



## Monarch Elementary School Portfolio

Guided Self-Study Report utilizing Cognia 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 2020-21

**Vaughan Overman, Principal**

224 Five Forks Road

Simpsonville, SC 29681

Phone: 864-452-0600 ~ Fax: 864- 452-0690

Website: [www.greenville.k12.sc.us/monarch/](http://www.greenville.k12.sc.us/monarch/)

Greenville County Schools

Dr. W. Burke Royster, Superintendent

## SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Monarch Elementary School

SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2021-2022 (one year)

### Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

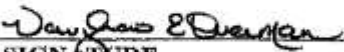
### Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

### SUPERINTENDENT

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

### PRINCIPAL

Vaughan E. Overman		3-4-21
PRINTED NAME	SIGNATURE	DATE

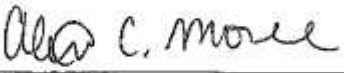
### CHAIRPERSON, BOARD OF TRUSTEES

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

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Brian Godfrey		3-4-21
PRINTED NAME	SIGNATURE	DATE

### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Alexis C. Moore		3-4-21
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 224 Five Forks Rd

Simpsonville, SC 29681

SCHOOL TELEPHONE: (864) 452-0600

PRINCIPAL E-MAIL ADDRESS: voverman@greenville.k12.sc.us

## Monarch Elementary School Portfolio

### 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.

- | <b>POSITION</b>   | <b>NAME</b>            |
|---|------------------------|
| 1. PRINCIPAL  | <u>Vaughan Overman</u> |
| 2. TEACHER  | <u>Leasa Dacus</u>     |
| 3. PARENT/GUARDIAN  | <u>Amy Hibbs</u>       |
| 4. COMMUNITY MEMBER                                       | <u>Melanie Hyatt</u>   |
| 5. PARAPROFESSIONAL                                       | <u>Lynn Williams</u>   |
| 6. SCHOOL IMPROVEMENT COUNCIL MEMBER                      | <u>Brian Godfrey</u>   |
| 7. Read to Succeed Reading Coach                          | <u>Alexis Moore</u>    |
| 8. School Read to Succeed Literacy Leadership Team Lead   | <u>Alexis Moore</u>    |
| 9. School Read to Succeed Literacy Leadership Team Member | <u>Robbie Kane</u>     |

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

<u>POSITION</u>	<u>NAME</u>
Principal/Admin Team	Vaughan Overman
Assistant Principal/Admin Team	Mark Loach
Administrative Assistant/Admin Team	Raquel Batista
School Counselors/Admin Team	Caroline Coy/Laurie Crouch
Instructional Coach/Admin Team	Leasa Dacus
SIC/Teacher	Rachael Le' Mee
PTA Member/Business Partner	Ashley Chaffee
Kindergarten Team Leader	Brittany Willis/ Rachael Tatarinchik
First Grade Team Leader	Parker Henry/Jennifer Seabrook
Second Grade Team Leader	Natalie Bostic/Lisa Wimmer
Third Grade Team Leader	Adam Berry/ Rachael Le' Mee
Fourth Grade Team Leader	Ashlee Corbin/Keeley Crowley
Fifth Grade Team Leader	Teresa Swiger/Sara Tuttle
SP ED/SP Area Team Leader	Alexis Moore/Linda Wojtala
PTA President	Melissa Christiano

\*\*Monarch School Literacy Leadership Team for Read to Succeed Literacy:  
Vaughan Overman, Mark Loach, Raquel Batista, Leasa Dacus, Alexis Moore,  
Adam Berry, Kristen Goodman, Peyton Holbert, Rachael Le' Mee, Martha  
Reed, Robbie Kane, Marsha Basanda, Brittany Willis, Jennifer Seabrook,  
Natalie Bostic, Keeley Crowley, Teresa Swiger

## Early Childhood Development and Academic Assistance Act (Act 135) Assurances

(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

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(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Academic Assistance, PreK–3</b> 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Academic Assistance, Grades 4–12</b> 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Parent Involvement</b> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Staff Development</b> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No	<b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.

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<input type="radio"/> N/A	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Collaboration</b> 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Developmental Screening</b> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Half-Day Child Development</b> The school provides half-day child development programs for <b>four-year-olds</b> (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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Developmentally Appropriate Curriculum for PreK–3</b> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Parenting and Family Literacy</b> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Recruitment</b> The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> 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.

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<input checked="checked" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b> 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 as 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, School Improvement Council (SIC), and Parent Teacher Association (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 (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, 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 Cognia 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**

<b>Core Task Teams</b>	<b>Roles</b>	<b>Stakeholder Involvement</b>
<b>School Profile</b>	<ul style="list-style-type: none"> <li>Describe “The Monarch Difference” and the special features of our campus.</li> </ul>	A team of teachers was involved in updating our profile based on input from the whole staff.
<b>Accomplishments and Challenges</b>	<ul style="list-style-type: none"> <li>Describe endeavors that document success</li> <li>Define problems and offer possible solutions</li> </ul>	All teachers offered input via teams to update this section.
<b>Mission, Vision, Beliefs</b>	<ul style="list-style-type: none"> <li>Explain why we do the things that we do</li> <li>Provide suggestions for updates</li> </ul>	All teachers, staff, SIC, parents, and Student Council provided suggestions.
<b>Student Achievement</b>	<ul style="list-style-type: none"> <li>Analyze academic data and track trends over time</li> <li>Provide input for Action Plan</li> </ul>	Strategies and updates were compiled by 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.
<b>Teacher/Admin Quality</b>	<ul style="list-style-type: none"> <li>Target a goal with strategies to promote qualified, diverse teachers</li> </ul>	School Leadership Team
<b>School Climate</b>	<ul style="list-style-type: none"> <li>Analyze Cognia survey data completed by students, parents, staff, and teachers</li> </ul>	SIC, School Counselors, Administrative Leadership Team, School Safety Team
<b>School Renewal Plan</b>	<ul style="list-style-type: none"> <li>Document strategies and timeline for continuous improvement</li> </ul>	Administrative Leadership Team, Data from all teachers and staff, parents and students
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Provide a Professional Learning focus based on teacher input and tracked data</li> </ul>	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 2019-2020 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, Cognia 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 2018-2019 school year show that 80.9% of third graders, 86% of fourth graders, and 78.2% of fifth graders scored “Meets” or “Exceeds” expectations.
- SC Ready Mathematics for the 2018-2019 data showed decreased performance levels from the prior school year. Performance levels show 83.1% of third graders, 87.3% of fourth graders, and 78.9% 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 82.9% 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. For the 2019 Social Studies test, the number of fifth grade students scoring meets or exceeds expectations was 95.1%.

### **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 participation in clubs before and after school, student choice, PBL and the use of technology.

- Weaknesses noted by students are not having the option to explore different careers and having the option to speak to adults other than their teachers to help with learning needs.

### **Needs Assessment for School Climate**

- Strengths noted by parents include collaborative student work, positive interactions with the staff who are respectful, supportive and helpful.
- Two parents used the word *isolating* when referring to staff.

### **Significant Challenges**

We take seriously our responsibility 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 texts 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 workshops, writing workshops, 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. Most of our 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 all students K-5 with 1:1 Chromebooks beginning March, 2020. When schools were shut down due to the pandemic, teachers taught virtually from home. For the 2020-21 school year, we began on a hybrid model. We gradually phased in grade levels to in-person five days a week instruction by mid-November, 2020.

