

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 2019-2020 (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		3/29/2019
PRINTED NAME	SIGNATURE	DATE

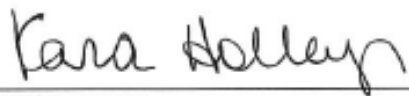
PRINCIPAL

Damon M. Qualls		3/29/2019
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		3/29/2019
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kara Holley		3/29/2019
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Sara Awtrey		3/29/2019
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 10 Monaview Street, Greenville SC 29617 SCHOOL PHONE: (864) 355-4300
PRINCIPAL E-MAIL ADDRESS: dqualls@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

List the names 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 Members	Maria Vicki Garcia, Erica Roldan, Janice Sargent
5. School Improvement Council Member	Kara Holley
6. R2S Reading Coach	Betty Finley
7. R2S Literacy Leadership Team Lead	Sara Awtrey
8. R2S Leadership Members	Damon Qualls, Kara Holley, Shannon Land, Betty Finley, Sara Awtrey, Mindy Brown, Jody Reed, Margie Manchester

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	<p>Academic Assistance, PreK–3</p> <p>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).</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Academic Assistance, Grades 4–12</p> <p>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).</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Parent Involvement</p> <p>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 in 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.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Staff Development</p> <p>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.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Technology</p> <p>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Innovation</p> <p>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Collaboration</p> <p>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).</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Developmental Screening</p> <p>The school ensures that the young child receives all the 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.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Half-Day Child Development</p> <p>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.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>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.</p>

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Parenting and Family Literacy</p> <p>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.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Recruitment</p> <p>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.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>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.</p>

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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, school leadership meetings, emails, and face-to-face meetings. Grade level teams and support teachers meet on a weekly basis to discuss the needs of the students and develop strategies to help them reach their academic success. Instructional coaches and/or District Title I Academic Specialists for Math and ELA meet with the teachers 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 meets frequently as well. This team assists with decision making regarding school scheduling, student activities, school culture, and academic/instructional pathways.

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 our 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 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. This action plan aligns with our school motto "Every student counts, every moment matters." 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

- We scored an Excellent Rating (66) on the school report card.
- In 2017, the ELA SC Ready data shows Monaview had 20% of our students to meet or exceed expectations and only 9 students tested scored in the exceeds category.
- Based on the SC Ready data from 2017, Monaview had 31.9% of our students to meet or exceed expectations in Math. We only had 23 students in the exceeds category for math.
- Based on the SCPASS data from 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.

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. We have also been intentional in hiring more bilingual teachers and staff at Monaview.

School Climate Report

Results of Teacher, Student, and Parent Opinion Surveys

	<u>Teachers</u>	<u>Students*</u>	<u>Parents*</u>
Number of surveys returned	50	57	45
Percent satisfied with learning environment	96.00%	94.80%	95.50%
Percent satisfied with social and physical environment	100.00%	91.20%	93.60%
Percent satisfied with school-home relations	82.00%	91.30%	91.30%

*Only students at the highest school grade and their parents were included

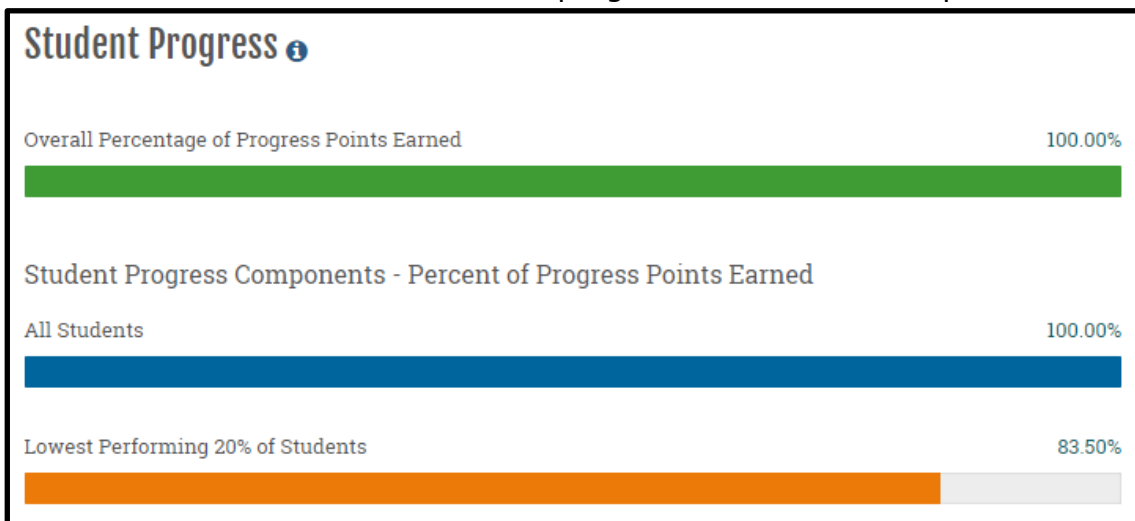
- According to the school report card, 94% of parents are satisfied with social and physical environment. We have worked intentionally to improve this number, with updates in the front office and Lions Lounge, added more hand-painted murals throughout the building, decluttered closets and classrooms, and planted 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.

