Monarch Elementary 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: 2018-19 through 2022-23
Four Year Old Kindergarten – Fifth Grade
Annual Update for 2017-18

Vaughan Overman, Principal
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Greenville County Schools
Dr. W. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

STAKEHOLDER INVOLVEMENT FOR SCHOOL RENEWAL

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

POSITION   _NAME_

1. PRINCIPAL ____Vaughan Overman_____

2.   TEACHER ____ Leasa Dacus____

3. PARENT/GUARDIAN ____Lori Quarles____

4. COMMUNITY MEMBER ____Joe Corsello____

5.   PARAPROFESSIONAL __Vickie Adair____

6. SCHOOL IMPROVEMENT COUNCIL MEMBER ____Brian Godfrey____

7. Read to Succeed Reading Coach ____Alexis Moore____

8. School Read to Succeed Literacy Leadership Team Lead ____Alexis Moore____

9.   School Read to Succeed Literacy Leadership Team Member ____Robbie Kane____

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

** Must include the School Literacy Leadership Team for Read to Succeed

POSITION	NAME
Assistant Principal/Admin Team	Mark Loach
Administrative Assistant	Raquel Batista
School Counselors/Admin Team	Caroline Coy/Laurie Crouch
Instructional Coach/Admin Team	Leasa Dacus
SIC/Teacher	Alexis Moore
PTA Member/Business Partner	Ashley Chaffee
Kindergarten Team Leader	Rachael Tatarinchik
First Grade Team Leader	Shelley Leavitt
Second Grade Team Leader	Emily Poynter
Third Grade Team Leader	Martha Reed
Fourth Grade Team Leader	Ashley Corbin
Fifth Grade Team Leader	Angie Feltman
SP ED/SP Area Team Leader	Kelley Hagan
PTA President	Lori Stuart

**Monarch School Literacy Leadership Team for Read to Succeed Literacy: Vaughan Overman, Mark Loach, Leasa Dacus, Raquel Batista, Alexis Moore, Robbie Kane, Marsha Basanda, Rachael Tatarinchik, Shelley Leavitt, Emily Poynter, Martha Reed, Ashlee Corbin, Angie Feltman

MONARCH STAFF 2018-2019

Vaughan Overman 6	Principal
Mark Loach 22	Assistant Principal
Raquel Batista 21	Administrative Assist.
Leasa Dacus 718	Instructional Coach
Beth Heard 4	School Secretary
Scarlett Mattison 3	Attendance Clerk
Sheryl Hobbs 3	Office Clerk
Whitney Frye 4	.2 Secretary/.5 Clerk
Amy McGrail 703	Nurse
Laurie Crouch 413/212	School Counselor
Caroline Coy 413/212	School Counselor
Cortney Dunn 009	Extended Day Director

Kindergarten	
002 *In Use by Oaks*	Teacher
002 *In Use by Oaks*	Teaching Assistant
Reesie Maracich 008	Teacher
Nancy Hwang 008	Teaching Assistant
WhitneyLane Miller 004	Teacher
Sara Bayse 004	Teaching Assistant
005 Christine McDaris	Teacher
Monica Langston 005	Teaching Assistant
Margaret Stephenson 003	Teacher
Lynn Williams 003	Teaching Assistant
Rachael Tatarinchik 007	Teacher
Ida Edwards 007	Teaching Assistant
Brittany Willis 006	Teacher
Robin Alexander 006	Teaching Assistant
Meagan Smoak 001	Teacher 4K
Vickie Adair 001	Teaching Asst. 4K

First Grade	
Kristen Cloninger 103	Teacher
Amanda Cole 101	Teacher
Liz Collier 104	Teacher
Kelly Hartigan 106	Teacher
Parker Henry 107	Teacher
Shelley Leavitt 108	Teacher
Jackie McCarthy 105	Teacher
Jennifer Seabrook 102	Teacher

Second Grade	
Catalina Drinkhahn 206	Teacher
Jennifer Fogle 203	Teacher
Susan Hibshman 204	Teacher
Christy Mullaney 208	Teacher
Emily Poynter 210	Teacher
Lisa Wimmer 205	Teacher

Third Grade	
Lindsey Connelly 306	Teacher
Claire Kinser 308	Teacher
Erin LeCroy 302	Teacher
Alex Pagliaro 304	Teacher
Martha Reed 303	Teacher
Sarah Tighe 301	Teacher

Related Arts	
Morgan Copenhaver 207	Art
Ashley Bowman 601	Art .6
Allison Bryan 602	Music
Adam Cochran 602	Music .6
Liz Bowman 801	P.E.
Brandi Tucker 801	P.E. .6
Morgan Gibson 729	Media Specialist
Jill Lenning 732	Computer Lab
Christy Moyer 730	Media Clerk

Special Education	
Robbie Kane 111	RTI
Alexis Moore 312	Literacy Coach
Marsha Basanda 714	Literacy .8
313	Resource
Linda Wojtala 713	Resource
Kelley Hagan 719	Speech
Sharon McQuain 719	Speech .2
Madelina Delgado 512	ESOL .4
Paula Hodnett 201	ID Moderate Intermediate
Brittany McDaniel 201	Special Ed. Assistant
Stacy Tench 201	Special Ed. Assistant
Kaitlyn Oaks 002	ID Moderate Primary
Stacy Cameron 002	Special Ed. Assistant
Heidi Durocher 002	Special Ed. Assistant
Dana Dwyer	One to One Aide
Heather Herrin 409	Challenge .8
Heather Turner 407	Challenge

Food Service	
Tabitha Belcher	Café Manager
Kathereen Graham	Café Assistant Manager
Sarah Ballew	Café
Brenda Downs	Café
Linda Gravila	Café
Mamie Smith	Café

Environmental Stewards	
Bob Milicia	Plant Engineer
Bill Blickenstaff	Head Steward
Delma Acevado	Steward
Frank Agness	Steward
Lucia Gomez	Steward
Martha Reid	Steward

Fourth Grade	
Ashlee Corbin 408	Teacher
Keeley Crowley 403	Teacher
Halli Daniel 401	Teacher
Brigid Duffy 405	Teacher
Shawn Fowler 406	Teacher
Melissa Gray 404	Teacher

Fifth Grade	
JoAnn Anderson 505	Teacher
Angie Feltman 501	Teacher
Lauren Jenkins 504	Teacher
Jen Page 506	Teacher
Teresa Swiger 502	Teacher
Kristin Williams 503	Teacher

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004)

● Yes ○ No ○ N/A	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
● Yes ○ No ○ N/A	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
● Yes ○ No ○ N/A	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate 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.
● Yes ○ No ○ N/A	**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.
● Yes ○ No ○ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
● Yes ○ No ○ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
● Yes ○ No ○ N/A	**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).
● Yes ○ No ○ N/A	**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.
● Yes ○ No ○ N/A	**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. However, they may be housed at locations with other grade levels or completely separate from schools.

● Yes ○ No ○ N/A		**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.
● Yes ○ No ○ N/A		**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 how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
● Yes ○ No ○ N/A		**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 not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
● Yes ○ No ○ N/A		**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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Introduction

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.

The creation of and updates to our portfolio have evolved with broad community and staff input. Faculty Focus meetings, Team Focus planning, students, SIC, and PTA communicated input for continuous improvement. Our school website, marquee, Facebook, PTA website, Curriculum Focus (academic grade level information), class

newsletters and teacher websites (classroom) are avenues that provide information to our school community. School Messenger is also a tool used for weekly communication with parents and staff. Yearly updates will keep us focused on clear goals with outcomes that describe our priorities and commitment to continuous improvement.

Vaughan Overman (Principal), Mark Loach (Assistant Principal), Raquel Batista (Administrative Assistant), Brian Godfrey (School Improvement Council (SIC) Chair), Caroline Coy, Laurie Crouch (School Counselors), Leasa Dacus (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 for Leadership Capacity, Learner Capacity, and Resources Capacity; feedback from PTA and SIC meetings and completion of the South Carolina State Department of Education Report Card Survey.

Grade level representatives and other stakeholders were charged with gathering input, compiling information and reporting out. Administration provided guidance for and supported all stakeholders 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 experiences of our school community. Yearly updates will serve to document our progress.

School Portfolio Committees

Core Task Teams	Roles	Stakeholder Involvement
School Profile	● Describe "The Monarch Difference" and the special features of our campus.	A team of teachers was involved in updating our profile based on input from the whole staff.
Accomplishments and Challenges	● Describe endeavors that document success ● Define problems and offer possible solutions	All teachers offered input via horizontal teams to update this section.
Mission, Vision, Beliefs	● Explain why we do the things that we do ● Provide suggestions for updates	All teachers, staff, SIC, parents, and Student Council provided suggestions.

Student Achievement	● Analyze academic data and track trends over time ● Provide input for Action Plan	Strategies and updates were compiled by horizontal and vertical teams. All teachers provided input and suggestions. Read to Succeed Leadership Team, Data Team, Student Centered Learning Team, and the Administrative Leadership Team compiled the data.
Teacher/Admin Quality	● Target a goal with strategies to promote qualified, diverse teachers	School Leadership Team
School Climate	● Analyze AdvancED survey data completed by students, parents, staff, and teachers	SIC, *Inside Out* Team and School Counselors, Administrative Leadership Team, School Safety Team
School Renewal Plan	● Document strategies and timeline for continuous improvement	Administrative Leadership Team, Data from all teachers and staff parents and students
Professional Development	● Provide a Professional Learning focus based on teacher input and tracked data	SP ED/Special Area Teachers

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. This portfolio 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 School Renewal Plan identifies performance goals and strategies that address Student Achievement, Teacher/Administrator Quality, and School Climate for 2018-19 through 2022-23. Goal statements were determined based on school, district and state data. Data sources included the South Carolina State Department of Education School Report Card, SC College and Career Ready (SC READY) assessments, South Carolina Palmetto Assessment of State Standards (SCPASS) tests, AdvancED survey data, the Effective Learning Environments Observation Tool and broad stakeholder input. ***Student academic achievement is a top priority.***

Needs Assessment for Student Achievement

● Based on SC Ready ELA data, writing remains an area of focus. The format used to assess students on our newest state test requires students to respond with a text dependent analysis (TDA) approach.

- SC Ready ELA performance levels from the 2017-18 school year show that 78.5% of third graders, 85% of fourth graders, and 62.8% of fifth graders scored "Meets" or "Exceeds" expectations.
- SC Ready Mathematics for the 2017-18 data showed increased performance levels over prior years. Performance levels show 84.2% of third graders. 89.4% of fourth graders, and 81% of fifth graders scored "Meets" or "Exceeds" expectations.
- SCPASS Science and SCPASS Social Studies trend data from past years documents high performance levels with the markers used to define success.
- The majority of our students have scored met and above on SCPASS Science for the past three years. This trend has continued with 84% of fourth graders scoring "Meets" or "Exceeds" expectations in spring 2018.
- On SCPASS Social Studies the majority of our students have scored met and above the past three years. Unfortunately, for the 2018 Social Studies test, the number of fifth grade students scoring meets or exceeds expectations went from 94% to 82%.

Needs Assessment for Teacher/Administrative Quality

- 100% of our teachers are "Highly Qualified."
- Six teachers are Nationally Board Certified.
- 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 the individualized learning needs of our students.
- Students consistently noted strengths as doing project-based learning (PBL), using technology, and the learning environment.
- Weaknesses noted by students are not enough field trips, not having more iPads, and when teachers are not fair.

Needs Assessment for School Climate

- Parents would like to see more workshops on how to support their child's academic learning at home.
- Strengths noted by parents include a helpful staff, happy children, and several volunteer opportunities.
- Weaknesses identified by parents include not enough parking spaces and a limited play area.

Significant Challenges

We take our responsibility seriously to lay a strong foundation in preparing our students to fit the Profile of the South Carolina Graduate.

Balanced Literacy remains a curriculum priority. We continue to work toward aligning our instruction with the district literacy framework to create engaged independent

readers, writers, thinkers, and communicators. Through PTA funding, Boosterthon funds, Donors Choose funded-grants, and Book Fair profits, teachers continue to add leveled text to their classroom library across a wide-range of genres. The Literacy Specialist provided professional development opportunities for teachers to reflect on formative and summative assessments, specifically looking at how assessments can be used to identify learning objectives in reading workshop, writing workshop, and language/word study. ***Fountas and Pinnell has changed how reading is taught. Balanced Literacy has provided a measure of best practice across grades.***

The South Carolina standards will remain an instructional focus at Monarch. The Greenville County Schools Elementary Curriculum Landing Page is one measure Monarch uses in unit planning. Ninety-three percent of teachers have been trained by PBL World, formerly known as the Buck Institute of Education, or Furman University. ***With an integrated PBL curriculum approach Monarch has changed 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 on-line district and state testing is needed. The school district provided our third, fourth and fifth grade students with 1:1 Chromebooks for the 2018-2019 school year. In alignment with a focus on technology, PTA supported Monarch by purchasing Dell Chromebooks. An increased focus on technological opportunities means a change in how curriculum is learned and how students will show what they know and are able to do.

