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 202-22 *(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

PRINTED NAME	SIGNATURE	DATE
Dr. W. Burke Royster	*WBurke Royster*	April 13, 2021

PRINCIPAL

PRINTED NAME	SIGNATURE	DATE
Damon M. Qualls	*Damon M. Qualls*	3/4/21

CHAIRPERSON, BOARD OF TRUSTEES

PRINTED NAME	SIGNATURE	DATE
Mrs. Lynda Leventis-Wells	*Lynda Leventis-Wells*	April 13, 2021

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

PRINTED NAME	SIGNATURE	DATE
Shannon Land	*Shannon Land*	3/4/21

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

PRINTED NAME	SIGNATURE	DATE
Sarah Edge	*Sarah E*	3/4/21

Monaview Elementary School 864-355-4300
10 Monaview Street Greenville, SC 29617
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	Laura Catherine Kirschner
3. Parents/Guardians	Lillian Lopez, Maria Palma, Isidra Sanchez
4. Paraprofessional	Melissa Munoz
4. Community Members	Richard Corbin, Raymond Land, Janice Sargent
5. School Improvement Council Member	Kara Holley, Shannon Land
6. R2S Reading Coach	Sarah Edge
7. R2S Literacy Leadership Team Lead	Sara Awtrey
8. R2S Leadership Members	Damon Qualls, Kara Holley, Shannon Land, Sarah Edge, Sara Awtrey, Jody Reed, Margie Manchester

ASSURANCES FOR SCHOOL PLAN

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.
Early Childhood Development and Academic Assistance Act (Act 135) Assurances [S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004)]

✓ **Yes** ❏ **No** ❏ **N/A**	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).	
✓ **Yes** ❏ **No** ❏ **N/A**	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).	

✓ **Yes** ❏ **No** ❏ **N/A**		**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.
✓ **Yes** ❏ **No** ❏ **N/A**		**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*.
✓ **Yes** ❏ **No** ❏ **N/A**		**Technology** The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.
✓ **Yes** ❏ **No** ❏ **N/A**		**Innovation** The district funds innovative activities to improve student learning and accelerate the performance of all students.
✓ **Yes** ❏ **No** ❏ **N/A**		**Collaboration** The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.
✓ **Yes** ❏ **No** ❏ **N/A**		**Developmental Screening** The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.
✓ **Yes** ❏ **No** ❏ **N/A**		**Half-Day Child Development** The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.
✓ **Yes** ❏ **No** ❏ **N/A**		**Developmentally Appropriate Curriculum for PreK–3** The district ensures that the scope and sequence of the curriculum for PreK–3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.
✓ **Yes** ❏ **No** ❏ **N/A**		**Parenting and Family Literacy** The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes 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; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

✓ **Yes** ❏ **No** ❏ **N/A**		**Recruitment** The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for 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): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
✓ **Yes** ❏ **No** ❏ **N/A**		**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

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 often 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 teachers to ensure that we are all focused on Monaview's long term goals and vision for the school. Along with individual grade level meetings, the staff also participates in scheduled professional development sessions on various topics. The school leadership team meets frequently as well. This team assists with decision making regarding school scheduling, student activities, school culture, and academic and 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 and evolves. We then adjust our instructional approach with teachers and students throughout the forums listed above. These practices are fluid 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 (70) on the school report card, up from 66 previous year.
- In 2017, the ELA SC Ready data shows Monaview had 20% of our students to meet or exceed expectations and Monaview had 31.9% of our students to meet or exceed expectations in Math.
- Since then, we continue to grow our students. In 2018, we had 26% in ELA and 43.5% in Math. In 2019, we had 32.4% in ELA and growth in Math to 55.4%.

- 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 meeting or exceeding expectations in Social Studies, compared to 72.3% statewide.
- Data from the following years is as follows: SCPASS Science in 2018 was 34 % and in 2019 was 45%. SCPASS for Social Studies was 65% in 2018 and 79% in 2019.