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 and 2019 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
- National Board Certified Teachers
- Walk to School Initiative 2012-2016
- Partners in Education (PEP) Summer Reading Program 2012-2019
- Scored 100% in overall student progress on our school Report Card



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 Instagram. We carried out our hollywood theme and for two years, and we also were 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, 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, this is his second year as principal of Monaview. 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 the 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, Assistant Principal



Ms. Kara Holley served seven years as Monaview's administrative assistant but now has the title of Assistant Principal. 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 performance 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 performance in mathematics, reading, and writing. Strategies to support these goals included continued professional development in Balanced Literacy, vocabulary development, and the Units of Study for Teaching Writing. Based on The Title I plan for 2017-2018 school year we maintained a reading interventionist to serve students in 1st-4th grades to support students reading below grade level. 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 child's academic growth. Positive school-home relations have been improved through printed communication, conferences, phone messenger, and supplemental newsletters. We also 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 Title I Planning Committee and Leadership Team provide school and parent information in both English and Spanish languages. Our goal at Monaview is to provide an interpreter at all school meetings and functions.

Partnerships

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. This school year the list has grown even more. 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, assistant principal, 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, five special education teachers, one 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 Kindergarten aides, three Special Education aides

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

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

Of the staff members listed above only six are male; the rest of the staff are female.

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.

Classroom Environment

	Our School	Change from Last Year
Total Number of Teachers	43.0	Down from 47.0
Percent of teachers with advanced degrees	55.8	Up from 55.3
<u>Teacher attendance rate</u>	92.8	Up from 91.2
Average teacher salary	\$48,199	Up from \$46,237
Percent of teachers on continuing contract	69.8	Down from 70.2
Percent of teachers returning from previous year - current year	86.8	N/A
Percent of teachers returning from previous year - three year average	83.6	Up from 81.7
Percent of teacher vacancies for more than 9 weeks	0.0	No change
<u>Prime instructional time</u>	88.0	Up from 86.6
<u>Student-teacher ratio in core subjects</u>	N/AV	12.2 to 1
Percent of inexperienced teachers teaching in core classes	26.9	N/A
Number of inexperienced teachers teaching in core classes	7	N/A
Percent of out-of-field teachers teaching in core classes	0.0	N/A
Number of out-of-field teachers teaching in core classes	0	N/A

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 2019, 611 students are enrolled Monaview Elementary, with 100% receiving free and reduced lunch and a minority population of 82%. In 2017 our poverty index was 85.8% and in 2018 the poverty index for Monaview was 83.5%. 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. 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, Reading All Star Program, 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.

Student Population								
	All	Asian	African American	Hispanic/Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian/Pacific Islander	White
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%
2018-2019								
#	611	2	83	389	9	29	0	99
%		.003%	14%	64%	.014%	.047%	0	16%

Enrollment Summary (from PowerSchool) taken March 25, 2019

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	17	Down from 23
Percentage of students retained	15	Up from 13

Our Academic and Behavioral 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 implemented coaching cycles with the staff. Teachers took part in an in-depth 4-6 week coaching cycle in either math or ELA. 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. Our mission statement is “Every student counts, every moment matters.”

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.- 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.- 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 MasteryConnect to assess student understanding and progress as well as to maintain student records and data.

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.

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...

