Monarch Elementary
Celebrating Inquiry, Innovation and Creativity

School Portfolio

Guided Self-Study Report utilizing AdvancED and SC SDE Protocols

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

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

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

Vaughan Overman, Principal
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Greenville County Schools
Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Monarch Elementary

SCHOOL DISTRICT: Greenville County Schools

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

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-16 *(one year)*

Assurances

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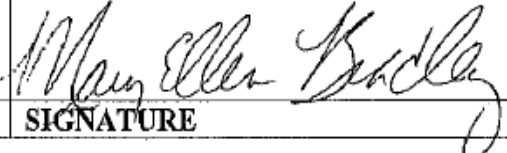
CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mary Ellen Bradley	*Mary Ellen Bradley*	3-18-15
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Vaughan E. Overman	*Vaughan E Overman*	3-18-15
PRINTED NAME	SIGNATURE	DATE

SCHOOLADDRESS: 224 Five Forks Road, Simpsonville, SC 29680

SCHOOL'S TELEPHONE: (864) 452-0600

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

POSITION	*NAME*
1. PRINCIPAL:	Vaughan Overman
2. TEACHER:	Kim Gregory
3. PARENT/GUARDIAN:	Selena Parker
4. COMMUNITY MEMBER:	Katie Beason
5. SCHOOL IMPROVEMENT COUNCIL:	Mary Beth Bradley

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

POSITION	NAME
Assistant Principal/Admin Team	Mark Loach
Guidance/Admin Team	Kim Groome
Instructional Coach/Admin Team	Melodie White
SIC/Teacher	Anna Derrick
PTA Member/Business Partner	Tracy Easterling
Kindergarten Team Leader	Dixie Dulin
First Grade Team Leader	Amanda Cole
Second Grade Team Leader	Kim Gregory
Third Grade Team Leader	Leasa Dacus
Fourth Grade Team Leader	Keeley Crowley
Fifth Grade Team Leader	Sara Jane Roe
SP ED/SP Area Team Leader	Liz Bowman
PTA Co-Presidents	Colleen Barnes, Caroline Otten

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

ASSURANCES FOR SCH00L PLAN

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

✓ **<u>Academic Assistance, PreK–3</u>**
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).

✓ **<u>Academic Assistance, Grades 4–12</u>**
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).

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

✓ **<u>Staff Development</u>**
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.*

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

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

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

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

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

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

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

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

TABLE OF CONTENTS

Introduction to the
Monarch Elementary School Portfolio

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

The creation of and updates to our portfolio have evolved with broad community and staff input. Faculty Focus meetings, Team Focus planning, students, SIC, and PTA communicated input for continuous improvement. Our school website, our marquee, PTA website, Curriculum Focus (academic grade level information), teacher websites (classroom) are avenues that provide weekly information to our school community. 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, Mary Ellen Bradley, School Improvement (SIC) Chair, Kim Groome and Veronica Roberts, School Counselors, Melodie White, Instructional Coach, and rotating teacher representatives provided guidance and oversight of the self-study process. Stakeholders, including staff, students, Parent Teacher Association (PTA) and SIC were involved in updating our School Portfolio. Stakeholders provided valuable contributions that shaped our portfolio via participation on Core Task Teams, feedback from PTA and SIC meetings, and completion of the South Carolina State Department of Education Report Card Survey and "Tell Us What You Think" survey. AdvancED Self-Assessments were also considered by Core Task Teams.

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

Core Task Teams	Role	Stakeholder Involvement
AdvancED Standard 2: Governance and Leadership AdvancED Standard 4: Resources/Support Systems **School Profile**	• Describe "The Monarch Difference" and the special feature of our campus.	A team of teachers was involved in updating our profile based on input from the whole staff.
Accomplishments and Challenges	• Describe endeavors that document success • Define problems and offer possible solutions	All teachers offered input via horizontal teams to update this section.
AdvancED Standard 1: Purpose and Direction **Mission, Vision, Beliefs**	• Explain why we do the things that we do	Staff/PTA/SIC/ Student Council
AdvancED Standard 3: Teaching and Assessing for Learning AdvancED Standard 5: Using Results for Continuous Improvement **Student Achievement**	• Analyze academic data and track trends over time • Provide input for Action Plan	Strategies and updates were compiled by horizontal and vertical teams.
AdvancED Standard 2: Governance and Leadership **Teacher/Admin Quality**	• Target a goal with strategies that promotes student achievement	Grade Level Representatives
AdvancED Standard 4: Resources/Support Systems **School Climate**	• Analyze survey results • Provide input for Action Plan	School Improvement Council
AdvancED Standard 3 – Teaching and Assessing for Learning **Action Plan**	• Document strategies and timeline for continuous improvement	Monarch staff coupled with input from the school community
Professional Development	• Provide a Professional Development focus based on teacher input and tracked data	SP ED/Special Area/ Grade Level Representatives

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

Executive Summary

Housed in this document, our Action Plan identifies strategies that address Student Achievement, Teacher/Administrator Quality, and School Climate goal statements for 2013-14 through 2017-18. Goal statements were determined based on school, district and state data. Data sources included the South Carolina State Department of Education School Report Card, the ESEA Federal Accountability Rating System, the South Carolina Palmetto Assessment of State Standards (SC PASS) tests, the Iowa Test of Basic Skills (ITBS), and stakeholder input. In spring 2015 a new state test, ACT Aspire is a timed test that will be administered to third, fourth and fifth graders. ACT Aspire is a timed test and will be administered in Writing, English, Reading and Math. In spring 2015 fourth and fifth graders will take SC PASS Science and SC PASS Social Studies. Monarch Elementary will track trends over time as data become available. ***Student academic achievement is a top priority.***

Needs Assessment for Student Achievement (2013-14)
2013 SCPASS ELA, SCPASS Math, SCPASS Social Studies, SCPASS Science, and SCPASS Writing performance scores serve as our baseline data. 2014 SCPASS data will be used for the planning year.
- ***Lowest*** SCPASS 2013 performance scores for areas tested by grade level:
  94.3% of 3rd graders scored met or exemplary for SCPASS Math
  92.2% of 4th graders score met or exemplary for SCPASS ELA
  91.1% of 5th graders scored met or exemplary for SCPASS Math
- ***Highest*** SCPASS 2013 performance scores for areas tested by grade level:
  98.1 of 3rd graders scored met or exemplary for SCPASS Social Studies (SS)
  96.1 of 4th graders scored met or exemplary for SCPASS Math and SCPASS SS
  95.5 of 5th graders score met or exemplary for SCPASS Science

2012 ITBS scores served as baseline data and 2013 ITBS scores were used as a planning year.
- 2nd graders scored ***lowest*** in Mathematics Concepts on ITBS:
  2012 - 63rd %tile and 2013-64th %tile.
- 2nd graders scored ***highest*** in Reading Comprehension on ITBS:
  2012 - 84th %tile and 2013 - 80th %tile.

Needs Assessment for Student Achievement (2014-15)
The results of spring 2015 ACT Aspire tests will serve as baseline data for Writing, English, Reading and Math. For the 2014-15 school year Monarch ranked 10th in the state based on SC PASS test results in math, reading, science and social studies. Starting in the spring of 2015, SC PASS Science and SC PASS Social Studies will be used to measure academic achievement in these 2 areas.

2014 I0WA documented how second graders were performing in Math and Reading early in the school year:

- 58 out of 154 students scored in the National 75 -99 %tile range in Reading
- 47 out of 154 students scored in the National 75-99 %tile range in Math

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

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

Needs Assessment for Teacher/Administrator Quality (2014-15)

- Teachers feel supported by the principal.
- Teachers would like to have more professional development at the school level.
- 100% of teachers hold "Highly Qualified" Status

Needs Assessment for School Climate (2013-14)

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

Needs Assessment for School Climate (2013-14)

Parents would like to see more workshops on how to help their children at home.
All students must be afforded opportunities to thrive in an environment where they and the staff are physically safe, and their dignity and mutual respect are maintained.

SC SDE 2012-13 Report Card Data

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

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

SC SDE 2013-14 Report Card Data

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

- 93.1% of parents, 99.0% of students and 100.0% of teachers are satisfied with the learning environment
- 94.6% of parents, 98.0% of students, and 100.0% of teachers are satisfied with the social and physical environment
- 100% of teachers and 99.0% of students are satisfied with school-home relations as opposed to 80.5% of parents

Tell Us What You Think Surveys

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

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

Significant Challenges

* Funding for full implementation of a Balanced Literacy approach (Fountas and Pinnell) remains a curriculum priority. In alignment with a focus on instructional support, PTA is supporting this challenge by purchasing leveled books and primary/intermediate Fountas and Pinnell Benchmark Assessment Kits 1 and 2. In 2014-15 district funding was used to support purchases for our library collection and for leveled reading materials. For two years in row intermediate grades combined Boosterthon funds to purchase guided reading texts.   The school has purchased various leveled novels and informational magazines to support differentiation. *Fountas and Pinnell has changed how reading is taught. Balanced Literacy has provided a measure of best practices across all grade levels.*

* Preparing our students to be successful within the time constraints of ACT Aspire in math, English, reading and writing will be addressed. MAP and SC PASS are untimed. *ACT Aspire will be s shift of how some tests are administered.*

* The new state standards will become an instructional focus at Monarch. The Common Core State Standards (CCSS) were not adopted by our state. Rubicon-Atlas is one measure Monarch uses in instructional planning. *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 ACT Aspire (if administered). In alignment with a focus on technology, PTA supported this challenge by purchasing 30 Dell Latitudes.

