

Monaview Elementary School Portfolio



**Brian Williams, Principal
Greenville County School District
Dr. W. Burke Royster, Superintendent**

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

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Monaview Elementary School

SCHOOL DISTRICT: Greenville County Schools

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

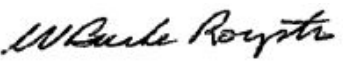
SCHOOL RENEWAL ANNUAL UPDATE FOR 2016-2017 (one year)

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

Dr. Crystal Ball O'Connor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster		3/31/17
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mindy Brown		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Brian Williams		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Casey Woods		
PRINTED NAME	SIGNATURE	DATE

School Address- 10 Monaview St., Greenville SC, 29617

School's Telephone- 864-355-4300

Principal's E-mail Address- bcwilliams@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	Brian Williams
2. Teacher	Jody Reed
3. Parent/Guardian	Sheri Smith
4. Community Member	Maria Palma
5. School Improvement Council	Mindy Brown
6. Read to Succeed Reading Coach	Betty Finley
7. Read to Succeed Literacy Leadership Team Lead	Casey Woods

Other staff members involved in school plan:

POSITION	NAME
Classroom Teachers	Various
Instructional Coaches	Sara Awtrey & Casey Woods
Title I Facilitator	Shannon Land
Administrative Assistant	Kara Holley
School Read to Succeed Leadership Members	Brian Williams, Kara Holley, Shannon Land, Betty Finley, Casey Woods, Sara Awtrey, Mindy Brown, Jody Reed, Margie Manchester, Robbie Phillips, Meghan Greer, Kristin Williams

ASSURANCES FOR SCHOOL PLAN

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

X Academic Assistance, PreK-3

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

X Academic Assistance, Grades 4-12

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

X Parent Involvement

The district encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

X Staff Development

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

X Technology

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

X Innovation

The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

X Collaboration

The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

X Developmental Screening

The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

X Half-Day Child Development

The district provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

X Developmentally Appropriate Curriculum for PreK–3

The district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

X Parenting and Family Literacy

The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

X Recruitment

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

X Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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Introduction

Monaview Elementary is a Title I school in the Greenville County School District. All stakeholders have a voice in the strategic planning process through surveys, SIC/Title I Planning Meetings, Lunch and Learns, feedback forms, PTA meetings, 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 2016, Monaview had 29.9% of our students to meet or exceed expectations in ELA. The state percent is 43% and the district percent is 48%.
- Only 8 of the 238 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 29.9% to 32.8% this year.
- Second graders scored in the 34th percentile in reading comprehension on the IOWA Assessment compared to the district percentile of 60. Our goal is to score in the 50th percentile.

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.
- Formative common assessments will be used to drive instruction in whole group lessons, small group lessons, and individual conferences.
- 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.

- There is still a need for take-home books for our students. If we ask our students to read at home, and we know it increases reading achievement, we must be able to provide those books.
- There will continue to be professional development in the areas of building reading comprehension, increasing fluency, and the balanced literacy framework (guided reading, shared reading, interactive read aloud, mini-lessons, independent reading, and literacy circles).
- Reading intervention is provided in kindergarten through second grade. Students are given supplemental reading instruction that complements the core instruction for at least thirty minutes daily. We feel the need to also provide intervention to third graders due to the Read to Succeed Act.
- To build a community of readers, we would like to do at least one school-wide read and create targeted student book clubs.
- To promote summer reading, we would like to open up the school library 4 times during the summer for checkout. Before students, check out books they will participate in a read aloud and enrichment activities. This will also allow time to check in on their summer reading logs.

Mathematics

- Based on the SC Ready data from Spring 2016, Monaview had 40.2% of our students to meet or exceed expectations in Math. This is very close to the state percent and about 9% less than the District percent.
- As the grade level increased, the percentages of meets and exceeds decreased. As the content gets harder and more in-depth, we have less students meeting the expectation.
- We had a large amount of students in the “approaching” category, especially in fourth grade.
- Our goal is to increase the percentage of meets and exceeds expectations from 40% to 44% for the 2017-2018 school year.
- Second graders scored in the 32nd percentile in mathematics on the IOWA Assessment compared to the district percentile of 48. Our goal is to score in the 50th percentile.

Strategies for Improvement in Math

- Monaview will continue to work with the district Title I Math Specialist, Austin Greene, in math planning, instructional delivery and common 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.
- 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 examine data to drive instruction. We will use MAP 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 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 2016, Monaview had 57.4% of our students to meet or exceed expectations in Science compared to 67% statewide. Monaview had 74.8% of our students to meet or exceed expectations in Social Studies compared to 74.4% statewide.
- Eighty-six percent of our fourth grade students met or exceeded in Social Studies. This is the highest percentage in any subject area.
- Our goal is to increase the percentage of meets and exceeds expectations from 57.4% to 63.4% in Science and from 74.8% to 81.1% in Social Studies for the 2017-2018 school year.

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 in the area of reading.
- Students use interactive science notebooks and conduct experiments on the new science and engineering standards. Kindergarten through fifth grades are provided 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.
- Fourth and fifth grades attend virtual science lab once a week. Hands-on experiments are conducted with the support of a virtual science teacher.
- Increase classroom libraries with high interest nonfiction texts.
- 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

- According to the school report card, students attendance rate of 95.8% was above the projected 95%.
- Parent, student, and teacher satisfaction with the learning environment percentages were above our school projected goals and the district's projected goals.
- One hundred percent of our teachers and 95.9% of our students reported that they felt safe at school.

Strategies for Improvement

- We will work towards increasing teacher retention for the 2016-2017 school year by continuing to provide a safe, effective, and inviting climate in which to work.
- Teacher and student attendance will be recognized monthly and at the end of the year to encourage an increase in our attendance percentage.