Teacher/Administrator Quality

- Professional development offerings will reflect teacher needs and survey results. The past three years, 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

	Teachers	Students*	Parents*
Number of surveys returned	51	109	56
Percent satisfied with learning environment	96.0%	95.4%	87.5%
Percent satisfied with social and physical environment	96.1%	96.3%	90.9%
Percent satisfied with school-home relations	84.3%	93.6%	87.3%

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

- According to the school report card, 90% of parents are satisfied with the social and physical environment. We have intentionally worked 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 are learning English as their second or third 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).
- 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 and reduced lunch percentage. This is a challenge for our children, families, and staff.

Significant Awards/Honors and Accomplishments from the Past Three Years

- 2020 Principal of the Year, Damon M. Qualls
- What Works SC award finalist (10th annual Dick and Tunky Riley) for 2020
- 2018 William "Bill" T. Wylie VALUED Lives Award for School Excellence in Diversity by the Riley Institute, Furman University & Greenville Chamber of Commerce
- 2018, 2019, 2020 Upstate Parent Magazine - Student Who Makes a Difference recipient
- 2018 and 2019 #Teach864 district participation winners
- 2018, 2019, 2020 Greenville Drive Reading All-Stars Challenge winner
- 2018 and 2019 South Carolina ASCD Emerging Leader winners
- 2018 United Way Chairman's Award and Campaign of Excellence recognition
- Host school for Scholastic's National Make Summer Count Initiative kick-off
- Surpassed $280,000 utilizing DonorsChoose.org in the last three years
- National Board Certified Teachers
- Partners in Education (PEP) Summer Reading Program 2012-2019
- Scored 100% in overall student progress on our school Report Card for two years in a row
- Excellent on the School Report Card (score of 66 and then 70)

Student Progress ⓘ

Overall Percentage of Progress Points Earned	100.0%

Student Progress Components - Percent of Progress Points Earned

All Students	100.0%
Lowest Performing 20% of Students	100.0%
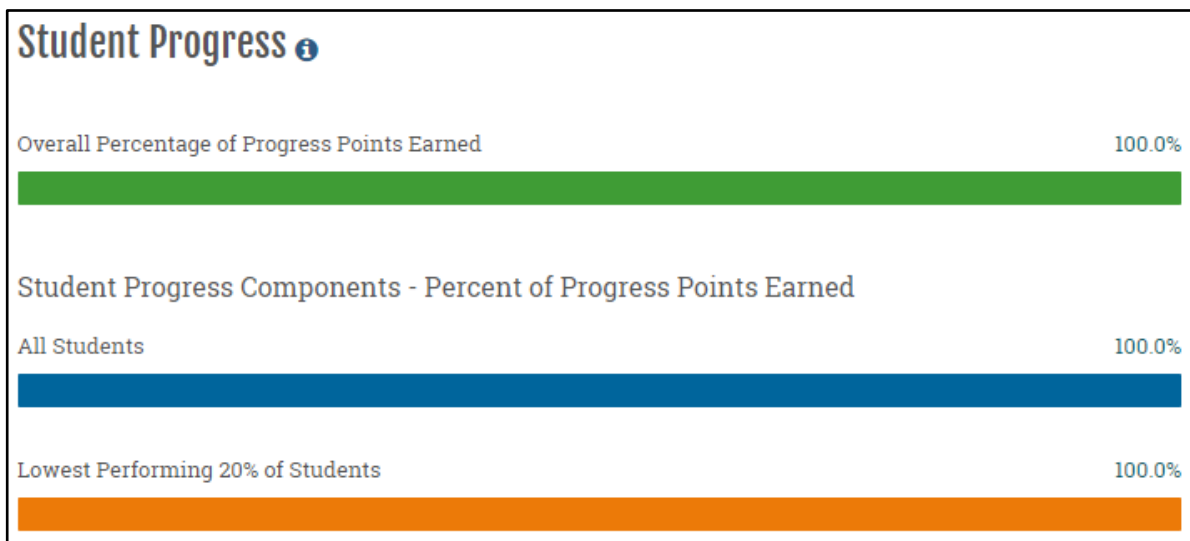
School Profile

