computation*	MATH TOTAL			
<b>Mountain View Elem 2301071 Level: 7</b>													
Iowa Assessments/CogAT													
Number of Students Included	147							147		147			
Average Standard Score (SS)	161.2							158.7		158.7			
Average Predicted Standard Score (PSS)	157.3							155.1		155.1			
Difference (SS-PSS)	3.9							3.6		3.6			
National Percentile Rank of Average SS	65							59		59			
National Percentile Rank of Average PSS	56							49		49			
Difference (NPR-PNPR)	9							10		10			
<b>Iowa Assessments</b>													
Number of Students Tested = 155													
Number of Students Included	147							147		147			
Average Standard Score (SS)	161.2							158.7		158.7			
National Percentile Rank of Average SS	65							59		59			
Percent of Students in NPR Range 75-99	38							33		33			
50-74	26							26		26			
25-49	19							31		31			
1-24	17							11		11			
National Stanine of Average SS	6							5		5			

For the 2015-2016 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	65%	50%
Math	59%	50%

## School-Based Professional Development Calendar for School Year 2015-2016

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

PD	All teachers	Teachers will work in vertical teams to create next year's class rosters	Mar 16	3:00		<b>Goal 3 – School Climate</b>
PASS Inservice	P. Chandler	The guidance counselor will train teachers in testing protocol and security.	Mar 23	3:00		<b>District Requirement</b>
	J. Gibson	Faculty Council	Mar 30	3:00		<b>Goal 3 – School Climate</b>
	J. Gibson	Faculty Council	Apr 27	3:00		<b>Goal 3 – School Climate</b>
	J. Gibson	Faculty Council	May 25	3:00		<b>Goal 3 – School Climate</b>
Monthly	J. Gibson	General Faculty Meeting – Content Area Contacts report updates	TBD			<b>Goal 2 - Teacher/Administrator Quality</b>
Ongoing	D. Sims	Continue to monitor Reading Workshop and Balanced Literacy	TBD			<b>Goal 2 - Teacher/Administrator Quality</b>
As needed	K. White	Topics on technology in the classroom as needed per refresh	TBD			<b>Goal 2 - Teacher/Administrator Quality</b>
Ongoing	Classroom teachers	Teachers will attend district sponsored standards-based workshops	TBD			<b>Goal 1 – Student Achievement</b>
Monthly	Contacts	Content Area Contacts will attend monthly meetings or webinars and report back to faculty	TBD			<b>Goal 1 – Student Achievement</b>
Each Wednesday	D. Sims	Weekly grade level meetings will be used to revise assessments and collect data from those assessments				<b>Goal 1 – Student Achievement</b>



## School-Based Professional Development Calendar for School Year 2016-2017

***This is a working document that will grow and change as we receive student achievement data and information regarding staff and faculty needs.***

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		<b>Goal 1 – Student Achievement</b>
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		<b>Goal 2 - Teacher/Administrator Quality</b>
Curriculum Expectations	D. Sims, J. Gibson	Faculty will work together to review new science standards and revise major assessments	Aug	TBD		<b>Goal 1 – Student Achievement</b>
MAP Inservice		Testing and security protocol for MAP	Aug 24	3:00		<b>District Requirement</b>
	D. Sims	Set up Power Teacher	Aug	GLMs		<b>District Requirement</b>
Monthly	J. Gibson	Faculty Council	Every 3rd Wed			
Monthly	J. Gibson	General Faculty Meeting – Content Area Contacts report updates	TBD			<b>Goal 2 - Teacher/Administrator Quality</b>
Ongoing	D. Sims	Continue to monitor Reading Workshop and Balanced Literacy	TBD			<b>Goal 2 - Teacher/Administrator Quality</b>

As needed	K. White	Topics on technology in the classroom as needed	TBD			<b>Goal 2 - Teacher/Administrator Quality</b>
Ongoing	D. Sims	Teachers will work to create a school-based writing curriculum integrating district requirements, Project Read strategies, Text Dependent Analysis, and using data from SCReady when available.	TBD			<b>Goal 1 – Student Achievement</b>
Ongoing	Classroom teachers	Teachers will attend district sponsored standards-based workshops	TBD			<b>Goal 1 – Student Achievement</b>
Each Wednesday	D. Sims	Weekly grade level meetings will serve as PLCs. We will collect and analyze student achievement data, reflect on and revise assessments, and focus on student needs for growth.	Weekly			<b>Goal 1 – Student Achievement</b>