Monaview's Significant Challenges from the Past Three Years

- The majority of our students do not speak English as their primary language. These students have difficulty connecting to content area vocabulary and possessing background knowledge.
- The majority of students in our school do not have personal experiences to connect to classroom instruction (community, state, global).
- The majority of students do not come to school at the readiness level.
- Though we have continued to make gains in the area of reading for the past two years, it continues to be a significant challenge for our school.
- Our school has a high poverty rate as measured by our free/reduced lunch percentage. This is a challenge for our children, families, and staff.
- Communication with our large Hispanic population is critical for student success. This is a challenge that we are continuing to focus on so that this population is well informed. We have a full-time Parent Involvement Coordinator who translates written communication between home and school, translates at parent-teacher conferences, Lunch and Learns, and at SIC meetings. Additionally, she is available in the front office to translate for parents when they come to the school.

Significant Awards/Honors and Accomplishments from the Past Three Years

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

School Profile

Description of School Community

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

In 2005, Monaview opened its new facility. Today, the school includes promethean boards in every classroom, computer lab, iPads as personal learning devices for all students in K-2 and teachers, laptops as personal learning devices for all students in 3-5, a set of Chromebooks, a virtual science lab, a full-sized gymnasium, a complete art studio with kiln, a chorus/drama rehearsal space, a fully equipped stage with wireless sound system and microphones, and two playground areas. Monaview Elementary currently serves approximately 570 students in grades K4-5. Of our *full time professional staff* of 63 employees, 54 are Caucasian, four are African American and. We have 53 females and five males. The faculty and staff are made up of the following: principal, administrative assistant, Title I facilitator, ELA instructional coach, Math instructional coach,, and writing interventionist. Classroom teachers include thirty-three teachers and related arts teachers for grades K4 to fifth grade. Support staff includes two reading interventionists, one math interventionist, a literacy specialist, two ESOL teachers, two special education teachers and one special education/intervention teacher, speech pathologist, one school counselor. The office staff consists of a social worker, mental health counselor, a full-time parent involvement coordinator, attendance clerk, secretary, and a nurse and there are six kindergarten or K4 aides included in the staff. As far as part time employees, there are two part-time Gifted and Talented teachers, one part-time speech pathologist and a .5 media technology clerk. Additional district support personnel are available to help meet the needs of Monaview teachers and students. They include a Title I Nurse, district psychologist, an ETS network engineer, an Instructional Technology Facilitator, and other district level academic specialists.

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

Brian Williams, Principal

Mr. Brian Williams was named Principal of Monaview Elementary School in June 2016. Mr. Williams received his Bachelor of Science degree from South Carolina State University in Orangeburg, SC. He furthered his studies at Anderson University, where he received his Master's degree in Administration and Supervision. He is in the final year of an Educational Specialist degree program in District Level Administration from Furman University.

Kara Holley, Administrative Assistant

This is Ms. Holley's fifth 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 2016-2017 school year, Title I Planning/SIC Committee, PTA, Faculty Council, staff, and students worked together to establish a shared vision. As a learning community, Monaview used the Greenville County School's Educational Plan as a framework to establish and implement directional goals which led to increased student performances in the core subject areas of English Language Arts, and mathematics as measured by NWEA MAP assessments. After reviewing current test data, SC State Standards, and student benchmark data, priority goals were established to increase student performances in mathematics, reading, and writing. Strategies to support these goals included continued professional development in student-centered learning, Balanced Literacy, vocabulary development, and continue the implementation of Units of Study for Teaching Writing for all teachers. Based on The Title I plan for 2017-2018 school year will maintain a writing interventionist to serve students in 1st-5th grades to supplement writing. The Units of Study for Teaching Writing supports writing integration across all content areas. In addition, professional development in ELA will be supported by a full-time ELA Coach.

Two full-time interventionists will provide intervention in math and reading for students in grades 1st through 3rd. With the assistance of teachers, students established individual MAP growth goals for the school year. Academic rigor in instruction and grade level LLI groups were implemented to support priority goals.

Parent Involvement

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

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 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.

Partnerships

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

School Personnel Data

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

Leadership Team- principal, administrative assistant, Title I facilitator, ELA instructional coach, math instructional coach, and writing interventionist.

Classroom Teachers- 35 classroom and related arts teachers for grades K4 to fifth grade.

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

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

Paraprofessionals- six kindergarten or K4 aides.

Part Time Teachers- one part-time Gifted and Talented teacher and a .5 media technology clerk.

Of our full time professional staff of 58 employees, 54 are Caucasian, four are African American. We have 53 females and five males. The attendance rate for teachers in 2016 was 94.8%, which is up from 92% in 2015.

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 58 total responses (53 females and 5 males, 54 Caucasian and 4 African Americans).

2016-2017 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	11	7	6	7	8	10	10	3

2016-2017 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	31	5	8	2	4	5	2	1

2016-2017 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	25	8	5	5	6	7	1	2

2016-2017 Levels of Education						
Degree	Bachelors	Bachelors + 18	Masters	Masters + 30	Doctorate	National Board Certification
Number of Teachers	20	3	23	10	0	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 March 2017, 574 students attend Monaview Elementary, with 100% receiving free and reduced lunch and a minority population of 78%. 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 white 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

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	41	0	4	28	0	1	0	8

K-5	80	0	9	41	1	1	0	28
1st	89	0	15	62	0	3	0	9
2nd	92	1	12	51	0	9	0	19
3rd	98	1	8	65	0	2	0	22
4th	91	0	13	50	1	5	0	22
5th	83	0	9	54	2	1	0	17
Total	574	2	70	351	4	22	0	125
%		0.35%	12.2%	61.4%	0.69%	3.8%	0.0%	21.7%