An increased focus on technological opportunities means a change in how curriculum is learned and how students will show what they know and are able to do.

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

* **Curriculum Implementation of Standards**

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

* **Examples of Project/Problem-based Learning (PBL) at Monarch**

Kindergarten
- **The Arctic Museum**: How can we raise awareness of the Arctic animals and their habitats?
- **Pets R Us**: How can I be a responsible pet owner? How can I care for the needs of living things?
- **Community Culture**: How are homes, schools, and communities connected? How can we be a part?
- **Bats, Owls, Squirrels** (Shared Learning): How can we compare animals with their babies? How can I share information I have learned with others?
- **Humpty Dumpty Engineering**: How can we work collaboratively to solve a problem?
- **Pumpkin Exploration**: How are plants important to me? How can we help plants survive? How can we use our senses to explore living/non-living objects?
- **Turkey Trot/Reindeer Run (Healthy Movement)** How can I keep my body healthy?

First Grade
- **Wax Character Museum**: How are books important to us? How would not having books change my life?
- **If the Shoe Fits**: How do shoes play a role in traditions around the world?
- **Soles R' Us**: How do my shoes represent me and the world around me?
- **Honey, where are the bees?**: Why are bees disappearing in Simpsonville? How do plants help doctors? How do unique environments help plants and animals survive?

Second Grade
- **Animals and Habitats**: How do plant and animal habitats impact us in South Carolina? How can I help preserve a habitat?

- **The Market**: How do our choices affect our future?
- **A Celebration of Cultures**: How does diversity contribute to our lives in South Carolina?

Third Grade
- **Cookin' Carolina** (Yearlong Integration of Standards in math, writing, English, reading, Science and Social Studies) How can I discover the best region in
- **The Lunchbox Dilemma**: How can I prevent "S.T.E.A.M" from escaping? How **Palmetto Pride** (Theatrical Production): How have major events affected me? How have people shaped South Carolina's history?

Fourth Grade
- **"Awareness to Action"**
  Endangered Animals: How can I make a difference in the world? How do changes in ecosystems affect the organisms living within? How do these changes affect my community? How can we create a digital flyer and presentation to help our scientific cause?
- **A Blast from the Past** (Interactive American History Museum): How did various people influence the development of the United States of America from the land bridge through the Civil War?   How can I communicate through research the significance of my historical figure?
- **The Case for Technology**: How will technology support my learning?

Fourth Grade
- **Immigration Day**: How did Immigrants help shape America? Is there a doctor in the house? How are the differences between Angel Island and Ellis Island important? How are difficult challenges solved?
- **Monarch Inventors**: How can I solve a real world problem with the creation of an invention?
- **Off to the Races** (Force/Motion Design): How can I use the concepts of force and motion to successfully design a moving vehicle?
- **The Case for Technology**: How will technology support my learning?

* Curriculum-based PTA Events

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

* State Recognitions

- *PTA 100% Membership Award*

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

✳ **District Recognitions**

- *Greenville Soil and Water Conservation "Where Does Your Water Shed?" winners*
- *Roper Mountain Science Center Fair winners; numerous Gold Award winners*
- *Greenville County Schools Science Teacher of the Year*
- *Spring Sing participants*
- *Battle of the Books Team Finalists*
- *SC PTA Reflections winners*
- *Basketball Hoop Shoot Contest District winners in two age groups*
- *Roper Mountain Science Center Festival of Lights Holiday Card First Place 2012, 2014*
- *Roper Mountain Science Center Festival of Lights Holiday Card Second Place 2013*
- *School Health Index $1000 recipient from LiveWell Greenville.*
- *Safe Kids Safe School Awards*
- *American Heart Association Fit Friendly Worksite Gold Achievement*
- *2014 Top Earning School for Jump Rope for Heart*
- *GCPS Top 10 Teacher of the Year*

✳ **Student Council Projects**

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

School Profile

2014-15 Profile*

GREENVILLE COUNTY SCHOOLS
Where Enlightening Strikes!

Monarch Elementary

224 Five Forks Rd
Simpsonville, SC 29681
Telephone: (864) 355-6700
Fax: (864) 355-6719
www.greenville.k12.sc.us/monarch

Grades: 4K - 5th Grade

Enrollment: 845

School Location: Directions - http://www.greenville.k12.sc.us/Schools/directions.asp

Principal: Vaughan Overman, Principal
email: voverman@greenville.k12.sc.us

Awards and Honors

- American Heart Association Fit-Friendly Worksite Gold Achievement
- 6 National Board Certified Teachers
- Accredited by Southern Association of Colleges and Schools
- 2012-2013 SC PTA Volunteer of the Year
- 2012-2013 100% PTA Membership Award
- 2012-2013 PTA Top 10 Membership Award (106%)
- 2012-2013 PTA 500 Member Club
- 2012-2013 PTA Silver Oak Leaf Association
- 2012-2013 Safe Kids Upstate School
- 2013-2014 Safe Kids Upstate School
- 2012-2013 PTA State Reflection Winners
- Spring Sing participants
- Charleston Honors Chorus participants
- 2012-2013 Greenville County Schools Science Teacher of the Year
- 2012-2013 Roper Mountain District Science Center Fair winners
- 2012-2013 District Basketball Hoop Shot winners
- 2012-2013 RMSC Holiday Lights First Place
- 2013-2014 RMSC Holdiay Lights First Runner-Up
- 2014-15 Teacher of teh Year Top Ten Finalist
- FLL Lego Robotics participants
- Recipient of Grants totaling over $40,000
- 2012, 2013 United Way Campaign Awards of Excellence
- CATCH Program

For a closer look...

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

If you would like information about the School Report Card rating visit the State Department of Education Website http://ed.sc.gov/data/report-cards/ or for more detailed testing information, visit http://ed.sc.gov/data/state-assessments/

For more information call INFOLine at 864-355-3100, log onto our website at www.greenville.k12.sc.us, or watch The Schools Channel (Charter Cable Channels 14 and 99).

Facilities

111,881 square foot, single-story facility opened in 2012• Designed to facilitate collaborative, project- based learning• Ergonomically-designed furniture throughout the building • Leadership in Energy and Environmental Design (LEED) certification • Technology Lab with Promethean tables • Desktop Computer Lab • Discovery Lab • Wi-Fi throughout the building • Butterfly Garden (under construction) • Interactive Promethean Boards in all classrooms 8 Outdoor Basketball Court

Faculty Profile

2	Administrators
59	Teachers
27	Support Staff

Outstanding Features/Programs

- "Ask an Expert"
- "Grandparents Week"/Book Fair
- "Scientists-on-Site"
- "South Carolina In Review" Play
- "WKID News Network" Show
- 1:1 iPads for 4th/5th
- Artists in Residences
- Auditioned 4th/5th Grade Chorus
- Barrier Island Field Trip
- Coordinated Approach to Child Health (CATCH) Program
- Clinical Speakers/Career Connections
- Friends of Monarch
- Gifted and Talented Program
- Health Science Focus
- Healthy Choices Café
- Junior Beta Club
- Lego Robotics Club
- Living History Museum
- Monarch Educational Extenders (Extended Day Program)
- Monarch Mentors
- Monapalooza Carnival
- Monarch Spirit Rock
- Partnership with the Greenville Health System
- Problem/project-based Learning
- PTA Curriculum Based Events
- Reading Intervention (K5-2nd)
- Recycling Club
- Running Club for 3rd – 5th
- Safety Patrols
- SC State House and Museum Field Trip
- Science Fair (School/District)
- Service Learning Projects
- Seven Habits of Happy Kids
- S.T.E.A.M Day
- Student Council
- Veterans Day Program
- Washington, DC Field Trip

*Note: School Information is Re-

The Community of Monarch Elementary

Monarch Elementary is a beautiful facility housed on six acres in Simpsonville, South Carolina. Monarch opened in August 2012 to ease overcrowding in four nearby schools. Monarch is a neighborhood school with the majority of our student population residing within a two mile radius.

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

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

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

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

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

Monarch enjoys a high level of parental involvement with a supportive PTA that is an integral part of our school. Monarch proudly logs an average of 13,219.31 volunteer hours each year. Our PTA Spirit Rock has already become a favorite tradition for families. On any given day, parents can be found volunteering in classrooms, serving on Lunch Relief Duty, creating bulletin boards for teachers, participating in SEEDS and Sunshine Math, overseeing the Original Works fundraiser for the art department or planning events such as Boosterthon or Monapalooza. PTA prioritized three areas to focus fundraising efforts which are curriculum, technology, and playground equipment. In alignment with our Health Sciences focus, PTA started a running club that meets twice a week to engage students in a healthy lifestyle.

