Mountain View Elementary School Renewal Plan

Principal, Jennifer Gibson

Greenville County Schools

Dr. Burke Royster, Superintendent

2013-2014 through 2017-18

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Mountain View Elementary

DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2014-15 *(one year)*

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylors		
PRINTED NAME	**SIGNATURE**	**DATE**

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Donny Kauffman		
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Jennifer Gibson		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 6350 Mountain View Rd. Taylors, SC 29687

SCHOOL'S TELEPHONE: (864) 355-6800

PRINCIPAL'S E-MAIL ADDRESS: jgibson@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

POSITION	*NAME*
1. PRINCIPAL:	Jennifer Gibson
2. TEACHER:	Jackie Pitts
3. PARENT/GUARDIAN:	Suzanne Spearman
4. COMMUNITY MEMBER:	Jo Dee Jolliff
5. SCHOOL IMPROVEMENT COUNCIL:	Donny Kauffman

6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

POSITION	*NAME*
Parent	Angie Styles
PTA President	Anne Howell
Teacher	Jenny Hunter
Teacher	Tammy Cannada
Instructional Coach	Diana Sims
Teacher	Jennie Perry
Teacher	Anne Singleton
Teacher	Katie Redmon
Teacher	Anita Ayers
Parent	Tina Malak
Parent	Samuel Malak
Teacher	Shelly Emery
Teacher	Quay Johnson
Teacher	Elaine Parris
Teacher	Kelly Dill
Teacher	Bess Field
Guidance Counselor	Paula Chandler
Teacher	Amy Johnson
Teacher	Kala Barnette
Teacher, PE	Amber Barnette
Teacher, Art	Anne Hembree
Teacher, Music	Garrison Howard
Teacher	Christine Morelli
Teacher, SPED	Joanna Dill

Teacher	Lauren Schubert
Teacher, SPED	Dawn Hoffman
Teacher	Marilynn Medlock
Teacher	Lauren Anthony
Teacher	Sophia Dryman
Teacher	Cindy Crain
Teacher	Kayla Holland
Teacher	Katie Lea
Teacher, 4K	Tammy Puskas
Teacher	Amanda Coleman
Teacher	Michelle Driscoll
Teacher, 4K	Kathy Jo Kee
Teacher	Angel McCray
Teacher	Andrea Weaver
Teacher	Mendy Smith
Teacher	Michele Johnson
Teacher	Missy Price
Teacher	Jan Kull
Teacher	Sherri Rock
Teacher	Rachel Parris
Teacher	Jill Frick
Teacher, SPED	Beth Stiles
Student	Ashley Kull
Student	Mela Smith
Assistant Principal	Stephen Deyo
Speech Therapist	Kelsey Kuckhahn
Media Specialist	Joan Gilreath
Student	Ryan Morelli
Student	Evan Howell
Student	Wyatt Spearman
Student	Griffin Price
Student	Jon Walker Pitts

*REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

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

__X___ **Academic Assistance, PreK–3**
The 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).

__X___ **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).

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

__X___ **Staff Development**
The 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*.

__X___ **Technology**
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

__N/A___ **Innovation**
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

__X___ **Recruitment**
The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

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

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

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

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

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

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

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Introduction

Mountain View Elementary's 2012-2013 school portfolio began with a self-study based on our state surveys (parent, staff and student), our AdvancEd standards, our Annual School Report Card and our student achievement results. Teams came together to analyze our information for each of these data sources and explored findings, including the determination of areas of strength and the assessment of needs. Principle members of our team are our administrators, Principal Jennifer Gibson and Assistant Principal Stephen Deyo. Our Instructional Coach, Diana Sims, who has been a member of the portfolio team since 2003-04 helped to facilitate many of the conversations because of her experience with the process and her access to necessary data. We brought in a partner from North Greenville University because we host a large number of their pre-service teachers every year. We added classroom teachers, guidance counselors, speech therapists, members of the SIC, parents, the media specialist, teachers of the arts, and teachers from the Special Education Department. We wanted to have a good representation from many different areas of our school. We utilized multiple teams made up of same grade teachers, vertical teams, and other collaborative groups. The teams worked collectively to create this document which represents how we work together as a school community and how we go about the business of teaching our students.

EXECUTIVE SUMMARY

SUMMARY OF STUDENT ACHIEVEMENT FINDINGS

Strengths:
- PASS ELA – 90% of our students scored MET or EXEMPLARY
- PASS Social Studies – 91% of our students scored MET or EXEMPLARY

Needs:
- PASS Science – 20% of our students scored NOT MET
- PASS Math – 17% of our students scored NOT MET

SUMMARY OF TEACHER AND ADMINISTRATOR QUALITY

Strengths:
- All Mountain View teachers are highly qualified by the state of SC and our district
- The majority of our teachers have a graduate degree or higher in their area
- Nine of our teachers are National Board Certified
- Our faculty is very stable with over 94% returning each year
- Average tenure for our teachers is around 14 years

Needs:

- Encourage an increase of teachers with graduate degrees to over 75%
- Schedule in-service training for the new learner standards
- Increase our average teacher attendance rate to at least 95%

SUMMARY OF SCHOOL CLIMATE

Strengths:
- Our school provides a safe learning environment.
- Our school's leaders expect staff members to hold all students to high academic standards.
- Our school's purpose statement is clearly focused on student success.
- All of my child's teachers report on my child's progress in easy to understand language.

Needs:
- Other teachers know me. (Primary students survey results)
- My principal and teachers ask me what I think about school. (Elementary students survey results)
- My teachers ask my family to come to school activities. (Elementary students survey results)

SIGNIFICANT CHALLENGES OVER PAST THREE YEARS

- Lack of funding for professional development – Due to budgetary losses there is little or no money for teachers to attend professional conferences. There is no funding for the cost of the conferences or for the substitutes required for teacher absences.
- Changes in District Personnel – Recently our district named a new superintendent and new subject area coordinators in almost every subject area. Adapting to differences in district expectations affects the teachers in their planning time.
- Funding for the classroom – Prices increase yearly and funding is limited. Teachers have to pay for materials out of their own pockets. The teachers also pay for much needed copies with their own personal funds.
- Technology – although we went through a refresh in the 2012/2013 school year, we continually need updating. Teachers have older computers in the classrooms for student use, which are in need of constant repair. Several teachers have also had difficulties with integrating certain technologies into their curriculum, such as ActiVotes, Promethean Boards and iPads.
- Curriculum – During the past few years we have implemented Project Read, RTI, Common Core Standards, a new Curriculum planning tool (Rubicon Atlas), a new Math Textbook and a new reading program. Teachers feel that they do not have time to fully implement program/strategies/curriculum into the classroom before something else is being mandated by the district.
- Funding for RTI Teacher – we are required by the district to implement the RTI program in Kindergarten through 2nd grade. However, this is not a funded position at our school. Classroom teachers are required to find the time in their instructional schedule to teach RTI groups without sacrificing time in another subject area.

SIGNIFICANT AWARDS, RESULTS, OR ACCOMPLISHMENTS OVER THREE YEARS

- Community Service--- Our school is proud to serve others in many ways. We raise funds and awareness for Juvenile Diabetes. Our Tiger Pantry provides weekly groceries to ten needy families within our school family. We also provide Christmas gifts to families at our school who are in need.
- We have received the Palmetto Silver Award.
- Our student achievement, as measured by PASS, is above the District average in all subjects except Science.
- We have had state and district winners in the PTA Reflections Contests.
- We have been annually awarded the Safe Kids Award.
- Our school is a three time Red Carpet Award Recipient.
- We have nine National Board Certified teachers.
- Our school was recently awarded the Energy Star Award for our efforts to conserve energy.
- We have a running club that meets weekly. Students then have an opportunity to participate in a one mile race.
- We have Promethean boards, voting devices and iPads in every classroom, and teachers

participate in a variety of workshops to increase their technology proficiency.

- All teachers (with the exception of one new teacher) have been through three graduate level courses, making us a Project Read School. As a result, we have a unified approach in our ELA instruction from grades K4-5th, including a variety of research-based multisensory strategies.
- We have several teachers who have received PTA and Donors Choose grants.
- We have several teachers who recently achieved a higher level of education which included a Bachelor's Degree +18, a Master's Degree, Masters +30, and National Board Certification.
- One teacher was awarded three grants through SmartARTS. Through these grants, an artist worked with teachers to model integrating the arts. The artist also worked with classes across the grade level, and conducted an in-house field trip. The South Carolina Children's Museum has a display based on the finished project of these students.
- One teacher was chosen as an American Farm in the Classroom Teacher representative for 2012.
- Many of our teachers are IDEA teachers. In cooperation with the Peace Center, teachers are trained in an innovative training program, Intensive Development in Education through the Arts, integrating arts across all areas of the curriculum, which will positively impact student achievement.
- One of our school's Guidance Counselors completed the Career Development Facilitator Training under the National Career Development Association.
- Teachers have won grants over the last three years from the Greater Greer Education Foundation sponsored by the Greer Chamber of Commerce and a HIPP grant offered to SPED teachers.
- One teacher was named Peace Center Outreach Teacher of the Year for 2012-2013.
- Our fourth and fifth grade students serve as tutors and mentors to younger students on a weekly basis through our Tiger Tutors Program.

SCHOOL PROFILE

Mountain View Elementary School is a K4 through grade five public school in the School District of Greenville County. We currently have 849 students, 2 administrators, 57 certified personnel, and 16 classified personnel. It is one of 49 elementary schools in Greenville County. Mountain View Elementary School is situated in a rural area at the foothills of the Blue Ridge Mountains. The school is approximately eleven miles from Greer, the nearest city. Due to our remote location, families must travel in order to access banks, post offices, grocery stores, medical facilities, and even the public library. However, members of our community are happy traveling this distance because it allows them to enjoy the calm, picturesque country life that they value.