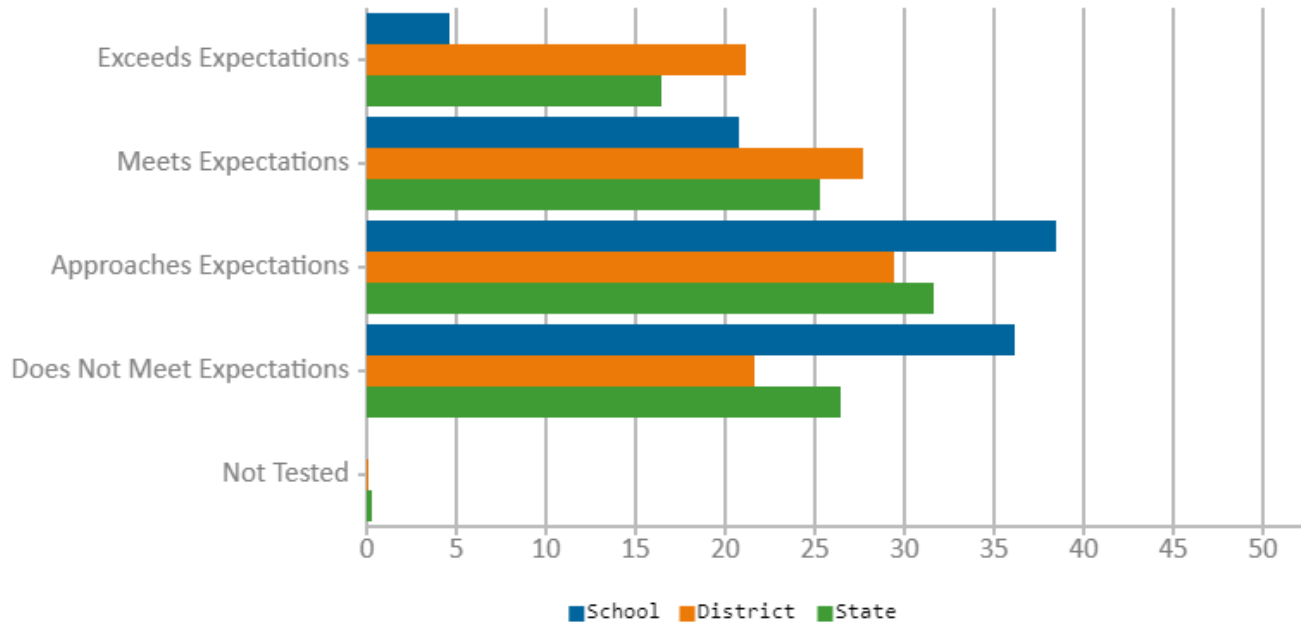
- All students can learn.
- Students have the responsibility to be active learners.
- Curriculum and instruction should meet the needs of all students.
- A safe and physically comfortable environment promotes student learning.
- Education is a shared responsibility.
- Each student is a valued individual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

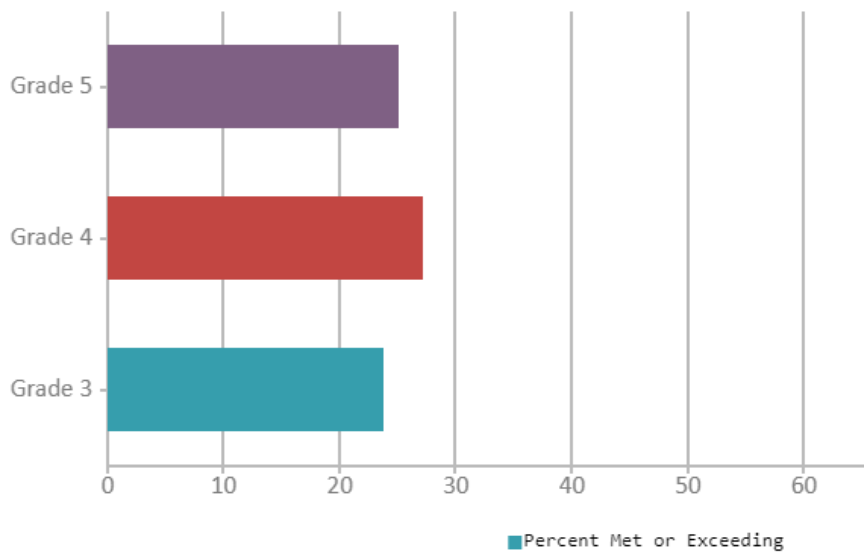
SC Ready ELA 2018

English Language Arts (Reading and Writing)