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

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

The Staff of Monarch Elementary

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

Monarch has 8 kindergarten teachers and 8 kindergarten para-professionals, 8 first grade teachers, 7 second grade teachers, 5 third grade teachers, 5 fourth grade teachers, and 5 fifth grade teachers. Monarch has a media specialist with a part-time assistant, 1 full-time and 1 part-time speech therapist, 1 full-time and 1 part-time resource teacher, full-time Response to Intervention (RtI) teacher, part-time Reading Specialists, part-time English as a Second Language Learners (ESOL) teacher, full-time challenge teacher, 3 full-time and 3 part-time related arts teachers. Staff also includes a principal, assistant principal, secretary, attendance clerk, office clerk, school nurse, 1 full-time and 1 part-time school counselor, and an instructional coach. Monarch has a plant engineer, 5 environmental stewards, a cafeteria manager and 5 café workers. Monarch has a male assistant principal, three male teachers, two minority teachers, and two minority teaching assistants. All teachers are certified in the area they teach. All teachers and teaching assistants are highly qualified.

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

2012-13 Teacher Experience						
Years of Experience	**0-1**	**2-6**	**7-10**	**11-14**	**15-21**	**22+**
Number of Teachers	13	7	5	3	4	4

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

2013-14 Teacher Experience						
Years of Experience	**0-1**	**2-6**	**7-10**	**11-14**	**15-21**	**22+**
Number of Teachers	3	18	7	5	4	5

2014-15 Teacher Experience						
Years of Experience	**0-1**	**2-6**	**7-10**	**11-14**	**15-21**	**22+**
Number of Teachers	3	16	7	5	5	3

These tables provide additional data that represents out teachers.

Teacher Attendance Rate	
2012-13	95.6%
2013-14	96.8%
2014-15	96.4%

Nationally Board Certified Teachers	
2012-13	5
2013-14	6
2014-15	6

Student Population

The children at Monarch are our greatest treasures. Our students are well-behaved and respectful. Numerous leadership roles are afforded our students via Junior Beta Club, Student Council, Library Cadets, WKID news show, The Leader in Me, Book Buddies, and Safety Patrols.

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

2012-13 Gender Distribution by Grade Level							
	4K	**K**	**First**	**Second**	**Third**	**Fourth**	**Fifth**
# of Boys	10	60	45	56	56	73	45
# of Girls	10	69	59	50	52	60	48

2013-14 Gender Distribution by Grade Level							
	4K	**K**	**First**	**Second**	**Third**	**Fourth**	**Fifth**
# of Boys	13	82	64	48	57	63	64
# of Girls	7	69	74	60	49	57	62

2014-15 Gender Distribution by Grade Level							
	4K	**K**	**First**	**Second**	**Third**	**Fourth**	**Fifth**
# of Boys	10	71	93	69	48	71	67
# of Girls	9	74	72	91	63	53	58

Data Source: PowerSchool

The following data shows the ethnicity of our student population.

Ethnicity of Student Population

	Asian	African-American	Hispanic	Other	Caucasian
2012-13	4%	7%	4%	6%	79%
2013-14	5%	6%	5%	4%	80%
2014-15	6%	8%	4%	4%	78%
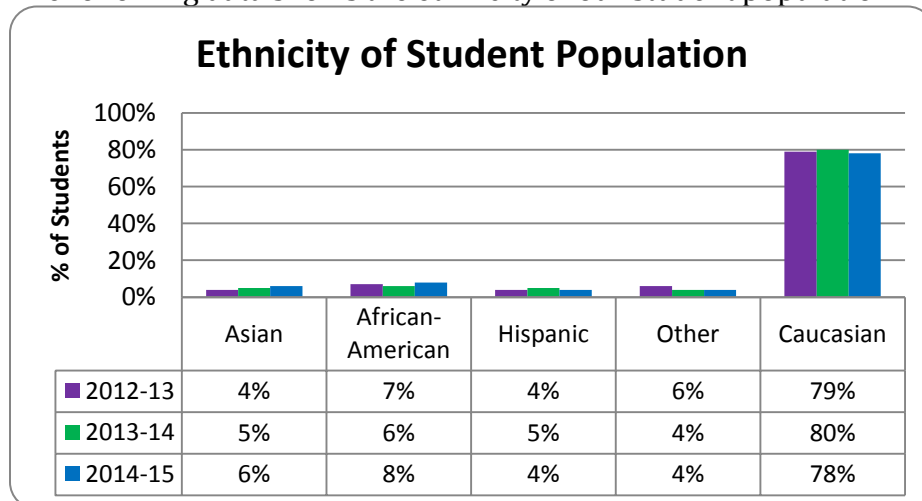
Data Source: PowerSchool

The following data provides the attendance rate of our students.

Student Attendance Rate		
2012-13	**2013-14**	**2014-15**
97.1%	97.5%	97.7%

This data shows the meal status of our student population.

Meal Status			
	FARMS		**Full**	# of
	Free	**Reduced**	**Pay**	**Students**
2012-13	64	14	615	693
2013-14	55	27	684	766
2014-15	102	27	720	849

Monarch Meal Status

	2012 -13	2013 -14	2014 -15
Full Pay	88%	89%	85%
FARMS	12%	11%	15%

To help meet the learning needs of our population Monarch has a Gifted and Talented (Challenge) Program, offers Response to Intervention (RtI) services, Reading Specialist services and Resource services. Resource students benefit from an inclusion model in the classroom.

In 2012-13 and 2013-14 forty-six K-2nd grade students received services through our RTI program. In 2014-15, forty-six K-2nd grade students received services through the RTI program. This preventative academic program serves small groups of students with emphasis on letter names, letter sounds, phoneme segmentation, nonsense words, phonics and reading. Students in kindergarten and first grade are benchmarked three times a year. Children who qualify for the program have progress checks through AIMSweb every ten days. When children consistently meet targeted benchmarks t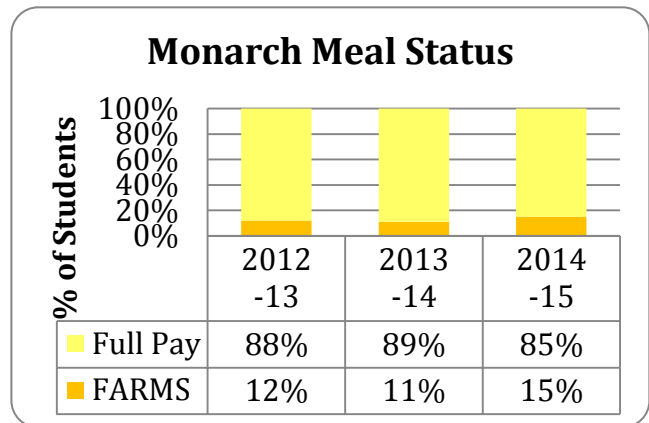hey are no longer in need of this service. If students do not show progress through the RTI program, they may be referred to the Assistance Team for further evaluation.

Starting in the 2014-15 school year, Monarch has a part-time Reading Specialist. Identified students receive intensive reading support (vocabulary, phonics skills, story comprehension, and fluency) through the SOAR Literacy program. In 2014 - 2015, six 1st grade students, seven 2nd students, and twelve 3rd grade students were served through this program. Data is used to track specific needs for each student.

Thirteen students were served through resource services in the 2012-13. In 2013-14 twenty-six students received resource services. An inclusion model allowed for in-class curriculum support that afforded students with the least restrictive environment. Students not in special education benefitted from having an extra teacher in the classroom.
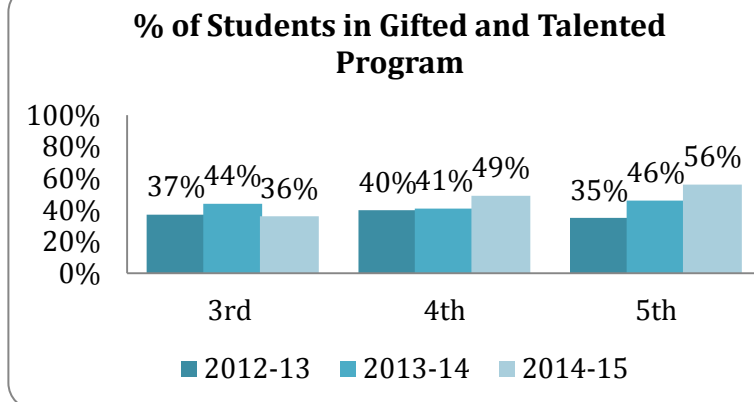
Speech-language services provide therapy for students with articulation, language, fluency, and/or voice disorders. Students received therapy either in a small group or individually, depending on their needs. Fifty-two students were served in the Speech-Language program in the 2012-13 school year and seven students were staffed out of speech services as the goals in their Individualized Education Plan (IEP) were met.

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

Speech and Language Program			
	4K Students	5K Students	1st – 5th Students
2012-13	4	14	34
2013-14	5	12	49
2014-15	2	10	53

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

Gifted and Talented Program #GT/Grade Level Population			
	3rd	4th	5th
2012-13	36/103	53/131	37/96
2013-14	48/107	49/119	58/126
2014-15	43/111	62/124	69/125

% of Students in Gifted and Talented Program

3rd: 37%, 44%, 36% | 4th: 40%, 41%, 49% | 5th: 35%, 46%, 56%

■ 2012-13 ■ 2013-14 ■ 2014-15

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. Problem/ Project -based experiences and learning menus are the norm. A rigorous and relevant curriculum ensures each student is academically advantaged. A partnership with Greenville Health System and generous contributions from parents, and the Roper Mountain Science Center, provide students with inquiry-rich experiences. GHS 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 is in the process of creating a butterfly garden with the partnership of a local Eagle Scout troop. PTA is supporting this initiative with funding. In the fall of 2014, the framework of the garden was laid in the shape of a butterfly. The garden is ready for planting.