## SCHOOL CLIMATE NEEDS ASSESSMENT

On the 2015 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	100%	97.3%	92.2%
Percent satisfied with social and physical environment	96.7%	93.1%	96.1%
Percent satisfied with home-school relations	96.8%	97.5%	89.3%

## 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 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

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

\*Baseline data to be established in 2015-16.\*

☒ 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 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

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

\*Baseline data to be established in 2015-16.\*

☒ 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 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

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

\*Baseline data to be established in 2015-16.\*

☒ 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 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

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

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

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

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

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



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

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

\*SC SDE did not provide baseline data for 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):** ESSA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	77.6	78.1	78.6
School Actual	77.1			
District Projected	X	73.9	74.9	75.9
District Actual	72.9			

\*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):** ESSA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	87.6	87.6	87.6
School Actual	87.6			
District Projected	X	82.2	83.2	84.2
District Actual	81.2			

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

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

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

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

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

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

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
School Actual Performance	68 <sup>th</sup> percentile	65 <sup>th</sup> percentile		

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

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
School Actual Performance	66 <sup>th</sup> percentile	59 <sup>th</sup> percentile		

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

<b>Reading</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
District Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
District Actual Performance	60 <sup>th</sup> percentile	62 <sup>nd</sup> percentile		

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

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

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

<b><u>STRATEGY</u> <u>Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person</u> <u>Responsible</u></b>	<b><u>Estimated</u> <u>Cost</u></b>	<b><u>Funding</u> <u>Sources</u></b>	<b><u>Indicators of</u> <u>Implementation</u></b>
<b>READING</b> – Maintain current Reading strategies through the Project Read approach	All year	teachers	none	none	Lesson plans, classroom observations
<b>READING</b> – Maintain current Reading strategies through the Balanced Literacy approach	All year	teachers	none	none	Lesson plans, classroom observations
<b>READING</b> – Maintain current Reading strategies through the Project Read approach	All year	teachers	none	none	Lesson plans, classroom observations
<b>READING</b> – Continue utilization of environmental print, Word Walls, anchor charts, and graphic organizers	All year	teachers	None	none	Lesson plans, classroom observations
<b>READING</b> – Utilize a variety of multimedia options, such as RAZ Kids, Compass, and Storyworks	All year	teachers	None	none	Lesson plans, classroom observations
<b>READING</b> – Provide extra support for struggling readers through a variety of resources such as RTI, tutoring, small group instruction	All year	teachers	None	none	Lesson plans, classroom observations
<b>READING</b> – Provide students with opportunities for novel studies	All year	teachers	None	none	Lesson plans, classroom observations
<b>WRITING</b> – Maintain current writing strategies through the Project Read approach	All year	teachers	none	none	Lesson plans, classroom observations
<b>WRITING</b> – Implement Balanced Literacy strategies through the Fountas and Pinnell approach	All year	teachers	None	none	PD Calendar
<b>WRITING</b> – Maintain the use of Four Square Writing	All year	teachers	None	none	PD Calendar
<b>WRITING</b> – Continue utilization of environmental print, Word Walls, anchor charts, and graphic organizers	All year	teachers	None	none	Lesson plans, classroom observations

<b>WRITING</b> – Teachers will work to create a school-based writing curriculum integrating district requirements, Project Read strategies, Text Dependent Analysis, and using data from SCReady when available.	All year	teachers	None	none	Lesson plans, classroom observations
<b>MATH</b> – Continue current strategies such as Calendar Math, Mountain Math and Portal curriculum.	All year	teachers	None	None	Lesson plans, classroom observations
<b>MATH</b> – Continue schoolwide math facts program	All year	teachers	None	None	Lesson plans, classroom observations
<b>MATH</b> – Create leveled grouping in grades 2 and 3 to scaffold support	All year	teachers	None	None	Lesson plans, classroom observations
<b>MATH</b> – Utilize math based technology such as Compass, Reflex, Xtra Math	All year	teachers	None	None	Lesson plans, classroom observations
<b>MATH</b> – Provide opportunities for small group work, such as math games, learning centers and partner work.	All year	teachers	None	None	Lesson plans, classroom observations
<b>SCIENCE</b> - Integrate Science and ELA through non-fiction texts	All year	teachers	none	none	Lesson plans, classroom observations
<b>SCIENCE</b> – Use interactive notebooking	All year	teachers	none	none	Lesson plans, classroom observations
<b>SCIENCE</b> – Use Science Lab for hands-on projects, activities, and experiments	All year	teachers	none	none	Lesson plans, classroom observations
<b>SCIENCE</b> – Create and administer more SCPASS-like assessments	TBD	D. Sims, teachers	none	none	PD Calendar
<b>SCIENCE</b> – Emphasize Science vocabulary	All year	teachers	none	none	Lesson plans, classroom observations
<b>SCIENCE</b> – Create Science-specific vertical alignment of vocabulary	TBD	D. Sims, teachers	none	none	PD Calendar
<b>SCIENCE</b> – Investigate possible STEM workshops	TBD	D. Sims	?	District Funds	PD Calendar
<b>SCIENCE</b> – Use graphic organizers, charts, graphs	All year	teachers	none	none	Lesson plans, classroom observations
<b>SCIENCE</b> – Provide Science based field trips	All year	teachers	TBD	Families pay	Activity calendar, lesson plans
<b>SOCIAL STUDIES</b> – Maintain	All year	teachers	none	none	Lesson plans, classroom

