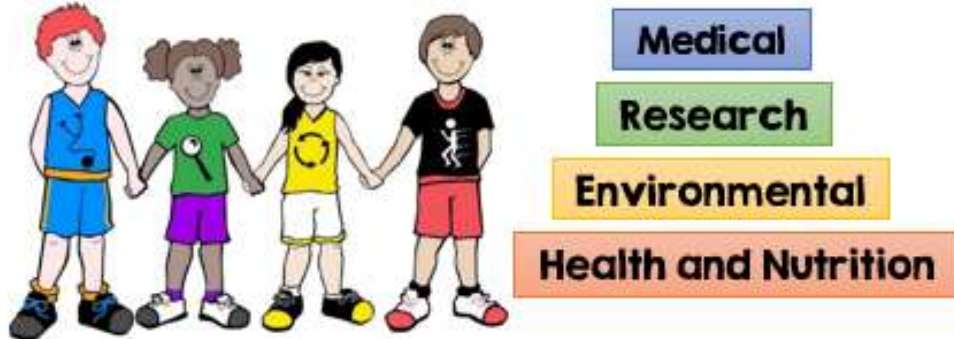


## **Monarch Elementary**

*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: 2018-19 through 2022-23**

Four Year Old Kindergarten – Fifth Grade  
Annual Update for 2017-18

**Vaughan Overman, Principal**

224 Five Forks Road ~ Simpsonville, SC 29681

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

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

**Greenville County Schools**

**Dr. W. Burke Royster, Superintendent**

## SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL NAME:** Monarch Elementary

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

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019** (*one year*)


### Required Signature Page

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

### Assurances for the School Renewal Plans

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

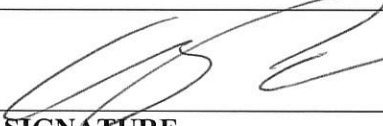
### SUPERINTENDENT

Dr. W. Burke Royster		8/15/18
PRINTED NAME	SIGNATURE	DATE

### PRINCIPAL

Vaughan Overman		5-31-18
PRINTED NAME	SIGNATURE	DATE

### CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylor		8/28/18
PRINTED NAME	SIGNATURE	DATE

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Christine Bussom		5-31-18
PRINTED NAME	SIGNATURE	DATE

### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Anna Panning		5-31-18
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 224 Five Forks Road, Simpsonville, SC 29681

SCHOOL TELEPHONE: (864) 452-0600

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

## STAKEHOLDER INVOLVEMENT FOR SCHOOL RENEWAL

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

- | <b><u>POSITION</u></b>                                    | <b><u>NAME</u></b>      |
|---|-------------------------|
| 1. PRINCIPAL  | <u>Vaughan Overman</u>  |
| 2. TEACHER  | <u>Keeley Crowley</u>   |
| 3. PARENT/GUARDIAN  | <u>Lori Quarles</u>     |
| 4. COMMUNITY MEMBER                                       | <u>Joe Corsello</u>     |
| 5. PARAPROFESSIONAL                                       | <u>Vickie Adair</u>     |
| 6. SCHOOL IMPROVEMENT COUNCIL MEMBER                      | <u>Christine Bussom</u> |
| 7. Read to Succeed Reading Coach                          | <u>Anna Panning</u>     |
| 8. School Read to Succeed Literacy Leadership Team Lead   | <u>Anna Panning</u>     |
| 9. School Read to Succeed Literacy Leadership Team Member | <u>Robbie Kane</u>      |

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

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

<b><u>POSITION</u></b>	<b><u>NAME</u></b>
Assistant Principal/Admin Team	Mark Loach
School Counselors/Admin Team	Caroline Coy/Laurie Crouch
Instructional Coach/Admin Team	Melodie White
SIC/Teacher	Atrez Flemings
PTA Member/Business Partner	Dr. Chris Wenderoth
Kindergarten Team Leader	Rachael Tatarinchik
First Grade Team Leader	Kristin Cloninger
Second Grade Team Leader	Emily Poynter
Third Grade Team Leader	Kristin Muse
Fourth Grade Team Leader	Ashley Corbin
Fifth Grade Team Leader	Marsha Basanda
SP ED/SP Area Team Leader	Kelley Hagan
PTA President	Nancy Shepard

\*\*Monarch School Literacy Leadership Team for Read to Succeed Literacy Vaughan Overman, Mark Loach, Melodie White, Anna Panning, Robbie Kane, Alexis Moore, Marsha Basanda, Emily Poynter, Mackenzie Ross, Franci Barnes, Martha Reed, Liz Collier, Joanna Anderson

**MONARCH STAFF 2017-2018**

Vaughan Overman	Principal
Mark Loach	Assistant Principal
Beth Heard	School Secretary
Marlene Vernon	Attendance Clerk
Heather Herrin	Office Clerk
Amy McGrail	Nurse
Laurie Crouch	School Counselor
Caroline Coy	School Counselor
Disha Briggs	Extended Day Director
Melodie White	Instructional Coach

**Kindergarten**

Reesie Maracich	Teacher
<i>Nancy Hwang</i>	Teaching Assistant
Mackenzi Ross	Teacher
<i>Monica Langston</i>	Teaching Assistant
Heather Shirley	Teacher
<i>Lynn Williams</i>	Teaching Assistant
Margaret Stephenson	Teacher
<i>Scarlett Mattison</i>	Teaching Assistant
Rachael Tatarinchik	Teacher
<i>Ida Edwards</i>	Teaching Assistant
Brittany Willis	Teacher
<i>Robin Alexander</i>	Teaching Assistant
Meagan Smoak	Teacher 4K
<i>Vickie Adair</i>	Teaching Asst. 4K

**Teachers**

<b>First Grade</b>	<b>Second Grade</b>
Francy Barnes	Vonnie Cockerill
Sandra Brown	Vickie Cooper
Kristen Cloninger	Catalina Drinkhahn
Amanda Cole	Jennifer Fogle
Shelley Leavitt	WhitneyLane Miller
Abbie Marsh	Emily Poynter
<b>Third Grade</b>	<b>Fourth Grade</b>
Lindsey Connelly	Liz Collier
Leasa Dacus	Ashlee Corbin
Erin LeCroy	Keeley Crowley
Kristen Muse	Halli Daniel
Martha Reed	Shawn Fowler
Sarah Tighe	Melissa Gray
Lisa Wimmer	
<b>Fifth Grade</b>	
JoAnn Anderson	Jen Page
Marsha Basanda	Teresa Swiger
Donna Coker	Kristin Williams

**Related Arts**

Morgan Copenhaver	Art
Ashley Bowman	Art .6
Allison Bryan	Music
Adam Cochran	Music .6
Liz Bowman	P.E.
Brandi Tucker	P.E. .6
Morgan Gibson	Media Specialist
Jill Lenning	Computer Lab
Christy Moyer	Media Clerk

**Special Education**

Robbie Kane	RTI
Anna Panning	Literacy Coach
Alexis Moore	Literacy .75
Atrez Flemings	Resource
Sarah Bayse	Resource
Kelley Hagan	Speech .8
Sharon McQuain	Speech .2
Madelina Delgado	ESOL .4
Paula Hodnett	IDM Intermediate
<i>Lorri Payne</i>	Special Ed. Assistant
<i>Stacy Tench</i>	Special Ed. Assistant
Kaitlyn Oaks	ID Moderate Primary
<i>Heidi Durocher</i>	Special Ed. Assistant
<i>Susannah Ragland</i>	Special Ed. Assistant
Joye Dillard 409	Challenge .8
<i>Heather Turner</i>	Challenge
Angie Feltman	Support Staff

**Food Service**

Lisa Hall	Café Manager
Tabitha Belcher	Café Assistant Manager
Brenda Downs	Café
Blanca Hoyt	Café
Danica Hunt	Café
Mamie Smith	Café

**Environmental Stewards**

Bob Milicia	Plant Engineer
Bill Blickenstaff	Head Steward
Delma Acevedo	Steward
Frank Agness	Steward
Lucia Gomez	Steward
Martha Reid	Steward

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

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

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Academic Assistance, PreK–3</b> The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Academic Assistance, Grades 4–12</b> The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Parent Involvement</b> The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Staff Development</b> The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Collaboration</b> The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Developmental Screening</b> The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
<input checked="" type="radio"/> Yes <input type="radio"/> No	<b>Half-Day Child Development</b> The school provides half-day child development programs for <b>four-year-olds</b> (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.



<input type="radio"/> N/A	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Developmentally Appropriate Curriculum for PreK–3</b> The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Parenting and Family Literacy</b> The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Recruitment</b> The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b> The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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## **Introduction**

Monarch's portfolio serves to document the changes and progress our school has made while working to continuously improve everything we do. The portfolio provides our school community with an ongoing means for self-assessment, communication, continuous improvement, and accountability. Our portfolio is a living document that describes Monarch and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The portfolio also describes how we build and utilize our action plan for the purpose of increasing student learning - 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 for Leadership Capacity. Learner Capacity, and Resources Capacity; Effective Learning Environments Observation Tool AdvancED survey data, feedback from PTA and SIC meetings, and completion of the South Carolina State Department of Education Report Card Survey.