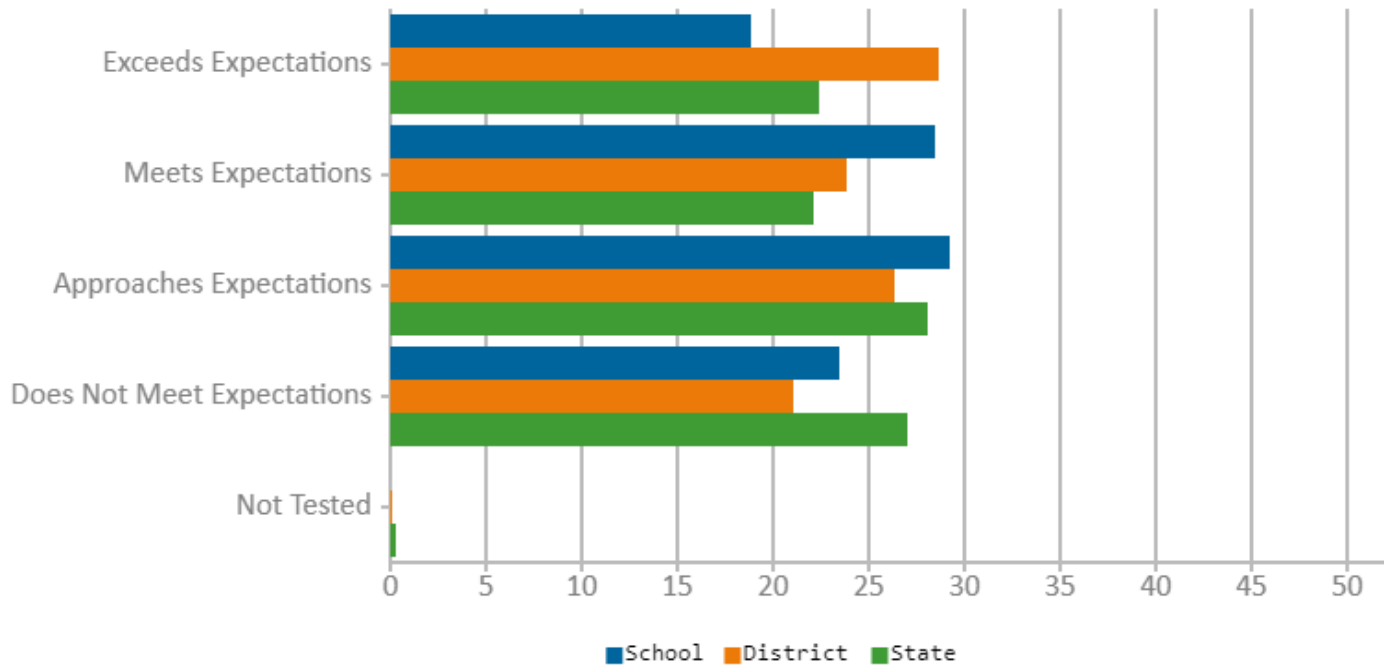
SC READY Performance by Grade Level

English Language Arts (Reading and Writing)