Mountain View has a long standing history within our community. The original Mountain View School was established in 1911 on the same property occupied by our current school. Since then, there have been several changes in the buildings, but the school has remained a steadfast fixture in the community. A significant number of our parents and grandparents attended Mountain View. Many of our teachers attended school here too, and have chosen to raise their families in the Mountain View community. The tradition continues as our former students' own children and grandchildren come to our school. For this reason, our entire community feels a unique bond and a responsibility to maintain the integrity of Mountain View. Our school family consists of hard working people who span the spectrum from all occupations. When we come together to make decisions each person's input is valued and respected. Mountain View Elementary School has the respect and support of our parents and the community.

Mountain View was proud to be recognized as a three-time recipient of the Red Carpet Award. This award is given to schools that provide a warm, friendly environment that helps make visitors feel welcome and part of the school family. This award is very important to us because we believe that having a positive, caring environment will help in our efforts to improve student education, and build partnerships with the community. Mountain View is known for its family-like atmosphere and will continue to provide a nurturing place for children to learn and grow.

The tagline of Mountain View Elementary School is "Each child, one day at a time".

Principal:

Jennifer Gibson is currently in her third year as Principal of Mountain View Elementary School. Prior to this position, she served as Assistant Principal here for seven years. Before coming to Mountain View, she was a classroom teacher at Blue Ridge Middle School, and an Administrative Assistant at Woodmont High School. She brings a variety of experiences to our school. She is an upstate native and attended Wade Hampton High School, received her Bachelor's degree in Elementary Education from Erskine College, and completed her Master's Degree in Administration and Supervision at Furman.

Assistant Principal:

Stephen Deyo is serving his third year as Assistant Principal at Mountain View. He began his career as an educator, teaching grades 6-8 at Wren Middle School in Anderson District One. He then became the administrative assistant at Oakview Elementary School here in Greenville County and served in that position for 3 years. He received a BS in Business Administration from The University of North Carolina at Asheville. He also received a BA in Elementary Education from UNC-Asheville. He then went on to earn a Master of Education degree in School Administration and Supervision from Clemson University.

Facilities:

We are fortunate to have a beautiful facility in which to work and learn. In this age of technology, we are moving rapidly to try to keep up with the changing world around us. We have Promethean Boards in every classroom. Every teacher has a new laptop. There are student voting devices in every classroom, as well. We have full wireless access. Students have two computer labs, laptops for checkout and one iPad per classroom for teacher and student use. There are also student stations in every classroom. We have recently added two flat-screen TVs for presentations and parent meetings. We have incorporated a large presentation TV in our atrium featuring current announcements, news and student photos. Finally, we have completed the installation of a fully integrated projection system in the cafeteria for presentations, professional development and more.

Safety:

Safety is a priority here at Mountain View. In addition to our regular drills, we have implemented a number of new safety procedures, such as requiring all visitors to sign in, locking all exterior and interior doors, and employing a director of our Extended Day Program to be in the front office at all times for secure after-school dismissals. We also have police officers who visit our campus on a regular basis for additional security. Safety Plans are available in every classroom.

PTA and Parental Involvement:

Mountain View Elementary PTA's primary purpose is to support the faculty and staff in their effort to make the school a better place for all children. By building close relationships between home and school, parents and teachers cooperate to provide the best education for our children. PTA gives families a voice. PTA is strongly supported at Mountain View. The teachers and administration welcome volunteers with open arms and in response, parents are eager to help. PTA is a registered non-profit association run entirely by volunteers. Mountain View volunteers have logged in more than 5,000 volunteer hours over the past school year. PTA operates on a $50,000 budget.

With the generosity of families and members of our close-knit community, PTA was able to provide more than $15,000 to the School Improvement Council, $5,700 for teacher stipends, more than $2,000 in classroom grants and more than $25,000 to various other areas of the school. PTA supports the arts as well as physical education. Mountain View Elementary participates in the Reflections Arts Program supported by PTA. PTA provides a grandparent's luncheon, senior citizens' events, a Spring Carnival, a teacher appreciation day and much more. Mountain View's PTA is independent of the school yet they collaborate very closely with the administration to best serve the needs of all. Mountain View's PTA is a strong asset to the school.

Partnerships:

North Greenville University, Greer Flooring Company, Chick-Fil-A, Greer Athletic Club, Hanson Aggregates, BI-LO, Ingles, Publix, Whole Foods, Greater Greer Education Foundation, Target, SmartARTS with the Metropolitan Arts Council, South Carolina Aquarium, Peace Center for the Performing Arts, Roper Mountain Science Center

SCHOOL PERSONNEL DATA

The staff at Mountain View Elementary School includes 37 self-contained classroom teachers, only one of whom is male. In addition to regular classroom teachers, we have one full time and two part time special education resource teachers, 1.5 School Counselors, one gifted and talented teacher, 1.4 physical education teachers, 1.4 art teachers, and 1.4 music teachers. The majority of our teachers (now 73.3%) have continued their education and achieved higher degrees. Nine teachers are National Board Certified. One teacher recently completed a doctoral degree and one has an Educational Specialist degree in Leadership. On an average, our teachers have been here 12.9 years.   The percentage or teachers who returned to Mountain View from last year is 94.7%. Teacher attendance rate is 94.4%.

Additional personnel include the school principal, assistant principal, secretary, attendance clerk, instructional coach, speech therapists, custodial staff, media specialist, nurses, and food service workers. Our K4 and kindergarten classrooms have a full time teaching assistant. There is one assistant in the media center, one in the LD Resource classroom, and 2 part-time clerks in the front office. Children who qualify will receive services from our part-time ESOL teacher. Students may receive services from a hearing specialist, special education resource teacher, an occupational therapist, and a school psychologist on an itinerant basis. Several bus drivers also provide services to students.

ALL CLASSROOM TEACHERS ARE HIGHLY QUALIFIED

- Teacher experience and educational level are shown in the following chart.

Avg. Years of Experience	Faculty Educational Levels					
	BA	BA+18	MEd	MEd+30	Ed.S/Ed.D	NBCT
13.6	4	8	19	23	2	9

STUDENT POPULATION

Mountain View Elementary School's current enrollment is 849 and is configured by grade level as follows:

Grade	Number of Students
K4	36
K5	129
1	152
2	135
3	133
4	126
5	138

There are slightly more boys than girls: 429/420

Our two subgroups which are identified on the Annual School Report Card are Disabled and Subsidized Meals. Our retention rate is 1.1% and our student attendance rate is high, at 96.3%

MAJOR PROGRAMS

- ✓ Project Read
- ✓ RTI
- ✓ Multiage classes
- ✓ Team teaching
- ✓ Departmentalized 5th grade
- ✓ Extended Day Program
- ✓ IDEA/SmartArts
- ✓ Chick-Fil-A Core Essentials
- ✓ Terrific Kids
- ✓ Balanced Literacy

Mission

"The mission of Mountain View Elementary School, in cooperation with the community, is to provide a safe, positive environment where children build skills, knowledge, and character needed for lifelong learning."

Values and Beliefs

We believe…

- All children can learn.
- The school's foremost responsibility is the adaptation to the academic needs of the children.
- The intellectual, personal, social, physical, and moral development of each child is the main concern of our school.
- The child benefits when the parents and teacher work together.
- Children learn best in an environment that fosters positive self-esteem.
- Children need exposure to a variety of teaching methods and strategies.
- Each child benefits from punctual and regular attendance.

STUDENT ACHIEVEMENT NEEDS ASSESSMENT

PASS OVERALL SCHOOL RESULTS
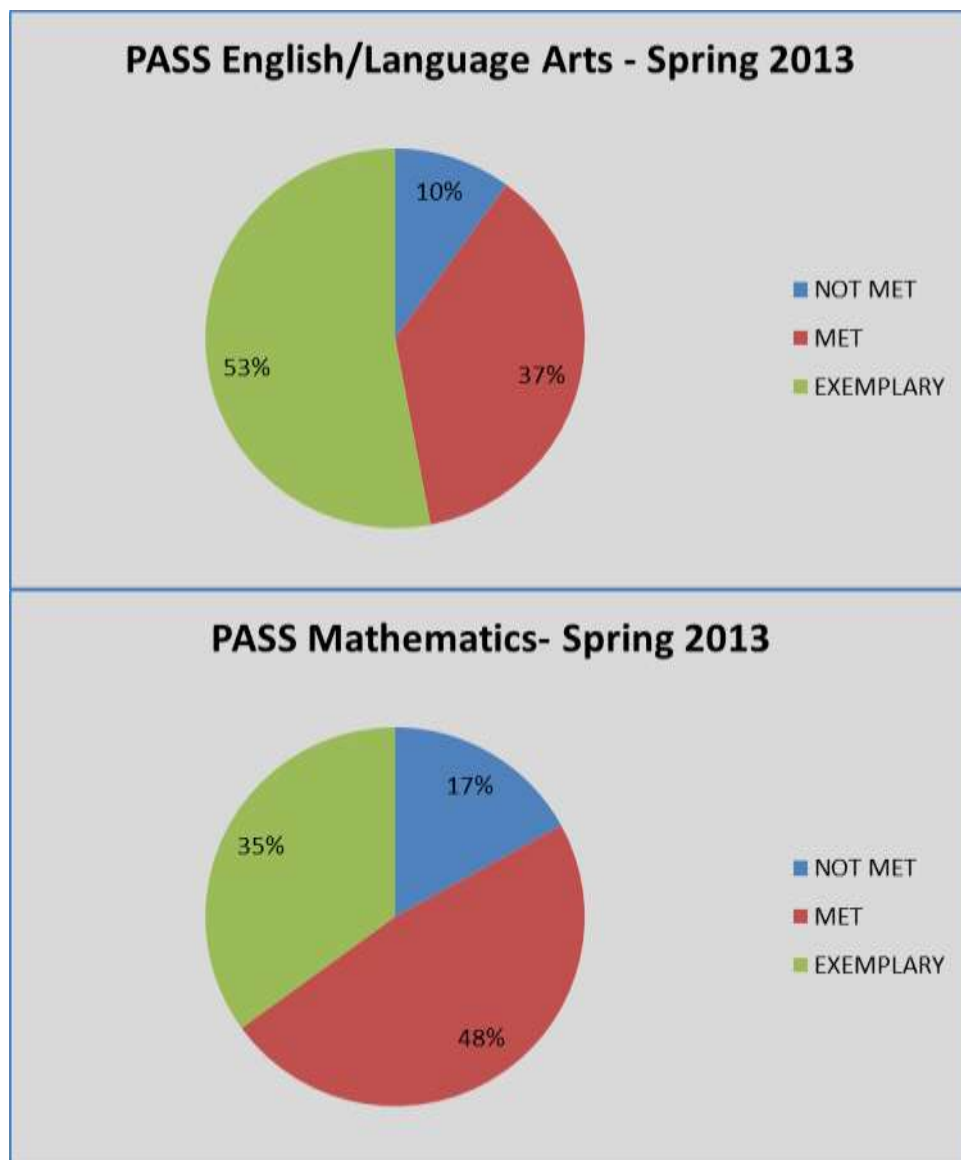
PASS Science- Spring 2013