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



### School Portfolio Committees

Core Task Teams	Roles	Stakeholder Involvement
<b>School Profile</b>	<ul style="list-style-type: none"> <li>Describe “The Monarch Difference” and the special features of our campus.</li> </ul>	A team of teachers was involved in updating our profile based on input from the whole staff.
<b>Accomplishments and Challenges</b>	<ul style="list-style-type: none"> <li>Describe endeavors that document success</li> <li>Define problems and offer possible solutions</li> </ul>	All teachers offered input via horizontal teams to update this section.
<b>Mission, Vision, Beliefs</b>	<ul style="list-style-type: none"> <li>Explain why we do the things that we do</li> <li>Provide suggestions for updates</li> </ul>	All teachers, staff, SIC, parents, and Student Council provided suggestions.
<b>Student Achievement</b>	<ul style="list-style-type: none"> <li>Analyze academic data and track trends over time</li> <li>Provide input for Action Plan</li> </ul>	Strategies and updates were compiled by horizontal and vertical teams. All teachers provided input and suggestions. Read to Succeed Leadership Team, Data Team, Student Centered Learning Team, and the Administrative Leadership Team compiled the data.
<b>Teacher/Admin Quality</b>	<ul style="list-style-type: none"> <li>Target a goal with strategies to promotes qualified, diverse teachers</li> </ul>	School Leadership Team
<b>School Climate</b>	<ul style="list-style-type: none"> <li>Analyze AdvancED survey data completed by students, parents, staff, and teachers</li> </ul>	SIC, <i>Inside Out</i> Team and School Counselors, Administrative Leadership Team, School Safety Team
<b>School Renewal Plan</b>	<ul style="list-style-type: none"> <li>Document strategies and timeline for continuous improvement</li> </ul>	Administrative Leadership Team, Data from all teachers and staff parents and students
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Provide a Professional Learning focus based on teacher input and tracked data</li> </ul>	SP ED/Special Area Teachers

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

### **Needs Assessment for Student Achievement**

- Based on SC READY ELA data writing remains an area of focus. The format used to assess students on our newest state test requires students to respond with a text dependent analysis (TDA) approach.
- SC READY ELA performance levels show that 86.3% of third graders, 79.1% of fourth graders, and 75.4% of fifth graders scored “Meets” or “Exceeds” expectations.
- SC READY Mathematics for the 2016-2017 data showed lower performance levels than prior years. Performance levels show 87.6% of third graders, 71.9% of fourth graders, and 69.5% of fifth graders scored “Meets” or “Exceeds” expectations.
- SCPASS Science and SCPASS Social Studies trend data from past years documents high performance levels with the markers used to define success.
- The majority of our students have scored met and above on SCPASS Science for the past three years. This trend has continued with 75.2% of fourth graders and 80.5% of fifth graders scoring “Meets” or “Exceeds” expectations in spring 2017.
- On SCPASS Social Studies the majority of our students have scored met and above the past three years. This trend has continued with 95.4% of fourth graders and 94.1% of fifth graders scoring “Meets” or “Exceeds” expectations in spring 2017.

### **Needs Assessment for Teacher/Administrative Quality**

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

## Needs Assessment for School Climate

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

## Significant Challenges

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

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

The South Carolina standards will remain an instructional focus at Monarch. Rubicon-Atlas is one measure Monarch uses in unit planning. Starting fall 2018 a new tool will be used in place of Rubicon-Atlas. 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. Monarch is being refreshed during the 2017-2018 school year. The school district will provide third, fourth and fifth grade students with 1:1 Chromebooks for the 2018-2019 school year. In alignment with a focus on technology, PTA supported 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 (PBL) approach by an enthusiastic and energetic staff has provided authentic experiences for students. From making quilts for animals at the Humane Society, to giving honey lemonade profits to cancer research, a stage production about South Carolina history, a living history museum created by students, and participation in The Water Project to provide clean drinking water to children in need, participation in PBL ensures that our students are making real-world connections. Capitalizing on brain-based research, “**SMART MY WAY**” learning menus afford “student voice and choice”. Rubrics make learning a shared responsibility.

### **Examples of PBL units**

- Crash! – An Exploration of the Stock Market
- Arctic Museum
- Design Your School
- Cooking Carolina
- Animal Habitats
- Weather Disasters
- Natural Resources
- Cultural Diversity
- Finding Dory
- Citizens of 2<sup>nd</sup> Grade
- Inside Out Mindfulness
- Digital Citizenship
- The History Channel Takeover – A Native American Amazing Race Project

### **Curriculum-based PTA Events (past 3 years)**

- S.T.E.A.M. Central: Be A Part of Something Big
- Greenville Health System 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 for Innovative Practices (2016-17)
- PTA Membership awards
- SC Department of Education Distinguished Arts Program Grant
- SC PTA Reflections winners

- South Carolina Elementary Honors Choir participants
- Safe Kids Upstate awards
- FLL Robotics awards, including invitation to compete at the national level
- Alliance for a Healthier Generation action plan completion

#### **District Recognitions (past 3 years)**

- Greenville Soil and Water Conservation “Where Does Your Water Shed?” winners (2017, 2018)
- Roper Mountain Science Center Fair winners; numerous Gold Award winners
- Greenville County Schools Science Teacher of the Year
- Spring Sing participants
- Battle of the Books Team Gold Finalists
- SC PTA Reflections winners
- Basketball Hoop Shoot District and State winners
- Roper Mountain Science Center Festival of Lights Holiday Card winners
- School Health Index \$1000 recipient from LiveWell Greenville.
- Safe Kids Upstate awards
- American Heart Association Gold Achievements
- GCSD Top 10 Teacher of the Year
- Jump Rope for Heart awards
- FLL Robotics awards
- Flour Engineering Challenge winner
- Challenge Bridge Event award winners

#### **Student Council Projects**

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

#### **National Junior Beta Club Projects**

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



## School Profile

### 2017-18 Profile\*



### Monarch Elementary

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

Grades: 4K - 5th Grade

Enrollment: 953

School Location: Near Five Forks in Simpsonville

School Directions

Principal: Vaughan Overman  
Email: [voverman@greenville.k12.sc.us](mailto:voverman@greenville.k12.sc.us)



### Awards and Honors

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

### For a closer look...

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

If you would like information about the School Report Card rating, visit the State Department of Education Website, <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](http://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 • 8 Outdoor Basketball Court • Wireless Internet • Discovery Lab • Virtual Field Trips

### Faculty Profile

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

### Outstanding Features/Programs

- "Grandparents Week"/Book Fair
- "Scientists-on-Site"
- "South Carolina In Review" Play
- "WKID News Network" Show
- Artists in Residences
- Auditioned 4th/5th Grade Chorus
- 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 #monarchrocks
- 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
- Mindfulness Project
- S.T.E.A.M Events
- Student Council
- Veterans Day Program
- 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 97.05% supports evidence that our parents value education. We have logged 52,293.05 volunteer hours over the past four years as documentation of a high level of parent and community involvement. Our tagline, *Celebrating Inquiry, Innovation and Creativity*, is embedded in our school culture. Project-based learning exhibitions and visual and performing arts performances showcase the originality and talents of our students.

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

Monarch enjoys a high level of parental involvement with a supportive PTA that is an integral part of our school. Monarch 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, 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 7 kindergarten teachers and 7 kindergarten para-professionals, 6 first grade teachers, 6 second grade teachers, 7 third grade teachers, 6 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.

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

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

These tables provide additional data that represents our teachers.

Nationally Board Certified Teachers	
2015-16	6
2016-17	6
2017-18	6

Teacher Attendance Rate	
2015-16	96.2%
2016-17	96.3%
2017-18	96.47%

2017-18 Teacher Education Level			
Level of Degree	Bachelor's	Master's	Master's + 30
Number of Teachers	31	17	9

## 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), *Inside Out*, Book Buddies, Monarch Marathoners Running Club, Battle of the Books team, Chess Club, Lego Robotics Team, class jobs, and Safety Patrols.

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

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

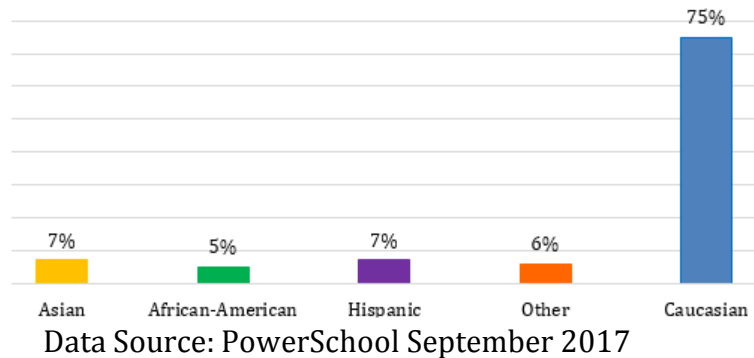
2017-18 Gender Distribution by Grade Level							
	4K	K	First	Second	Third	Fourth	Fifth
# of Boys	11	72	80	69	76	88	65
# of Girls	6	86	61	79	84	75	97

Data Source: PowerSchool

The following data shows the ethnicity of our student population.

	2015-16 894 Students	2016-17 873 Students	2017-18 949 Students
Asian	5%	6%	7%
African-American	8%	7%	5%
Hispanic	5%	5%	7%
Other	4%	5%	6%
Caucasian	78%	77%	75%

**2017-18 Ethnicity**  
#of Students = 949



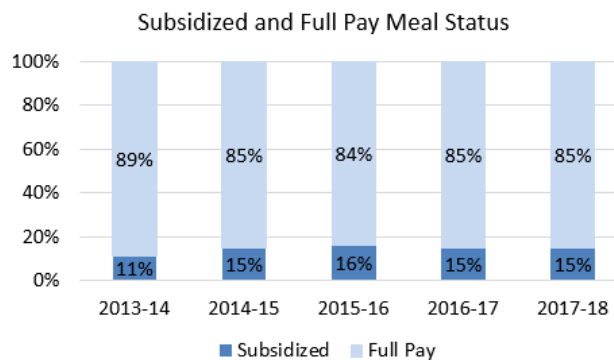
The following data provides the attendance rate of our students.

