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

SCHOOL INFORMATION AND REQUIRED SIGNATURES

MOUNTAIN VIEW ELEMENTARY SCHOOL

GREENVILLE COUNTY SCHOOL DISTRICT

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2017-18 *(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

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster	*W Burke Royster*	3/23/2016
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kristi Harris	*Kristin T. Harris*	3-23-17
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Jennifer Gibson	*J. Gibson*	3/22/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Candace Grugan	*C Grugan*	3/22/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S 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

(Mandated Component)

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	Dawn Hoffman
3. PARENT/GUARDIAN	Suzanne Spearman
4. COMMUNITY MEMBER	Julie Nelson
5. SCHOOL IMPROVEMENT COUNCIL	Kristi Harris
6. Read to Succeed Reading Coach	N/A
7. School Read to Succeed Literacy Leadership Team Lead	Candace Grugan

8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)
** Must include the School Read to Succeed Literacy Leadership Team.

POSITION	*NAME*
PTA President	Amy Jackson
Instructional Coach	Diana Sims
School Counselor	Julie Cannon
Teacher	Anita Ayers
Teacher	Elaine Parris
Teacher	Amy Johnson
Teacher, SPED	Dawn Hoffman
Teacher	Marilynn Medlock
Teacher	Michelle Driscoll
Teacher	Jan Kull
Student	Hunter Horton
Assistant Principal	Stephen Deyo
Speech Therapist	Kelsey Kuckhahn

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

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

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

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

__X__ <u>Technology</u>
The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

__N/A__ <u>Innovation</u>
The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

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

__X__ <u>Developmental Screening</u>
The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental

levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

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

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

X   **Parenting and Family Literacy**
The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-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   **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   **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 school portfolio began with a self-study based on our state surveys (parent, staff and student), 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. Teachers, administrators, school counselors, speech therapists, members of the PTA, parents, and others 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

<u>SUMMARY OF STUDENT ACHIEVEMENT FINDINGS</u>

Strengths:
- SCPASS Social Studies – 84.3% of our students scored Met or Exemplary

Needs:
- SCPASS Science – 24% of our students scored NOT MET

<u>SUMMARY OF TEACHER AND ADMINISTRATOR QUALITY</u>

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
- Six of our teachers are National Board Certified
- Our faculty is very stable with 95% returning from the previous year
- Average tenure for our teachers is around 14 years

Needs:

- Maintain the percentage of teachers with graduate degrees at 75% or higher
- Schedule in-service training for any new learner standards
- Increase our average teacher attendance rate to at least 95%
- Increase our understanding of the SC Ready assessments

<u>SUMMARY OF SCHOOL CLIMATE</u>

Strengths:
- Parents, teachers, and students are satisfied with the learning environment
- Parents, teachers, and students are satisfied with the social and physical environment
- Teachers surveyed agreed 100% that the school administration has high expectations for teacher performance
- Our school's purpose statement is clearly focused on student success.

Needs:
- Parents would like more information on ways to help children at home

SIGNIFICANT CHALLENGES OVER PAST THREE YEARS

- 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 – Technology is constantly changing. Teachers have difficulties with keeping abreast of new hardware, software and apps that they need in order to integrate technologies into their curriculum. Additional training is needed on an ongoing basis. We also have a great need for a technology coach in each school who is not a full time teacher, and has the ability to assist teachers in learning and implementing new technologies and in troubleshooting hardware issues.
- Curriculum – Over the past few years we have implemented Project Read, RTI, Common Core Standards, a new Curriculum planning tool (Rubicon Atlas), new math, science, and social studies textbooks and a new reading program, in addition to an overwhelming amount of technology. Teachers feel that they do not have time to fully implement program/strategies/curriculum into the classroom before something else is being introduced.