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 new Active Boards in every classroom, personal learning devices for all students, a full-sized gymnasium, a complete art studio with kiln, a chorus and drama rehearsal space, a fully equipped stage with wireless sound system and microphones, and multiple playground areas. Monaview Elementary traditionally serves 615 students in grades K4-5, although this year some of those students are virtual. 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 hashtag, #MonaviewMoments. Monaview has an active social media presence on Facebook, Twitter, and Instagram. We carried out our hollywood theme for two years, and we also were honored as a School of Excellence in Diversity. We have had school themes that represent us: "A League Of Our Own" and "Still in the Game" with sports accents. 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. Last year he wrote a published endorsement for the book The Wild Card, by Wade and Hope King, formerly 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. His involvement with Leadership Greenville and the Riley Institute have also been crucial to the growth of Monaview.

Kara Holley, Assistant Principal

Ms. Kara Holley served nine years as Monaview's administrative assistant but since 2017-2018 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

The Title I Planning/SIC Committee, PTA, Faculty Council, staff, and students have 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, IXL Math and now Lexia for our ESOL students. 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 have had a Parent Resource Room in the past, where parents can get resources and use technology 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 2016-17 school year, Monaview Elementary had 17 business partners and during 2017-18, this amount increased to 47. Currently, we continue to grow this number and have many businesses involved with our school.

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, literacy specialist
Classroom Teachers- twenty-nine classroom and related arts teachers for grades K4 to fifth grade
Support Teachers- one reading interventionist, four ESOL teachers, four special education teachers, one speech therapist, one school counselor
Office Staff- social worker, mental health counselor, a full-time parent involvement coordinator, attendance clerk, secretary, and a nurse
Paraprofessionals- five Kindergarten aides, four Special Education aides, an Innovation lab aide
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.

When looking at our staff by gender, 8.22% are males and 91.78% are female. When looking at our staff by Ethnicity, the totals are as follows: Caucasian 75.34%, African American 13.7%, Hispanic and Latino 8.2% and Other is listed as 2.7%.

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 for ELA and Math.

Classroom Environment

	Our School	Change from Last Year
Total Number of Teachers	44	No change
Percent of teachers with advanced degrees	54.5	No change
Average teacher salary	$52,686	Up from $50,264
Percent of teachers on continuing contract	84.1	Up from 77.3
Percent of teachers returning from previous year - current year	90.0	Up from 89.7
Percent of teachers returning from previous year - three year average	88.9	Up from 85.0
Percent of teacher vacancies for more than 9 weeks	0.0	No change
Percent of inexperienced teachers teaching in core classes	6.9	Down from 16.7
Number of inexperienced teachers teaching in core classes	2	Up from 1
Percent of out-of-field teachers teaching in core classes	0.0	No change
Number of out-of-field teachers teaching in core classes	0	No change

ESSA regulations require states to post on their report cards information about teachers with emergency or provisional credentials. South Carolina does not award emergency or provisional credentials, thus that metric is not listed.

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 February 2020, 618 students were enrolled at 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, to name a few.

This year with the option of Virtual school due to the pandemic, we have around 450 students on our campus and have had to make shifts in personnel because of this. The numbers below for the 2020-2021 school year are reflective of our population on campus and do not include students in the virtual classes.

Ethnicity

The table below shows the fluctuation in school population in the last few years.

	All	Asian	African American	Hispanic/ Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian/ Pacific Islander	White
Student Population								
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%
2019-2020								
#	618	1	79	419	8	30	0	81
%		.001%	13%	68%	.01%	.05%	0	13%
2020-2021								
#	**456**	3	46	340	7	12	0	48
%		.07%	10.1%	74.6%	1.5%	2.6%	0	10.5%

Additional Information

	Our School	Change from Last Year
Percent of Students (7th and 8th grade) enrolled in high school credit courses	N/AV	N/A
Percent of students served by gifted and talented program	3.9	Up from 3.8
Percent of students retained	1.0	Up from 0.9
Principal's/Superintendent's/Director's years at school/district	3	Up from 2
Percent of classrooms with wireless access	100	No change
Percent of students served by 1:1 learning	100	No change
Chronic Absenteeism Rate	11.8	Up from 9.7
Percent of 8th Graders with Individual Graduation Plan (IGP)	N/AV	N/A

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, and 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 ceremony and celebrate with their students.