Accomplishments and Achievements

State Recognitions (past 3 years)

● Palmetto's Finest Winner (2016-17)
● Palmetto's Finest Finalist (2016-17)
● Palmetto Gold awards
● TransformSC Recipient for Innovative Practices (2016-17)
● PTA Membership awards
● PTA Reflections winners
● Jump Rope for Heart Top Earner Awards for South Carolina Schools
● SC Department of Education Distinguished Arts Program Grant
● SC PTA Reflections winners
● South Carolina Elementary Honors Choir participants
● Safe Kids Upstate awards
● Safe Routes to School Silver Partnerships
● FLL Robotics awards, including invitation to compete at the national and international level
● Alliance for a Healthier Generation action plan completion

District Recognitions (past 3 years)

- Greenville Soil and Water Conservation "Where Does Your Water Shed?" winners (2017, 2018)
- 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 Gold Finalists
- SC PTA Reflections winners
- Basketball Hoop Shoot District and State winners
- Roper Mountain Science Center Festival of Lights Holiday Card winners
- School Health Index $1000 recipient from LiveWell Greenville.
- Safe Kids Upstate awards
- American Heart Association Gold Achievements
- Jump Rope for Heart awards
- FLL Robotics awards
- Flour Engineering Challenge winner
- Challenge Bridge Event award winners
- Chess Club: Columbia Scholastic Tournament

Student Council Projects

- Food Drive
- "Teachers Rock" Cards
- Christmas Cards to Prisma Health (formerly GHS)
- Encouraging Kindness Project
- Hospitality Representatives on PBL Days

National Junior Beta Club Projects

- Partnered with the Humane Society (several projects)
- Participated with Adopt-a-Cop
- Made book binders for primary grades
- Service Learning (Community)
- Tutoring EDP students (grades k-4)

School Profile

2018-19 Profile*

SCHOOLS
Inspired | Supported | Prepared

Monarch Elementary

224 Five Forks Road
Simpsonville, SC 29681
Telephone: (864) 452-0600
Fax: (864) 452-0690
www.greenville.k12.sc.us/monarch/

Grades: 4K - 5th Grade

Enrollment: 953

School Location: Near Five Forks in Simpsonville

School Directions

Principal: Vaughan Overman
Email: voverman@greenville.k12.sc.us

Awards and Honors

- Palmetto's Finest Winner 2016-17
- Palmetto's Finest Finalist 2016-17
- TransformSC 2016-Present
- American Heart Association Fit-Friendly Worksite Gold Achievement
- 6 National Board Certified Teachers
- Accredited by Southern Association of Colleges and Schools
- SC PTA Volunteer of the Year 2012-2013
- 100% PTA Membership Award 2012-present
- 2012-2013 PTA Top 10 Membership Award (106%)
- PTA 500 Member Club 2012-present
- 2012-2013 PTA Silver Oak Leaf Association
- Safe Kids Upstate School 2013, 2014, 2015, 2016, 2017, 2018
- 2012-2013 PTA State Reflection Winners
- Spring Sing participants 2013, 2014, 2015, 2016, 2017, 2018
- State Honors Chorus participants 2012, 2013, 2014, 2015, 2016, 2017, 2018
- 2012-2013 Greenville County Schools Science Teacher of the Year
- Roper Mountain District Science Center Fair winners 2013, 2014
- 2012, 2013, 2105, 2016, 2017 District Basketball Hoop Shoot winners
- 2013 RMSC Holiday Lights Second Place
- 2014 RMSC Holiday Lights First Place
- 2014-15 Teacher of the Year Top Ten Finalist
- FLL Lego Robotics District, State, and National Competitions
- Recipient of Grants totaling over $50,000
- 2012, 2013, 2014, 2015, 2016, 2017, 2018 United Way Campaign Awards of Excellence
- Jump Rope for Heart honors 2012, 2013, 2014, 2015, 2016, 2017, 2018
- Palmetto Gold Achievement Award 2013-2014, 2014-2015
- 2012 United Way Campaign Premier Award
- 2012, 2014 United Way Campaign Award of Advancement
- 2014 Upstate Bridge Competition 1st Place Best Architectural Design
- 2014 Upstate Bridge Competition 3rd Place Best Structural Design
- 2015 Upstate Bridge Competition 1st Best Structural Design
- 2015 Upstate Bridge Competition 2nd Place Best Craftsmanship
- 2016 Upstate Bridge Competition 1st Place Best Craftsmanship
- 2017 Upstate Bridge Competition 3rd Place Best Structural Design
- 2018 Upstate Bridge Competition 3rd Place Best Structural Design and 3rd Place Best Architectural Design
- Greenville County Science Teachers Association (GCSTA) 100% Teacher Membership 2013-2014
- Distinguished Arts Program Grant Award 2015-2016

For a closer look...

For more in-depth information on this school including programs, course offerings, extracurricular activities, and more - visit www.greenville.k12.sc.us/monarch/

If you would like information about the School Report Card rating, visit the State Department of Education Website, screportcards.com.

For more information, call INFOLine at 864-355-3100, visit our website at www.greenville.k12.sc.us, or watch The Schools Channel (Charter Cable

Facilities

111,881 square foot, single-story facility opened in 2012 • Designed to facilitate collaborative, project- based learning • Ergonomically-designed furniture throughout the building • Leadership in Energy and Environmental Design (LEED) certification • Technology Lab with Promethean tables • N Computing Lab • Butterfly Garden • Interactive Promethean Boards in all classrooms 8 Outdoor Basketball Court • Wireless Internet • Discovery Lab • Virtual Field Trips

Faculty Profile

- **Administrators:** 3
- **Teachers/Professional Staff:** 64
- **Support Staff:** 33

Outstanding Features/Programs

- Project-based Learning
- Health Science Focus
- Gifted and Talented Program
- "Grandparents Week"/Book Fair
- "Scientists-on-Site"
- "South Carolina in Review" Play
- "WKID News Network" Show
- Artists in Residences
- 2nd Grade Musical Performances
- Auditioned 4th/5th Grade Chorus and Buck Drums
- Alliance for a Healthier Generation
- Clinical Speakers/Career Connections
- Friends of Monarch
- Healthy Choices Café
- Junior Beta Club
- Lego Robotics Teams
- Monarch Educational Extenders
- Monarch Mentors
- Monapalooza Carnival
- Monarch Spirit Rock #monarchrocks
- Partnership with the Greenville Health System (GHS)
- PTA Curriculum Based Events
- Reading Intervention (K5-3rd)
- Running Club for 3rd – 5th
- Safety Patrols
- Service Learning Projects
- Mindfulness Project
- S.T.E.A.M. Events
- Student Council
- Veterans Day Program

The Community of Monarch Elementary

Monarch is a beautiful LEED certified facility housed on six acres in Simpsonville, a suburban area, in the Upstate of South Carolina. We opened in August 2012 to ease overcrowding in four nearby schools. We are a neighborhood school with the majority of our student population residing within a two mile radius. Our school was built to house 1,000 students and currently has an enrollment of 964. Our attendance area consists of apartment complexes and subdivisions which vary from small tract houses to larger homes in more expensive neighborhoods.

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.

Simpsonville offers a charming downtown, a variety of festivals, and convenient interstate highway access. City leaders are committed to promoting economic development. The population of the Simpsonville area which entails all of the 29680 and 29681 zip codes has enjoyed a steady and sustained growth over several decades and expects that trend to continue.

Large employers in our area include Prisma Health (formerly Greenville Health System), Michelin Tire Corporation, General Electric, and BMW. Parental occupations range from self-employed business owners, government employees, medical professionals, to engineers. Parent employment also includes hourly workers from restaurants and retail stores. Income varies from two salaried parents to single income families.

Parents are extremely supportive of our school culture and take a vested interest in all facets of school life. Starting with our youngest learners in kindergarten and continuing through fifth grade, parents desire well-rounded educational experiences for their children. Parents expect their children to be academically challenged with the goal of being prepared for middle school and beyond. For the current school year, a student attendance rate of 96.5% supports evidence that our parents value education. We have logged 52,293.05 volunteer hours over the past four years as documentation of a high level of parent and community involvement. Our tagline, *Celebrating Inquiry, Innovation and Creativity*, is embedded in our school culture. Project-based learning exhibitions and visual and performing arts performances showcase the originality and talents of our students.

With a focus on Health Sciences and a project-based learning (PBL) approach the community has welcomed the uniqueness of our campus. We give students an early exposure to a range of careers and challenges through a partnership with a local hospital system as well as other business partners. The demand for future student

placement from the neighboring areas is immense. Citizens and business partners have supported us by leading engineering activities on S.T.E.A.M. Day, fielding questions for Seeking Solutions (fifth grade inventions), and sharing their time and expertise throughout projects.

Monarch enjoys a high level of parental involvement with a supportive PTA that is an integral part of our school. Monarch logs an average of 15,119.01 volunteer hours each year. 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, overseeing the Original Works fundraiser for the art department or planning events such as Boosterthon or Monapalooza. PTA prioritized three areas to focus fundraising efforts which are curriculum, technology, and playground equipment. In alignment with our Health Sciences focus, PTA started a running club that meets twice 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 participates in yearly updates. The level of input provided shaped specific strategies in our Action Plan. SIC works yearly with stakeholders to write the "Annual Report to Parents" and the School Report Card Narrative for SC State Department of Education. SIC brought up questions about state support to clarify concerns about budget cuts in education and provide understanding on educational funding. SIC provides speakers for parents based on topics of interest. Serving as a Guidance Advisory Council and providing input about the use of school funds are other roles SIC performed.

The school, PTA, and the broader community have been extremely generous through PTA fund-raising efforts. The PTA Friends of Monarch is an initiative that promotes business partnerships. Prisma Health (formerly GHS), a primary partnership, is a perfect fit for a school with a focus on Health Sciences. Prisma works with Monarch in several ways to promote our school focus. Providing clinical speakers and funds for science materials are two examples. Collaborative community partnerships have contributed to the success of Monarch. Teachers have been instrumental in securing funding through Donors Choose grants.

Curriculum-based PTA Events (past 3 years)

- S.T.E.A.M. Central: Be A Part of Something Big
- Greenville Health System Community *Meet Your Healthcare Neighbor*
- Showcasing Talents: Artists-on-Site
- Literature-based Theatrical Productions/Musical Moments
- Book Bingo
- Cultural Programming - Laser Science

- Cultural Programming - Animal Tales
- Cultural Programming - Extreme Energy
- Cultural Programming - Project Wild

Community Connections

Monarch Elementary and the Monarch PTA are fortunate to have both financial and program support from community partners such as Wenderoth Orthodontics, Edwards Law, J Michael Manley Team, Ben Daniel Dentistry, Mathnasium, Harrison Orthodontics, Drexlmaier, Sylvan, Larkspur Point, Bricks for Kids and many others.

School Achievements
Celebrate With Us

Community Connections
Monarch Elementary and the Monarch PTA are fortunate to have both financial and program support from community partners such as Wenderoth Orthodontics, Edwards Law, J Michael Manley Team, Ben Daniel Dentistry, Mathnasium, Harrison Orthodontics, Draxlmaier, Sylvan, Larkspur Point, Bricks for Kids and many others.

State Recognitions
Palmetto's Finest Winner
TransformSC Member for meeting BIE Gold Standards for Project-based Learning
Recipient of Palmetto Gold Awards for High Academic Performance
Numerous PTA Awards including 100% and Top 10 Membership Awards, SC PTA Volunteers of the Year, SC PTA Students of the Year, and SC PTA Reflections winners
Jump Rope for Heart Top Earner Awards for South Carolina schools
South Carolina Department of Education Distinguished Arts Program 3-Year Grant Recipient ($56,991.82)
Honors Choir participants
Safe Routes to School Silver Partnership
FLL Robotics state and international
1st place SC Scholastic Chess Championship

District Recognitions
Roper Mountain Science Center Fair winners; numerous Gold Award winners
GCSD Science Teacher of the Year
Spring Sing participants
Basketball Hoop Shoot winners
Top Ten Teacher of the Year finalist

School Improvement Council
Monarchs Making a Difference

Name	Role	Email
Vaughan Overman	Principal	voverman@greenville.k12.sc.us
Mark Loach	Asst.Principal	mloach@greenville.k12.sc.us
Brian Godfrey	Chair	godfreyb21@yahoo.com
Lori Stuart	PTA Pres.	lori.stuart@hotmail.com
Abril Gonzalez	Secretary	abrilgt2014@hotmail.com
Leasa Dacus	Teacher	ldacus@greenville.k12.sc.us
Alexis Moore	Teacher	alcmoore@greenville.k12.sc.us
Lori Quarles	Community	loriquarles@bellsouth.net
Melanie Hyatt	Community	simpsonvillesc@goddardschools.com
Angela Huber	Community	Angela.v.huber@gmail.com
Amy Ponton	Parent	aponton@gmail.com
Natalie Parsons	Parent	Parsonsn04@gmail.com
Angela Godfrey	Parent	angelajgodfrey@gmail.com
Melissa Morgan	Parent	melissakmorgan@hotmail.com
J. Grunenwald		jcrew216@aol.com
Suzanne Turner	Parent	suztiger@gmail.com
Jennifer Perras	Parent	Jennifer.perras@hotmail.com
Jennifer Violetle	Ex-officio	Jenteach01@yahoo.com
Raquel Batista		rbatista@greenville.k2.sc.us
Laurie Crouch	Ex-officio	lcrouch@greenville.k12.sc.us
Caroline Coy	Ex-officio	cscoy@greenville.k12.sc.us

Monarch's SIC worked with stakeholders to:

- Develop and support implementation of the Strategic Plan housed in the School portfolio
- Write the *Annual School Report to the Parents*
- Assist Mrs. Overman with the SC Report Card narrative
- Advise on the use of school funds
- Attend school and district events
- Serve as a Guidance Advisory Council
- Collaborative on issues affecting Monarch
- Hold Lunch n' Learn informational sessions
- Incorporate mentors for students in need of extra support with training through Mentor Upstate
- Purchase speed sign for Five Forks Rd.