SIGNIFICANT AWARDS, RESULTS, OR ACCOMPLISHMENTS OVER THREE YEARS

- We have received the Palmetto Gold Award.
- We have six National Board Certified teachers.
- Our school is a three time Red Carpet Award Recipient.
- Many teachers apply for and receive grants through a variety of donors.
- We have Promethean boards, voting devices, Chromebooks and iPads in every classroom, and teachers participate in a variety of workshops to increase their technology proficiency.
- We have two computer labs with lab assistants and a Chromebook rolling lab for every grade level.
- Our teachers 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 funded positions for RTI in most grades and use local funds to supplement positions so that all struggling students receive assistance.
- We have several teachers who recently achieved a higher level of education including Bachelor's Degree +18, Master's Degree, Masters +30, and National Board Certification.
- Several teachers have been awarded grants through Donors Choose, Greater Greer Education Foundation and more.
- Both of our School Counselors completed the Career Development Facilitator Training under the National Career Development Association.
- Our fourth and fifth grade students serve as tutors and mentors to younger students on a weekly basis through our Tiger Tutors Program.
- Our school is proud to serve others in many ways. We raise funds and awareness for the American Cancer Society and several other charities.
- We have had state and district winners in the PTA Reflections Contests.

- We have been annually awarded the Safe Kids Award.
- 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 a weekly art club for students in grades 4 & 5.
- We also have a chorus program for students in grades 4 & 5.

SCHOOL PROFILE

Mountain View Elementary School is a K4 through grade five public school in the School District of Greenville County. We currently have 850 students, 2 administrators, 51 certified personnel, and 14 classified personnel. It is one of 52 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 sixth 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 sixth 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 and 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 classroom has six new Chromebooks for student use. Additionally, there are Chromebook carts for use in every grade level. There are student voting devices in every classroom, as well. We have full wireless access. Students have two computer labs and one iPad per classroom for teacher and student use. We have recently added two flat-screen TVs for presentations and parent meetings. We have incorporated a large presentation TV in our atrium and in our front office featuring current announcements, news and student photos. We have completed the installation of a fully integrated projection system in the cafeteria for presentations, professional development and more. We have also added a paved walking track, installed trees on our playgrounds for protection from the sun, increased the K5 playground area, and developed a garden in memory of a beloved teacher.

Safety:

Safety is a priority here at Mountain View. In addition to our regular drills, we have implemented a number of 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. We have increased the amount of fencing around our students' play areas. We have recently installed an addition layer of security with a catch door from our front office into the building.

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 $93,000 budget.

With the generosity of families and members of our close-knit community, PTA was able to provide $14,500 for teacher/support staff stipends, more than $1,500 in classroom grants and more than $30,000 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, 2 Fun Days, a staff 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 36 self-contained classroom teachers. In addition to regular classroom teachers, we have four full time special education resource teachers, 1.5 School Counselors, one gifted and talented teacher, a Media Specialist, one Literacy Specialist, two Reading Interventionists, two part time academic support personnel, 1.4 physical education teachers, 1.4 art teachers, 1.4 music teachers, and three part time computer lab assistants. The majority of our teachers have continued their education and achieved higher degrees. Six teachers are National Board Certified. One teacher recently completed a doctoral degree, three are working toward a doctoral degree, and two have obtained Educational Specialist degrees in Leadership. On an average, our teachers have been here 14 years.   The percentage of teachers who returned to Mountain View from last year is 95.2. Teacher attendance rate is 92.6%.

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 are 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

STUDENT POPULATION

Mountain View Elementary School's current enrollment is 850 and is configured by grade level as follows:

Grade	Number of Students
K4	46
K5	117
1	129
2	133
3	139
4	151
5	135

The numbers of boys and girls is similar, at 412 (boys) and 438(girls).

Our retention rate is 1.2% and our student attendance rate is high, at 95.5%

MAJOR PROGRAMS

✓ Project Read
✓ RTI
✓ Multiage classes
✓ Team teaching
✓ Departmentalized 5th grade
✓ Chick-Fil-A Core Essentials
✓ Balanced Literacy
✓ After school EDP
✓ Chorus
✓ Tiger Tutors
✓ Safety Patrol
✓ Tiger Trailblazers
✓ Morning News Show
✓ Watch D.O.G.S

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

SCReady Results from Spring 2016

ELA

Because this was our first year assessing our students with this particular tool, we have no longitudinal data at this time. It appears from this graph that Mountain View Elementary had a smaller percentage of students who did not meet expectations, as did both our district and across the state. We will continue to use a variety of strategies to instruct students in the areas of ELA and Mathematics.