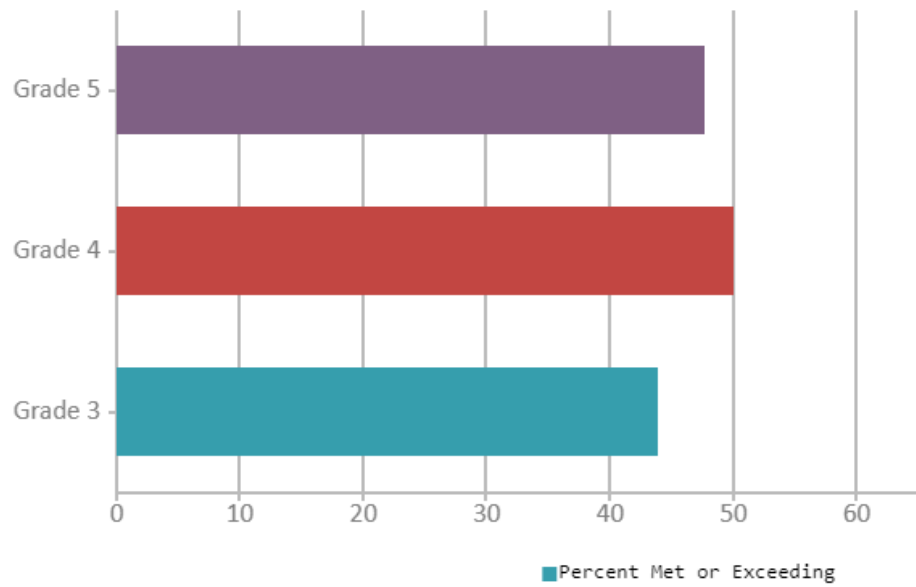
SC Ready Math 2018

Mathematics



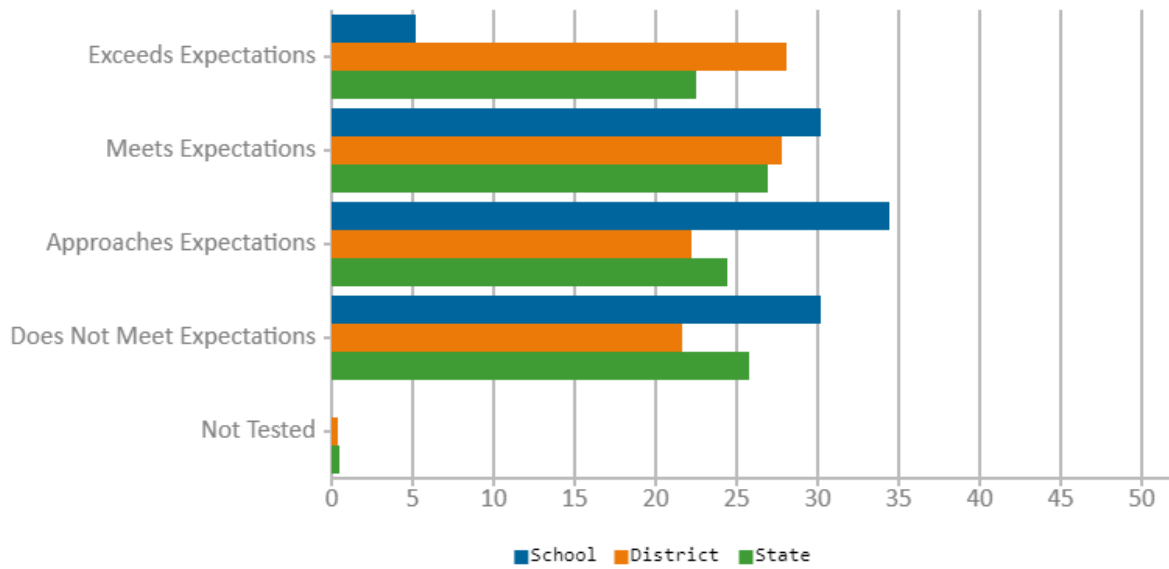
Note: Results from alternate assessments were included in the calculations where available.

