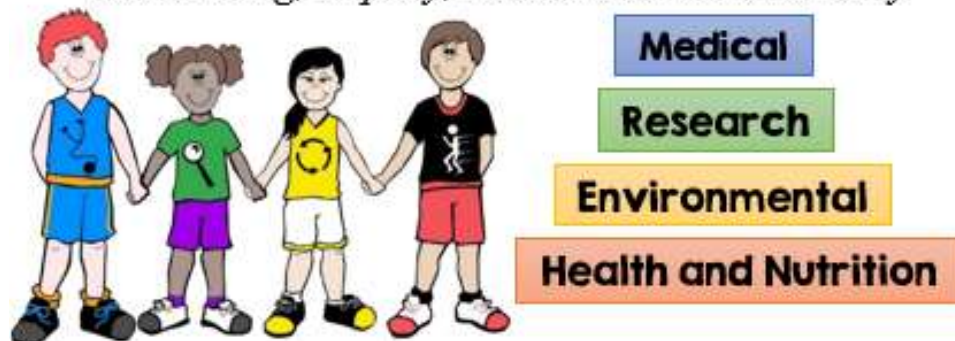


Monarch Elementary

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 2016-17**

Vaughan Overman, Principal

224 Five Forks Road ~ Simpsonville, SC 29680

Phone: 864-452-0600 ~ Fax: 864- 452-7477

Website: www.greenville.k12.sc.us/monarch/

**Greenville County Schools
Burke Royster, Superintendent**

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL

GREENVILLE COUNTY SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 (*five years*)SCHOOL RENEWAL ANNUAL UPDATE FOR 2017-2018 (*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. §§9-16-1300 and §§9-139-10 *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 a affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Crystal Ball O'Connor		
PRINTED NAME	SIGNATURE	DATE

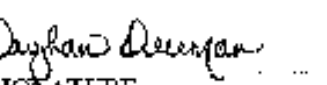
SUPERINTENDENT

Dr. W. Burke Royster		3/31/17
PRINTED NAME	SIGNATURE	DATE

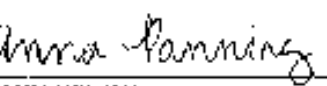
CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Christine Bassom		3/28/17
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Vaughan Overman		3-28-17
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Anna Panning		3-28-17
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 225 Five Forks Road
Simpsonville, SC 29682

SCHOOL'S TELEPHONE: (864) 452-0600

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

SDE STAKEHOLDER INVOLVEMENT

(Mandated Component)

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

- | <u>POSITION</u> | <u>NAME</u> |
|---|-------------------------|
| 1. PRINCIPAL | <u>Vaughan Overman</u> |
| 2. TEACHER | <u>Keeley Crowley</u> |
| 3. PARENT/GUARDIAN | <u>Lori Quarles</u> |
| 4. COMMUNITY MEMBER | <u>Katie Tuten</u> |
| 5. SCHOOL IMPROVEMENT COUNCIL | <u>Christine Bussom</u> |
| 6. Read to Succeed Reading Coach | <u>Anna Panning</u> |
| 7. School Read to Succeed Literacy Leadership Team Lead | <u>Anna Panning</u> |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

<u>POSITION</u>	<u>NAME</u>
Assistant Principal/Admin Team	Mark Loach
Guidance/Admin Team	Caroline Coy/Laurie Crouch
Instructional Coach/Admin Team	Melodie White
SIC/Teacher	Steven Sokohl
PTA Member/Business Partner	Dr. Chris Wenderoth
Kindergarten Team Leader	Riley Grant
First Grade Team Leader	Amanda Cole
Second Grade Team Leader	Vonnie Cockerill
Third Grade Team Leader	Sara Roe
Fourth Grade Team Leader	Katie Drennon
Fifth Grade Team Leader	Steven Sokohl
SP ED/SP Area Team Leader	Liz Bowman
PTA President	Nancy Sheppard

*Monarch Read to Succeed Literacy Leadership Team: Vaughan Overman, Mark Loach, Melodie White, Anna Panning, Robbie Kane, Alexis Moore, Margaret Stephenson, Kristen Cloninger, Emily Gilstrap, Martha Reed, Ashley Corbin, Marsha Basanda, Steven Sokohl

***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.

SDE ASSURANCES
(Mandated Component)

Act 135 Assurances

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

- ✓ **Academic Assistance, PreK-3**
The district makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- ✓ **Academic Assistance, Grades 4-12**
The district makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- ✓ **Parent Involvement**
The district encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
- ✓ **Staff Development**
The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.
- ✓ **Technology**
The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- ✓ **Innovation**
The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.
- ✓ **Collaboration**
The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

- ✓ **Developmental Screening**
The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
- ✓ **Half-Day Child Development**
The district provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
- ✓ **Developmentally Appropriate Curriculum for PreK-3**
The district ensures that the scope and sequence of the curriculum for PreK-3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
- ✓ **Parenting and Family Literacy**
The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.
- ✓ **Recruitment**
The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
- ✓ **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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The school operates under governance and leadership that promote and support student performance and school effectiveness.	
<i>AdvancED Standard 4: Resources and Support Systems</i>	
The school has resources and provides services that support its purpose and direction to ensure success for all students.	
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<i>AdvancED Accreditation Standard 1: Purpose and Direction</i>	
The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	
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The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.	
<i>AdvancED Standard 5: Using Results for Continuous Improvement</i>	
The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.	
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The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.	
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The school operates under governance and leadership that promote and support student performance and school effectiveness.	
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<i>AdvancED Standard 4: Resources and Support Systems</i>	
The school has resources and provides services that support its purpose and direction to ensure success for all students.	

Introduction

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

The creation of and updates to our portfolio have evolved with broad community and staff input. Faculty Focus meetings, Team Focus planning, students, SIC, and PTA communicated input for continuous improvement. Our school website, marquee, Facebook, PTA website, Curriculum Focus (academic grade level information), class newsletters and teacher websites (classroom) are avenues that provide information to our school community. School Messenger is also a tool used as a toll for communication. 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), Christine Bussom, (School Improvement (SIC) Chair), Caroline Coy, Laurie Crouch (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. AdvancED Self-Assessments were also considered by Core Task Teams.

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.

School Portfolio Committees

Core Task Teams	Roles	Stakeholder Involvement
School Profile Advanced Standard 2: Governance and Leadership Advanced Standard 4: Resources/Support Systems	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Describe endeavors that document success Define problems and offer possible solutions 	All teachers offered input via horizontal teams to update this section.
Mission, Vision, Beliefs Advanced Standard 1: Purpose and Direction	<ul style="list-style-type: none"> Explain why we do the things that we do 	Staff /PTA /SIC Student Council National Junior Beta Club
Student Achievement Advanced Standard 3: Teaching and Assessing for Learning Advanced Standard 5: Using Results for Continuous Improvement	<ul style="list-style-type: none"> Analyze academic data and track trends over time Provide input for Action Plan 	Strategies and updates were compiled by horizontal and vertical teaming. Read to Succeed Leadership Team / Student Centered Learning Team
Teacher/Admin Quality Advanced Standard 2: Governance and Leadership	<ul style="list-style-type: none"> Target a goal with strategies that promotes student achievement 	Grade Level Representatives
School Climate Advanced Standard 4: Resources/Support Systems	<ul style="list-style-type: none"> Analyze survey results Provide input for Action Plan 	School Improvement Council <i>Let's Be Friends</i> Team
Action Plan Advanced Standard 3 – Teaching and Assessing for Learning	<ul style="list-style-type: none"> Document strategies and timeline for continuous improvement 	Monarch staff coupled with input from the school community
Professional Development	<ul style="list-style-type: none"> Provide a 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, South Carolina Palmetto Assessment of State Standards (SC PASS) tests, Iowa Test of Basic Skills (ITBS), and stakeholder input. ACT Aspire was a timed test administered to third, fourth and fifth graders in 2014-2015. ACT Aspire involved Writing, English, Reading and Math. In 2016 a new state test, SC College and Career Ready (SC READY) Assessments in ELA and Math were administered to third, fourth, and fifth graders. In spring 2016 fourth and fifth graders took SCPASS Science and SCPASS Social Studies. Monarch Elementary will track trends over time as data becomes available. ***Student academic achievement is a top priority.***

