

Monaview Elementary School Portfolio



Damon M. Qualls, Principal
Greenville County School District
Dr. W. Burke Royster, Superintendent

Scope of Action Plan
(2018-2019 through 2022-2023)

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Monaview Elementary School

SCHOOL DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS 2018-2019 to 2022-2023 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019 (one year)


Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.


Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

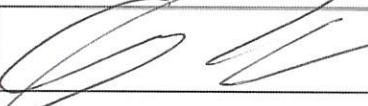
SUPERINTENDENT

Dr. W. Burke Royster		8/15/2018
PRINTED NAME	SIGNATURE	DATE


PRINCIPAL

Damon M. Qualls		7/31/2018
PRINTED NAME	SIGNATURE	DATE

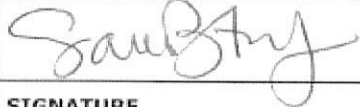
CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylor		8/28/2018
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kara Holley		7/31/2018
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Betty Finley, Sara Awtrey		7/31/18
PRINTED NAME	SIGNATURE	DATE

10 Monaview St., Greenville SC, 29617 (864) 355-4300
Principal's Email Address - dqalls@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	Damon Qualls
2. Teacher	Jody Reed
3. Parent/Guardian	Sheri Smith
4. Paraprofessional	Melissa Munoz
4. Community Member	Maria Palma
5. School Improvement Council Member	Mindy Brown
6. Read to Succeed Reading Coach	Betty Finley
7. Read to Succeed Literacy Leadership Team Lead	Betty Finley, Sara Awtrey
8. Read to Succeed Leadership Members	Damon Qualls, Kara Holley, Shannon Land, Betty Finley, Casey Woods, Sara Awtrey, Mindy Brown, Jody Reed, Margie Manchester, Robbie Phillips, Kristin Williams

Other staff members involved in school plan:

POSITION	NAME
Classroom Teachers	Various
Instructional Coach	Sara Awtrey
Title I Facilitator	Shannon Land
Administrative Assistant	Kara Holley

ASSURANCES FOR SCHOOL PLAN

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 et seq. (Supp. 2004))	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental 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.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be 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 is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	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): parent without a high school graduation or equivalency, 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.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	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, 4C leadership meetings, 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 each week, the staff also participates in scheduled professional development sessions on various topics on Wednesdays. The school leadership team, 4C, meets on Wednesdays monthly. This team 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 our principal, 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

Within this document, our Action Plan identifies strategies that address student achievement, teacher/administrator quality, and school climate goal statements for the 2013-2014 through 2017-2018 school years. Goal statements were determined based on school, district, and state data. Data sources included the South Carolina State Department of Education School Report Card, the South Carolina Palmetto of State Standards (SCPASS), South Carolina College-and-Career Ready Assessment (SC Ready) , the Iowa Test of Basic Skills, and stakeholder input through surveys.

Needs Assessment for Student Achievement

ELA

- Based on the SC Ready data from Spring 2017, Monaview had 20% of our students to meet or exceed expectations in ELA.
- Only 9 students tested scored in the exceeds category.
- The approaching and not met categories were comparable at 83 and 84 students.
- Third grade students had the most students score in the approaching category and fifth grade had the largest group not meet.
- Our goal is to increase our met and exceed category from 20 to 25% for 2017-2018.

Strategies for Improvement in ELA

- We will continue to increase our growth in ELA by continued training and implementation of **ALL** parts of the balanced literacy framework.
- All students will engage in discussions and write about reading daily.
- 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, The Reading and Writing Strategies Book, Fountas and Pinnell's Learning Continuum and Lucy Calkin's Units of Study to plan for all areas of the balanced literacy framework.
- 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.
- 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.
- 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.

Mathematics

- Based on the SC Ready data from Spring 2017, Monaview had 31.9% of our students to meet or exceed expectations in Math. This was a decrease from 40% meets or exceeds in the previous year. Compared to district and state numbers, we are much lower.
*District = 48% meets and exceeds and Statewide = 42.1% meets and exceeds in Math.
- As a school, we only had 23 students in the exceeds category for math. Our goal is to improve this number during this school year.
- We had 98 students in the "approaching" category, and this was our largest category, as our meets category only had 55 students.
- Our goal is to increase the percentage of meets and exceeds expectations from around 30% to at least 35% in the 2017-2018 school year and up to 40% in the 2018-2019 school year.

Strategies for Improvement in Math

- Monaview will continue to work with the district Title I Math Specialist in math planning, instructional delivery and formative assessments. The math instructional coach will continue collaboration with Austin. In grade level meetings, teams and support staff will speak a common language and collaborate to ensure all students are getting the same level of instruction in math.
- Teachers will receive specific coaching in “coaching cycles” from the math instructional coach. This will be focused around students and their data, in an effort to grow all students and teachers in mathematical practices.
- Monaview will continue using strategies from Number Talks and encourage more teachers to implement these basic number sense strategies. Professional development, with specific support and modeling, will be provided by the math instructional coach. We will ask teachers currently implementing Number Talks to be model classrooms.
- As a staff, we will continuously examine data to drive instruction. We will use MasteryConnect Benchmark test results, pre/post assessments and formative data in order to reach all students where they are. With small group targeted instruction, teachers will be able to address specific student needs and skills. We will look at data as grade-level teams and as a whole school in order to plan appropriate lessons, remediation and acceleration.

Science and Social Studies

- Based on the SCPASS data from Spring 2017, Monaview had 32.7% of our students meet or exceed expectations in **Science**, compared to 48.7% statewide. Monaview outscored the state with 73.1% of our students meet or exceed expectations in **Social Studies**, compared to 72.3% statewide.
- Seventy-eight percent of our fifth grade students met or exceeded in Social Studies, while sixty-eight met or exceeded in the fourth grade.
- Our goal is to increase the percentage of meets and exceeds expectations in Science and Social Studies for the 2018-2019 school year. Our instructional focus for the two subjects will be Science. However, only fourth grade tests Science and only fifth grade tests Social Studies now.

Strategies for Improvement in Science and Social Studies

- 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 through reading.
- Students use interactive science notebooks and conduct experiments on the new science and engineering standards. Kindergarten through fifth grades are provided district 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.
- We plan to increase classroom libraries with high interest nonfiction texts.
- We will provide more visual resources for our ESOL students.

Teacher/Administrator Quality

- Professional development offerings will reflect teacher needs and survey results. In 2016-2017, we focused on integrating academics and technology in a 1:1 environment, balanced literacy, math common assessments, creating a common language in ELA.
- We will continue with 100% of the staff highly qualified in the appropriate certification areas.
- A major focus is to recruit and retain highly qualified teachers.

School Climate Report

Evaluations by Teachers, Students, and Parents			
	Teachers	Students'	Parents'
Number of surveys returned	31	75	28
Percent satisfied with learning environment	93.5%	97.3%	85.7%
Percent satisfied with social and physical environment	96.8%	98.7%	79.3%
Percent satisfied with school-home relations	64.6%	86.7%	82.8%

- According to the school report card, only 79% of parents are satisfied with social and physical environment. We are working towards improving the physical environment to include: updated front office, hand-painted murals throughout, decluttered closets and classrooms, and more flowers around the exterior.

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

- 2018 William "Bill" T. Wylie VALUED Lives Award for School Excellence in Diversity by the Riley Institute, Furman University & Greenville Chamber of Commerce
- 2018 Upstate Parent Magazine - Student Who Makes a Difference recipient
- 2018 Inaugural #Teach864 district participation winner
- 2018 Greenville Drive Reading All-Stars Challenge winner
- 2018 South Carolina ASCD Emerging Leader, teacher
- 2018 United Way Chairman's Award and Campaign of Excellence recognition
- Host school for Scholastic's national Make Summer Count Initiative kick-off
- Surpassed \$100,000 utilizing DonorsChoose.org in one year
- 2017 South Carolina Crossing Guard of the Year
- 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
- Partners in Education (PEP) Summer Reading Program 2012-2017

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, a 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 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 615 students in grades K4-5. In addition to our full-time school staff, additional district support personnel are available to help meet the needs of Monaview teachers and students. They include a district psychologist, an ETS network engineer, an Instructional Technology Facilitator, and other district level academic specialists.