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

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

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

Students benefit from a technology-rich campus. An upper-grade 1:1 iPad initiative promotes inquiry and allows students to check-out eBooks. Kindergarten through third grade has access to iPads. In addition to a Promethean Board in all instructional areas, Monarch has a *Tech"knowledge"y 1 Lab* (30 desktops), a *Tech"knowledge"y 2 Lab* which features three Promethean ActiveInspire tables, 30 Dell Tablets, a Promethean ActivBoard and unique software that enriches learning experiences. Additional Promethean boards were added in the fall of 2013 and the spring of 2014 to provide all instructional rooms with technology access. WKID, the Monarch Morning Show, is produced by students.

Related Arts has a classroom set of iPads designated for classroom instruction. In the music classroom, students benefit from a technology rich music curriculum called Qraves Marvelous world of music. In the 2014-15 school year, all teachers received 8.1 Windows laptops and additional iPads were purchased to meet the needs of our growing student population.

A PBL learning environment is evident at Monarch. Learning menus, rubrics, guided reading groups and guided math groups serve as tools to differentiate instruction. Differentiated instruction is doing what's fair for students and is based on good research. Students at Monarch actively participate in cooperative learning experiences.

The Leader in Me, our character education program, supports student leadership roles in our school and our community. Monarch has implemented Stephen Covey's 7 Habits as part of our core values to assist students in becoming independent, life-long learners. The Leader in Me program supports academic, social, and emotional success. Our school counselors this initiative with class lessons, teacher in-services, Conflict Resolution Toolkits, and experiences such as the Ronald McDonald Friendship Adventure (K-1st) and Bully Free Schools (school-wide theatrical production).

Monarch provides all students with cultural experiences and celebrates our diverse student population. Native Dancers, The West African Drum Residency, Ransom of Red Chief Theatre Performance by Monarchs, and the Red Herring Puppets Shadow Puppet Residency are examples.

Professional development (PD) is carefully planned to be beneficial and effective. David Stephen, a nationally recognized expert on project-based learning (PBL), was on-site in for two days of intensive PD with all teachers. Monarch staff has received extensive training on the Fountas and Pinnell guided-reading model, one component of Balanced Literacy. District curriculum specialists have provided in-services for Science and Math instruction with rigor.

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Mission, Vision, and Beliefs
Monarch's Tagline: Celebrating Inquiry, Innovation and Creativity

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

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

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

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

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

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

Parameters (*Boundaries within which Monarch will accomplish its mission*)

Implement the Action Plan.

At all times base decisions on what is best for students. Be responsible stewards of resources. Practice and promote open, honest communication. Not once compromise excellence.

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

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

Curriculum Focus (*Direct experiences to accomplish objectives*)

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

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

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

Curriculum must include:

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

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

Instruction must include:

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

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

Assessment must include:

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

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

Environment must include:

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

Data Analysis and Needs Assessment

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

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

Scores range from 1 (lowest) to 5 (highest)   Data Source: AdvancED

Spring 2013 "Tell Us What You Think" Surveys

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

Students have choices about how they show what they are learning.
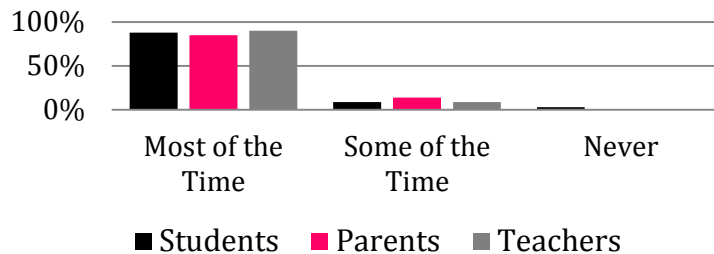
Fall 2013 "Tell Us What You Think" Surveys
Student (142), Parent (161) and Teacher (31) Responses

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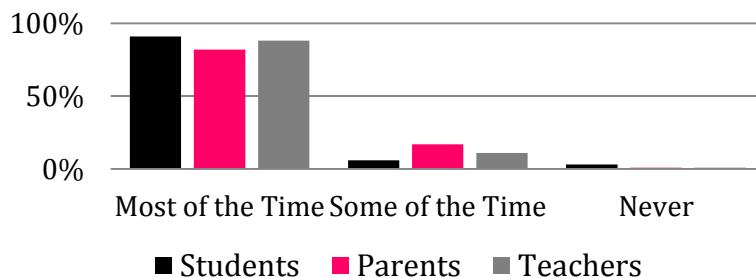
These responses reflect Monarch's focus on capitalizing on multiple intelligences by giving students choices in how they show what they know and are able today.

Spring 2013 "Tell Us What You Think" Surveys
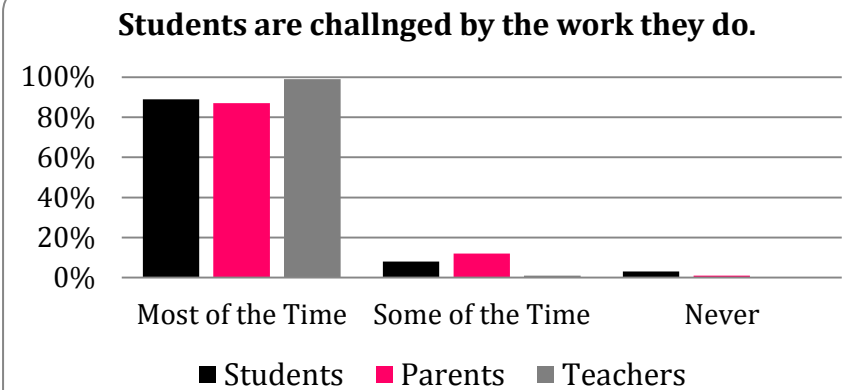
Student (169), Parent (267) and Teacher (33) Responses

Students are challnged by the work they do.

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

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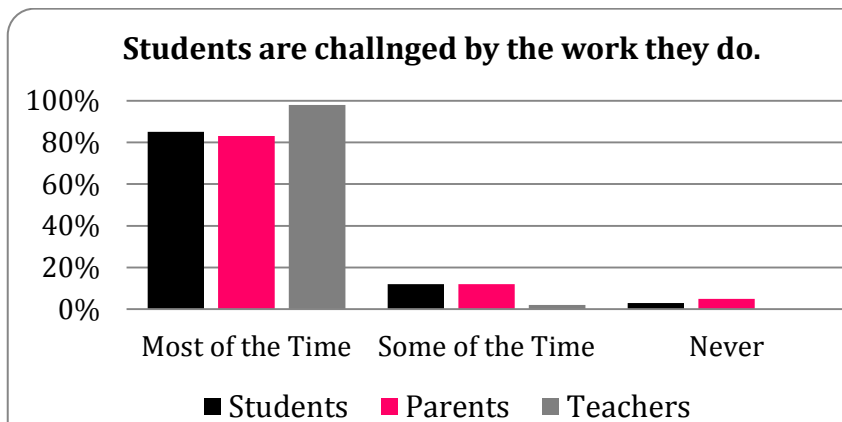
This data, in alignment with our self-study, shows meeting the individualized learning needs of students is an area to strengthen.

SC SDE Report Card 2012-13
Evaluations for % Satisfied
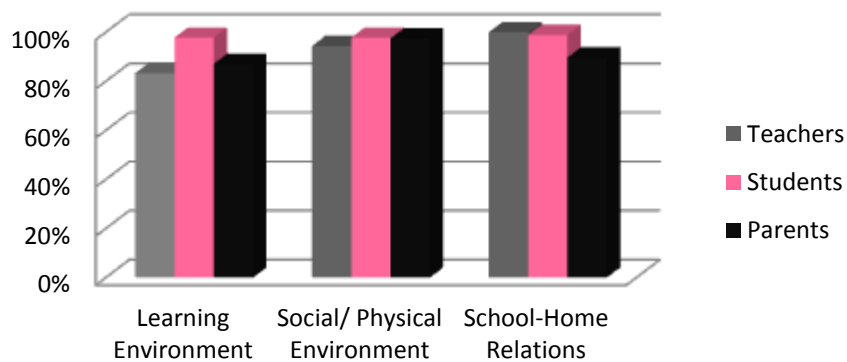
% Satisfied	Learning Environment	Social/Physical Environment	School-Home Relations
Teachers	83%	94%	100%
Students	98%	98%	99%
Parents	87%	98%	90%

Student Achievement

We hold high expectations for our students' performance and know that the implementation of our Action Plan is the guide to help ensure the success of all of our students. Starting spring 2015 ACT Aspire will be the measure used for writing, reading, English and math performance.

