



Monarch Elementary
Celebrating Inquiry, Innovation and Creativity

School Portfolio

Guided Self-Study Report utilizing AdvancED and SC SDE Protocols



“We keep moving forward,
opening new doors,
and doing new things,
because we're curious
and curiosity keeps
leading us down new
paths.” Walt Disney

Scope of Strategic Plan: 2013-14 through 2017-18

Four Year Old Kindergarten – Fifth Grade
Annual Update for 2014-15

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Greenville County Schools
Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Monarch Elementary

SCHOOL 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. Saylor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Jon Soncrant		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mrs. Vaughan Overman		
PRINTED NAME	SIGNATURE	DATE

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SCHOOL'S TELEPHONE: (864) 452-0600

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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.

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL:	Vaughan Overman
2. TEACHER:	Kerrie Kish
3. PARENT/GUARDIAN:	Sheila Myers-Strafford
4. COMMUNITY MEMBER:	Jim Dolson
5. SCHOOL IMPROVEMENT COUNCIL:	Jon Soncrant
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<u>POSITION</u>	<u>NAME</u>
Assistant Principal/Admin Team	Carlos Littlejohn
Guidance/Admin Team	Kim Lambert
Instructional Coach/Admin Team	Melodie White
Greenville Health System (GHS)	Katie Beason
SIC/Teacher	McKenzie Ross
PTA Member/Business Partner	Jim Dolson
Kindergarten Team Leader	Alexis Moore
First Grade Team Leader/RTI	Robbie Kane
Second Grade Team Leader	Kim Gregory
Third Grade Team Leader	Leasa Dacus
Fourth Grade Team Leader	Keeley Crowley
Fifth Grade Team Leader	Sara Jane Roe
SP ED/SP Area Team Leader	Kerrie Kish
PTA President	Jennifer Street

***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

Act 135 Assurances

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

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

- ✓ **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).
- ✓ **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.
- ✓ **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.
- ✓ **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.
- ✓ **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.
- ✓ **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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The school operates under governance and leadership that promote and support student performance and school effectiveness.	
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The school has resources and provides services that support its purpose and direction to ensure success for all students.	
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Introduction to the Monarch Elementary School Portfolio

Monarch's portfolio serves to document the changes and progress our school has made while working to continuously improve everything we do. The portfolio provides our school community with an ongoing means for self-assessment, communication, continuous improvement, and accountability. Our portfolio is a living document that describes Monarch and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The portfolio also describes how we build and utilize our action plan for the purpose of increasing student learning—our ultimate outcome.

Opening in August 2012, the creation of this portfolio evolved with broad community and staff input that included one-on-one conversations, Core Task teams, Faculty Focus meetings and online input. For the 2013-2014 school year and going forward, yearly updates will keep us focused on clear goals with outcomes that describe our priorities and commitment to continuous improvement.

Vaughan Overman, Principal, Carlos Littlejohn, Assistant Principal, Jon Soncrant, School Improvement (SIC) Chair, Kim Lambert, Guidance Counselor, and Melodie White, Instructional Coach, and rotating teacher representatives provided guidance and oversight of the self-study process. Stakeholders, including staff, students, Parent Teacher Association (PTA) and SIC were involved in updating our School Portfolio. Stakeholders provided valuable contributions that shaped our portfolio via participation on Core Task Teams, feedback from PTA and SIC meetings, and completion of the South Carolina State Department of Education Report Card Survey and "Tell Us What You Think" survey. AdvancED Self-Assessments were also considered by Core Task Teams.

Eight Core Task Teams with grade level representatives and other stakeholders were charged with gathering input, compiling information and reporting out. Administration provided guidance for and supported all Core Task Teams in their work. All staff served on teams. Aligned with Advanced Standards and Greenville County's School Strategic Plan, the implementation of the action plan in our portfolio is a cooperative effort of stakeholders. Due to broad and consistent stakeholder involvement, this document reflects a balance of diverse backgrounds, disciplines, interests and experience of our school community. Yearly updates will serve to document our progress.

Core Task Teams	Role	Stakeholder Involvement
AdvancED Standard 2: Governance and Leadership AdvancED Standard 4: Resources/Support Systems School Profile	<ul style="list-style-type: none"> Describe “The Monarch Difference” 	A team of teachers was involved in updating our profile based on input from the whole staff.
Accomplishments and Challenges	<ul style="list-style-type: none"> Describe endeavors that document success Define problems and offer possible solutions 	All teachers offered input via horizontal teams to update this section.
AdvancED Standard 1: Purpose and Direction Mission, Vision, Beliefs	<ul style="list-style-type: none"> Explain why we do the things that we do 	Staff/PTA/SIC/Student Council
AdvancED Standard 3: Teaching and Assessing for Learning AdvancED Standard 5: Using Results for Continuous Improvement Student Achievement	<ul style="list-style-type: none"> Analyze academic data Provide input for Action Plan 	Strategies and updates were compiled by horizontal and vertical teams.
AdvancED Standard 2: Governance and Leadership Teacher/Admin Quality	<ul style="list-style-type: none"> Target a goal with strategies that promotes student achievement 	Grade Level Representatives
AdvancED Standard 4: Resources/Support Systems School Climate	<ul style="list-style-type: none"> Analyze survey results Provide input for Action Plan 	School Improvement Council
AdvancED Standard 3 – Teaching and Assessing for Learning Action Plan	<ul style="list-style-type: none"> Document strategies and timeline for continuous improvement 	Monarch staff coupled with input from the school community
Professional Development	<ul style="list-style-type: none"> Provide a PD focus based on teacher input 	SP ED/Special Area/Grade Level Representatives

Faculty Focus meetings, Team Focus planning, students, SIC, and PTA communicated input for continuous improvement. Our PTA eBlast (school-wide), The Curriculum Focus (grade level), teacher websites (classroom) are avenues that provide weekly information to our school community.

As a result of our shared experiences, we continue to learn how best to add value to the lives of our students and enrich our community. Please enjoy this comprehensive treasure as it provides the story of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the future world!

Executive Summary

Housed in this document, our Action Plan identifies strategies that address Student Achievement, Teacher/Administrator Quality, and School Climate goal statements for 2013-14 through 2017-18. Goal statements were determined based on school, district and state data. Data sources included the South Carolina State Department of Education School Report Card, the ESEA Federal Accountability Rating System, the South Carolina Palmetto Assessment of State Standards (SCPASS) tests, the Iowa Test of Basic Skills (ITBS), and stakeholder input. Monarch Elementary will track trends over time as data become available.

Needs Assessment for Student Achievement (2013-14)

2013 SCPASS ELA, SCPASS Math, SCPASS Social Studies, SCPASS Science, and SCPASS Writing performance scores serve as our baseline data. 2014 SCPASS data will be used for the planning year. Student academic achievement is a top priority.

- **Lowest** SCPASS 2013 performance scores for areas tested by grade level:
94.3% of 3rd graders scored met or exemplary for SCPASS Math
92.2% of 4th graders score met or exemplary for SCPASS ELA
91.1% of 5th graders scored met or exemplary for SCPASS Math
- **Highest** SCPASS 2013 performance scores for areas tested by grade level:
98.1 of 3rd graders scored met or exemplary for SCPASS Social Studies (SS)
96.1 of 4th graders scored met or exemplary for SCPASS Math and SCPASS SS
95.5 of 5th graders score met or exemplary for SCPASS Science

2012 ITBS scores served as baseline data and the 2013 ITBS scores were used as a planning year.

- 2nd graders scored **lowest** in Mathematics Concepts on ITBS:
2012 - 63rd %tile and 2013-64th %tile.
- 2nd graders scored **highest** in Reading Comprehension on ITBS:
2012 - 84th %tile and 2013 - 80th %tile.

Needs Assessment for Teacher/Administrator Quality (2013-14)

- Strengths identified by parents include Monarch's focus on student achievement, varied teaching strategies and learning activities, and the use of technology for learning.
- Areas for improvement identified by parents include access to support services. and meeting individual student learning needs.
- Students consistently noted strengths as doing projects and using technology.
- Weaknesses noted by students are not enough field trips, not having more iPads, and when teachers are not fair.
- 100% of teachers hold "Highly Qualified" Status (2013-14)

Needs Assessment for School Climate (2013-14)

All students must be afforded opportunities to thrive in an environment where they and the staff are physically safe, and their dignity and mutual respect are maintained.

SC SDE 2012-13 Report Card Data

Only students in fifth grade and their parents were included in the evaluations.

- 87.1% of parents and 97.8% of students are satisfied with the learning environment as opposed to 83.3% of teachers
- 97.5% of parents, 97.8% of students, and 94.4% of teachers are satisfied with the social and physical environment
- 100% of teachers and 98.9% of students are satisfied with school-home relations as opposed to 89.7% of parents

Tell Us What You Think Surveys

This on-line survey is available during the school year as one measure to gather data.

- Strengths noted by parents include a helpful staff, happy children, and several volunteer opportunities.
- Weaknesses identified by parents include not enough parking spaces, limited play area, and not enough communication from teachers and administration.
- Students, parents, and staff like the project-based approach and learning menus.

Significant Challenges

- * Funding for full implementation of a Balanced Literacy approach (Fountas and Pinnell) remains a curriculum priority. In alignment with a focus on instructional support, PTA is supporting this challenge by purchasing leveled books and primary/intermediate Fountas and Pinnell Benchmark Assessment kits. Funding is also being provided at the district and school level for guided reading materials. Intermediate grades combined Boosterthon funds to purchase guided reading text. *Fountas and Pinnell will change how reading is taught.*
- * Moving towards full understanding and implementation of Common Core State Standards (CCSS) remains an instructional focus. Rubicon-Atlas is one measure Monarch uses in instructional planning. *CCSS is a shift in how curriculum is learned and how learning is assessed.*
- * Funding for the level of technology needed to ensure our students are being prepared for future careers and for Smarter Balanced Assessments (if administered). In alignment with a focus on technology, PTA supported this challenge by purchasing 30 Dell Latitudes. *CCSS and Smarter Balanced mean a change in how curriculum is learned and how students will show what they know and are able to do.*

Accomplishments and Achievements

High achievement always takes place in the framework of high expectations.

*** Curriculum Implementation of Standards**

A project/problem-based learning approach by an enthusiastic and energetic staff has provided authentic experiences for students. From making quilts for animals at the Humane Society, to giving honey lemonade profits to cancer research, a stage production about South Carolina history, a living history museum created by students, and participation in The Water Project to provide clean drinking water to children in need, document that our students are making real-world connections. Capitalizing on brain-based research, “SMART MY WAY” learning menus afford “student voice and choice”.