current teaching strategies					observations
<b>SOCIAL STUDIES</b> – Integrate SS with Reading and writing using novels, non-fiction texts, and primary documents	All year	teachers	none	none	Lesson plans, classroom observations
<b>SOCIAL STUDIES</b> – Utilize multimedia resources, i.e. Brain Pop, Discovery Ed, TFK, etc.	All year	teachers	none	none	Lesson plans, classroom observations
<b>SOCIAL STUDIES</b> – Teach through thematic units in primary grades	All year	teachers	none	none	Lesson plans, classroom observations
<b>SOCIAL STUDIES</b> – Plan content related field trip opportunities	All year	teachers	none	none	Lesson plans, classroom observations
<b>SOCIAL STUDIES</b> – Incorporate maps, globes, charts and diagrams	All year	teachers	none	none	Lesson plans, classroom observations
Utilize the Resource model to provide additional support to <b>students with disabilities</b>	All year	teachers	none	none	Lesson plans, classroom observations, class schedules
Utilize the Inclusion model to provide additional support to <b>students with disabilities</b>	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 <b>students with disabilities</b>	All year	teachers	none	none	Lesson plans, classroom observations, class schedules
All teachers follow IEP and 504 goals for <b>students with disabilities</b>	All year	teachers	none	none	Lesson plans, classroom observations, copies of IEPs and 504s
Incorporate <b>technology</b> that is frequent, meaningful and engaging	All year	Teachers	None	None	Lesson plans



## PROFESSIONAL DEVELOPMENT

☐ 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:** Maintain the percentage of classes taught by Highly Qualified teachers at 100% from 2012 to 2018.

**DATA SOURCE(S):** Annual School Report Card

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

<b><u>STRATEGY</u> <u>Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person</u> <u>Responsible</u></b>	<b><u>Estimated</u> <u>Cost</u></b>	<b><u>Funding</u> <u>Sources</u></b>	<b><u>Indicators of</u> <u>Implementation</u></b>
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 in-house curriculum trainings	All year	D. Sims	None	NA	PD Calendar

## STUDENT ATTENDANCE

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

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

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

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

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

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

☐ 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 at 94.4% through 2018.

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

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	94.4	94.4	94.4	94.4	94.4
School Actual	94.4	93.3	90.8	90.9			
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 2010-11.\*

## STUDENT SATISFACTION – LEARNING ENV.

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

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percent of students who are satisfied with the learning environment at 93.2% through 2018.

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

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	93.2	93.2	93.2	93.2	93.2
School Actual	93.2	93.3	96.3	97			
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 (ES, MS, & HS)			

## TEACHER SATISFACTION – LEARNING ENV.

☐ 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% through 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	100	100	100	100	100
School Actual	100	100	97.1	97			
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

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

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percent of parents who indicate that their child feels safe at school at 98.6 through 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	98.6	98.6	98.6	98.6	98.6
School Actual	98.6	98.9	97	97.4			
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

☐ 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% through 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	98.4	98.4	98.4	98.4	98.4
School Actual	98.4	97.8	96.3	100			
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

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

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percent of teachers who feel safe at school during the school day at 100% through 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	100	100	100	100	100
School Actual	100	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	98.3			

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

Link to 2015 **School Report Card**  
for  
Mountain View Elementary School

<http://ed.sc.gov/assets/reportCards/2015/elem/c/e2301071.pdf>