Needs Assessment for Student Achievement

- Monarch has received Excellent Report Card ratings yearly.
- Monarch has been the recipient of Palmetto Gold awards.
- Mathematics trend data from the past three years documents high performance levels with the markers used to define success.
- Based on SC Ready English data writing remains an area of focus. The format used to assess students on our newest state test requires students to respond with a text dependent analysis (TDA) approach.
- The majority of our students have scored met and above on SCPASS Science for the past three years. This trend has continued with 91.3% of fourth graders and 88.2% of fifth graders scoring met or above in spring 2016.
- On SCPASS Social Studies the majority of our students have scored met and above the past three years. This trend has continued with 94.8% of fourth graders and 92.4% of fifth graders scoring met or above in spring 2016.

Needs Assessment for Teacher/Administrative Quality

- 100% of our teachers are “Highly Qualified”
- Six teachers are Nationally Board Certified and two other teacher are currently going through this process.
- Strengths identified by parents include Monarch’s focus on student achievement, varied teaching strategies and learning activities, and the use of technology for learning.
- Areas for improvement identified by parents include access to support services and meeting the individualized learning needs of our students.
- Students consistently noted strengths as doing project-based learning (PBL), using technology, and the learning environment.
- Weaknesses noted by students are not enough field trips, not having more iPads, and when teachers are not fair.

Needs Assessment for School Climate

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

Significant Challenges

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

Funding for leveled text to support our 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. For the past two years intermediate grades combined Boosterthon funds to purchase text that supports differentiation. Our Media Specialist has used Book Fair profits to purchase informational text. ***Fountas and Pinnell has changed how reading is taught. Balanced Literacy has provided a measure of best practice across grades.***

The South Carolina standards will remain an instructional focus at Monarch. Rubicon-Atlas is one measure Monarch uses in unit planning. Ninety-three percent of teachers have been trained by the Buck Institute of Education. ***With an integrated PBL curriculum approach Monarch has changed how curriculum is learned and how learning is assessed.***

Funding for the level of technology needed to ensure our students are being prepared for future careers and for on-line district and state testing is needed. In alignment with a focus on technology, PTA supported this challenge by purchasing Dell Chromebooks. ***An increased focus on technological opportunities means a change in how curriculum is learned and how students will show what they know and are able to do.***

Accomplishments and Achievements

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

Curriculum Implementation of Standards

A project-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.

Curriculum-based PTA Events (past 3 years)

- 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
- Book Bingo

State Recognitions (past 3 years)

- Palmetto's Finest Winner (2016-17)
- Palmetto's Finest Finalist (2016-17)
- Palmetto Gold awards
- TransformSC Recipient (2016-17)
- PTA Membership awards
- SC Department of Education Distinguished Arts Program Grant (\$37,000.00)
- SC PTA Reflections winners
- Charleston Honors Choir participants
- South Carolina Elementary Honors Choirs
- Safe Kids Upstate awards
- FLL Robotics awards

District Recognitions (past 3 years)

- 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 Gold Finalists
- SC PTA Reflections winners
- Basketball Hoop Shoot District and State winners
- Roper Mountain Science Center Festival of Lights Holiday Card winners
- School Health Index \$1000 recipient from LiveWell Greenville.
- Safe Kids Upstate awards
- American Heart Association Gold Achievements
- GCPS Top 10 Teacher of the Year
- Jump Rope for Heart awards
- FLL Robotics awards

Student Council Projects (2016-17)

- Food Drive
- "Toys for Tots"
- Pennies for Patients
- Ronald McDonald House
- Partnered with the Humane Society
- Classroom Suggestion Boxes

National Junior Beta Club Projects (2016-17)

- Partnered with the Humane Society (several projects)
- Participated with Adopt- a-Cop
- Making Book binders
- Service Learning (Community)

School Profile

2016-17 Profile*



Monarch Elementary

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

Grades: 4K - 5th Grade

Enrollment: 895

School Location: Near Five Forks in Simpsonville

[School Directions](#)

Principal: Vaughan Overman
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
- SC PTA Volunteer of the Year 2012-2013
- 100% PTA Membership Award 2012-present
- 2012-2013 PTA Top 10 Membership Award (106%)
- PTA 500 Member Club 2012-present
- 2012-2013 PTA River Oak Leaf Association
- Safe Kids Upstate School 2012, 2013, 2014
- 2012-2013 PTA State Reflection Winners
- Spring Sing participants 2012, 2013, 2014
- Charleston Honors Chorus participants 2012, 2013, 2014
- 2012-2013 Greenville County Schools Science Teacher of the Year
- Roper Mountain District Science Center Fair winners 2013, 2014
- 2012-2013 District Basketball Hoop Shot winners
- 2012-2013 RMSC Holiday Lights First Place
- 2013-2014 RMSC Holiday Lights First Runner-Up
- 2014-15 Teacher of the Year Top Ten Finalist
- FLL Lego Robotics District Competitions
- Recipient of Grants totaling over \$50,000
- 2012, 2013 United Way Campaign Awards of Excellence
- Jump Rope for Heart honors 2012, 2013, 2014
- Palmetto Gold Achievement Award 2013-2014

For a closer look...

For more indepth 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, visit our website at www.greenville.k12.sc.us, or watch The Schools Channel (Charter Cable Channels 14 and 99)



*Note: School Information is Revised Annually by December 1.

Facilities

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

Faculty Profile

- Administrators: 2
- Teachers/Professional Staff: 61
- Support Staff: 25

Outstanding Features/Programs

- Race to the Finish
- Ask an Expert
- "Grandparents Week"/Book Fair
- "Scientists-on-Site"
- "South Carolina in Review" Play
- "WKD 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 Teams
- Living History Experience
- Monarch Educational Extenders
- Monarch Mentors
- Monapalooza Carnival
- Monarch Spirit Rock
- Mount
- Partnership with the Greenville Health System (GHS)
- Problem/project-based Learning
- PTA Curriculum Based Events
- Reading Intervention (K5-3rd)
- 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 Events
- Student Council
- Veterans Day Program
- Washington, DC Field Trip
- Art Museum
- Graduation +

The Community of Monarch Elementary

Monarch is a beautiful LEED certified facility housed on six acres in Simpsonville, a suburban area, in the Upstate of South Carolina. We opened in August 2012 to ease overcrowding in four nearby schools. We are a neighborhood school with the majority of our student population residing within a two mile radius. Our school was built to house 1,000 students and currently has an enrollment of 872. Our attendance area consists of apartment complexes and subdivisions which vary from small tract houses to larger homes in more expensive neighborhoods.

The student capacity for our school is an indicator of the popularity of this area. The student capacity for Monarch and that of nearby schools is an indicator of the popularity of this area. Monarch's number of classrooms accommodates the following: 10 kindergartens, 9 first grades, 9 second grades, 8 third grades, 7 fourth grades, and 6 fifth grades.