**Accomplishments and Achievements State Recognitions (past 3 years)**

- Energy Bus Certified School (2019-2021)
- State Standard of Excellence for Monarch's Library
- Childers Teaching Award recipient, Miss Caroline Terry
- Palmetto's Finest Winner
- Palmetto Gold awards
- TransformSC Recipient for Innovative Practices
- 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
- Alliance for a Healthier Generation action plan completion
- Creation and implementation of WINGS program (2020-2021)

**District Recognitions (past 3 years)**

- EPA's Energy Star certification 2018-2021
- District Distinguished Teacher of Literacy finalist 2019-2020, Erin Rimmner
- Spring Sing participants
- Battle of the Books Team Gold Finalists
- SC PTA Reflections winners
- Basketball Hoop Shoot District and State winners
- School Health Index \$1000 recipient from LiveWell Greenville
- Safe Kids Upstate awards
- American Heart Association Gold Achievements
- Jump Rope for Heart awards
- Fluor Engineering Challenge winner
- Challenge Bridge Event award winners

**National Junior Beta Club Projects**

- Partnered with the Humane Society
- Participated in Service Learning (Community)
- Tutored and mentored lower grade students

# Monarch Elementary School Portfolio

3/3/2021

School Profile for Monarch Elementary

## 2020-21 Profile\*



### Monarch Elementary

234 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:** 599 (in-person) 214 (virtual)

**School Location:** Near Five Forks in Simpsonville

**School/Center 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
- 7 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-present
- 2012-2013 PTA State Reflection Winners
- Spring Sing participants 2013-present
- State Honors Chorus participants 2012-present
- 2012-2013 Greenville County Schools Science Teacher of the Year
- Roper Mountain District Science Center Fair winners 2013, 2014
- 2012, 2013, 2015, 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
- 2012 United Way Campaign Premier Award
- 2012, 2014 United Way Campaign Award of Advancement
- Jump Rope for Heart honors 2012-present
- South Carolina Chess Association winners
- Palmetto Gold Achievement Award 2013-2014, 2014-2015
- 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
- 2019 Upstate Bridge Competition 1st, 2nd, and 3rd Place Best Structural Design and 2nd 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/](http://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](http://screportcards.com).

For more information, call INFOline at 864-355-3100, visit our website at [www.greenville.k12.sc.us](http://www.greenville.k12.sc.us).



## 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 • STEAM Lab with Promethean tables • Computer Lab • Butterfly Garden • Interactive Promethean Boards in all classrooms • 6 Outdoor Basketball Court • Wireless internet • Discovery Lab • Virtual Field Trips

## Faculty Profile

- **Administrators:** 3
- **Teachers/Professional Staff:** 51 (in-person) 8 (virtual)
- **Support Staff:** 33

## Outstanding Features/Programs

- Project-based Learning
- Health Science Focus
- Gifted and Talented Program
- Grandparents Week/Book Fair
- Scientists-on-Site
- 3rd Grade South Carolina in Review Play
- WKID News Network Show
- Artists in Residences
- 2nd Grade Musical Performances
- Auditioned 4th/5th Grade Chorus and Bucket Drums
- Alliance for a Healthier Generation
- Clinical Speakers/Career Connections
- Friends of Monarch
- Healthy Choices Café
- Junior Beta Club
- Chess Club
- Lego Robotics Teams
- Monarch Extended Day Program
- Monarch Mentors
- Monarchalooza Carnival
- Monarch Spirit Rock #monarchrocks
- Partnership with Prisma Health
- PTA Curriculum-Based Events
- Reading Intervention (K-5-3rd)
- 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 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. We currently have an enrollment of 605 brick and mortar students and 210 virtual students. Our attendance area consists of apartment complexes and nearby subdivisions.

With the school's 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. Prior to COVID, citizens and business partners have supported us by leading engineering activities on S.T.E.A.M. Day, fielding questions for fifth grade inventors, and sharing their time and expertise throughout projects. This year we have relied more on our experts through virtual experiences.

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, Michelin Tire Corporation, General Electric, and BMW. Parental occupations include but are not limited to self-employed business owners, government employees, medical professionals, engineers, and hourly restaurant and retail employees. 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 97.6% supports evidence that our parents value education. In the past, our volunteers have been extremely involved. We have logged 52,293.05 volunteer hours over the past four years as documentation of a high level of parent and community involvement. This year, parents have not been allowed in GCS buildings. 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 the school's 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 fifth grade inventors, and sharing their time and expertise throughout projects.

Monarch became an Energy Bus school during the 2019-20 school year. The Energy Bus for Schools program addresses our Social/Emotional Learning and School Climate goals, with 7 principles we implement each month. Energy Bus Principles focus on taking responsibility, goal setting, positivity, kindness, mindfulness, handling negativity, and enjoying life. These principles are implemented through school counseling lessons, monthly pep-rallies, "spreading kindness" initiatives, WINGS (We Inspire the Next Generation to Soar), staff team-building activities, and cheers on our morning news show.

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 to 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, 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
- Prisma Community *Meet Your Healthcare Neighbor*
- Showcasing Talents: Artists-on-Site
- Literature-based Theatrical Productions/Musical Moments
- Book Bingo
- Cultural Programming - Laser Science
- Cultural Programming- BMX Science Assembly
- 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 Edwards Law, J Michael Manley Team, Ben Daniel Dentistry, Mathnasium, Harrison Orthodontics, Mentor Upstate, Sylvan, Larkspur Point, Bricks for Kids and many others.



## Monarch Elementary School Portfolio

### 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 Mentor Upstate, Edwards Law, J Michael Manley Team, Ben Daniel Dentistry, Mathnasium, Harrison Orthodontics, Sylvan, Larkspur Point, Godfrey-Wilson & Assoc., Scan Source 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 1<sup>st</sup> 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*

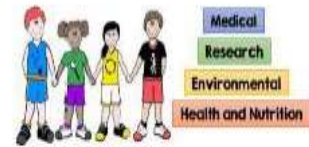
Vaughan Overman	Principal	voverman@greenville.k12.sc.us
Mark Loach	Asst. Principal	mloach@greenville.k12.sc.us
Brian Godfrey	Chair	godfreyb21@yahoo.com
Melissa Christiano	PTA Pres.	melissa.christiano@gmail.com
Mark Loach	Secretary	mloach@greenville.k12.sc.us
Leasa Dacus	IC	ldacus@greenville.k12.sc.us
Rachel LeMee	Teacher	rlemee@greenville.k12.sc.us
Dustin Dozier	Community	didozier@upstatechurch.org
Melanie Hyatt	Community	simpsonville@goddardschools.com
Amy Ponton	Parent	aponton@gmail.com
Angela Godfrey	Parent	angelaigodfrey@gmail.com
Amy Hibbs	Parent	hibbs.amy@gmail.com
Krystina L. Jones	Parent	krystina.l.jones@gmail.com
Raquel Batista	Ex-officio	rbatista@greenville.k12.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
- Develop mentoring groups
- Incorporate mentors for students in need of extra support with training through Mentor Upstate
- Purchase speed sign for Five Forks Rd.
- Research grants to purchase playground equipment for special needs students
- Create WINGS inclusion program

### Monarch Elementary *Celebrating Inquiry, Innovation and Creativity*

### Annual School Improvement Council "Report to the Parents" 2020-2021



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

Brian Godfrey, SIC Chair  
Melissa Christiano, PTA President

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

The mission of Monarch is to build inspired and prepared learners and leaders who are encouraged to discover and develop their unique talents and abilities.