Monarch Elementary
Celebrating Inquiry, Innovation and Creativity

Annual School Improvement Council "Report to the Parents" 2018-2019

Medical
Research
Environmental
Health and Nutrition

Vaughan Overman, Principal
Mark Loach, Assistant Principal
Raquel Batista, Administrative Assistant

Brian Godfrey, SIC Chair
Lori Stuart, PTA President

Monarch Elementary
224 Five Forks Road
Simpsonville, SC 29681
(864) 452-0600
www.greenville.k12.sc.us/monarch

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.

Performance Goals
Blueprint for Success

Student Achievement
Performance Goal: *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, English Language Arts, Science and Social Studies.*

3rd-5th SC Ready ELA spring 2018
Meeting/Exceeding Expectation 75.4%

3rd-5th SC Ready Math spring 2018
Meeting/ Exceeding Expectation 84.86%

4th- SCPASS Science spring 2018
Meeting/ Exceeding Expectation 83.8%

5th SCPASS Social Studies spring 2018
Meeting/ Exceeding Expectation 82.4%

Teacher/Administration Quality
Performance Goal
Ensure quality personnel in all positions.
Performance Statement
Provide professional development in alignment with Monarch's mission.

School Climate
Performance Goal
Enhance family and community involvement in activities related to curriculum standards.
Performance Statement
Increase family involvement and community partnerships to extend and improve communication, understanding, support, and engagement in education.

The Magic of Monarch
Established August 2012
Our children are our greatest treasures.

Monarch is the first elementary school in the state and one of the few in the nation to focus on Health Sciences. The community has embraced the school and the demand for future student placement from the neighboring areas is immense.

A project/problem-based learning approach coupled with "student voice and choice" provide real-world connections. Curriculum-based learning menus with attention given to multiple intelligences allow students to thrive in a "Smart My Way" environment. A rigorous and relevant curriculum ensures each student is academically advantaged.

2018-2019 Ethnicity Summary
of Students = 964

Ethnicity	%	
Asian	8.2%	With 18 languages represented at Monarch, students learn in a culturally diverse setting.
African-American	7.7%	
Hispanic	6.7%	
Other	5.2%	
Caucasian	72%	

Monarch uses innovative measures rich in best practices. Each year, many visitors come to Monarch to observe "in action with PBL."

A partnership with Greenville Health System and generous contributions from parents and the Roper Mountain Science Center, our on-site *Discovery Lab* provides students with problems to investigate and inquiry-rich experiences.

Clinical speakers and other experts in the field of Health Sciences provide authentic career connections and teach the students the importance of science in everyday life.

Monarch has a Healthy Choices Café where all food served is low fat, healthy, and prepared fresh daily.

Capitalizing on research that supports healthy movement, all students in 4K -5th enjoy rocking chairs designed by the Pediatric Therapy Network. Intermediate students can participate in our Running Club. Brain Breaks are incorporated during the school day.

Students benefit from a technology-rich campus. The 1:1 device initiatives promote inquiry and allows students to checkout eBooks. Promethean multi-touch boards promote collaborative learning.

Monarch's technology includes 3 Promethean ActiveInspire tables, 30 desktop computers, a Promethean ActivBoard and unique software that enriches learning experiences for the students. Purchased by PTA, 30 Dell Latitudes are available for student research and keyboarding skills. PTA and the school have purchased over 350 Chromebooks in support of technology initiatives. Additionally, beginning 2018-2019, Greenville County Schools has provided 1:1 Chromebooks for our students in grades 3-5. With the additional Chromebooks, Monarch has 1:1 devices for all students.

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 school community that celebrates cultural differences and blends diverse backgrounds. Monarch has 6 kindergarten teachers and 6 kindergarten para-professionals, 8 first grade teachers, 6 second grade teachers, 6 third grade teachers, 6 fourth grade teachers, and 6 fifth grade teachers. Monarch has a media specialist with a full-time assistant, 1 part-time computer lab teacher, 1 full-time and 1 part-time speech therapist, 2 full-time resource teachers, 2 ID Moderate teachers and 4 aides, 1 full-time and one part-time Response to Intervention (RTI) teacher, 1 full-time Literacy Coach, 1 part-time English as a Second Language (ESOL) Learners teacher, 1 full-time and 1 part-time challenge teacher, 3 full-time and 3 part-time related arts teachers. The staff also includes a principal, assistant principal, administrative assistant, secretary, attendance clerk, office clerk, school nurse, 2 full-time school counselors, and an instructional coach.

Monarch has a plant engineer, 5 custodians, a cafeteria manager and 5 cafeteria workers. Monarch has a male assistant principal, a minority administrative assistant, two male teachers, six minority teachers, four minority teaching assistants and seven minority support staff. All teachers are certified in the area they teach. All teachers and teaching assistants are highly qualified.

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

2016-17 Teacher Experience						
Years of Experience	0-1	2-6	7-10	11-14	15-21	22+
Number of Teachers	3	12	4	7	9	5

2017-18 Teacher Experience						
Years of Experience	0-1	2-6	7-10	11-14	15-21	22+
Number of Teachers	5	19	8	6	10	6

2018-19 Teacher Experience						
Years of Experience	0-1	2-6	7-10	11-14	15-21	22+
Number of Teachers	9	11	10	11	13	3

These tables provide additional data that represent our teachers.

Nationally Board Certified Teachers	
2016-17	6
2017-18	6
2018-19	6
Teacher Attendance Rate	
2016-17	96.3%
2017-18	97.14%
2018-19	97%

2018-19 Teacher Education Level			
Level of Degree	Bachelor's	Master's	Master's + 30
Number of Teachers	30	20	7

Student Population

Monarch offers a variety of leadership roles for students: National Junior Beta Club, Student Council, Library Cadets, WKID (morning news show), Inside Out, Book Buddies, Monarch Marathoners Running Club, Battle of the Books team, Chess Club, Lego Robotics Team, class jobs, and Safety Patrols.

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

2016-17 Gender Distribution by Grade Level							
	4K	**K**	**First**	**Second**	**Third**	**Fourth**	**Fifth**
# of Boys	11	69	73	73	87	67	52
# of Girls	9	43	79	79	71	91	69

2017-18 Gender Distribution by Grade Level							
	4K	**K**	**First**	**Second**	**Third**	**Fourth**	**Fifth**
# of Boys	11	72	80	69	76	88	65
# of Girls	6	86	61	79	84	75	97

2018-19 Gender Distribution by Grade Level							
	4K	**K**	**First**	**Second**	**Third**	**Fourth**	**Fifth**
# of Boys	14	77	80	79	68	80	84
# of Girls	9	73	87	77	71	89	71

Data Source: PowerSchool

The following data shows the ethnicity of our student population.

Ethnicity	**2016-17** 873 Students	**2017-18** 949 Students	**2018-19** 964 Students
Asian	6%	7%	8%
African-American	7%	5%	8%
Hispanic	5%	7%	7%
Two or More Races	5%	6%	5%
Caucasian	77%	75%	72%

Data Source: PowerSchool

The following data provides the attendance rate of our students.

Student Attendance Rate		
2016-17	**2017-18**	**2018-19**
97.1%	97.11%	96.5%

This data shows the meal status of our student population.

	Free	Reduced	Full Pay	Enrollment
2016-2017	105	28	740	873
2017-2018	114	27	808	949
2018-2019	122	29	813	964

To support the learning needs of our population Monarch has a Gifted and Talented (Challenge) Program, Response to Intervention (RTI) services, Literacy Coach support, and Resource services. Response to Intervention (RTI) is an academic intervention program that serves small groups of students with emphasis on letter names, letter sounds, phoneme segmentation, nonsense words, phonics and reading. All students in kindergarten and first grade are benchmarked three times a year, using the FastBridge screening program. Second and third grade students who are reading below grade level are also benchmarked three times a year. Children who score at the 20th percentile or below are considered "At-Risk" and are provided small group reading intervention. After every ten lessons, a progress check is completed. This data is used to track specific needs of each student. When children consistently meet targeted benchmarks, and they no longer need small group intervention, they are released from the group. If students do not show progress through the RTI program, they are referred to OnTrack for further evaluation.

Monarch has two full-time resource teachers who serve students through Inclusion and Pull-Out Models. The Inclusion Model allows for in-class curriculum support that affords students with the least restrictive environment. Students not in special education benefit from having an extra teacher in the classroom.

At this time, 64 students receive resource support services for Reading, Writing, Math, Social/Emotional Behavior, and/or Independent Functioning skills. Students receive up to 700 minutes weekly depending on their needs.

Resource Services for 2018-2019				
# of Students Served by Grade Level and Category				
	Math	Reading	Writing	Adaptive	Behavior
K	2	2	0	1	4
1st	6	7	4	1	1

2nd	4	7	6	1	2
3rd	6	14	14	2	2
4th	8	12	12	2	5
5th	6	8	7	2	4

Resource Services for 2018-2019 # of Students Served by Grade Level	
K	6
1st	7
2nd	8
3rd	17
4th	15
5th	11

Speech and Language Program			
	4K Students	**5K Students**	**1st –5th Students**
2016-17	2	13	55
2017-18	0	10	67
2018-19	1	7	62

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.

Monarch Gifted and Talented Enrollment

#GT/Grade Level Enrollment			
	3rd	**4th**	**5th**
2016-17	72/158	65/158	52/121
2017-18	61/160	82/163	79/162
2018-19	44/145	66/169	82/155

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 learning (PBL) experiences and learning menus are the norm. A rigorous and relevant curriculum ensures each student is academically advantaged. A partnership with Prisma Health and generous contributions from parents, and the Roper Mountain Science Center (RMSC), 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 and math in everyday life.

Monarch created a butterfly garden with the partnership of a local Eagle Scout troop, community volunteers, and a local landscaper. PTA is supporting this initiative with funding. The framework of the garden was laid in the shape of a butterfly.   PTA also has a Grounds Beautification Committee to support the garden and other areas outside.

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 as fruit kabobs and trail mix for celebrations and other events. With leadership from our PE teacher and cafeteria manager, Monarch is a CATCH (Coordinated Approach to Child Health) campus. 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. Brain Breaks are incorporated during the school day. Third, fourth and fifth graders are invited to participate in Monarch Marathoners Running Club.

Students at Monarch benefit from a technology-rich campus. Students in grades 2-5 have one-to-one Chromebooks, and all students have access to one-to-one devices including promotes inquiry and allows students to check-out eBooks. With PTA and school funds Chromebooks have been purchased yearly. Starting fall 2018, all third, fourth and fifth graders were assigned 1:1 Chromebooks provided by the school district. This allows for Chromebooks and iPads currently on-site to be pushed down to lower grades.

In addition to Promethean Boards in all instructional areas, Monarch has a Tech"knowledge"y 1 Lab (30 desktops), a Tech"knowledge"y 2 Lab which features three Promethean ActivInspire tables, 30 Dell Tablets, and a Promethean ActivBoard. Related Arts has a classroom set of iPads designated for classroom instruction.

In the music classroom, students benefit from a technology rich music curriculum called Qraves Marvelous World of Music. All teachers have Windows 10 laptops and additional iPads and Chromebooks were purchased to meet the needs of our growing student population. WKID, the Monarch Morning Show, is produced by students.

A project-based learning (PBL) environment is evident at Monarch and is embedded in our school culture. Monarch has been selected as a TransformSC school for meeting the Gold Standards for PBL. In our fifth school year Monarch received the prestigious honor of being named a Palmetto's Finest winner.

Inside Out, our school counseling PBL on Mindfulness, was developed and implemented by our school counselors. School Counselors address the ASCA Mindsets and Behaviors standards for Self-Management and Social Skills within the Mindfulness PBL, as students identify the "worry weeds" that can dominate their thoughts, then learn ways to give "water" and attention to their positive thoughts, goals, and relationships.

They practice a variety of stress-reducing activities which help to "pull out" those worry weeds, and then choose which ones they will keep in their personal "Tough Times Tool kits."

Skills learned in the *Inside Out PBL* on Mindfulness have laid the foundation for school counselors' current focus on careers and the school-to-work connection, as we focus on being mindful in our interactions with others. Those "team-building" behaviors have been translated into the term "soft skills", and are emphasized as critical for success in life and the workforce. Students have learned that in order to be hired and remain employed, it's important to demonstrate the virtues of honesty, a strong work ethic, kindness, teamwork, and respect for others.

Curriculum Implementation of Standards

A project-based learning (PBL) 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, participation in PBL ensures that our students are making real-world connections. Capitalizing on brain-based research, "Smart My Way" learning menus afford "student voice and choice". Rubrics make learning a shared responsibility.