Simpsonville offers a charming downtown, a variety of festivals, and convenient interstate highway access. City leaders are committed to promoting economic development. The population of the Simpsonville area which entails all of the 29680 and 29681 zip codes has enjoyed a steady and sustained growth over several decades and expects that trend to continue. Large employers in our area include the Greenville Health System, Michelin Tire Corporation, General Electric, and BMW. Parental occupations range from self-employed business owners, government employees, medical professionals, to engineers. Parent employment also includes hourly workers from restaurants and retail stores. Income varies from two salaried parents to single income families.

Parents are extremely supportive of our school culture and take a vested interest in all facets of school life. Starting with our youngest learners in Kindergarten and continuing through fifth grade, parents desire well-rounded educational experiences for their children. Parents expect their children to be academically challenged with the goal of being prepared for middle school and beyond. For the current school year, a student attendance rate of 98.2% supports evidence that our parents value education. We have logged 52,293.05 volunteer hours over the past four years as documentation of a high level of parent and community involvement. Our tagline, *Celebrating Inquiry, Innovation and Creativity*, is embedded in our school culture. Project-based learning exhibitions and visual and performing arts performances showcase the originality and talents of our students.

With a focus on Health Sciences and a project/problem-based learning (PBL) approach the community has welcomed the uniqueness of our campus. We give students an early exposure to a range of careers and challenges through a partnership with a local hospital system as well as other business partners. The demand for future student placement from the neighboring areas is immense. Citizens and business partners have supported us by leading engineering activities on S.T.E.A.M. Day, fielding questions for Seeking Solutions (fifth grade inventions), and sharing their time and expertise throughout projects.

Monarch enjoys a high level of parental involvement with a supportive PTA that is an integral part of our school. Monarch proudly logs an average of 15,119.01 volunteer hours each year. Our PTA Spirit Rock has already become a favorite tradition for families. On any given day, parents can be found volunteering in classrooms, serving on Lunch Relief Duty, creating bulletin boards for teachers, participating in SEEDS 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), a 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. Collaborative community partnerships have contributed to the success of Monarch. Teachers have been instrumental in securing funding through Donors Choose grants.

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 6 kindergarten teachers and 6 kindergarten para-professionals, 8 first grade teachers, 7 second grade teachers, 7 third grade teachers, 5 fourth grade teachers, and 6 fifth grade teachers. Monarch has a media specialist with a full-time assistant, 1 full-time and 1 part-time speech therapist, 2 full-time resource teachers, 1 full-time and one part-time Response to Intervention (RtI) teacher, 1 full-time Literacy Coach, 1 part-time English as a Second Language (ESOL) Learners teacher, 1 full-time and 1 part-time challenge teacher, 3 full-time and 6 part-time related arts teachers. Staff also includes a principal, assistant principal, secretary, attendance clerk, office clerk, school nurse, 2 full-time school counselors, and an instructional coach. Monarch has a plant engineer, 5 environmental stewards, a cafeteria

manager and 5 café workers. Monarch has a male assistant principal, two male teachers, three 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

2015-16 Teacher Experience						
Years of Experience	0-1	2-6	7-10	11-14	15-21	22+
Number of Teachers	7	10	8	5	3	5

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

These tables provide additional data that represents our teachers.

Nationally Board Certified Teachers	
2012-13	5
2013-14	6
2014-15	6
2015-16	6
2016-17	6

Teacher Attendance Rate	
2012-13	95.6%
2013-14	96.8%
2014-15	96.4%
2015-16	96.2%
2016-17	96.3%

Student Population

Our children are our greatest treasures. Students are well-behaved and respectful. Leadership roles are afforded our students via National Junior Beta Club, Student Council, Library Cadets, WKID (morning news show), *Let's Be Friends*, Book Buddies, Monarch Marathoners Running Club, Battle of the Books team, Chess Club, Lego Robotics Team, class jobs, and Safety Patrols.

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

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

2015-16 Gender Distribution by Grade Level							
	4K	K	First	Second	Third	Fourth	Fifth
# of Boys	15	70	74	99	65	51	70
# of Girls	4	81	81	72	93	66	55

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

Data Source: PowerSchool

The following data shows the ethnicity of our student population.

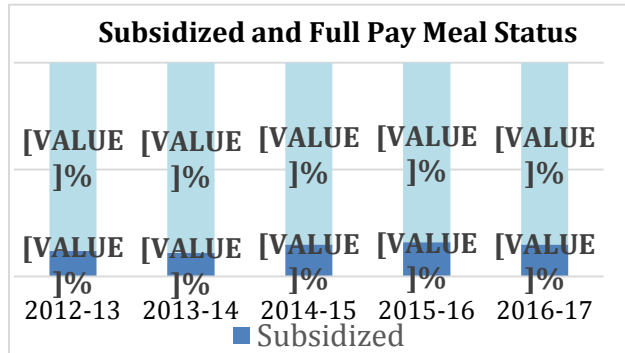
<i>Ethnicity</i>	2012-13 693 Students	2013-14 766 Students	2014-15 843 Students	2015-16 894 Students	2016-17 873 Students
Asian	4%	5%	6%	5%	6%
African-American	7%	6%	8%	8%	7%
Hispanic	4%	5%	4%	5%	5%
Caucasian	79%	80%	78%	78%	77%
Two or more races /Other	6%	4%	4%	4%	5%

Data Source: PowerSchool

The following data provides the attendance rate of our students.

Student Attendance Rate				
2012-13	2013-14	2014-15	2015-16	2016-17
97.1%	97.5%	97.7%	98%	97.1%

This data shows the meal status of our student population.



	Subsidized Meals			Enrollment
	Free	Reduced	Full Pay	
2012-13	64	14	615	693
2013-14	55	27	684	766
2014-15	103	25	723	851
2015-16	102	38	754	894
2016-17	105	28	740	873

Data Source: GCS Health and Nutrition Report

To support the learning needs of our population Monarch has a Gifted and Talented (Challenge) Program, offers Response to Intervention (RtI) services, Literacy Coach support, and Resource services. RTI is a preventative academic program that serves small groups of students with emphasis on letter names, letter sounds, phoneme segmentation, nonsense words, phonics and reading. Students in kindergarten and first grade are benchmarked three times a year. Children who qualify for the program have progress checks through AIMSweb every ten days. When children consistently meet targeted benchmarks they are no longer in need of this service. If students do not show progress through the RTI program, they may be referred to the Assistance Team for further evaluation. Data is used to track specific needs for each student.

Our Resource Inclusion Model allows for in-class curriculum support that affords students with the least restrictive environment. Students not in special education benefit from having an extra teacher in the classroom.

Resource Services for 2016-2017					
# of Students Served by Grade Level and Category					
	Math	Reading	Writing	Adaptive	Behavior
K					1
1st	1	3	4	1	4
2nd	1	3	4		3
3rd	3	2	3	2	3
4th	5	8	9	2	1
5th	7	5	6	1	1

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.