Monaview's motto is "Every Student Counts, Every Moment Matters," and our story can be seen through our newly developed hashtag, #MonaviewMoments. Monaview has an active social media presence on Facebook, Twitter and now Instagram. We are in year two of the hollywood theme and have recently been honored as a School of Excellence in Diversity. We try to provide all students with optimal learning experiences through the integration of technology, literature, science, math, movement, and the arts.

Damon M. Qualls, Principal

Mr. Damon Qualls holds a Bachelor's degree in Elementary Education from Benedict College, a Master's in Divergent Learning from Columbia College, and a Master's in School Leadership and Administration from Southern Wesleyan University. With over a decade of teaching and administrative experience in Greenville County Schools, he currently serves as principal of Monaview Elementary School. Mr. Qualls is a South Carolina Association for Supervision and Curriculum Development executive board member and 2016 Emerging Leader. A member of the first Call Me MiSTER cohort, Mr. Qualls holds numerous national, state, and district leadership roles, including a recent appointment to Clemson University's College of Education Senior Advisory Board. He was selected by Association for Supervision and Curriculum Development to participate in developing a 10-week civic engagement challenge pilot program with the Teacher's Guild. He earned a certificate from Harvard University Graduate School of Education Principals' Institute "Improving Schools: The Art of Leadership." A consistent presenter, Mr. Qualls emphasizes the importance of teacher quality and staff morale to promote both student achievement and a positive environment, which he has done by securing over one million dollars to South Carolina public schools through DonorsChoose.org. Last summer he co-authored a book entitled Next in Line to Lead, the Voice of the Assistant Principal. This year he wrote a published endorsement for the book The Wild Card, by Wade and Hope King of the Ron Clark Academy. Mr. Qualls is focused on enhancing parental and community engagement, which he has done for Monaview Elementary with the coining and promotion of the hashtag #MonaviewMoments and South Carolina ASCD with #loveSCschools.

Kara Holley, Administrative Assistant

This is Ms. Holley's sixth year serving as Monaview's administrative assistant. Over the past 26 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 2017-2018 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 MasteryConnect District Benchmark assessments and FastBridge reading fluency assessment. 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 2017-2018 school year will maintain a reading interventionist to serve students in 1st-4th grades to support students reading below grade level. The Leveled Literacy Intervention kits supports struggling readers. One full-time interventionist will provide intervention in reading for students in grades 1st through 4th. With the assistance of teachers, students established MasteryConnect 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 parenting 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. Also, just this year we opened a Parent Resource Room. This center is available during school hours and provides parents a hub for resources and technology use with Rosetta Stone. 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.

Title I sent three staff members (Title I Facilitator, Parent & Family Engagement Coordinator, and Social Worker) along with two parents to attend Parenting Partners Facilitator Training. The five member team implemented the family training in February of 2017 to increase the collaboration between home and school to increase parental and familial engagement for student success. Teachers were provided with professional development to get an overview of the program. All Parenting Partner team members will attend a refresher course training in June of 2018.

Partnerships

Monaview Elementary has a wide array of business partners who are dedicated to ensuring our students and staff have the resources to take our instruction to the next level. These business

partners also recognize the importance of celebrating the hard work and dedication our staff puts in each and every day. During the 2016-2017 school year, Monaview Elementary had 17 business partners. This amount increased to 47 during the 2017-2018. We are extremely grateful for the support of these partners.

School Personnel Data

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

Leadership Team- principal, administrative assistant, Title I facilitator, instructional coach,

Classroom Teachers- 34 classroom and related arts teachers for grades K4 to fifth grade.

Support Teachers- two reading interventionists, literacy specialist, three ESOL teachers, four special education teachers, speech pathologist, one school counselor.

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

Paraprofessionals- six K4 or K5 aides, two Special Education aides.

Part Time Teachers- one part-time Gifted and Talented teacher and a part-time media clerk.

Of our full time professional staff of 58 employees, 54 are Caucasian, five are African American, and 3 are Latino. We have 53 females and four males. The attendance rate for teachers in 2017 was 94.8%, which is up from 94.8% in 2016.

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 was collected from a Google survey with 53 total responses.

2017-2018 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	8	6	6	8	8	5	8	4

2017-2018 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	24	11	4	2	3	5	3	1

2017-2018 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	16	12	6	5	8	4	0	1

2017-2018 Levels of Education						
Degree	Bachelors	Bachelors + 18	Masters	Masters + 30	Doctorate	National Board Certification
Number of Teachers	15	3	18	11		3

Teachers Profile- Information from the 2016 School Report Card

Teachers-45	
Percentage of teachers with advanced degrees	46.7%
Percentage of teachers on continuing contract	73.3%
Teachers returning from previous year	85.3%
Teacher attendance rate	94.8%
Average teacher salary	\$46,105

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 steadily increasing while our white population is steadily decreasing.

Monaview continues to have a high index of students in poverty. As of July 2018, 610 students are enrolled Monaview Elementary, with 100% receiving free and reduced lunch and a minority population of 82%. 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, Daily News Show, Student Council, Safety Patrols, Battle of the Books, School Store,

PTA Reflection Contest, Reading All Star Program, Girls on the Run, Monaview Pacers, Monaview Magic Initiative after school program, and Good News Club.

Ethnicity

The table below shows the fluctuation in school population in the last few years and the major ethnic population, Hispanic, highlighted in yellow. Also highlighted is the steady decrease of Caucasian students.

Student Population								
	All	Asian	African American	Hispanic/ Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian/ Other Pacific Islander	White
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
2016-2017								
#	574	2	70	351	4	22	0	125
%		0.35	12.2	61.14	0.69	3.8	0	21.7
2017-2018								
#	613	2	80	384	8	31	0	108
%		.003%	13%	63%	.013%	.05%	0	18%

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	43	0	7	30	0	2	0	4
K-5	97	0	15	48	4	8	0	22

1st	88	0	13	53	1	1	0	20
2nd	94	1	15	63	1	6	0	9
3rd	86	1	11	52	1	7	0	14
4th	106	0	9	70	0	4	0	22
5th	99	0	10	68	1	3	0	17
Total	613	2	80	351	8	31	0	108
%		0.003%	13%	63%	0.013%	.05%	0.0%	18%

2017-2018 Ethnicity by Grade Level (as of April 26, 2018)

Student Profile- Information from the 2017 School Report Card

	Our School	Change from last year
Students (n = 560)		
% of students in poverty (TANF, Medicaid, SNAP, foster child or homeless)	85.8	Down from 88.3
Attendance rate	95.5	Down from 95.8
With disabilities	19.7	Up from 17.2
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0	No change
Percentage of students served by gifted and talented program	1.7	Down from 2.3
Percentage of students retained	1.5	Up from 1.3

Our Major Academic/Behavior Features, Programs, and Initiatives

PBIS (Positive Behavior 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 (bus drivers, custodial staff, cafeteria staff) 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 (pride paws) when they meet the expectations. Opportunities are available for students to use their pride paws to purchase items through a Pride Paw store, buy "Teacher Time" and attend celebrations throughout the year. 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 found success implementing a character education program inspired by Stephen Covey's The Leader in Me. This program is facilitated 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 detail to primary grades, Life skills such as mindfulness and school success have been taught in addition to this curriculum to all intermediate grades. During October, we participated in Red Ribbon Week and Character Counts Week. During this special time, 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 challenges. We also celebrated a school-wide Random Acts of Kindness Week in January, led by our Monaview Peacekeepers, where students and staff were given different challenges to spread kindness throughout the building. Monaview's students are held to a high standard and it is our belief that fostering strong character within our students is an integral part of being a 21st century learner.