- 20% NOT MET
- 64% MET
- 16% EXEMPLARY
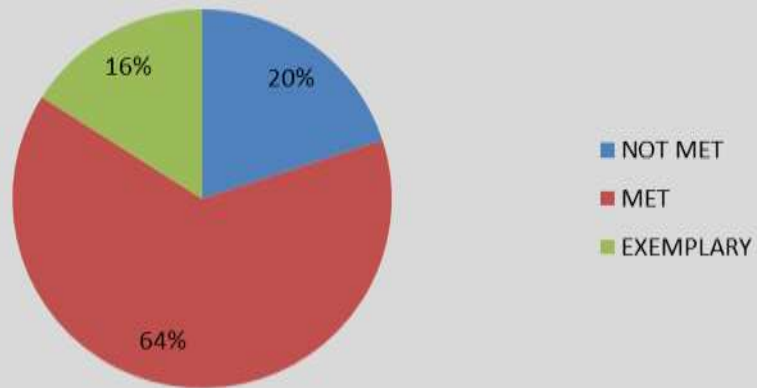
PASS Social Studies- Spring 2013

- 9% NOT MET
- 46% MET
- 45% EXEMPLARY
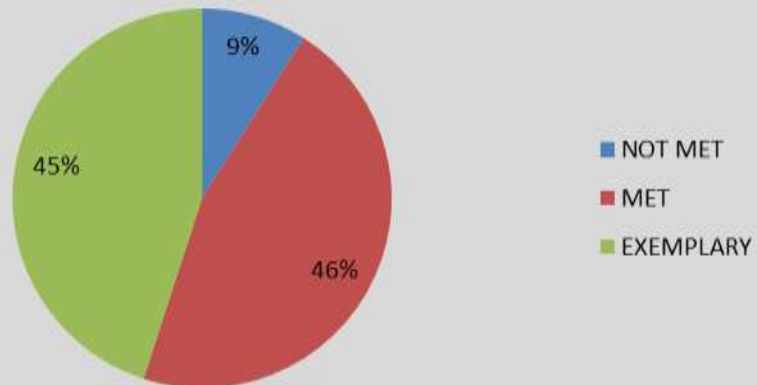
PASS Writing - Spring 2013

- 17% NOT MET
- 45% MET
- 38% EXEMPLARY

PASS RESULTS OVER TIME

PASS Writing Over Time

Year	% MET & EXEMPLARY	% NOT MET
2013	83	17
2012	83	17
2011	76	24
2010	82	18
2009	79	21
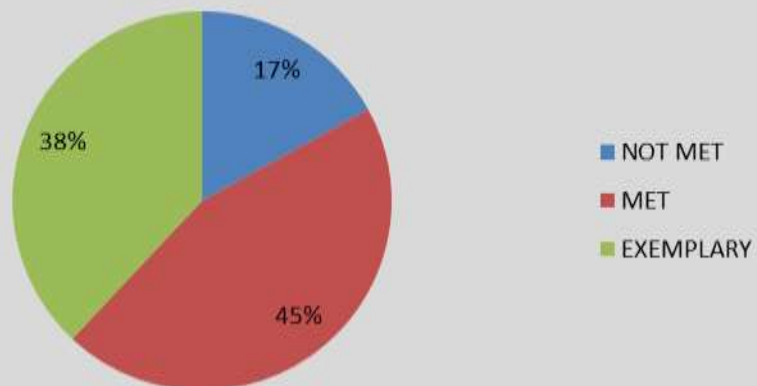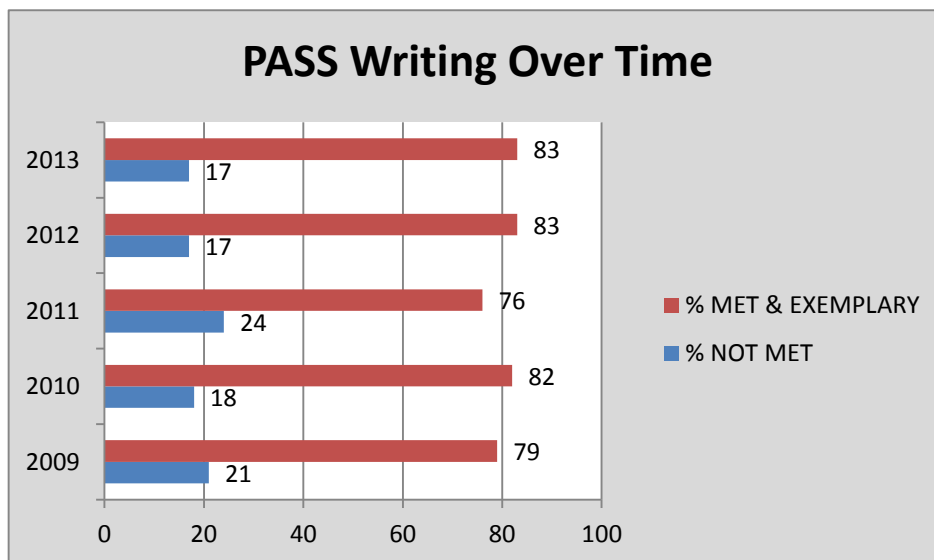
Our PASS Writing scores have been slightly up and down over the past five years. Differences may have been due to the inconsistency of testing grades. However, 2013 scores are identical to 2012 scores. Our increase in achievement over the past two years may have been due to the full implementation of Project Read throughout the school. We will continue to use Project Read strategies in addition to implementing Balanced Literacy to maintain this level over the next five years.

PASS Math Over Time

Year	% MET & EXEMPLARY	% NOT MET
2013	83	17
2012	85	15
2011	85	15
2010	81	19
2009	80	20
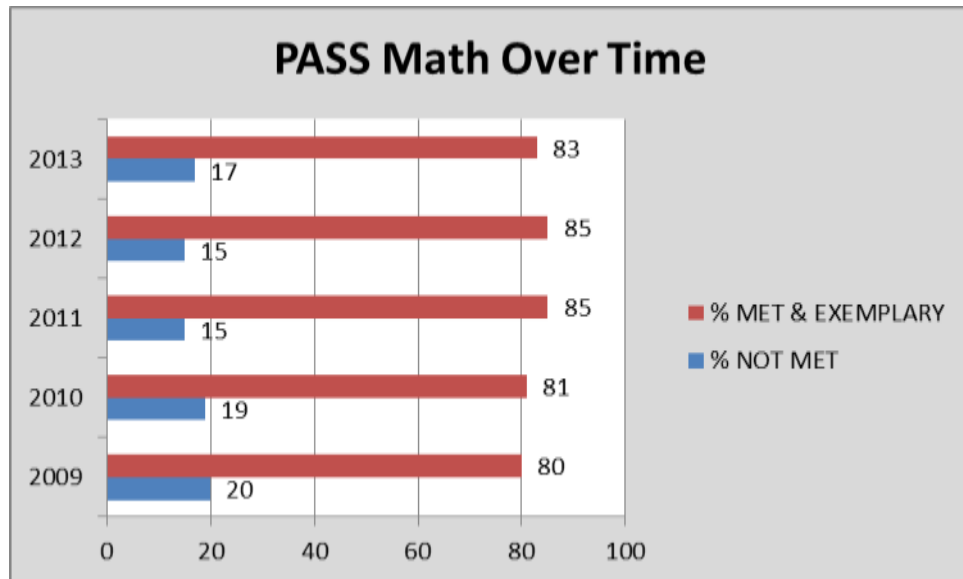
In the area of Mathematics, our goal for the next five years is to maintain student performance at the 85th percentile. Last year, however, our student performance dropped to 83%. We will continue to use Everyday Calendar Math, fully implement the Common Core Standards for Math, use Rubicon Atlas, and transition to a new Math textbook as just a few of our strategies to bring student achievement back up to the 85th percentile.