*** Project/Problem-based Learning (PBL) Approach**

- Kindergarten Examples
Artic Museum, Pets R Us, Bats, Owls, Squirrels (Shared Learning), Community Culture, Pizza Garden Turkey Trot/Reindeer Run (Healthy Movement)
- First Grade Examples
Me on a Map, Soles R’ Us/If the Shoe Fits
- Second Grade Examples
Animal Habitats (Interactive Informational Displays), Classroom Store (Economics),
Celebration of Cultures
- Third Grade
Cookin’ Carolina (Yearlong Integration of Standards),
Palmetto Pride (Theatrical Production)
- Fourth Grade
A Blast from the Past (History Museum), Explorer Trading Cards, Measurement House, Ye Ole Colonial Lotus and Poem
- Fifth Grade Examples
Immigration Day, Young Inventor’s Day, Off to the Races (Force/Motion Design),
“Extra! Extra! Read All About It! (Creating News)

*** Curriculum-based PTA Events**

- Science Safari: Let the Adventure Begin
- S.T.E.A.M. Central: Big A Part of Something Big
- Community Health Fair
- Showcasing Talents: Artists-on-Site
- Literature-based Theatrical Productions/Musical Moments

*** State Recognitions**

- *PTA 100% Membership Award*
- *PTA Top 10 Membership Award (106%)*
- *PTA 500 Member Club*
- *PTA Silver Oak Leaf Association*
- *SC PTA Volunteer of the Year*
- *Jump Rope for Heart Top First Year Earner for all first year schools in South Carolina*
- *2013-2014 South Carolina Department of Education Distinguished Arts Program Grant Recipient of \$20,997.00*
- *SC PTA Reflections winners*
- *Charleston Honors Choir participants*
- *Safe Routes to School Silver Partnership*

*** District Recognitions**

- *Greenville Soil and Water Conservation "Where Does Your Water Shed?" winners*
- *Roper Mountain Science Center Fair winners; numerous Gold Award winners*
- *Greenville County Schools Science Teacher of the Year*
- *Spring Sing participants*
- *Battle of the Books Team Finalists*
- *SC PTA Reflections winners*
- *Basketball Hoop Shoot Contest District winners in two age groups*
- *Roper Mountain Science Center Festival of Lights Holiday Card First Place 2012*
- *Roper Mountain Science Center Festival of Lights Holiday Card Second Place 2013*
- *School Health Index \$1000 recipient from LiveWell Greenville.*
- *Safe Kids Safe School Award*
- *American Heart Association Fit Friendly Worksite Gold Achievement*

*** Student Council Projects**

- *Children's Hospital in Greenville (GHS): compiled First Aid Kits*
- *Springs Assisted Living: caroling and visits*
- *Harvest for Hope: collected over 2,000 cans*
- *Humane Society: donated newspapers and dog food*
- *United Ministries "Walk for the Homeless": raised money*
- *"Toys for Tots": collected toys*
- *Ronald McDonald House: collected can tops*
- *"Monarch's Got Talent": raised funds towards playground equipment*

School Profile

The Community of Monarch Elementary

Monarch Elementary is a beautiful facility housed on six acres in Simpsonville, South Carolina. Monarch is a neighborhood school that opened in August 2012 to ease overcrowding in four nearby schools. Except for students attending Monarch on special permission, our student population resides within a two mile radius.

Families zoned for Monarch were given the option of staying at their current school or coming to Monarch. Due to this option, Monarch was slated to open with fewer than 400 students. Monarch is built to house 1,000 students and opened at 69 % capacity. With a focus on Health Sciences and a project-based learning approach the community has embraced the uniqueness of Monarch. Monarch gives students an early exposure to the range of healthcare careers and challenges through a partnership with the Greenville Hospital System. The demand for future student placement from the neighboring areas is immense.

Simpsonville was named by Family Circle magazine in 2010 as one of the “Ten Best Towns for Families.” In 2011, Simpsonville was named by Money magazine as one of the “25 Best Affordable Cities.” A charming downtown, a variety of festivals, convenient interstate highway access, and a central location within the Golden Strip of the Upstate attracts residents and businesses. Simpsonville city leaders are committed to promoting economic development. From the year 2000 to 2010, the City of Simpsonville's population grew by 27 percent to more than 18,000. The population of the entire Simpsonville area--which entails all of the 29680 and 29681 zip codes--is more than 70,000 people. Simpsonville has enjoyed a steady and sustained growth over several decades and expects that trend to continue.

The student capacity for Monarch and that of nearby schools is an indicator of the popularity of this area. Monarch’s number of classrooms accommodates the following: 10 kindergartens, 9 first grades, 9 second grades, 8 third grades, 7 fourth grades, and 6 fifth grades. Facilities also include an art room, music room, multi-purpose gym, challenge room, science lab, a computer lab, a separate kindergarten play area and a play area for first through fifth grade. In addition to a computer lab, Monarch has a technology lab which features three Promethean ActiveInspire tables, a Promethean ActivBoard, thirty Dell Tablets, and unique software that enriches learning experiences for the students. There are two Special Education self-contained classrooms and three resource rooms. The media center has a reading/periodical room, an office, and a media production room.

Monarch is committed to ensuring a safe and clean campus. Security measures include a comprehensive emergency preparedness plan, school-wide drills and practices, and safety totes housed in classrooms that “travel” with classes wherever they go.

Additional measures include alarms, an outside security/surveillance system, locked outside entrances, and buzzed in entry through the front office door. In response to increased concerns about school safety, the district has funded police officers that monitor elementary schools. This provides strong evidence of the district's commitment to ensuring a learning environment where

Monarch enjoys a high level of parental involvement with a supportive PTA that is an integral part of our school. Our PTA Spirit Rock has already become a favorite tradition for families. On any given day, parents can be found volunteering in classrooms, serving on Lunch Relief Duty, creating bulletin boards for teachers, participating in SEEDS and Sunshine Math, overseeing the Original Works fundraiser for the art department or planning events such as Boosterthon or Monapalooza. PTA prioritized three areas to support for the 2012-2013 school year. Fundraising efforts are focused on curriculum, technology, and playground equipment. PTA purchased part 1 of a leveled reader library from Scholastic and Fountas and Pinnell Benchmark Kits. PTA has purchased 30 Dell Latitudes and started a STEAM TEAM to capitalize on the talents and careers of our parents. PTA purchased Phase 2 to complement Phase 1 of the playground structures for first through fifth grade. PTA also supplied two soccer goals to create a fenced in field for student use. PTA implemented a running club that meets before school once a week to engage students in a healthy lifestyle.

Monarch is fortunate to have a hard-working School Improvement Council (SIC). SIC was an essential part of creating the School Portfolio and participating in the self-study for AdvancED. The level of input provided shaped specific strategies in our Action Plan. SIC works yearly with stakeholders to write the "Report to Parents" and the Report Card Narrative for SDE. SIC brought into state support to clarify concerns about budget cuts in education and provide understanding on educational funding. Serving as a Guidance Advisory Council and providing input about the use of school funds are other roles SIC performed.

Not only has the school as well as the broader community been extremely generous through our PTA fund-raising efforts but also through PTA Friends of Monarch, an initiative to promote business partnerships. The Greenville Health System (GHS), our primary partnership, is a perfect fit for a school with a focus on Health Sciences. GHS is working with Monarch in several ways to promote our school focus. Providing clinical speakers and funds for science materials are two examples. Undergoing renovations, Roper Mountain Science Center has donated items that support Health Sciences. Additional collaborative partnerships that contribute to the success of Monarch include Publix, Chick-fil-A, Sportsclub, Twisted Cup Yogurt, Whole Foods, and Tony's Pizza.

The Staff of Monarch Elementary

Monarch benefits from the knowledge of experienced teachers combined with the enthusiasm and idealism of young teachers. Coupled with the leadership of a passionate, skillful principal, and in the presence of dedicated, energetic parents, a strong foundation for student achievement is made. Monarch is a merging school community that is celebrating cultural differences and blending diverse backgrounds.

Monarch has 8 kindergarten teachers and 8 kindergarten para-professionals, 7 first grade teachers, 5 second grade teachers, 5 third grade teachers, 5 fourth grade teachers, and 5 fifth grade teachers. Monarch has a media specialist with a part-time assistant, full-time speech therapist, full-time resource teacher, full-time RTI teacher, part-time ESOL teacher, full-time challenge teacher, 3 full-time and 3 part-time related arts teachers. Staff also includes a principal, assistant principal, secretary, attendance clerk, office clerk, school nurse, guidance counselor, and an instructional coach. Monarch has a plant engineer, 5 environmental stewards, a cafeteria manager and 5 café workers. Monarch has a male assistant principal two male teachers, two minority teachers, and two minority para-professionals. All teachers are certified in the area they teach. All teachers are highly qualified. All teaching assistants are highly qualified.

This following data reflects the years of experience for full-time teacher.

2012-13 Teacher Experience						
Years of Experience	0-1	2-6	7-10	11-14	15-18	22+
Number of Teachers	13	7	5	3	4	4

Fifty-five percent of teachers came from our four feeder schools or were excessed to Monarch. Eighty-five percent of these teachers volunteered to work at Monarch.

2013-14 Teacher Experience						
Years of Experience	0-1	2-6	7-10	11-14	15-18	22+
Number of Teachers	3	18	7	5	4	5

These tables provide additional data that represents out teachers.

Teacher Attendance Rate	
2012-13	95.6%
2013-14	96.8%

Nationally Board Certified Teachers	
2012-13	5
2013-14	6

Teaching Degrees				
	Bachelors	Bachelors +18	Masters	Masters +30
2012-13	40%	7%	43%	10%
2013-14	44%	9%	35%	12%

Student Population

The children at Monarch are our greatest treasures. Our students are well-behaved and respectful. For the 2012-2013 school year there was a total of eighteen referrals, with five of these being bus referrals. Four students have a total of 10 referrals and eight students each have 1 referral. This data reflects thirteen males and five females. For the 2013-14 academic year, there were thirteen referrals and nine of those were bus referrals. Four students had a total of nine referrals, while four additional had 1 referral each. This data reflected six males and two females.

The following table shows Monarch’s gender distribution by grade level.

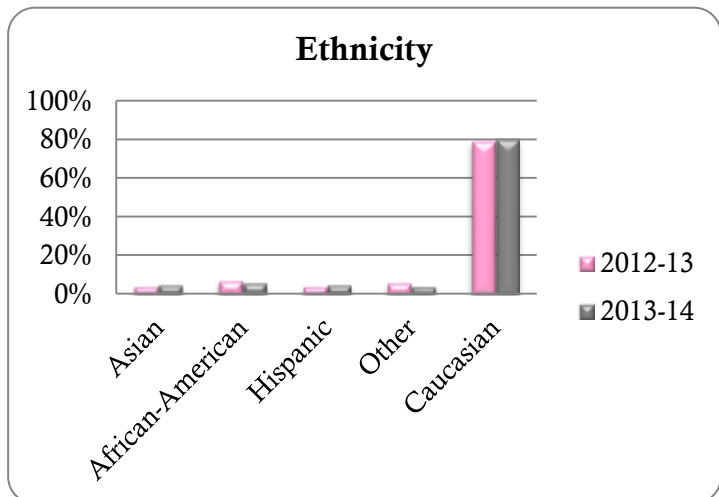
2012-13 Gender Distribution by Grade Level							
	4K	K	First	Second	Third	Fourth	Fifth
# of Boys	10	60	45	56	56	73	45
# of Girls	10	69	59	50	52	60	48
2013-14 Gender Distribution by Grade Level							
	4K	K	First	Second	Third	Fourth	Fifth
# of Boys	13	82	64	48	57	63	64
# of Girls	7	69	74	60	49	57	62

Data Source: PowerSchool

The following data shows the ethnicity of our student population.