Student Attendance Rate		
2015-16	2016-17	2017-18
98%	97.1%	97.05%

This data shows the meal status of our student population.

	Subsidized Meals			Enrollment
	Free	Reduced	Full Pay	
2013-14	55	27	684	766
2014-15	103	25	723	851
2015-16	102	38	754	894
2016-17	105	28	740	873
2017-18	114	27	808	949

Data Source: GCS Health and Nutrition Report



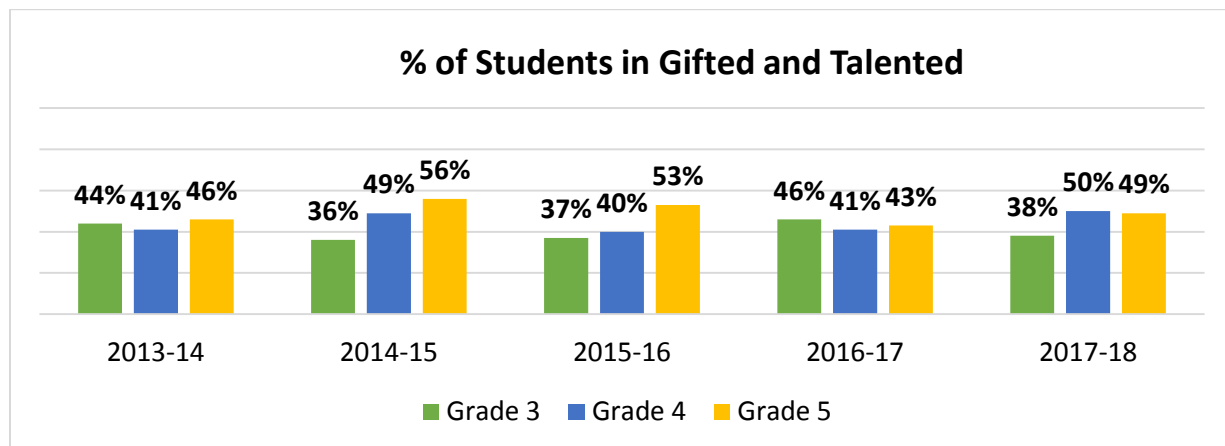
To support the learning needs of our population Monarch has a Gifted and Talented (Challenge) Program, offers Response to Intervention (RTI) services, Literacy Coach support, and Resource services. Response to Intervention (RTI) is an academic intervention program that serves small groups of students with emphasis on letter names, letter sounds, phoneme segmentation, nonsense words, phonics and reading. At the beginning of the school year, 2017-2018 Greenville Country Schools moved from using the universal screener AIMSweb to FastBridge. All students in kindergarten and first grade are benchmarked three times a year, using the new universal screening program. Second and third grade students who are reading below grade level are also benchmarked three times a year. Children who score at the 20<sup>th</sup> percentile or below are considered "At-Risk" and are provided small group reading intervention. After every ten lessons, a progress check is completed. This data is used to track specific needs of each student. When children consistently meet targeted benchmarks, and they no longer need small group intervention, they are released from the group. If students do not show progress through the RTI program, they are referred to the Assistance Team for further evaluation.

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. Some students receive pull-out services.

<b>Resource Services for 2017-2018</b>					
# of Students Served by Grade Level and Category					
	<b>Math</b>	<b>Reading</b>	<b>Writing</b>	<b>Adaptive</b>	<b>Behavior</b>
<b>K</b>	1	1	1	1	2
<b>1st</b>		1	1		1
<b>2nd</b>	5	6	6	3	5
<b>3rd</b>	6	6	6		4
<b>4th</b>	2	3	3	2	1
<b>5th</b>	3	4	6	1	1

<b>Speech and Language Program</b>			
	<b>4K Students</b>	<b>5K Students</b>	<b>1st – 5th Students</b>
<b>2015-16</b>	1	7	49
<b>2016-17</b>	2	13	55
<b>2017-18</b>	0	10	67

Speech-language services provide therapy for students with articulation, language, fluency, and/or voice disorders. Students received therapy either in a small group or individually, depending on their needs.



### Monarch Gifted and Talented Enrollment

#GT/Grade Level Enrollment			
	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>
<b>2013-14</b>	48/107	49/119	58/126
<b>2014-15</b>	40/112	59/114	69/123
<b>2015-16</b>	58/155	46/116	65/124
<b>2016-17</b>	72/158	65/158	52/121
<b>2017-18</b>	61/160	82/163	79/162



## 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 the Greenville Health System (GHS) and generous contributions from parents, and the Roper Mountain Science Center (RMSC), 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. PTA also has a Grounds Beautification Committee to support the garden and other areas outside.

Monarch benefits from a **Healthy Choices Café** where all food served is low-fat, healthy and prepared fresh daily. Parents support this initiative by providing healthy choices such as fruit kabobs and trail mix for celebrations and other events. With leadership from our PE teacher and cafeteria manager, Monarch is a CATCH (Coordinated Approach to Child Health) campus. Capitalizing on research that supports healthy movement, all students in pre-kindergarten through fifth grade have **Ergonomic Zuma Rockers** designed by the Pediatric Therapy Network. The boomerang desk design is a perfect fit for student collaboration on projects. Brain Breaks are incorporated during the school day. Third, fourth and fifth graders are invited to participate in Monarch Marathoners Running Club.

Students 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. Starting fall 2018, all third, fourth and fifth graders will have 1:1 Chromebooks provided by the school district. This will allow for Chromebooks and iPads currently on-site to be pushed down to lower grades.

In addition to Promethean Boards in all instructional areas, Monarch has a *Tech“knowledge”y 1 Lab* (30 desktops), a *Tech“knowledge”y 2 Lab* which features three Promethean ActivInspire tables, 30 Dell Tablets, and a Promethean ActivBoard. Related Arts has a classroom set of iPads designated for classroom instruction. In the music classroom, students benefit from a technology rich music curriculum called Graves Marvelous World of Music. All teachers have Windows 10 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 and is embedded in our school culture. Monarch has been selected as a TransformSC school for meeting the Gold Standards for PBL. In our fifth school year Monarch received the prestigious honor of being named a Palmetto's Finest winner.

*Inside Out*, our school counseling PPL on Mindfulness, was developed and implemented by our school counselors. School Counselors address the ASCA Mindsets and Behaviors standards for Self-Management and Social Skills within the Mindfulness PBL, as students identify the "worry weeds" that can dominate their thoughts, then learn ways to give "water" and attention to their positive thoughts, goals, and relationships. They practice a variety of stress-reducing activities which help to "pull out" those worry weeds, and then choose which ones they will keep in their personal "Tough Times Tool kits." Skills learned in the *Inside Out PBL* on Mindfulness have laid the foundation for school counselors' current focus on careers and the school-to-work connection, as we focus on being mindful in our interactions with others. Those "team-building" behaviors have been translated into the term "soft skills", and are emphasized as critical for success in life and the workforce. Students have learned that in order to be hired and remain employed, it's important to demonstrate the virtues of honesty, a strong work ethic, kindness, teamwork, and respect for others.

Professional Development for each school year is based on school and district initiatives and teacher input.

### 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:**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Current SC State Standards</li> <li>• Project-based Learning approach</li> <li>• Relevance to everyday life experiences</li> <li>• Rigorous work for students</li> <li>• Cross-curricular experiences</li> </ul> | <ul style="list-style-type: none"> <li>• High expectations for all students</li> <li>• A Balanced Literacy Approach (Fountas and Pinnell)</li> <li>• "Student Voice and Choice" (Learning Menus)</li> </ul> |
|---|---|

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

**Instruction must include:**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Alignment of school vision with instructional focus</li> <li>• Research-based models and best practices</li> <li>• Innovative teaching and rigorous programs</li> <li>• Technology integration</li> <li>• Connections to real-life situations and prior knowledge</li> </ul> | <ul style="list-style-type: none"> <li>• Guided discovery/active inquiry</li> <li>• Student-centered approaches</li> <li>• Authentic tasks (i.e. solving everyday problems, collecting and analyzing data, investigating patterns)</li> <li>• Opportunities for students to decide performance criteria and methods</li> </ul> |
|---|--|

**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.

### 2017-2018 Test Data

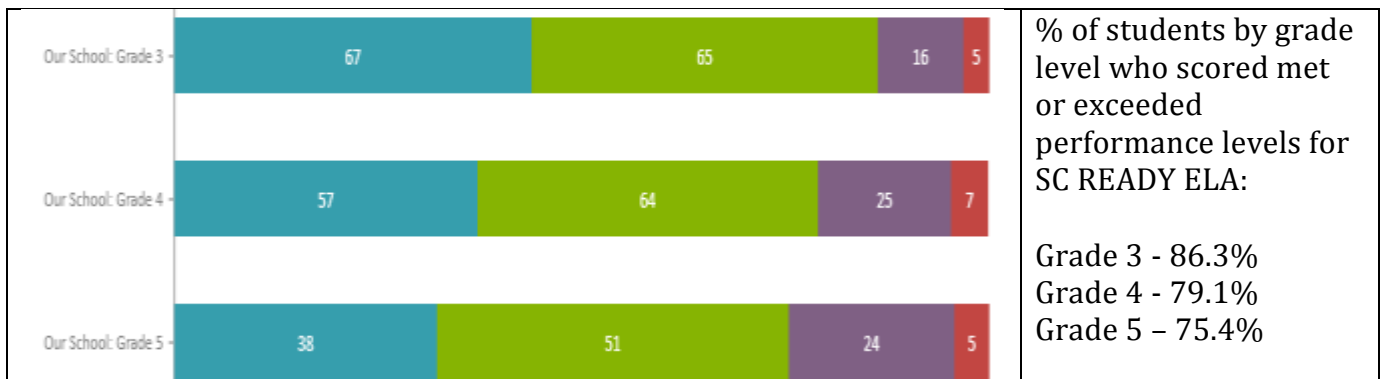
*For the 2017-18 school year SC READY ELA and SC READY Math will be administered to 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders. SCPASS Science will be administered to 4<sup>th</sup> graders and SCPASS Social Studies will be administered to 5<sup>th</sup> graders. This data will be added when performance levels are available.*