PASS ELA Over Time

Year	% MET & EXEMPLARY	% NOT MET
2013	90	10
2012	89	11
2011	90	10
2010	88	12
2009	84	16
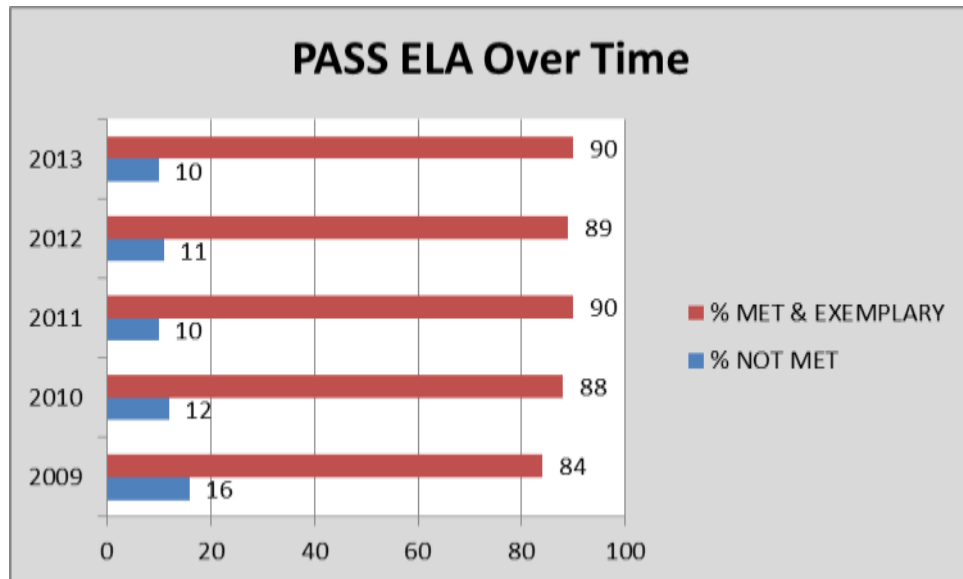
Mountain View's percentage of students scoring Met and Exemplary in ELA for 2012 was 90%, which is significantly higher than the district average of 81%. We will continue to use current strategies in addition to implementing the Balanced Literacy approach to maintain that performance level.

PASS Science Over Time
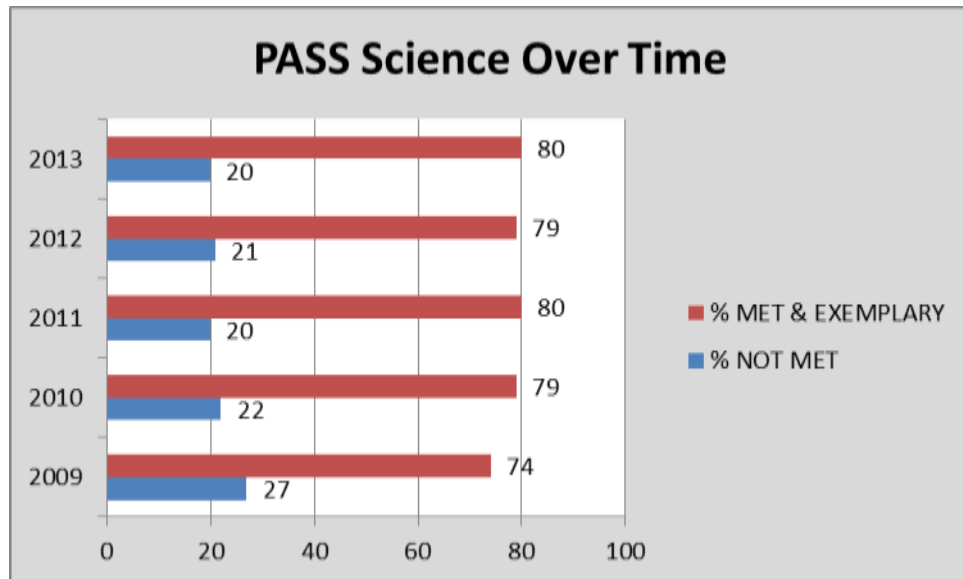
In Science, the percentage of students scoring Met or Exemplary in 2012 was 80%, slightly above the district average of 77%. We will implement strategies to improve this percentage by .5% each year to reach a goal of 81.2% by 2017-2018.

PASS Social Studies Over Time
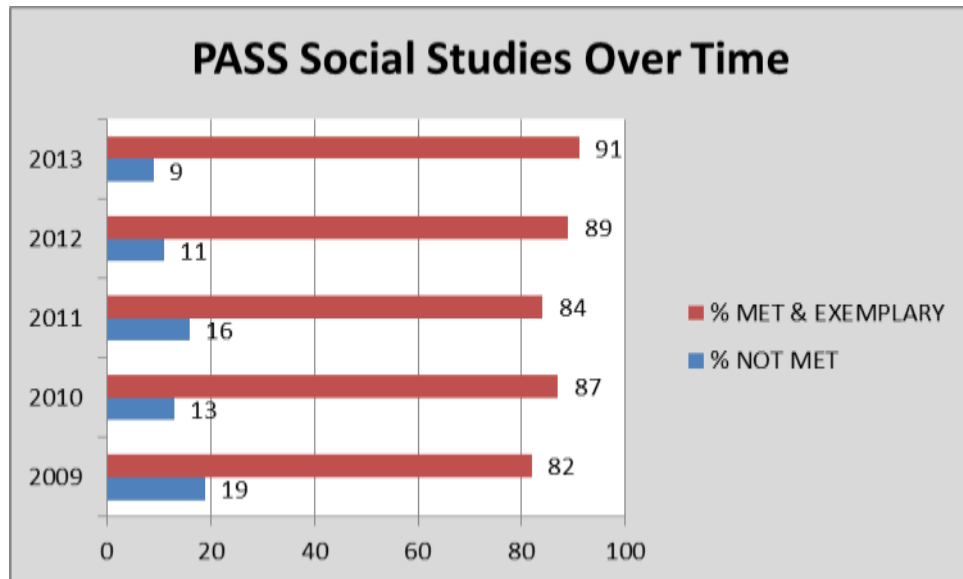
Our students performed well on the Social Studies portion of the PASS. With 91% of our students at Met or Exemplary, we are well above the district average of 79.6%. We will maintain our present instructional strategies in order to continue this level of achievement.

2012 Comparison with Other Greenville County Elementary Schools

PASS ELA – 10th
PASS Math – 14th
PASS Social Studies – 8th
PASS Science – 17th

SUBGROUPS

On the Annual School Report Card, Mountain View reports out on two subgroups; disabled and subsidized meals. The chart below compares student in our school to the Annual Measurable Objective of 635. In all but one area our disabled population scored below 635, with Social Studies being their strongest area of performance and Science being their weakest. Students with disabilities here at Mountain View scored above the district average for disabled students in ELA and Social Studies.

STUDENTS WITH DISABILITIES

	ANNUAL MEASURABLE OBJECTIVE	MOUNTAIN VIEW ALL STUDENTS	MOUNTAIN VIEW DISABLED	DISTRICT DISABLED
ELA	635	673	623	618
MATH	635	654	604	607
SCIENCE	635	627	587	587
SOCIAL STUDIES	635	661	635	611

We will develop and implement strategies to raise the level of achievement in all areas for our students with disabilities.

STUDENTS WITH SUBSIDIZED MEALS

	ANNUAL MEASURABLE OBJECTIVE	MOUNTAIN VIEW ALL STUDENTS	MOUNTAIN VIEW SUB MEALS	DISTRICT SUB MEALS
ELA	635	673	657	653
MATH	635	654	640	643
SCIENCE	635	627	619	614
SOCIAL STUDIES	635	661	653	636

At Mountain View, students with subsidized meals on the average performed above the 635 Annual Measurable Objective in ELA, Math and Social Studies, but were below in Science, as was our total population. Our students receiving subsidized meals were above the district average for students with subsidized meals in three of the four academic areas. Because our lowest performance schoolwide was in the area of Science, we will be putting strategies in place to improve all students' performance in this area. This in turn will improve achievement for students in this subgroup.

ESEA FEDERAL ACCOUNTABILITY RATING

Overall Weighted Points Total	83.3
Overall Grade Conversion	B

KEY	Index Score	Grade	Description
	90-100	A	Performance substantially exceeds the state's expectations.
	80-89.9	B	Performance exceeds the state's expectations.
	70-79.9	C	Performance meets the state's expectations.
	60-69.9	D	Performance does not meet the state's expectations.
	Less than 60	F	Performance is substantially below the state's expectations.

ITBS SCHOOL SUMMARY

THE IOWA TESTS

SCHOOL SUMMARY
Iowa Tests of Basic Skills® (ITBS®) / CogAT®
South Carolina Grade 2 Gifted and Talented Testing Program

School: Mountain View Elem 2301071
District: Greenville 01 2301

Form: C
Test Date: 11/2013
Norms: 09/23 [2005/C2005
Order No.: 000788068
Page: 1

| | | READING | | | Word Analysis | Listen-ing | LANGUAGE | | | MATHEMATICS | | | | CORE TOTAL | Social Studies | Science | Sources of Information | COM-POSITE |
		Vocab-ulary	Compre-hension	TOTAL			Spell-ing	Total	Concepts	Problems	Compu-tation*	TOTAL					
Grade 2 ITBS/CogAT	Number of Students Included	129							129	129		129					
	Average Standard Score (SS)	160.7							156.6	159.9		158.3					
	Percentile Rank of Average SS: National Student Norms	63							54	61		57					
	NPR of Average PSS (PNPR)	55							49	50		50					
	Difference (NPR-PNPR)	+8							+5	+11		+7					
Number of Students Tested = 135																	
ITBS	Number of Students Included	129							129	129		129					
	Average Standard Score (SS)	160.7							156.6	159.9		158.3					
	National Stanine of Average SS	6							5	6		5					
	Normal Curve Equivalent of Average SS	57							52	56		54					
	Percentile Rank of Average SS: National Student Norms	63							54	61		57					
Number of Students Tested = 135																	

Cognitive Abilities Test™ (CogAT®)

		Number of Students	Average USS	Average SAS	AGE SCORES PR	S	GRADE SCORES PR	S	PR	School Profile Age Percentile Rank 25 50 75 99
Grade 2	VERBAL	129	162.4	100.5	51	5	55	5	V 51	♦
	QUANTITATIVE	129	163.8	100.6	51	5	55	5	Q 51	♦
Number of Students Tested = 135	NONVERBAL	129	179.0	105.0	62	6	64	6	N 62	♦
	COMPOSITE	129	168.4	102.1	55	6	59	6	C 55	♦

USS = Universal Scale Score   SAS = Standard Age Score   PR = Percentile Rank   S = Stanine

Composite Standard Age Scores were used to compute the predicted Standard Score.
For further information on the interpretation of this report, please visit www.riversidepublishing.com or refer to the Interpretive Guide.