SCReady ELA		
Our School: Percent Met and Exemplary by grade level		
3rd grade	4th grade	5th grade
2016	2016	2016
76	59	84

SCReady Results from Spring 2016

MATHEMATICS

Mountain View students performed well in the Mathematics area of SCReady. 61% of students met or exceeded expectations as compared to the overall district percentage of 49.

SCReady Mathematics					
Our School: Percent Met and Exemplary by grade level					
3rd grade		4th grade		5th grade	
2015	2016	2015	2016	2015	2016
70.8	70	62.4	58(↓)	55.4	55

SCPASS Results Over Time

SCPASS Science Over Five Years
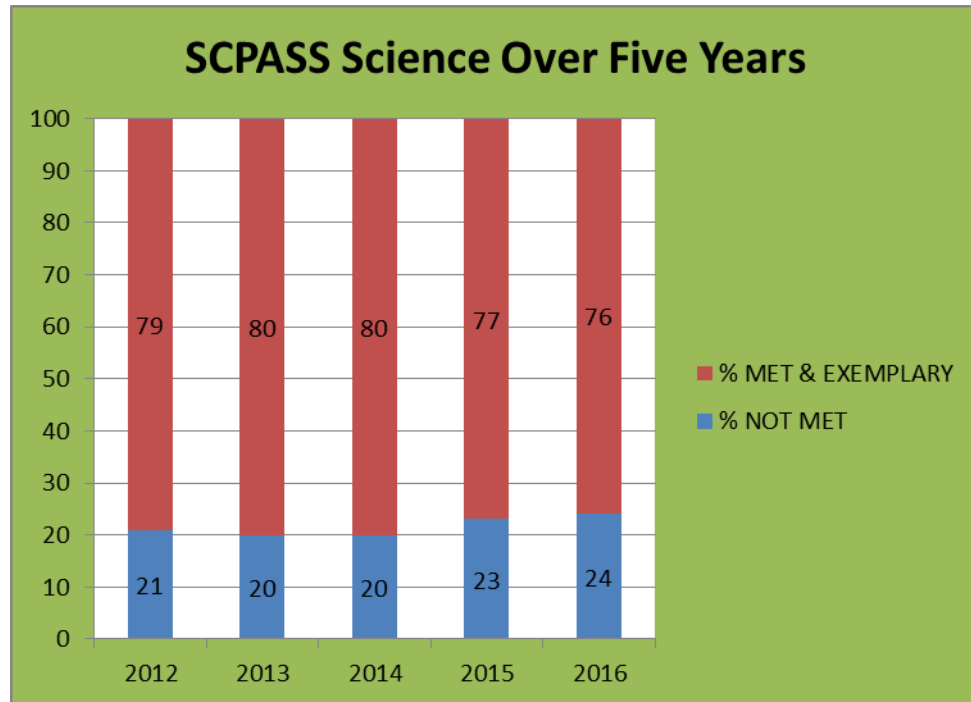
In Science, the percentage of students scoring Met or Exemplary in 2016 was 76%, slightly below the previous year's scores. Although this was a minor decline in achievement, we were still above the district average of 71.4%. We will implement strategies to improve this percentage by .5% each year to reach a goal of 78.6% by 2017-2018.

SCPASS Science			
Our School: Percent Met and Exemplary by grade level			
4th grade		5th grade	
2015	2016	2015	2016
77.1	73.8	77.1	78.1