Ethnicity	2012-13	2013-14
Asian	4%	5%
African-American	7%	6%
Hispanic	4%	5%
Other	6%	4%
Caucasian	79%	80%

Data Source: PowerSchool

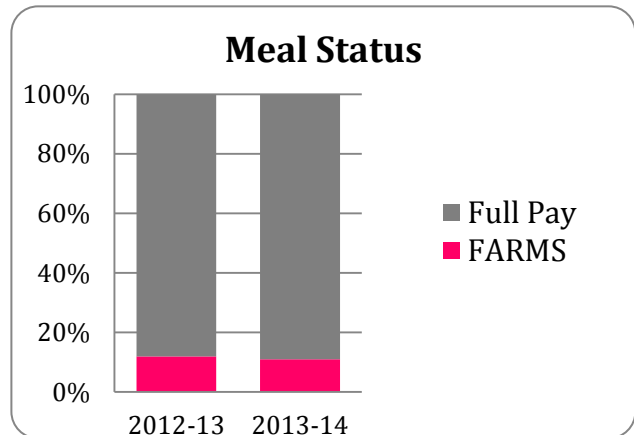


The following data provides the attendance rate of our students.

Student Attendance Rate	
2012-13	97.1%
2013-14	97.5%

This data shows the meal status of our student population.

Meal Status				
	FARMS		Full Pay	# of Students
	Free	Reduced		
2012-13	64	14	615	693
2013-14	55	27	684	766



To help meet the learning needs of our population Monarch has a Gifted and Talented (Challenge) Program, offers Response to Intervention (RTI) services, and provides a pull out resource program for primary grades and an inclusion model for intermediate grades.

In 2012-13, forty-six K-2nd grade students received services through our RTI program. In 2013-2014, forty K-2nd grade students received services through the RTI program. This preventative academic program serves small groups of students with emphasis on letter names, letter sounds, phoneme segmentation, nonsense words, phonics and reading. Students in kindergarten and first grade are benchmarked three times a year. Children who qualify for the program have progress checks through AIMSweb every ten days. When children consistently meet targeted benchmarks they are no longer in need of this service. If students do not show progress through the RTI program, they may be referred to the Assistance Team for further evaluation.

Thirteen students were served through resource services in the 2012-13. In 2013-14 twenty-six students received resource services. An inclusion model allowed for in-class curriculum support that afforded students with the least restrictive environment. Students not in special education benefitted from having an extra teacher in the classroom.

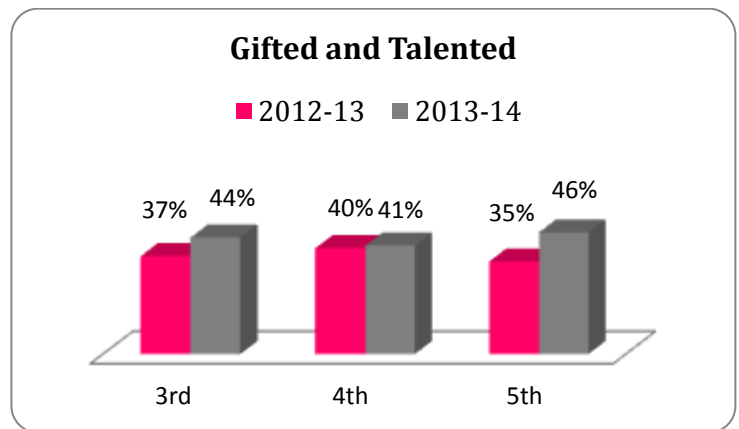
Speech-language services provide therapy for students with articulation, language, fluency, and/or voice disorders. Students received therapy either in a small group or individually, depending on their needs. Fifty-two students were served in the Speech-Language program in the 2012-13 school year and seven students were staffed out of speech services as the goals in their Individualized Education Plan (IEP) were met.

Forty-five of these students will continue to receive speech/ language services in 2013-14. Sixty-six students were served in the Speech-Language program in the 2013-14 school year.

Speech and Language Program			
	4K Students	5K Students	1st - 5th Students
2012-13	4	14	34
2013-14	5	12	49

Here is information about our Gifted and Talented (Challenge) population.

Gifted and Talented Program			
#GT/Grade Level Population			
	3rd	4th	5th
2012-13	36/103	53/131	37/96
2013-14	48/107	49/119	58/126



Special Features

Monarch uses innovative measures rich in best practices. Monarch is the first elementary school in the state and one of the few in the nation to focus on Health Sciences. Project-based experiences and learning menus are the norm. A rigorous and relevant curriculum ensures each student is academically advantaged. A partnership with Greenville Health System and generous contributions from parents and the Roper Mountain Science Center, provide students with inquiry-rich experiences. Clinical speakers and other experts in the field of Health Sciences provide real-world curriculum-connections and teach students the importance of science in everyday life. Monarch is in the process of creating a butterfly garden with the partnership of a local Eagle Scout troop. PTA is supporting this initiative with funding.

Monarch benefits from a Healthy Choices Café where all food served is low-fat, healthy and prepared fresh daily. Parents support this initiative by providing healthy choices such a fruit kabobs and trail mix for celebrations and other special events. With leadership from our PE teacher and cafeteria manager, Monarch is a CATCH (Coordinated Approach to Child Health) campus.

All classroom teachers are members of the Greenville County Science Teachers Association, which is a group dedicated to professional development and networking. Monarch's attendance at a winter 2013 meeting resulted in Monarch receiving \$500 worth of Science materials for S.T.E.A.M Central.

All teachers from our feeder schools are trained in the Baldrige Model of Continuous Improvement. Several teachers hired for Monarch have also received training. Teachers have been instrumental in sharing quality tools with their peers.

Capitalizing on research that supports healthy movement, all students in pre-kindergarten through fifth grade have Ergonomic Zuma Rockers designed by the Pediatric Therapy Network. The boomerang desk design is a perfect fit for student collaboration on projects in the classroom. Brain Breaks are incorporated during the school day. Third, fourth and fifth graders are invited to participate in Monarch Marathoners Running Club. Girls on the Run is also available for intermediate grade girls.

Students benefit from a technology-rich campus. The upper-grade 1:1 iPad initiative promotes inquiry and allows students to check-out eBooks. Kindergarten through second grade has access to iPads. In addition to a Promethean Board in every classroom, computer lab, Monarch has a Tech"knowledge"y 1 (Desktop Lab), a Tech"knowledge"y Lab 2 which features three Promethean ActiveInspire tables, 30 Dell Tablets, a Promethean ActivBoard and unique software that enriches learning experiences. Additional Promethean boards were added fall 2013 to provide all instructional rooms with technology access. WKID, the Monarch Morning Show, is produced by students.

A project-based learning environment is readily evidenced at Monarch. Learning menus also serve as a tool to differentiate instruction. Differentiated instruction is doing what's fair for students and is based on good research.

Professional development (PD) is carefully planned to be beneficial and effective. David Stephen, a nationally recognized expert on project-based learning (PBL), worked with Team Leaders in the summer of 2013 and was on-site in August 2013 for two days of intensive PD for all teachers. Monarch staff was trained summer 2013 on the Fountas and Pinnell guided-reading model generally referred to as Balanced Literacy. Additional Fountas and Pinnell training was offered in the 2013-14 school year. Training on the implementation of Common Core State Standards, the Next Generation Science Standards (if state adopted), and Smarter Balance (if applicable) will be additional pieces of professional development.

Mission, Vision, and Beliefs

Monarch's Tagline: Celebrating Inquiry, Innovation and Creativity

Purpose/Mission (Unique identity to which Monarch aspires and how this will be achieved)

Monarch's purpose is to provide a happy and motivating environment where all students achieve at high levels and make their best contribution to society. The mission of Monarch is to build a collaborative learning community that challenges all students to excel academically, celebrate diversity, express creativity, and experience real-world curriculum connections.

Vision (Uncompromising commitment to achieve results that exceed current capability)

Each student at Monarch will be a thoughtful reader, effective communicator, critical thinker, and creative problem-solver. Each student will become a responsible citizen and achieve personal excellence by discovering and developing potential based on unique needs and talents.

Beliefs (Expression of fundamental values, ethical code, and firm principles)

- Student learning is the chief priority at Monarch and each child's educational program should be a shared responsibility involving the home, school, teacher, and student.
- It is essential that curriculum and instruction are challenging, flexible and authentic so that each child will achieve success and satisfaction in a rapidly changing global world.
- Educational experiences should help to develop the total child in the cognitive, affective, and psychomotor areas.
- Monarch should provide a safe environment and rigorous programs to meet the needs of each individual child so that he may be encouraged to function at his potential.
- Each child must be provided with opportunities to establish himself as an individual as well as opportunities to function as a collaborative member of a group.
- Project-based learning enables students to communicate effectively, solve problems competently, **think critically and creatively, and act responsibly.**

Parameters (Boundaries within which Monarch will accomplish its mission)

Implement the Action Plan.

At all times base decisions on what is best for students. Be responsible stewards of resources.

Practice and promote open, honest communication. Not once compromise excellence.

Tactics (Resolutions that dedicate Monarch's resources and energies toward the continuous creation of systems to achieve the extraordinary)

Implement a project-based curriculum that results in engaging, innovative, and rigorous experiences that optimize learning beyond traditional academics. Engage all facets of the community to accomplish Monarch's Action Plan.

Curriculum Focus (Direct experiences to accomplish objectives)

- The integration of project-based learning and inquiry-based learning will assist in the development of independent thinkers that can creatively solve "real-world" problems;
- Project-based and inquiry-based initiatives emphasize student questioning, critical thinking, problem solving, engagement with diverse information sources, and the development of deep knowledge and understanding;
- Carefully designed teaching and learning initiatives will enable students to transform information into knowledge;
- Rich, technological experiences will be crucial to the development of students as twenty-first century, intellectual agents;
- Collaborative opportunities to discover will play a transformative role in the development of the student's personal, social and cultural growth;
- Visual and Performing Arts: Artists in Residence opportunities provided through the South Carolina Department of Education Distinguished Arts Program Grant.