### 2016-17 Test Data

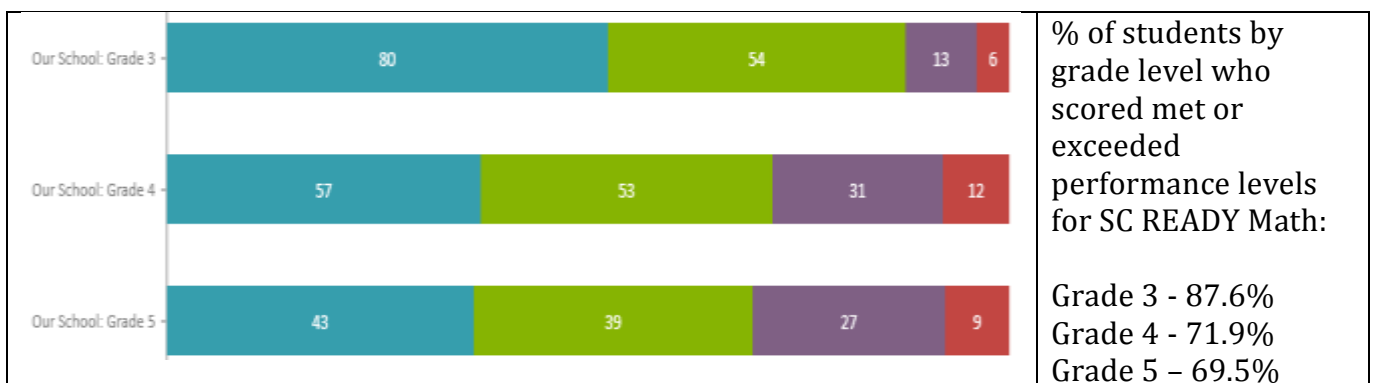
#### SC College and Career Readiness (SC READY) Assessments

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

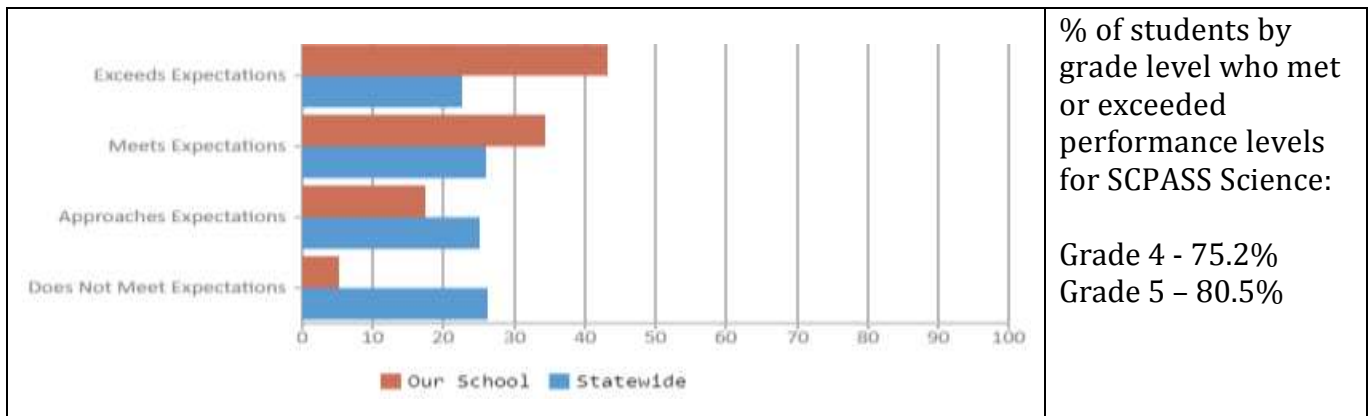
#### SC READY ELA (2016-2017)



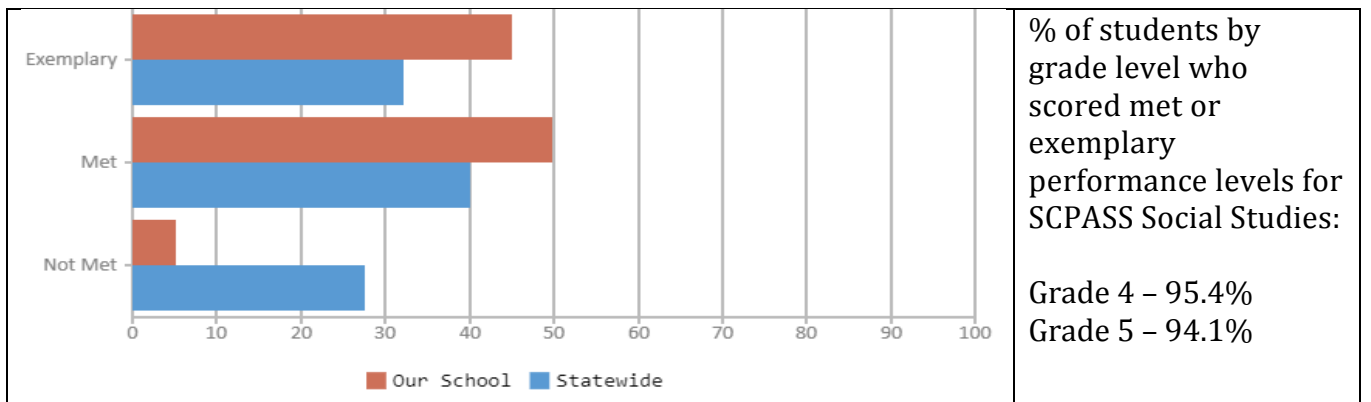
#### SC READY Math (2016-2017)



### SCPASS Science (2016-2017)



### SCPASS Social Studies (2016-2017)



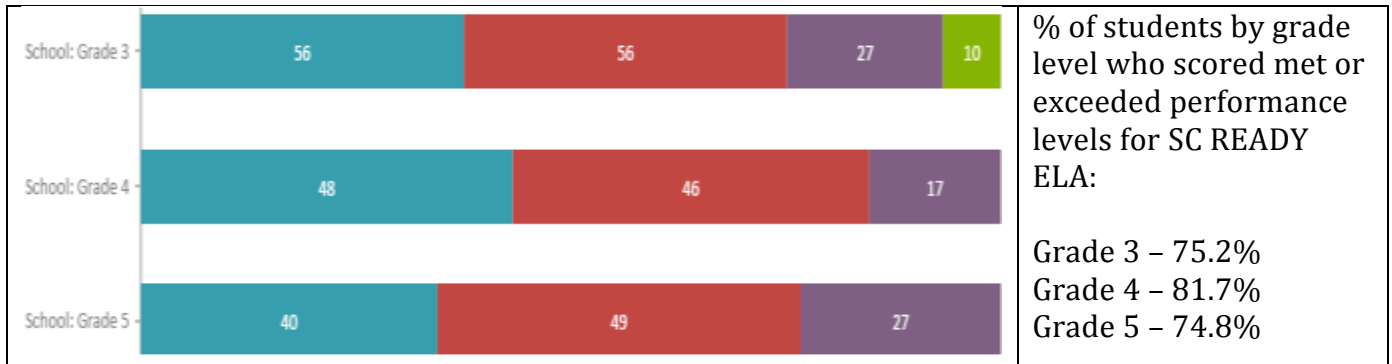


## 2015-16 Test Data

### SC College and Career Readiness (SC READY) Assessments

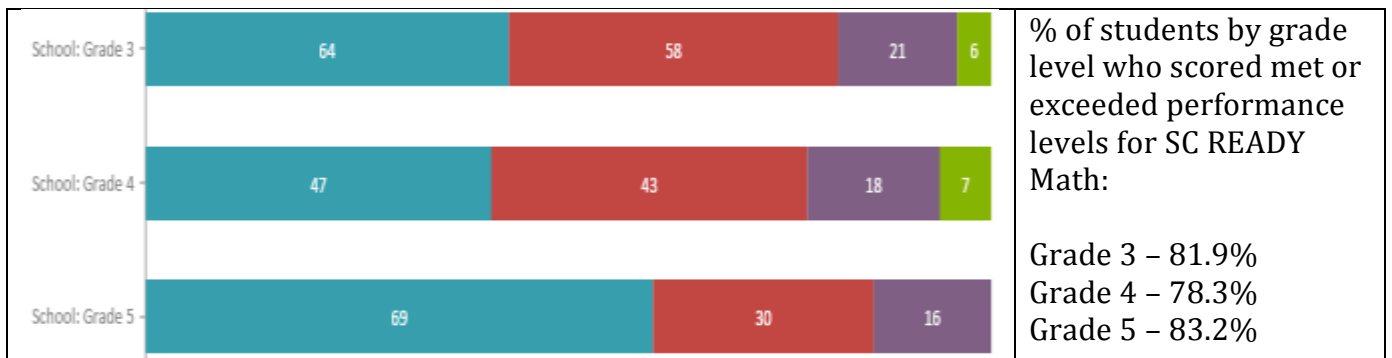
Exceeds Expectations Meets Expectations Approaches Expectations Does Not Meet Expectations

#### 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 <sup>th</sup>	117	9.4	60.7	29.9	90.6	452
5 <sup>th</sup>	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 SCPASS Science since Monarch opened. Our SCPASS Science scores have shown have dips

and spikes over the past two years. After analyzing data, all grade levels have reflected on instructional units and increased the rigor in lessons.