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

13

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 and 1 literacy stations are conducted during guided reading so that the teacher is able to work with small groups. In grades 2-5, students read independently while the teacher works with leveled groups. The literacy specialist and instructional coach 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. Leveled Literacy Intervention, written by Fountas and Pinnell, is used for this supplemental support, and this 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 running 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 5th grade now has a Chromebook. Students use their devices during the school day for various projects and take them home for eLearning days and assignments. 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: For the past three 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
- Curriculum is taught in a sequential order, based on 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
- 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
- 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

	English Language Arts (ELA)								
SC Ready ELA 2019	Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score	Standard Deviation
	3	88	36.40%	38.60%	15.90%	9.10%	25.00%	63.60%	392.60	108.30
	4	92	32.60%	28.30%	18.50%	20.70%	39.10%	67.40%	480.90	119.20
	5	107	29.90%	38.30%	24.30%	7.50%	31.80%	70.10%	503.80	97.20

English Language Arts (Reading and Writing) - Percent Met or Exceeding

School   34.6% (89 / 257)

SCReady Performance by Grade Level - Percentage Meets or Exceeds Grade 5 - 33.3 %, Grade 4 - 42.2 %, Grade 3 - 28 %

School   34.6% (89 / 257)

District   54.7% (19022 / 34794)

State   45.4% (159686 / 351481)

	Mathematics								
SC Ready Math 2019	Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score	Standard Deviation
	3	88	25.00%	17.00%	40.90%	17.00%	58.00%	75.00%	442.80	111.30
	4	92	20.70%	21.70%	27.20%	30.40%	57.60%	79.30%	506.70	112.90
	5	107	12.10%	36.40%	28.00%	23.40%	51.40%	87.90%	546.20	88.50

Mathematics - Percent Met or Exceeding

School   58.8% (151 / 257)

SCReady Performance by Grade Level - Percentage Meets or Exceeds Grade 5 - 53.5 %, Grade 4 - 61.4 %, Grade 3 - 62.7 %

School   58.8% (151 / 257)

District   54.5% (18952 / 34794)

State   45.1% (158655 / 351479)

SC PASS Science

Science - Percent Met or Exceeding

School   48.2% (40 / 83)