Graduation Plus: College and Career Readiness Monaview understands that the foundation required for career and college readiness is critical during elementary years. All faculty receive annual training on how g+ is carried out at the elementary level and work together to find ways to integrate career awareness and exploration into everyday lessons and activities.

All students receive a developmentally appropriate career awareness lesson during the school year. SCOIS Climb is utilized as the career interest inventory and results are disseminated by the school counselor and used to guide future plans.

All students have access to the morning news show which has a segment called *College and Career Corner with the Counselor*. This weekly happening highlights different career clusters and college information. Monaview also hosts an annual Career Day in November in which professionals from the community come to speak to students about their work and the steps they took to get there.

At Monaview, we strive to help our students make the connection from what they are doing, learning and planning for now, to reaching their career goals in the future.

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.

Reading Intervention Monaview implements reading intervention in kindergarten through third grade. Kindergarten uses materials from Scott Foresman's Early Reading Intervention. Leveled Literacy Intervention, written by Fountas and Pinnell, is used in grades first, second, and third. 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 FastBridge three times a year. Students are selected based on FastBridge, MAP, Mastery Connect, F&P reading level, and other formative data. Intervention students are progress monitored with FastBridge probes and reading records. Students are dismissed when reading goals are met.

Personalized Learning Initiative During the 2015-2016 school year, Monaview began a Personalized Learning Initiative and we continue to grow with this initiative. Each student in Kindergarten through 2nd grade received an iPad and each 3rd through 5th grade student received a laptop. Students use their devices during the school day for various projects. Teachers continue training in incorporating devices in daily lessons and to enrich curriculum and instruction.

Reading Incentives Monaview encourages reading through four major reading incentives throughout the year. In the fall, students participate in South Carolina's "Read Your Way to the Big Game". All pre-kindergarten through eighth-grade students who read six books will qualify to win tickets to the Clemson vs. South Carolina game. During the winter, our 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. Our spring reading incentive is the Greenville Drive Reading All-Stars Reading Challenge. Students who read five "just right" books in five weeks receive a ticket to a Greenville Drive baseball game. To decrease the summer slide, we partner with Public Education Partners to "Make Summer Count". Students are provided 10 free books from Public Education Partners and asked to complete a summer reading log. Students are rewarded at the beginning of the school year for completing their summer reading mission.

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.

Monaview Magic Initiative (MMI) Monaview Elementary School (MES) is the recipient of a 21st Century Community Learning Center Grant awarded by the South Carolina Department of Education. Monaview's joint partner in this endeavor, the Clemson University Department of Public Health Sciences, worked alongside school and district leaders to create the "Monaview Magic Initiative" (MMI). The MMI serves 100 students in grades K5-5, offering programs and services 15 hours (Monday-Thursday) for 30 weeks during the school year. Additionally, the MMI will host two educational field trips each summer during the grant period. This initiative utilizes a holistic approach to providing a learning environment in which students and their families feel safe, welcome, and empowered to succeed.

Additional partners for the MMI include the district Title 1 office, City View First Baptist Church, Greenville Family Partnership, Mauldin Sports Center, Greenville Health System, Michael Sierra, M.D (Medical University of South Carolina), and the Freedom Within Walls Organization. Through these project partners, MES provides family engagement through purposeful programs

that include: daily meals for students, health and wellness activities/screenings, intervention services, education and counseling services, mentoring, career and literacy programs and exposure and training in the arts. The MMI is facilitated by MES certified teachers, teaching assistants, the school guidance counselor and Related Arts staff. Participants will engage in targeted academic services, physical education, art, music, library/technology resources, character education and college/career planning. The MMI is designed to serve as an example of how a 21st CCLC program can unleash the power of a united community aimed at educating children, assisting families in need, and bringing about positive outcomes that will transcend generations.

Coaching Cycles The past two years, the instructional coaches offered specific reading and math book studies for professional development opportunities. This year, however, we implemented coaching cycles with the staff. Teachers took part in an in-depth 4-6 week coaching cycle in either math or reading. This included personalized planning with the Academic Specialist or instructional coach, model lessons, data analysis and reflection times. This targeted approach helped to grow instructional practices. Teachers were selected for coaching cycles based on needs and wants, and the results were shared with District staff members monthly.

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 District pacing with 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.

<ul style="list-style-type: none"> - 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
<ul style="list-style-type: none"> - 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.

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.

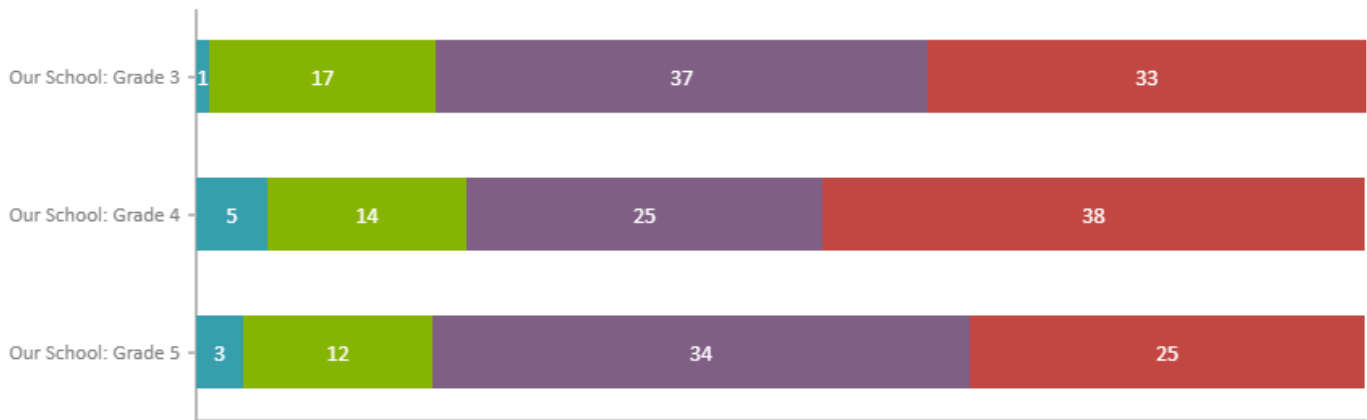
Data Analysis and Needs Assessment

Student Achievement Needs Assessment

SC Ready ELA 2017



Exceeds Expectations Meets Expectations Approaches Expectations Does not meet Expectations

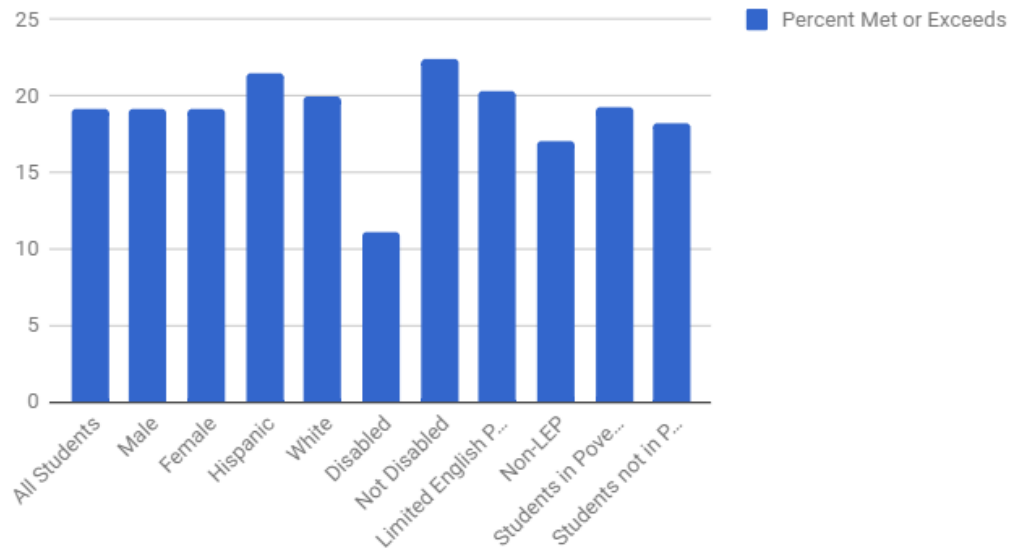


Exceeds Expectations Meets Expectations Approaches Expectations Does not meet Expectations