Speech and Language Program			
	4K Students	5K Students	1 - 5 Students
2012-13	4	14	34
2013-14	5	12	49
2014-15	1	9	45
2015-16	1	7	49

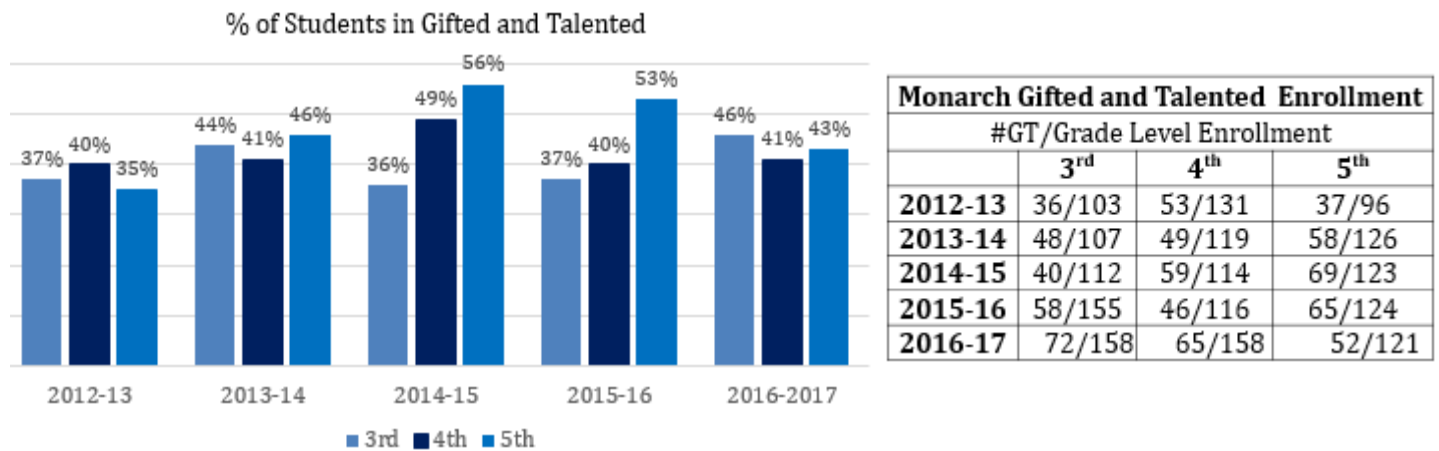
2016-17

2

13

55

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



Special Features

Monarch uses innovative measures rich in best practices. Monarch is the first elementary school in the state and one of the few in the nation to focus on **Health Sciences. Project-based learning (PBL)** experiences and learning menus are the norm. A rigorous and relevant curriculum ensures each student is academically advantaged. A **partnership** with 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 created a butterfly garden with the partnership of a local Eagle Scout troop, community volunteers, and a local landscaper. PTA is supporting this initiative with funding. The framework of the garden was laid in the shape of a butterfly.

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

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

Students benefit from a technology-rich campus. An upper-grade 1:1 iPad initiative promotes inquiry and allows students to check-out eBooks. With PTA and school funds Chromebooks have been purchased yearly.

In addition to Promethean Boards in all instructional areas, Monarch has a *Tech“knowledge”y 1 Lab* (30 desktops), a *Tech“knowledge”y 2 Lab* which features three Promethean ActivInspire tables, 30 Dell Tablets, and a Promethean ActivBoard. Related Arts has a classroom set of iPads designated for classroom instruction. In the music classroom, students benefit from a technology rich music curriculum called Graves Marvelous world of music. All teachers have 8.1 Windows laptops and additional iPads were purchased to meet the needs of our growing student population. WKID, the Monarch Morning Show, is produced by students.

A project-based learning (PBL) environment is evident at Monarch. Monarch has been selected as a TransformSC school. This means Monarch meets the Gold Standards for how project-based learning is done at Monarch. PBL is embedded in our school culture.

Let's Be Friends, our character education program, was adapted from the Ophelia Project, and implemented by our school counselors. Students participate in role-play scenarios, brainstorming, and group projects to practice character-building behaviors. Students are encouraged to share experiences of social interactions, which often inspires them to discuss and/or adopt new positive social behaviors. All students' unique personalities and abilities are highlighted, and students are encouraged to explore the possibilities of strengths they have yet to discover. This curriculum has been supplemented with an anti-bullying assembly presented by the South Carolina Children's Theatre, and with an assembly on character presented by motivational speaker Shawn Golden.

Skills learned in the *Let's Be Friends* curriculum have laid the foundation for school counselors' current focus on careers and the school-to-work connection. Those "friendship-building" behaviors have been translated into the term "soft skills", and are emphasized as critical for success in the workforce. Students have learned that in order to be hired and remain employed, it's important to demonstrate the virtues of honesty, a strong work ethic, kindness, teamwork, and respect for others.

Professional Development for each school year is based on school and district initiatives and staff feedback.

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

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

Instruction must include:

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

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

Assessment must include:

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

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

Environment must include:

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


Data Analysis and Needs Assessment

Student Achievement Needs Assessment

Quantitative data is analyzed by our school and used to promote continuous school improvement. Data is also used to help use decide how to allocate our resources. Our school-wide data is shared with our school community. Teachers share individual student data with parents. *For the 2016-17 school year SC Ready ELA and SC Ready Math will be administered to 3rd, 4th and 5th graders. SCPASS Science and SCPASS Social Studies will be administered to 4th and 5th graders.*

2016-17 Test Data

Iowa Assessments 2016 School Summary for Grade 2



Iowa
Assessments®

SCHOOL SUMMARY
iowa Assessments™

South Carolina Grade 2 Gifted and Talented Testing Program

School: Monarch Elementary
District: GREENVILLE COUNTY

Form-Level: F-7
Test Date: 11/2016
Norms: 09/23 2011
Grade: 2

Page: 1

	English Language Arts							Mathematics			CORE COMPOSITE	Social Studies	Science	COMPLETE COMPOSITE	
	Reading	Language	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Mathematics	Composition*	MATH TOTAL					
Monarch Elementary 2301120 Level: 7 iowa Assessments/CogAT															
Number of Students Included	144							144		144					
Average Standard Score (SS)	168.8							164.6		164.6					
Average Predicted Standard Score (PSS)	161.1							159.4		159.4					
Difference (SS-PSS)	7.7							5.2		5.2					
National Percentile Rank of Average SS	80							74		74					
National Percentile Rank of Average PSS	65							61		61					
Difference (NPR-PNPR)	15							13		13					
iowa Assessments															
Number of Students Tested = 144															
Number of Students Included	144							144		144					
Average Standard Score (SS)	168.8							164.6		164.6					
National Percentile Rank of Average SS	80							74		74					
Percent of Students in NPR Range 75-99	61							50		50					
50-74	20							27		27					
25-49	13							15		15					
1-24	6							8		8					
National Stanline of Average SS	7							6		6					

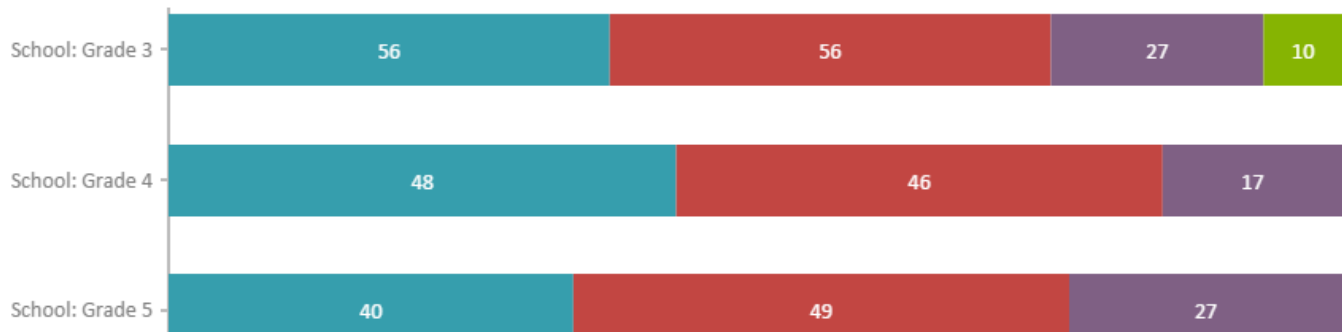
For the current school year the IOWA Assessments data is available. *IOWA Assessments were administered to second graders in November 2016.*

2015-16 Test Data

SC College and Career Readiness (SC Ready) Assessments

■ Exceeds Expectations
 ■ Meets Expectations
 ■ Approaches Expectations
 ■ Does Not Meet Expectations

SC Ready ELA (2015-2016)



Our school-wide performance for SC Ready ELA shows that 76.1% of our students met or exceeded expectations. After examining data, our teachers met to identify ways to improve student writing. Our plan is to make sure that we are using common vocabulary for the writing process on a school-wide basis. The *Writing Strategies* Book by Jennifer Serravallo was purchased with professional development funds and is being used as a book study.