## 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 Math, English Language Arts, Science and Social Studies.

*Due to the pandemic, we were unable to take the SC READY/SCPASS assessments in spring 2020. Students have taken benchmark assessments that provide useful information on student progress.*

3<sup>rd</sup>-5<sup>th</sup> SC Ready ELA spring 2019  
Meeting/Exceeding Expectation 81.1%

3<sup>rd</sup>-5<sup>th</sup> SC Ready Math spring 2019  
Meeting/ Exceeding Expectation 83.4%

4<sup>th</sup>- SCPASS Science spring 2019  
Meeting/ Exceeding Expectation 82.9%

5<sup>th</sup> SCPASS Social Studies spring 2019  
Meeting/ Exceeding Expectation 95.1%

#### 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.

## Our School

### Established August 2012

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 (PBL) 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. A rigorous and relevant curriculum ensures each student is academically advantaged.

#### 2020-2021 Ethnicity Summary

# of Students = 816

Asian	7%	With 18 languages represented at Monarch, students learn in a culturally diverse setting.
African-American	9%	
Hispanic	7%	
Other	8%	
Caucasian	69%	

Monarch uses innovative measures rich in best practices. Prior to COVID, many visitors have come to Monarch each year to observe our PBL.

A partnership with Prisma Health and generous contributions from parents and the Roper Mountain Science Center, our on-site science/STEAM 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 cafeteria where all food served is low fat, healthy, and prepared fresh daily.

Capitalizing on research that supports healthy movement, all students in 4K -5<sup>th</sup> 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 allow students to checkout eBooks. The Google Classroom suite promotes collaborative learning.

Monarch's technology includes Promethean boards in each classroom, a portable Promethean ActivBoard, 1:1 devices for each student, and unique software that enriches learning experiences for the students. Greenville County Schools has provided 1:1 Chromebooks for all of our students in grades K-5. PTA and the school have purchased additional devices to support our technology initiatives.

### **The Staff of Monarch Elementary**

Monarch benefits from the knowledge of a diverse and experienced staff 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 1 4K teacher and 1 para-professional, 4 kindergarten teachers and 4 kindergarten para-professionals, 6 first grade teachers, 6 second grade teachers, 5 third grade teachers, 4 fourth grade teachers, and 4 fifth grade teachers. Monarch has a media specialist with a full-time assistant, 2 full-time STEAM teachers, 1 full-time speech therapist, 2 full-time resource teachers, 2 ID Moderate teachers and 5 paraprofessionals, 1 full-time and one part-time Response to Intervention (RTI) teacher, 1 part-time literacy specialist, 1 part-time multilingual learner teacher, 1 full-time and 1 part-time challenge teacher, 3 full-time and 3 part-time related arts teachers. Monarch has a plant engineer, 5 custodians, a cafeteria manager and 5 cafeteria workers. The staff also includes a principal, assistant principal, administrative assistant, secretary, attendance clerk, office clerk, part time school clerk, 1 full-time school nurse, 1 part-time school nurse, 2 full-time school counselors, 1 part-time mental health counselor, and 1 instructional coach.

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

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

<b>2019-20 Teacher Experience</b>						
<b>Years of Experience</b>	<b>0-1</b>	<b>2-6</b>	<b>7-10</b>	<b>11-14</b>	<b>15-21</b>	<b>22+</b>
<b>Number of Teachers</b>	8	15	12	10	14	4

<b>2020-21 Teacher Experience</b>						
<b>Years of Experience</b>	<b>0-1</b>	<b>2-6</b>	<b>7-10</b>	<b>11-14</b>	<b>15-21</b>	<b>22+</b>
<b>Number of Teachers</b>	3	19	12	7	14	8

## Monarch Elementary School Portfolio

These tables provide additional data that represent our teachers.

Nationally Board Certified Teachers	
2018-19	6
2019-20	6
2020-21	6
Teacher Attendance Rate	
2018-19	97
2019-20	98.97
2020-2021	98.5

2020-2021 Teacher Education Level			
Level of Degree	Bachelor's	Master's	Master's + 30
Number of Teachers	26	26	10

### Student Population

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

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

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

2019-20 Gender Distribution by Grade Level							
	4K	K	First	Second	Third	Fourth	Fifth
# of Boys	13	79	81	80	69	67	76
# of Girls	8	71	75	86	67	76	88

2020-21 Gender Distribution by Grade Level							
	4K	K	First	Second	Third	Fourth	Fifth
# of Boys	15	63	80	68	72	64	54
# of Girls	6	47	60	65	77	70	75

Data Source: PowerSchool

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Monarch Elementary School Portfolio

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The following data shows the ethnicity of our student population.

<b>Ethnicity</b>	<b>2018-19</b> 964 Students	<b>2019-20</b> 936 Students	<b>2020-21</b> Students
<b>Asian</b>	8%	7%	7.11%
<b>African-American</b>	8%	8%	8.82%
<b>Hispanic</b>	7%	7%	7.35%
<b>Two or More Races</b>	5%	6%	6.99%
<b>Caucasian</b>	72%	72%	69.12%

Data Source: PowerSchool

The following data provides the attendance rate of our students.

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<b>Student Attendance Rate</b>		
<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
96.5%	97.8%	97.61

This data shows the meal status of our student population.

	<b>Free</b>	<b>Reduced</b>	<b>Full Pay</b>	<b>Enrollment</b>
<b>2018-2019</b>	122	29	813	964
<b>2019-2020</b>	85	28	823	936
<b>2020-2021</b>	607 (all students are free)	0	0	816

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 Elementary School Portfolio

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.

<b>Resource Services for 2020-2021</b> # of Students Served by Grade Level and Category					
	<b>Total</b>	<b>Math</b>	<b>Reading</b>	<b>Writing</b>	<b>Behavior</b>
<b>K</b>	4	1	1	3	4
<b>1<sup>st</sup></b>	5	2	4	2	2
<b>2<sup>nd</sup></b>	7	4	4	5	3
<b>3<sup>rd</sup></b>	9	7	8	9	1
<b>4<sup>th</sup></b>	8	5	8	8	0
<b>5<sup>th</sup></b>	12	6	10	7	3

<b>Resource Services</b> # of Students Served by Grade Level			
	<b>2018- 19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>K</b>	6	1	4
<b>1<sup>st</sup></b>	7	10	5
<b>2<sup>nd</sup></b>	8	14	7
<b>3<sup>rd</sup></b>	17	13	9
<b>4<sup>th</sup></b>	15	16	8
<b>5<sup>th</sup></b>	11	15	12

Speech and Language Program			
	4K Students	5K Students	1 <sup>st</sup> –5 <sup>th</sup> Students
<b>2018-19</b>	1	7	62
<b>2019-20</b>	4	14	71
<b>2020-21</b>	6	9	60

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			
	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
<b>2018-19</b>	44/145	66/169	82/155
<b>2019-20</b>	39/136	59/143	74/164
<b>2020-21</b>	45/149	42/134	61/129

2020-21 Monarch Multilingual Learner Enrollment	
Kindergarten	1
1 <sup>st</sup> grade	5
2 <sup>nd</sup> grade	5
3 <sup>rd</sup> grade	5
4 <sup>th</sup> grade	7
5 <sup>th</sup> grade	4



## Monarch Elementary School Portfolio

### **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, generous contributions from parents, and 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 Cafeteria 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 K-5 have 1:1 Chromebooks, and all students have access to 1:1 devices, which 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 computer lab.