Third Grade ELA Demographic Data

	Number of Students Tested	Percent Not Met	Percent Approaching	Percent Met	Percent Exceeds	Percent Met or Exceeds
All Students	94	39.4	41.5	18.1	1.1	19.1
Male	47	38.3	42.6	19.1	0	19.1
Female	47	40.4	40.4	17	2.1	19.1
Hispanic	65	40	38.5	21.5	0	21.5
White	20	30	50	15	5	20
Disabled	27	59.3	29.6	7.4	3.7	11.1
Not Disabled	67	31.3	46.3	22.4	0	22.4
Limited English Proficient	59	40.7	39	20.3	0	20.3
Non-LEP	35	37.1	45.7	14.3	2.9	17.1
Students in Poverty	83	39.8	41	18.1	1.2	19.3
Students not in Poverty	11	36.4	45.5	18.1	0	18.2

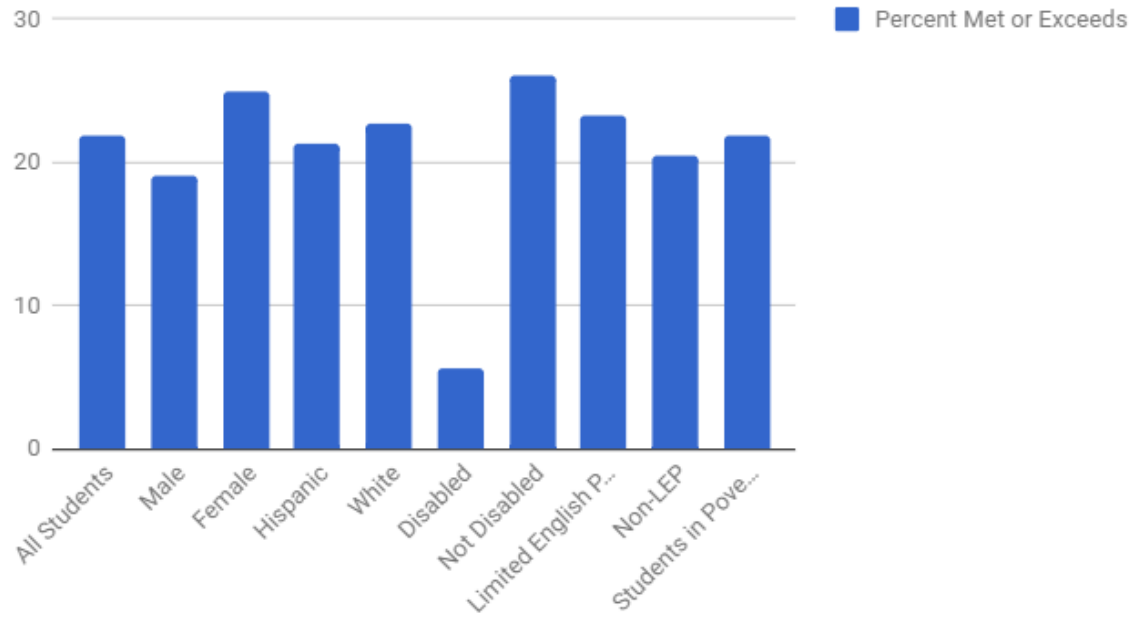
Third Grade ELA Data



Fourth Grade ELA Demographic Data

	Number of Students Tested	Percent Not Met	Percent Approaching	Percent Met	Percent Exceeds	Percent Met or Exceeds
All Students	87	47.1	31	16.1	5.7	21.8
Male	47	55.3	25.5	14.9	4.3	19.1
Female	40	37.5	37.5	17.5	7.5	25.0
Hispanic	47	46.8	31.9	12.8	8.5	21.3
White	22	54.5	22.7	18.2	4.5	22.7
Disabled	18	94.4	0	5.6	0	5.6
Not Disabled	69	34.8	39.1	18.8	7.2	26.1
Limited English Proficient	43	46.5	30.2	14	9.3	23.3
Non-LEP	44	47.7	31.8	18.2	2.3	20.5
Students in Poverty	78	47.4	30.8	15.4	6.4	21.8
Students not in Poverty	9					

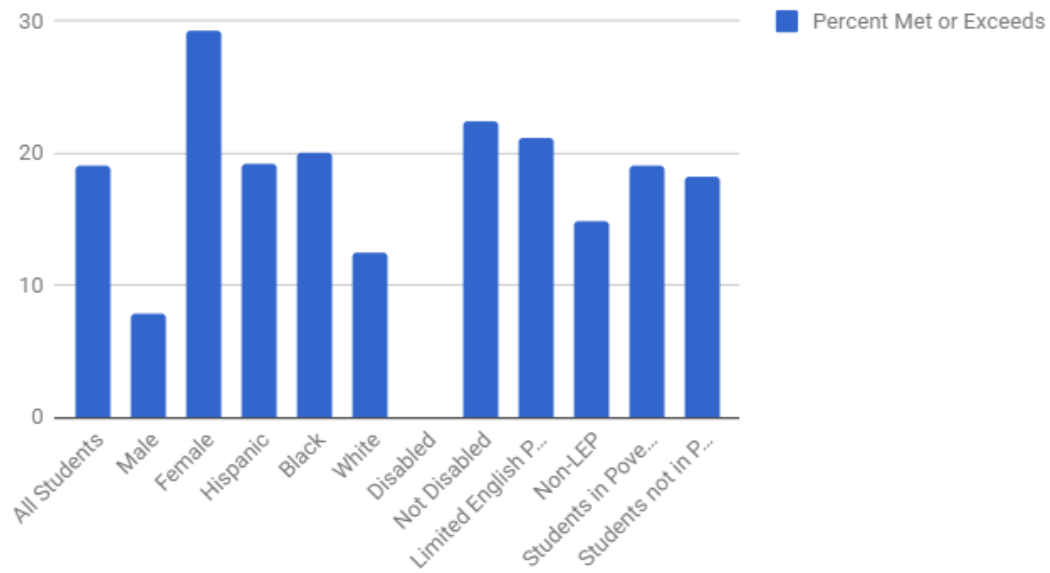
Fourth Grade ELA Data



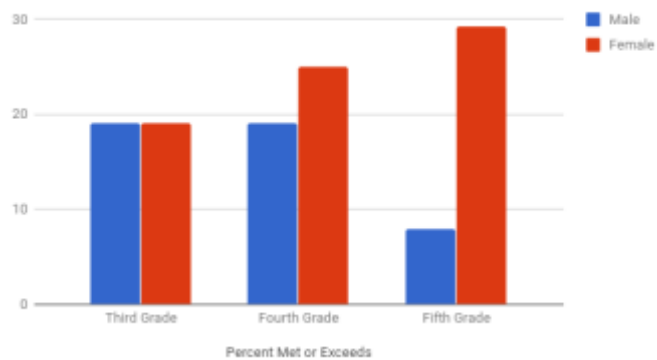
Fifth Grade ELA Demographic Data

	Number of Students Tested	Percent Not Met	Percent Approaching	Percent Met	Percent Exceeds	Percent Met or Exceeds
All Students	79	35.4	45.6	15.2	3.8	19.0
Male	38	44.7	47.4	5.3	2.6	7.9
Female	41	26.8	43.9	24.4	4.9	29.3
Hispanic	52	38.5	42.3	15.4	3.8	19.2
Black	10	10	70	10	10	20
White	16	43.8	43.8	12.5	0	12.5
Disabled	12	75	25	0	0	0
Not Disabled	67	28.4	49.3	17.9	4.5	22.4
Limited English Proficient	52	38.5	40.4	17.3	3.8	21.2
Non-LEP	27	29.6	55.6	11.1	3.7	14.8
Students in Poverty	68	33.8	47.1	14.7	4.4	19.1
Students not in Poverty	11	45.5	36.4	18.2	0	18.2