SCPASS Social Studies Over Five Years
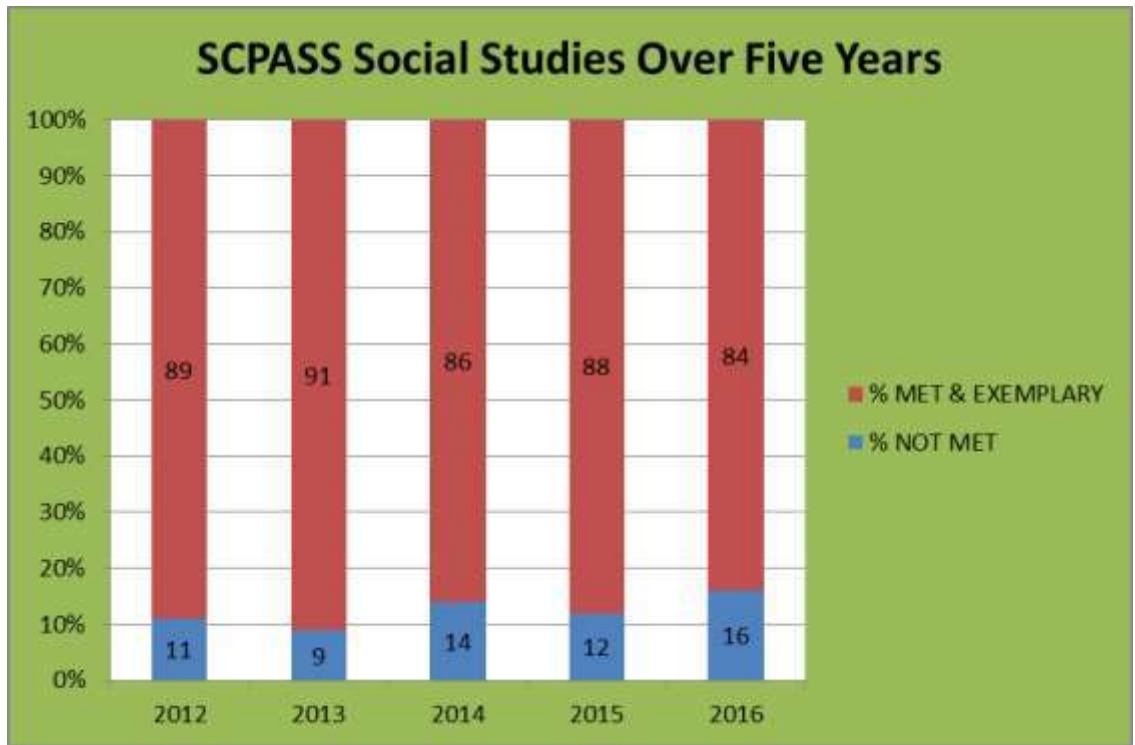
Our student performance decreased slightly last year on the Social Studies portion of the SCPASS. With 84.3% of our students at Met or Exemplary, we are still well above the district average of 78.8%. We will revisit our present instructional strategies, particularly in grade 5, in order to maintain or grow this level of achievement.

SCPASS Social Studies			
Our School: Percent Met and Exemplary by grade level			
4th grade		5th grade	
2015	2016	2015	2016
90.1	90	84.7	78.8

ITBS SCHOOL SUMMARY

	English Language Arts						Mathematics			CORE COM-POSITE	Social Studies	Science	COM-PLETE COM-POSITE
	Reading	Language	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Mathe-matics	Compu-tation*	MATH TOTAL				
Mountain View Elem 2301071 Level: 7														
Iowa Assessments/CogAT														
Number of Students Included	147							147		147				
Average Standard Score (SS)	161.2							158.7		158.7				
Average Predicted Standard Score (PSS)	157.3							155.1		155.1				
Difference (SS-PSS)	3.9							3.6		3.6				
National Percentile Rank of Average SS	65							59		59				
National Percentile Rank of Average PSS	56							49		49				
Difference (NPR-PNPR)	9							10		10				
Iowa Assessments														
Number of Students Tested = 155														
Number of Students Included	147							147		147				
Average Standard Score (SS)	161.2							158.7		158.7				
National Percentile Rank of Average SS	65							59		59				
Percent of Students in NPR Range 75-99	38							33		33				
50-74	26							26		26				
25-49	19							31		31				
1-24	17							11		11				
National Stanine of Average SS	6							5		5				

For the 2015-2016 school year Mountain View's second graders performed well on the Iowa Assessments. Below is a chart comparing our students with the district achievement goals. Our students scored well above the 50% goals and above the district averages in Mathematics.

	Mountain View Students	District Goal
Reading	65%	50%
Math	59%	50%

School-Based Professional Development Calendar for School Year 2017-2018

This is a working document that will grow and change as we receive student achievement data and information regarding staff and faculty needs.