The following are the curriculum, instruction, assessment, and environment factors that we value and that justify our mission, vision, and beliefs:

Curriculum: *Students, staff, and parents are involved in a variety of learning experiences that are relevant and interesting. Teachers plan in teams to ensure curriculum continuity.*

Curriculum must include:

- Common Core State Standards/ Academic Learning Content
- Project-based Learning approach
- Relevance to everyday life experiences
- Rigorous work for students
- Cross-curricular experiences
- High expectations for all students
- A Balanced Literacy Approach (Fountas and Pinnell)
- “Student Voice and Choice” (Learning Menus)

Instruction: *Teaching must be varied and creative to meet the learning needs of all students.*

Instruction must include:

- Alignment of school vision with instructional focus
- Research-based models
- Innovative teaching and rigorous programs
- Connections to real-life situations and prior knowledge
- Guided discovery/active inquiry
- Student-centered approaches
- Authentic tasks (i.e. solving everyday problems, collecting and analyzing data, investigating patterns)
- Opportunities for students to decide performance criteria and methods

Assessment: *Assessments are methods used to better understand the current knowledge that a student possesses. The idea of current knowledge implies that what a student knows is always changing and that we can make judgments about student achievement through comparisons over a period of time. Assessments affect decisions about grades, instructional needs, and curriculum.*

Assessment must include:

- Experiences where students can apply what they have learned
- Respect for multiple cultures and diverse learning styles
- Data that drives instructional planning
- Appropriate content linked to academic learning
- Opportunities for students to engage in self-assessment and self-reflection
- Authenticity and purpose

Environment: *Our school provides a nurturing environment committed to achieving excellence. We share with our community the responsibility for the education of all students. Stakeholders actively contribute to a positive learning environment.*

Environment must include:

- A “highly qualified” staff that works and shares as a collaborative team
- A parental community that feels valued as full participants in their child's education
- Leadership that is supportive, encouraging, and fosters positive changes
- Meaningful learning experiences for all stakeholders
- An atmosphere that supports each student's academic, personal, and social growth
- A safe, healthy, stimulating, motivating learning environment
- Students who respond well to high expectations

Data Analysis and Needs Assessment

Fall 2012, on-line AdvancED surveys were available for parents, staff, and students. The level of input from staff and parents provided a measure in several areas. AdvancED surveys were administered when Monarch had only been open for several weeks. A second measure was the “Tell Us What You Think” on-line survey available starting in Fall 2012 and are on-going.

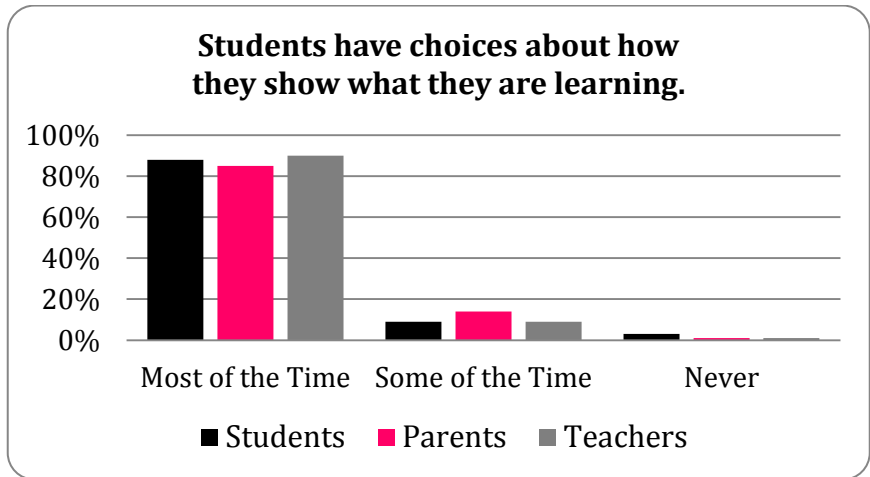
AdvancED Measures	Parent Responses Average Score	Staff Responses Average Score
Purpose and Direction	3.98	4.57
Governance and Leadership	4.03	4.56
Teaching and Assessing for	4.03	4.60
Resources and Support	4.09	3.99
Results for Continuous	3.99	4.76

Scores range from 1 (lowest) to 5 (highest)

Data Source: AdvancED

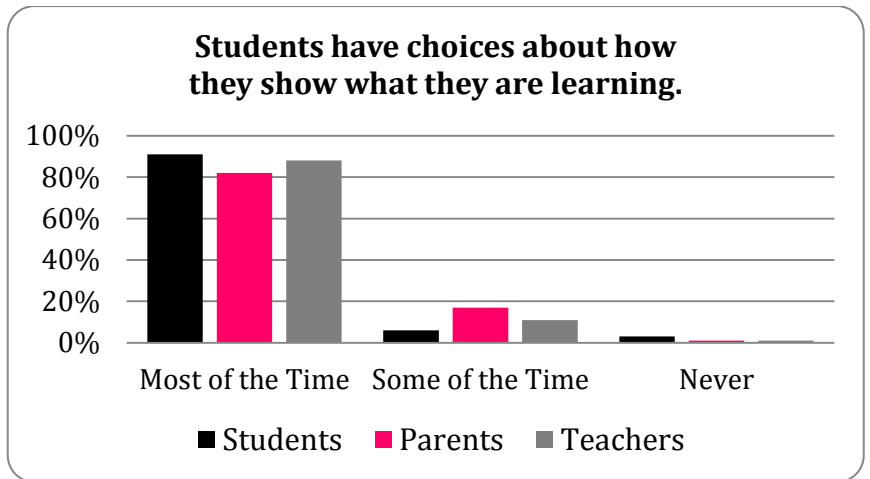
Spring 2013 “Tell Us What You Think” Surveys

Student (169), Parent (267) and Teacher (33) Responses



Fall 2013 “Tell Us What You Think” Surveys

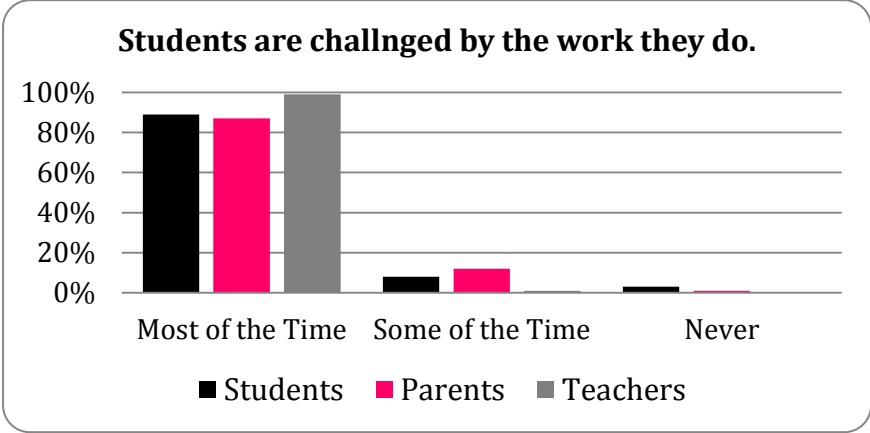
Student (142), Parent (161) and Teacher (31) Responses



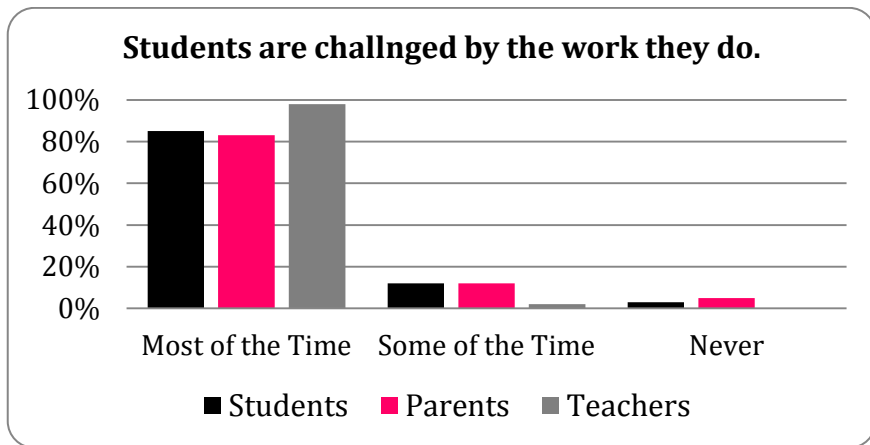
These responses reflect Monarch’s focus on capitalizing on multiple intelligences by giving students choices in how they show what they know and are able today.

Spring 2013 “Tell Us What You Think” Surveys

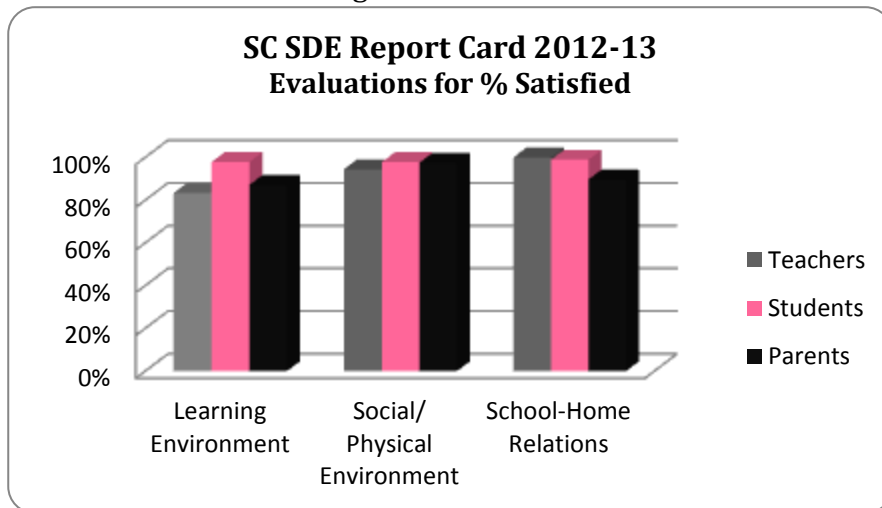
Student (169), Parent (267) and Teacher (33) Responses



Fall 2013 “Tell Us What You Think” Surveys
Student (142), Parent (161) and Teacher (31) Responses



This data, in alignment with our self-study, shows meeting the individualized learning needs of students is an area to strengthen.



%Satisfied	Learning Environment	Social/Physical Environment	School-Home Relations
Teachers	83%	94%	100%
Students	98%	98%	99%
Parents	87%	98%	90%

Student Achievement

We hold high expectations for our students' performance and know that the implementation of our Action Plan is the guide to help ensure the success of all of our students.

SCPASS Writing 2013			
Grade	#Tested	%Not Met	%Met/Exemplary
3	112	4.5	95.5
4	131	6.9	93.1
5	96	6.3	93.8

SCPASS ELA 2013 (Reading and Research)			
Grade	#Tested	%Not Met	%Met/Exemplary
3	113	2.7	97.3
4	131	8.4	91.6
5	96	7.3	92.7

SCPASS Math 2013			
Grade	#Tested	%Not Met	%Met/Exemplary
3	113	5.3	94.7
4	132	4.5	95.5
5	96	8.3	91.7

SCPASS Science 2013			
Grade	#Tested	%Not Met	%Met/Exemplary
3	57	3.5	96.5
4	132	6.8	93.2
5	48	4.2	95.8

SCPASS Social Studies 2013			
Grade	#Tested	%Not Met	%Met/Exemplary
3	56	3.6	96.4
4	132	4.5	95.5
5	48	6.3	93.8

Teacher/Admin Quality

The focus of Monarch is on creating a comprehensive learning organization that understands, cares about, and works for students. Our allocation of time is one of the truest tests of what is really important to us. The time devoted to an issue on both the annual calendar and within the daily schedule of our school tells stakeholders what is really valued. All resources need to be managed in alignment with and give foremost priority to student achievement goals.

Monarch’s professional development plan keeps the focus on school improvement efforts and aligns time, money and staff development opportunities with our performance goals. On-going professional development activities that are planned in congruence with the school goals and calendar provide school staff with opportunities both to improve personal performance and to learn the new skills they need to reform the school culture and support the development of a true learning organization.