In the music classroom, students benefit from a technology rich music curriculum called Quaver 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. In addition, Monarch's Media Center houses two 3-D printers, which are available to teachers and students for PBL projects and school-wide use.

A (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.



## Monarch Elementary School Portfolio

Our school counseling Social/Emotional Learning resource for the 2020-21 school year is *The Energy Bus for Kids*, Greenville County Schools Social/Emotional Learning best practice guide, and Zones of Regulation. Monarch school counselors use the 7 principles outlined in the *Energy Bus* book to address the ASCA Mindsets and Behaviors standards for SEL in classroom lessons and small groups. Students learn how positivity and mindfulness strategies give us “fuel” for life and learning, and then learn ways to cope with negativity and stress.

In addition to addressing SEL standards, skills learned from the *Energy Bus* and GCS SEL guide have laid the foundation for school counselors' lessons on careers and the school-to-work connection. Students learn about taking responsibility, goal setting, and time management. Students have learned that in order to get hired and remain employed, it is 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, learning menus give students 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 2<sup>nd</sup> 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

## Monarch Elementary School Portfolio

### 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 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.

## Monarch Elementary School Portfolio

### 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

## Monarch Elementary School Portfolio

**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

## Monarch Elementary School Portfolio

### Data Analysis and Needs Assessments

#### Student Achievement Needs Assessment

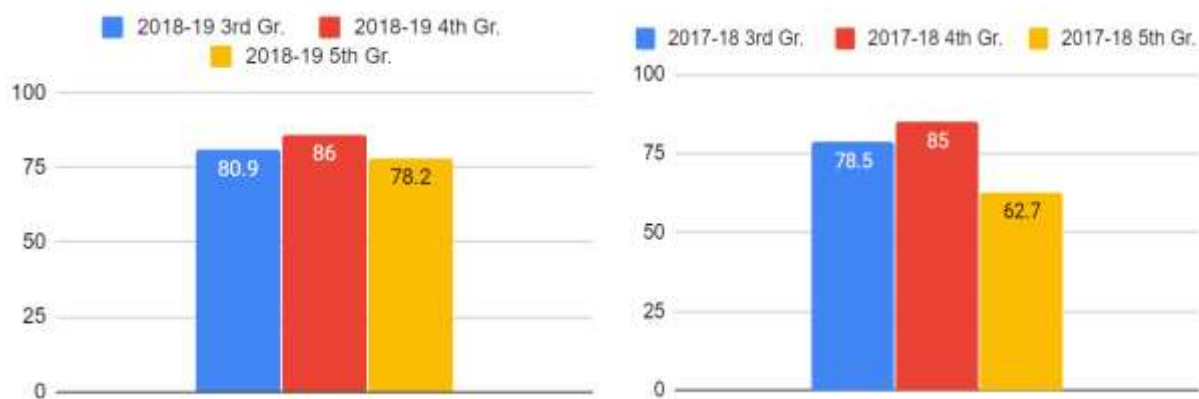
Quantitative data is analyzed by our school and used to promote continuous school improvement. Data is also used to help determine how to allocate our resources. Our school-wide data is shared with our school community. Teachers share individual student data with parents.

#### 2018-2019 Test Data

For the 2018-19 school year SC Ready ELA and SC Ready Math was administered to 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders. SCPASS Science was administered to 4<sup>th</sup> graders and SCPASS Social Studies was administered to 5<sup>th</sup> graders.

*Due to the pandemic, we were unable to take the SC READY/SCPASS assessments in spring 2020. Students have taken benchmark assessments that provide useful information on student progress.*

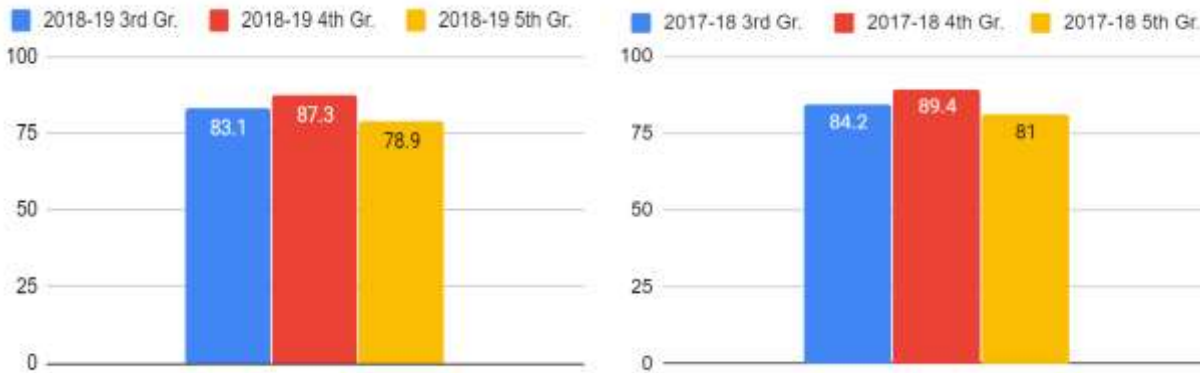
#### SC Ready ELA: Percentage of students who scored Met or Exceeded in performance levels



Our 2018-19 school-wide performance for SC Ready ELA shows that 84.4% of our students school-wide met or exceeded expectations. This is a significant increase from the 2017-18 SC Ready ELA school-wide percentage, which was 75.4%. 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* books by Jennifer Serravallo were purchased with professional development funds and are 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.

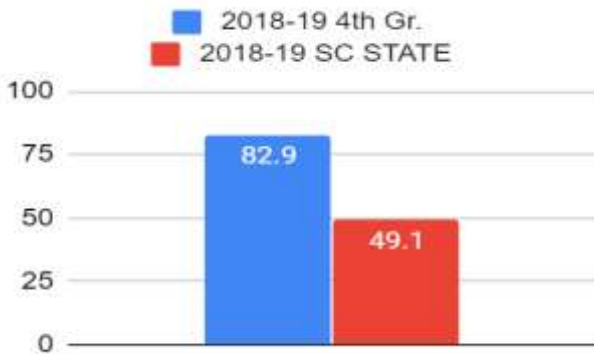
## Monarch Elementary School Portfolio

### SC Ready Math: Percentage of students who scored Met or Exceeded in performance levels



Our school-wide performance for SC Ready Math shows that 83.1% 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 Mastery Connect GCS benchmarks, formative and summative assessments to drive professional development, planning and instruction.

### SC PASS SCIENCE 2018-19 Monarch Compared to SC State Scores



### SC PASS SOCIAL STUDIES 2018-19 Monarch Compared to SC State Scores



After analyzing data, fourth and fifth 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.