Examples of PBL units
- Crash! – An Exploration of the Stock Market
- Arctic Museum
- Design Your School
- Cooking Carolina

- Animal Habitats
- Weather Disasters
- Natural Resources
- Cultural Diversity
- Finding Dory
- Citizens of 2nd Grade
- Inside Out Mindfulness
- Digital Citizenship
- The History Channel Takeover – A Native American Amazing Race Project
- Commercial Music Creations
- Shark Tank
- Design a Plant
- Kindergarten Meteorologists
- Importing and Exporting
- Book Characters

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.

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 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 environmental 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:

- Current SC State Standards
- 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 and best practices
- Innovative teaching and rigorous programs
- Technology integration
- 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

- 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 climate
- High expectations are set to encourage children to respond well

Data Analysis and Needs Assessments

Student Achievement Needs Assessment

Quantitative data is analyzed by our school and used to promote continuous school improvement. Data is also used to help determine how to allocate our resources. Our school-wide data is shared with our school community. Teachers share individual student data with parents.

2018-2019 Test Data

For the 2018-19 school year SC Ready ELA and SC Ready Math will be administered to 3rd, 4th and 5th graders. SCPASS Science will be administered to 4th graders and SCPASS Social Studies will be administered to 5th graders. This data will be added when performance levels are available.

2017-18 Test Data
SC College and Career Readiness (SC Ready) Assessments
SC Ready ELA (2017-2018)

	% of students by grade level who scored met or exceeded performance levels for SC Ready ELA:
(bar chart: 3rd Grade, 4th Grade, 5th Grade)	Grade 3 - 78.5% Grade 4 - 85.0% Grade 5 –62.7%

SC Ready Math (2017-2018)

	% of students by grade level who scored met or exceeded performance levels for SC Ready Math:
(bar chart: 3rd Grade, 4th Grade, 5th Grade)	Grade 3 - 84.2% Grade 4 - 89.4% Grade 5 - 81.0%

SCPASS Science (2017-2018)

	% of students by grade level who met or exceeded performance levels for SCPASS Science: Grade 4 - 83.8%

SCPASS Social Studies (2017-2018)

	% of students by grade level who scored met or exemplary performance levels for SCPASS Social Studies: Grade 5 – 82.4%
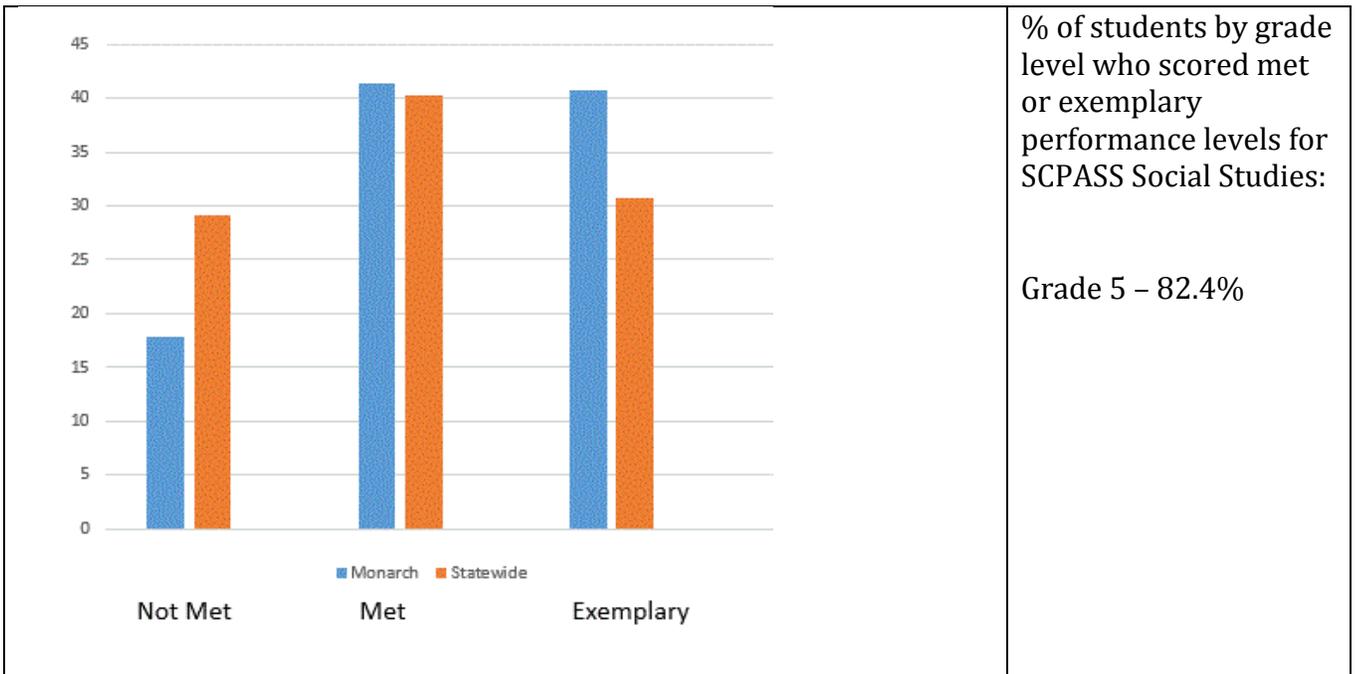
SC Ready ELA 2015-2016 and 2016-2017

	% of students by grade level who scored met or exceeded performance levels for SC Ready ELA:
	2015-2016 Grade 3 – 75.2% Grade 4 – 81.7% Grade 5 – 74.8% 2016-2017 Grade 3 – 86.3% Grade 4 – 79.1% Grade 5 – 75.4%
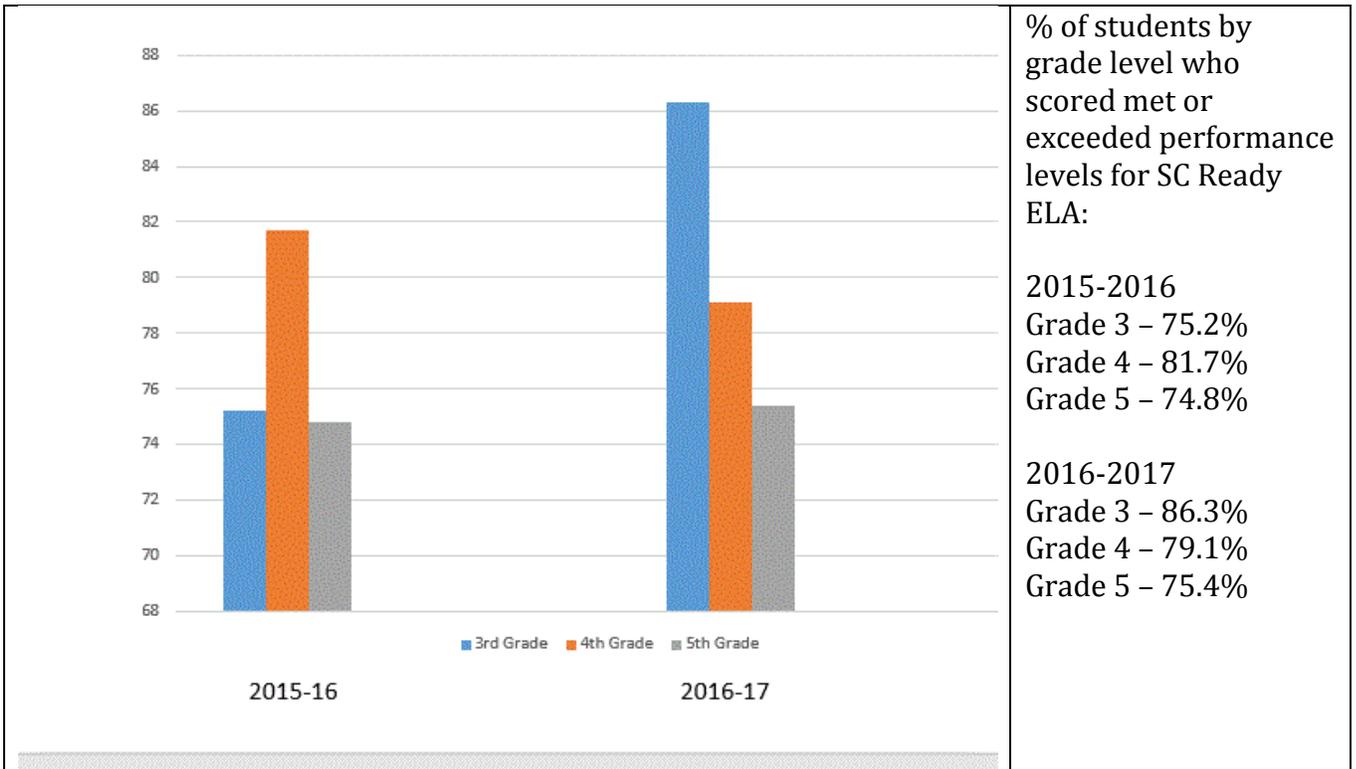
Our school-wide performance for SC Ready ELA shows that 75.4% of our students met or exceeded expectations. After examining data, our teachers met to identify ways to continue improvement. Our plan is for all teachers to be further trained to use the strategies and vocabulary of the GCS Literacy Framework. Both *The Reading Strategies* and *The Writing Strategies* Book by Jennifer Serravallo was purchased with professional development funds and is being used for professional development and for guided reading and writing instruction. We are using Jennifer Serravallo's on-demand professional development for training teachers to further support the GCS Literacy Framework.

SC Ready Math 2015-2016 ad 2016-2017

	% of students by grade level who scored met or exceeded performance levels for SC Ready Math: 2015-2016 Grade 3 – 81.9% Grade 4 – 78.3% Grade 5 – 83.2% 2016-2017 Grade 3 – 81.9% Grade 4 – 78.3% Grade 5 – 83.2%
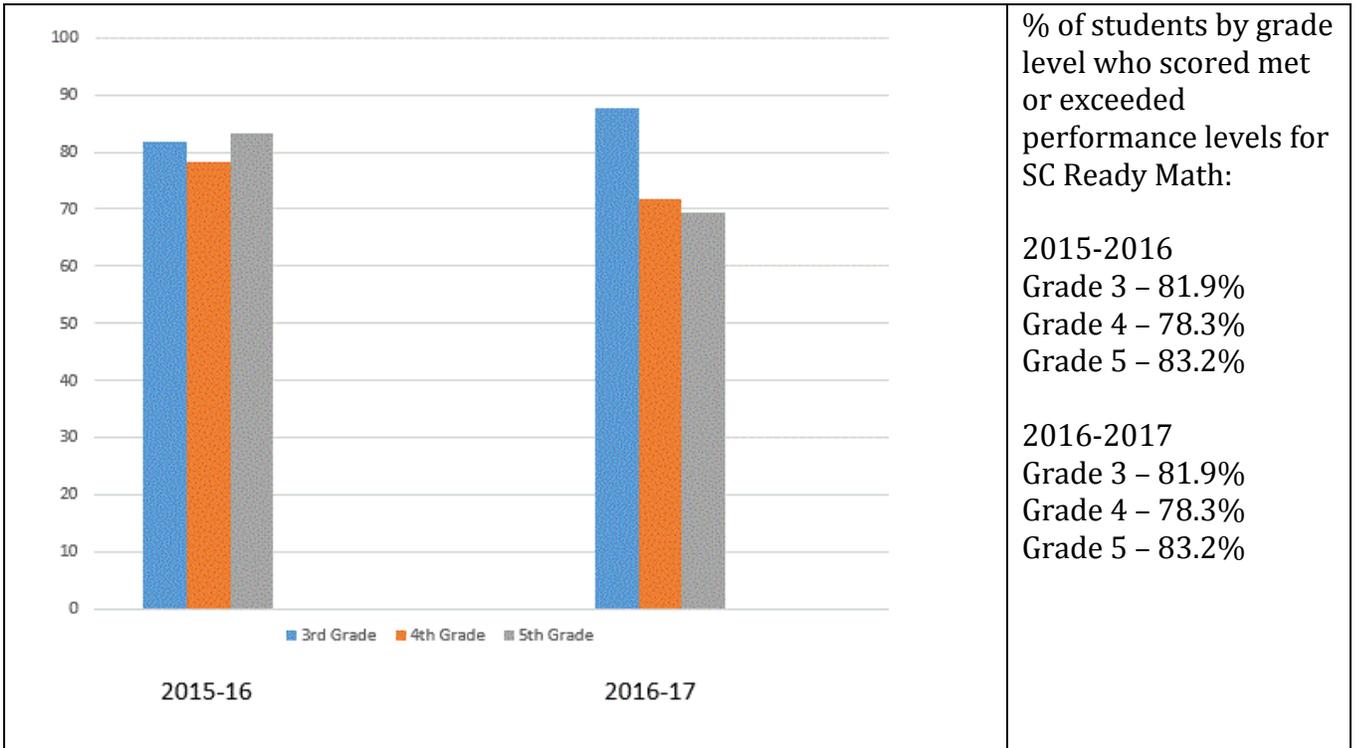
Our school-wide performance for SC Ready Math shows that 84.8% of our students met or exceeded expectations. After analyzing the data, our teachers met to determine ways to promote continuous school improvement. Our plan is to use the GCS Math Landing Pages for pacing and planning instruction. We will continue to use the data from MasteryConnect GCS benchmarks, formative and summative assessments to drive professional development, planning and instruction.