2014-15 Professional Development Areas of Emphasis

An overall focus will be on developing a professional learning community where all decisions are based on the learning needs of students. A project-based approach will be woven throughout the curriculum. Everything that is planned in the school must be aligned to our mission and beliefs, everything that is implemented must be evaluated against our mission and beliefs, and everything that is improved, is improved to implement our mission and beliefs.

Within a framework of Project-based Learning and technology integration, focus areas are:







Science	Mathematics
<ul style="list-style-type: none"> ▪ Cross-walking current SC standards with Next Generation Science Standards (NGSS) <i>if applicable</i> ▪ Scientific inquiry ▪ Informational writing ▪ Constructing performance assessments ▪ Formative assessment with a focus on speaking, listening, and questioning 	<ul style="list-style-type: none"> ▪ CCSS for Mathematical Practice – Implications for instruction ▪ CCSS for Mathematical Content – Topics new to grade level ▪ Constructing performance assessments ▪ Every Day Counts Calendar Math ▪ Go Math

ELA	Social Studies
<ul style="list-style-type: none"> ▪ Balanced Literacy (Fountas and Pinnell) ▪ Text complexity ▪ Opinion/argument writing ▪ Informational writing ▪ Narrative writing ▪ Constructing performance assessments ▪ Formative assessment with a focus on speaking, listening and questioning 	<ul style="list-style-type: none"> ▪ Opinion/argument writing using primary and secondary source ▪ Informational writing ▪ Constructing performance assessments ▪ Formative assessment with a focus on speaking, listening, and questioning
Visual and Performing Arts	Physical Education (PE)/Health
<ul style="list-style-type: none"> ▪ Arts Integration (DAP funded grant) 	<ul style="list-style-type: none"> ▪ CATCH ▪ Curriculum Integration








The purpose of all teacher professional development is to help teachers develop and apply the knowledge and skills necessary to help students learn. *Increasing the effectiveness of professional learning is the leverage point with the greatest potential for strengthening and refining the day-to-day performance of educators. In alignment with district expectations, Monarch is committed to raising student achievement by supporting and facilitating high quality staff development that improves the performance of all district employees.*

Goal 1: Student Achievement Goal 2: Teacher/Admin Quality Goal 3: School Climate

September 2013

Monday	Tuesday	Wednesday	Thursday	Friday
2 No School Labor Day	3 MAP Testing Season Sept. 3rd – Sept 27 th Goal 1 Computer Lab closed during MAP	4 Leadership Focus 7:15am Goals 1, 2, 3 Volunteer Orientation  Presentation 9:30am/6:30pm Goals 1, 3 iPad Parent Session 6:00pm Goals 1,3	5 Admin Focus 9:30am Goals 1, 2, 3 Tony's Pizza Spirit Night (all day) Goal 3	6 PTA Board Mtg 7:30am Goal 3 GHS Clinical Rotations Goals 1,3 Lego Robotics starts 3:00-4:30 Goal 3
9 SIC 7:30am Goals 1, 3 PTA Open House/ Curriculum Night (K5, 1 st , 2 nd) 6:00 Goals 1, 3	10 Room Parent Mtg 9:30/6:00 Goal 3 iPad Parent Session 5:30pm Goals 1, 3 PTA Open House/ Curriculum Night (3 rd , 4 th , 5 th) 6:00 Goals 1, 3	11 Admin Focus 9:30am Goals 1, 2, 3 Faculty Focus: PowerTeacher Goals 1, 2,	12 Faculty Focus: PowerTeacher Goals 1, 2 Room Parent Mtg. 6:30pm Goal 3	13 Interns: Bright Beginnings with PAS-T 7:15am Goals 1, 2, 3 
16 Team Focus: Rubicon Goals 1, 2 SEEDS Training 9:30 am Goal 3	17 Admin Focus 9:30am Goals 1, 2, 3 School Pictures	18 GHS Clinical Rotations Goals 1,3 Faculty Focus: AdvancED Goals 1, 2, 3	19 Balanced Literacy A 8:00-3:00 Goals 1, 2  PE Skate Night 5:30-7:30 Goal 3	20 SC Team Spirit Day/ PTA Teacher Tailgate Goal 3  7:30-8:30 Goals 1, 3
23 Q1 Progress Report Admin Focus 3:00am Goals 1, 2, 3	24  Chick-fil-A PTA Spirit Night 5:00-8:00pm Goal 3	25 Faculty Focus: The eBook Experience 3:00pm -4:00pm Goals 1, 2	26 7:15am Barrier Island Parent Meeting 4 th Goals 1, 3 Admin Focus 9:30am Goals 1, 2, 3	27  7:30-8:30 Goals 1, 3 4K ½ day MAP Testing Season Sept. 3rd – Sept 27 th Goal 1
30 BOOK FAIR Grandparents Week 4 th /5 th Goal 3 “Meet Your GHS Healthcare Neighbor” 6:30-8:00pm Goal 3				

October 2013

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Enjoy eating a healthy lunch at Monarch all month.</p>  	<p>1</p> <p>BOOK FAIR Grandparents Week 3rd Goal 3</p>	<p>2</p> <p>BOOK FAIR Grandparents Week 2nd Goal 3</p> <p>Faculty Focus: AdvancED Goals 1, 2, 3</p>	<p>3</p> <p>BOOK FAIR Grandparents Week 1st Goal 3</p>  <p>7:30-8:30 Goals 1, 3</p>	<p>4</p> <p>BOOK FAIR</p> <p>Grandparents Week Pre-K/K Goal 3</p> <p>PTA Board Mtg 7:30 am Goal 3</p> <p>Admin Focus 9:30am Goals 1, 2, 3</p>
<p>7</p> <p>No Cell Phone Zone Week SIC 7:30am Goal 3</p>  <p>Balanced Literacy B 8:00-3:00 Goals 1, 2</p>	<p>8</p> <p>Leadership Focus 7:15am Goals 1, 2, 3</p> <p>GHS Clinical Rotations Goal 1,3</p>	<p>9</p> <p>International Walk to School Day (recess) Goal 3</p> <p>Faculty Focus: AdvancED Goals 1, 2, 3</p>	<p>10</p> <p>Admin Focus 10:30am Goals 1, 2, 3</p> <p>Twisted Cup PTA Spirit Night 2:30-8:00 Goal 3</p>	<p>11</p> <p>Running Club starts 3rd -5th 7:15am Goal 3</p>  <p>Interns: Learning Along the Way 7:00-7:45 Goals 1, 2, 3</p>
<p>14</p> <p>Team Focus: Curriculum Goals 1, 2</p>	<p>15</p> <p>Admin Focus 9:00am Goals 1, 2, 3</p>	<p>16</p> <p>Faculty Focus: Analyze MAP/ PASS data Goals 1, 2</p>	<p>17</p> <p>No School for Students</p> <p>Teacher Workday</p>	<p>18</p> <p>No School for Students</p> <p>Teacher Workday</p>
<p>21</p> <p>Red Ribbon Week Bus Safety Week Reflections entries</p> <p>Carpool Line opens</p>	<p>22</p> <p>Chick-fil-A Spirit Night 5-8pm Goal 3</p> <p>BOOK BINGO October 22 6:00pm-8:00pm Goals 1, 3</p>	<p>23</p> <p>GHS Clinical Rotations Goals 1,3</p>	 <p>7:30-8:30 Goals 1, 3</p>	<p>25</p> <p>Admin Focus 9:30am Goals 1, 2, 3</p> <p>End of Q1 Door Decoration Judging Box Tops deadline</p>
<p>28 Week A</p> <p>Team Focus: PBL/ Curriculum Goals 1, 2</p> <p>Boosterthon Rally</p>	 <p>7:30-8:30 Goals 1, 3</p> <p>Admin Focus 9:30am Goals 1, 2, 3</p>	<p>30</p> <p>Faculty Focus: Curriculum Goals 1, 2</p>	<p>31</p> <p>Q1 Report Cards</p>	

Goal 1: Student Achievement Goal 2: Teacher/Admin Quality Goal 3: School Climate

November 2013

Monday	Tuesday	Wednesday	Thursday	Friday
Week A				1 PTA Board Mtg 7:30 am Goal 3 50 th Day of School <i>Aluminum cans to art</i> Original Works deadline
4 Week B CogAT/ITBS Workshop 9:10 2 nd grade	5 Admin Focus 1:00pm Goals 1, 2, 3 CogAT Testing Goal 1	6 Boosterthon Fun Run Goal 3 CogAT Testing Goal 1 Team Focus: Curriculum Goals 1, 2	7 Holiday Lunch reservations due Goal 3 CogAT Testing Goal 1	8  7:30-8:30 Goals 1, 3 GHS Clinical Rotations Goals 1,3
11 Week A  Team Focus: CM1 Pilot Goals 1, 2 ITBS 2 nd Goal 1 Dedication 6:30 Goal 3	12 ITBS 2 nd Goal 1	13 Boosterthon Count day (Pledges due) Goal 3	14 Holiday Lunch Goal 3 PE Skate night 5:30-7:30 Goal 3	15 Admin Focus 9:00am Goals 1, 2, 3 GHS Clinical Rotations Goal 1,3
18 Week B  Interns: Learning from Experiences 7am Goals 1, 2, 3 SC Food Drive	19 Balanced Literacy B 8:00-3:00 Goals 1, 2  SC Food Drive	20 SC Food Drive Leadership Focus 7:15am Goals 1, 2, 3 Team Focus: Curriculum Goals 1, 2	21 Admin Focus 9:00am Goals 1, 2, 3 SC Food Drive	22  7:30-8:30 Goals 1, 3 SC Food Drive
25 Week A  Team Focus: CM1 Pilot Goals 1, 2	26 Admin Focus 9:30am Goals 1, 2, 3	27 Thanksgiving Break	28 Thanksgiving Break	29 Thanksgiving Break

Goal 1: Student Achievement Goal 2: Teacher/Admin Quality Goal 3: School Climate




December 2013

December 9th – 20th Change in Assignment Lottery Window
 December 7th Chorus Spirit Night at the Road Warriors Game 7:00pm

Monday	Tuesday	Wednesday	Thursday	Friday
2 Week B Optional MAP Season 2 nd – 13 th Q2 Interim Report SIC 7:30am LMC Goals 1, 3	3 Admin Focus 1:00pm Goals 1, 2, 3 Chorus Concert 	4 Admin Focus 9:30am Goals 1, 2, 3 Team Focus: Curriculum Goals 1, 2 Chorus Concert 6:00 Mauldin High School Goals 1, 3 	5 Leadership Focus 7:15am Goals 1, 2, 3 Hoop Shoot 3:00-5:30pm Twisted Cup PTA Spirit Night 2:30pm-8:00pm Goal 3	6 PTA Board Meeting 7:30 am Goal 3 <i>Secret Santa</i>
9 Week A Team Focus: PBL Goals 1, 2 Shoe Drive Goal 3 Mistletoe Market PTA Meeting 6:30 K/1 st Concert/Art Show Goal 3 	10 Mistletoe Market Chorus Performance RMSC - 6:30pm Goal 3 	11 Admin Focus 9:30am Goals 1, 2, 3 GHS Clinical Rotations Goals 1,3 Mistletoe Market Goal 3	12  7:30-8:30 Goals 1, 3 Admin Focus 9:00am Goals 1, 2, 3 Mistletoe Market Goal 3 EDP Spirit Night Moe's (Woodruff) 5:00pm-9:00pm Goal 3	13 GHS Clinical Rotations Goals 1,3 Mistletoe Market Goal 3 <i>Secret Santa</i>
16 Week B	17 Admin Focus 9:00am Goals 1, 2, 3	18 STAFF Holiday Party	19 Chinese Acrobats 8:30 2 nd – 5 th PE Skate Night 5:30-7:30pm Goal 3	20 Winter Holiday Parties SC Holiday Spirit Day <i>Secret Santa</i>
23 Winter Break	24 Winter Break 	25 Happy Holidays! Winter Break 	26 Winter Break	27 Winter Break
30 Winter Break	31 Winter Break			