Mathematics

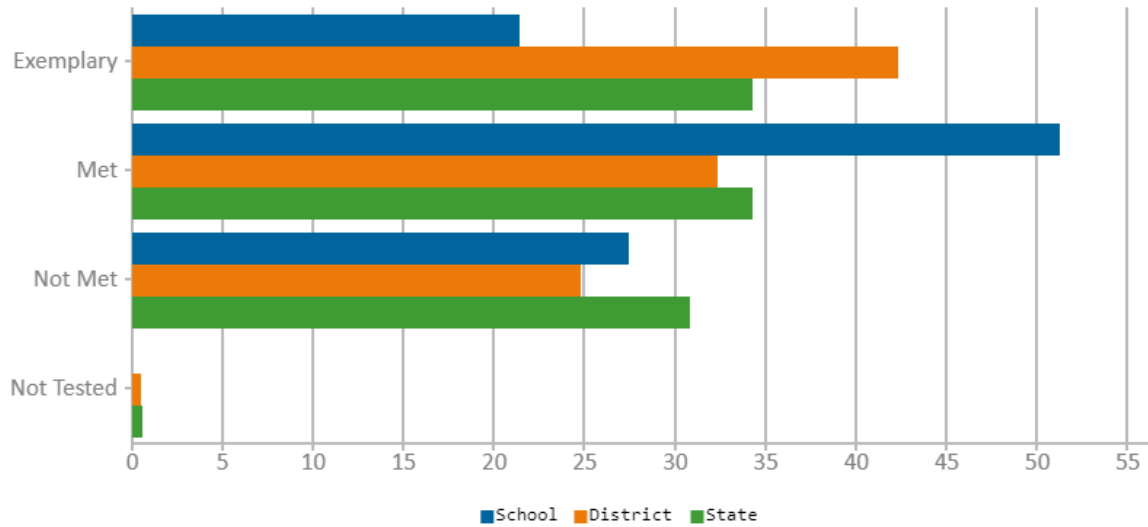


SCPASS Science and Social Studies 2018

Science



Social Studies



*Data Source for SC Ready and SCPASS Data- SDE School Report Card
<https://screportcards.com/overview/?q=eT0yMDE4JnQ9RSZzaWQ9MjMwMTA2OQ>

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 used formative

assessments to drive instruction and some teachers practiced number talks strategies.

Professional Development Calendar Summary for 2018-2019

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 ELA 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. 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 in ELA and Math.

Professional Development Calendar Summary for 2019-2020

- Create, administer and analyze MasteryConnect assessments to drive instruction
- 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)
- Number Talks implementation in all grades
- Formative Assessments in all subject areas
- ESOL strategies and techniques to benefit our learners

School Climate Needs Assessment

Number of Surveys Returned					
	2014	2015	2016	2017	2018
Teachers	40	39	39	31	50
Students	63	72	75	75	57
Parents	39	4	26	28	45

Percent Satisfied with Learning Environment					
	2014	2015	2016	2017	2018
Teachers	92.7	95	97.4	93.5	96%
Students	94.7	99	97.3	97.3	95%
Parents	93.5	Insufficient Data	92.3	85.7	96 %

Percent Satisfied with Social and Physical Environment					
	2014	2015	2016	2017	2018
Teachers	97.6	97	92.3	96.8	100
Students	92	96	93.3	98.7	91
Parents	90.3	Insufficient Data	73.1	79.3	94

Percent Satisfied with School-Home Relations					
	2014	2015	2016	2017	2018
Teachers	87.8	82	69.2	64.6	82
Students	92	93	91.9	86.7	91
Parents	93.1	Insufficient Data	80.8	82.8	91

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

Please click [HERE](#) for our SDE School Report Card.

SCHOOL RENEWAL PLAN FOR 2018-2019 through 2022-23

Student Achievement
<p>Performance Goal Area:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Administrator Quality <input type="checkbox"/> School Climate <input type="checkbox"/> District Priority
<p>PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 20 % in 2016-17 to 50 % in 2022-23.</p> <p><i>Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.</i></p>
<p>INTERIM PERFORMANCE GOAL: Annually meet or exceed the standard in ELA as measured by SC READY.</p>

DATA SOURCE(s):	AVERAGE BASELINE 2016-17	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	20 %	School Projected	30	35	40	45	50
		School Actual 26 %					
	49 %	District Projected	52	55	58	61	64
		District Actual 52 %					

ACTION PLAN FOR STRATEGY #1: ELA					EVALUATION
ACTIVITY	TIMELINE (Start & End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	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

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
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Performance Goal Area:

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

PERFORMANCE GOAL: 2

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.

DATA SOURCE(s):	AVERAGE BASELINE 2016-17	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	29.5 %	School Projected	39.5	44.5	49.5	54.5	59.5
		School Actual 43.5					
	54.0 %	District Projected	57	60	63	66	69
		District Actual 60					

ACTION PLAN FOR STRATEGY #2: MATH					EVALUATION
ACTIVITY	TIMELINE (Start & End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Reduced Class Size Teacher in Grade Levels 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 from Lab day
Coaching Cycles	Sept.-May	Teachers, Admin, IC, GC Academic Specialist	N/A	N/A	Agendas, Coaching Cycle School Plan, Lesson Plans

Performance Goal Area:

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

PERFORMANCE GOAL: 3 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 3 % annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SDE website and School Report Card	Baseline established in 2017-18 Grade 4 36 %	School Projected	39	42	45	48	51
		School Actual 36 %					
	Grade 4 - 60 %	District Projected	63	66	69	72	75
		District Actual 60 %					

ACTION PLAN FOR STRATEGY #3: SCIENCE					EVALUATION
ACTIVITY	TIMELINE (Start & End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Science 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: 4

The percentage of students scoring Met and Exemplary on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Met and Exemplary on SCPASS Social Studies will increase by 3 % annually.