	Science
SC PASS Social Studies	Social Studies - Percent Met or Exemplary School 83.8% (83 / 99)
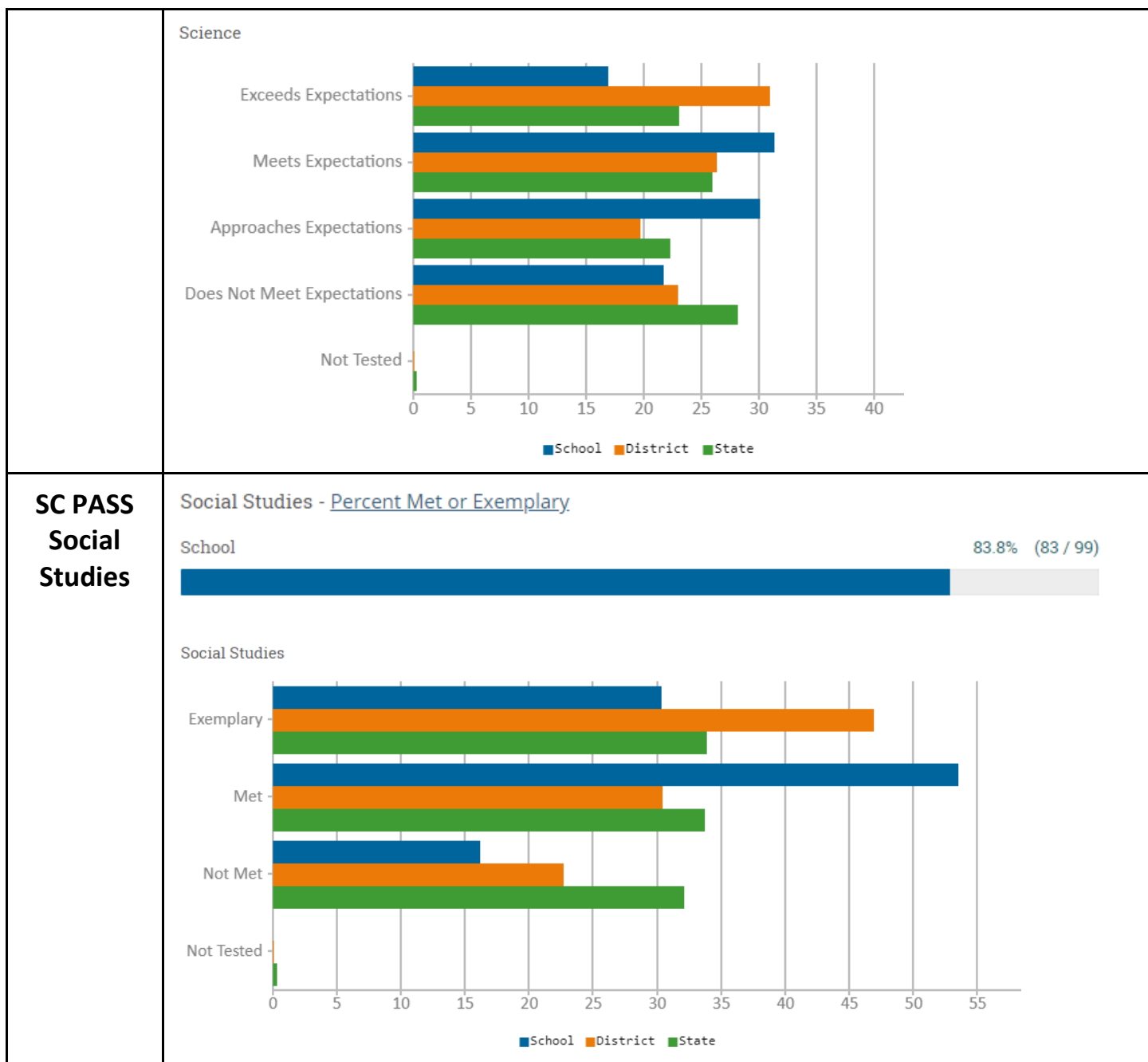
*Data Source for SC Ready and SCPASS Data- SDE School Report Card

https://screportcards.com/overview/?q=eT0yMDE5JnQ9RSZzaWQ9MjMwMTA2OQ

https://ed.sc.gov/data/test-scores/state-assessments/sc-ready/2019/district-scores-by-grade-level/?districtCode=2301

Teacher and Administrator Quality

Our professional development is focused around data analysis and literacy. Teachers were supported by the instructional coach, literacy specialist, 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 2020-21

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 conversations around the data found from the above mentioned MasteryConnect tests
- Coaching Cycles: needs and wants based in ELA and Math
- Co-teaching ESOL model
- Balanced Literacy Model (continued) and F&P Benchmarking

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 2020-21

- Review district benchmark assessments results to collaborate and plan instructionally
- Collaborative planning with all stakeholders (on Wednesday afternoons)
- Balanced Literacy Model (continued)
- Formative Assessments - techniques and benefits
- ESOL strategies and Co-teaching model

Professional Development Plan for 2021-22:
School-wide book study using the text Reading and Writing with English Learners: A Framework for K-5, by Valentina Gonzalez and Melinda Miller

School Climate Needs Assessment

Number of Surveys Returned				
	2016	**2017**	**2018**	**2019**
Teachers	39	31	50	51
Students	75	75	57	109
Parents	26	28	45	56