### SCPASS Social Studies 2015-16

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

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 and 2017-2018 school years.

### 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/2017-2018

- Team Focus meetings are held on Thursday during common planning.  
(Overman/Loach/White/Presenters)
- Admin Leadership Team meetings are held on Fridays from 8:30-9:30.  
(Overman/Loach/Coy/Crouch/White)



Date	Time	Focus
June 27 <sup>th</sup>	8:00-3:30	PBL with Buck Institute for Education (Erin Gannon)
June 28 <sup>th</sup>	8:00-3:30	PBL with Buck Institute for Education (Erin Gannon)
June 29 <sup>th</sup>	8:00-3:30	PBL with Buck Institute for Education (Erin Gannon)
August 8 <sup>th</sup>	7:30-3:00	The Interns: Tell Me About Being a Monarch (Overman/Loach/White)
August 23 <sup>rd</sup>	3:00-4:00	Faculty Focus: Monarch Matters and iHope
August 29 <sup>th</sup>	3:00-4:00	The Interns: Questions About Monarch Life (Overman/Loach/White)
August 30 <sup>th</sup>	3:00-4:00	Tech Time: Chromebook Review/ Using Collaboration Tools (Larsen)
August 31 <sup>st</sup>	Common Planning	Team Focus: Learning-focused Units/Kicking it up a Notch
September 6 <sup>th</sup>	3:00-4:00	Faculty Focus: Rigor in the Curriculum
September 7 <sup>th</sup>	Common Planning	Team Focus: Curriculum and Pacing with Rubicon
September 13 <sup>th</sup>	3:00-4:00	504 Training for Teachers (Coy/Crouch)
September 14 <sup>th</sup>	Common Planning Interns + Team	Show Me FastBridge for K-2 <sup>nd</sup> (Kane/Panning/Moore) Show Me a Student-led/Parent-Teacher Conference (3 <sup>rd</sup> -5 <sup>th</sup> )
September 20 <sup>th</sup>	3:00-4:00	Tech Time: Chromebook Google Drawing (Larsen)
September 27 <sup>th</sup>	3:00-4:30	Reflex Math Web Workshop Data Teams: What can we learn from our data?
October 4 <sup>th</sup>	3:00-4:00	Tech Time: Chromebook Assessment Part 1 (Larsen)
October 11 <sup>th</sup>	3:00-4:00	Mindfulness Training for K-2 <sup>nd</sup> (Coy/Crouch) Show Me MasteryConnect for Grades 3-5 (Dacus/White)
October 18 <sup>th</sup>	3:00-4:00	The Interns: Reflecting on Experiences and Next Steps
October 19 <sup>th</sup>	Common Planning	Team Focus: Show Me Strategies to Support Struggling Readers in K, 1 <sup>st</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> (Panning, Literacy Coach) Show Me CogAT and Iowa for Grade 2 (Loach/White)
October 25 <sup>th</sup>	3:00-4:00	Data Teams: What can we learn from our data?
November 1 <sup>st</sup>	3:00-4:00	Tech Time: Chromebook Assessment Part 2 (Larsen)
November 8 <sup>th</sup>	3:00-4:00	Writing Strategies for K-2 (Poynter, Literacy Mentor) Writing Strategies for 3-5 (Basanda, Literacy Mentor)
November 15 <sup>th</sup>	3:00-4:00	Tech Time: Chromebook - Engagement Part 1 (Larsen)
November 16 <sup>th</sup>	Common Planning	Team Focus: Show Me How to Form Strategy Groups to Support Struggling Readers for K-5 <sup>th</sup> (Panning)
November 22 <sup>nd</sup>	3:00-4:00	The Interns: Show Me How Not to Feel Overwhelmed
November 29 <sup>th</sup>	3:00-4:00	Data Teams: What can we learn from our data?
November 30 <sup>th</sup>	Common Planning	Team Focus: Show Me How MAP Reading/Math Works 2 <sup>nd</sup> /5 <sup>th</sup> (Loach/White)

Date	Time	Focus
December 6 <sup>th</sup>	3:00-4:00	Writing Strategies for K-2 (Poynter, Literacy Mentor) Writing Strategies for 3-5 (Basanda, Literacy Mentor)
December 7 <sup>th</sup>	Common Planning	Team Focus: Show Me Science PBL 2 (Austin) tentative
December 13 <sup>th</sup>	3:00-4:00	The Interns and Mentors: Best Practice (Overman/Loach/White)
December 14 <sup>th</sup>	Common Planning	Team Focus: Show Me the Write Ingredient 1 (Overman)
January 3 <sup>rd</sup>	3:00-4:00	Erin's Law Curriculum Training (Coy/Crouch)
January 10 <sup>th</sup>	3:00-4:00	The Interns: Full STEAM Ahead
January 17 <sup>th</sup>	3:00-4:00	Writing Strategies for K-2 (Poynter, Literacy Mentor) Writing Strategies for 3-5 (Basanda, Literacy Mentor)
January 18 <sup>th</sup>	Common Planning	Team Focus: Show Me How to Collect Data form Strategy Groups to Support Struggling Readers (Panning) K-5 <sup>th</sup>
January 24 <sup>th</sup>	3:00-4:00	Tech Time: Chromebook - Engagement Part 2 (Larsen)
January 25 <sup>th</sup>	Common Planning	Team Focus: Show Me the Write Ingredient 2 (Overman)
January 31 <sup>st</sup>	3:00-4:00	Data Teams: What can we learn from our data?
February 7 <sup>th</sup>	3:00-4:00	Tech Time: Chromebook - Flipped Classroom Part 1 (Larsen)
February 21 <sup>st</sup>	3:00 -4:00	The Interns and Mentors: Monarch Loves Interns
February 28 <sup>th</sup>	3:00-4:00	Tech Time: Chromebook - Flipped Classroom Part 2 (Larsen)
March 14 <sup>th</sup>	3:00-4:00	Tech Time: Chromebook - Student Projects Part 1 (Larsen)
March 15 <sup>th</sup>	3:00-4:00	The Interns: Reflect and Re-energize (Overman/Loach/White)
March 22 <sup>nd</sup>	Common Planning	Strategies for Success on SC READY Reading
March 28 <sup>th</sup>	3:00-4:00	Data Teams: What can we learn from our data?
April 11 <sup>th</sup>	3:00-4:00	Tech Time: Chromebook - Student Projects Part 2 (Larsen)
April 18 <sup>th</sup>	3:00-4:00	Show Me SC READY and SCPASS (Loach/White)
April 19 <sup>th</sup>	Common Planning	Team Focus: The Testing Experience
May 2 <sup>th</sup>	3:00-4:00	Faculty Focus: A Look Ahead: Building Classes
May 23 <sup>rd</sup>	3:00-4:00	The Interns: Fantastic Finishes and New Beginnings
May 30 <sup>th</sup>	3:00-4:00	Faculty Focus: Celebrating Successes

## Monarch Professional Development Calendar/2018-2019

### Monarch Professional Development Calendar/2018-2019

Focus Areas: Student Centered Learning, Rigor in Math Fluency, and Balanced Literacy

- Grade Level Meetings are held on Thursday during common planning (Overman/Loach/Batista/Dacus, Presenters)
- Admin Leadership Team meetings are held on Fridays from 8:30-9:30 (Overman/Loach/Batista/Coy/Crouch/Dacus/Smith)
- Grade Level Meetings on designated Wednesdays are set aside for long-range instructional planning, PBL, and unit plans
- Ann Marie Taylor speak at Faculty Back to School Kickoff – former SC Teacher of the Year
- Tech Time Rotations – DLC - Oct., Jan., Apr.
- Best Practices: Sept. – K, 5<sup>th</sup> / Oct. 1<sup>st</sup>, 4<sup>th</sup> / Nov. 2<sup>nd</sup>, 3<sup>rd</sup> / Jan. K, 5<sup>th</sup> / Feb. 1<sup>st</sup>, 4<sup>th</sup> / Mar. 2<sup>nd</sup>, 3<sup>rd</sup>