Goal 1: Student Achievement Goal 2: Teacher/Admin Quality Goal 3: School Climate

January 2014

Monday	Tuesday	Wednesday	Thursday	Friday
		1 Winter Break	2 Winter Break	3 Winter Break
6 Week A SIC 7:30am Goal 3 Team Focus: PBL/ Curriculum Goals 1, 2	7 Interns: From Surviving to Thriving Goals 1, 2, 3	8 Junior Beta Club begins Goals 1, 3 Leadership Focus 7:15am Goals 1, 2, 3 Admin Focus 9:30am Goals 1, 2, 3	9  7:30-8:30 Goals 1, 3 Tony's Pizza PTA Spirit Night (all day) Goal 3	10 GHS Clinical Rotations Goals 1,3 PTA Board Mtg 7:30am Goal 3
13 Week B 5K/1 st Registration for 2014 -2015 Guided Reading Observations Fountas and Pinnell: Linda Scott	14 5K/1 st Registration for 2014 -2015	15 Team Focus: Technology Tools and Communication Goals 1, 2 5K/1 st Registration for 2014 -2015	16 5K/1 st Registration for 2014 -2015  7:30-8:30 Goals 1, 3	17 Teacher Work Day Team Focus: Technology Tools and Learning Links Goals 1, 2 
20 Week A No School MLK Day	21	22 Admin Focus 9:30am Goals 1, 2, 3	23	24
27 Week B	28 Chick-fil-A PTA Spirit Night 5:00-8:00 pm	29 Team Focus: Curriculum Goals 1, 2  projects due Goals 1, 3	30  7:30-8:30 Goals 1, 3	31 100 th Day of School Father/Daughter Dance Goal 3 6:30-8:30 (gym)



Goal 1: Student Achievement Goal 2: Teacher/Admin Quality Goal 3: School Climate

February 2014

Monday	Tuesday	Wednesday	Thursday	Friday
<p>3 Week A</p> <p>SIC 7:30am Goal 3</p> <p>SC Val-a-grams Team Focus: PBL/ Curriculum Goals 1, 2</p>	<p>4</p> <p>SC Val-a-grams</p>	<p>5</p> <p>SC Val-a-grams Admin Focus 9:30am Goals 1, 2, 3 Faculty Focus: The Ron Clark Academy Experience Goals 1, 2, 3</p> 	<p>6</p> <p>SC Val-a-grams</p>  <p>7:30-8:30 Goals 1, 3</p> <p>Twisted Cup Spirit Night 2:30-8:00 pm</p>	<p>7</p> <p>SC Val-a-grams</p> <p>PTA Board Mtg 7:30am</p>
<p>10 Week B</p> <p>PTA Science Safari Night and Science Fair 5:30-7:30</p>  <p>Goals 1, 3</p>	<p>11</p> <p>SNOW DAY</p>	<p>12</p> <p>SNOW DAY</p> <p>Interns: A Perfect Fit Goals 1, 2, 3 Team Focus: Curriculum Goals 1, 2</p>	<p>13</p> <p>SNOW DAY</p> <p>GHS Clinical Rotations Goals 1,3</p>	<p>14</p> <p>SNOW DAY</p> 
<p>17 Week A</p> <p>No School President's Day</p>	<p>18</p>	<p>19</p> <p>Admin Focus 9:30am Goals 1, 2, 3</p>	<p>20</p>  <p>7:30-8:30 Goals 1, 3</p> <p>GHS Clinical Rotations Goals 1,3</p>	<p>21</p>  <p>Fountas and Pinnell Training</p> <p>Book Fair books arrive</p> <p>Boxtops contest deadline</p>
<p>24 Week B</p> <p>BOOK FAIR</p> <p>(VIP Week)</p>	<p>25</p> <p>BOOK FAIR</p> <p>Chick-fil-A Spirit Night 5:00-8:00pm Goal 3</p>	<p>26</p> <p>BOOK FAIR Team Focus: Curriculum Goals 1, 2</p>	<p>27</p> <p>BOOK FAIR</p>	<p>28</p> <p>BOOK FAIR</p>



Goal 1: Student Achievement Goal 2: Teacher/Admin Quality Goal 3: School Climate

March 2014

Monday	Tuesday	Wednesday	Thursday	Friday
<p>3 Week A</p> <p>Team SIC 7:30am Goal 3 Focus: PBL/ Curriculum Goals 1, 2</p> <p>MAP Testing Season Goal 1</p>	<p>4</p> <p>5th Grade Registration</p>	<p>5</p> <p>SC Walk at School Day (during recess) Admin Focus 9:30am Goals 1, 2, 3</p> <p>Faculty Focus: PASS Inservice Goals 1, 2</p>	<p>6</p> <p> 7:30-8:30 Goals 1, 3</p> <p>5th Grade Registration</p>	<p>7</p> <p>Interns: Finding a Balance 7:00 am Goals 1, 2, 3 PTA Board Mtg 7:30am Goal 3 SC Silly Socks Day (March of Dimes) GHS Clinical Rotations Goals 1,3</p>
<p>10 Week B</p>	<p>11</p> <p>Staff Appreciation Week Admin Focus 9:30am Goals 1, 2, 3</p>	<p>12</p> <p>Staff Appreciation Week Technology Time: Dell Tablets Goals 1, 2</p>	<p>13</p> <p>Staff Appreciation Week</p>	<p>14</p> <p>Staff Appreciation Week SC Silly Socks Day Staff Luncheon</p>
<p>17 Week A</p>	<p>18</p> <p>PASS Writing Day 1 3rd-5th Extended Response</p>	<p>19</p> <p>PASS Writing Day 2 3rd -5th Multiple Choice A-Team Criteria/ Classroom Strategies</p>	<p>20</p> <p>Battle of the Bands (Pelham Road 6:00 PM) Tony's Pizza Spirit Night (all day) Goal 3</p>	<p>21</p> <p> 7:30-8:30 Goals 1, 3 GHS Clinical Rotations Goals 1,3 SC Silly Socks Day</p>
<p>24 Week B</p>	<p>25</p> <p>Monarch's Got Talent Show</p>	<p>26</p> <p>Team Focus: Curriculum Goals 1, 2</p>	<p>27</p>	<p>28</p> <p>SC Silly Socks Day Deaf Magician Act 8:30 2, 4, 5 Goals 1, 3</p>
<p>31 Week A</p> <p>Team Focus: PBL/ Curriculum Goals 1, 2</p>				




Goal 1: Student Achievement Goal 2: Teacher/Admin Quality Goal 3: School Climate

April 2014

Monday	Tuesday	Wednesday	Thursday	Friday
Week A	1 ELK Lodge Hoop Shoot	2 Admin Focus 9:30am Goals 1, 2, 3	3  7:30-8:30 Goals 1, 3	4 PTA Monapalooza 5:00-8:00 Goal 3 GHS Clinical Rotations Goals 1,3
7 Week B SIC 7:30am Goal 3 PTA Meeting 6:30pm (Spring Concert)	8	9 Admin Focus 9:30am Goals 1, 2, 3 Team Focus: Curriculum Goals 1, 2	10 Twisted Cup PTA Spirit Night 2:30-8:00pm Goal 3	11 PTA Board Mtg 7:30am Goal 3
14 Spring Break	15 Spring Break	16 Spring Break	17 Spring Break	18 Spring Break
21 Week A Team Focus: PBL/ Curriculum Goals 1, 2	22 Interns: Keeping a Balance 3:00 Goals 1, 2, 3 Chick-fil-A Spirit Night 5:00-8:00pm Earth Day	23 Admin Focus 9:30am Goals 1, 2, 3 Team Focus: Curriculum Goals 1, 2	24  7:30-8:30 Goals 1, 3	25
28 Week B	29	30 African Drum/ Dance 8:30 K, 1, 2 Goals 1, 3 Team Focus: Curriculum Goals 1, 2		

Goal 1: Student Achievement Goal 2: Teacher/Admin Quality Goal 3: School Climate

May 2014

Monday	Tuesday	Wednesday	Thursday	Friday
Week B			1 Admin Focus 9:30am Goals 1, 2, 3  7:30-8:30 Goals 1, 3	2 PTA Board Mtg 7:30 am
5 Week A SIC 7:30am Goal 3 Team Focus: PBL/ Curriculum Goals 1, 2	6 SCPASS ELA Reading/Research 3 rd -5 th	7 SCPASS Math 3 rd -5 th	8 SCPASS Science 4 th Science or Social Studies 3 rd , 5 th	9 SCPASS Social Studies 4 th
12 Week B	13 Interns: Celebrating Successes 3:00 Goals 1, 2, 3 Snow White production by 2 nd grade	14 Admin Focus 9:30am Goals 1, 2, 3 Team Focus: Curriculum Goals 1, 2	15  7:30-8:30 Goals 1, 3	16 GHS Clinical Rotations Goals 1,3
19 Week A Team Focus: PBL/ Curriculum Goals 1, 2	20	21	22	23 Bike Helmet Day  DAY Goals 1,3
26 Week B No School Memorial Day	27 Chick-fil-A Sprit Night 5:00 pm	28 Admin Focus 9:30am Goals 1, 2, 3 Team Focus: Curriculum Goals 1, 2	29 K-4 Awards	30 5 th Grade Awards 5 th Grade Day

June 2014

Monday	Tuesday	Wednesday	Thursday	Friday
2	3 (1/2 day) Field Day Goals 1, 3 	4 (1/2 day) Field Day Goals 1, 3 	5 (1/2 day) Last Day of School	6

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

Information in the tables below 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.

SCPASS % WRITING

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 South Carolina Palmetto Assessment of State Standards (SCPASS) from 93.9% in 2012 to 94.8% in 2018.

ANNUAL OBJECTIVE: Annually increase 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 District Report Card

3-5 SCPASS Writing (Met/Exemplary)	Baseline 2012-13	Planning 2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	94	94.2	94.4	94.6	94.8
School Actual	93.9					
District Projected	X	78.8	79.8	80.8	81.8	82.8
District Actual	78.8					

SCPASS % ELA

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the SC Palmetto Assessment of State Standards (PASS) from 78.0% in 2012 to 83.0% in 2018.