DATA SOURCE(s):	Baseline established in 2017-18	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Social Studies SDE	Grade 5 only 73 %	School Projected	76	79	82	85	89
		School Actual 73					

website and School Report Card	Grade 5 only 78 %	District Projected	81	84	87	90	93
		District Actual 78 %					

ACTION PLAN FOR STRATEGY #4: Social Studies					EVALUATION
ACTIVITY	TIMELINE (Start & End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	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: <input type="checkbox"/> Student Achievement <input checked="" type="checkbox"/> Teacher/Administrator Quality <input type="checkbox"/> School Climate <input type="checkbox"/> District Priority
PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	26 % Meets Expectations and Exceeds Expectations	School Projected Hispanic 29	32	35	38	41	44
SC READY ELA SC SDE Website		School Actual Hispanic 23					
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 36	36	39	42	45	48
SC READY ELA SC SDE Website		District Actual Hispanic 34					
SC READY ELA SC SDE Website	17 % Meets Expectations and Exceeds Expectations	School Projected 20	23	26	29	32	35

SC READY ELA SC SDE Website		School Actual AA 23					
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	District Projected AA 25	25	28	31	34	37
SC READY ELA SC SDE Website		District Actual AA 25					
SC READY ELA SC SDE Website	8 % Meets Expectations and Exceeds Expectations	School Projected SWD 11	14	17	20	23	26
SC READY ELA SC SDE Website		School Actual SWD 4					
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	District Projected SWD 14	14	17	20	23	26
SC READY ELA SC SDE Website		District Actual SWD 12					
SC READY ELA SC SDE Website	15 % Meets Expectations and Exceeds Expectations	School Projected LEP 18	21	24	27	30	33
SC READY ELA SC SDE Website		School Actual LEP 19					
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	District Projected LEP 35	35	38	41	44	47
SC READY ELA SC SDE Website		District Actual LEP 33					
SC READY ELA SC SDE Website	x % Meets Expectations and Exceeds Expectations	School Projected SIP	x	x	x	x	x
SC READY ELA SC SDE Website		School Actual SIP x					
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected SIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual SIP 33					
SC READY Math SC SDE Website	30 % Meets Expectations and Exceeds Expectations	School Projected Hispanic 33	36	39	42	45	48

SC READY Math SC SDE Website		School Actual Hispanic 42					
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51
SC READY Math SC SDE Website		District Actual Hispanic 42					
SC READY Math SC SDE Website	38 % Meets Expectations and Exceeds Expectations	School Projected 41	44	47	50	53	56
SC READY Math SC SDE Website		School Actual AA 32					
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27	27	30	33	36	39
SC READY Math SC SDE Website		District Actual AA 28					
SC READY Math SC SDE Website	10 % Meets Expectations and Exceeds Expectations	School Projected SWD 13	16	19	22	25	28
SC READY Math SC SDE Website		School Actual SWD 20					
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30
SC READY Math SC SDE Website		District Actual SWD 16					
SC READY Math SC SDE Website	21 % Meets Expectations and Exceeds Expectations	School Projected LEP 24	27	30	33	36	39
SC READY Math SC SDE Website		School Actual LEP 41					
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40	40	43	46	49	52
SC READY Math SC SDE Website		District Actual LEP 42					

SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	School Projected SIP	x	x	x	x	x
SC READY Math SC SDE Website		School Actual SIP x					
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected SIP 36	36	39	42	45	48
SC READY Math SC SDE Website		District Actual SIP 38					

ACTION PLAN FOR STRATEGY					EVALUATION
ACTIVITY	TIMELINE (Start & End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Reduced Class Size Teacher in Grades 1-4	Sept- May	Title I Facilitator, Admin	Teacher Salaries	Title I	Rosters, Title I Paperwork

Performance Goal Area: <input type="checkbox"/> Student Achievement <input checked="" type="checkbox"/> Teacher/Administrator Quality <input type="checkbox"/> School Climate <input type="checkbox"/> District Priority
PERFORMANCE GOAL: 6 Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, Fastbridge, MAP, and other measures.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018- 19	2019- 20	2020- 21	2021- 22	2022- 23
Fountas and Pinnell	Criterion Reference Measure	School Projected					
		School Actual	Baseline Spring 2019				
Fastbridge	Norm Reference Measure	School Projected					
		School Actual	Baseline Spring 2019				