Monarch Elementary School Portfolio

MAP DATA

Monarch Elementary School					
Enrolled School	Reading MAP - 2nd Grade				
Winter MAP 2020-2021	At or Above Criteria				
Criteria = RIT $\geq$ 188 72nd percentile and above	No		Yes		Total Count 108
	Count 44	Row N 41%	Count 64	Row N 59%	

Fountas & Pinnell Benchmarking Data

K5	2018-2019				2019-2020				2020-2021			
	Fall		Spring		Fall		Spring		Fall		Spring	
	#	%	#	%	#	%	#	%	#	%	#	%
2Sig. Below	n/a		6	4%	n/a	-			30	40%		
Below	23	16	39	27%	80	55%			22	29%		
On/Above	122	84	101	69%	66	45%			23	31%		

1st	2018-2019				2019-2020				2020-2021			
	Winter		Spring		Fall		Spring		Fall		Spring	
	#	%	#	%	#	%	#	%	#	%	#	%
2Sig. Below	16	10	16	10%	26	17%			6	5%		
Below	34	21	30	18%	20	13%			23	19%		
On/Above	115	69	119	72%	107	70%			92	76%		

2nd	2018-2019				2019-2020				2020-2021			
	Winter		Spring		Fall		Spring		Fall		Spring	
	#	%	#	%	#	%	#	%	#	%	#	%
2Sig. Below	12	8	8	5%	13	8%			25	22%		
Below	31	20	31	21%	11	7%			23	20%		
On/Above	109	72	112	74%	139	85%			67	58%		

# Monarch Elementary School Portfolio

3rd	2018-2019				2019-2020				2020-2021			
	Winter		Spring		Fall		Spring		Fall		Spring	
	#	%	#	%	#	%	#	%	#	%	#	%
2Sig. Below	8	5	7	5%	4	3%			7	6%		
Below	57	36	41	30%	19	14%			16	12.5%		
On/Above	95	59	90	65%	111	83%			104	81.5%		

4th	2018-2019				2019-2020				2020-2021			
	Winter		Spring		Fall		Spring		Fall		Spring	
	#	%	#	%	#	%	#	%	#	%	#	%
2Sig. Below	25	15	26	16%	9	6%			8	8%		
Below	41	25	32	20%	25	18%			21	22%		
On/Above	99	60	106	64%	108	76%			69	70%		

5th	2018-2019				2019-2020				2020-2021			
	Winter		Spring		Fall		Spring		Fall		Spring	
	#	%	#	%	#	%	#	%	#	%	#	%
2Sig. Below	22	14	47	30%	30	18%			24	21%		
Below	47	31	48	31%	22	14%			16	14%		
On/Above	84	55	60	39%	111	68%			73	65%		

School-wide	2018-2019				2019-2020				2020-2021			
	Winter* (1-5)		Spring* (1-5)		Fall (1-5)		Spring (1-5)		Fall (1-5)		Spring (1-5)	
	#	%	#	%	#	%	#	%	#	%	#	%
2Sig. Below	93	12	104	14%	82	11%			70	12%		
Below	210	26	182	23%	97	13%			99	17%		
On/Above	502	62	487	63%	576	76%			405	71%		

This table shows data from **Grades 1-5** (not including K5) Fall includes Monarch's virtual students.



### **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 support a positive school culture and 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 be evaluated against our mission and beliefs, and everything that is improved, is improved to implement our mission and beliefs.

Monarch Elementary School Portfolio

**Monarch Professional Development 2020-2021  
With a Focus on Instructional Delivery**

<b>Course</b>	<b>Date</b>	<b>Instructor(s)</b>	<b>Credit</b>
Using Data to Drive Instruction - Dacus SLOs with teachers	Sept., 2020	Dacus	1 hour
October District PDs on Fridays - teachers select 2 out of 4	Oct. 2, 9, 16, 23, 30	Various District People and/or Vendors	2 hours
Techie Teacher - Monarch Educational Tech Tools	Nov. 4, 2020	Le' Mee	1 hour
SEL Focus: Our Thoughts	Dec. 9, 2020	Coy and Crouch	1 hour
Interactive Read Aloud - differentiated	Jan., 13, 2021 ½ staff Jan. 20 2021 ½ staff	Moore	1 hour
Intervention PD	Feb. 10, 2020	Moore and Coy	2 hours
GCS Video Library - optional session facilitated by L. Dacus	TBD - M, T, TH afternoon	Dacus - facilitate	Up to 4 hours (optional)
2 PD in PJs: Copyright & Library Resources	Self-paced Feb./Mar.	Morgan Gibson prerecorded	1 or 2 hours
2 Tech Sessions with Stephanie	Self-paced Feb.	Stephanie Williams	2 hours
Using Google Draw With Inquiry Instruction	Wed., Mar. 24	Katie Dell'Osso	1 hour
PD in PJs - Pieces of the Puzzle - Teaching From Home	self-paced Jan.	Dacus, Berry, Thompson	1 hour
WINGS Inclusion Program	Wed., Jan. 27	Hodnett, Oaks, Mrs. Hibbs and Organization speak also	1 hour
ACES training (Adverse Childhood Experiences)	Wed., Mar. 3 and Wed., Mar. 10	Coy and Ellen Hampshire	2 hours

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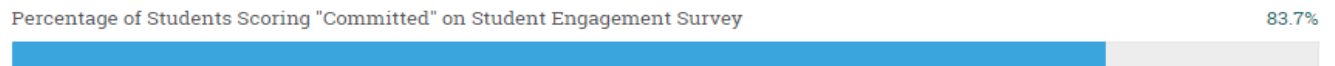
## Monarch Elementary School Portfolio

### 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 2018-19 SDE School Report Card](#)

### Student Engagement

#### Student levels of engagement in school

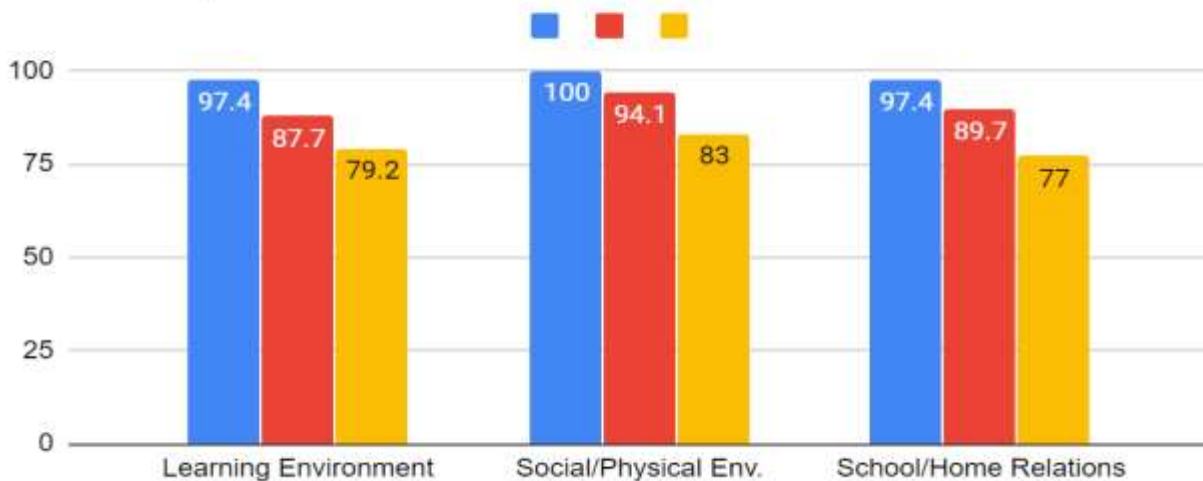


#### Domains of School Engagement



Source: SC School Report Card 2019

### Teachers, Students and Parents



## Action Plan

### Impact of COVID-19:

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

### For spring 2020, South Carolina did not administer any of the following assessment programs:

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History and the Constitution) the requirement that these examinations count 20 percent has been waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness
- Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators
- (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate 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 percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 80% 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 and School Report Card	80% Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Elementary 81</b>	<b>82</b>	<b>83</b>	<b>84</b>	<b>85</b>	<b>86</b>