SCPASS Science 2015-2016 and 2016-2017

	% of students by grade level who scored met or exceeded performance levels for SCPASS Science: 2015-2016 Grade 4 – 78.3% Grade 5 – 83.2% 2016-2017 Grade 4 – 78.3% Grade 5 – 83.2%
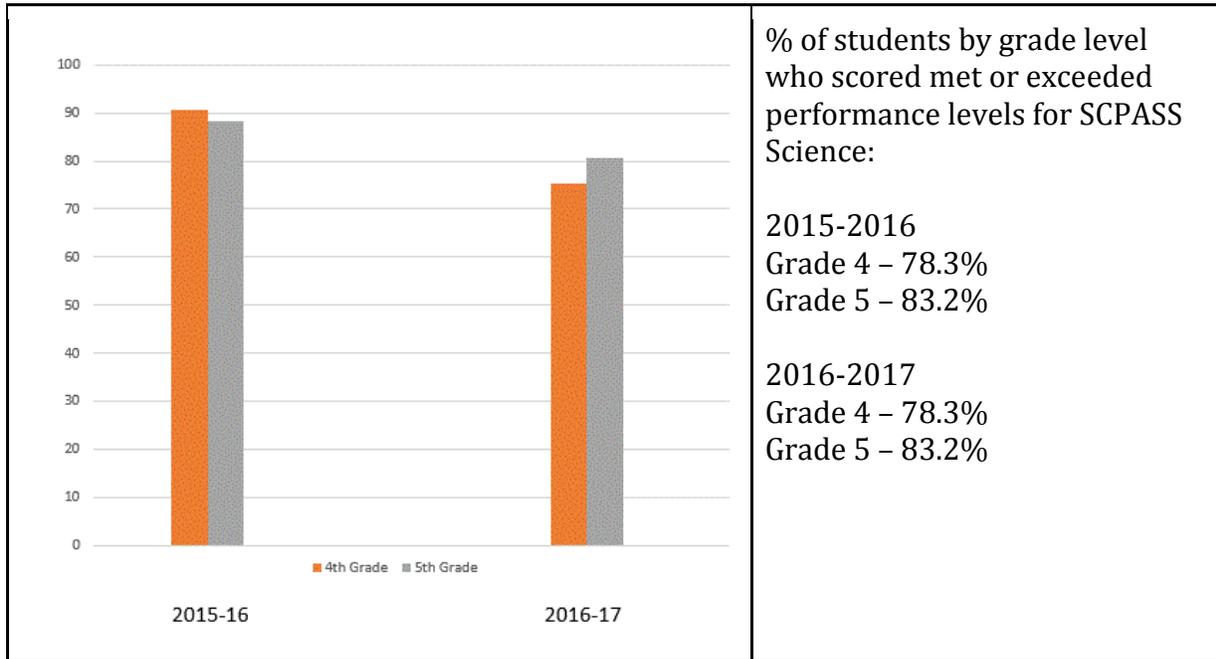
After analyzing data, fourth grade teachers have reflected on instructional units and strategies to increase the rigor using the GCS Landing Pages and MasteryConnect GCS benchmarks, formative, and summative assessments.

SCPASS Social Studies 2015-2016 and 2016-2017

	% of students by grade level who scored met or exceeded performance levels for SCPASS Social Studies: 2015-2016 Grade 4 – 94% Grade 5 – 92.6% 2016-2017 Grade 4 – 95.4% Grade 5 – 94.1%
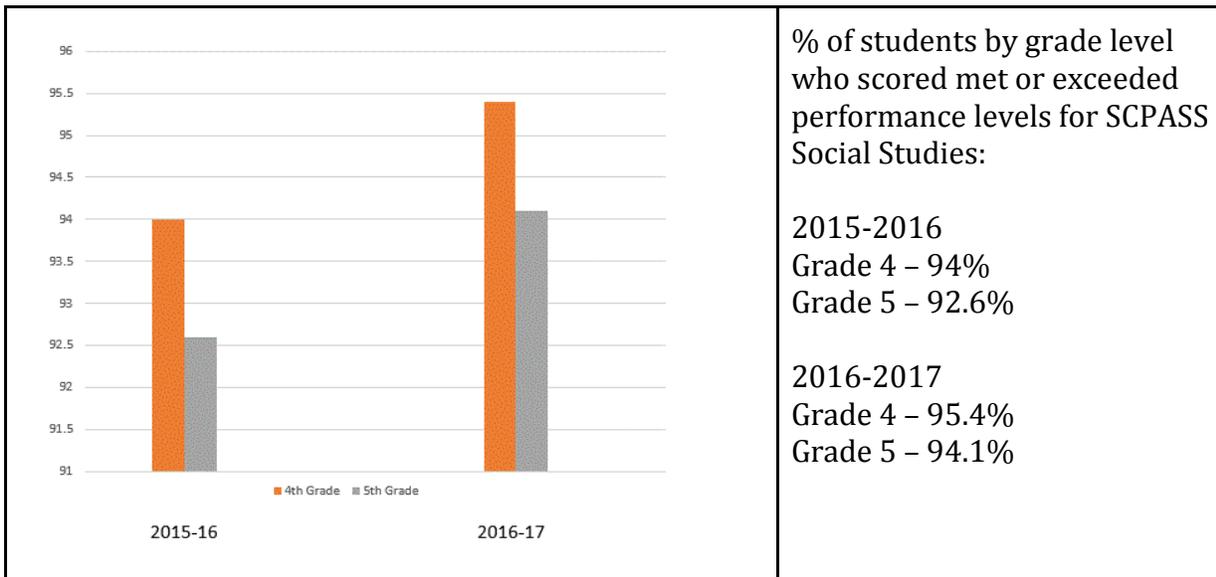
After analyzing data, fifth grade teachers have reflected on instructional units and strategies to increase the rigor by increased focus on academic vocabulary and using the GCS Landing Pages MasteryConnect GCS benchmarks, formative, and summative assessments.

Teacher and Administrator 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. An overall focus will be on developing a professional learning community where all decisions are based on the learning needs of students. A problem/project-based (PBL) 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 evaluated against our mission and beliefs, and everything that is improved, is improved to implement our mission and beliefs.

Monarch Professional Development Calendar/2018-2019

Monarch Elementary

Celebrating Inquiry, Innovation and Creativity

Monarch Professional Development Calendar/2018-2019

Focus Areas: Positive School Culture, Literacy Framework

- Grade Level Meetings are held on Thursday during common planning (Overman/Loach/Batista/Dacus/ Moore,Presenters)
- Admin Leadership Team meetings are held on Fridays from 8:30-9:30 (Overman/Loach/Batista/Coy/Crouch/Dacus/Smith)
- Jon Gordon's positive message is shared at the beginning of each faculty meeting as well as in the weekly *Monarch Matters* (staff newsletter).
- The School Leadership Team's book study, *The Power of a Positive Team,* is shared with teams.
- Grade Level Meetings on designated Wednesdays are set aside for long-range instructional planning. PBL, and unit plans
- Ann Marie Taylor speak at Faculty Back to School Kickoff – former SC Teacher of the Year
- Tech Time Rotations – DLC - Oct., Jan., Apr.
- Best Practices: Sept. – K, 5th / Oct. 1st, 4th / Nov. 2nd, 3rd / Jan. K, 5th /Feb. 1st, 4th / Mar. 2nd, 3rd

Date	Time	Focus
Thurs., Aug. 9th	8:00-3:00	New Teachers: Learn About Monarch (Overman/Loach/Dacus/Gibson @ 1:30)
Wed., Aug. 22nd	3:00-4:00	Overview of Faculty Meetings for the year
Wed., Aug. 29th	3:00-4:00	PBL Overview for the year - groups share
Wed., Sept. 5th	3:00-4:00	Faculty Meeting/PD - Classroom Library (Alexis & Leasa)
Wed., Sept. 12th	3:00-4:00	Grade Level Meetings - Long-range plans & 1st Qtr PBL
Wed., Sept. 19th	3:00-4:00	Best Practices with Kindergarten & 5th and Committee Planning
Wed., Sept. 26th	3:00-4:00	Tech Tidbits - PLA present (Loach, Page, Feltman)/Committee Reports
Wed., Oct. 3rd	3:00-4:00	Faculty Meeting/PD - Rick Floyd
Wed., Oct. 10th	3:00-4:00	Grade Level Meetings - Long-range plans & 1st Qtr PBL
Wed., Oct. 17th	3:00-4:00	Best Practices with 1st & 4th and Committee Planning
Wed. Oct. 24th	3:00-4:00	Tech Tidbits - DLC Rotations/ Committee Reports
Wed., Oct. 31st	3:00-4:00	**HALLOWEEN - NO MEETING**
Wed., Nov. 7th	3:00-4:00	Faculty Meeting/PD Literacy Framework
Wed., Nov. 14th	3:00-4:00	Grade Level Meetings - Long-range plans & 2nd Qtr PBL
Wed., Nov. 28th	3:00-4:00	Best Practices with 2nd & 3rd and Committee Planning
Wed., Dec. 5th	3:00-4:00	Faculty Meeting/PD Literacy Framework
Wed., Dec.12th	3:00-4:00	Tech Tidbits
Wed., Dec. 19th	**3:00 – 4:00**	**Faculty Holiday Party**
Wed., Jan. 9th	3:00-4:00	Faculty Meeting/PD Literacy Framework
Wed., Jan. 16th	3:00-4:00	Grade Level Meetings - Long-range plans & 2nd Qtr PBL
Wed., Jan. 23rd	3:00-4:00	Best Practices with K & 5th and Committee Planning
Wed., Jan. 30th	3:00-4:00	Tech Tidbits - DLC Rotations

Date	Time	Focus
Wed. Feb. 6th	3:00-4:00	Faculty Meeting/PD Literacy Framework
Wed., Feb. 13th	3:00-4:00	Grade Level Meetings - Long-range plans & 3rd Qtr PBL
Wed., Feb. 20th	3:00-4:00	Best Practices with 1st & 4th and Committee Planning

Monarch Elementary

Celebrating Inquiry, Innovation and Creativity

Wed., Feb. 27th	3:00-4:00	Tech Tidbits / Committee Reports
Wed., Mar. 6th	3:00-4:00	Faculty Meeting/PD Literacy Framework
Wed., Mar. 13th	3:00-4:00	Grade Level Meetings - Long-range plans & 4th Qtr PBL
Wed., Mar. 20th	3:00-4:00	Best Practices with 2nd & 3rd and Committee Planning
Wed., Mar. 27th	3:00-4:00	Tech Tidbits / Committee Reports
Wed., Apr. 3rd	3:00-4:00	Faculty Meeting/PD - TESTING IN-SERVICE
Wed., Apr. 10th	3:00-4:00	Grade Level Meetings - Long-range plans & 4th Qtr PBL
Wed., Apr. 24th	3:00-4:00	Tech Tidbits - DLC Rotations
Wed., May 1st	3:00-4:00	Faculty Meeting/PD Literacy Framework
Wed., May 8th	3:00-4:00	Grade Level Meetings - Long-range plans & Future PBL
Wed., May 15th	3:00-4:00	Committee Planning
Wed., May 22nd	3:00-4:00	Tech Tidbits / Committee Reports
Wed., May 29th	3:00-4:00	Faculty Focus: Permanent Record Overview
Wed., June 5th	**1:30**	**Last Day for Students – Faculty Year-End Celebration/Luncheon**

Monarch's School Climate Needs Assessment provides data on school performance, which includes student levels of engagement in school and participation rate. The following link contains School Climate Needs Assessment data: **Monarch 2017-18 SDE School Report Card**

Student levels of engagement in school

Percentage of Student Scoring "Committed" on Student Engagement Survey   70.80%

Domains of School Engagement

Cognitive   68.00%

Behavioral   70.70%

Emotional   73.80%

Source: SC School Report Card 2019
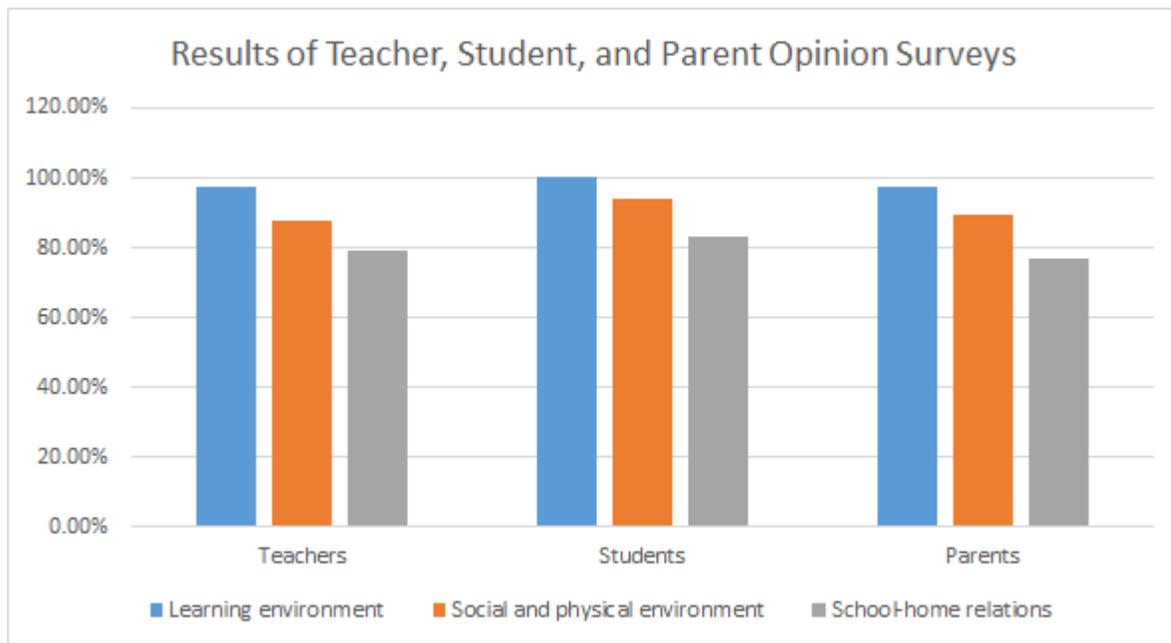
Results of Teacher, Student, and Parent Opinion Surveys

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(*required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐Gifted and Talented: Aristic ☐Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other	

PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 81 % in 2016-17 to 86 % in 2022-23.