ANNUAL OBJECTIVE: Increase by .02 percentage point(s) annually students meeting standard in English Language Arts (reading and research) as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

DATA SOURCE(S): SDE District Report Card

SCPASS %ELA Met/Exemplary	Baseline 2012-13	Planning 2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	94	94.2	94.4	94.6	94.8
School Actual	93.5					
District Projected	X	79.0	80.0	81.0	82.0	83.0
District Actual	80.5					

SCPASS AVG. ELA

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 South Carolina Palmetto Assessment of State Standards (SCPASS).

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

3-5 SCPASS Mean ELA School	Baseline 2012-13	Planning 2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	635	640	645	650	655	660
Actual Performance						
All Students	692.3					
Male	687.5					
Female	697.5					
White	695.8					
African-American	666.4					
Asian/Pacific Islander	n/a					
Hispanic	n/a					
American Indian/Alaskan	n/a					
Disabled	n/a					
Limited English Proficient	n/a					
Subsidized Meals	670.7					

SCPASS ELA District - Grades 3-5	Baseline 2011-12	Planning 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					

SCPASS % MATH

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: Increase the percentage of students meeting standard in mathematics as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS) from 77.4% in 2012 to 82.4% in 2018.

ANNUAL OBJECTIVE: Increase by .02 percentage point(s) annually students meeting standard in mathematics as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

DATA SOURCE(S): SDE District Report Card

SCPASS Math (Met/Exemplary)	Baseline 2012-13	Planning 2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	94.1	94.3	94.5	94.7	94.9
School Actual	94.1					
District Projected	X	78.4	79.4	80.4	81.4	82.4
District Actual	77.3					

SCPASS AVG. MATH

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 South Carolina Palmetto Assessment of State Standards (PASS).

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

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

SCPASS Math - School	Baseline 2012-13	Planning 2013-14	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18
Projected Performance	635		640	645	650	655	660
Actual Performance							
All Students	696.2						
Male	699.7						
Female	692.4						
White	701.8						
African-American	645.7						
Asian/Pacific Islander	n/a						
Hispanic	n/a						
American Indian/Alaskan	n/a						
Disabled	n/a						
Limited English Proficient	n/a						
Subsidized Meals	666.1						

Math - District - Grades 3-5	Baseline 2011-12	Planning 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	664.0					
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	643.0					

SCPASS ELA and SCPASS Math % TESTED

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 District Report Card

% Tested ELA – School	Baseline 2012-13	Planning 2013-14	2014 -15	2015- 16	2016- 17	2017- 18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance						
All Students	99.7					
Male	99.4					
Female	100.0					
White	100.0					
African-American	100.0					
Asian/Pacific Islander	n/a					
Hispanic	n/a					
American Indian/Alaskan	n/a					
Disabled	n/a					
Limited English Proficient	n/a					
Subsidized Meals	96.9					

Monarch Elementary School Portfolio

% Tested ELA - District Grades 3-5	Baseline 2011-12	Planning 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
<i>Actual Performance</i>							
All Students	99.9	99.9					
Male	99.9	99.9					
Female	99.9	100.0					
White	99.9	100.0					
African-American	99.8	99.9					
Asian/Pacific Islander	99.8	100.0					
Hispanic	99.9	99.8					
American Indian/Alaskan	100.0	100.0					
Disabled	99.2	99.6					
Limited English Proficient	99.8	99.8					
Subsidized Meals	99.8	99.9					

% Tested Math - School	Baseline 2012-13	Planning 2013-14	2014- 15	2015- 16	2016- 17	2017- 18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0
<i>Actual Performance</i>						
All Students	100.0					
Male	100.0					
Female	100.0					
White	100.0					
African-American	100.0					
Asian/Pacific Islander	n/a					
Hispanic	n/a					
American Indian/ Alaskan	n/a					
Disabled	n/a					
Limited English Proficient	n/a					
Subsidized Meals	100.0					

% Tested Math - District - Grades 3-5	Baseline 2011-12	Planning 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
<i>Actual Performance</i>							
All Students	100.0	100.0					
Male	99.9	99.9					
Female	100.0	100.0					
White	100.0	99.9					
African-American	99.9	99.9					
Asian/Pacific Islander	100.0	100.0					
Hispanic	99.9	100.0					
American Indian/ Alaskan	100.0	100.0					
Disabled	99.8	99.7					
Limited English Proficient	99.9	100.0					
Subsidized Meals	99.9	100.0					

SCPASS % SCIENCE

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 SC Palmetto Assessment of State Standards (SCPASS) from 94.6% in 2012 to 95.8% in 2018.

ANNUAL OBJECTIVE: Increase by 0.2 percentage point(s) annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE District Report Card

SCPASS Science	Baseline 2012-13	Planning 2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	95.0	95.2	95.4	95.6	95.8
School Actual	94.6					
District Projected	X	76.9	77.9	78.9	79.9	80.9
District Actual	77.0					

PASS AVG. SCIENCE

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 District Report Card

SCPASS Science - School	Baseline 2012-13	Planning 2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	635	640	645	650	655	660
Actual Performance						
All Students	664.6					
Male	665.1					
Female	664.0					
White	668.2					
African-American	619.4					
Asian/Pacific Islander	n/a					
Hispanic	n/a					
American Indian/Alaskan	n/a					
Disabled	n/a					
Limited English Proficient	n/a					
Subsidized Meals	640.6					

SCPASS Science - District - Grades 3-5	Baseline 2011-12	Planning 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	633.0					
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	644.0					
Disabled	585.9	587.2					
Limited English Proficient	620.7	620.9					
Subsidized Meals	614.1	613.8					

SCPASS % 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: Maintain the percentage of students meeting standard in social studies as measured by the SC Palmetto Assessment of State Standards (SCPASS) from 96.0% in 2012 to 96.0% or higher in 2018.

ANNUAL OBJECTIVE: Annually maintain or increase the % of students meeting standard in social studies as measured by the SC Palmetto Assessment of State Standards (SCPASS).

DATA SOURCE(S): SDE District Report Card

	Baseline 2012-13	Planning 2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	96.0	96.0	96.0	96.0	96.0
School Actual	96.0					
District Projected	X	79.9	80.9	81.9	82.9	83.9
District Actual	79.5					

PASS AVG. SOCIAL STUDIES

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 District Report Card

Social Studies - School	Baseline 2012-13	Planning 2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	635	640	645	650	655	660
Actual Performance						
All Students	687.3					
Male	692.8					
Female	681.4					
White	691.3					
African-American	655.7					
Asian/Pacific Islander	n/a					
Hispanic	n/a					
American Indian/Alaskan	n/a					
Disabled	n/a					
Limited English Proficient	n/a					
Subsidized Meals	664.1					

Social Studies - District Grades 3-5	Baseline 2011-12	Planning 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	640.0					
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					

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): ITBS/CogAT report produced by Riverside Publishing

Grade 2 ITBS Monarch	Baseline 2012-13	Planning 2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected		50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Reading Comprehension Actual	84 th %tile	80 th %tile				
Mathematics Concepts Projected		50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Concepts Actual	63 rd %tile	64 th %tile				
Mathematics Problems Projected		50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Problems Actual	75 th %tile	74 th %tile				

Grade 2 ITBS District	Baseline 2011-12	Planning 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Reading Comprehension Actual	67 th %tile	66 th %tile	67 th %tile				
Mathematics Concepts Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Concepts Actual	52 nd %tile	50 th %tile	49 th %tile				
Mathematics Problems Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Problems Actual	58 th %tile	55 th %tile	57 th %tile				

GOAL AREA 1: Raise the academic challenge and performance of each student.					
STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Analyze and use yearly performance results from school/ district/ state testing for instructional planning and to individualize student learning needs.	August 2013- on-going to June 2018	Administration Instructional Coach 5k-5 th Teachers	None	n/a	<ul style="list-style-type: none"> ■ Baseline data ■ Differentiated Lessons ■ PAS-T Strategies ■ Unit Plans
<i>Note: 3rd-5th grade Continuing Contract teachers are piloting a student objective data collection tool for SC SDE.</i>					
Disaggregate SCPASS and/or state test data by subgroups to address any achievement gaps.	Fall 2014 Fall 2015 Fall 2016 Fall 2017 Fall 2018		None	n/a	Blueprint for Success (subgroups not meeting standard)
Use MAP data to target strengths and weaknesses based on RIT bands and Lexiles. Monarch will use MAP data as one measure to plan for individualized learning needs.	Sept. 2013 March 2014 Fall 2014 Winter 2015 Fall 2015 Winter 2016 Fall 2016 Winter 2017 Fall 2017 Winter 2018	Admin IC 2 nd -5 th /SP ED Teachers	\$250 yearly MAP Reports DesCartes	School	<ul style="list-style-type: none"> ■ DesCartes Blueprints ■ Tutoring for Mastery
Provide support to understand/implement Common Core State Standards through a rigorous curriculum	Summer Academy 2013 On-going	Admin IC District Support	\$200	School	<ul style="list-style-type: none"> ■ Curriculum Maps ■ Instructional Plans ■ Team Focus meetings ■ Training Attendance ■ Best Practices shown
Provide support to create common assessments for ELA, Math, Science, and Social Studies	2014-2015 ELA/Math 2015-2016 Science/SS	Admin IC District Support	None		<ul style="list-style-type: none"> Common Assessments ■ Go Math ■ District Benchmarks ■ Rubicon-Atlas

GOAL AREA 1: Raise the academic challenge and performance of each student.					
STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
<i>Monarch uses a project-based approach where curriculum is integrated as opposed to teaching subjects in isolation. Focus areas are identified for the purpose targeting specific measures to promote academic achievement. In addition to school-wide training on PBL, Faculty Focus Teams attended Ron Clark Academy.</i>					
Focus: Writing Integrate authentic writing throughout curriculum	August/September Traits Introduced, used to improve writing skills Yearly to 2018	Instructional Coach Team Leaders	\$100 per kit 2012-13	School	<ul style="list-style-type: none"> ■ Crate Traits ■ Instructional Plans ■ Words Their Way Inventory ■ Camp Write-A-Lot
Support vertical/horizontal teams to identify the quality of papers using the GSC Extended Response Writing rubric	September January Yearly to 2018	Instructional Coach Team Leaders			<ul style="list-style-type: none"> ■ Prompt Scores ■ Scoring Guide consistency: Narrative Rubric Opinion Rubric
Focus: Math Receive training and fully implement Go Math/Every Day Counts Calendar Math	Summer 2013 and yearly to 2018	Administration Instructional Coach Math Contact District Support	None	n/a	<ul style="list-style-type: none"> ■ EDC Workshop 2012-13, 2013-14 ■ Pre/Posttests scores ■ Summer Academy ■ Revision of Curriculum Maps
Provide support to use Every Day Counts Calendar math	Yearlong Calendar by Month	Administration Instructional Coach District Support	None 2013-14	n/a 2013-14	<ul style="list-style-type: none"> ■ Use of Yearlong Calendar (flipcharts) ■ Use of Counting tape and calendar (posted)
Focus: Science Receive training for Project/problem-based learning (PBL)	Summer 2013 2013-2014 Best Practices	Science Contact Instructional Coach District Support	None	n/a	<ul style="list-style-type: none"> ■ Revision of Curriculum Maps ■ S.T.E.A.M Central ■ Science Safari
Focus: Social Studies Support training to identify essential standards in SS	2013-2014 Essential Standards revisited yearly	Instructional Coach District Support SS Contact	None	n/a	<ul style="list-style-type: none"> ■ Essential Facts ■ Homework Helpers (Study Guides)

PROFESSIONAL DEVELOPMENT

Student Achievement Teacher/Administrator Quality School Climate Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: The percentage of teachers who participate in Fountas and Pinnell training and implement a Balanced Literacy approach will be 100% each school year beginning in 2013-2014 through 2017-2018.