SCPASS Writing 2013

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

SCPASS Writing 2014

Grade	#Tested	%Not Met	%Met/ Exemplary
3	107	5.6	94.4
4	119	4.2	95.8
5	126	3.2	96.8

SCPASS ELA 2013 (Reading and Research)

Grade	#Tested	%Not Met	%Met/ Exemplary
3	113	2.7	97.3
4	131	8.4	91.6
5	96	7.3	92.7

SCPASS ELA 2014 (Reading and Research)

Grade	#Tested	%Not Met	%Met/ Exemplary
3	107	7.5%	92.5
4	119	3.4%	96.6
5	126	3.2%	96.8

SCPASS Math 2013

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

SCPASS Math 2014

Grade	#Tested	%Not Met	%Met/ Exemplary
3	107	11.3	88.7
4	119	6.8	93.2
5	126	2.4	97.6

SCPASS Science 2013

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

SCPASS Science 2014

Grade	#Tested	%Not Met	%Met/ Exemplary
3	53	17.0	83.0
4	117	4.3	95.7
5	63	3.2	96.8

SCPASS Social Studies 2013

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

SCPASS Social Studies 2014

Grade	#Tested	%Not Met	%Met/ Exemplary
3	53	7.5	92.5
4	117	0.9	99.1
5	63	3.2	96.8

Teacher/Admin Quality

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

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

2015–2016 Professional Development Areas of Emphasis

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

Within a framework of rigor and technology integration, our focus areas are:

Science	Mathematics
- New State Science Standards (draft form on SC SDE) - Informational writing	- Math Instruction (rigor) - Mathematical Content (expectations) - New State Math Standards - Depths of Knowledge Levels
Reading/Writing/English	**Social Studies**
- Balanced Literacy (Fountas and Pinnell) - Text complexity - Power Writing - Opinion/argument writing - Informational writing - Narrative writing - Depths of Knowledge Levels	- Opinion/argument writing using primary and secondary sources - Informational writing
Visual and Performing Arts	**Physical Education (PE)/Health**
Visual and Performing Arts Integration (DAP funded grant)	- CATCH - Curriculum Integration

Professional Development

The purpose of all teacher professional development is to help teachers develop and apply the knowledge and skills necessary to help students learn. *Increasing the effectiveness of professional learning is the leverage point with the greatest potential for strengthening and refining the day-to-day performance of educators. In alignment with district expectations,* Monarch is committed to raising student achievement by supporting and facilitating high quality staff development that improves the performance of all district employees. *Please remember to sign-up via the Portal for workshops offered as Professional Development. After 45 days you can no longer receive credit or exchange points.*

District Professional Development Requirement

- All teachers must participate in a *minimum* of 24 hours of professional development during each school year.
- Professional development may include workshops, conferences, in-services, and coursework.
- At least 12 of these 24 hours will be offered by the school/principal. This is a minimum requirement and does not limit the authority of the principal to require additional training to meet individual and school needs.

Professional Development Exchange Day(s)

- Teachers may earn one or two days off for professional development received during "off contract" time from the day after school is out in one year until the day school is out in the next year.
- "Off contract" time includes weekend, holiday, after school, and summer hours that are outside of the teacher's regularly scheduled working hours.
- *Hours used toward the day off cannot have been used to gain in-service credit for certificate renewal, college course credit, or a stipend. They can be part of the district yearly-required 24 hours.*
- 7 hours of professional development may be exchanged for one day off.
- Days off must be taken on the predetermined professional development exchange days on the school district calendar, and they must be pre-approved by the principal.
- The two exchange days are available each school year.

State Certificate Renewal Guidelines

- New teachers and PACE teachers who hold a South Carolina **Initial** (3 year) Certificate are not eligible to begin accruing renewal credit points toward certificate renewal until they have received a South Carolina **Professional** (5 Year) Certificate.
- Teachers holding a SC Professional Certificate with *less than a Masters degree* must earn at least one 3-hour graduate level course from an accredited college or university and 60 renewal points or an additional 3-hour graduate course within a five-year validity period to renew their state Professional Certificate.

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

Monarch Professional Development Calendar/2014-2015

Focus Areas: Rigor in the Curriculum, Math Facts and Balanced Literacy

Team Focus meetings are held on Mondays during common planning
(Overman/Loach/White/Teachers)
Leadership Team Focus meetings are held on Fridays from 9:15-10:30
 (Overman/Loach/Groome/Roberts/White)
Team Focus Time on designated Wednesdays is set aside for instructional planning

Date	Time	Focus
August 7th	8:30 – 10:30	Admin Focus: Crafting a Blueprint for Success
August 11th	10:00-12:00	Everyone New to Monarch Orientation (Overman/Loach/White)
	1:00-4:00	Curriculum Mapping and PBL (White)
August 15th	8:00-9:00	The Interns: Aligning for Success (Overman/Loach/White)
	9:00-11:00	The Leader in Me Training (Groome)
August 17th	3:00-4:00	AcTivEd: An Educational Tool (Julian Reed)
August 27th	3:00-4:00	Faculty Focus: MAP In-service (Loach/White)
August 28th	3:00-4:00	PAS-T Information for Induction/Annual Formal (White)
September 3rd	3:00-4:00	Team Focus: Instructional Planning
September 10th	3:00-4:00	Faculty Focus: Rigor and Consistency with Math Facts (On-site Experts)
September 17th	3:00-4:30	Using Google Docs to Enhance Instruction (Willis)/ Learning About Balanced Literacy (Derrick, Gregory)
September 22nd	Common Planning	Team Focus: Rigor in the Curriculum
	3:00-4:00	The Interns: Questions and Answers (Overman/Loach/White)
September 24th	3:00-5:00	Faculty Focus: Horizontal/Vertical Teaming: Show Me Data
September 29th	Common Planning	Team Focus: Math Matters in Curriculum Mapping
September 30th	3:00-5:00	Nonviolent Physical Crises Intervention (CPI) (Sheri Farrington)
October 1st	3:00-4:00	Faculty Focus: A-Team (Rogers)/Best Practices in Math (On-site Experts)
October 6th	3:00-4:00	The Interns: Student-led Conferences (Overman/Loach/White)
October 8th	3:00-5:00	Nonviolent Physical Crises Intervention (CPI) (Sheri Farrington)
October 9th	3:00-5:00	Nonviolent Physical Crises Intervention (CPI) (Sheri Farrington)
October 13th	Common Planning	CogAT/IA for 2nd Graders
October 15th	PD K-1/2-3/4-5 3:00-5:00	Balanced Literacy Training (Linda Scott) Option A Nonviolent Physical Crises Intervention (CPI) (Sheri Farrington)
October 20th	Common Planning	Team Focus: Best Practices in Handwriting Zaner-Bloser (Manuscript/Cursive)
October 27th	Common Planning	Team Focus: Rigor in Balanced Literacy
October 29th	3:00-4:00	Faculty Focus: Horizontal/Vertical Teaming: Pacing and Expectations
November 5th	3:00-4:00	Faculty Focus: Sharing Best Practices in Math (On-site Experts)
November 10th	Common Planning	Team Focus: Incorporating Best Practices in Math

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

Date	Time	Focus
November 17th	Common Planning	Team Focus: Looking at Curriculum Maps
November 19th	K-1/2-3/4-5	Balanced Literacy Training (Linda Scott) Option A
November 24th	Common Planning 3:00-4:00	Team Focus: EDC and Rubicon (Cathy Hale) The Interns: How do I...? (Overman/Loach/White)
December 8th	Common Planning	Team Focus: In and Out Coaching (Cathy Hale)
December 10th	3:00-4:00	Faculty Focus: Sharing Best Practices for Balanced Literacy (On-site Experts)
December 15th	Common Planning	Team Focus: What does the data show?
December 17th	3:00-4:00	Team Focus Time
January 7th	3:00-4:00	Faculty Focus: Best Practices in Reading and Writing (On-site Experts)
January 12th	Common Planning 3:00-4:00	Team Focus: Instructional Plans and Rigor The Interns: Academic Focus (Overman/Loach/White)
January 14th	3:00-4:00	Faculty Focus: Horizontal/Vertical Teaming: Guided Math Plans
January 21st	3:00-4:00	Faculty Focus: Horizontal/Vertical Teaming: Math (Basic Facts)
February 4th	K-1/2-3/4-5	Balanced Literacy Training (Linda Scott) Option B
February 9th	Common Planning 3:00-4:00	Team Focus: Instructional Planning and Best Practices The Interns: Math Matters and Reading Rules
February 10th	8:00 – 11:30	The Inclusion Experience (Stetson Consultant/Pat Carson)
February 11th	3:00-4:00	Faculty Focus: Rigor in Writing (On-site Experts)
February 25th	3:00-4:00	Team Focus Time
March 9th	Common Planning	Team Focus: Best Practices and Using What We Know
March 11th	3:00-4:00	Faculty Focus: PBL with a focus on reading/writing/math part 1
March 18th	3:00-4:00	Faculty Focus: PBL with a focus on reading/writing/math part 1
March 23rd	Common Planning 3:00-4:00	Team Focus: Best Practices and Rigor (Cathy Hale) The Interns: Reflect and Re-energize (Overman/Loach/White)
March 25th	3:00-4:00	Faculty Focus: Horizontal/Vertical Teaming: Guided Reading Groups
April 1st	3:00-4:00	Faculty Focus: Math and Reading Strategies that Make a Difference (On-site Experts)
April 6th	Common Planning	Team Focus: Looking Behind and Planning Ahead
April 13th	Common Planning 3:00-4:00	Team Focus: Curriculum and PBL The Interns: Being a Monarch and The Learning Curve (Overman/Loach/White)
April 15th	3:00-4:00	Faculty Focus: Doing Projects vs Doing PBL
April 20th	Common Planning	Team Focus: Defining a Rigorous Curriculum

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

Date	Time	Focus
May TBD	Common Planning	A Look Ahead: Curriculum Mapping part 1
May TBD	3:00-4:00	Faculty Focus: Fantastic Finishes and New Beginnings (On-site Experts)
May TBD	Common Planning	A Look Ahead: Curriculum Mapping part 2
May 25th	3:00-4:00	The Interns: Celebrating Our Success

May PD is pending based on SC PASS Science/SS for 4th/5th and The New State Test for Math/ELA for 3rd/4th/5th

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

ACT ASPIRE WRITING

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

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in writing as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by ACT Aspire.