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

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

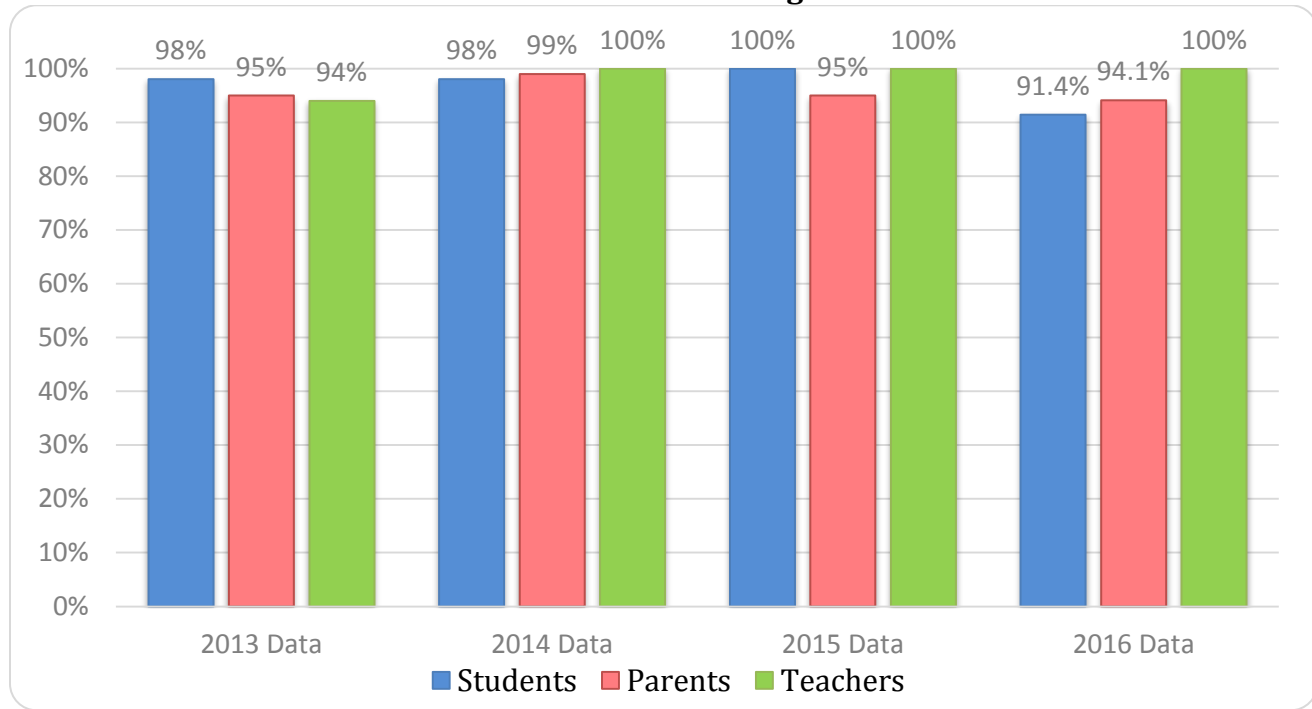
Wed., Feb. 27 <sup>th</sup>	3:00-4:00	Tech Tidbits / Committee Reports
Wed., Mar. 6 <sup>th</sup>	3:00-4:00	Faculty Meeting/PD
Wed., Mar. 13 <sup>th</sup>	3:00-4:00	Grade Level Meetings - Long-range plans & 4th Qtr PBL
Wed., Mar. 20 <sup>th</sup>	3:00-4:00	Best Practices with 2nd & 3rd and Committee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



## School Climate Needs Assessment

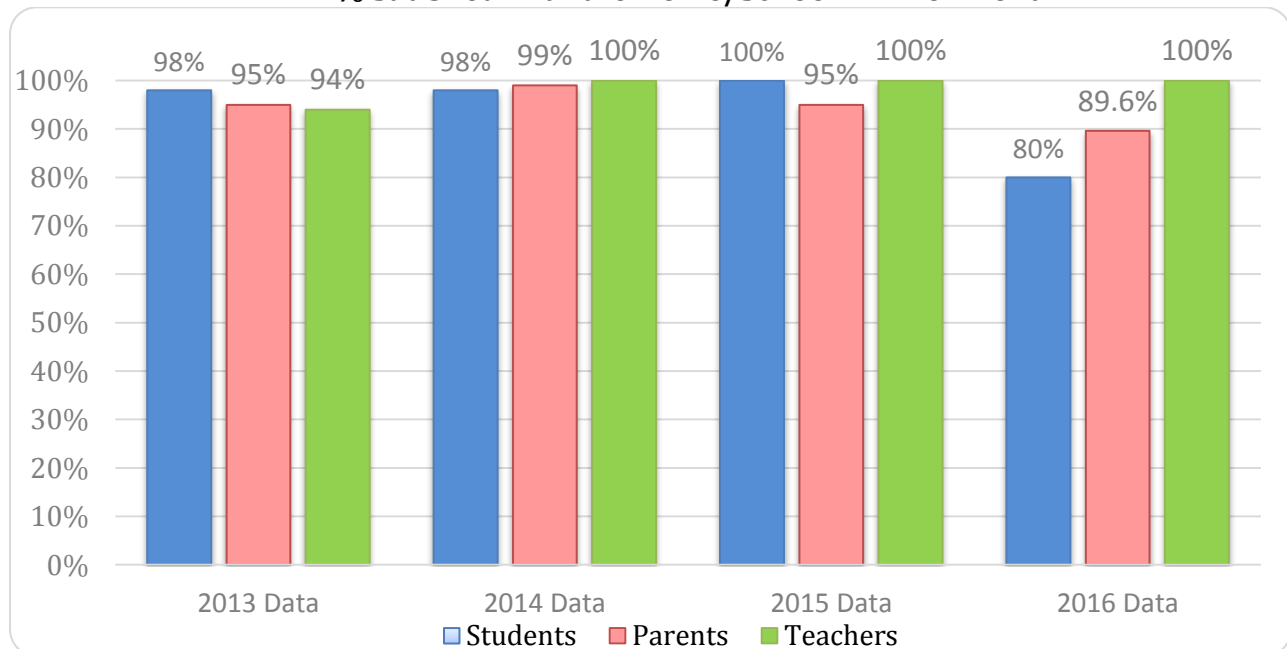
### SDE Report Card Survey Results / April 2013, April 2014, April 2015, April 2016

**% Satisfied with the Learning Environment**



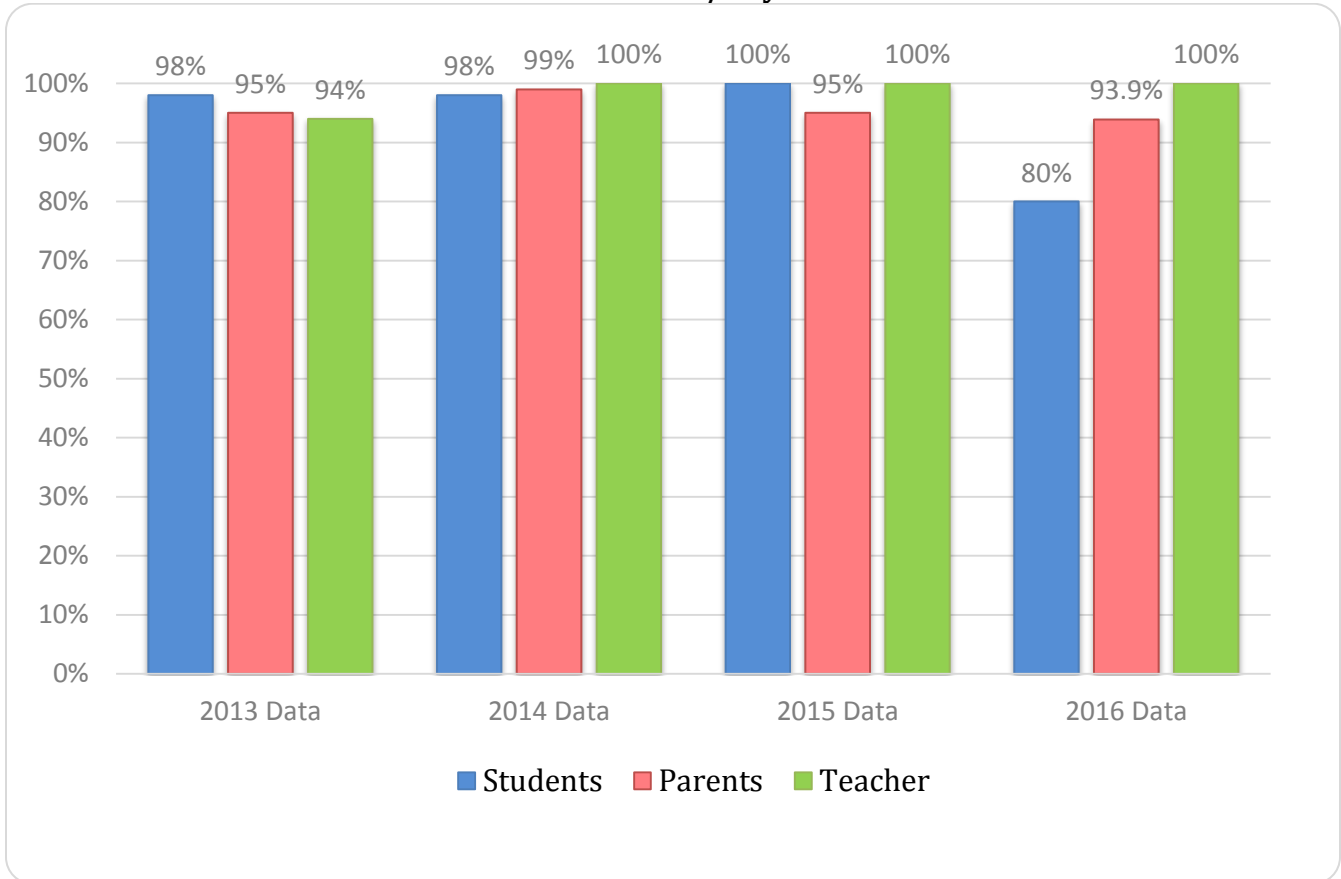
The SC SDE Report Card Survey data supports that students, parents and teachers are supportive of the learning environment at Monarch.