2016-2017 Ethnicity by Grade Level (as of March 7, 2017)

Student Profile- Information from the 2016 School Report Card

Students- 582	
Percent of Students in Poverty	88.3%
Retention Rate	1.3%
Attendance Rate	95.8%
Served by Gifted and Talented	2.3%
With Disabilities	17.2%
Out of school suspensions or expulsions for violent and/or criminal offenses	0.0%

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 involved in educating the students of Monaview play a part in providing a nurturing, yet stimulating school climate. The school has a PBIS Leadership Team which assists the staff in behavioral efforts where the team continuously monitors data through analysis, planning, support, district outreach and shared decision making. Students and staff attend training day activities beginning each school year. Goal setting is a key element in the behavioral support system and students are encouraged to participate in various activities for growth throughout the school. Students are taught to follow three school-wide expectations- respect yourself, respect others, and respect the environment. These expectations are modeled and reinforced throughout the school year. Students are able to earn rewards when they meet the expectations. At the start of the year, all students were taught how to appropriately handle unwanted behavior from a peer through the use of the Stop, Walk, and Talk Bully Prevention PBIS curriculum.

Terrific Kids

Monaview has a strong partnership with Kiwanis Club of Greenville who supports and recognizes our Terrific Kids. Every nine weeks, two students from each class that have distinguished themselves for outstanding character are nominated and recognized as Terrific Kids. These students are celebrated at an awards program where they receive special incentives for their hard work. Parents are invited to attend the awards ceremony and celebrate with their child.

Character Education

Monaview elementary is a school that practices positive behavior interventions and supports (PBIS). In addition to our PBIS program, Monaview has had a successful year implementing a character education program inspired from Stephen Covey's The Leader in Me. The program is executed by the school counselor with support and collaboration from all teachers and staff. This year, the Seven Habits of Happy Kids have continued to be taught in a developmentally appropriate way to primary grades while additional life skills in conjunction with the Seven Habits have been taught to intermediate grades. During October, we participated in Red Ribbon Week and Character Counts Week. During this special week, students celebrated their strong character and desire to stay drug free with dress up days, a pledge to stay drug free, and by participating in daily character challenges. We celebrated a school-wide Random Acts of Kindness Week where students and staff were given ideas and challenges to spread kindness throughout the building. Monaview's students are held to a high standard of character, and it is our belief that fostering strong character within our students is an integral part of being a 21st century learner.

Graduation Plus: College and Career Readiness

Monaview staff understand the critical career and college readiness foundation that is laid for our students during their elementary years. All faculty receive annual training on how g+ is carried out at the elementary level, and work together to find ways to embed career awareness and exploration in all that we do. All students receive a specific career awareness school counseling lesson during the school year, and SCOIS Climb is utilized as the career interest inventory. All students have access to the morning news show which has a weekly segment *College and Career Corner with the Counselor* that highlights different career clusters and college information. Monaview hosted a Career Day in November in which professionals from around the community came to speak to students about their careers and the steps they took that led them there. We strive to help our students make the connection that what they are doing, learning and planning for now will help them reach 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 and Monaview serves readers from levels Pre-A to W.

Reading Intervention

Monaview implements reading intervention in kindergarten through third grade. Kindergarten uses materials from Scott Foresman 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 AIMSweb or MAP three times a year. Students are selected based on AIMSweb, MAP, F&P reading level, and other formative data. Intervention students are progress monitored with AIMSweb probes and reading records. Students are dismissed when reading goals are met.

Personalized Learning Initiative

During the 2015-2016 school year, Monaview began a Personalized Learning Initiative. Each student in Kindergarten through 2nd grade received an iPad and each 3rd through 5th grade student received a laptop. 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. Students participate in the Pizza Hut Book-It reading incentive from September to March. Classroom teachers set monthly reading goals for students. If students meet their goal they receive a free personal pizza coupon. The second reading incentive is the Greenville Drive Reading All-Stars Incentive. Students who read five "just right" books in five weeks receive a ticket to a spring Greenville Drive baseball game. The third reading incentive is the Greenville Road Warriors Reading Warrior Incentive program. Students who meet the reading criteria receive a ticket to a fall Greenville Road Warriors hockey game. The fourth is our summer reading initiative. Students are provided 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.

Professional Learning Communities

During the 2015-2016 and 2016-2017 school year, we tried a different approach to professional development. The math instructional coach facilitated two math book studies, Guided Math and Number Talks. The reading coach facilitated two reading book studies, The Next Steps in Guided Reading and The Literacy Teacher’s Playbook. Teachers chose one book study to attend for the school year so multiple grade levels and support positions were represented in each class. Coaching cycles were built-in between each session to support teachers in their practice. The theory was to move slowly, focus on one area of growth, and take time to apply it into practice. We continued this goal to move forward with the same book studies in 2016-2017. Teachers had the opportunity to join a different book club, moving from a math focus to a reading focus and vice versa. We continued our vertical conversations with multiple grade levels in the areas of reading and math with these book club meetings.

Mission, Vision, and Beliefs

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

Mission

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

Vision

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

Curriculum
<ul style="list-style-type: none">- Curriculum is taught in a sequential order based Greenville County’s Rubicon Atlas.- Teachers have knowledge of standards below, at, and above grade level.

- Teachers use a variety of instructional methods across the curriculum.
- Teachers use multileveled materials, technology, and manipulatives to implement differentiated instruction.
- Teachers are involved in team planning and have input into how curriculum is taught in their classrooms.