Monarch Elementary School Portfolio

		<b>School Actual Elementary 76</b>	84.4	Waiver			
SC READY ELA SC SDE Website and School Report Card	% Meets Expectations and Exceeds Expectations <b>49</b> (2016-17)	<b>District Projected Elementary 52</b>	<b>52</b>	<b>55</b>	<b>58</b>	<b>61</b>	<b>64</b>
		<b>District Actual Elementary 48</b>	58	Waiver			

Monarch Elementary School Portfolio

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 IMPLEMENTATION
1. Intentional planning and instructional delivery so as to <i>fully address each standard</i>	2018-2023	Literacy Specialist, Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	\$0	N/A	Lesson plan review; classroom observation reports; MasteryConnect/ TE21 Benchmark data; Fastbridge results; Fountas and Pinnell, MAP, SLO data and conferencing
2. Intentional planning and instructional delivery so as to <i>consistently address the differentiated needs of students</i>	2018-2023	Literacy Specialist, Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	\$0	N/A	Lesson plan review; classroom observation reports; MasteryConnect /TE21 Benchmark data; Fastbridge results; Fountas and Pinnell, MAP, SLO data and conferencing
3. In-house Professional Development: Reading Strategies: Lucy Calkins and Jennifer Serravallo	2018-2023	Literacy Specialist, Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	Cost of professional development books	General/ local funds	Lesson plan review; classroom observation reports; MasteryConnect/ TE21 Benchmark data; Fastbridge results; Fountas and Pinnell, MAP, SLO data and conferencing

Monarch Elementary School Portfolio

**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 76 % in 2016-17 to 82 % 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	76% Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Elementary 77</b>	<b>78</b>	<b>79</b>	<b>80</b>	<b>81</b>	<b>82</b>
		<b>School Actual Elementary 85</b>	<b>83.1</b>	Waiver			
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	<b>District Projected Elementary 57</b>	<b>62</b>	<b>64</b>	<b>66</b>	<b>68</b>	<b>69</b>
		<b>District Actual Elementary 60</b>	<b>63</b>	Waiver			

Monarch Elementary School Portfolio

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.Intentional planning and instructional delivery so as to <i>fully address each standard</i>	2018-2023	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	\$0	N/A	Lesson plan review; classroom observation reports; MasteryConnect/TE21 Benchmark data; Fastbridge results; MAP, SLO data and conferencing
2. Intentional planning and instructional delivery so as to consistently address the differentiated needs of students	2018-2023	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	\$0	N/A	Lesson plan review; classroom observation reports; MasteryConnect/TE21 Benchmark data; Fastbridge results; MAP, SLO data and conferencing
3. Data Team Study focusing on math achievement by standard and grade level, understanding areas of weakness and identifying specific instructional strategies	2018-2020	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	\$0	N/A	Lesson plan review; classroom observation reports; MasteryConnect/TE21 Benchmark data; Fastbridge results; MAP, SLO data and conferencing



### Monarch Elementary School Portfolio

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority Gifted and Talented Requires <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional   1 Academic Goal and 1 Additional Goal <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 3</b> 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.
<b>INTERIM PERFORMANCE GOAL:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by <u>1</u> % 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 establishe d in 2017- 18 Grade 4 only	<b>School Projected Elementary</b>	<b>86</b>	<b>87</b>	<b>88</b>	<b>89</b>	<b>90</b>
		<b>School Actual Elementary 85</b>	<b>83</b>	Waiver			
SCPASS Science SDE Website and School Report Card	Baseline will be establishe d in 2017- 18 Grade 4 only	<b>District Projected Elementary</b>	<b>63</b>	<b>66</b>	<b>69</b>	<b>72</b>	<b>75</b>
		<b>District Actual Elementary 60</b>	<b>64</b>	Waiver			

Monarch Elementary School Portfolio

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. Intentional planning and instructional delivery so as to fully address each standard	2018-2023	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	\$0	N/A	Lesson plan review, classroom observation reports; MasteryConnect/TE 21 data; common unit assessments
2. Intentional planning and instructional delivery so as to consistently address the differentiated needs of students	2018-2023	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	\$0	N/A	Lesson plan review, classroom observation reports; MasteryConnect/TE 21 data; common unit assessments
3. 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, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	\$0	N/A	Lesson plan review, classroom observation reports; MasteryConnect/TE 21 data; common unit assessments

# Monarch Elementary School Portfolio

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority Gifted and Talented Requires <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional         1 Academic Goal and 1 Additional Goal <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 4</b> 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).
<b>INTERIM PERFORMANCE GOAL:</b> 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 <b>66</b> (2016-17) Annual Increase = <u>1</u>	<b>School Projected Hispanic 67</b>	<b>68</b>	<b>69</b>	<b>70</b>	<b>71</b>	<b>72</b>
SC READY ELA SC SDE Website		<b>School Actual Hispanic 59</b>	N/A	Waiver			

Monarch Elementary School Portfolio

SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic 36</b>	<b>36</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>
SC READY ELA SC SDE Website		<b>District Actual Hispanic 34</b>	<b>40</b>	Waiver			
SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations <b>75</b> (2016-17) Annual Increase = <u>1</u>	<b>School Projected AA 76</b>	<b>77</b>	<b>78</b>	<b>79</b>	<b>80</b>	<b>81</b>
SC READY ELA SC SDE Website		<b>School Actual AA 64</b>	N/A	Waiver			
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	<b>District Projected AA 25</b>	25	28	31	34	37
SC READY ELA SC SDE Website		<b>District Actual AA 25</b>	<b>31</b>	Waiver			
<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations <b>39</b> (2016-17) Annual Increase =1	<b>School Projected SWD 40</b>	<b>41</b>	<b>42</b>	<b>43</b>	<b>44</b>	<b>45</b>
SC READY ELA SC SDE Website		<b>School Actual SWD 45</b>	<b>46.8</b>	Waiver			

Monarch Elementary School Portfolio

SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 14</b>	14	17	20	23	26
SC READY ELA SC SDE Website		<b>District Actual SWD 12</b>	<b>21</b>	Waiver			
SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations <b>57</b> (2016-17) Annual Increase = <u>1</u>	<b>School Projected LEP 58</b>	<b>59</b>	<b>60</b>	<b>61</b>	<b>62</b>	<b>63</b>
SC READY ELA SC READY test data file		<b>School Actual LEP 76</b>	N/A	Waiver			
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 35</b>	35	38	41	44	47
SC READY ELA SC SDE Website		<b>District Actual LEP 33</b>	<b>44</b>	Waiver			
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	<b>School Projected PIP</b>	<b>38</b>	<b>41</b>	<b>44</b>	<b>47</b>	<b>50</b>
SC READY ELA SC SDE Website		<b>School Actual PIP 37</b>	<b>56.6</b>	Waiver			
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	<b>District Projected PIP 38</b>	38	41	44	47	50
SC READY ELA SC SDE Website		<b>District Actual PIP 33</b>	<b>45</b>	Waiver			