SC Ready Math (2015-2016)



Our school-wide performance for SC Ready Math shows that 81.2% of our students met or exceeded expectations.

SCPASS Science 2015-16

Grade	# Tested	% Not Met	% Met	% Exemplary	% Met/Exemplary	Mean
4 th	117	9.4	60.7	29.9	90.6	452
5 th	121	11.6	44.6	43.8	88.4	595


Our students have scored higher than our district in all grades for each year that our students have taken SC PASS Science since Monarch opened. SC PASS Science Spring 2014 grade 3 and SC PASS Science Spring 2016 grade 5 show our lowest performance data. Our SC PASS Science scores have shown dips and spikes. After analyzing data, all grade levels have reflected on instructional units and increased the rigor in lessons.

SCPASS Social Studies 2015-16

Grade	# Tested	% Not Met	% Met	% Exemplary	% Met/Exemplary	Mean
4 th	117	6.0	38.5	55.6	94.0	679
5 th	121	7.4	27.3	65.3	92.6	512

Our students have scored higher than our district in all grades for each year that they have taken SC PASS Social Studies. SC PASS Social Studies Spring 2014 grade 3 shows our lowest performance data with only 83% of our students scoring met or exemplary. Teachers have revised unit plans and have an increased focus on academic vocabulary. Fifth grade teachers analyzed their data and realized that each team member had academic strengths that led to the decision to departmentalize for the 2016-2017 school year.

Iowa Assessments School Summary 2015-16 for Grade 2



SCHOOL SUMMARY

Iowa Assessments™

South Carolina Grade 2 Gifted and Talented Testing Program

School: Monarch Elementary

District: GREENVILLE COUNTY

Form Level: F-7

Test Date: 11/02/15

Name: 09/02 2011

Grade: 2

Page: 1

	English Language Arts						Mathematics			CORE COMPOSITE	Social Studies	Science	COMPLETE COMPOSITE
	Reading	Language	Vocabulary	ELA TOTAL	Writing Analysis	Listening	EXTENDED ELA TOTAL	Mathematics	Computation*				
Monarch Elementary 2301120 Level: 7													
Iowa Assessments/CogAT													
Number of Students Included	169		24					169		169			
Average Standard Score (SS)	169.3		172.8					166.1		166.1			
Average Predicted Standard Score (PSS)	161.0		157.3					159.3		159.3			
Difference (SS-PSS)	8.3		15.5					6.8		6.8			
National Percentile Rank of Average SS	81		82					77		77			
National Percentile Rank of Average PSS	65		56					61		61			
Difference (NPR-PNPR)	16		26					16		16			
Iowa Assessments													
Number of Students Tested = 172													
Number of Students Included	169		24					169		169			
Average Standard Score (SS)	169.3		172.8					166.1		166.1			
National Percentile Rank of Average SS	81		82					77		77			
Percent of Students in NPR Range 75-99	59		67					56		56			
50-74	25		29					26		26			
25-49	9							14		14			
1-24	7		4					5		5			
National Stanine of Average SS	7		7					7		7			

2014-15 Test Data

For the 2014-15 school year ACT Aspire was the measure used to assess 3rd, 4th and 5th graders in English, Reading, Writing and Mathematics. SCPASS Science and SCPASS Social Studies were administered to all or part of the students depending on the grade level.

% of Students with Ready or Exceeding Performance Levels on ACT Aspire 2014-15

ACT Aspire	English	Reading	Mathematics	Writing
Grade 3	86.2	50.4	85.3	26.8
Grade 4	85.6	57.7	81.4	40.5
Grade 5	92.2	73.3	80.2	35.3

Writing has been identified as an area of weakness. Writing had the lowest percentage of our students scoring ready or exceeding.

Iowa Assessments School Summary 2014-15 for Grade 2



SCHOOL SUMMARY Iowa Assessments™ South Carolina Grade 2 Gifted and Talented Testing Program

School: Monarch Elementary
District: GREENVILLE COUNTY

Form Level: F-7
Test Date: 11/20/14
Results: 09/23/2015
Grade: 2
Page: 1

	English Language Arts							Mathematics			CORE COM- POSITE	Social Studies	Science	COM- PLETE COM- POSITE
	Reading	Language	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Math- ematics	Compi- tation	MATH TOTAL				
Monarch Elementary 2301126 Level: 7 Iowa Assessments/CogAT														
Number of Students Included	154		1					154						
Average Standard Score (SS)	167.2		110.0					162.8						
Average Predicted Standard Score (PSS)	160.2		134.0					158.4						
Difference (SS-PSS)	7.0		-24.0					4.4						
National Percentile Rank of Average SS	77		1					70						
National Percentile Rank of Average PSS	63		12					59						
Difference (NPR-PNPR)	14		-11					11						
Iowa Assessments														
Number of Students Tested = 157														
Number of Students Included	154		1					154						
Average Standard Score (SS)	167.2		110.0					162.8						
National Percentile Rank of Average SS	77		1					70						
Percent of Students in NPR Range 75-99	58							47						
50-74	17							29						
25-49	16							16						
1-24	9		100					8						
National Stanine of Average SS	7		1					6						

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

Monarch Professional Development Calendar for 2016-2017

Focus Areas: Reading and Writing Strategies, Math Fluency, and PBL

- Team Focus meetings are held on Mondays during common planning (Overman/Loach/White/Presenters)
- Leadership Team Focus meetings are held on Fridays from 9:30-10:30 (Overman/Loach/Coy/Crouch/White)
- Team Focus Meetings are also held after Faculty Focus Meetings on Wednesday.