Instruction

- Instruction is planned to actively engage students by providing hands-on experiences, guest speakers, and field trips.
- Teachers utilize many support materials to enhance instruction including various technology resources, including Virtual Science lab and the media center.
- Planning time is provided for collaboration between instructional coaches, administration, teachers, and support staff.
- Instruction is monitored and adjusted based on feedback from formative assessments to accommodate students of different modalities.
- Teachers meet the individual instructional needs of their students.
- Teachers teach the world class skills outlined in the Profile of the South Carolina Graduate.

Assessment

- Teachers grade appropriately and consistently with formative/summative assessments.
- Assessment data determines the path of instruction.
- Assessments are aligned with South Carolina College and Career Readiness Standards.
- Teachers use technology to assess student understanding and progress as well as to maintain student records.

Learning Environment

- Monaview implements the Positive Behavioral Interventions and Supports system to create a positive, respectful, and safe environment.
- Monaview develops and annually updates the school wide safety plan that establishes clear policies in regards to student and staff safety.
- A positive, child-centered learning environment is evident throughout the building.
- Teachers, administrators, parents, and community members share the responsibility for advancing the school's vision, mission, and goals.

Profile of the South Carolina Graduate



World Class Knowledge

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

World Class Skills

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

Life and Career Characteristics

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



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



Beliefs

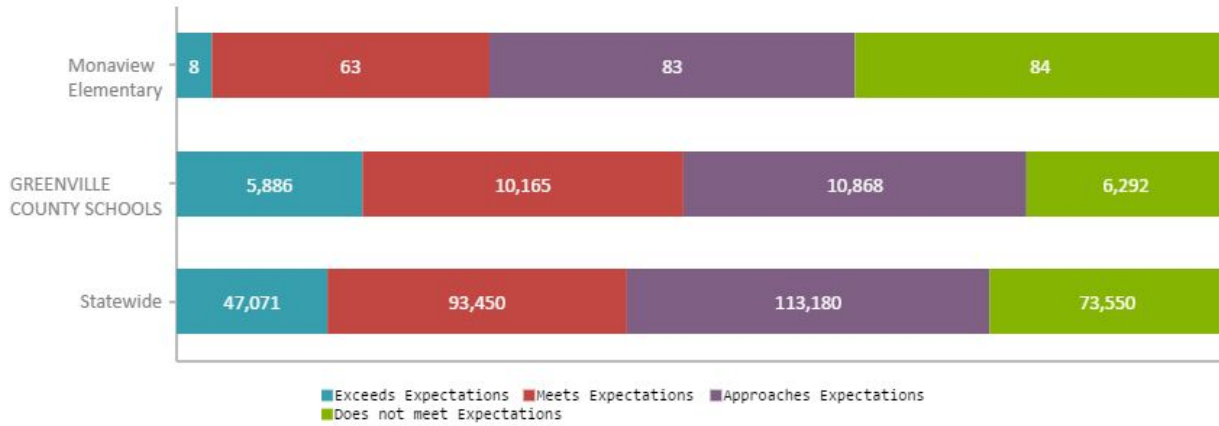
Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about work and how we think it should operate. Our entire staff worked collaboratively to produce our core beliefs about how instruction, curriculum, and assessment will increase our students' learning.

Our staff believes...

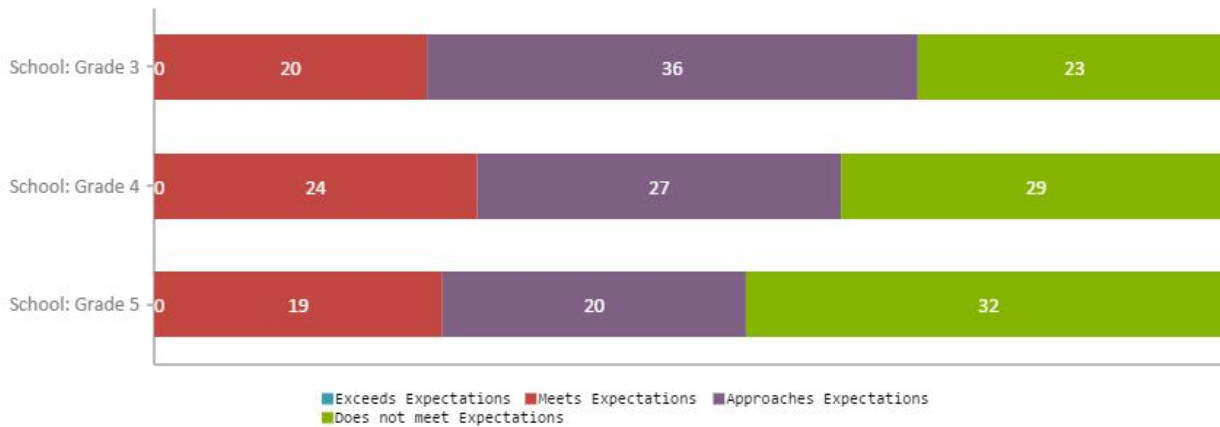
- All students can learn.
- Students have the responsibility to be active learners.
- Curriculum and instruction should meet the needs of all students.
- A safe and physically comfortable environment promotes student learning.
- Education is a shared responsibility.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.

