



Monarch Elementary School Portfolio

**Mark Loach, Principal
Greenville County Schools
Dr. W. Burke Royster, Superintendent
Scope of Action Plan: 2018-19 through 2022-23**

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Monarch Elementary School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2022-2023 (*one year*)


Required Signature Page

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


Assurances for the School Renewal Plans

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


SUPERINTENDENT

Dr. W. Burke Royster		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mr. Mark Loach		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Roger Meek		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Ms. Kylie Putman		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Ms. Alexis Moore		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

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

SCHOOL TELEPHONE: (864) 452-0600

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

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Mark Loach
2. Teacher	Leasa Dacus
3. Parent/Guardian	Brian Godfrey
4. Community Member	Melanie Hyatt
5. Paraprofessional	Lorri Payne
6. School Improvement Council Member	Kylie Putman
7. Read to Succeed Reading Coach	Alexis Moore
8. School Read To Succeed Literacy Leadership Team Lead	Alexis Moore
9. School Read To Succeed Literacy Leadership Team Member	Jennifer Seabrook

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**

Principal	Mark Loach
Assistant Principal	Jennifer Woody
Administrative Assistant	Jami Christian
School Counselors	Caroline Coy, Laurie Crouch
Instructional Coach	Leasa Dacus
SIC/Teacher	Robbie Kane

PTA Member/Business Partner	Kim Banks
Kindergarten Team Leaders	Christine McDaris, Rachael Tatarinchik
First Grade Team Leaders	Parker Henry, Claire Kinser
Second Grade Team Leaders	Margaret Stephenson, Lisa Wimmer
Third Grade Team Leaders	Adam Berry, Kristen Goodman
Fourth Grade Team Leaders	Krissy Mauhar, Ashlee Wilder
Fifth Grade Team Leaders	Teresa Swiger, Sara Tuttle
PTA Co-Presidents	Brian and Angela Godfrey
** Monarch Literacy Leadership Team for Read to Succeed	Mark Loach, Jennifer Woody, Jami Christian, Leasa Dacus, Alexis Moore, Jennifer Seabrook, Adam Berry, Kristen Goodman, Peyton Holbert, Alex Pagliaro, Martha Reed, Regan Sinkuler

ASSURANCES FOR SCHOOL RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

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

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



Academic Assistance, PreK–3

The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).



Academic Assistance, Grades 4–12

The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).



Parent Involvement

The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.



Staff Development

The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.



Technology

The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.



Innovation

The district funds innovative activities to improve student learning and accelerate the performance of all students.



Collaboration

The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.



Developmental Screening

The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.



Half-Day Child Development

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.



Developmentally Appropriate Curriculum for PreK–3

The district ensures that the scope and sequence of the curriculum for PreK–3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.



Parenting and Family Literacy

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.



Recruitment

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for 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): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.



Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

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Introduction

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

The creation of and updates to our portfolio have evolved with broad community and staff input. Faculty Focus meetings, Team Focus planning, students, School Improvement Council (SIC), and Parent Teacher Association (PTA) communicated input for continuous improvement. Our school website, marquee, Facebook, PTA website, class newsletters and teacher websites are avenues that provide information to our school community. School Messenger is also a tool used for weekly communication with parents and staff. Yearly updates will keep us focused on clear goals with outcomes that describe our priorities and commitment to continuous improvement.

Mark Loach (Principal), Jennifer Woody (Assistant Principal), Jami Christian (Administrative Assistant), Kylie Putman (SIC Chair), Caroline Coy, Laurie Crouch (School Counselors), Leasa Dacus (Instructional Coach), and rotating teacher representatives provided guidance and oversight of the self-study process. Stakeholders, including staff, students, PTA and SIC were involved in updating our School Portfolio. Stakeholders provided valuable contributions that shaped our portfolio via participation for Leadership Capacity, Learner Capacity, and Resources Capacity, feedback from PTA and SIC meetings and completion of the South Carolina State Department of Education Report Card Survey.