**% 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.

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

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

**PERFORMANCE GOAL: 1** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 80.7 % in 2016-17 to 83.7 % in 2022-23.

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

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 0.5% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>80.7</b> (2016-17)	<b>School Projected Elementary 81.2</b>	<b>81.7</b>	<b>82.2</b>	<b>82.7</b>	<b>83.2</b>	<b>83.7</b>
		<b>School Actual Elementary</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>49</b> (2016-17)	<b>District Projected Elementary</b>	<b>52</b>	<b>55</b>	<b>58</b>	<b>61</b>	<b>64</b>
		<b>District Actual Elementary</b>					

ACTION PLAN FOR STRATEGY #1: Increase support, rigor and expectations throughout ELA instruction and assessment to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start/End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Meticulous, intentional planning and instructional delivery so as to <i>fully address each standard</i>	2018-2023	Literacy Coach, Literacy Mentors Principal, Assistant Principal, IC, teachers	\$0	N/A	Lesson plan review; classroom observation reports; MasteryConnect Benchmark data; Fastbridge results; SLO data and conferencing
2. Meticulous, intentional planning and instructional delivery so as to <i>consistently address the differentiated needs of students</i>	2018-2023	Literacy Coach, Literacy Mentors Principal, Assistant Principal, IC, teachers	\$0	N/A	Lesson plan review; classroom observation reports; MasteryConnect Benchmark data; Fastbridge data; SLO data and conferencing
3. In-house PD: Writing Strategies study	2018-2023	Literacy Coach Literacy Mentors	Cost of subs	General/ local funds	Lesson plan review; classroom observation reports; MasteryConnect Benchmark data; SLO data and conferencing
4. In-house PD: Reading Strategies study	2018-2023	Literacy Coach Literacy Mentors	Cost of subs	General/ local funds	Lesson plan review; classroom observation reports; MasteryConnect Benchmark data; Fastbridge results; SLO data and conferencing
5. Self-study: Articulating and elevating our expectations of	2018-2019	IC, teachers	\$0	N/A	Rubric explication (district rubrics and SC READY rubric);

<b>ACTION PLAN FOR STRATEGY #1: Increase support, rigor and expectations throughout ELA instruction and assessment to improve student achievement.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start/End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
student writers					peer review records; teacher-student writing conference records; student work with rubric-based evaluation; MasteryConnect TDA results; prompted writing results
6. Whole-school event: Writing Boot Camp - A school-wide investment in developing and fine-tuning writing skills: Ideas, organization, voice, word choice, sentence fluency, conventions, and presentation	2018-2020	Literacy Coach	Cost of supplies	General/ local funds	Classroom observation; student work product evaluation
7. Partner with district academic specialists to provide professional development to Kindergarten and 1 <sup>st</sup> grade teachers on the literacy framework, with a specific focus on further developing the workshop model	2018-2019	Literacy Coach, RTI Team, K-1 teachers, K-1 Literacy Mentors	\$0	N/A	Anecdotal notes from small group instruction and individual conferences; schedules; goals with look-fors and action plans; lesson plans focused on teaching strategic reading behaviors
8. School literacy team will examine common assessment data and determine action steps	2018-2023	Literacy Coach, RTI team, Literacy Mentors, teachers, IC, Assistant Principal,	\$0	N/A	Fountas and Pinnell reading inventories; MasteryConnect results; common assessments;

<b>ACTION PLAN FOR STRATEGY #1: Increase support, rigor and expectations throughout ELA instruction and assessment to improve student achievement.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start/End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
to inform instruction.		Principal			Fastbridge; MyIgGDIs; MAP; SLO data and conferencing
9. Incorporate more regular in-class interventions, to work hand-in-hand with pull-out interventions for identified struggling students	2018-2023	Literacy Coach, RTI team, teachers	\$0	N/A	Anecdotal notes from small group instruction and individual conferences; goals with look-fors and action plans; lesson plans focused on teaching strategic reading behaviors
10. Teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts	2018-2023	Literacy Coach, RTI team, teachers	\$0	N/A	Fountas and Pinnell reading inventories; MasteryConnect results; common assessments; MAP data
11. Participate in district-based Balanced Literacy	2018-2023	Literacy Mentors, teachers	\$0	N/A	Fountas and Pinnell reading inventories; MasteryConnect results; common assessments; MAP data

Monarch Elementary School Portfolio

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

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

**PERFORMANCE GOAL: 2** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 76.9 % in 2016-17 to 82.9 % in 2022-23.

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <u>76.9</u> (2016-17)	<b>School Projected Elementary</b> <b>77.9</b>	<b>78.9</b>	<b>79.9</b>	<b>80.9</b>	<b>81.9</b>	<b>82.9</b>
		<b>School Actual Elementary</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <u>54</u> (2016-17)	<b>District Projected Elementary</b>	<b>57</b>	<b>60</b>	<b>63</b>	<b>66</b>	<b>69</b>
		<b>District Actual Elementary</b>					



ACTION PLAN FOR STRATEGY #1: Increase support, rigor and expectations throughout math instruction and assessment to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Meticulous, intentional planning and instructional delivery so as to <i>fully address each standard</i>	2018-2023	Principal, Assistant Principal, IC, teachers	\$0	N/A	Lesson plan review; classroom observation reports; MasteryConnect Benchmark data; SLO data and conferencing
2. Meticulous, intentional planning and instructional delivery so as to <i>consistently address the differentiated needs of students</i>	2018-2023	Principal, Assistant Principal, IC, teachers	\$0	N/A	Lesson plan review; classroom observation reports; MasteryConnect Benchmark data; SLO data and conferencing
3. Data Team Study focusing on math achievement by standard and grade level, understanding areas of weakness and identifying specific instructional strategies for improvement	2018-2020	Principal, Assistant Principal, IC, teachers	\$0	N/A	MasteryConnect data; SLO data and conferencing; common unit assessments
4. Teachers attend math-focused PD provided by the district to inform content knowledge and pedagogy and share with faculty upon return	2018-2023	Principal, Assistant Principal, IC, teachers	\$0	N/A	Lesson plan review, classroom observation reports; MasteryConnect data; SLO data and conferencing; common unit assessments
5. Focus on DOK levels 3 and 4 so as	2018-2023	Principal,	\$0	N/A	Lesson plan review,

ACTION PLAN FOR STRATEGY #1: Increase support, rigor and expectations throughout math instruction and assessment to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
to promote depth of critical thinking, reasoning, model-making, problem solving, and higher-order thinking in a variety of real-world contexts		Assistant Principal, IC, teachers			classroom observation reports; MasteryConnect data; SLO data and conferencing; common unit assessments

Performance Goal Area: ☒ Student Achievement\* ☐ Teacher/Administrator Quality\* ☐ School Climate (Parent Involvement, Safe

Monarch Elementary School Portfolio

and Healthy Schools, etc.)\* (\*required) ☐ District Priority

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

**PERFORMANCE GOAL: 3** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by \_\_\_\_% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	School Projected Elementary	TBD	TBD	TBD	TBD	TBD
		School Actual Elementary					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary	TBD	TBD	TBD	TBD	TBD
		District Actual Elementary					

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

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

Monarch Elementary School Portfolio

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

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

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

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by \_\_\_\_% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	<b>School Projected Elementary</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>School Actual Elementary</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	<b>District Projected Elementary</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual Elementary</b>					

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



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

Monarch Elementary School Portfolio

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>66</b> (2016-17) Annual Increase = <u>1</u>	<b>Projected Hispanic 67</b>	<b>68</b>	<b>69</b>	<b>70</b>	<b>71</b>	<b>72</b>
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>—</b> (2016-17) Annual Increase = <u>—</u>	<b>Actual Hispanic</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>75</b> (2016-17) Annual Increase = <u>1</u>	<b>Projected AA 76</b>	<b>77</b>	<b>78</b>	<b>79</b>	<b>80</b>	<b>81</b>
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>—</b> (2016-17) Annual Increase = <u>—</u>	<b>Actual AA</b>					

Monarch Elementary School Portfolio

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>39</b> (2016-17) Annual Increase = <u>1</u>	<b>Projected SWD 40</b>	<b>41</b>	<b>42</b>	<b>43</b>	<b>44</b>	<b>45</b>
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = <u>  </u>	<b>Actual SWD</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>57</b> (2016-17) Annual Increase = <u>1</u>	<b>Projected LEP 58</b>	<b>59</b>	<b>60</b>	<b>61</b>	<b>62</b>	<b>63</b>
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = <u>  </u>	<b>Actual LEP</b>					
SC READY ELA SC READY test data file	Baseline will be established in 2017-18	<b>Projected SIP</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
SC READY ELA SC READY test data file	Baseline will be established in 2017-18	<b>Actual SIP</b>					

Monarch Elementary School Portfolio

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <b>58</b> (2016-17) Annual Increase = <u>1</u>	<b>Projected Hispanic</b> <b>59</b>	<b>60</b>	<b>61</b>	<b>62</b>	<b>63</b>	<b>64</b>
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase = <u>  </u>	<b>Actual Hispanic</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <b>68</b> (2016-17) Annual Increase = <u>1</u>	<b>Projected AA</b> <b>69</b>	<b>70</b>	<b>71</b>	<b>72</b>	<b>73</b>	<b>74</b>
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase = <u>  </u>	<b>Actual AA</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <b>49</b> (2016-17) Annual Increase = <u>1</u>	<b>Projected SWD</b> <b>50</b>	<b>51</b>	<b>52</b>	<b>53</b>	<b>54</b>	<b>55</b>
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase = <u>  </u>	<b>Actual SWD</b>					