Data Analysis and Needs Assessment Student Achievement Needs Assessment

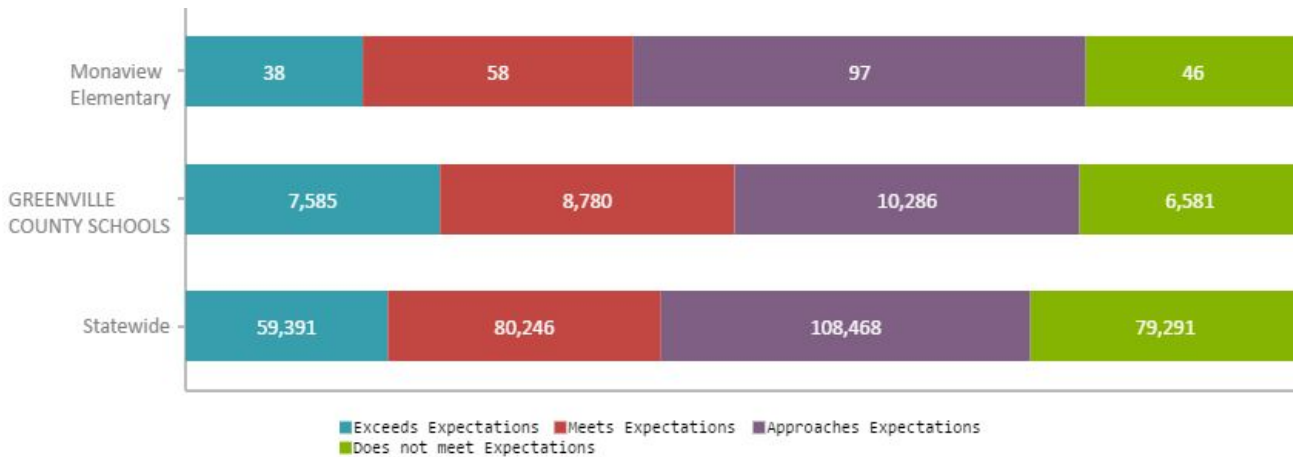
SC Ready ELA 2016

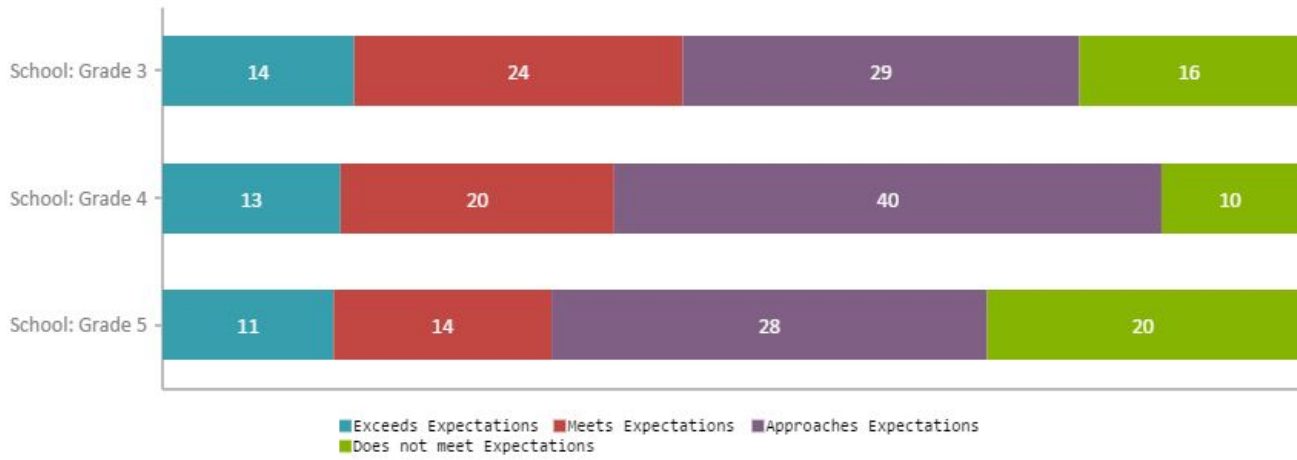


0 = Results for groups with 4 or fewer students



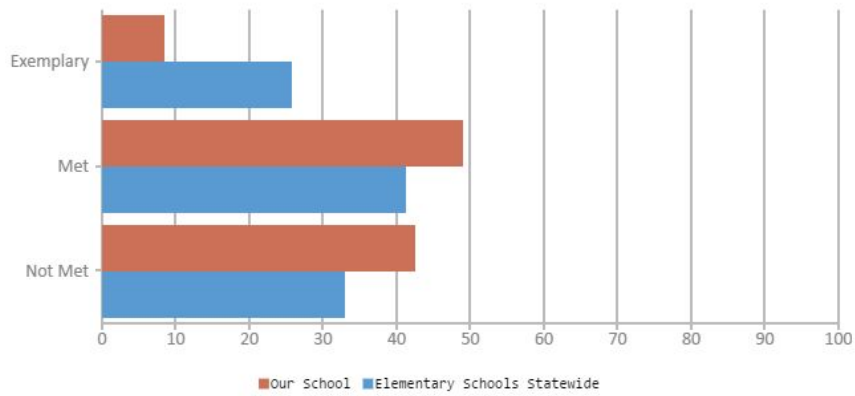
SC Ready Math 2016





SCPASS Science and Social Studies 2016

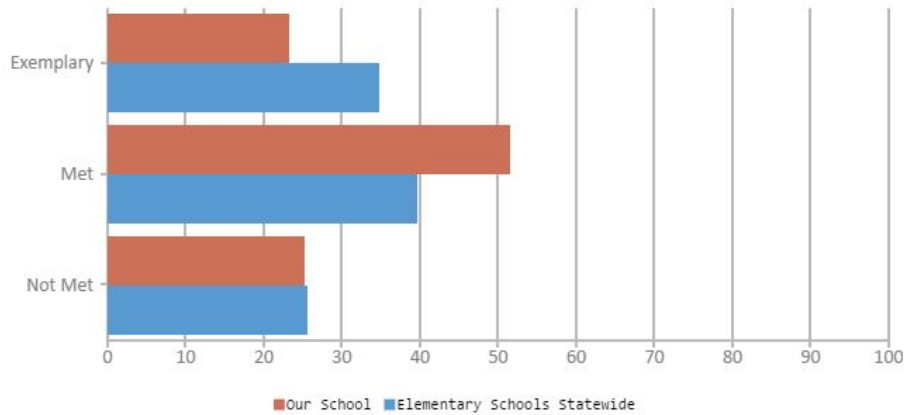
Science



Our School: Percent Met and Above for each grade level

4th Grade	5th Grade
62.2	52.1

Social Studies



Our School: Percent Met and Above for each grade level

4th Grade	5th Grade
86.6	61.6

*Data Source for SC Ready and SCPASS Data- SDE School Report Card

ITBS/IOWA Assessment

Second Grade

	2013-2014	2014-2015	2015-2016	2016-2017
Reading Comprehension	37 th percentile	41 st percentile	38 th percentile	34 th percentile
Mathematics	31 st percentile	33 rd percentile	30 th percentile	32 nd percentile

*Data Source- School Summary PDF from Riverside Publishing

Teacher and Administrator Quality

Professional development was focused in the areas of technology, writing, reading, and math. Teachers were supported by instructional coaches, the writing interventionist, the Title I Technology Facilitator and Title I academic specialists. In the area of technology, our professional development focus was Google Apps for Education. In reading, our focus continues to be focused on the implementation of the Balanced Literacy Framework. In math, teachers implemented weekly common assessments.

Professional Development Calendar Summary for 2016-2017

The data factors included the following sources: SCPASS scores, ACT Aspire scores, Monaview's State Report Card, ESEA, and teacher surveys. As the needs of our stakeholders were identified,

we incorporated the District Academic Specialists and other resources to provide the most effective training for our faculty and staff.

We are a 1:1 school, with iPads or laptops in every classroom. We continued the training in this area for all teachers. Another continued initiative was Writing Workshop model for all teachers from our writing interventionist and the Title I ELA Academic Specialist.

This year we continued the reading and math book studies/professional learning communities with the instructional coaches. Teachers selected a on reading or math and met several times throughout the year to learn, discuss and implement new strategies. The books read were: Number Talks, Guided Math, Next Steps in Guided Reading, Literacy Teacher's Playbook.

The following list is a summary of the 2016-17 Professional Development Calendar:

- Google Drive, Google Forms, and accessing the school calendar
- PASS Data reviewed
- Mandated Reporting procedures
- Reading and Math School Expectations
- G+/Careers, ESOL Accommodations, Google Sites
- MAP Testing Training and checking class rosters
- Interpreting MAP reports (optional)
- Writing - Building Stamina/Fluency (optional)
- Creating and understanding the SLO
- Curriculum Carousels (two)