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations **81** (2016-17)	**School Projected Elementary 81**	**82**	**83**	**84**	**85**	**86**
SC READY ELA SC SDE Website		**School Actual Elementary 76**	76				
SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations **49** (2016-17)	**District Projected Elementary 52**	**52**	**55**	**58**	**61**	**64**
SC READY ELA SC SDE Website		**District Actual Elementary 48**					

ACTION PLAN FOR STRATEGY #1: Increase support, rigor and expectations throughout ELA instruction and assessment to improve student achievement.					EVALUATION
ACTIVITY	**TIMELINE** (Start/End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTA-TION**
1. Meticulous, intentional planning and instructional delivery so as to *fully address each standard*	2018-2023	Literacy Coach, Literacy Mentors Principal, Assistant Principal, IC, teachers	$0	N/A	Lesson plan review; classroom observation reports; MasteryConnect Benchmark data; Fastbridge results; SLO data and conferencing
2. Meticulous, intentional planning and instructional delivery so as to *consistently address the differentiated needs of students*	2018-2023	Literacy Coach, Literacy Mentors Principal, Assistant Principal, IC, teachers	$0	N/A	Lesson plan review; classroom observation reports; MasteryConnect Benchmark data; Fastbridge data; SLO data and conferencing
3. In-house PD: Writing Strategies study	2018-2023	Literacy Coach Literacy Mentors	Cost of subs	General/ local funds	Lesson plan review; classroom observation reports; MasteryConnect Benchmark data; SLO data and conferencing
4. In-house PD: Reading Strategies study	2018-2023	Literacy Coach Literacy Mentors	Cost of subs	General/ local funds	Lesson plan review; classroom observation reports; MasteryConnect Benchmark data; Fastbridge results; SLO data and conferencing

5. Self-study: Articulating and elevating our expectations of student writers	2018-2019	IC, teachers	$0	N/A	Rubric explication (district rubrics and SC Ready rubric); peer review records; Teacher-student writing conference records; student work with rubric-based evaluation; MasteryConnect TDA results; prompted writing results
6. Whole-school event: Writing Boot Camp - A school-wide investment in developing and fine-tuning writing skills: Ideas, organization, voice, word choice, sentence fluency, conventions, and presentation	2018-2020	Literacy Coach	Cost of supplies	General/ local funds	Classroom observation; student work product evaluation
7. Partner with district academic specialists to provide professional development to Kindergarten and 1st grade teachers on the literacy framework, with a specific focus on further developing the workshop model	2018-2019	Literacy Coach, RTI Team, K-1 teachers, K-1 Literacy Mentors	$0	N/A	Anecdotal notes from small group instruction and individual conferences; schedules; goals with look-fors and action plans; lesson plans focused on teaching strategic reading behaviors

8. School literacy team will examine common assessment data and determine action steps to inform instruction.	2018-2023	Literacy Coach, RTI team, Literacy Mentors, teachers, IC, Assistant Principal, Principal	$0	N/A	Fountas and Pinnell reading inventories; MasteryConnect results; common assessments; Fastbridge; MyIgGDIs; MAP; SLO data and conferencing
9. Incorporate more regular in-class interventions, to work hand-in-hand with pull-out interventions for identified struggling students	2018-2023	Literacy Coach, RTI team, teachers	$0	N/A	Anecdotal notes from small group instruction and individual conferences; goals with look-fors and action plans; lesson plans focused on teaching strategic reading behaviors
10. Teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts	2018-2023	Literacy Coach, RTI team, teachers	$0	N/A	Fountas and Pinnell reading inventories; MasteryConnect results; common assessments; MAP data
11. Participate in district-based Balanced Literacy	2018-2023	Literacy Mentors, teachers	$0	N/A	Fountas and Pinnell reading inventories; MasteryConnect results; common assessments; MAP data

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐Gifted and Talented:Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 77 % in 2016-17 to 83 % in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 1 % annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SDE website and School Report Card	% Meets Expectations and Exceeds Expectations **77** (2016-17)	**School Projected Elementary 78**	**79**	**80**	**81**	**82**	**83**
SC READY Math SDE website and School Report Card		**School Actual Elementary 85**					
SC READY Math SDE website and School Report Card	% Meets Expectations and Exceeds Expectations **54** (2016-17)	**District Projected Elementary 57**	**57**	**60**	**63**	**66**	**69**
SC READY Math SDE website and School Report Card		**District Actual Elementary 60**					

ACTION PLAN FOR STRATEGY #1: Increase support, rigor and expectations throughout math instruction and assessment to improve student achievement.					EVALUATION
ACTIVITY	**TIME LINE**	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Meticulous intentional planning and instructional delivery so as to *fully*	2018-2023	Principal, Assistant Principal, IC, teachers	$0	N/A	Lesson plan review; classroom observation reports; MasteryConnect Benchmark data; SLO data and conferencing

address each standard					
2. Meticulous intentional planning and instructional delivery so as to *consistently address the differentiated needs of students*	2018-2023	Principal, Assistant Principal, IC, teachers	$0	N/A	Lesson plan review; classroom observation reports; MasteryConnect Benchmark data; SLO data and conferencing
3. Data Team Study focusing on math achievement by standard and grade level, understand-ing areas of weakness and identifying specific instructional strategies	2018-2020	Principal, Assistant Principal, IC, teachers	$0	N/A	MasteryConnect data; SLO data and conferencing; common unit assessments
4. Teachers attend math-focused PD provided by the district to inform content knowledge and pedagogy and share with faculty upon return	2018-2023	Principal, Assistant Principal, IC, teachers	$0	N/A	Lesson plan review, classroom observation reports; MasteryConnect data; SLO data and conferencing; common unit assessments
5. Focus on DOK levels 3 and 4 so as to promote depth of critical thinking, reasoning, model-mak-ing, problem	2018-2023	Principal, Assistant Principal, IC, teachers	$0	N/A	Lesson plan review, classroom observation reports; MasteryConnect data; SLO data and conferencing; common unit assessments

solving, and higher-order thinking in a variety of real-world contexts				

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality*   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*   ☐District Priority *Gifted and Talented Requires*   ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal*   ☐Gifted and Talented: Other
PERFORMANCE GOAL: 3 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standards annually from 2018-19 through 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by __1__% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SDE Website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	**School Projected Elementary**	**86**	**87**	**88**	**89**	**90**
SCPASS Science SDE Website and School Report Card		**School Actual Elementary 85**					
SCPASS Science SDE Website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	**District Projected Elementary**	**63**	**66**	**69**	**72**	**75**
SCPASS Science SDE Website and School Report Card		**District Actual Elementary 56**					

ACTION PLAN FOR STRATEGY #1: Increase support, rigor and expectations throughout science instruction and assessment to improve student achievement.					EVALUATION
ACTIVITY	**TIME LINE**	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Meticulous, intentional planning and instructional delivery so as to *fully address each standard*	2018-2023	Principal, IC, teachers, Assistant Principal	$0	N/A	Lesson plan review; classroom observation reports; MasteryConnect data; common unit assessments
2. Meticulous, intentional planning and instructional delivery so as to *consistently address the differentiated needs of students*	2018-2023	Principal, IC, teachers, Assistant Principal	$0	N/A	Lesson plan review, classroom observation reports; MasteryConnect data; common unit assessments
3. Teachers attend science-focused PD provided by the district to inform content knowledge and pedagogy	2018-2023	Principal, IC, teachers, Assistant Principal	$0	N/A	Lesson plan review, classroom observation reports; MasteryConnect data; common unit assessments
4. Focus on DOK levels 3 and 4 so as to promote depth of critical thinking, reasoning, model-making, problem solving, and higher-order thinking in a variety of real-world contexts and active learning experiences	2018-2023	Principal, IC, teachers, Assistant Principal	$0	N/A	Lesson plan review; classroom observation reports; MasteryConnect data; common unit assessments
5. Continue to enhance integration of Project Based Learning (PBL)	2018-2023	Principal, IC, teachers, Assistant Principal	Cost of supplies	Local funds	Lesson plan review; classroom observation reports; project planning documents; rubrics; learning menus; anecdotal records based on student work displays and presentations

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate
(Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented:
Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other

PERFORMANCE GOAL: 4 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS
Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on
SCPASS Social Studies will increase by __2.5__% annually.

DATA SOURCE(s)	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SDE Website and School Report Card	82% Meets Expectations and Exceeds Expectations Increase = 2.5%	**School Projected Elementary**	**84.5**	**87**	**89.5**	**92**	**94.5**
SCPASS Social Studies SDE Website and School Report Card		**School Actual Elementary 82**					
SCPASS Social Studies SDE Website and School Report Card	Baseline will be established in 2017-18 Grade 5 only	**District Projected Elementary 78**	**81**	**84**	**87**	**90**	**93**
SCPASS Social Studies SDE Website and School Report Card		**District Actual Elementary 75**					

ACTION PLAN FOR STRATEGY #1: Increase support, rigor and expectations throughout social studies instruction and assessment to improve student achievement.					EVALUATION
ACTIVITY	**TIME LINE**	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Meticulous, intentional planning and instructional delivery so as to *fully address each standard*	2018-2023	Assistant Principal, Principal, IC, teachers	$0	N/A	Lesson plan review; classroom observation reports; MasteryConnect data; common unit assessments
2. Meticulous, intentional planning and instructional delivery so as to *consistently address the differentiated needs of students*	2018-2023	Assistant Principal, Principal, IC, teachers	$0	N/A	Lesson plan review, classroom observation reports; MasteryConnect data; common unit assessments
3. Teachers attend social studies focused PD provided by the district to inform content knowledge and pedagogy	2018-2023	Assistant Principal, Principal, IC, teachers	$0	N/A	Lesson plan review, classroom observation reports; MasteryConnect data; common unit assessments
4. Focus on DOK levels 3 and 4 so as to promote depth of critical thinking, reasoning, model-making, problem solving, and higher-order thinking in a variety of real-world contexts and active learning experiences	2018-2023	Assistant Principal, Principal, IC, teachers	$0	N/A	Lesson plan review; classroom observation reports; MasteryConnect data; common unit assessments

ACTION PLAN FOR STRATEGY #1: Increase support, rigor and expectations throughout social studies instruction and assessment to improve student achievement.					EVALUATION
ACTIVITY	**TIMELINE** (Start/End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
5. Continue to enhance integration of Project Based Learning (PBL)	2018-2023	Assistant Principal, Principal, IC, teachers	Cost of supplies	Local funding	Lesson plan review; classroom observation reports; project planning documents; rubrics; learning menus; anecdotal records based on student work displays and presentations

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality*   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires   ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal*   ☐Gifted and Talented: Other

PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s)	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations **66** (2016-17) Annual Increase = 1	**School Projected Hispanic 67**	68	69	70	71	72
SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations — (2016-17) Annual Increase = _1_	**School Actual Hispanic 59**					

SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected Hispanic 36**	**36**	**39**	**42**	**45**	**48**
SC READY ELA SC SDE Website		**District Actual Hispanic 34**					
SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations <u>75</u> (2016-17) Annual Increase = <u>1</u>	**School Projected AA 76**	**77**	**78**	**79**	**80**	**81**
SC READY ELA SC SDE Website		**School Actual AA 64**					
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	**District Projected AA 25**	25	28	31	34	37
SC READY ELA SC SDE Website		**District Actual AA 25**					
DATA SOURCE(s):	**AVERAGE BASELINE**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations <u>39</u> (2016-17) Annual Increase =<u>1</u>	**School Projected SWD 40**	**41**	**42**	**43**	**44**	**45**
SC READY ELA SC SDE Website		**School Actual SWD 45**					

SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	**District Projected SWD 14**	14	17	20	23	26
SC READY ELA SC SDE Website		**District Actual SWD 12**					
SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations <u>57</u> (2016-17) Annual Increase = <u>1</u>	**School Projected LEP 58**	**59**	**60**	**61**	**62**	**63**
SC READY ELA SC READY test data file		**School Actual LEP 76**					
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	**District Projected LEP 35**	35	38	41	44	47
SC READY ELA SC SDE Website		**District Actual LEP 33**					
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	**School Projected SIP**	**38**	**41**	**44**	**47**	**50**
SC READY ELA SC SDE Website		**School Actual SIP 37**					
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	**District Projected SIP 38**	38	41	44	47	50
SC READY ELA SC SDE Website		**District Actual SIP 33**					

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SC SDE Website	% Meets Expectations and Exceeds Expectations **58** (2016-17) Annual Increase = 1	**School Projected Hispanic 59**	**60**	**61**	**62**	**63**	**64**
SC READY Math SC SDE Website		**School Actual Hispanic 83**					
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	**District Projected Hispanic 39**	39	42	45	48	51
SC READY Math SC SDE Website		**District Actual Hispanic 42**					
SC READY Math SC SDE Website	% Meets Expectations and Exceeds Expectations **68** (2016-17) Annual Increase = 1	**School Projected AA 69**	**70**	**71**	**72**	**73**	**74**
SC READY Math SC SDE Website		**School Actual AA 72**					
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	**District Projected AA 27**	27	30	33	36	39
SC READY Math SC SDE Website		**District Actual AA 28**					

SC READY Math SC SDE Website	% Meets Expectations and Exceeds Expectations **49** (2016-17) Annual Increase = 1	**School Projected SWD 50**	**51**	**52**	**53**	**54**	**55**
SC READY Math SC SDE Website		**School Actual SWD 59**					
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	**District Projected SWD 18**	18	21	24	27	30
SC READY Math SC SDE Website		**District Actual SWD 16**					

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SC SDE Website	% Meets Expectations and Exceeds Expectations **53** (2016-17) Annual Increase = 1	**School Projected LEP 54**	**55**	**56**	**57**	**58**	**59**
SC READY Math SC SDE Website		**School Actual LEP 86**					
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	**District Projected LEP 40**	40	43	46	49	52
SC READY Math SC SDE Website		**District Actual LEP 42**					

SC READY Math SC SDE Website	47% Meets Expectations and Exceeds Expectations	**School Projected SIP 47**	47	50	53	56	59
SC READY Math SC SDE Website		**School Actual SIP 47**					
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected SIP 36**	36	39	42	45	48
SC READY Math SC SDE Website		**District Actual SIP 38**					
SCPASS Science SC SDE Website	Baseline will be established in 2017-18 Grades 4 only	**School Projected Hispanic NA**					
SCPASS Science SC SDE Website	Baseline will be established in 2017-18 Grades 4 only	**School Actual Hispanic NA**					
SCPASS Science SC SDE Website		**District Projected Elementary**	63	66	69	72	75
SCPASS Science SC SDE Website		**District Actual Elementary 60**					

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SDE Website and School Report Card	Baseline will be established in 2017-18 Grades 4 only	**School Projected AA N/A**					

SCPASS Science SDE Website and School Report Card	Baseline will be established in 2017-18 Grades 4 only	**School Actual AA N/A**					
SCPASS Science SDE Website and School Report Card		**District Projected Elementary**	63	66	69	72	75
SCPASS Science SDE Website and School Report Card		**District Actual Elementary 60**					
SCPASS Science SDE Website and School Report Card	Baseline will be established in 2017-18 Grades 4 only	**School Projected SWD NA**					
SCPASS Science SDE Website and School Report Card	Baseline will be established in 2017-18 Grades 4 only	**School Actual SWD NA**					
SCPASS Science SDE Website and School Report Card	Baseline will be established in 2017-18 Grades 4 only	**School Projected LEP NA**					
SCPASS Science SDE Website and School Report Card	Baseline will be established in 2017-18 Grades 4 only	**School Actual LEP NA**					

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SCPASS Social Studies SDE Website and School Report Card	Baseline will be established in 2017-18 Grades 4 only	**School Projected SIP 35**	37	39	41	43	45
SCPASS Social Studies SDE Website and School Report Card	Baseline will be established in 2017-18 Grades 4 only	**School Actual SIP 35.5**					

DATA SOURCE(s):	AVERAGE BASELINE						
SCPASS Social Studies SDE Website and School Report Card	Baseline will be established in 2017-18 Grades 5 only	**School Projected Hispanic NA**					
SCPASS Social Studies SDE Website and School Report Card	Baseline will be established in 2017-18 Grades 5 only	**School Actual Hispanic NA**					
SCPASS Social Studies SDE Website and School Report Card	Baseline will be established in 2017-18 Grades 5 only	**School Projected AA NA**					
SCPASS Social Studies SDE Website and School Report Card	Baseline will be established in 2017-18 Grades 5 only	**School Actual AA NA**					

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**School Projected SWD NA**					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**School Actual SWD NA**					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**School Projected LEP NA**					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**School Actual LEP NA**					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**School Projected SIP 70**	72	74	76	78	80

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**School Actual SIP 74**					

ACTION PLAN FOR STRATEGY #1: Increase the effectiveness of data-based core instruction					EVALUATION
ACTIVITY	**TIMELINE** (Start/End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**

ACTIVITY	TIMELINE	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Strengthen the Professional Learning Community (PLC) at Monarch	2018-2023	Principal, Assistant Principal, IC, teachers	$0	NA	Vertical and Horizontal Teaming focused on data-based decisions
2. Provide strategy and content support for all teachers	2018-2023	Principal, Assistant Principal, IC, Literacy Coach, Literacy Mentors	$0	NA	Monarch Professional Development Plan, Attendance at District workshops
3. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	Principal, Assistant Principal, IC, LEP teacher, teachers	$0	NA	Strategies for diverse learners being used in classrooms as indicated by observations Attendance at GCS Professional Development offerings on diverse learner strategies.
4. Track GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2020	Administrative Leadership Team	$0	NA	Administrative Leadership Team notes regarding GCSource data

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other

PERFORMANCE GOAL: 6 Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, Fastbridge, and MAP.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s)	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell	Criterion Reference Measure	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual	**Baseline will be established in Spring 2019**				
Fastbridge	**Norm Reference Measure**	**School Projected**					
		School Actual Grade 2 - 60% Grade 5 - 63%	**Baseline will be established in Spring 2019**				
MAP Winter Reading	**% students with Winter Reading RIT at or above criteria for scoring Meets or Exceeds Expectations on SC READY ELA**	**School Projected**		**Gr. 2-% Gr. 5- %**	**Gr. 2-% Gr. 5-%**	**Gr. 2-% Gr. 5- %**	**Gr. 2-% Gr. 5-%**

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
MAP	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual 2nd grade: 60 5th grade: 63					
Fountas and Pinnell		District Projected					
		District Actual					
Fastbridge	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					
MAP	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework).					EVALUATION
ACTIVITY	TIMELINE	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION

1. Use the district's professional learning plan to support consistent implementation of all the GCS Balanced Literacy Framework components.	2018-2023	Principal, Assistant Principal, IC, Literacy Coach Literacy Mentors, RTI Team	TBD	TBD	Professional Learning Plan implementation
2. Coach teachers in instructional best practices using the district coaching framework	2018-2023	Literacy Coach, Literacy Mentors, RTI Team, IC	$0	NA	Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices
3. Support comprehension and effective communication through intentional planning and authentic use of vocabulary	2018-2023	Principal, Assistant Principal, IC, Literacy Coach Literacy Mentors, RTI Team	$0	NA	Classroom evidence of content vocabulary usage; lesson plans; common assessments

Performance Goal Area: ☐Student Achievement* ☒Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 1 The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	**Baseline will be established at the end of the 2018-19 school year.**	**School Projected 11**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**

		School Actual 13					
Employment report	Baseline will be established at the end of the 2018-19 school year.	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

ACTION PLAN FOR STRATEGY #1: Identify and attract quality, diverse candidates.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Use the district-developed recruitment plans to increase staff diversity.	2018-2023	Principal, Assistant Principal, IC	$0	NA	Plan implementation
2. Expand networking opportunities by using the district's resources to identify quality, diverse candidates.	2018-2023	Principal, Assistant Principal, IC	$0	NA	Ongoing identification of candidates

Performance Goal Area:	□Student Achievement* □Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* □District Priority

Gifted and Talented Requires   □Gifted and Talented: Academic □ Gifted and Talented: Artistic □ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal*   □Gifted and Talented: Other

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

DATA SOURCE(s):	AVERAGE BASELINE 2016-2017	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey	X	**School Projected Students ≥ 90**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	X	**School Actual Students 187**					
SDE School Report Card Survey	X	**School Projected Teachers ≥ 90**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	X	**School Actual Teachers 38**					
SDE School Report Card Survey	X	**School Projected Parents ≥ 90**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	X	**School Actual Parents 53**					
DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey	92	**District Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86					

SDE School Report Card Survey	98	**District Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97					
SDE School Report Card Survey	91	**District Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88					

ACTION PLAN FOR STRATEGY #1: Improve understanding of students' social-emotional needs.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement Mindfulness Inside Out PBL project in school counseling classes to address social-emotional needs	2018-2023	School Counselors	0	N/A	Analysis of student survey results and GCSource data to identify needs in social-emotional domains
2. Incorporate "Lunch Bunch" counseling groups to address social-emotional needs	2018-2023	School Counselors	0	N/A	Analysis of student survey results and GCSource data to identify needs in social-emotional domains
3. Provide individual counseling for specific and/or extreme needs	2018-2023	School Counselors	0	N/A	Conduct and analyze post-intervention surveys

Performance Goal Area: Student Achievement*   Teacher/Administrator Quality*   School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*   District Priority *Gifted and Talented Requires* Gifted and Talented: Academic   Gifted and Talented: Artistic   Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal*   Gifted and Talented: Other
PERFORMANCE GOAL: 2 The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.   **PERFORMANCE GOAL: 3 The** school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

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

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) x	**School Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07

GCS Expulsion Report		**School Actual** x					
	(2016-17) .04	**District Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		**District Actual** .04					

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other	
PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.	
INTERIM PERFORMANCE GOAL: Meet annual targets below.	

DATA SOURCE(s):	AVERAGE BASELINE 2017-2018		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	≥ 90	**School Projected ≥ 90**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual 93					
AdvancED Culture & Climate Surveys	≥ 90	**District Projected**	90	90	90	90	90
		District Actual 90					

ACTION PLAN FOR STRATEGY #1: All teachers will create an inviting classroom learning community built on supportive interactions.					EVALUATION
ACTIVITY	TIMELINE (Start/ End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Hold high expectations for student learning.	2018-2023	Principal, Assistant Principal, IC, teachers	$0	NA	Differentiation evidenced throughout classroom observations and lesson plan review
2. Hold high expectations for student behavior.	2018-2023	Principal, Assistant Principal, IC, teachers	$0	NA	Positive verbal and non-verbal communication evidenced throughout classroom interactions; BEST program implementation
3. Provide the support and scaffolding students need to achieve the high expectations we hold.	2018-2023	Principal, Assistant Principal, IC, teachers, RTI Team, Literacy Coach, Mentors, School Counselors	$0	NA	Schedule and evidence of support services provided

Performance Goal Area: ☐Student Achievement*   ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires   ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	**School Projected ≥ 95**	**≥ 95**	**≥ 95**	**≥ 95**	**≥ 95**	**≥ 95**
	97.4	**School Actual**					
	(2016-17) **95**	**District Projected**	**95**	**95**	**95**	**95**	**95**
		District Actual					

ACTION PLAN FOR STRATEGY #1: Maintain a proactive attendance program.			EVALUATION			
ACTIVITY	**TIMELINE** (Start/End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**	
1. Promote consistent attendance with	2018-2023	Principal, Assistant Principal,	$0	NA	Student/parent orientation presentations;	

students and parents.		teachers, parents			inclusion in student handbook, grade-level syllabi, and classroom websites
2. Consistently monitor attendance trends.	2018-2023	Principal, Assistant Principal, teachers, attendance clerk, school counselors	$0	NA	GCSource, PowerTeacher attendance records
3. Continue to provide hands-on, real-world learning experiences to maintain student engagement.	2018-2023	Principal, Assistant Principal, IC, teachers,	$0	NA	Monitor lesson planning and implementation of Project Based Learning (PBL)

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate

(Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys		**School Projected**	**Afraid ≤ 5** **Lonely ≤ 9** **Angry ≤ 7**	**Afraid ≤ 5** **Lonely ≤ 9** **Angry ≤ 7**	**Afraid ≤ 5** **Lonely ≤ 8** **Angry ≤ 6**	**Afraid ≤ 5** **Lonely ≤ 8** **Angry ≤ 6**	**Afraid ≤ 5** **Lonely ≤ 7** **Angry ≤**
	2017-18 Afraid – 2% Lonely – 6% Angry – 3%	**School Actual**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	**District Projected**	**Afraid ≤ 5** **Lonely ≤ 9** **Angry ≤ 7**	**Afraid ≤ 5** **Lonely ≤ 9** **Angry ≤ 7**	**Afraid ≤ 5** **Lonely ≤ 8** **Angry ≤ 6**	**Afraid ≤ 5** **Lonely ≤ 8** **Angry ≤ 6**	**Afraid ≤ 5** **Lonely ≤ 7** **Angry ≤ 5**
		District Actual	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**