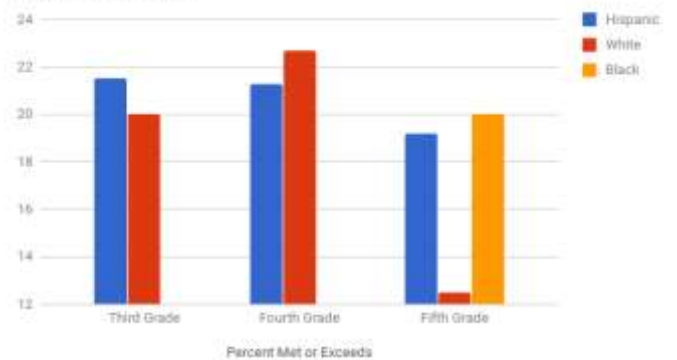
Fifth Grade ELA Data



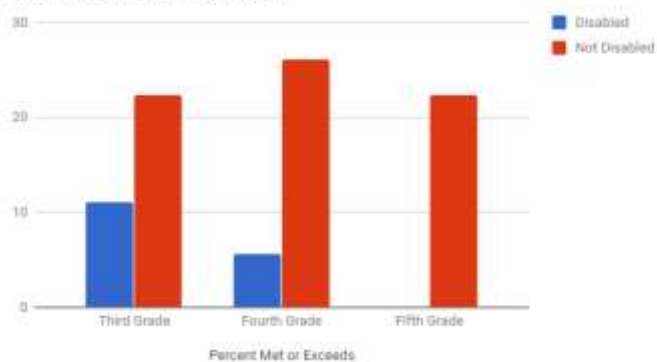
ELA



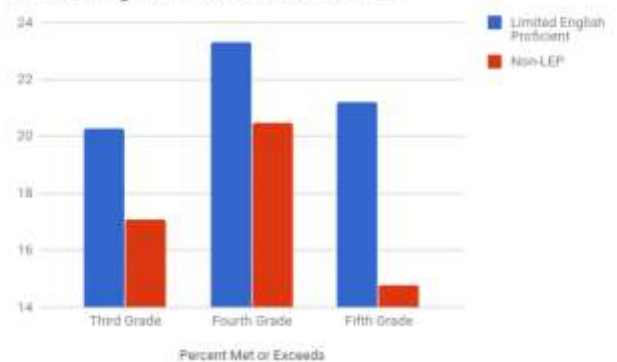
ELA Data by Race



Disabled and Not Disabled

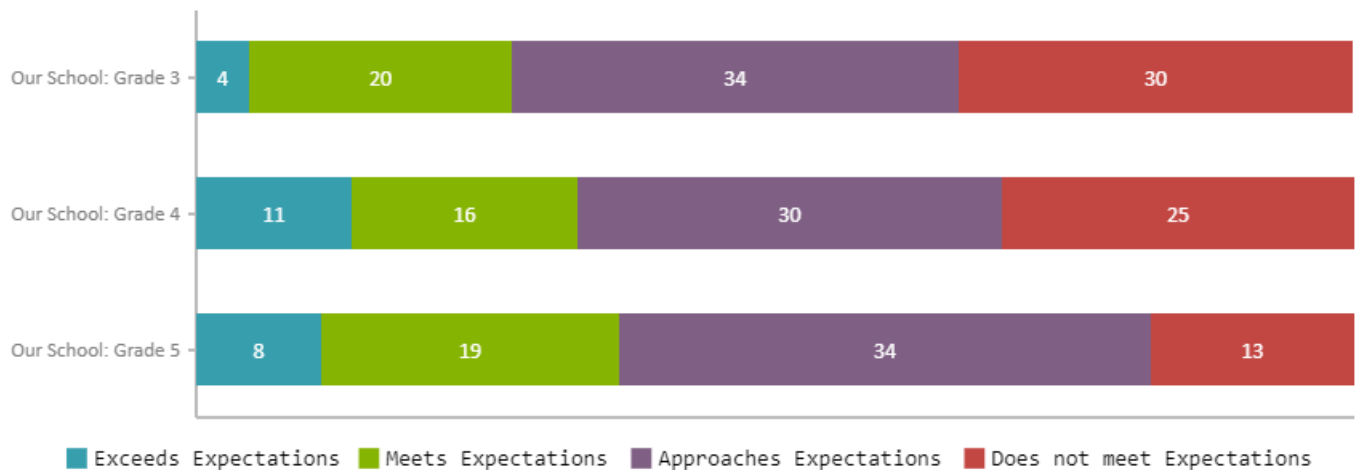
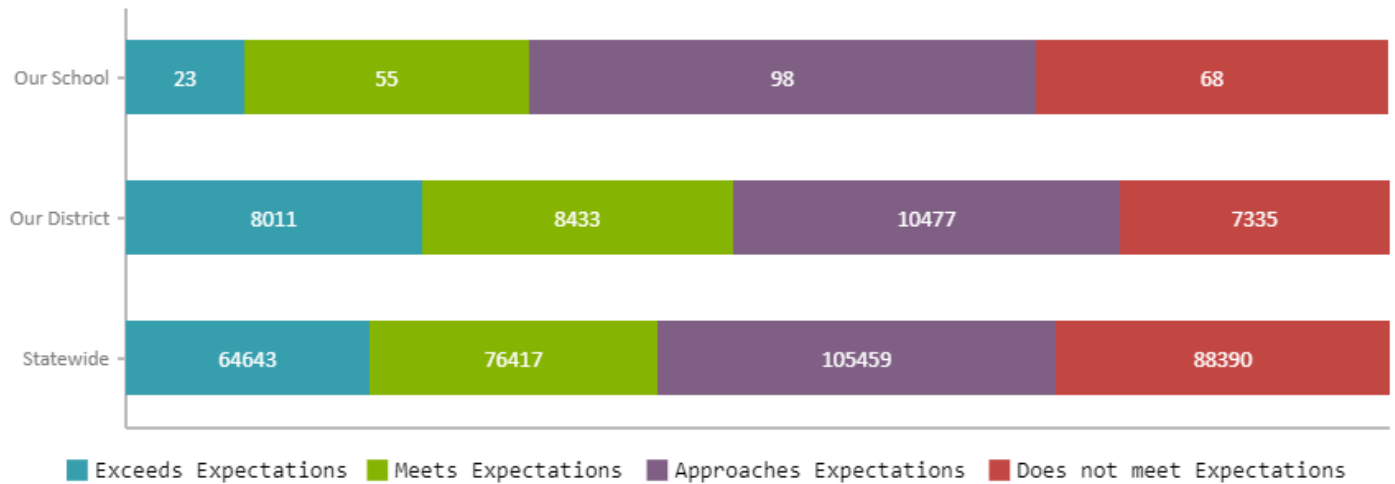