Percent Satisfied with Learning Environment				
	2016	**2017**	**2018**	**2019**
Teachers	97.4	93.5	96	96%
Students	97.3	97.3	95	95.4%
Parents	92.3	85.7	96	87.5%

Percent Satisfied with Social and Physical Environment				
	2016	**2017**	**2018**	**2019**
Teachers	92.3	96.8	100	96.1%
Students	93.3	98.7	91	96.3%
Parents	73.1	79.3	94	90.9%

Percent Satisfied with School-Home Relations				
	2016	**2017**	**2018**	**2019**
Teachers	69.2	64.6	82	84.3%
Students	91.9	86.7	91	93.6%
Parents	80.8	82.8	91	87.3%

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

Please click **HERE** for our SDE School Report Card.

Impact of COVID-19:

On March 27, 2020, The US Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements in Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:
- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History
- and the Constitution) the requirement that these count 20% has been waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness
- Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators
- (myIGDIs™), and Teaching Strategies® GOLD);

SCHOOL RENEWAL PLAN FOR 2018-19 through 2022-23

Student Achievement

Performance Goal Area:
- ✓ Student Achievement
- ❏ Teacher/Administrator Quality
- ❏ School Climate
- ❏ District Priority

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.

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.

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

DATA SOURCE	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 %	32.4 %	*waiver*				
	49 %	District Projected	52	55	58	61	64
		District Actual 52 %	58 %	*waiver*				

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 Grade Levels 1-4	Sept-May	Title I Facilitator, Admin	Teacher Salaries	Title I	Rosters, Title I Paperwork
Additional academic assistance to identified ESOL students	Sept-May	ESOL Department, Admin	Salaries	ESOL, District	Lesson Plans, Data Analysis, Required ESOL Documentation
Enhance Classroom Libraries	Sept-May	Teachers, Instructional Coach, Admin	$5,000-$50,000	Title I/ Grants/ School Funds	Library needs assessment, receipts, new books in Booksource

MasteryConnect Common Assessments & Benchmarks	Sept. -May	Teachers, Admin, IC, ESOL, Literacy Specialist	N/A	N/A	Assessment Trackers in MasteryConnect

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	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	55.4 %	*waiver*			
	54.0 %	District Projected 57	62	64	66	68	69
		District Actual 60	63 %	*waiver*			

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
Coaching Cycles	Sept. -May	Teachers, Admin, IC, GC Academic Math Specialist	N/A	N/A	Agendas, Coaching Cycle School Plan, Lesson Plans
MasteryConnect Common Assessments & Benchmarks	Sept. -May	Teachers, Admin, IC, ESOL	N/A	N/A	Assessment Trackers in MasteryConnect

Performance Goal Area:
- ✓ Student Achievement
- ❏ Teacher/Administrator Quality

- ❏ School Climate
- ❏ District Priority

PERFORMANCE GOAL: 3 The percentage of students scoring Meets 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 34 %	School Projected	37	40	43	46	49
		School Actual 34 %	45 %	*waiver*			
	Grade 4 - 60 %	District Projected	63	66	69	72	75
		District Actual 60 %	64 %	*waiver*			

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 website and	Grade 5 only 65 %	School Projected	68	71	74	77	82
		School Actual 65	79 %	N/A			

| | | School
Report Card | District Projected | 81 | 84 | 87 | 90 | 93 |
| | Grade 5 only
78 % | | District Actual 78 | 80 % | N/A | | | |

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:
- ❏ Student Achievement
- ✓ Teacher/Administrator Quality
- ❏ School Climate
- ❏ 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 and Exceeds Expectations	School Projected Hispanic 29	32	35	38	41	44
SC READY ELA SC SDE Website		School Actual Hispanic 23	31 %	*waiver*			
SC READY ELA SC SDE Website	33 % Meets and Exceeds Expectations	District Projected Hispanic 36	36	39	42	45	48
SC READY ELA SC SDE Website		District Actual Hispanic 34	40 %	*waiver*			
SC READY ELA SC SDE Website	17 % Meets and Exceeds Expectations	School Projected 20	23	26	29	32	35