* = Math Computation is not included in the Math Total or in any score that includes the Math Total.

For the 2013-2014 school Mountain View's second graders performed well on the Iowa Tests of basic skills. Below is a chart comparing our students with the district achievement and goals. Our students scored well above the 50% goals and above the district averages in Mathematics.

	Mountain View Students	District	District Goal
Reading Comprehension	63%	66%	50%
Math Concepts	54%	50%	50%
Math Problem Solving	61%	55%	50%

School-Based Professional Development Calendar for School Year 2013-2014

Title	Presenter	Description	Date	Time	# Att	Correlation to School Goals
Data Analysis	D. Sims	In small groups, teachers will be assisted in the interpretation and use of PASS scores.	Aug	TBD		**Goal 1 – Student Achievement**
Mentoring	D. Sims	New staff will be assigned to mentors. Other teachers will be assigned peer coaches. A team will be formed to update the New Teacher Handbook and the Mentoring Guide.	Aug	TBD		**Goal 2 - Teacher/Administrator Quality**
MAP Inservice	D. Sims	Testing and security protocol for MAP	Aug 28	3:00		**District Requirement**
Fountas and Pinnell	Sharon Hull	Implementing Balanced Literacy 8-11:00 Primary 11:45 – 2:45 Intermediate	Sept 11	2 half days		**Goal 1 – Student Achievement**
Technology	A. Coleman	Teacher Websites	Sept 11	3:00		**Goal 3 – School Climate**
PD	D. Sims	Teachers will be introduced to the new Curriculum Management System	Sept 18	3:00		**Goal 1 – Student Achievement**
Common Core	D. Sims	Teachers will work in grade level teams on Common Core Curriculum and Assessments	Sept 25	GLMs		**Goal 1 – Student Achievement**
Faculty Council	J. Gibson	TBD	Sept 25			**Goal 3 – School Climate**
Fountas and Pinnell	Sharon Hull	Implementing Balanced Literacy 8-11:00 Primary 11:45 – 2:45 Intermediate	Oct 2	2 half days		**Goal 1 – Student Achievement**
Technology	J. Hunter	Teacher Blogs	Oct 9	3:00		**Goal 3 – School Climate**
Data Analysis	D. Sims	In small groups, teachers will be assisted in the interpretation and use of MAP scores.	Oct 16	GLMs		**Goal 1 – Student Achievement**

Data Analysis	D. Sims	Faculty will learn schoolwide results of PASS testing	OCT 16	3:00		**Goal 1 – Student Achievement**
Common Core	D. Sims	Teachers will work in grade level teams on Common Core Curriculum and Assessments	Oct 23	GLMs		**Goal 1 – Student Achievement**
Teachers Teaching Teachers	Variety	Teachers from Mountain View, Skyland and Tigerville will present various programs unique to their schools. Teachers may choose form a selection of sessions to attend.	Oct. 23	3:30		**Goal 1 – Student Achievement**
Fountas and Pinnell	Sharon Hull	Implementing Balanced Literacy 8-11:00 Primary 11:45 – 2:45 Intermediate	Oct 30	2 half days		**Goal 1 – Student Achievement**
Common Core	D. Sims	Teachers will work in grade level teams on Common Core Curriculum and Assessments	Nov 13	GLMs		**Goal 1 – Student Achievement**
Technology	M. Johnson	3 Ring – Teachers will be introduced to an online student work collection system.	Nov 13	3:00		**Goal 1 – Student Achievement**
PD	D. Sims	ThinkCentral – Teachers will be instructed in the use of ThinkCentral	Nov 20	GLMs		**Goal 1 – Student Achievement**
Technology	Teachers	Using ActiVotes – Teachers will create and share ActiVote lessons	Dec 11	3:00		**Goal 1 – Student Achievement**
PD	TBD	iMovie – Teachers will learn how to capture student work through iMovie	Dec 18	3:00		**Goal 1 – Student Achievement**
Technology	teachers	Using ActiVotes - Teachers will create and share ActiVote lessons	Jan 8	3:00		**Goal 1 – Student Achievement**
Fountas and Pinnell	Sharon Hull	Implementing Balanced Literacy – Classroom Observations	Jan 8			**Goal 1 – Student Achievement**
Teachers Teaching Teachers	Variety	Teachers from Mountain View, Skyland and Tigerville will present various programs unique to their schools. Teachers may choose form a selection of sessions to attend.	Jan 15	3:30		**Goal 1 – Student Achievement**
		Teacher Work Day	Jan 17			

Data Analysis	D. Sims	In small groups, second grade teachers will be assisted in the interpretation and use of ITBS scores.	Jan 17	GLMs		**Goal 1 – Student Achievement**
Common Core	D. Sims	Teachers will work in grade level teams on Common Core Curriculum and Assessments	Jan 22	GLMs		**Goal 1 – Student Achievement**
Faculty Council	J. Gibson	TBD	Jan 22			**Goal 3 – School Climate**
Technology	D. Sims	iPad – Student use and Promethean Applications	Feb 12	3:00		**Goal 1 – Student Achievement**
PD	D. Sims	Update from the IC on Common Core, Portal, testing, curriculum, etc.	Feb 19	3:00		**Goal 1 – Student Achievement**
Common Core	D. Sims	Teachers will work in grade level teams on Common Core Curriculum and Assessments	Oct 23	GLMs		**Goal 1 – Student Achievement**
Faculty Council	J. Gibson	TBD	Feb 26			**Goal 3 – School Climate**
Fountas and Pinnell	Sharon Hull	Implementing Balanced Literacy – Team Meetings or Classroom Observations	Feb 5			**Goal 1 – Student Achievement**
PASS Inservice	P. Chandler	The guidance counselor will train teachers in testing protocol and security.	Mar 12	3:00		**District Requirement**
PD	All teachers	Teachers will work in vertical teams to create next year's class rosters	Mar 19	3:00		**Goal 3 – School Climate**
Faculty Council	J. Gibson	TBD	Mar 26			**Goal 3 – School Climate**
Technology	D. Sims	iPad – Student use and Promethean Applications	Apr 9	3:00		**Goal 1 – Student Achievement**
PD	D. Sims	Teachers will work in assigned teams to update the school portfolio.	Apr 23	3:00		**District Requirement**

PASS Inservice	P. Chandler	The guidance counselor will train teachers in testing protocol and security.	Apr 30	3:00		**District Requirement**
Common Core Trainings	D. Sims	IC and teachers will attend monthly trainings on the Common Core for ELA and Math and report back to faculty	Monthly	3:30		**District Requirement**
Contact Meetings	D. Sims	Representatives will attend monthly contact meetings and report back to faculty	Monthly	3:30		**District Requirement**
Common Core	D. Sims	Teachers will be encouraged to attend district Common Core Workshops	TBD			**District Requirement**

School-Based Professional Development Calendar for School Year 2014-2015

Title	Presenter	Description	Date	Time	# Att	Correlation to School Goals
Data Analysis	D. Sims	In small groups, teachers will be assisted in the interpretation and use of PASS scores.	Aug	TBD		**Goal 1 – Student Achievement**
Mentoring	D. Sims	New staff will be assigned to mentors. Other teachers will be assigned peer coaches. The mentoring team will present the New Teacher Handbook and the Mentoring Guide.	Aug	TBD		**Goal 2 - Teacher/Administrator Quality**
Curriculum Expectations	D. Sims, J. Gibson	Faculty will work together to create curriculum and assessment expectations for each core subject	Aug 18	TBD		**Goal 1 – Student Achievement**
PD Rubicon Atlas	D. Sims	A refresher on the Curriculum Management System	Aug 15	GLMs		**Goal 1 – Student Achievement**
	J. Gibson	Faculty Council	Aug 20	3:00		
MAP Inservice	D. Sims	Set up Power Teacher	Aug 27	GLMs		**District Requirement**
		Testing and security protocol for MAP		3:00		
	D. Sims, J. Gibson	General Faculty Meeting Discussion on Curriculum and Instruction expectations	Sept 3	3:00		**Goal 1 – Student Achievement**
PD Technology	TBD	Think Central	Sept 10	GLMs		**Goal 1 – Student Achievement**
Data Analysis	D. Sims	Faculty will learn schoolwide results of PASS testing	Sept 17	3:00		**Goal 1 – Student Achievement**
	J. Gibson	Faculty Council	Sept 24	3:00		
Data Analysis	D. Sims	In small groups, teachers will be assisted in the interpretation and use of MAP scores.	Oct 1	GLMs		**Goal 1 – Student Achievement**
	J. Gibson	General Faculty Meeting		3:00		

PD Science	D. Sims	Setting up class-to-class observations	Oct 8	GLMs		**Goal 1 – Student Achievement**
		Discussion of the new science standards		3:00		
PD Science/Technology	D. Sims	Science ebooks	Oct 15	GLMs		**Goal 1 – Student Achievement**
	J. Gibson	General Faculty Meeting		3:00		
		Parent Conferences	Oct 17			
Teachers Teaching Teachers	Variety	Teachers from Mountain View, Skyland and Tigerville will present various programs unique to their schools. Teachers may choose form a selection of sessions to attend.	Oct 22			**Goal 1 – Student Achievement**
	J. Gibson	Discussion of class-to-class and TTT	Oct 29	GLMs		
		Faculty Council		3:00		
	J. Gibson	General Faculty Meeting	Nov 5	3:00		
PD Technology	TBD	Updating teacher websites	Nov 12	3:00		**Goal 3 – School Climate**
	J. Gibson	Faculty Council	Nov 19	3:00		
	J. Gibson	General Faculty Meeting	Dec 3	3:00		
PD Technology	TBD	Creating ActiVote lessons	Dec 10	3:00		
	J. Gibson	General Faculty Meeting	Jan 7	3:00		
Teachers Teaching Teachers	Variety	Teachers from Mountain View, Skyland and Tigerville will present various programs unique to their schools. Teachers may choose form a selection of sessions to attend.	Jan 14	3:00		**Goal 1 – Student Achievement**
	J. Gibson	General Faculty Meeting	Jan 21	3:00		