- Technology - SAMR Model part 1 and part 2
- ACHIEVE 3000
- Writing the Text Dependent Analysis
- Inclusive Practices training (four sessions)
- Writing PD - Interactive Read Aloud, Accountable Talk
- Accountable Talk in Mathematics
- ESOL Strategies for the Classroom
- Technology- Using SeeSaw in the Classroom
- Title I Parenting Partnerships
- Behavior Presentation - Autism

Future Planning

Each year we evaluate the needs of our staff in regards to professional development. As part of the strategic plan for 2013-2018, reading, writing, math, and the 1:1 initiative will be our focus in professional development. We will continue to utilize the support of our District 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.

Professional Development Calendar Summary for 2017-2018

Based on needs assessment from 2016-2017, we plan to implement the following professional development sessions for the 2017-2018 school year.

- Create and administer formative assessments to drive instruction in ELA and Math
- Use a PLC model to facilitate a community of learners
- Number Sense (Box of Facts and Number Talks)
- Inclusive Practices (Stetson model)
- 1:1 technology (continued)
- Balanced Literacy Model (continued)

School Climate Needs Assessment

Number of Surveys Returned				
	2013	2014	2015	2016
Teachers	40	40	39	39
Students	63	63	72	75
Parents	39	39	4	26

Percent Satisfied with Learning Environment				
	2013	2014	2015	2016
Teachers	95	92.7	95	97.4
Students	96.8	94.7	99	97.3
Parents	92.3	93.5	Insufficient Data	92.3

Percent Satisfied with Social and Physical Environment				
	2013	2014	2015	2016
Teachers	100	97.6	97	92.3
Students	96.8	92	96	93.3
Parents	97.6	90.3	Insufficient Data	73.1

Percent Satisfied with School-Home Relations				
	2013	2014	2015	2016
Teachers	97.5	87.8	82	69.2
Students	98.4	92	93	91.9
Parents	95.1	93.1	Insufficient Data	80.8

Percent Satisfied with School Safety				
	2013	2014	2015	2016

Teachers	100	97.5	97.4	100
Students	96.8	92	91.8	98.7
Parents	95.1	93.6	Insufficient Data	92

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

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

Student Achievement

SC READY ELA

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in writing as measured by SC Ready.

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

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

	Baseline 2015-16	2016-17	2017-18
School Projected	X	32.8	35.8
School Actual	29.8		
District Projected	X	53	56
District Actual	50		

Baseline data to be established in 2015-16.

SC READY MATH

Student Achievement

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in mathematics as measured by SC READY.

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

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

	Baseline	2016-17	2017-18

	2015-16		
School Projected	X	44	48
School Actual	40		
District Projected	X	59	63
District Actual	56		

Baseline data to be established in 2015-16.