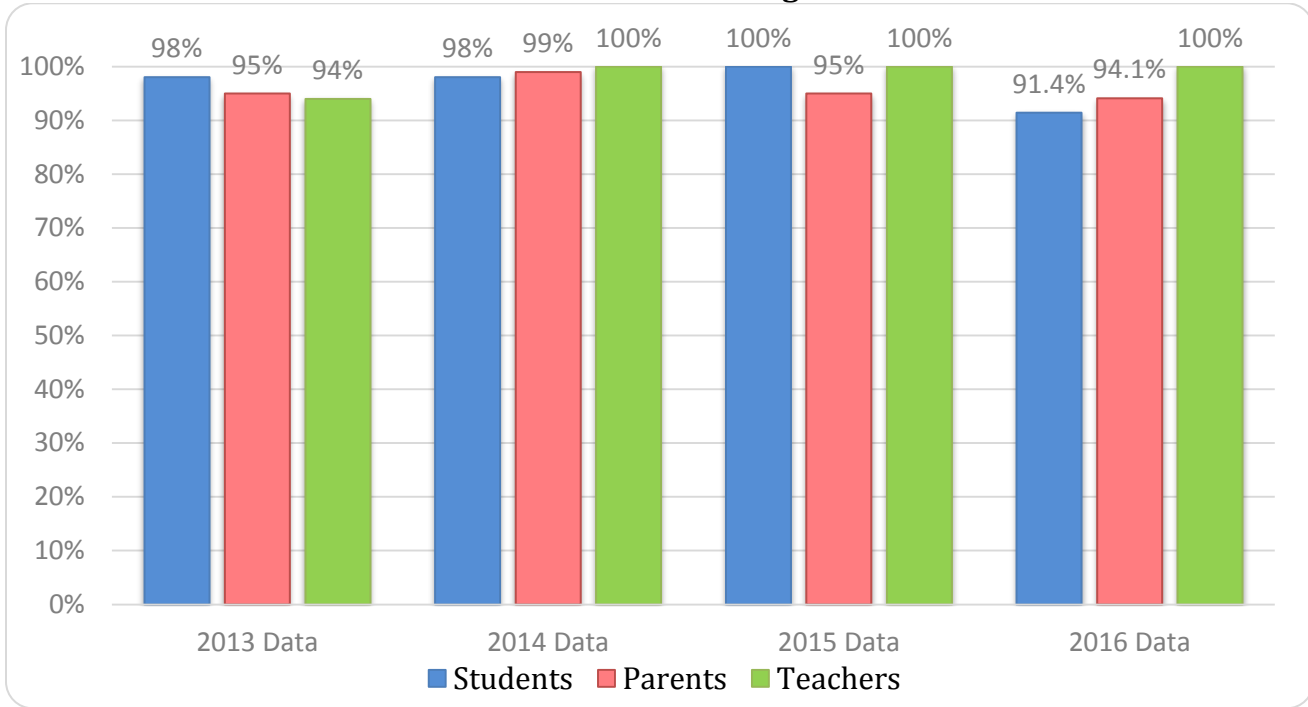
Date	Time	Focus
June 26 th	8:00-3:30	PBL with Buck Institute for Education Day 1 (Erin Gannon, Trainer)
June 27 th	8:00-3:30	PBL with Buck Institute for Education Day 2 (Erin Gannon, Trainer)
June 28 th	8:00-3:30	PBL with Buck Institute for Education Day 3 (Erin Gannon, Trainer)
August 11 th	2:30-4:30	The Interns: Bright Beginnings in August (Overman/Loach/White)
August 22 nd	Team Focus	Tell Me About MAP Testing (Overman/Loach/White)
August 31	3:00-4:00	Faculty Focus: Tell Me About Vertical Teaming (Overman/Loach/White)
September 7 th	3:00-4:00 4:00-5:00	1 Monarch Tech Time: Tell Me About Chromebook/Google Drive (Cushman) The Interns: Tell Me About Technology in September (Overman/Loach/White)
September 12 th	3:00-4:00	Running Records and Student Achievement (Panning)
September 19 th	3:00-4:00	The Interns: Instructional Decisions in September (Overman/Loach/White)
September 21 st	3:00-5:00	2 Monarch Tech Time: 3D Printer (Consultants)
September 26 rd	Team Focus	<i>The Reading Strategies</i> Book (Panning)
September 28 th	3:00-4:00	Faculty Focus: Tell Me About Erin's Law (Coy, Crouch)
October 5 th	3:00-4:00 4:00-5:00	3 Monarch Tech Time: Google Docs (King) Faculty Focus: SLO Strategies that Matter (White)
October 6 th	3:00-4:00	Monarchs Discover Educational Strategies (White)
October 11 th	3:00-4:30	Faculty Focus: Nonviolent Physical Crisis Intervention (CPI)
October 12 th	3:00-4:30 4:00-4:45	Faculty Focus: Nonviolent Physical Crises Intervention (CPI) The Interns: Tell Me About Best Practices (Overman/Loach/White)
October 13 th	8:00-3:30	PBL with Buck Institute for Education (Erin Gannon)
October 17 th	Team Focus	Prepare Me for CogAT/IA Testing (White/Loach)
October 19 th	3:00-5:00	Faculty Focus: Reflex Webinar and Math Facts Fluency (Consultant)
October 26 th	3:00-4:30	Faculty Focus: Tell Me About 504s and A-Team (Loach/Crouch/Coy/Smith)

Date	Time	Focus
November 2 nd	3:00-4:00	Faculty Focus: Tell Me About Google Slides (King)
November 7 th	Team Focus	PBL (Overman/Loach/White)
November 9 th	3:00-4:00	The Interns: Math Matters and Reading Rules (Overman/Loach/White)
November 16 th	Team Focus	<i>The Reading Strategies</i> by Jennifer Serravallo (Panning/White)
November 21	Team Focus	What does the data? (Overman/Loach/White)
November 30	3:00-4:00	Faculty Focus: What does the data? (Overman/Loach/White)
December 5 th	Team Focus	Assessing PBLs
December 7 th	3:00-4:00	Faculty Focus: Vertical Teaming (Overman/Loach/White)
December 12 th	3:00-4:00	The Interns:: SLOs and Mid-Year Data (Overman/Loach/White)
January 4 th	3:00-4:00	4 Monarch Tech Time: Google Docs (King)
January 9 th	Team Focus	Curriculum and PBL (White)
January 16 th	Team Focus	Curriculum and PBL (Overman/Loach)
January 18 th	3:00-4:00	<i>The Reading Strategies</i> by Jennifer Serravallo (Panning/White)
January 30 th	Team Focus	Learning Menus
February 8 th	3:00-4:00	Faculty Focus: Sharing the PBL Process
February 13 th	Team Focus	Assessing with Learning Menus and Rubrics
February 15 th	3:00-4:00	Faculty Focus: Revisiting the School Portfolio
February 22 nd	3:00-4:00	Faculty Focus: <i>The Writing Strategies</i> by Jennifer Serravallo(Overman)
March 1 st	3:00-4:00	Faculty Focus: Tell Me About Google Classroom
March 8 th	Team Focus	Celebrating PBL
March 15 th	3:00-4:00	The Interns: Reflect and Re-energize (Overman/Loach/White)
March 22 nd	3:00-4:00	Faculty Focus: Sharing Best Practices
March 29 th	3:00-4:00	Faculty Focus: Tell Me About Writing Strategies
April 3 rd	Team Focus	Looking Behind and Planning Ahead (Overman/Loach/White)
April 5 th	3:00-4:00	Monarch Tech Time: Tell Me About Google Classroom
April 19 th	3:00-4:00	Faculty Focus: Data Teams (Overman/Loach/White)
April 26 th	3:00-4:00	Faculty Focus: Vertical Teams (Overman/Loach/White)
May 3 rd	3:00-4:00	Faculty Focus: Tell Me About Advanced Google Tips
May 10 th	3:00-4:30	Faculty Focus: A Look Ahead: Building Classes
May 17 th	3:00-4:00	Faculty Focus: Fantastic Finishes and New Beginnings (On-site Experts)
May 31 st	1:30-3:00	Faculty Focus: Celebrating Student Successes/Faculty Luncheon
June 2 nd	1:30	Wrapping it UP