ACTION PLAN FOR STRATEGY #1: Develop and foster social and emotional skills in students to develop the whole child.					EVALUATION
ACTIVITY	**TIMELINE** (Start/End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Maintain a strong social emotional wellness component of the school's	2018-2023	Principal, Assistant Principal, IC, School	$0	NA	Monitor *Mindfulness Inside Out* program;

overall counseling program.		counselors			monitor school counselor lesson plans and implementation
2. Build a positive learning community supportive of all students.	2018-2023	Principal, Assistant Principal, IC, School counselors	$0	NA	Classroom observation; implement "Lunch Bunch" needs-based support groups
3. Provide a character education program that addresses bullying behaviors.	2018-2023	School counselors	$0	NA	Monitor *Mindfulness Inside Out* program

School Climate Needs Assessment

SDE Report Card Survey Results April 2015, April 2016, April 2017

% Satisfied with the Learning Environment
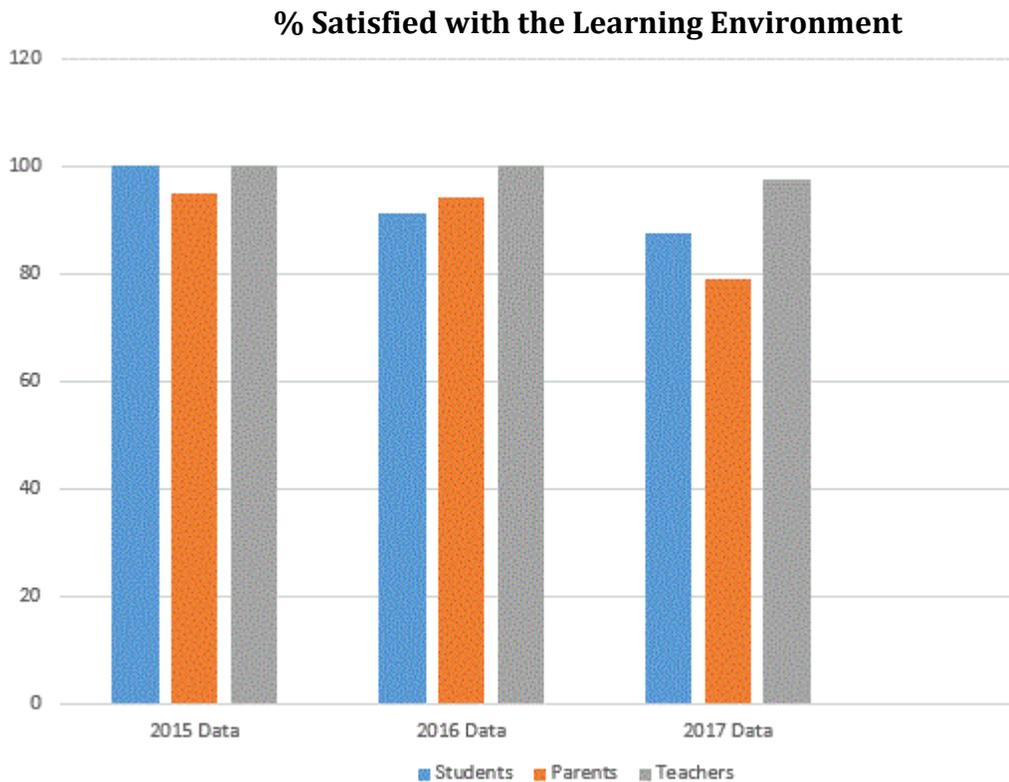
The SC SDE Report Card Survey data supports that students, parents and teachers are supportive of the learning environment at Monarch.

% Satisfied with the Home/School Environment
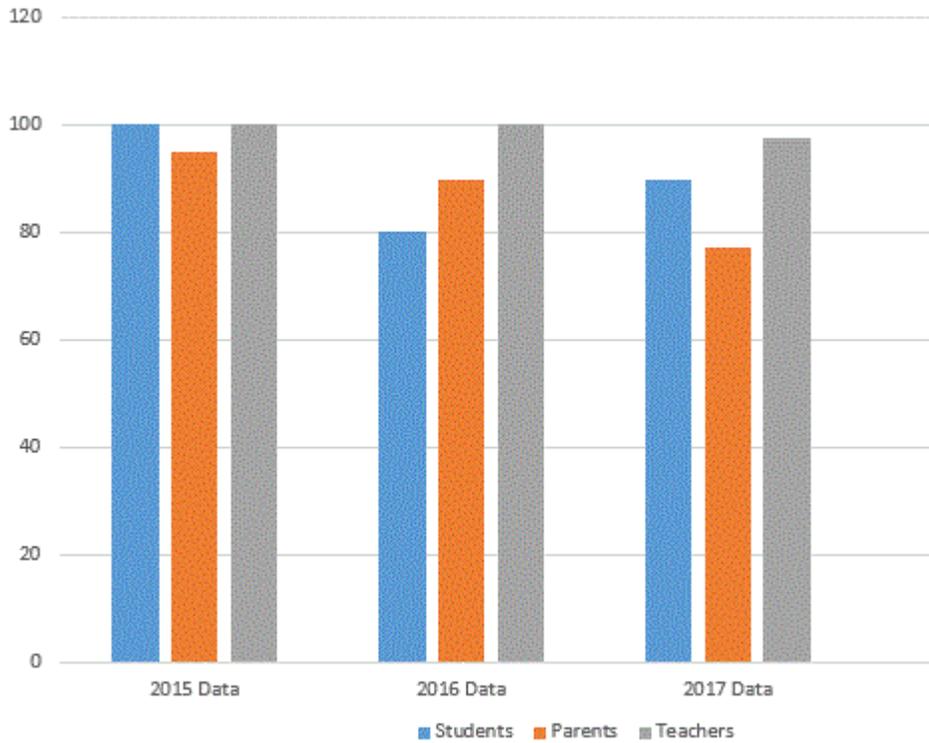
Tracked data documents that students, parents, and teachers are satisfied with the home/school environment.

% Satisfied with the Social/Physical Environment
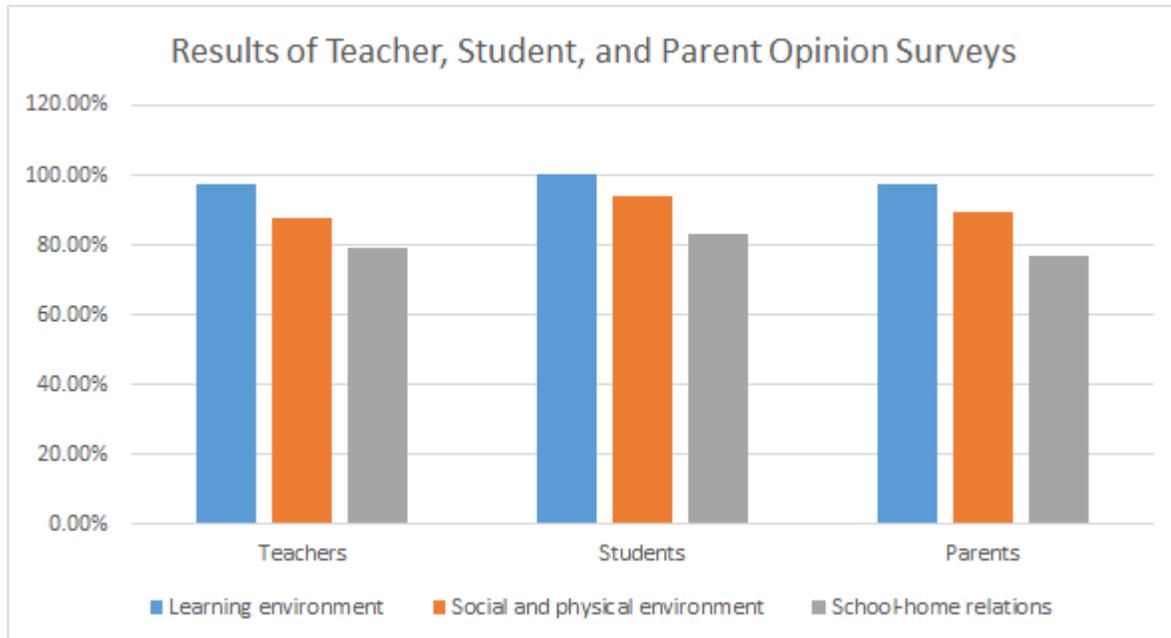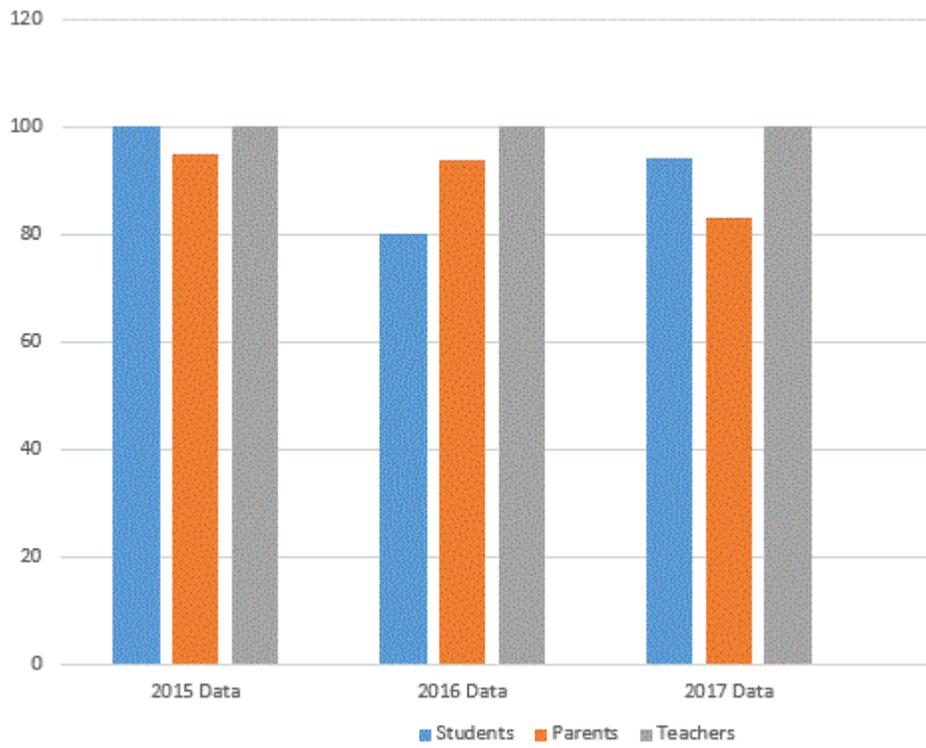
Tracked data documents that students, parents, and teachers are satisfied with the social/physical environment.

% Who Agree That They Feel Safe During the School Day
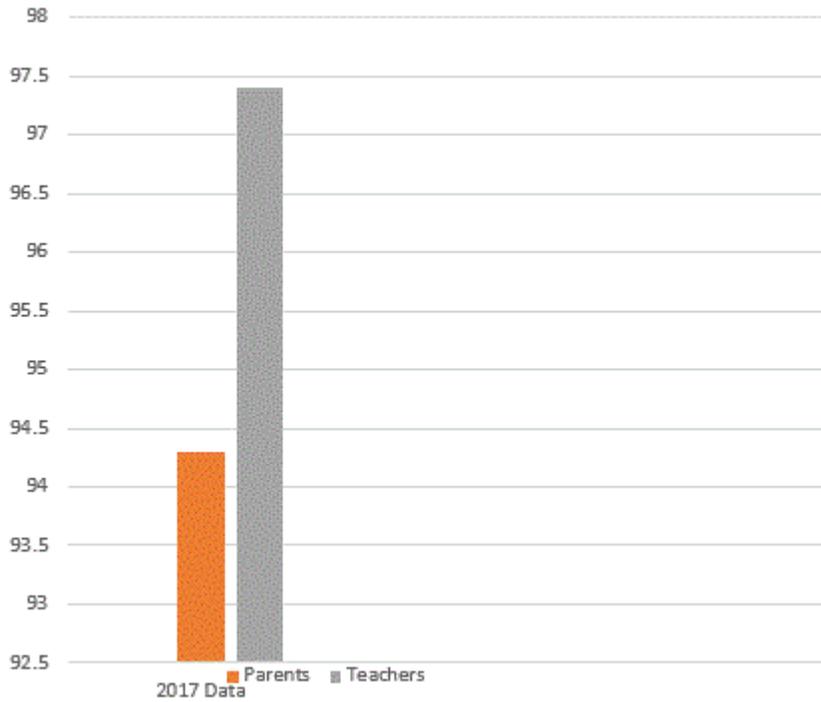
The percentage of students recommended for expulsion - 0

Annual Expulsion Rate - 0

AdvancED Culture and Climate Survey - Percentage of students who describe their teacher as caring. 93%

Student Attendance Rate - 96.5 %

AdvancED Culture and Climate Survey - Percentage of students who report feeling afraid, lonely, or angry while they are at school. N/A