SC READY % TESTED

Student Achievement

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

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

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

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

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

% Tested ELA – District Grades 3-5	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0

Actual Performance		*		
All Students	*	*		
Male	*	*		
Female	*	*		
White	*	*		
African-American	*	*		
Asian/Pacific Islander	*	*		
Hispanic	*	*		
American Indian/Alaskan	*	*		
Disabled	*	*		
Limited English Proficient	*	*		
Students in Poverty	*	*		

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

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

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

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

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

SCPASS SCIENCE

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

FIVE YEAR PERFORMANCE GOAL: From 2015-2016 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above ___%

ANNUAL OBJECTIVE: From 2015-2016 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above ___%

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	62.4	63.4	64.4
School Actual	61.4	57.4		
District Projected	X	73.9	74.9	75.9
District Actual	72.9	71.4		

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

SCPASS SOCIAL STUDIES

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

FIVE YEAR PERFORMANCE GOAL: From 2015-2016 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 80%

ANNUAL OBJECTIVE: From 2015-2016 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 80%

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	80.1	81.1	82.1
School Actual	79.1	74.8		
District Projected	X	82.2	83.2	84.2
District Actual	81.2	78.8		

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

IOWA

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the IOWA Test.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the national norm of 50th percentile in each subtest of the IOWA Test in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the IOWA Test in grade 2.

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

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	41 st percentile	38 th percentile	34 th percentile	

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	33 rd percentile	30 th percentile	32 nd percentile	

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

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	52 nd percentile	51 st percentile	48 th percentile	

Goal Area 1: Student Achievement					
STRATEGY Activity	Timeline	Person Responsible	Estimate Cost	Funding Sources	Indicators of Implementation
Reduced Class Size Teacher in Each Grade Level 1-5	Sept-May	Title I Facilitator, Admin	Teacher Salaries	Title I	Rosters, Title I Paperwork
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
Weekly grade level planning meetings, twice a week	August-May	Classroom Teachers	N/A	N/A	Lesson Plans, Class Observations, Grade level meeting minutes
Benchmark data submitted monthly to leadership team	Monthly	Classroom Teachers, Instructional Coaches, Admin			F&P Benchmarks, Content Assessments, MAP scores, Pre/post tests, Report Cards
Data Meetings	Full-day twice a year	Classroom Teachers, Instructional Coaches, Admin	Sub pay for full days only	Title I	SLO goal forms, Assessment summaries, Agendas, Sign-in sheets
Involve parents in ELA curriculum by Lunch and Learn, Reading Night, Class newsletters	Weekly	Classroom Teachers, ELA Committee			Report Cards, Contact Logs, IMS system, Sign in Sheets, Photographs
Common Assessments in Math and ELA	Sept.-May	Classroom Teachers			Spreadsheet and analysis of student results on Google Drive

Provide PD (1:1 technology, balanced literacy, common language for writing in K-5)	Sept.-May	Instructional Coach, Technology Facilitator, Writing Interventionist		Title I Funds T & A funds	Sign in sheets, Agenda
Writing Benchmarks for Opinion, Narrative, and Informational at beginning/ end of each Unit	Fall, Winter, Spring	Classroom Teachers, Instructional Coaches, Admin			Scored with writing progression Rubrics and placed in Permanent Records
Science Notebooks	Sept-May	Classroom Teachers	Salary	State and Title I Funds	Lesson plans, Observations, Student notebooks
ERI and LLI-Leveled Literacy Intervention	October-May	Intervention Teachers	Salaries, Title I Funds	State and Title I Funds	Lesson Plans, Running Records, AimsWeb Data, Benchmark Data
Intervention data meetings at the end of each 6 week cycle	Sept-May	Interventionist, Literacy Specialist, ELA Coach, Admin	Salaries, Title I Funds	State and Title I	Agendas, Data analysis results
Monthly Updates to Instructional Reading Level Spreadsheet	Sept-May	Instructional Coaches, Teachers			Monthly F&P Data collection/Reading Data Spreadsheets
Enhance Classroom Libraries	Sept-May	Teachers, Coaches, 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
Summer School	June July	Teachers, Title I, Admin	Teacher Stipend	Title I and State	Attendance records, Benchmark Data
Virtual Science LAB (continuing)	August-May	District Science lab coordinator	School Board	School Board	District Science lab coordinator schedule

PROFESSIONAL DEVELOPMENT

Teacher/Administrator Quality

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL:

ANNUAL OBJECTIVE:

DATA SOURCE(S):

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

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

STUDENT ATTENDANCE

School Climate

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.7	96.3	96.5	95.8	95.8		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0

District Actual	95.9	95.6	95.0	95.6	95.7		
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PARENT SATISFACTION – LEARNING ENVIRONMENT

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	81.32	83.74	86.16	88.58	91.0
School Actual	78.9	92.3	93.5	Insufficient Data	92.3		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8	90.1		

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

STUDENT SATISFACTION – LEARNING ENVIRONMENT

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 90.7 % in 2012 to % by 2018

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage points annually students who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	91.2	91.7	92.2	92.7	93.2	93.7
School Actual	90.7	96.8	94.7	99.0	97.3		
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5

District Actual (ES and MS)	83.8	82.7	81.6	83.9 (ES, MS, & HS)	83.8 (ES, MS, & HS)		
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TEACHER SATISFACTION – LEARNING ENVIRONMENT

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 94.1 % in 2012 to 96.6 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	94.6	95.1	95.6	96.1	96.6
School Actual	94.1	95.0	92.7	95.0	97.4		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3	91.7		

PARENT SATISFACTION – SAFETY

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 95.1 % in 2012 to 95.5 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.3 percentage point(s) annually parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	94.4	94.7	94.9	95.2	95.5
School Actual	80.0	95.1	93.6	Insufficient data	92		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.7	91.7		