SC READY ELA SC SDE Website		School Actual AA 23	28 %	*waiver*			
SC READY ELA SC SDE Website	22 % Meets and Exceeds Expectations	District Projected AA 25	25	28	31	34	37
SC READY ELA SC SDE Website		District Actual AA 25	31 %	*waiver*			
SC READY ELA SC SDE Website	8 % Meets and Exceeds Expectations	School Projected SWD 11	14	17	20	23	26
SC READY ELA SC SDE Website		School Actual SWD 4	5 %	*waiver*			
SC READY ELA SC SDE Website	11% Meets and Exceeds Expectations	District Projected SWD 14	14	17	20	23	26
SC READY ELA SC SDE Website		District Actual SWD 12	21 %	*waiver*			
SC READY ELA SC SDE Website	15 % Meets and Exceeds Expectations	School Projected LEP 18	21	24	27	30	33
SC READY ELA SC SDE Website		School Actual LEP 19	24 %	*waiver*			
SC READY ELA SC SDE Website	32 % Meets and Exceeds Expectations	District Projected LEP 35	35	38	41	44	47
SC READY ELA SC SDE Website		District Actual LEP 33	44 %	*waiver*			
SC READY ELA SC SDE Website	x % Meets and Exceeds Expectations	School Projected SIP	x	x	x	x	x
SC READY ELA SC SDE Website		School Actual SIP 21	21 %	*waiver*			

SC READY ELA SC SDE Website	35 % Meets and Exceeds Expectations	District Projected SIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual SIP 33	45 %	*waiver*			
SC READY Math SC SDE Website	30 % Meets and Exceeds Expectations	School Projected Hispanic 33	36	39	42	45	48
SC READY Math SC SDE Website		School Actual Hispanic 42	58 %	*waiver*			
SC READY Math SC SDE Website	36 % Meets and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51
SC READY Math SC SDE Website		District Actual Hispanic 42	43 %	*waiver*			
SC READY Math SC SDE Website	38 % Meets and Exceeds Expectations	School Projected AA 41	44	47	50	53	56
SC READY Math SC SDE Website		School Actual AA 32	44 %	*waiver*			
SC READY Math SC SDE Website	24 % Meets and Exceeds Expectations	District Projected AA 27	27	30	33	36	39
SC READY Math SC SDE Website		District Actual AA 28	30 %	*waiver*			
SC READY Math SC SDE Website	10 % Meets and Exceeds Expectations	School Projected SWD 13	16	19	22	25	28
SC READY Math SC SDE Website		School Actual SWD 20	32 %	*waiver*			
SC READY Math SC SDE Website	15 % Meets and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30

Source	Measure	Subgroup					
SC READY Math SC SDE Website		District Actual SWD 16	20 %	*waiver*			
SC READY Math SC SDE Website	21 % Meets and Exceeds Expectations	School Projected LEP 24	27	30	33	36	39
SC READY Math SC SDE Website		School Actual LEP 41	53 %	*waiver*			
SC READY Math SC SDE Website	37 % Meets and Exceeds Expectations	District Projected LEP 40	40	43	46	49	52
SC READY Math SC SDE Website		District Actual LEP 42	46 %	*waiver*			
SC READY Math SC SDE Website	x % Meets and Exceeds Expectations	School Projected SIP	x	x	x	x	x
SC READY Math SC SDE Website		School Actual SIP 50	50 %	*waiver*			
SC READY Math SC SDE Website	33 % Meets and Exceeds Expectations	District Projected SIP 36	36	39	42	45	48
SC READY Math SC SDE Website		District Actual SIP 38	43 %	*waiver*			