	J. Gibson	Faculty Council	Jan 28	3:00		
	J. Gibson	General Faculty Meeting	Feb 4	3:00		
PD Technology	TBD	iPad apps for classroom use	Feb 11	3:00		**Goal 1 – Student Achievement**
School Portfolio	D. Sims	Teachers will work in assigned teams to update the school portfolio.	Feb 18	3:00		**District Requirement**
	J. Gibson	Faculty Council	Feb 25	3:00		
PD	All teachers	Teachers will work in vertical teams to create next year's class rosters	Mar 4	3:00		**Goal 3 – School Climate**
PD	All teachers	Teachers will work in vertical teams to create next year's class rosters	Mar 11	3:00		**Goal 3 – School Climate**
PASS Inservice	P. Chandler	The guidance counselor will train teachers in testing protocol and security.	Mar 18	3:00		**District Requirement**
	J. Gibson	Faculty Council	Mar 25	3:00		
		General Faculty Meeting	Apr 8	3:00		
PD	D. Sims	Class-to-class visits	Apr 15	GLMs		
		TBD		3:00		
	J. Gibson	General Faculty Meeting	Apr 22	3:00		
	J. Gibson	Faculty Council	Apr 29	3:00		

PASS Inservice	P. Chandler	The guidance counselor will train teachers in testing protocol and security.	May 6	3:00		**District Requirement**
PD		TBD	May 13	3:00		
	J. Gibson	General Faculty Meeting	May 20	3:00		
	J. Gibson	Faculty Council	May 27	3:00		
Technology	Media Specialist	Topics on technology in the classroom TBD				**Goal 1 – Student Achievement**
Contact Meetings		Teachers will attend monthly content area contact meetings and report back to faculty in General Faculty Meetings	monthly			**Goal 1 – Student Achievement**
Common Core Workshops		Teachers will attend district sponsored common core workshops	Monthly			**Goal 1 – Student Achievement**
Literacy	D. Sims, Sharon Hull	Implementing Balanced Literacy- continuation of training	TBD			**Goal 1 – Student Achievement**

SCHOOL CLIMATE NEEDS ASSESSMENT

On the 2012 Annual School Report Card results from surveys indicate a very positive school climate. We will analyze the surveys further to look for any areas in which we may see a need for improvement.

Evaluations by Teachers, Students and Parents			
	Teachers	Students	Parents
Percent satisfied with learning environment	100%	94.2%	93.3%
Percent satisfied with social and physical environment	100%	92.7%	94.4%
Percent satisfied with home-school relations	100%	97.1%	87.8%

<u>Survey results</u>

To complete the re-accreditation evaluation process, each grade level team, and the group of specialist teachers met as independent entities to review the results of each survey. Each question was reviewed, and those questions representing our highest and lowest scores were discussed in detail to determine the qualities which make us successful, and those areas which may require particular attention to improve.

ESEA Survey Results Spring 2013

Parent Survey

<u>The areas of strength as identified by the survey responses include:</u>

Section: Resources and Support System

 # 26. Score: 4.68   Our school provides a safe learning environment.
We will continue to provide a safe and welcoming environment by requiring persons entering the building to sign in at the Front Office. Only those with identification displayed on their person will be allowed to walk through the building, and guests going to a classroom will be announced. We will continue to work with local law enforcement agencies to monitor our building and grounds. We will participate in regularly scheduled safety drills, and make sure all external doors and window remain locked. One area this staff has recommended for improvement is to enclose the first grade playground with a fence.
Section: Teaching and Assessing for Learning

 # 17.   Score: 4.49   All of my child's teachers report on my child's progress in easy to understand language.
Grading policies are sent home at the beginning of each school year. Through Power Teacher, parents can monitor student progress at any time. Teachers also use weekly newsletters, informal progress reports, report cards, emails, and telephone call to keep parents informed of student progress.

<u>The areas needing improvement as identified by the survey responses include</u>**:**

Section: Purpose and Direction

#2. Score: 3.87   Our school's purpose statement is formally reviewed and revised with involvement from parents.
We will involve PTA, SCI, Staff, and other interested Stakeholders in a review of our School Portfolio, including our mission/purpose statement.   We will add our mission/purpose statement to the school web page, to individual teachers' webpages, newsletters, and include it in the student handbook.
Section: Teaching and Assessing for Learning

#13. Score: 4.12   All of my child's teachers meet his/her learning needs by individualizing instruction

In 2013/14 Mountain View will implement Balanced Literacy through the Fountas and Pinnell reading program, which requires differentiated reading groups. We will consider a parent's education evening to explain the new program, including how students are individually assessed, how small reading groups are formed, and how differentiation is subsequently achieved.   This parent education could also include video presentations put on YouTube and our school website.   We will also communicate the value of Compass Odyssey and MAP testing as ways of evaluating and implementing differentiated learning.

STAFF SURVEY

<u>The areas of strength as identified by the survey responses include:</u>

Section: Purpose and Direction

#1. Score: 4.69   Our school's purpose statement is clearly focused on student success.

We will continue to use our current Purpose/ Mission Statement which we believe is clearly focused on student success.

#9. Score: 4.7   Our school's leaders expect staff members to hold all students to high academic standards.

We will continue to hold all students to high expectations.

<u>The areas needing improvement as identified by the survey responses include:</u>

Section: **Purpose and Direction**

#30. Score 4.21   In our school, staff members provide peer coaching to teachers.

We will continue to encourage teachers to provide workshops and study groups. We will assign peer coaches for teachers needing help.

#31. Score 4.2   In our schools, a formal process is in place to support new staff members in their professional practice.

We will create and implement a Mentoring Program for new teachers and staff. A New Staff Handbook will be made available to new staff members.

Student Survey (Elementary)

The areas of strength as identified by the survey responses include:

Section: Purpose and Direction

#1   Score: 2.96   In my school my principal and teachers want every student to learn.
Continue with high levels of expectations for all students.
Section: Governance and Leadership
#5   Score: 2.98   In my school my teachers want me to do my best work.
Continue to promote and provide a positive learning environment. Maintain high expectations.
#6   Score: 2.91   My teachers help me learn things I will need in the future.
Continue to use real-life applications in curriculum. Be sure to include teacher modeling of
application. Explain how skills and concepts will help students in the future.
#15   Score: 2.94   My school has many places where I can learn, such as the library.
Continue a variety of learning environments: computer lab, science lab, butterfly garden, and
monument area.

The areas needing improvement as identified by the survey responses include:

#10   Score: 2.46   My teachers ask my family to come to school activities.
Send more personalized invitations to school functions. Involve students in making invitations to
school functions. Teachers will communicate the importance of families attending school activities.
Section: Using Results for Continuous Improvement
#18   Score: 2.22   My principal and teachers ask me what I think about school.
Include student surveys and quick writes or prompts about issues. Add a suggestions box and
explain the purpose and correct use. Comments from the suggestion box can be discussed on the
news show. The principal can have lunch with student representatives from each grade level (such as
Student Council Rep.) to discuss school issues. Use ActiveVotes quarterly to survey student
opinions about school. Teachers ask for student feedback after a lesson or activity. Involve children
in more school based decisions.

Student Survey (Primary)

<u>The areas of strength as identified by the survey responses include:</u>

Section: About My School

#1.   **Score: 2.96**   **My teacher wants me to learn.**
Continue with high levels of expectation. Include positive reinforcement with rewards and incentives as needed.

#3.   **Score: 2.98**   **My teacher wants me to do my best.**
Continue to promote and provide positive learning environment.

#11.   **Score: 2.98**   **My School has books for me to read.**
Continue to build/update school and classroom libraries. Keep a variety of books visible to students at all times.

#13   **Score: 2.92**   **My teacher wants me to help all boys and girls.**
Continue Tiger Tutoring and Fuss Buster programs.

<u>The areas needing improvement as identified by the survey responses include:</u>

Section: About My School

#8   **Score: 2.4**   **Other Teachers Know me.**
Highlight relationships with Related Arts teachers by adding their photos with names to the daily schedule. Include a presentation about them on the news show. Implement the buddy system for teachers.

#12   **Score:**   **2.6**   **I use a computer to learn at school**
Incorporate more opportunities to use computers in the learning setting. Utilize ActiVotes by including more ActiVote lessons. Include more computer lab time and state specifics of how and what they are to learn on during each individual computer lab time. View and use the computer lab as a learning lab. Find new ways to integrate technology within the classroom.

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 82.7% in 2012 to 82.8% in 2018.

ANNUAL OBJECTIVE: Annually <u>increase</u> by .02% percentage point(s) students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	82.72	82.74	82.76	82.78	82.8
School Actual	82.7	82.9					
District Projected	X	X	78.8	79.8	80.8	81.8	82.8
District Actual	77.8	78.7					

Baseline data from 2011-12 is based upon 5th and 8th grade scores only. Projected performance is based upon 3rd through 8th grade scores.
Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) at 89.1% from 2012 to 2018.

ANNUAL OBJECTIVE: Annually maintain the percent of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	89.1	89.1	89.1	89.1	89.1
School Actual	89.1	90.1					
District Projected	X	X	79.0	80.0	81.0	82.0	83.0
District Actual	78.0	80.5					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

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

ELA - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	671.3	673.6					
Male	661.1	664.1					
Female	680.4	682.5					
White	673.3	676.3					
African-American	NA	NA					
Asian/Pacific Islander	NA	NA					
Hispanic	NA	NA					
American Indian/Alaskan	NA	NA					
Disabled	623.1	623					
Limited English Proficient	NA	NA					
Subsidized Meals	655.9	657.2					

ELA - District - Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	671.1	672					
Male	665.7	666.7					
Female	676.8	677.6					
White	685.1	684.6					
African-American	644.4	648.3					
Asian/Pacific Islander	696.1	697.5					
Hispanic	650.8	653.4					
American Indian/Alaskan	688.2	677.3					
Disabled	614.9	618.2					
Limited English Proficient	654.9	657.2					
Subsidized Meals	649.2	652.5					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) at 85% from 2012 to 2018.