ANNUAL OBJECTIVE: Annually 100% of teachers will use a Balanced Literacy approach based on Fountas and Pinnell training.

DATA SOURCE(S): District Portal and Monarch Instructional Plans

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

Note: Teachers are encouraged to attend professional development via several avenues such as Summer Academy, Upstate Technology Conference, and district offered academic workshops in addition to the professional development provided on-site.

GOAL AREA 2: Ensure quality personnel in all positions.					
STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Provide teachers with Fountas and Pinnell (F&P) primary/intermediate materials	June 2013	Instructional Coach (IC)	None	District	■ Materials provided Fall 2013
	December 2013	Media Specialist (MS)	\$300	School	■ Additional books purchased for 1:1
Leveled books and Benchmarks Kits 1 and 2 will be purchased yearly as funds are available and based on student reading levels	Spring 2014	PTA Executive Board	\$13,000	PTA	■ F&P Assessment Kits Spring 2013
	2013-14	Administration (Admin) IC, MS	\$5,000	School District PTA	■ Scholastic Leveled Reader Set 1
	On-going - 2017-18	Admin, IC, MS	TBD		■ Leveled text ■ Leveled text
Data points (Fall/Winter/Spring) determined based on benchmarking: F&P, AIMSweb	Benchmarks -district timeframe -student needs 2013-14 2017-18	IC Teachers RTI District Support	PTA to support printing costs	School PTA	■ Benchmarking data ■ Team Focus meetings ■ Instructional Plans ■ Curriculum Focus

GOAL AREA 2: Ensure quality personnel in all positions.					
STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Instructional Plans document the components of Balanced Literacy	2013-14 2014-15 2015-16 2016-17 2017-18	Admin IC Teachers	None	n/a	<ul style="list-style-type: none"> ■ Instructional Plans ■ Guided Reading notebook ■ Daily Schedule ■ Observations

STUDENT ATTENDANCE

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 2012-13	Planning 2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	95.0	95.0	95.0	95.0	95.0
<i>School Actual</i>	97.3					
District Projected	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.6					

PARENT SATISFACTION – LEARNING ENV.

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 87.1% in 2013 to 91% by 2018.

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

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

Parents	Baseline 2012-13	Planning 2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	89.0	89.5	90.0	90.5	91.0
<i>School Actual</i>	87.1					
District Projected	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.1					

STUDENT SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Annually maintain the percent of students who are satisfied with the learning environment at 97.8% or higher from 2013-14 through 2017-18.

ANNUAL OBJECTIVE: Beginning in 2014-15, annually maintain at 97.8% or higher, the percent of students who are satisfied with the learning environment.

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

Students	Baseline 2012-13	Planning 2013-14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X					
<i>School Actual</i>	97.8					
District Projected (ES, MS, and HS)	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES/MS)	82.7					

TEACHER SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 83.3% in 2013 to 94.5% by 2018.

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

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

Teachers	Baseline 2012-13	Planning 2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	92.5	93.0	93.5	94.0	94.5
<i>School Actual</i>	83.3					
District Projected	X	92.5	93.0	93.5	94.0	94.5
District Actual	92.6					

PARENT SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 92.3% in 2012 to 95.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.4 percentage point annually parents who indicate that their child feels safe at school.

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

	Baseline 2012-13	Planning 2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	93.9	94.3	94.7	95.1	95.5
School Actual	92.3					
District Projected	X	93.9	94.3	94.7	95.1	95.5
District Actual	92.8					

STUDENT SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 93.3% in 2012 to 95.6% by 2018.

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

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

	Baseline 2012-13	Planning 2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	94.0	94.4	94.8	95.2	95.6
School Actual	93.3					
District Projected	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.2					

TEACHER SATISFACTION – SAFETY

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 2013-14 through 2017-18.

ANNUAL OBJECTIVE: Annually maintain the percent of teachers who feel safe at school during the school day at 100%.

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

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

GOAL AREA 2: Provide a school environment supportive of learning.					
STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Update yearly/ implement Monarch Safety Plan	Annually with revisions as needed	Administration School Safety Team	n/a	n/a	<ul style="list-style-type: none"> ■ Monarch Safety Plan ■ Practice Drill Log
Address protocols for emergency conditions through training/drills	Annually with revisions as needed	Administration School Safety Team	\$200 Magnets Winter 2013	School	<ul style="list-style-type: none"> ■ School-wide Practice Drills ■ Safe Schools Videos ■ Informative door magnets ■ Route maps by class doors
100% of Monarch staff will complete the Safe Schools videos	October 2013 Fall 2015 Fall 2016 Fall 2017 Fall 2018	Assistant Principal	n/a	n/a	<ul style="list-style-type: none"> ■ Certificate of Completion for mandated training
Reinforce safety measures in place for iPads and laptop usage	Fall 2014 Fall 2015 Fall 2016 Fall 2017 Fall 2018	Admin IC LMS IT Support	\$50 training materials	School	<ul style="list-style-type: none"> ■ Training Session Attendance ■ Required Documentation on file
Provide informative sources re: technology usage and behavior expectations	2013-2014 through 2017- 18 on-going	Admin IC District Support	n/a	School	<ul style="list-style-type: none"> ■ Website ■ Handbooks Staff/Family ■ Posted on-site ■ Letter to parents
Develop school-wide expectations for students	Fall 2013	Administration IC Guidance	Posters \$25	School	Expectations: Be Safe Be Respectful Be Responsible
Develop grade level behavior plans consistent with school- wide expectations	Fall 2013 Revised yearly through 2018	Administration IC Grade Level Chairs	n/a	n/a	Management System consistency by grade level Posted

2013 - ESEA (Federal Accountability Rating System)

2013 - ESEA / Federal Accountability System

GREENVILLE > MONARCH ELEMENTARY

Overall Weighted Points Total	99.2
Overall Grade Conversion	A
Points Total - Elementary Grades	99.2

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.
	Blank	*	Insufficient data available to calculate an ESEA grade.

Matrix Key

1 = Met State Objective

0 = Did not meet State Objective

0.1-0.9 = Level of Improvement between previous year and current year

TITLE	ELA Proficiency Met/Improved	Math Proficiency Met/Improved	Science Proficiency Met/Improved	Social Studies Proficiency Met/Improved	ELA Percent Tested	Math Percent Tested
ALL STUDENTS	1	1	1	1	1	1
Male	1	1	1	1	1	1
Female	1	1	1	1	1	1
White	1	1	1	1	1	1
African-American	1	1	0	1	1	1
Asian / Pacific Islander						
Hispanic						
American Indian / Alaskan						
Disabled						
LEP						
Subsidized Meals	1	1	1	1	1	1
Total Number of Points	6	6	5	6	6	6
Total Number of Objectives	6	6	6	6	6	6
Percent of Objectives Met	100	100	83.33	100	100	100
Weight	0.35	0.35	0.05	0.05	0.1	0.1
Weighted Points Subtotal	35	35	4.17	5	10	10
Points Total	99.2					



SC Annual School Report Card Summary

Monarch Elementary
 Greenville County
 Grades: PK-5 Enrollment: 667
 Principal: Vaughan E Overman
 Superintendent: Mr. Burke Royster
 Board Chair: Mr. Chuck Saylor

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.aed.gov and www.sccsc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Excellent	Average	TBD	TBD	A	N/A
2012	N/A	N/A	N/A	N/A	N/A	N/A
2011	N/A	N/A	N/A	N/A	N/A	N/A

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
14	0	0	0	0

* Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Elementary Schools with Poverty Indexes of no more than 5% above or below the index for this school.

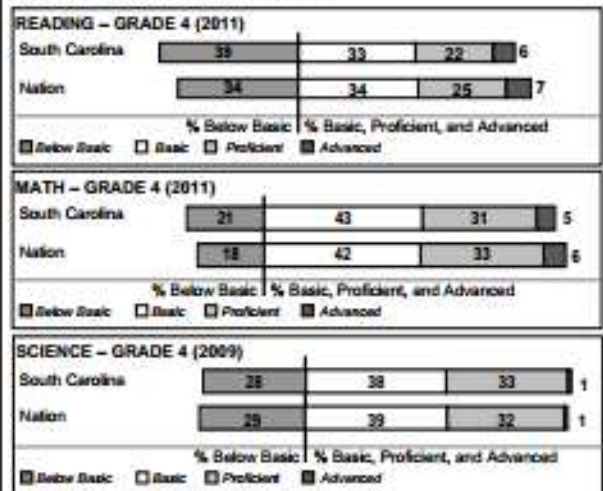
PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Monarch Elementary [Greenville County]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=937)				
Retention rate	0.0%	NA	0.4%	0.3%
Attendance rate	97.3%	NA	97.3%	96.3%
Served by gifted and talented program	17.9%	NA	21.1%	7.2%
With disabilities	5.8%	NA	5.8%	12.4%
Older than usual for grade	0.4%	NA	0.5%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	NR	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	50.0%	NA	66.9%	82.5%
Continuing contract teachers	51.6%	NA	90.1%	83.3%
Teachers returning from previous year	NA	NA	91.5%	88.3%
Teacher attendance rate	95.8%	NR	95.1%	95.0%
Average teacher salary*	\$45,014	US	\$48,394	\$48,193
Classes not taught by highly qualified teachers	11.9%	NA	0.2%	0.0%
Professional development days/teacher	10.6 days	NR	10.7 days	11.0 days
School				
Principal's years at school	2.0	NR	4.5	4.0
Student-teacher ratio in core subjects	22.1 to 1	NR	21.7 to 1	20.1 to 1
Prime instructional time	92.5%	NR	91.4%	90.0%
Opportunities in the arts	Good	NR	Good	Good
SACS accreditation	Yes	NR	Yes	Yes
Parents attending conferences	100.0%	NR	100.0%	100.0%
Character development program	Below Average	NR	Excellent	Excellent
Dollars spent per pupil**	NA	NA	\$7,122	\$7,364
Percent of expenditures for instruction**	NA	NA	70.0%	68.0%
Percent of expenditures for teacher salaries**	NA	NA	69.0%	66.0%
ESEA composite index score	93.2	NA	96.8	88.0

* Length of contract = 185+ days.
 ** Prior year audited financial data available.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	35	90	39
Percent satisfied with learning environment	83.3%	97.8%	87.1%
Percent satisfied with social and physical environment	94.4%	97.8%	97.5%
Percent satisfied with school-home relations	100%	97.7%	89.7%

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

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites.

Printed versions are available from school districts upon request.

Abbreviations Key