Monarch Elementary School Portfolio

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC READY Math SC SDE Website	% Meets Expectations and Exceeds Expectations <b>58</b> (2016-17) Annual Increase = <b>1</b>	<b>School Projected Hispanic 59</b>	<b>60</b>	<b>61</b>	<b>62</b>	<b>63</b>	<b>64</b>
SC READY Math SC SDE Website		<b>School Actual Hispanic 83</b>	<b>N/A</b>	Waiver			
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic 39</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>	<b>51</b>
SC READY Math SC SDE Website		<b>District Actual Hispanic 42</b>	<b>43</b>	Waiver			
SC READY Math SC SDE Website	% Meets Expectations and Exceeds Expectations <b>68</b> (2016-17) Annual Increase = <b>1</b>	<b>School Projected AA 69</b>	<b>70</b>	<b>71</b>	<b>72</b>	<b>73</b>	<b>74</b>
SC READY Math SC SDE Website		<b>School Actual AA 72</b>	<b>N/A</b>	Waiver			
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	<b>District Projected AA 27</b>	<b>27</b>	<b>30</b>	<b>33</b>	<b>36</b>	<b>39</b>
SC READY Math SC SDE Website		<b>District Actual AA 28</b>	<b>30</b>	Waiver			

**Monarch Elementary School Portfolio**

SC READY Math SC SDE Website	% Meets Expectations and Exceeds Expectations <b>49</b> (2016-17) Annual Increase = <b>1</b>	<b>School Projected SWD 50</b>	<b>51</b>	<b>52</b>	<b>53</b>	<b>54</b>	<b>55</b>
SC READY Math SC SDE Website		<b>School Actual SWD 59</b>	<b>51.1</b>	Waiver			
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 18</b>	18	21	24	27	30
SC READY Math SC SDE Website		<b>District Actual SWD 16</b>	<b>20</b>	Waiver			

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017–18</b>	<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
SC READY Math SC SDE Website	% Meets Expectations and Exceeds Expectations <b>53</b> (2016-17) Annual Increase = <b>1</b>	<b>School Projected LEP 54</b>	<b>55</b>	<b>56</b>	<b>57</b>	<b>58</b>	<b>59</b>
SC READY Math SC SDE Website		<b>School Actual LEP 86</b>	<b>N/A</b>	Waiver			
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 40</b>	40	43	46	49	52
SC READY Math SC SDE Website		<b>District Actual LEP 42</b>	<b>46</b>	Waiver			

**Monarch Elementary School Portfolio**

SC READY Math SC SDE Website	47% Meets Expectations and Exceeds Expectations	<b>School Projected PIP 47</b>	47	50	53	56	59
SC READY Math SC SDE Website		<b>School Actual PIP 47</b>	<b>72.3</b>	Waiver			
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected PIP 36</b>	36	39	42	45	48
SC READY Math SC SDE Website		<b>District Actual PIP 38</b>	<b>43</b>	Waiver			
SCPASS Science SC SDE Website	Baseline will be established in 2017-18 Grades 4 only	<b>School Projected Hispanic NA</b>	N/A	Waiver			
SCPASS Science SC SDE Website	Baseline will be established in 2017-18 Grades 4 only	<b>School Actual Hispanic NA</b>	N/A	Waiver			
SCPASS Science SC SDE Website		<b>District Projected Elementary</b>	63	66	69	72	75
SCPASS Science SC SDE Website		<b>District Actual Elementary 60</b>	<b>64</b>	Waiver			

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
SCPASS Science SDE Website and School Report Card	Baseline will be established in 2017-18 Grades 4 only	<b>School Projected AA N/A</b>	<b>82.9</b>	Waiver			



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SCPASS Science SDE Website and School Report Card	Baseline will be established in 2017-18 Grades 4 only	<b>School Actual AA N/A</b>	<b>N/A</b>	Waiver			
SCPASS Science SDE Website and School Report Card		<b>District Projected Elementary</b>	63	66	69	72	75
SCPASS Science SDE Website and School Report Card		<b>District Actual Elementary 60</b>	<b>64</b>	Waiver			
SCPASS Science SDE Website and School Report Card	Baseline will be established in 2017-18 Grades 4 only	<b>School Projected SWD NA</b>	<b>63.6</b>	Waiver			
SCPASS Science SDE Website and School Report Card	Baseline will be established in 2017-18 Grades 4 only	<b>School Actual SWD NA</b>	<b>42.9</b>	Waiver			
SCPASS Science SDE Website and School Report Card	Baseline will be established in 2017-18 Grades 4 only	<b>School Projected LEP NA</b>	<b>N/A</b>	Waiver			
SCPASS Science SDE Website and School Report Card	Baseline will be established in 2017-18 Grades 4 only	<b>School Actual LEP NA</b>	<b>N/A</b>	Waiver			

Monarch Elementary School Portfolio

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

1. Strengthen the Professional Learning Community (PLC) at Monarch	2018-2023	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, 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, Administrative Assistant, Instructional Coach, teachers	\$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, Administrative Assistant, Instructional Coach, 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

Monarch Elementary School Portfolio

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority Gifted and Talented Requires <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional   1 Academic Goal and 1 Additional Goal <input type="checkbox"/> Gifted and Talented: Other							
<b>PERFORMANCE GOAL: 5</b> Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, Fastbridge, and MAP.							
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.							

DATA SOURCE(s)	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Fountas and Pinnell</b>	<b>Criterion Reference Measure</b>	<b>School Projected</b>	<b>Kindergarten through Grade 5 =</b>	<b>Kindergarten through Grade 5 =</b>	<b>Kindergarten through Grade 5 =</b>	<b>Kindergarten through Grade 5 =</b>	<b>Kindergarten through Grade 5 =</b>
		<b>School Actual</b>	<b>64</b>	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
<b>Fastbridge</b>	<b>Norm Reference Measure</b>	<b>School Projected</b>	<b>Kindergarten = Grade 1 =</b>	<b>Kindergarten = Grade 1 =</b>	<b>Kindergarten = Grade 1 =</b>	<b>Kindergarten = Grade 1 =</b>	<b>Kindergarten = Grade 1 =</b>
	<b>K5 criteria 41 or more accurate sounds per minute (40th percentile) Grade 1 criteria 71 or more</b>	<b>School Actual Grade 2 - 60% Grade 5 - 63%</b>	<b>Kindergarten = 79 Grade 1 = 68</b>	<b>Kindergarten = 85 Grade 1 = 35</b>	<b>Kindergarten = 85 Grade 1 = 76</b>		
<b>MAP Winter Reading</b>	<b>% students with Winter Reading RIT at or above criteria for scoring Meets or Exceeds Expectations on SC READY ELA</b>	<b>School Projected</b>	<b>Grade 2 - 72.8% Grade 5 - 83.9%</b>	<b>Gr. 2-62% Gr. 5- 59%</b>	<b>Gr. 2-53% <i>5<sup>th</sup> grade data point not available - School Board decision to waive 5<sup>th</sup> grade testing due to Act 142 testing requirements.</i></b>	<b>Gr. 2-% Gr. 5- %</b>	<b>Gr. 2-% Gr. 5-%</b>