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

ACT ASPIRE WRITING	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE ENGLISH

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in English as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in English as measured by ACT Aspire.

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

ACT ASPIRE ENGLISH	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE READING

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in reading as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by ACT Aspire.

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

ACT ASPIRE READING	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE MATH

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in mathematics as measured by ACT Aspire.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by ACT Aspire.

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

ACT ASPIRE MATH	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE % TESTED

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

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

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

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

% Tested ELA – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested ELA – District Grades 3-5	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

ACT ASPIRE % TESTED

% Tested Math – District – Grades 3-5	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

SCPASS SCIENCE

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

SCPASS SCIENCE	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

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

SCPASS SOCIAL STUDIES

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

SCPASS SOCIAL STUDIES	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

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

ITBS

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

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

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

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

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

ITBS Reading	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	77th percentile			

Fall 2014 students began taking a new form of the ITBS

ITBS Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	70th percentile			

Fall 2014 students began taking a new form of the ITBS

GOAL AREA 1: Raise the academic challenge and performance of each student.					
STRATEGY **Activity**	**Timeline**	**Person**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
Focus: Performance Results Use **performance results** from school/ district/ state testing for instructional planning and to target student learning needs. **School**: Benchmarks, Common Assessments **District**: Rubicon-Atlas tests, Assessments for 4K/5K, Writing Prompts, Fountas and Pinnell levels, MAP Math and MAP Reading **State**: ACT Aspire Writing, ACT Aspire English, ACT Aspire Reading, ACT Aspire Math, ITBS, CogAT, SC PASS Science, SC PASS Social Studies	Yearly as data is available for district/state tests August 2013 on-going to May 2018 for school	Admin IC K-5th SP ED	$300 for copying costs	Local Funds	• Data trends tracked over time for district and state assessments • Fountas and Pinnell Baseline data/ Mid-Year data/End-of-Year data at the school level • Differentiated Instructional Plans using MAP as one resource • PAS-T Strategies include DesCartes skills targeted for remediation and enrichment for reading/math
Focus: Subgroups Disaggregate SCPASS and ACT Aspire data by subgroups to identify any achievement gaps.	Yearly as data is available to March 2018	IC 3rd-5th SP ED	$50 for copying costs yr.	Local Funds	Monarch's Blueprint for Success to target subgroups scoring at lower performance levels
Focus: MAP Data Use MAP Reading and MAP Math data to target strengths and weaknesses based on RIT bands and Lexile ranges	Testing Seasons Fall/Winter/Spring	Admin IC 2nd –5th SP ED	$350 yr. MAP Reports	Local Funds	• DesCartes skills • Tutoring for Mastery • Guided Math plans • Balanced Literacy: *Guided Reading plans*
Focus: New State Standards Provide support to understand/implement the new state standards within the framework of a rigorous curriculum	2015-2016 On-going to 2018	Admin IC District Support	$200 for posters and other printed material yr.	Local Funds	• Curriculum Maps updated • Team Focus meetings • School/district training as noted on Portal (Attendance) • Best Practices modeled/shared

GOAL AREA 1: Raise the academic challenge and performance of each student.					
STRATEGY **Activity**	**Timeline**	**Person**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
Focus: Writing Integrate authentic writing throughout curriculum	2015-2018 Aug/Sept introduce Traits	Admin IC Teachers	$150 posters	School	• Crate Traits • Word Study • Power Writing graphic organizers
Focus: Writing Support vertical/horizontal teams to ensure rigor and consistency with rubrics	Sept/Jan. March Yearly to 2018	Admin IC Teachers	None	n/a	• Scoring expectations and consistency based on Reflective Narrative (3rd), Expository (4th), and Argumentative (5th) ACT Aspire rubrics • Scoring expectations and consistency based GCS Writing Prompts rubrics
Focus: Math Target fact fluency based on grade level standards	2015 -16	Admin IC Teachers	None	n/a	• Math Matters at Monarch initiative • Pre/Posttests scores
Focus: Reading Target reading fluency and comprehension skills	2015-2016 On-going to 2017-2018	Admin IC Teachers	Leveled Reading materials	Based on funding	• Fountas and Pinnell Reading Levels
Focus: Science/Health and Social Studies Implement one new cross-curricular PBL per grade level	2015-2016 2016-2017 2017-2018	Admin IC 1st – 5th	PBL Materials	Support Sources: grants PTA	• Coverage of new state standards as noted in instructional plans, learning menus, anchor charts, Science Lab schedule and rubrics
Focus: Common Assessments Continue to create common assessments for reading, writing, math, and science, and social studies	2015-2016 ELA/Math 2016-2017 Science/SS	Admin IC Teachers	Materials	$300 local funds yr.	• Common Assessments • District Benchmarks • Rubicon-Atlas
Focus: Vocabulary Use academic vocabulary/ common language	2014-2015 2015-2016 2016-2017 2017-2018	Admin IC 1st – 5th			• Essential Facts in binders (3rd -5th) • Word Walls (K-2nd) • Rubicon Atlas (vocabulary focus)

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

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

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

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

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

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

GOAL AREA 2: Ensure quality personnel in all positions.					
STRATEGY Activity	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
Purchase additional Fountas and Pinnell (F&P) Benchmark Kits 1 (primary) and Benchmark Kits 2 (intermediate)	Fall 2014 Winter 2014 2015-2016 *Purchase kits as funding allows*	Admin IC PTA	$4,000	PTA School	• Benchmarks Kits checked-out to grade levels • Implementation checklist provided • PAS-T Reading data includes F& P benchmarking data (K-2nd)
Purchase leveled reading text yearly based on student reading levels and availability of funds	Spring 2014 Winter 2014 On-going to 2017-18	PTA Administration IC	$20,000	PTA School	• Leveled Reader Sets (Science/Math) • Discover Kids 1, 2 (Science) • Novels with same topic but varied reading levels (Social Studies)

GOAL AREA 2: Ensure quality personnel in all positions.					
STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Document components of Balanced Literacy in Instructional Plans/ Guided Reading group plans	2013-14 2014-15 2015-16 2016-17 2017-18	Admin IC Teachers	None	n/a	• Instructional Plans • Guided Reading notebook (teachers) • Daily Schedule • Observations • Journals (students) • F&P checklists
Continue to provide training on the components of Balanced Literacy based on teachers needs	2014-15 2015-16 2016-17 2017-18	Admin IC District Support			• Training provided on the Portal (attendance) • Best Practices modeled/shared

STUDENT ATTENDANCE

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

GOAL AREA 3: Provide a school environment supportive of learning.
FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.
ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card	Baseline 2012-13	Planning 2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	95.0	95.0	95.0	95.0	95.0
School Actual	97.3	97.1	97.7			
District Projected	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.6					

PARENT SATISFACTION – LEARNING ENVIROMENT

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 87.1% in 2013 to 91% by 2018.
ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point annually parents who are satisfied with the learning environment.
DATA SOURCE(S): SDE District Report Card Survey results – Question #5

Parents	Baseline 2012-13	Planning 2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	89.0	89.5	90.0	90.5	91.0
School Actual	87.1	93.1				
District Projected	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.1					

STUDENT SATISFACTION – LEARNING ENVIROMENT

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

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

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

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

Students	Baseline 2012-13	Planning 2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	97.8	97.8	97.8	97.8	97.8
School Actual	97.8	99.0				
District Projected (ES, MS, and HS)	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES/MS)	82.7					

TEACHER SATISFACTION – LEARNING ENVIROMENT

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 83.3% in 2013 to 94.5% by 2018.
ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point annually teachers who are satisfied with the learning environment.
DATA SOURCE(S): SDE District Report Card Survey results – Question #27

Teachers	Baseline 2012-13	Planning 2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	92.5	93.0	93.5	94.0	94.5
School Actual	83.3	100.0				
District Projected	X	92.5	93.0	93.5	94.0	94.5
District Actual	92.6					

PARENT SATISFACTION – SAFETY

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

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

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.4 percentage point annually parents who indicate that their child feels safe at school.
DATA SOURCE(S): SDE School Report Card Survey results – Question #18

	Baseline 2012-13	Planning 2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	93.9	94.3	94.7	95.1	95.5
School Actual	92.3	94.6				
District Projected	X	93.9	94.3	94.7	95.1	95.5
District Actual	92.8					

STUDENT SATISFACTION – SAFETY

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

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

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

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

	Baseline 2012-13	Planning 2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	94.0	94.4	94.8	95.2	95.6
School Actual	93.3	98.0				
District Projected	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.2					

TEACHER SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who feel safe at school during the school day at 100% from 2013-14 through 2017-18.