Limited English Proficient and Non-LEP



SC Ready Math 2017

Mathematics

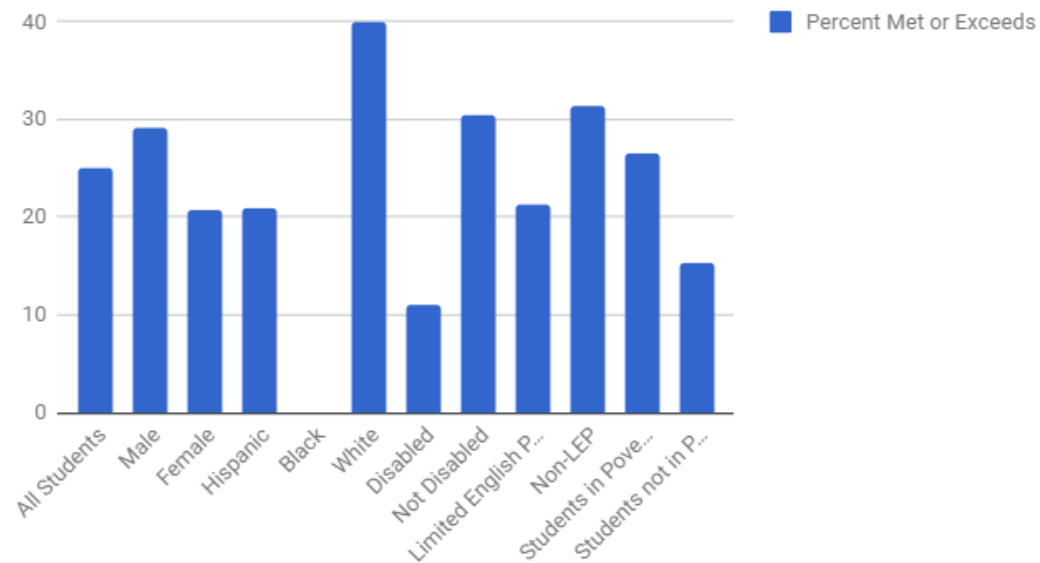


Third Grade Math Demographic Data

	Number of Students Tested	Percent Not Met	Percent Approaching	Percent Met	Percent Exceeds	Percent Met or Exceeds
All Students	96	37.5	37.5	20.8	4.2	25.0
Male	48	35.4	35.4	22.9	6.3	29.2
Female	48	39.6	39.6	18.8	2.1	20.8
Hispanic	67	34.3	44.8	16.4	4.5	20.9
Black	7					
White	20	45	15	35	5	40
Disabled	27	51.9	37	11.1	0	11.1
Not Disabled	69	31.9	37.7	24.6	5.8	30.4
Limited	61	34.4	44.3	18	3	21.3

English Proficient						
Non-LEP	35	42.9	25.7	25.7	5.7	31.4
Students in Poverty	83	37.3	36.1	21.7	4.8	26.5
Students not in Poverty	13	38.5	46.2	15.4	0	15.4

Third Grade Math

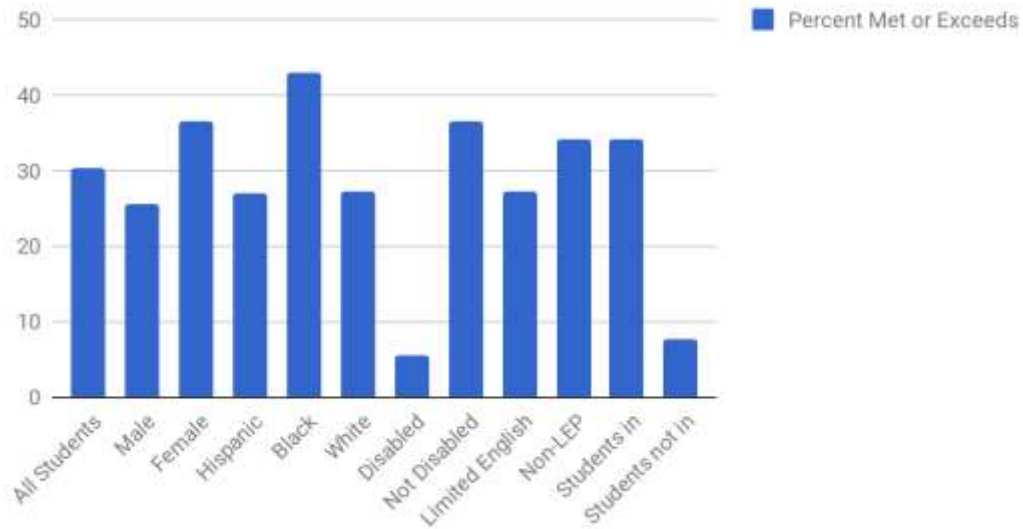


Fourth Grade Math Demographic Data

	Number of Students Tested	Percent Not Met	Percent Approaching	Percent Met	Percent Exceeds	Percent Met or Exceeds
All Students	92	34.8	34.8	18.5	12	30.4
Male	51	37.3	37.3	13.7	11.8	25.5
Female	41	31.7	31.7	24.4	12.2	36.6
Hispanic	52	38.5	34.6	17.3	9.6	26.9
Black	14	28.6	28.6	35.7	7.1	42.9
White	22	36.4	36.4	13.6	13.6	27.3
Disabled	18	55.6	38.9	5.6	0	5.6
Not Disabled	74	29.7	33.8	21.6	14.9	36.5
Limited English Proficient	48	35.4	37.5	16.7	10.4	27.1
Non-LEP	44	34.1	31.8	20.5	13.6	34.1

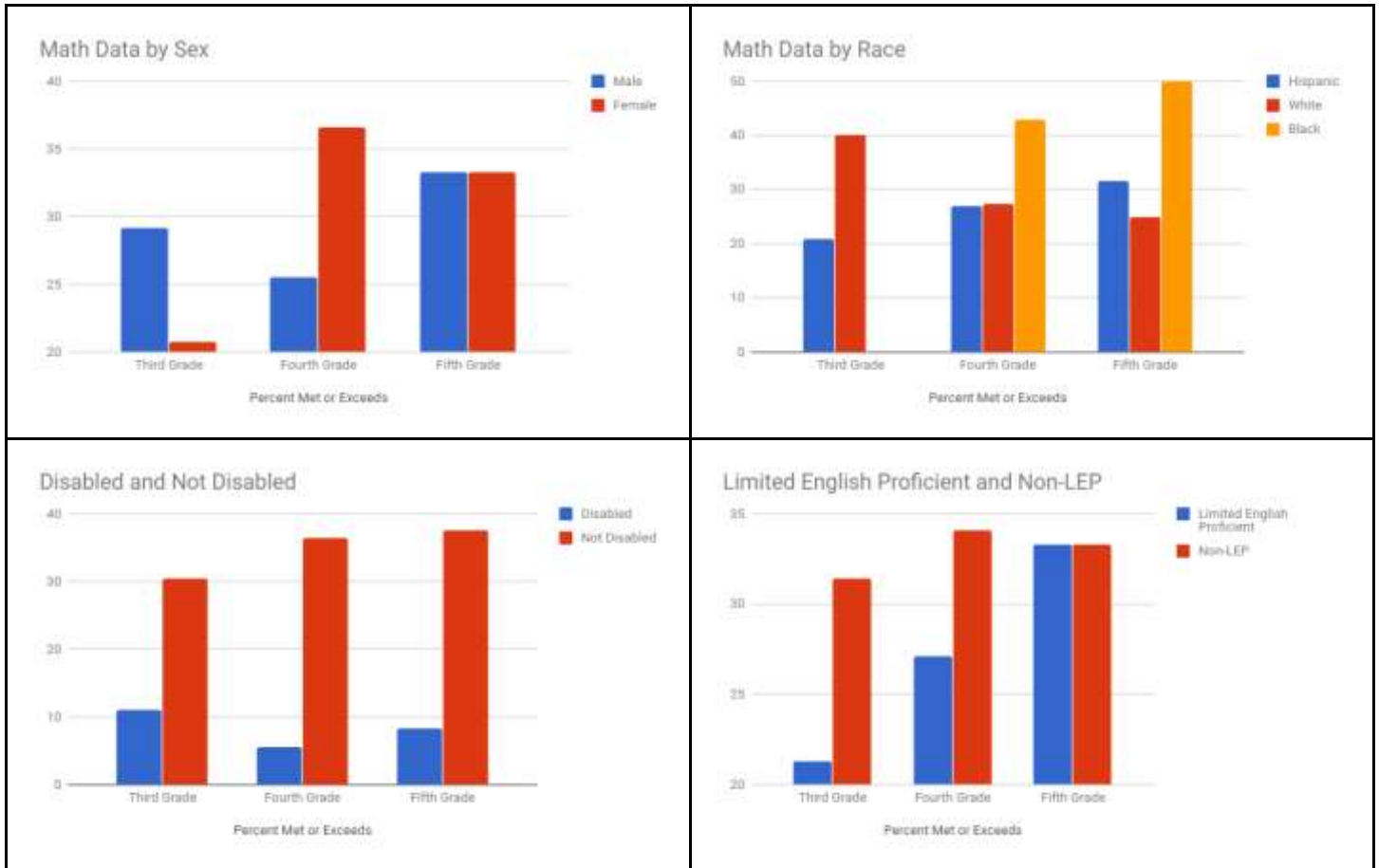
Students in Poverty	79	31.6	34.2	21.5	12.7	34.2
Students not in Poverty	13	53.8	38.5	7.7	0	7.7