Monarch Elementary School Portfolio

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>		<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <b>53</b> (2016-17) Annual Increase = <u>1</u>	<b>Projected LEP 54</b>	<b>55</b>	<b>56</b>	<b>57</b>	<b>58</b>	<b>59</b>
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase = <u>  </u>	<b>Actual LEP</b>					
SC READY Math SC READY test data file	Baseline will be established in 2017-18	<b>Projected SIP</b>					
SC READY Math SC READY test data file	Baseline will be established in 2017-18	<b>Actual SIP</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Projected Hispanic</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Actual Hispanic</b>					

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<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>		<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Projected AA</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Actual AA</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Projected SWD</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Actual SWD</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Projected LEP</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Actual LEP</b>					

Monarch Elementary School Portfolio

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>		<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Projected SIP</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Actual SIP</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Projected Hispanic</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Actual Hispanic</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Projected AA</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Actual AA</b>					



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<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>		<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Projected SWD</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Actual SWD</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Projected LEP</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Actual LEP</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Projected SIP</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Actual SIP</b>					

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

Monarch Elementary School Portfolio

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
Fastbridge	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					

Monarch Elementary School Portfolio

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>		<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
MAP	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
		District Actual					
Fastbridge	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					
MAP	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

Monarch Elementary School Portfolio

<b>ACTION PLAN FOR STRATEGY #1:</b> Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework).					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start/End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Use the district's professional learning plan to support consistent implementation of all the GCS Balanced Literacy Framework components.	2018-2023	Principal, Assistant Principal, IC, Literacy Coach Literacy Mentors, RTI Team	TBD	TBD	Professional Learning Plan implementation
2. Coach teachers in instructional best practices using the district coaching framework	2018-2023	Literacy Coach, Literacy Mentors, RTI Team, IC	\$0	NA	Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices
3. Support comprehension and effective communication through intentional planning and authentic use of vocabulary	2018-2023	Principal, Assistant Principal, IC, Literacy Coach Literacy Mentors, RTI Team	\$0	NA	Classroom evidence of content vocabulary usage; lesson plans; common assessments

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

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
Employment report	% of diverse teachers 2017-18	<b>School Projected</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
	<b>13</b>	<b>School Actual</b>					
Employment report	% of diverse teachers 2017-18	<b>District Projected</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual</b>					

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



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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
SDE School Report Card Survey	% of students 2017-18	School Projected Students $\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
	100	School Actual Students					
	% of teachers 2017-18	School Projected Teachers $\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
	100	School Actual Teachers					
	% of parents 2017-18	School Projected Parents $\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
	100	School Actual Parents					

Monarch Elementary School Portfolio

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SDE School Report Card Survey	<b>91</b>	<b>District Projected Students</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Students</b>					
	<b>94</b>	<b>District Projected Teachers</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Teachers</b>					
	<b>88</b>	<b>District Projected Parents</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Parents</b>					

Monarch Elementary School Portfolio

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

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

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

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

**PERFORMANCE GOAL: 4** The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE 2017-2018		2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Culture & Climate Surveys	90	School Projected	90	90	90	90	90
	93	School Actual					
AdvancED Culture & Climate Surveys	89	District Projected	90	90	90	90	90
		District Actual					

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

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

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

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

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

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

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

<b>ACTION PLAN FOR STRATEGY #1: Maintain a proactive attendance program.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start/End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Promote consistent attendance with students and parents.	2018-2023	Principal, Assistant Principal, teachers, parents	\$0	NA	Student/parent orientation presentations; inclusion in student handbook, grade-level syllabi, and classroom websites
2. Consistently monitor attendance trends.	2018-2023	Principal, Assistant Principal, teachers, attendance clerk, school counselors	\$0	NA	GCSOURCE, PowerTeacher attendance records
3. Continue to provide hands-on, real-world learning experiences to maintain student engagement.	2018-2023	Principal, Assistant Principal, IC, teachers,	\$0	NA	Monitor lesson planning and implementation of Project Based Learning (PBL)

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

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

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



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

## School Achievements

### *Celebrate With Us*

#### **Community Connections**

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

#### **State Recognitions**

*Palmetto's Finest Winner*

*TransformSC Member for meeting BIE Gold Standards for Project-based Learning  
Recipient of Palmetto Gold Awards for High Academic Performance  
Numerous PTA Awards including 100% and Top 10 Membership Awards, SC PTA Volunteers of the Year, SC PTA Students of the Year, and SC PTA Reflections winners  
Jump Rope for Heart Top Earner Awards for South Carolina schools*

*South Carolina Department of Education Distinguished Arts Program 3-Year Grant Recipient (\$56,991.82)  
Honors Choir participants  
Safe Routes to School Silver Partnership  
FLL Robotics state and international*

#### **District Recognitions**

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

## School Improvement Council

### *Monarchs Making a Difference*

Vaughan Overman	Principal	voverman@greenville.k12.sc.us
Mark Loach	Principal Asst.	mloach@greenville.k12.sc.us
Christine Bussom	Chair PTA	Christine.bussom@yahoo.com
Nancy Shepard	President	nancymc@charter.net
Suzanne Turner	Parent	suz@alumni.clemson.edu
Melodie White	Teacher	mwhite@greenville.k12.sc.us
Atraz Flemings	Teacher	aflemings@greenville.k12.sc.us
Lori Quarles	Community	loriquarles@bellsouth.net
Robin Sommesel	Community	robinsommesel@gmail.com
Amy Ponton	Parent	aponton@gmail.com
Jackie Zannano	Parent	jackie@labelcreations.com
Beckie Haddy	Parent	beckiehaddy@yahoo.com
Melissa Morgan	Parent	melissamorgan@hotmail.com
Lori Stuart	Ex-officio	Lori.stuart@hotmail.com
Laurie Crouch	Ex-officio	lcrouch@greenville.k12.sc.us
Caroline Coy	Ex-officio	cscoy@greenville.k12.sc.us
Meghan Vella	Community	greenteam@bellsouth.net

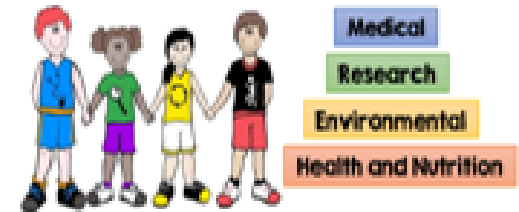
#### **Monarch's SIC worked with stakeholders to:**

- Develop and support implementation of the Strategic Plan housed in the School portfolio
- Write the *Annual School Report to the Parents*
- Assist Mrs. Overman with the SC Report Card narrative
- Advise on the use of school funds
- Attend school and district events
- Serve as a Guidance Advisory Council
- Collaborative on issues affecting Monarch
- Hold Lunch n' Learn informational sessions

## Monarch Elementary

### *Celebrating Inquiry, Innovation and Creativity*

## Annual School Improvement Council "Report to the Parents" 2017-2018



*Vaughan Overman, Principal  
Mark Loach, Assistant Principal  
Christine Bussom, SIC Chair  
Nancy Shepard, PTA President*

Monarch Elementary  
224 Five Forks Road  
Simpsonville, SC 29681  
(864) 452-0600

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

The mission of Monarch is to build a collaborative learning community that challenges all students to excel academically, celebrate diversity, express creativity, and experience real-world curriculum connections.



## Performance Goals

### Blueprint for Success

#### Student Achievement

**Performance Goal:** Raise the academic challenge and performance of each student.

**Performance Statement:** Meet the state and federal accountability objectives for all students and subgroups in writing, English Language Arts, Science and Social Studies.

3<sup>rd</sup>-5<sup>th</sup> SC Ready ELA spring 2017

Meeting/Exceeding Expectation 80.1%

3<sup>rd</sup>-5<sup>th</sup> SC Ready Math spring 2017

Meeting/ Exceeding Expectation 76.4%

4<sup>th</sup>-5<sup>th</sup> SCPASS Science spring 2017

Meeting/ Exceeding Expectation 77%

4<sup>th</sup>-5<sup>th</sup> SCPASS Social Studies spring 2017

Meeting/ Exceeding Expectation 94.15%

#### Teacher/Administration Quality

##### Performance Goal

Ensure quality personnel in all positions.

##### Performance Statement

Provide professional development in alignment with Monarch's mission.

#### School Climate

##### Performance Goal

Enhance family and community involvement in activities related to curriculum standards.

##### Performance Statement

Increase family involvement and community partnerships to extend and improve communication, understanding, support, and engagement in education.

## The Magic of Monarch

### Established August 2012

*Our children are our greatest treasures.*

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

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

#### 2017-18 Ethnicity Summary

# of Students = 951

Asian	7%	With 18 languages represented at Monarch, students learn in a culturally diverse setting.
African-American	5%	
Hispanic	6%	
Other	7%	
Caucasian	75%	

Monarch uses innovative measures rich in best practices.

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

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

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

Capitalizing on research that supports healthy movement, all students in 4K-5<sup>th</sup> enjoy rocking chairs designed by the Pediatric Therapy Network. Intermediate students can participate in Girls on the Run and our Running Club. 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 checkout eBooks. Promethean multi-touch boards promote collaborative learning.

Monarch has two Tech "Knowledge" labs, which feature three Promethean ActiveInspire tables, 30 desktop computers, a Promethean ActivBoard and unique software that enriches learning experiences for the students. Purchased by PTA, 30 Dell Latitudes are available for student research and keyboarding skills. PTA and the school have purchased over 350 Chromebooks in support of technology initiatives.