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

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

	Baseline 2012-13	Planning 2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	100	100	100	100	100
School Actual	100.0	100.0				
District Projected	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.3					

GOAL AREA 2: Provide a school environment supportive of learning.					
STRATEGY Activity	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
Focus: Safety Plan Update yearly and implement Monarch Safety Plan	Annually with revisions as needed	Administration School Safety Team	n/a	n/a	• Monarch Safety Plan • Practice Drill Log
Focus: Safety Practice Address protocols for emergency conditions through training/drills	Annually with revisions as needed	Administration School Safety Team	$200 Magnets Winter 2013	School	• Safety Plan in-service • School-wide Practice Drills • Safe Schools Videos • Informative door magnets • Route maps by classroom doors
Focus: Safety Training 100% of Monarch staff will complete the Safe Schools videos	October 13 Fall 2014 Fall 2015 Fall 2016 Fall 2017 Fall 2018	Assistant Principal	n/a	n/a	Mandated training certificate
Focus: Internet Safety Reinforce safety measures in place for iPads and laptop usage	Fall 2014 Fall 2015 Fall 2016 Fall 2017 Fall 2018	Admin IC LMS IT Support	$50 training materials	Local Funds	• Training Session for Parents (Attendance) • Required documentation on file

GOAL AREA 2: Provide a school environment supportive of learning.					
STRATEGY **Activity**	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
Focus: Internet Safety Provide informative sources re: technology usage and behavior expectations	2013-2014 through 2017-18 on-going	Admin IC District Support	n/a	School	• Website • Staff Handbook • Student Planner • Documents for parents
Focus: Expectations Develop school-wide expectations for students	Fall 2013	Administration IC Guidance	Posters $25	School	Expectations: **Be Safe** **Be Respectful** **Be Responsible**
Develop grade level behavior plans consistent with school- wide expectations	Fall 2013 Revised yearly through 2018	Administration IC Grade Level Chairs	n/a	n/a	• Management System consistency by grade level • Posted in classrooms
Focus: Character Education Implement the *Leader in Me* program	Started Fall 2014 Additional training provided as needed	School Counselors			• Leader in Me books purchased for all staff • Training on the 7 habits provided by school counselors

2013 - ESEA (Federal Accountability Rating System)

GREENVILLE > MONARCH ELEMENTARY

KEY	Index Score	Grade	Description
	90-100	A	Performance substantially exceeds the state's expectations.
	80-89.9	B	Performance exceeds the state's expectations.
	70-79.9	C	Performance meets the state's expectations.
	60-69.9	D	Performance does not meet the state's expectations.
	Less than 60	F	Performance is substantially below the state's expectations.
	Blank	*	Insufficient data available to calculate an ESEA grade.

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

Matrix Key

1 = Met State Objective

0 = Did not meet State Objective

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

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

2014 - ESEA (Federal Accountability Rating System)

GREENVILLE > MONARCH ELEMENTARY

Overall Weighted Points Total	100
Overall Grade Conversion	A
Points Total - Elementary Grades	100

Matrix Key

1 = Met State Objective

0 = Did not meet State Objective

0.6-0.9 = Level of proximity to the AMO (quartile between proficient and AMO)

0.1-0.5 = Level of Improvement between previous year and current year

KEY	Index Score	Grade	Description
	90-100	A	Performance substantially exceeds the state's expectations.
	80-89.9	B	Performance exceeds the state's expectations.
	70-79.9	C	Performance meets the state's expectations.
	60-69.9	D	Performance does not meet the state's expectations.
	Less than 60	F	Performance is substantially below the state's expectations.
	Blank	*	Insufficient data available to calculate an ESEA grade.

2014 Annual Measurable Objectives (AMO)	Elementary School	Middle School	High School
English Language Arts (ELA)	640	632	229
Math	640	632	226
Science / Biology	640	632	78
Social Studies / History	640	632	75
ELA - Percent Tested	95	95	95
Math - Percent Tested	95	95	95
Graduation Rate	N/A	N/A	75.1

ELEMENTARY SCHOOL MATRIX

TITLE	ELA Proficiency Met/Improved	Math Proficiency Met/Improved	Science Proficiency Met/Improved	Social Studies Proficiency Met/Improved	ELA Percent Tested	Math Percent Tested
ALL STUDENTS	1	1	1	1	1	1
Male	1	1	1	1	1	1
Female	1	1	1	1	1	1
White	1	1	1	1	1	1
African-American						
Asian / Pacific Islander						
Hispanic						
American Indian / Alaskan						
Disabled					1	1
LEP						
Subsidized Meals						
Total Number of Points	4	4	4	4	5	5
Total Number of Objectives	4	4	4	4	5	5
Percent of Objectives Met	100	100	100	100	100	100
Weight	0.4	0.4	0.05	0.05	0.05	0.05
Weighted Points Subtotal	40	40	5	5	5	5
Points Total	100					

2013

SC Annual School Report Card Summary

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

PERFORMANCE

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

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

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

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

* Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.
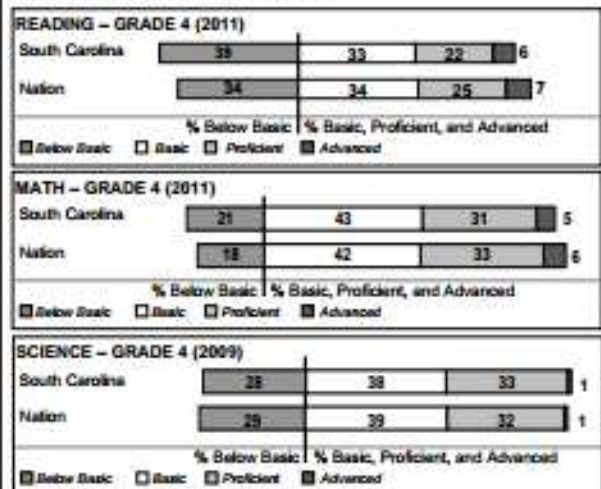
PASS PERFORMANCE

NAEP PERFORMANCE*

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

SC PERFORMANCE VISION

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

Monarch Elementary [Greenville County]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=667)				
Retention rate	0.0%	N/A	0.4%	0.9%
Attendance rate	97.3%	N/A	97.3%	96.3%
Served by gifted and talented program	17.0%	N/A	21.1%	7.2%
With disabilities	5.6%	N/A	8.6%	12.4%
Older than usual for grade	0.4%	N/A	0.5%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	50.0%	N/A	66.9%	62.5%
Continuing contract teachers	52.6%	N/A	90.1%	83.3%
Teachers returning from previous year	N/A	N/A	91.9%	88.3%
Teacher attendance rate	95.8%	N/R	95.1%	95.0%
Average teacher salary*	$45,014	I/S	$49,394	$48,193
Classes not taught by highly qualified teachers	11.9%	N/A	0.2%	0.0%
Professional development days/teacher	10.6 days	N/R	10.7 days	11.0 days
School				
Principal's years at school	2.0	N/R	4.5	4.0
Student-teacher ratio in core subjects	22.1 to 1	N/R	21.7 to 1	20.1 to 1
Prime instructional time	92.5%	N/R	91.4%	90.0%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	100.0%	100.0%
Character development program	Below Average	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	$7,122	$7,364
Percent of expenditures for instruction**	N/A	N/A	70.0%	68.0%
Percent of expenditures for teacher salaries**	N/A	N/A	69.0%	66.0%
ESEA composite index score	99.2	N/A	98.8	88.0

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

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	36	90	39
Percent satisfied with learning environment	83.3%	97.8%	87.1%
Percent satisfied with social and physical environment	94.4%	97.8%	97.5%
Percent satisfied with school-home relations	100%	97.7%	89.7%

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

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

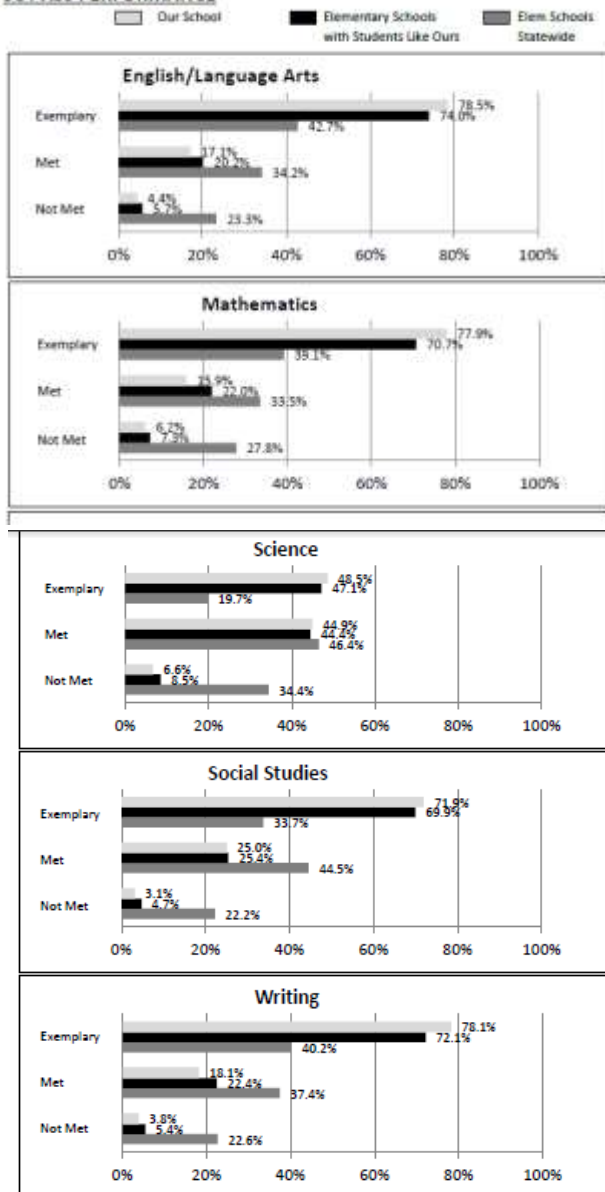Printed versions are available from school districts upon request.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Abbreviations Key