Fourth Grade Math



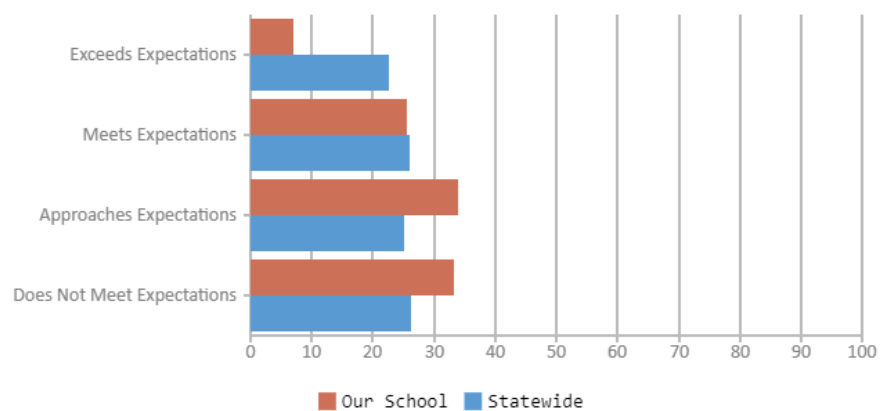
Fifth Grade Math Demographic Data

	Number of Students Tested	Percent Not Met	Percent Approaching	Percent Met	Percent Exceeds	Percent Met or Exceeds
All Students	84	26.2	40.5	23.8	9.5	33.3
Male	42	31	35.07	23.8	9.5	33.3
Female	42	21.4	45.2	23.8	9.5	33.3
Hispanic	57	21.1	47.4	21.1	10.5	31.6
Black	10	30	20	40	10	50
White	16	43.8	31.3	25	0	25
Disabled	12	66.7	25	8.3	0	8.3
Not Disabled	72	19.4	43.1	26.4	11.1	37.5
Limited English Proficient	57	21.1	45.6	21.1	12.3	33.3
Non-LEP	27	37	29.6	29.6	3.7	33.3
Students in Poverty	68	20.6	42.6	26.5	10.3	36.8
Students not in Poverty	16	50	31.3	12.5	6.3	18.8



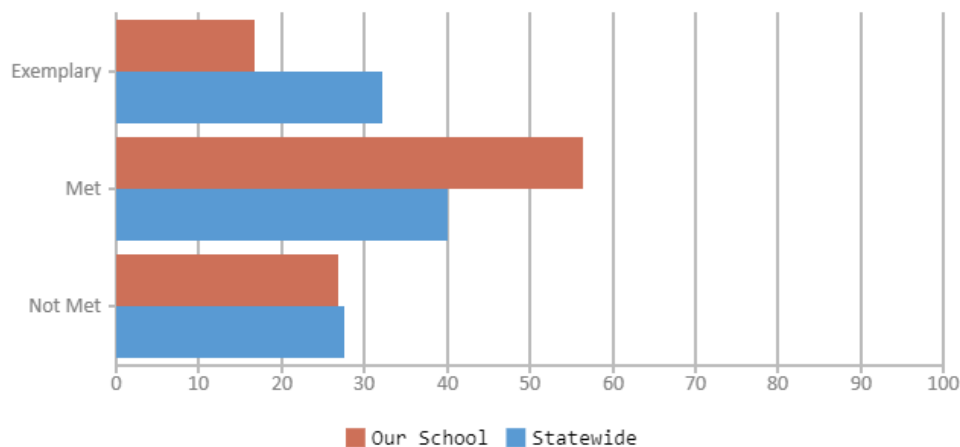
SCPASS Science and Social Studies 2017

Science



Our School: Percent Met and Above for each grade level	
4th Grade	5th Grade
26.8	39.2

Social Studies



Our School: Percent Met and Above for each grade level	
4th Grade	5th Grade
68.3	78.4

*Data Source for SC Ready and SCPASS Data- SDE School Report Card
<https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?d=2301&s=069&t=E&y=2017>

Teacher and Administrator Quality

Our professional development was focused around technology, reading, and math this past year. Teachers were supported by instructional coaches, the Title I Technology Facilitator and Title I academic specialists in Reading and Math. In the area of technology, our professional development focus was Google Apps for Education. In reading, our focus continues to be the implementation of the Balanced Literacy Framework. In math, teachers taught small group, needs-based instruction and some teachers practiced number talks strategies.

Professional Development Calendar Summary for 2017-2018

The following list is a summary of the Professional Development Calendar from Monaview:

- Administer assessments through MasteryConnect to drive instruction in ELA and Math
- Coaching Cycles: needs and wants based in Reading and Math
- Number Sense (Box of Facts and Number Talks)
- Inclusive Practices - Special Education (Stetson model)

- 1:1 technology (continued)
- Balanced Literacy Model (continued)

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, math, and the 1:1 initiative will be our focus in professional development. We will continue to utilize the support of our District Specialists as well as our administrative team to implement effective research-based practices, further understand and interpret state standards, and strengthen the programs already in place. As a school, we will participate in Coaching Cycles, focused in the area of student-centered coaching.

Professional Development Calendar Summary for 2018-2019

- Create, administer and analyze MasteryConnect assessments to drive instruction in ELA and Math
- Review district benchmark assessments results to collaborate and plan instructionally
- Collaborative planning with all stakeholders (on Wednesday afternoons)
- Learning Targets (new district initiative to enhance Essential Questions)
- 1:1 Technology Practices and Google Apps for Education (continued)
- Balanced Literacy Model (continued)
- Student-centered coaching

School Climate Needs Assessment

Number of Surveys Returned				
	2014	2015	2016	2017
Teachers	40	39	39	31
Students	63	72	75	75
Parents	39	4	26	28

Percent Satisfied with Learning Environment				
	2014	2015	2016	2017
Teachers	92.7	95	97.4	93.5
Students	94.7	99	97.3	97.3
Parents	93.5	Insufficient Data	92.3	85.7

Percent Satisfied with Social and Physical Environment				
	2014	2015	2016	2017
Teachers	97.6	97	92.3	96.8
Students	92	96	93.3	98.7
Parents	90.3	Insufficient Data	73.1	79.3

Percent Satisfied with School-Home Relations				
	2014	2015	2016	2017
Teachers	87.8	82	69.2	64.6
Students	92	93	91.9	86.7
Parents	93.1	Insufficient Data	80.8	82.8

Percent Satisfied with School Safety				
	2014	2015	2016	2017
Teachers	97.5	97.4	100	93.6
Students	92	91.8	98.7	94.7
Parents	93.6	Insufficient Data	92	82.7

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

Please see the link below for our SDE School Report Card.

<https://ed.sc.gov/data/report-cards/historic-school-report-cards/2017/view/?d=2301&s=069&t=E&y=2017>

SCHOOL RENEWAL PLAN FOR 2018-2019 through 2022-23

Performance Goal Area:

- ☒ Student Achievement
- ☐ Teacher/Administrator Quality
- ☐ School Climate
- ☐ District Priority

PERFORMANCE GOAL: 1

The percentage of students (grades 3-5) Meeting/Exceeding Expectations on ELA SC READY will increase by 5% each year for the next five years to meet our five year goal.

INTERIM PERFORMANCE GOAL: Annually meet or exceed the standard in **ELA** as measured by SC READY.