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DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
South Carolina MAP Linking Study - February 2018	2nd Grade Criteria RIT = 190 64th percentile 5th Grade Criteria RIT = 217 68th percentile	School Actual 2nd grade: 60 5th grade: 63	X	X	X	X	X
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	District Projected	-	K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		District Actual	K-5 69%	K-5 69%	K-5 52.5%		
Fastbridge Kindergarten and Grade 1	Norm Reference Measure	District Projected	5K - 52% or above  Grade 1 - 57% or above	5K - 52% or above  Grade 1 - 57% or above	5K - 54% or above  Grade 1 - 59% or above	5K - 56% or above  Grade 1 - 61% or above	5K - 58% or above  Grade 1 - 63% or above
	K5 criteria 41 or more accurate sounds per minute (40th percentile) Grade 1 criteria 71 or more	District Actual	K5-79% Grade 1-68%	K5-% Grade 1-%	K5-% Grade 1-%		
MAP Winter Reading	TBD	District Projected		Grade 2 - 36% or above  Grade 5 - 32% or above	Grade 2 - 36% or above  Grade 5 - 32% or above	Grade 2 - 36% or above  Grade 5 - 32% or above	Grade 2 - 36% or above  Grade 5 - 32% or above

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South Carolina MAP Linking Study - February 2018 and July 2020	2018 2 <sup>nd</sup> grade criteria RIT = 190 64 percentile 5 <sup>th</sup> grade criteria RIT = 217 68 percentile 2020 2 <sup>nd</sup> grade criteria RIT = 188 72 percentile 5 <sup>th</sup> grade criteria RIT = 227 65 percentile	District Actual	Grade 2 – 38%  Grade 5 – 39%	Grade 2 – 38%  Grade 5 – 41%	Grade 2 – 37%  Grade 5 – 5 <sup>th</sup> grade data point not available - School Board decision to waive 5 <sup>th</sup> grade testing due to Act 142 testing requirements		
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, Instructional Coach, Literacy Specialist, 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 Specialist, Literacy Mentors, RTI Team, Instructional Coach	\$0	NA	Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices	

Monarch Elementary School Portfolio

3. Support comprehension and effective communication through intentional planning and authentic use of vocabulary	2018-2023	Principal, Assistant Principal, Instructional Coach, Literacy Specialist, Literacy Mentors, RTI Team	\$0	NA	Classroom evidence of content vocabulary usage; lesson plans; common assessments
4. R43-205 Greenville County Schools requests a waiver to increase the number of students served in each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each class, we can increase the number of at-risk students served by 15% without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or instructional implementation.	2020-21	Director of Early Intervention and Student Support			Waiver

**Monarch Elementary School Portfolio**

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i> ) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 1</b> The school will have qualified, diverse teachers (gender and ethnicity) by 2023.
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.

DATA SOURCE(s) :		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected 11	TBD	TBD	Gender Diversity = Increase or maintain Ethnic Diversity = Increase or maintain	Gender Diversity = Increase or maintain Ethnic Diversity = Increase or maintain	Gender Diversity = Increase or maintain Ethnic Diversity = Increase or maintain
GCS Human Resources Department	Baseline established in 2019-20	School Actual 13		Gender Diversity = Yes Ethnic Diversity = Yes	Gender Diversity = Yes Ethnic Diversity = Yes		
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-18	District Actual Gender Diversity = 99% Ethnic Diversity = 90%					

Monarch Elementary School Portfolio

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, Administrative Assistant, Instructional Coach	\$0	NA	Diversity of candidates
2. Expand networking opportunities by using the district's resources to identify quality, diverse candidates.	2018-2023	Principal, Assistant Principal, Administrative Assistant, Instructional Coach	\$0	NA	Ongoing interviewing and hiring of qualified candidates



**Monarch Elementary School Portfolio**

<b>Performance Goal Area:</b>  (* required)	<input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other	
<b>PERFORMANCE GOAL: 1</b> 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.	
<b>INTERIM PERFORMANCE GOAL:</b> 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	<b>X</b>	School Projected Students ≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	<b>X</b>	School Actual Students 187	286	Waiver			
SDE School Report Card Survey	<b>X</b>	School Projected Teachers ≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	<b>X</b>	School Actual Teachers 38	41	Waiver			
SDE School Report Card Survey	<b>X</b>	School Projected Parents ≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	<b>X</b>	School Actual Parents 53	72	Waiver			
DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SDE School Report Card Survey	<b>92</b>	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	Waiver			

**Monarch Elementary School Portfolio**

SDE School Report Card Survey	<b>98</b>	<b>District Projected Teachers</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Teachers 97</b>	<b>97</b>	Waiver			
SDE School Report Card Survey	<b>91</b>	<b>District Projected Parents</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Parents 88</b>	<b>89%</b>	Waiver			

<b>ACTION PLAN FOR STRATEGY #1:</b> Improve understanding of students’ social- emotional needs.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Implement lessons for Energy Bus principles in school counseling classes to address social/emotional needs	2019-2021	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

Monarch Elementary School Portfolio

**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	<b>School Projected</b> NA	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		<b>School Actual</b> NA	NA	NA			
	(2016-17) 0.7	<b>District Projected</b>	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		<b>District Actual</b> 0.8	1.5	0.9			

**Annual Expulsion Rate**

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0	<b>School Projected</b>	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07

**Monarch Elementary School Portfolio**

GCS Expulsion Report		<b>School Actual</b> NA	NA	NA			
	(2016-17)  .04	<b>District Projected</b>	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		<b>District Actual</b>  .04	.10	.03			

**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 Cognia Climate and Culture 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
Cognia Climate and Culture Student Survey	Baseline established in 2017-18	School Projected ≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual 93	92	93	Data point not available due to state-wide school closures on March 17, 2020 – COVID-19 pandemic		
Cognia Climate and Culture Student Survey	≥ 90	District Projected	90	90	90	90	90
		District Actual 89	90	92	Data point not available due to state-wide school closures on March 17, 2020 – COVID-19 pandemic		

Monarch Elementary School Portfolio

**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
	(2016-17)	School Projected ≥95	95	95	95	95	95
180 <sup>th</sup> day Attendance Report		School Actual 97.15	96.5				
	(2016-2017) 95	District Projected	95	95	95	95	95
180 <sup>th</sup> day Attendance Report		District Actual 95	95	96			

Monarch Elementary School Portfolio

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

# Monarch Elementary School Portfolio

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i> <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 6</b> The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the Cognia Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.

DATA SOURCE(s)		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate and Culture Survey	Baseline established in 2017-18	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 ≤ 5
		School Actual Afraid – 2% Lonely – 6% Angry – 3%	Afraid≤3 Lonely≤4 Angry ≤6	Afraid≤ Lonely≤ Angry≤	Data point not available due to state-wide school closures on March 17, 2020 – COVID-19 pandemic	Afraid≤ Lonely≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
Cognia Climate and Culture Survey	Baseline established in 2017-18	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		District Actual Afraid-5% Lonely –10% Angry – 8%	Afraid-5% Lonely-10% Angry-8%	Afraid-5% Lonely-10% Angry-7%	Data point not available due to state-wide school closures on March 17, 2020 – COVID-19 pandemic	Afraid≤ Lonely≤ Angry ≤	Afraid≤ Lonely≤ Angry ≤

Monarch Elementary School Portfolio

ACTION PLAN FOR STRATEGY #1: Develop and foster social and emotional skills in students to develop the whole child.					EVALUATION
ACTIVITY	TIMELINE (Start/EndDates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Maintain a strong social emotional wellness component of the school's overall counseling program.	2018-2023	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, School counselors	\$0	NA	Monitor <i>Mindfulness Inside Out</i> program; monitor school counselor lesson plans and implementation.
5. Build a positive learning community supportive of all students.	2018-2023	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, School counselors	\$0	NA	Classroom observation; implement "Lunch Bunch" needs- based support groups
6. Provide a character education program that addresses bullying behaviors	2018-2023	School counselors	\$0	NA	Monitor Mindfulness Out Program