2014

SC Annual School Report Card Summary

Monarch Elementary
GREENVILLE COUNTY
Grades: PK-5   Enrollment: 771
Principal: Vaughan E. Overman
Superintendent: Mr. Burke Royster
Board Chair: Mr. Chuck Saylors

PERFORMANCE

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

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Excellent	Excellent	TBD	TBD	A	N/A
2013	Excellent	Average	GOLD	N/A	A	N/A
2012	N/A	N/A	N/A	N/A	N/A	N/A

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

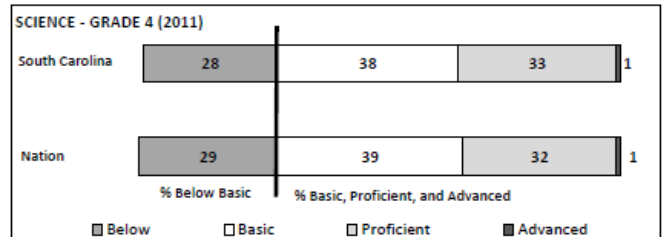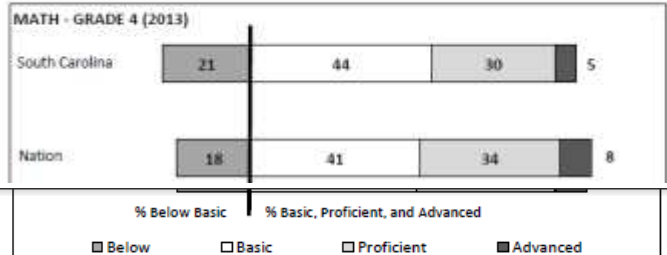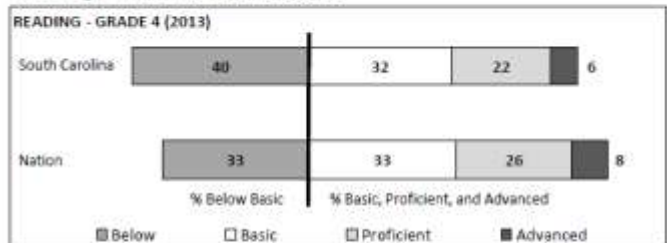| EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
13	0	0	0	0

* Ratings are calculated with data available by 11/13/2014. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

SC PASS PERFORMANCE

Legend: Our School | Elementary Schools with Students Like Ours | Elem Schools Statewide

English/Language Arts
- Exemplary: 78.5% / 74.0% / 42.7%
- Met: 37.1% / 20.2% / 34.2%
- Not Met: 4.4% / 5.7% / 23.3%

Mathematics
- Exemplary: 77.9% / 70.7% / 35.1%
- Met: 15.9% / 22.0% / 33.5%
- Not Met: 6.2% / 7.3% / 27.8%

Science
- Exemplary: 48.5% / 47.1% / 19.7%
- Met: 44.9% / 44.4% / 46.4%
- Not Met: 6.6% / 8.5% / 34.4%

Social Studies
- Exemplary: 71.9% / 69.9% / 33.7%
- Met: 25.0% / 25.4% / 44.5%
- Not Met: 3.1% / 4.7% / 22.2%

Writing
- Exemplary: 78.1% / 72.1% / 40.2%
- Met: 18.1% / 22.4% / 37.4%
- Not Met: 3.8% / 5.4% / 22.6%

NAEP*

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

READING - GRADE 4 (2013)

	Below	Basic	Proficient	Advanced
South Carolina	40	32	22	6
Nation	33	33	26	8

% Below Basic | % Basic, Proficient, and Advanced

MATH - GRADE 4 (2013)

	Below	Basic	Proficient	Advanced
South Carolina	21	44	30	5
Nation	18	41	34	8

% Below Basic | % Basic, Proficient, and Advanced

SCIENCE - GRADE 4 (2011)

	Below	Basic	Proficient	Advanced
South Carolina	28	38	33	1
Nation	29	39	32	1

% Below Basic | % Basic, Proficient, and Advanced

SC PERFORMANCE VISION

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

Abbreviations Key

N/A-Not Applicable   N/AV-Not Available   N/C-Not Collected   N/R-Not Reported   I/S-Insufficient Sample   TBD-To Be Determined

Monarch Elementary
GREENVILLE COUNTY
SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 771)				
Retention rate	0.5%	Up from 0.0%	0.5%	1.0%
Attendance rate	97.9%	Up from 97.3%	97.1%	96.4%
Served by gifted and talented program	20.5%	Up from 17.9%	20.9%	7.3%
With disabilities	6.6%	Up from 5.8%	9.1%	12.5%
Older than usual for grade	0.3%	Down from 0.4%	0.5%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n = 43)				
Teachers with advanced degrees	44.2%	Down from 50.0%	64.8%	62.3%
Continuing contract teachers	58.1%	Up from 52.6%	86.0%	81.2%
Teachers returning from previous year	N/A	N/A	91.4%	88.4%
Teacher attendance rate	97.1%	Up from 95.8%	96.1%	95.3%
Average teacher salary*	$42,750	Down 0.6%	$49,971	$47,902
Classes not taught by highly qualified teachers	0.0%	Down from 11.9%	1.8%	0.0%
Professional development days/teacher	13.7 days	Up from 10.6 days	9.6 days	10.9 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	22.0 to 1	Down from 22.1 to 1	21.8 to 1	19.9 to 1
Prime instructional time	93.5%	Up from 92.5%	91.5%	90.5%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	100.0%	No change	100.0%	100.0%
Character development program	Good	Up from Below Averag	Excellent	Excellent
Dollars spent per pupil**	$6,300	N/A	$7,180	$7,680
Percent of expenditures for instruction**	55.4%	N/A	70.7%	66.8%
Percent of expenditures for teacher salaries**	54.8%	N/A	69.8%	66.0%
ESEA composite index score	100.0	Up from 99.2	98.0	85.7

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

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	40	101	73
Percent satisfied with learning environment	100.0%	99.0%	93.1%
Percent satisfied with social and physical environment	100.0%	98.0%	94.6%
Percent satisfied with school-home relations	100.0%	99.0%	80.5%

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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Monarch Elementary is a beautiful LEED certified facility housed on six acres in Simpsonville, South Carolina. We are a neighborhood school with the majority of our student population residing within a two mile radius. Monarch was a 2013-2014 Palmetto Gold Award Winner for Academic Performance. ⊠

Monarch is the first elementary school in the state and one of the few in the nation with a focus on Health Sciences. Project-based experiences and learning menus are the norm. A rigorous and relevant curriculum ensures each student is academically advantaged. A partnership with Greenville Health System and generous contributions from Friends of Monarch and the Roper Mountain Science Center provide students with inquiry-rich experiences. Clinical speakers and other experts in the field of Health Sciences provide authentic career and curriculum-connections. ⊠

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

Capitalizing on research that supports healthy movement, all students in pre-kindergarten through fifth grade have rocking chairs designed by the Pediatric Therapy Network. Brain Breaks are incorporated during the school day. ⊠

Students benefit from a technology-rich campus. The upper-grade 1:1 iPad initiative promotes inquiry and allows students to check-out eBooks. In addition to a computer lab, Monarch has a technology lab which features three Promethean ActiveInspire tables, a Promethean ActivBoard, thirty Dell Tablets, and unique software that enriches learning experiences for the students. WKID, the Monarch morning show, is written and produced by students.⊠

Monarch enjoys a high level of parental involvement with a supportive PTA that is an integral part of our school. PTA fundraising efforts focused on curriculum, technology, and playground equipment. During 2013-2014 Monarch logged 12,815 volunteer hours. ⊠

Monarch is fortunate to have a hard-working School Improvement Council. In addition to focusing on safety measures, SIC was an essential part of creating the School Portfolio and participating in the self-study for AdvancED. The level of input provided shaped specific strategies in our Action Plan. SIC worked with stakeholders to write the "Report to Parents" and the Report Card Narrative for SDE. Serving as a Guidance Advisory Council and providing input about the use of school funds are other roles SIC performed. ⊠

Mrs. Vaughan Overman, Principal   Jon Soncrant, SIC Chair⊠

Website Link to 2013-14 School Report Card
and
Website Link to 2013-14 ESEA (Federal Accountability Rating System)