ANNUAL OBJECTIVE: Annually maintain the percent of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	85	85	85	85	85
School Actual	85	85					
District Projected	X	X	78.4	79.4	80.4	81.4	82.4
District Actual	77.4	77.3					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

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

Math - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	658.8	654.1					
Male	657.6	651					
Female	659.3	657					
White	659.9	656.3					
African-American	NA	NA					
Asian/Pacific Islander	NA	NA					
Hispanic	NA	NA					
American Indian/Alaskan	NA	NA					
Disabled	614.5	604.9					
Limited English Proficient	Na	NA					
Subsidized Meals	648.7	639.7					

Math - District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	664.8	664					
Male	665.3	663.6					
Female	664.3	664.4					
White	677.8	677.3					
African-American	636.8	634.5					
Asian/Pacific Islander	703.1	701.1					
Hispanic	649.0	650.6					
American Indian/Alaskan	668.4	674.4					
Disabled	607.9	606.9					
Limited English Proficient	656.1	657.6					
Subsidized Meals	643.6	643					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

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

% Tested ELA – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100	100					
Male	100	100					
Female	100	100					
White	100	100					
African-American	NA	NA					
Asian/Pacific Islander	NA	NA					
Hispanic	NA	NA					
American Indian/Alaskan	NA	NA					
Disabled	100	100					
Limited English Proficient	NA	NA					
Subsidized Meals	100	100					

% Tested ELA – District Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.9	99.9					
Male	99.9	99.9					
Female	99.9	100					
White	99.9	100					
African-American	99.8	99.9					
Asian/Pacific Islander	99.8	100					
Hispanic	99.9	99.8					
American Indian/Alaskan	100.0	100					
Disabled	99.2	99.6					
Limited English Proficient	99.8	99.8					
Subsidized Meals	99.8	99.9					

% Tested Math – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100	100					
Male	100	100					
Female	100	100					
White	100	100					
African-American	NA	NA					
Asian/Pacific Islander	NA	NA					
Hispanic	NA	NA					
American Indian/Alaskan	NA	NA					
Disabled	100	100					
Limited English Proficient	NA	NA					
Subsidized Meals	100	100					

% Tested Math – District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	100					
Male	99.9	99.9					
Female	100.0	100					
White	100.0	99.9					
African-American	99.9	99.9					
Asian/Pacific Islander	100.0	100					
Hispanic	99.9	100					
American Indian/Alaskan	100.0	100					
Disabled	99.8	99.7					
Limited English Proficient	99.9	100					
Subsidized Meals	99.9	100					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 78.7% in 2012 to 81.2% in 2018.

ANNUAL OBJECTIVE: Increase by 0.5 percentage point(s) annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	79.2	79.7	80.2	80.7	81.2
School Actual	78.7	79.6					
District Projected	X	X	76.9	77.9	78.9	79.9	80.9
District Actual	75.9	77					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

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

Science - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	630.8	627.3					
Male	629.3	622.4					
Female	632.1	631.8					
White	631.8	628.6					
African-American	NA	NA					
Asian/Pacific Islander	NA	NA					
Hispanic	NA	NA					
American Indian/Alaskan	NA	NA					
Disabled	589.7	587					
Limited English Proficient	NA	NA					
Subsidized Meals	620.3	618.9					

Science - District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	632.8	633					
Male	633.7	633.6					
Female	631.8	632.4					
White	645.2	646.2					
African-American	607.3	606.2					
Asian/Pacific Islander	655.9	660.5					
Hispanic	617.0	616.2					
American Indian/Alaskan	640.3	644					
Disabled	585.9	587.2					
Limited English Proficient	620.7	620.9					
Subsidized Meals	614.1	613.8					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) at 89.3% from 2012 to 2018.

ANNUAL OBJECTIVE: Annually maintain the percent of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	89.3	89.3	89.3	89.3	89.3
School Actual	89.3	90.8					
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9	79.6					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

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

Social Studies - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	651.6	661.9					
Male	652.7	662.4					
Female	650.6	661.4					
White	653.4	663					
African-American	NA	NA					
Asian/Pacific Islander	NA	NA					
Hispanic	NA	NA					
American Indian/Alaskan	NA	NA					
Disabled	625.8	635.9					
Limited English Proficient	NA	NA					
Subsidized Meals	638.1	652.6					

Social Studies - District Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	649.2	655.6					
Male	651.8	658.3					
Female	646.6	652.6					
White	661.3	667.6					
African-American	626.1	631.1					
Asian/Pacific Islander	676.9	683.5					
Hispanic	632.8	640					
American Indian/Alaskan	655.8	660.8					
Disabled	605.3	611.2					
Limited English Proficient	637.7	644.9					
Subsidized Meals	629.0	635.6					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

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

FIVE YEAR PERFORMANCE GOAL: Annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

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

DATA SOURCE(S): Fall 2011 and fall 2012 ITBS/CogAT report produced by Riverside Publishing

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Reading Comprehension Actual	65%tile	66%tile	63%tile				
Mathematics Concepts Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Mathematics Concepts Actual	55%tile	57%tile	54%tile				
Mathematics Problems Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Mathematics Problems Actual	54%tile	63%tile	61%tile				

District	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Reading Comprehension Actual	67th %tile	66th %tile	67th %tile				
Mathematics Concepts Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Mathematics Concepts Actual	52nd %tile	50th %tile	49th %tile				
Mathematics Problems Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Mathematics Problems Actual	58th %tile	55th %tile	57th %tile				

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
WRITING – Maintain current writing strategies through the Project Read approach	All year	teachers	none	none	Lesson plans, classroom observations
WRITING – Implement Balanced Literacy strategies through the Fountas and Pinnell approach	All year	teachers	?	District Funds	PD Calendar
MATH – Continue current strategies such as Everyday Math, Calendar Math, Mountain Math and Portal curriculum.	All year	teachers	Approx. $5,000 for Everyday Math	District Funds	Lesson plans, classroom observations
MATH - Fully implement Common Core Standards in all grades.	All year	teachers	none	none	Lesson plans, classroom observations
SCIENCE - Integrate Science and ELA through non-fiction texts	All year	teachers	none	none	Lesson plans, classroom observations
SCIENCE – Create and administer more PASS-like assessments	TBD	D. Sims, teachers	none	none	PD Calendar
SCIENCE – Emphasize Science vocabulary	All year	teachers	none	none	Lesson plans, classroom observations
SCIENCE – Create Science-specific vertical alignment of vocabulary	TBD	D. Sims, teachers	none	none	PD Calendar
SCIENCE – Investigate possible STEM workshops	TBD	D. Sims	?	District Funds	PD Calendar
SCIENCE – Use graphic organizers, charts, graphs	All year	teachers	none	none	Lesson plans, classroom observations
SCIENCE – Science based field trips	All year	teachers	TBD	Families pay	Activity calendar, lesson plans
SOCIAL STUDIES – Maintain current teaching strategies	All year	teachers	none	none	Lesson plans, classroom observations
SOCIAL STUDIES – Integrate SS with Reading and writing using novels, non-fiction texts, and primary documents	All year	teachers	none	none	Lesson plans, classroom observations
SOCIAL STUDIES – Teach through thematic units in primary grades	All year	teachers	none	none	Lesson plans, classroom observations

Utilize the Resource model to provide additional support to **students with disabilities**	All year	teachers	none	none	Lesson plans, classroom observations, class schedules
Utilize the Inclusion model to provide additional support to **students with disabilities**	All year	teachers	none	none	Lesson plans, classroom observations, class schedules
SPED teachers work in cooperation with classroom teachers to frequently assess the needs of **students with disabilities**	All year	teachers	none	none	Lesson plans, classroom observations, class schedules
All teachers follow IEP and 504 goals for **students with disabilities**	All year	teachers	none	none	Lesson plans, classroom observations, copies of IEPs and 504s
Incorporate **technology** that is frequent, meaningful and engaging	All year	Teachers	None	None	Lesson plans

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of classes taught by Highly Qualified teachers at 100% from 2012 to 2018.

ANNUAL OBJECTIVE: Annually maintain 100% Highly Qualified teachers as reported on the Annual School Report Card.

DATA SOURCE(S):   Annual School Report Card

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

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Train all teachers in the Fountas and Pinnell Balanced Literacy Program.

ANNUAL OBJECTIVE: 100% of teachers will attend required Fountas and Pinnell training sessions.

DATA SOURCE(S): District Portal Printouts

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

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: All teachers will receive quality professional development on the Common Core Standards.

ANNUAL OBJECTIVE: 100% of teachers will receive quality Common Core professional development relevant to their subject area

DATA SOURCE(S): District Portal Printouts

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

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Continue to hire Highly Qualified teachers	Apr - Aug	J. Gibson	None	NA	Teacher credentials
Continue to hire teachers certified for their area	Apr - Aug	J. Gibson	None	NA	Teacher credentials
Provide teachers with the district schedule for Common Core trainings	August	D. Sims	None	NA	Schedule of Common Core meetings
Provide in-house common core trainings	All year	D. Sims	None	NA	PD Calendar
Provide Fountas and Pinnell trainings for all involved teachers	District schedule	District trainer	?	District	District training schedule

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

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

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

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.7	96.3					
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6					

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of parents who are satisfied with the learning environment at 94.4% from 2012 to 2018.

ANNUAL OBJECTIVE: Annually maintain the percent of parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	94.4	94.4	94.4	94.4	94.4
School Actual	94.4	93.3					
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.14					

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

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of students who are satisfied with the learning environment at 93.2% from 2012 to 2018.