School Climate Needs Assessment

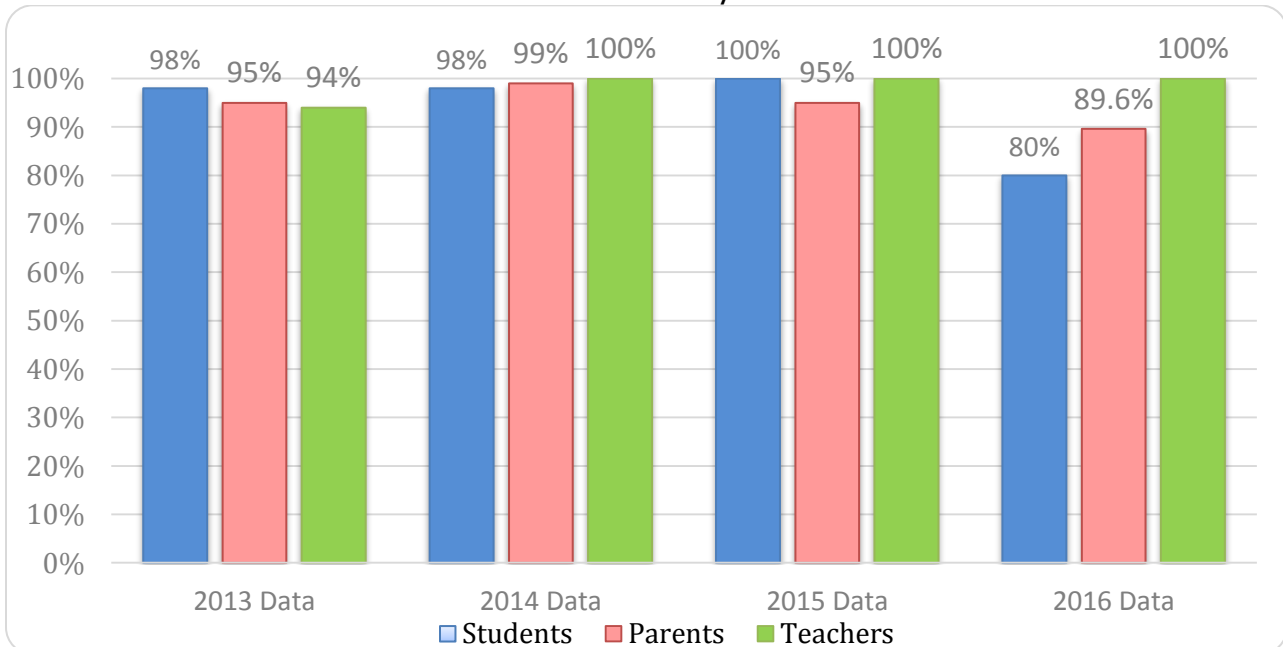
SDE Report Card Survey Results / April 2013, April 2014, April 2015, April 2016

% Satisfied with the Learning Environment



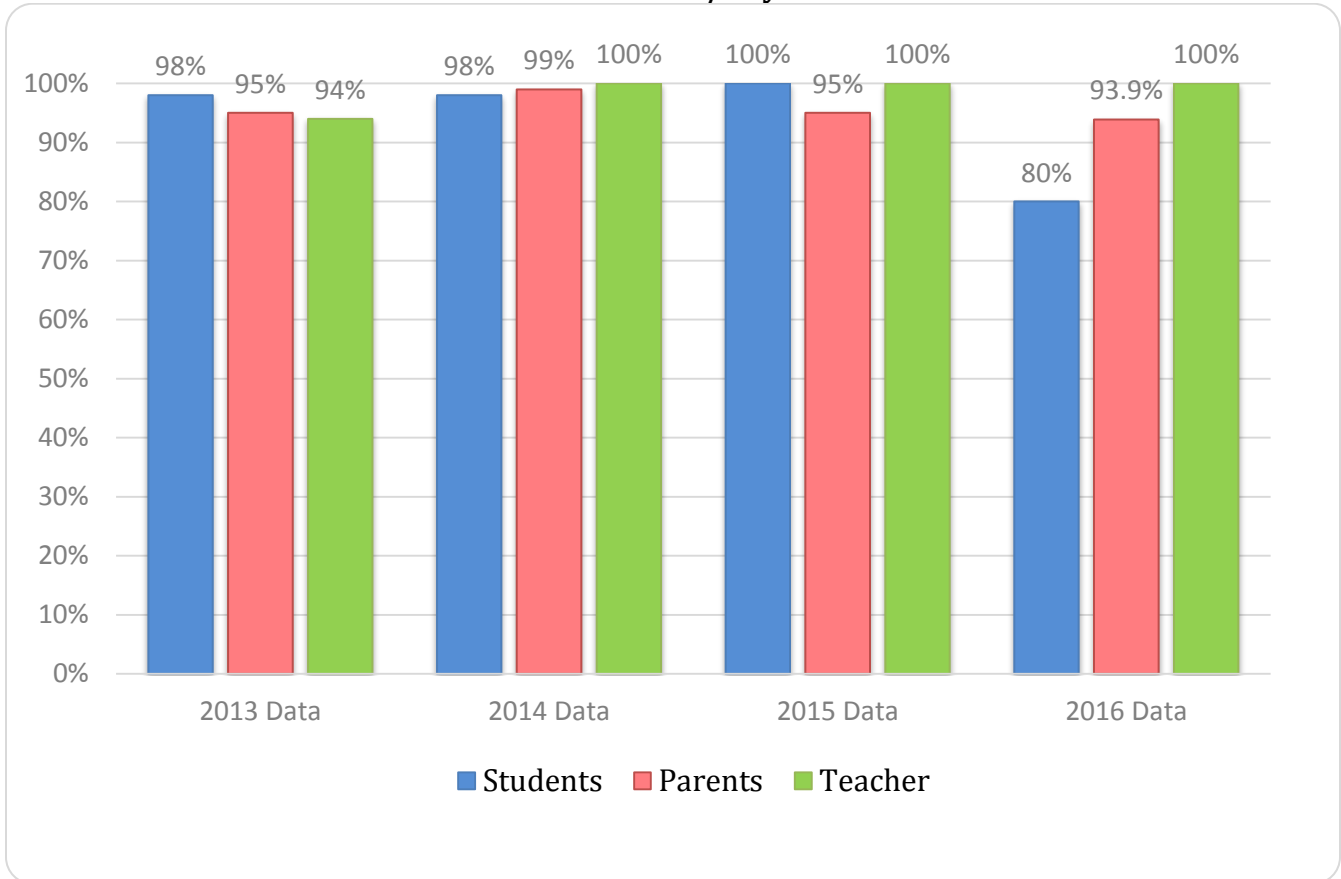
The SC SDE Report Card Survey data supports that students, parents and teachers are supportive of the learning environment at Monarch.

% Satisfied with the Home/School Environment



Tracked data documents that students, parents, and teachers are satisfied with the home/school environment. It is noted that in 2016 only 80% of students and 89.6% of parents responded in a positive manner.

% Satisfied with the Social/Physical Environment



Tracked data documents that students, parents, and teachers are satisfied with the social/physical environment. It is noted that in 2016 only 80% of students responded in a positive manner.

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

SC READY ELA

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

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

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

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

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

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

SC READY ELA	Baseline 2015-16	2016-17	2017-18
School Projected	X	79	82
School Actual	76.1		
District Projected	X	53	56
District Actual (ES only)	50		

Baseline data to be established in 2015-16.

SC READY 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 SC READY.

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

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

SC READY MATH	Baseline 2015-16	2016-17	2017-18
School Projected	X	84	87
School Actual	81.2		
District Projected	X	59	63
District Actual (ES only)	56		

Baseline data to be established in 2015-16.

SC READY % 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 SC READY.

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

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

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

SC SDE did not provide data for 2015-16.

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

SC SDE did not provide data for 2015-16.

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

SC SDE did not provide data for 2015-16.

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

SC SDE did not provide data for 2015-16.

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: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 93.5 %.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, increase the percentage of students scoring Met and Exemplary on SCPASS Science at or above 92.5 %.

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

SCPASS SCIENCE	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	93.5	93.5	93.5
School Actual	93.5	89.5		
District Projected	X	73.9	74.9	75.9
District Actual (ES & MS)	72.9	71.4		

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

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: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above 95 %.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, increase the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above 95 %.