	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
DATA SOURCE(s): ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 20.0	School Projected	30	35	40	45	50
		School Actual					
	(2016-17) 49.0	District Projected	52	55	58	61	64
		District Actual					

Performance Goal Area:

- ☒ Student Achievement
- ☐ Teacher/Administrator Quality
- ☐ School Climate
- ☐ District Priority

PERFORMANCE GOAL: 1

The percentage of students (grades 3-5) Meeting/Exceeding Expectations on Mathematics SC READY will increase by 5% each year for the next five years to meet our five year goal.

INTERIM PERFORMANCE GOAL: Annually meet or exceed the standard in **Mathematics** as measured by SC READY.

	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
DATA SOURCE(s): ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 29.5	School Projected	39.5	44.5	49.5	54.5	59.5
		School Actual					

	(2016-17) 54.0	District Projected	57	60	63	66	69
		District Actual					

Performance Goal Area:

- ☒ Student Achievement
- ☐ Teacher/Administrator Quality
- ☐ School Climate
- ☐ District Priority

PERFORMANCE GOAL: 1

The percentage of fourth grade students Meeting/Exceeding Expectations on Science SC PASS will increase by 3% each year for the next five years to meet our five year goal.

INTERIM PERFORMANCE GOAL: Annually meet or exceed the standard in **Science** as measured by SCPASS.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): ESSA Federal Accountability and SC SDE School Report Card	(2016-2017) 4th Grade 24.2%	School Projected	27	30	33	36	39
		School Actual					
	Baseline established in 2017-18 Grade 4 only	District Projected					
		District Actual					

*Beginning in 2017-18, grades 4, 6, and 8 will take SCPASS Science.

Performance Goal Area:

- ☒ Student Achievement
- ☐ Teacher/Administrator Quality
- ☐ School Climate
- ☐ District Priority

PERFORMANCE GOAL: 1

The percentage of fifth grade students Meeting/Exceeding Expectations on Social Studies SC PASS will increase by 3% each year for the next five years to meet our five year goal.

INTERIM PERFORMANCE GOAL: Annually meet or exceed the standard in **Social Studies** as measured by SCPASS.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
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DATA SOURCE(s): ESSA Federal Accountability and SC SDE School Report Card	(2016-2017) 5th Grade 71.4%	School Projected	74	77	80	83	86
		School Actual					
	Baseline established in 2017-18 Grade 5 only	District Projected					
		District Actual					

****Beginning in 2017-18, grades 5 and 7 will take SCPASS Social Studies***

Action Plan for Strategy 1: ELA					Evaluation
STRATEGY Activity	Timeline	Person Responsible	Estimate Cost	Funding Sources	Indicators of Implementation
Reduced Class Size Teacher in Each Grade Level 1-4	Sept-May	Title I Facilitator, Admin	Teacher Salaries	Title I	Rosters, Title I Paperwork
Additional academic assistance to ESOL students identified as needing more	Sept-May	ESOL Department, Admin	Salaries	ESOL, District	Lesson Plans, Data Analysis, Required ESOL Documentation
Literacy Learning Lab	Fall and Spring Days	Title I Facilitator, Admin, IC	\$4,500	Title I	Agendas, Notes, Indicators in lesson plans based on Lab day
Benchmark data submitted monthly to leadership team	Monthly	Teachers, Instructional Coach, Admin	N/A	N/A	F&P Benchmarks, Content Assessments, MAP scores, Pre/post tests, Report Card as
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, Admin	Salaries, Title I Funds	State and Title I	Agendas, Data analysis results
Enhance Classroom Libraries	Sept-May	Teachers, Instructional Coach, Admin	\$5,000-\$50,000	Title I/ Grants/ School Funds	Library needs assessment, receipts, new books scanned to Booksource

Monaview After School Program MMI	Sept-May	After School Director, Teachers	Salaries and Stipends	Grant	Rosters, Benchmark Data, Grades
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Action Plan for Strategy 2: Mathematics					Evaluation
STRATEGY Activity	Timeline	Person Responsible	Estimate Cost	Funding Sources	Indicators of Implementation
Reduced Class Size Teacher in Each Grade Level 1-4	Sept-May	Title I Facilitator, Admin	Teacher Salaries	Title I	Rosters, Title I Paperwork
Math Learning Lab	Fall and Spring Days	Title I Facilitator, Admin, IC	\$4,500	Title I	Agendas, Notes, Indicators in lesson plans based on Lab day
Formative and Summative Assessments	Sept.-May	Teachers, IC	N/A	N/A	Data notebooks and spreadsheets
Coaching Cycles	Sept.-May	Teachers, Admin, IC, GCSD Academic Specialist	N/A	N/A	Agendas, Coaching Cycle Plan, Lesson Plans
Monaview After School Program MMI	Sept-May	After School Director, Teachers	Salaries and Stipends	Grant	Rosters, Benchmark Data, Grades

Action Plan for Strategy 3: Science					Evaluation
STRATEGY Activity	Timeline	Person Responsible	Estimate Cost	Funding Sources	Indicators of Implementation
Science Interactive Notebooks	Sept-May	Classroom Teachers	Salary	State and Title I Funds	Lesson plans, Observations, Student notebooks

Action Plan for Strategy 4: Social Studies					Evaluation
STRATEGY Activity	Timeline	Person Responsible	Estimate Cost	Funding Sources	Indicators of Implementation
Social Studies Interactive Notebooks	Sept-May	Classroom Teachers	Salary	State and Title I Funds	Lesson plans, Observations, Student notebooks

Performance Goal Area:

- ☐ Student Achievement
- ☒ Teacher/Administrator Quality
- ☐ School Climate
- ☐ District Priority

PERFORMANCE GOAL: 1

The school will recruit and retain qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL:

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s):	2016-2017 12/69 teachers 17%	School Actual	TBD	TBD	TBD	TBD	TBD
	2016-2017	District Projected					
		District Actual					

Action Plan for Strategy 1: Teacher/Administrator Quality					Evaluation
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, Instructional Coach	N/A	District	Resumes, Pictures, Agenda
Provide time to share best practices in staff meetings	Weekly	Instructional Coach, Teachers	N/A	N/A	Attendance on Sign- In Sheets, Emails
Professional development offerings in various content areas, skills and strategies as identified through surveys and discussions	Monthly	Instructional Coach, Title 1 Academic Specialists	N/A	N/A	Professional Development plan, Portal Class Listing, Agendas

Performance Goal Area:

- ☐ Student Achievement
- ☐ Teacher/Administrator Quality
- ☒ School Climate
- ☐ District Priority

PERFORMANCE GOAL: 1

Annual student attendance rate will remain at 95% or higher.

INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s):	2016-2017 95.5	School Projected	Maintain 95 or higher	Maintain 95 or higher	Maintain 95 or higher	Maintain 95 or higher	Maintain 95 or higher
		School Actual					
	2016-2017	District Projected					
		District Actual					

Action Plan for Strategy 1: School Climate (Student Attendance Rate)					Evaluation
STRATEGY Activity	Timeline	Person Responsible	Estimate Cost	Funding Sources	Indicators of Implementation
PBIS Celebrations	On-Going	PBIS School Coordinator	PBIS Funds	PBIS Funds	IMS Referrals, Newsletters, Flyers
Quarterly Awards Ceremonies, Attendance	4 times	Teachers, Admin	N/A	N/A	Newsletters, Websites, Flyers
Terrific Kids Celebrations	4 times	Kiwanis Club, School Counselor	Kiwanis Funds	Kiwanis Funds	Newsletters, Websites, Flyers
G + and Character Education	On-going	School Counselor	N/A	N/A	Lesson Schedule

	Our School	Change from last year
Students (n = 560)		
% of students in poverty (TANF, Medicaid, SNAP, foster child or homeless)	85.8	Down from 88.3
Attendance rate	95.5	Down from 95.8
With disabilities	19.7	Up from 17.2
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0	No change
Percentage of students served by gifted and talented program	1.7	Down from 2.3
Percentage of students retained	1.5	Up from 1.3