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 review new science standards and revise major assessments	Aug	TBD		**Goal 1 – Student Achievement**
MAP Inservice	D. Sims	Testing and security protocol for MAP	Aug 24	3:00		**District Requirement**
Power Teacher	D. Sims	Set up Power Teacher	Aug	GLMs		**District Requirement**
Monthly	J. Gibson	Faculty Council	Every 3rd Wed			
Monthly	J. Gibson	General Faculty Meeting – Content Area Contacts report updates	TBD			**Goal 2 - Teacher/Administrator Quality**
Ongoing	D. Sims	Continue to monitor Reading Workshop and Balanced Literacy	TBD			**Goal 2 - Teacher/Administrator Quality**

As needed	K. White	Topics on technology in the classroom as needed	TBD			**Goal 2 - Teacher/Administrator Quality**
Ongoing	D. Sims	Teachers will work to create a school-based writing curriculum integrating district requirements, Project Read strategies, Text Dependent Analysis, and using data from SCReady when available.	TBD			**Goal 1 – Student Achievement**
Ongoing	Classroom teachers	Teachers will attend district sponsored standards-based workshops	TBD			**Goal 1 – Student Achievement**
Each Wednesday	D. Sims	Weekly grade level meetings will serve as PLCs. We will collect and analyze student achievement data, reflect on and revise assessments, and focus on student needs for growth.	Weekly			**Goal 1 – Student Achievement**

SCHOOL CLIMATE NEEDS ASSESSMENT

On the 2016 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%	95.5%	94.9%
Percent satisfied with social and physical environment	100%	94.7%	93.4%
Percent satisfied with home-school relations	100%	89.7%	81.9%

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 each year.

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

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

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

	Baseline 2015-16	2016-17	2017-18
School Projected	X		
School Actual	52.4		
District Projected	X	53	56
District Actual (ES only)	50		

Baseline data to be established in 2015-16.

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

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

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

	Baseline 2015-16	**2016-17**	**2017-18**
School Projected	X		
School Actual	61.5		
District Projected	X	59	63
District Actual (ES only)	56		

Baseline data to be established in 2015-16.

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

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

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

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

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

SC SDE did not provide data for 2015-16.

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

SC SDE did not provide data for 2015-16.

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

SC SDE did not provide data for 2015-16.

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

SC SDE did not provide data for 2015-16.

☒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: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 76%.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 76%.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	77.6	78.1	78.6
School Actual	77.1	76		
District Projected	X	73.9	74.9	75.9
District Actual (ES & MS)	72.9	71.4		

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

☒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: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above 87%.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above 87%.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	87.6	87.6	87.6
School Actual	87.6	84.3		
District Projected	X	82.2	83.2	84.2
District Actual (ES & MS)	81.2	78.8		

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

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

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

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

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

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

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	68th percentile	65th percentile		

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	66th percentile	59th percentile		

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

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

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
READING – Maintain current Reading strategies through the Project Read approach	All year	teachers	none	none	Lesson plans, classroom observations
READING – Maintain current Reading strategies through the Balanced Literacy approach	All year	teachers	none	none	Lesson plans, classroom observations
READING – Continue utilization of environmental print, Word Walls, anchor charts, and graphic organizers	All year	teachers	None	none	Lesson plans, classroom observations
READING – Utilize a variety of multimedia options, such as RAZ Kids, Compass, Discovery Education, and Storyworks	All year	teachers	None	none	Lesson plans, classroom observations
READING – Provide extra support for struggling readers through a variety of resources such as RTI, tutoring, small group instruction	All year	teachers	None	none	Lesson plans, classroom observations
READING – Provide students with opportunities for novel studies	All year	teachers	None	none	Lesson plans, classroom observations
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	None	none	PD Calendar
WRITING – Maintain the use of Four Square Writing	All year	teachers	None	none	PD Calendar
WRITING – Continue utilization of environmental print, Word Walls, anchor charts, and graphic organizers	All year	teachers	None	none	Lesson plans, classroom observations
WRITING – Teachers will work to create school-based writing strategies integrating district	All year	teachers	None	none	Lesson plans, classroom observations