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

STUDENT SATISFACTION – SAFETY

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

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.4 percentage point(s) annually students who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	93.34	93.38	93.42	93.46	93.5
School Actual	93.3	96.8	92.0	95.9	98.7		
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3	91.1		

TEACHER SATISFACTION – SAFETY

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	98.5	98.5	98.5	98.5	98.5
School Actual	100.0	100.0	97.5	89.7	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	98.4		

Goal 3: School Climate

STRATEGY Activity	Timeline	Person Responsible	Estimate Cost	Funding Sources	Indicators of Implementation
Monaview Spirit Days	Monthly	Staff	NA	NA	Positive Learning Environment
Book Character Day	March	All Staff	NA	NA	Positive Learning Environment
Faculty Christmas Party	December	Instructional Coaches	NA	Admin Funds	Positive School Morale
End of Year Luncheon	June	Principal	NA	Admin Funds	Positive School Morale
Birthday Recognitions	Monthly	Principal	NA	Principal	Positive School Morale
Beginning of the Year Recognitions	August	Principal	NA	Admin Funds	Positive School Morale
End of the Year Recognitions	June	Principal	NA	Admin Funds	Positive School Morale
Emergency Drills	Monthly	Administrative Assistant	NA	NA	Safe Environment
District Mandated Security Protocol	On-Going	Principal	NA	NA	Safe Environment
District Mandated Safety Training Videos Completed	August-September	Staff	NA	NA	Safe Environment
PBIS	On-Going	PBIS School Coordinator	PBIS Funds	PBIS Funds	Safe Environment
Greenville County Police School Visits/Monitoring	Twice Daily	County Police Officers	NA	Greenville County	Safe Environment
Safe Kids School Award	Yearly	Health Committee	NA	NA	Safe Environment
Walk to School Initiative	Twice a Year	Health Committee	NA	NA	Safe Environment
Safety Patrols	Daily	Health Committee	PTA Funds	PTA Funds	Safe Environment
Security Cameras	Daily	District	District	District	Safe Environment
Ignore the Door	Daily	Students and Staff	N/A	N/A	Safe Environment
Dismissal Process- Change of Transportation List, Must Have Car Number or Walker Tag	Daily	School Staff	N/A	N/A	Safe Environment
PTA	Monthly	Principal	PTA Funds	PTA Funds	Parent Satisfaction
Rosetta Stone License for Parents to learn English	Aug-June	Title I Facilitator	\$79 per license 20	Title I	Parent Satisfaction

Family Engagement Parenting Partners Comprehensive Parent Training Program	Monthly	Title 1 Facilitator	Title I Funds	Title 1 Funds	Parent Satisfaction
Open House	August	Admin, Teachers	NA	NA	Parent Satisfaction
Curriculum Nights	September	Admin, Teachers	NA	NA	Parent Satisfaction
Weekly Teacher Newsletters	Weekly	Classroom Teachers	School Funds	School Funds	Parent Satisfaction
Messenger System to call parents	On-going	Principal	NA	NA	Parent Satisfaction
On-Site Social Worker and Mental Health Counselor	August-June	Principal	Title I Funds	Title 1 Funds	Parent Satisfaction
Teacher Websites	August-June	Classroom Teachers	NA	NA	Parent Satisfaction
Interpreters at School Meetings	August-June	Title I Facilitator	Title I Funds	Title 1 Funds	Parent Satisfaction
Title 1 Bilingual Parent Involvement Coordinator	August-June	Title I Facilitator	Title I Funds	Title 1 Funds	Parent Satisfaction
Partnership with Hispanic Alliance	August-June	Title I Facilitator	Title I Funds	Title I Funds	Parent Satisfaction
Greenville Drive Reading All-Stars	Spring	Greenville Drive Baseball team, Classroom Teachers	Greenville Drive Baseball team	Greenville Drive Baseball Team	Student Satisfaction, Incentives, Student Achievement
Battle of the Books	March	Media Specialist	NA	NA	Student Satisfaction, Incentives, Student Achievement
Student Council	August-May	Speech Pathologist	Title 1 Facilitator	Title 1 Facilitator	Student Satisfaction, Incentives
Terrific Kids	Quarterly	School Counselor	Kiwanis	Kiwanis	Student Satisfaction, Incentives, Student Achievement
Summer Reading Program	June-August	Instructional Coaches, Teachers, Office Staff	School Funds for paper	School Funds	Student Satisfaction, Incentives, Student Achievement
Public Education Partners (PEP)	May-June	PEP, Instructional Coaches	PEP Funds	PEP Funds	Student Satisfaction, Incentives
Summer Reading Celebration	August	Instructional Coaches, Support Staff	NA	NA	Student Satisfaction, Incentives, Student Achievement
Teacher Time Activities	Once a Quarter	PBIS Committee	Teacher Donations	Teacher Donations	Student Satisfaction, Incentives
Field Day	May	PE Teacher	\$100	School	Student Satisfaction,

				General Funds	Incentives
Monaview Magic Initiative (After School)	August-May	Janice Sargent	MMI grant	MMI grant	Student Satisfaction, Incentives, Student Achievement
Spirit Week	November	Student Council	NA	NA	Student Satisfaction, Incentives
Girls on the Run	September-May	Support Staff	Grant	Grant Funds	Student Satisfaction, Incentives
School Store	August-June	Support Staff	PBIS	PBIS, Donations	Student Satisfaction, Incentives
Daily News Show	Daily	School Counselor	NA	NA	Student Satisfaction, Incentives, Communication
PTA Reflection Contest	Once a Year	Art and PTA Board	NA	NA	Student Satisfaction, Incentives, Student Achievement
PBIS Celebrations	Quarterly	PBIS Committee	TBD	School Funds	Student Satisfaction, Incentives, Student Achievement