ANNUAL OBJECTIVE: Annually maintain the percentage of students who are satisfied with the learning environment.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	93.2	93.2	93.2	93.2	93.2
School Actual	93.2	94.2					
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7					

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who are satisfied with the learning environment at 100% from 2012 to 2018.

ANNUAL OBJECTIVE: Annually maintain the percent of teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100	100					
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6					

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of parents who indicate that their child feels safe at school at 98.6% from 2012 to 2018.

ANNUAL OBJECTIVE: Annually maintain the percent of parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	98.6	98.6	98.6	98.6	98.6
School Actual	98.6	98.9					
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8					

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

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of students who feel safe at school during the school day at 98.4% from 2012 to 2018.

ANNUAL OBJECTIVE: Annually maintain the percent of students who feel safe at school during the school day.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	98.4	98.4	98.4	98.4	98.4
School Actual	98.4	97.8					
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2					

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who feel safe at school during the school day at 100% from 2012 to 2018.

ANNUAL OBJECTIVE: Annually maintain the percent of teachers who feel safe at school during the school day.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	100	100	100	100	100
School Actual	100	100					
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3					

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
SCHOOL CLIMATE – Continue to provide a climate which is supportive of learning	All year	All staff	none	NA	Surveys
ATTENDANCE – Plan quality, meaningful, motivating learning activities for the entire duration of the school year	All year	Teachers	none	NA	School report card
PARENT SATISFACTION – Continue frequent, multiple methods of communication with all parents	All year	Teachers, administrators	none	NA	surveys
PARENT SATISFACTION – Continue to comply with current safety practices	All year	All staff	none	NA	surveys
TEACHER SATISFACTION - Continue to comply with current safety practices	All year	All staff	none	NA	surveys
TEACHER SATISFACTION – Create a new teacher handbook	August 2013	D. Sims, mentoring committee	none	NA	Surveys, copy of handbook
TEACHER SATISFACTION – Establish a mentoring program for new teachers	All year	Administration, mentoring committee	none	NA	Surveys, copy of mentoring program
STUDENT SATISFACTION – Continue to plan quality, meaningful and motivational learning activities	All year	Teachers	none	NA	surveys
STUDENT SATISFACTION – Continue to comply with current safety practices	All year	All staff	none	NA	surveys

Mountain View Elementary
6350 Mountian View Road
Taylors, SC 29687

Grades	PK-5 Elementary School	
Enrollment	788 Students	
Principal	Jennifer Gibson	864-355-6800
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Chuck Saylors	803-360-3527

THE STATE OF SOUTH CAROLINA
2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Average
2012	Good	Good
2011	Good	Good
2010	Good	Good
2009	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

* Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
* Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
* Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
* Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
* At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

http://ed.sc.gov
http://www.eoc.sc.gov

Mountain View Elementary   12/14/13-2301071

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located	96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
31	8	0	1	0

* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)

☐ Our school   ■ Elementary schools with Students Like Ours
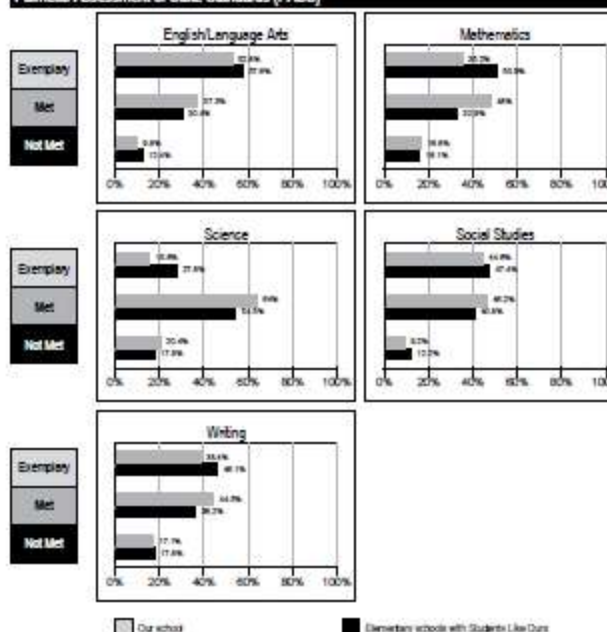
* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=788)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Down from 1.7%	0.7%	0.9%
Attendance rate	96.3%	Down from 96.7%	95.8%	96.3%
Served by gifted and talented program	11.0%	N/A	13.1%	7.2%
With disabilities	13.5%	N/A	10.1%	12.4%
Older than usual for grade	1.4%	N/A	1.4%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	73.3%	Up from 70.5%	69.4%	62.5%
Continuing contract teachers	93.3%	Down from 97.7%	89.7%	83.3%
Teachers returning from previous year	94.7%	Up from 93.5%	90.1%	88.3%
Teacher attendance rate	94.4%	Up from 93.8%	94.5%	95.0%
Average teacher salary*	$50,257	Up 3.2%	$49,852	$48,193
Professional development days/teacher	10.3 days	Down from 10.5 days	10.8 days	11.0 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	Down from 23.4 to 1	21.1 to 1	20.1 to 1
Prime instructional time	90.2%	Up from 90.0%	90.2%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$5,857	Up 2.5%	$7,062	$7,364
Percent of expenditures for instruction**	67.0%	Down from 68.5%	69.2%	58.0%
Percent of expenditures for teacher salaries**	66.0%	Down from 68.4%	67.0%	66.0%

* Includes current year teachers contracted for 185 or more days.
** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The mission of Mountain View Elementary in cooperation with the community is to provide a safe, positive environment where children build skills, knowledge, and character needed for lifelong learning. Mountain View Elementary is a warm, community centered school steeped in rich tradition. We have received the Red Carpet Award three times, which honors schools that provide warm, friendly environments where people not only are welcomed but also are made to feel part of the school family. We are the first school in Greenville County to be a three time award winner. Mountain View values not only customer service, but safety for every child. We have received the Safe Schools award six times.

Our faculty members participate in many worthwhile professional development opportunities including the pursuit of advanced degrees, technology training, and Project Read training. Project Read is the uniform delivery system for Language Arts instruction. All teachers are fully trained in strategies and implementation in the areas of phonics, written expression, and reading comprehension. We will begin Fountas and Pinnell training for balanced literacy in the upcoming school year to further enhance our reading program. Nine teachers currently have National Board certification.

Our Professional Development School partnership with North Greenville University continues to grow and strengthen as we support interns, members of our faculty serve on the NGU Advisory Council, and our PDS committee works to commit our mission and goals to a written document. We also offer many opportunities for students to develop leadership skills and to take part in service learning.

We continue to maintain the school portfolio. The portfolio is a working document that is updated annually. The purpose of the portfolio is to create a clear picture of who we are and how we go about the business of educating children. The portfolio contains information about our school demographics, our current programs, our partnerships with business and community, and test score data. We can use these data to evaluate programs and policies and assess their effectiveness.

In the fall of 2012 our school underwent a complete refresh of our technological hardware. With the upgraded resources, we continue to advance both teacher and student technology proficiency. We ensure technology is integrated into all areas of instruction. It is used as a major means of communication.

Jennifer Gibson, Principal
Mr. Donny Kauffman, SIC Committee Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	137	89
Percent satisfied with learning environment	100%	94.2%	93.3%
Percent satisfied with social and physical environment	100%	92.7%	94.4%
Percent satisfied with school-home relations	100%	97.1%	87.8%

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

Abbreviations for Missing Data

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: http://ed.sc.gov/data/esea/ or request this information from your child's district or school.

Overall Weighted Points Total	88.8
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Mountain View Elementary school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☑ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroup	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	673.6	654.1	627.3	661.9	100.0	100.0
Male	664.1	651.0	622.4	662.4	100.0	100.0
Female	682.5	657.0	631.8	661.4	100.0	100.0
White	676.3	656.3	628.6	663.0	100.0	100.0
African American	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	623.0	604.9	587.0	635.9	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	657.2	639.7	618.9	652.6	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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PASS Performance By Grade Level

English/Language Arts

Year	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
2012	3	129	100	11.9	24.6	63.5	88.1
2012	4	130	100	8.5	41.5	50	91.5
2012	5	140	100	12.2	38.1	49.6	87.8
2012	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	118	100	8.6	24.1	67.2	91.4
2013	4	131	100	11.9	41.3	46.8	88.1
2013	5	138	100	9	45.1	45.9	91
2013	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A

Mathematics

Year	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
2012	3	129	100	19	35.7	45.2	81
2012	4	130	100	10	44.6	45.4	90
2012	5	140	100	15.8	56.1	28.1	84.2
2012	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	118	100	20.7	29.3	50	79.3
2013	4	131	100	11.9	57.9	30.2	88.1
2013	5	138	100	18	54.9	27.1	82
2013	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A

Science

Year	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
2012	3	65	100	37.5	45.3	17.2	62.5
2012	4	130	100	14.6	78.5	6.9	85.4
2012	5	70	100	18.8	58	23.2	81.2
2012	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	57	100	28.6	48.2	23.2	71.4
2013	4	131	100	16.5	70.1	13.4	83.5
2013	5	70	100	20.6	66.2	13.2	79.4
2013	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A

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Social Studies

Year	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
2012	3	64	100	11.3	56.5	32.3	88.7
2012	4	130	100	9.2	50.8	40	90.8
2012	5	70	100	12.9	51.4	35.7	87.1
2012	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	61	100	11.7	51.7	36.7	88.3
2013	4	131	100	7.9	40.2	52	92.1
2013	5	68	100	9.2	53.8	36.9	90.8
2013	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A

Writing

Year	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
2012	4	N/A	N/AV	N/A	N/A	N/A	N/A
2012	5	140	100	17.3	44.6	38.1	82.7
2012	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	119	100	23.3	34.5	42.2	76.7
2013	4	130	100	14.3	48.4	37.3	85.7
2013	5	138	98.6	13	50.4	36.6	87
2013	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A

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