requirements, Project Read strategies, Text Dependent Analysis, and using data from SCReady when available.					
MATH – Continue current strategies such as Calendar Math, Mountain Math and Portal curriculum.	All year	teachers	None	None	Lesson plans, classroom observations
MATH – Continue schoolwide math facts program	All year	teachers	None	None	Lesson plans, classroom observations
MATH – Create leveled grouping in grades 2 and 3 to scaffold support	All year	teachers	None	None	Lesson plans, classroom observations
MATH – Utilize math based technology such as Compass, Xtra Math	All year	teachers	None	None	Lesson plans, classroom observations
MATH – Provide opportunities for small group work, such as math games, learning centers and partner work.	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 – Use interactive notebooking	All year	teachers	none	none	Lesson plans, classroom observations
SCIENCE – Use Science Lab for hands-on projects, activities, and experiments	All year	teachers	none	none	Lesson plans, classroom observations
SCIENCE – Create and administer more SCPASS-like assessments incorporating technology	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 – Use graphic organizers, charts, graphs	All year	teachers	none	none	Lesson plans, classroom observations
SCIENCE – Provide 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	All year	teachers	none	none	Lesson plans, classroom observations

novels, non-fiction texts, and primary documents				
SOCIAL STUDIES – Utilize multimedia resources, i.e. Brain Pop, Discovery Ed, TFK, etc.	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
SOCIAL STUDIES – Plan content related field trip opportunities	All year	teachers	none	none	Lesson plans, classroom observations
SOCIAL STUDIES – Incorporate maps, globes, charts and diagrams	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: Maintain the percentage of classes taught by Highly Qualified teachers at 100% from 2012 to 2018.

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		
Actual	100	100	100	100	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 in-house curriculum trainings	All year	D. Sims	None	NA	PD Calendar

☐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 – School Profile page – Students section

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.7	96.3	96.5	95.9	95.5		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6	95.7		

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 94.4% in 2012 to 96% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	94.4	95.4	96	96	96
School Actual	94.4	93.3	90.8	90.9	94.9		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8	90.1		

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 93.2% in 2012 to 97% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually students who are satisfied with the learning environment.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	94.2	95.2	96.2	97	97
School Actual	93.2	93.3	96.3	97	95.5		
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6	83.9 (ES, MS, & HS)	83.8 (ES, MS, & HS)		

☐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 from 100% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 100% annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #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	97.1	97	100		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3	91.7		

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

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

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain at 98.6 the percentage annually of parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #20

	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	97	97.4	93.4		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.7	91.7		

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

☐Student 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 from 98.4% in 2012 to 98.4% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain at 98.4 percentage point(s) annually students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #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	96.3	100	94.7		
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3	91.1		

☐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: Beginning in 2013-14, maintain at 100 percentage point(s) annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #42

	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	100	100	100		
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3	98.4		

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Maintain locked interior and exterior doors throughout the building	ongoing	administration	none		Maintain percentage of positive responses on surveys
Continue random police walkthroughs	ongoing	administration	none	district	Maintain percentage of positive responses on surveys
Keep security cameras operational	ongoing	administration	none	district	Maintain percentage of positive responses on surveys
Post safety procedures on website	ongoing	administration	none		Maintain percentage of positive responses on surveys
Continue to perform monthly safety drills	ongoing	administration	none		Maintain percentage of positive responses on surveys
Continue Bully Prevention strategies	ongoing	administration	none		Maintain percentage of positive responses on surveys
Continue personal safety programs	ongoing	administration	none		Maintain percentage of positive responses on surveys
Post school safety video on website/Facebook	As completed	administration	none		Maintain percentage of positive responses on surveys
Provide parent meeting on internet safety	TBD	administration	none		Maintain percentage of positive responses on surveys
Continue to require check-in of all visitors	ongoing	administration	none		Maintain percentage of positive responses on surveys
Require badging on staff and visitors	ongoing	administration	none		Maintain percentage of positive responses on surveys

Link to 2016 **School Report Card**
for
Mountain View Elementary School

http://ed.sc.gov/data/report-cards/state-report-cards/2016/view/?y=2016&d=2301&t=E&s=071