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:
- ❏ Student Achievement
- ✓ Teacher/Administrator Quality
- ❏ School Climate
- ❏ 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 Referenced Measure	School Projected	42 %	45	48	51	54
		School Actual Baseline Spring 2019	42 %	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*			
Fastbridge	Norm Referenced Measure	School Projected	K5 - 37% 1st - 29%				
		School Actual Baseline Spring 2019	K5 - 37% 1st - 29%				
MAP Winter Reading	2018 2nd grade criteria RIT = 190 64th percentile 5th grade criteria RIT = 217 68th percentile 2020 2nd grade criteria RIT = 188 72nd percentile 5th grade criteria RIT = 227 65th percentile	School Projected	Grade 2 38% or > Grade 5 34% or >	Grade 2 38% or > Grade 5 34% or >	Grade 2 – % Grade 5 – %	Grade 2 – % Grade 5 – %	Grade 2 – % Grade 5 – %
South Carolina MAP Linking Study – February 2018 and July 2020	2nd grade criteria RIT = 188, 72 percentile 5th grade criteria RIT = 217, 68th percentile	School Actual	Grade 2 – 16.4 % Grade 5 – 17.2 %	Grade 2 11 % *5th grade data point not available - School Board decision to waive 5th grade testing due to Act 142 testing requirements.*			
Fountas and Pinnell		District Projected	69 %	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*			
		District Actual	Baseline Spring 2019				
Fastbridge		District Projected	K5 - 50% 1st - 55%	*Data point not available due to state-wide school closures*			

		District Actual	Baseline Spring 2019	*on March 17, 2020 - COVID-19 pandemic.*			
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 36% or > Grade 5 32% or >	Grade 2 36% or > Grade 5 32% or >	Grade 2 36% or > Grade 5 32% or >	Grade 2 36% or > Grade 5 32% or >	Grade 2 36% or > Grade 5 32% or >
SC MAP Linking Study Feb. 2018	2nd grade criteria RIT = 190, 64th percentile 5th grade criteria RIT = 217, 68th percentile	District Actual	Grade 2 38% Grade 5 39%	Grade 2 38% Grade 5 41%	Grade 2 – 37% *5th grade data point not available - School Board decision to waive 5th grade testing due to Act 142 testing requirements*		

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
R43-205 Greenville County Schools requests a waiver to increase the number of students served in each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each class, we can increase the number of at-risk students served by 15% without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or	2020-21	Director of Early Intervention and Student Support			Waiver

instructional implementation.						

Teacher/Administrator Quality

Performance Goal Area: ❏ Student Achievement ✓ Teacher/Administrator Quality ❏ School Climate ❏ 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 established at the end of 2018-19	School Projected	x	Maintain Teacher Diversity	Maintain Teacher Diversity	Maintain Teacher Diversity	Maintain Teacher Diversity
GCS Human Resources	Baseline established in 2019-2020	School Actual	x	22.4% are not caucasian, 9% are male	Gender Diversity = yes Ethnic Diversity = yes		
Employment report	Baseline established at the end of 2018-19	District Projected	92 %	94 %	96 %	98 %	100 %
GCS Human Resources	Baseline established in 2017-2018	District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity = 100% Ethnic Diversity = 97%		

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, IC	N/A	District	Resumes, Pictures, Agenda
Share best practices in staff meetings	Monthly	IC, Literacy Specialist, Teachers	N/A	N/A	Attendance on Sign-In Sheets, Emails

PD in various content areas, skills & 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 %	91 %	*waiver*			
SC SDE School Report Card Survey	96.8 %	School Projected Teachers 100	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 98 %	98 %	*waiver*			
SC SDE School Report Card Survey	79.3 %	School Projected Parents 83	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 87.3 %	93 %	*waiver*			
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		District Actual Students 86	89	*waiver*			
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	*waiver*			
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	*waiver*			

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	0	0			
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		District Actual 0.8	1.5	0.9			

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	0	0			
	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		District Actual .04	.10	.03			

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
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	90	90	90	90	90
		School Actual 89	90	90	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*		
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	90	90	90	90	90
		District Actual 89	90	92	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*		

34

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
180th day Attendance Report		School Actual 95.5	96	96.3			
	(2016-17) 95	District Projected	95	95	95	95	95
180th day Attendance Report		District Actual 95	95	96			

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 Cognia 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
Cognia 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	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic*	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

Cognia 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	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic*	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