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

SCPASS SOCIAL STUDIES	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	95	95	95
School Actual	95	93.3		
District Projected	X	82.2	83.2	84.2
District Actual (ES & MS)	81.2	78.8		

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

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

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

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

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

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

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	75 th percentile	84 nd percentile	77 th percentile	

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	76 th percentile	82 nd percentile	81 st percentile	

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

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

GOAL AREA 1: Raise the academic challenge and performance of each student.					
STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Focus: Performance Results Use data from school/ district/ state testing for instructional planning and to target student learning needs. School: Benchmarks, Common Assessments District: Rubicon-Atlas , Writing Prompts, Fountas and Pinnell levels, MAP Math/Reading State: ITBS, CogAT, SC PASS Science, SC PASS Social Studies, SC Ready Math, SC Ready Reading, SC Ready Writing	Yearly as data is available for district/ state tests August 2013 on-going to May 2018 for school	Admin IC K-5 th SP ED	\$300 for copying costs	Local Funds	<ul style="list-style-type: none"> Data trends tracked over time for district and state assessments Fountas and Pinnell data: Baseline / Mid-Year /End-of-Year Differentiated Instructional Plans MAP Strategies from Learning Continuum targeted for remediation and enrichment for reading/math
Focus: Subgroups Disaggregate SCPASS and SC Ready data by subgroups to identify any achievement gaps.	Yearly as data is available to March 2018	IC 3 rd -5 th 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/Spring	Admin IC 2 nd -5 th SP ED	\$350 yr. MAP Report	Local Funds	<ul style="list-style-type: none"> Learning Continuum Tutoring for Mastery Guided Math plans Balanced Literacy: <i>Guided Reading plans</i>
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	<ul style="list-style-type: none"> Curriculum Maps updated Team Focus meetings School/district training as noted on Portal (Attendance) Best Practices modeled/shared
Focus: Writing Integrate authentic writing throughout curriculum	Boot Camp 4/21/16 PD 2016-17	Admin IC Teachers	\$150 posters \$1000	School	<ul style="list-style-type: none"> Word Study Writers' Workshop Boot Camp The Writing Strategies Book by Jennifer S
Focus: Math Target fact fluency based on grade level standards	Ongoing 2015-16 2016-17	Admin IC Teachers	\$2000	School	<ul style="list-style-type: none"> Math Fluency Matters at Monarch initiative Reflex Math data

GOAL AREA 1: Raise the academic challenge and performance of each student.					
STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Focus: Writing Support vertical/ horizontal teams to ensure rigor and consistency with rubrics	Begin Middle End Yearly through 2018	Admin IC Teachers	None	n/a	<ul style="list-style-type: none"> Scoring expectations and consistency based GCS Writing Prompts rubrics Portable Editor's Checklists for students to self-monitor their writing process Evidence based writing in all core subjects
Focus: Reading Target reading fluency and comprehension skills	Ongoing 2015-2018 PD 2016-17	Admin IC Literacy Mentors Literacy Coach Teachers	Leveled Reading materials	 \$1000	<ul style="list-style-type: none"> F & P independent and instructional levels Reading strategies modeled through teacher-led think alouds /supported in small group instruction PD using The Reading Strategies Book by Jennifer S
Focus: Science and Social Studies Implement one new cross-curricular PBL per grade level	2015-2016 2016-2017 2017-2018	Admin IC 1 st – 5 th	PBL Materials	Support Sources: grants PTA	<ul style="list-style-type: none"> Coverage of new state standards as noted in instructional plans, learning menus, anchor charts, Science Lab schedule and rubrics Integrate Science and SS into reading, math and writing curriculum Project-based Learning
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	n/a	n/a	<ul style="list-style-type: none"> Common Assessments District Benchmarks Rubicon-Atlas
Focus: Vocabulary Use academic vocabulary/ common language	2014-2015 2015-2016 2016-2017 2017-2018	Admin IC 1 st – 5 th			<ul style="list-style-type: none"> 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%	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, 2	Fall 2014 Winter 2014 Fall 2015 ongoing	Admin IC PTA	\$4,000 <i>Purchase kits as funding allows</i>	PTA School	<ul style="list-style-type: none"> Benchmarks Kits checked-out Implementation checklist provided PAS-T Reading SLO includes F&P benchmarking data
Purchase leveled reading text yearly based on student reading levels and availability of funds	Spring 2014 Winter 2014 On-going to 2017-18	PTA Admin IC	\$20,000	PTA School	<ul style="list-style-type: none"> Leveled Reader Sets (Science/Math) <i>Discover Kids</i> magazines Novels with same topic but varied reading levels (Social Studies)
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	<ul style="list-style-type: none"> Instructional Plans Guided Reading materials 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			<ul style="list-style-type: none"> 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 – School Profile page – Students section

STUDENT ATTENDANCE	Baseline 2012-13	Planning Year 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	97.1	97.5	97.7	98	97.1	
District Projected	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.6	95.0	95.6	95.7		

PARENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of parents who are satisfied with the learning environment at or above 95% in 2012 to 95% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0 percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2012-13	Planning Year 2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	95	95	95	95	95
School Actual	95	99	95	94.1		
District Projected	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.1	88.1	89.8	90.1		

STUDENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of students who are satisfied with the learning environment at or above 98% in 2012 to 98% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0 percentage point(s) annually students who are satisfied with the learning environment.

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

	Baseline 2012-13	Planning Year 2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	98	98	98	98	98
School Actual	98	98	100	94.1		
District Projected (ES, MS, and HS)	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	82.7	81.6	83.9 (ES, MS, HS)	83.8 (ES, MS, HS)		

TEACHER SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who are satisfied with the learning environment from 94% in 2012 to 97% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .5 percentage point(s) annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #27

	Baseline 2012-13	Planning Year 2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	95	95.5	96	96.5	97
School Actual	94	100	100	100		
District Projected	X	92.5	93.0	93.5	94.0	94.5
District Actual	92.6	93.5	93.3	91.7		

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 #1

	Baseline 2012-13	Planning Year 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	95.0	100		
District Projected	X	93.9	94.3	94.7	95.1	95.5
District Actual	92.8	93.1	91.7	91.7		

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 Year 2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	93.8	98.0	98.0	98.0	98.0
School Actual	93.3	98.0	97.2	91.6		
District Projected	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.2	89.2	91.3	91.1		

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 Year 2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	100	100	100	100	100
School Actual	100	100	100	100		
District Projected	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.3	98.2	98.3	98.4		

GOAL AREA 3: 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	Admin Safety Team	n/a	n/a	<ul style="list-style-type: none"> Monarch Safety Plan Practice Drill Log
Focus: Safety Practice Address protocols for emergency conditions through training/drills	Annually with revisions as needed	Admin School Safety Team	\$200 Magnets Winter 2013	School	<ul style="list-style-type: none"> Safety Plan in-service School-wide Practice Drills Safe Schools Videos Informative door magnets Evacuation Route maps by classroom
Focus: Safety Training 100% of Monarch staff will complete the Safe Schools videos	Yearly by date set by the district	Assistant Principal	n/a	n/a	Mandated training verified on Portal

GOAL AREA 3: Provide a school environment supportive of learning.					
STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
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	<ul style="list-style-type: none"> • Training Session for Parents (Attendance) • Required documentation on file
Focus: Internet Safety Provide informative sources re technology usage and behavior expectations	2013-2014 through 2017-18 on-going	Admin LMS District Support	n/a	School	<ul style="list-style-type: none"> • Website • Staff Handbook • Student Planner • Documents for parents
Focus: Expectations Develop school-wide expectations for students	Fall 2013 Revised Fall 2016	Admin IC Guidance Teachers	Posters \$25	School	BEST Behavior Plan
Focus: Expectations Develop grade level behavior plans consistent with school-wide expectations	Fall 2013 Revised yearly through 2018	Admin IC Grade Level Chairs	n/a	n/a	<ul style="list-style-type: none"> • Management System consistency by grade level • Posted in classrooms
Focus: Character Education Implement <i>Leader in Me</i> Implement <i>Let's Be Friends</i>	Started Fall 2014 Started Fall 2016	School Counselors			<ul style="list-style-type: none"> • Leader in Me books purchased • Training on the 7 habits provided by school counselors • Long Range Plans • Lessons