MAP Winter Reading	% students with Winter Reading RIT at/or above criteria for scoring Meets or Exceeds Expectations on SCREADY ELA	School Projected		Grade 2 - % Grade 5 - %	Grade 2 - % Grade 5 - %	Grade 2 - % Grade 5 - %	Grade 2 - % Grade 5 - %
South Carolina MAP Linking Study - December 2016	2 nd grade criteria RIT = 189, 62 nd percentile 5 th grade criteria RIT = 216, 66 th percentile	School Actual	Grade 2 - 16.4 % Grade 5 - 17.2 %				
Fountas and Pinnell		District Projected					
		District Actual	Baseline Spring 2019				
Fastbridge		District Projected					
		District Actual	Baseline Spring 2019				
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets or Exceeds Expectations on SC READY ELA	District Projected		Grade 2 38% or above Grade 5 34% or above	Grade 2 38% or above Grade 5 34% or above	Grade 2 38% or above Grade 5 34% or above	Grade 2 38% or above Grade 5 34% or above
South Carolina MAP Linking Study - December 2016	2 nd grade criteria RIT = 189, 62 nd percentile 5 th grade criteria RIT = 216, 66 th percentile	District Actual	Grade 2 - 40% Grade 5 - 42%				

ACTION PLAN FOR STRATEGY					EVALUATION
ACTIVITY	TIMELINE (Start & End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Reduced Class Size Teacher in Grades 1-4	Sept-May	Title I Facilitator, Admin	Teacher Salaries	Title I	Rosters, Title I Paperwork

Teacher/Administrator Quality
Performance Goal Area: <input type="checkbox"/> Student Achievement <input checked="" type="checkbox"/> Teacher/Administrator Quality <input type="checkbox"/> School Climate <input type="checkbox"/> District Priority
PERFORMANCE GOAL: 1 The school will have qualified, diverse teachers (gender and ethnicity) by 2023.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report	Baseline will be established at the end of the 2018-19 school year	School Projected		TBD	TBD	TBD	TBD
		School Actual					
Employment report	Baseline will be established at the end of the 2018-19 school year	District Projected		TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY					EVALUATION
ACTIVITY	TIMELINE (Start & End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Participate in the District's Spring recruitment fair	March	Administrators, Instructional Coach	N/A	District	Resumes, Pictures, Agenda
Share best practices in staff meetings	Monthly	Instructional Coach, Teachers	N/A	N/A	Attendance on Sign-In Sheets, Emails
Professional development 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

School Climate

Performance Goal Area:

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

PERFORMANCE GOAL: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey	98.7 %	School Projected Students 100	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 91.2 %					
SC SDE School Report Card Survey	96.8 %	School Projected Teachers 100	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 100 %					
SC SDE School Report Card Survey	79.3 %	School Projected Parents 83	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 93.6 %					
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86					
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97					
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		District Actual Parents 88					
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Performance Goal Area:

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

PERFORMANCE GOAL: 2 The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

PERFORMANCE GOAL: 3 The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		School Actual 0					
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		District Actual 0.8					

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		School Actual 0					
	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07

GCS Expulsion Report		District Actual .04					
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Performance Goal Area:

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

PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	90	90	90	90	90
		School Actual 89					
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	90	90	90	90	90
		District Actual 89	90				

Performance Goal Area:

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

PERFORMANCE GOAL: 5 Achieve and maintain a student attendance rate of 95% or higher.

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 95.8	School Projected	95	95	95	95	95
180 th day Attendance Report		School Actual 95.5					

	(2016-17) 95	District Projected	95	95	95	95	95
180 th day Attendance Report		District Actual 95					

Performance Goal Area:

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

PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	Afraid ≤ 6 Lonely ≤ 9 Angry ≤ 9	Afraid ≤ 6 Lonely ≤ 9 Angry ≤ 9	Afraid ≤ 6 Lonely ≤ 9 Angry ≤ 9	Afraid ≤ 6 Lonely ≤ 9 Angry ≤ 9	Afraid ≤ 6 Lonely ≤ 9 Angry ≤ 9
		School Actual Afraid – 6 % Lonely – 9 % Angry – 9 %	*I/S	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		District Actual Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5 Lonely – 10 Angry – 8	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