Grade level representatives and other stakeholders were charged with gathering input, compiling information and reporting out. Administration provided guidance for and supported all stakeholders in their work. All staff served on teams aligned with Cognia Standards and Greenville County's School Strategic Plan. The implementation of the action plan in our portfolio is a cooperative effort of stakeholders. Due to broad and consistent stakeholder

involvement, this document reflects a balance of diverse backgrounds, disciplines, interests and experiences of our school community. Yearly updates will serve to document our progress.

School Portfolio Committees		
Core Task Teams	Roles	Stakeholder Involvement
School Profile	<ul style="list-style-type: none"> Describe the special features of our campus. 	A team of teachers was involved in updating our profile based on input from the whole staff.
Accomplishments and Challenges	<ul style="list-style-type: none"> Describe endeavors that document success Define problems and offer possible solutions 	All teachers offered input via teams to update this section.
Mission, Vision, Beliefs	<ul style="list-style-type: none"> Explain why we do the things that we do Provide suggestions for updates 	All teachers, staff, SIC, parents, and Student Council provided suggestions.
Student Achievement	<ul style="list-style-type: none"> Analyze academic data and track trends over time Provide input for Action Plan 	Strategies and updates were compiled by vertical teams. All teachers provided input and suggestions. Read to Succeed Leadership Team, Data Team, Student Centered Learning Team, and the Administrative Leadership Team compiled the data.

Teacher/Admin Quality	<ul style="list-style-type: none"> Target a goal with strategies to promote qualified, diverse teachers 	School Leadership Team
School Climate	<ul style="list-style-type: none"> Analyze Cognia survey data completed by students, parents, staff, and teachers 	SIC, School Counselors, Administrative Leadership Team, School Safety Team
School Renewal Plan	<ul style="list-style-type: none"> Document strategies and timeline for continuous improvement 	Administrative Leadership Team, Data from all teachers and staff, parents and students
Professional Development	<ul style="list-style-type: none"> Provide a Professional Learning focus based on teacher input and tracked data 	Administrative Leadership Team, School Leadership Team, SPED/Special Area Teachers

Executive Summary

Our School Renewal Plan identifies performance goals and strategies that address Student Achievement, Teacher/Administrator Quality, and School Climate for 2019-2020 through 2022-23. Goal statements were determined based on school, district and state data. Data sources included the South Carolina State Department of Education School Report Card, SC College and Career Ready (SC READY) assessments, South Carolina Palmetto Assessment of State Standards (SCPASS) tests, Cognia survey data, the Effective Learning Environments Observation Tool and broad stakeholder input. Student academic achievement is a top priority.

Needs Assessment for Student Achievement

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

- The SC Ready ELA data for the 2020-21 school year shows that 78% of third graders, 75% of fourth graders, and 73% of fifth graders scored “Meets” or “Exceeds” expectations.
- The SC Ready Mathematics data for the 2020-21 school year shows 83% of third graders, 77% of fourth graders, and 69% of fifth graders scored “Meets” or “Exceeds” expectations.
- The SCPASS Science data for the 2020-21 shows 83% of fourth graders scored “Meets” or “Exceeds” expectations.

Teacher/Administrative Quality

- 100% of our teachers are “Highly Qualified.”
- Five teachers are Nationally Board Certified.
- Strengths identified by parents include Monarch’s focus on student achievement, varied teaching strategies and learning activities, and the use of technology for learning.
- Areas for improvement identified by parents include access to support services and meeting the individualized learning needs of our students.
- Students consistently noted strengths as participation in clubs before and after school, student choice, PBL and the use of technology.
- Weaknesses noted by students are not having the option to explore different careers and having the option to speak to adults other than their teachers to help with learning needs.

Needs Assessment for School Climate

- Strengths noted by parents include collaborative student work, positive interactions with the staff who are respectful, supportive and helpful.

Significant Challenges

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

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

The South Carolina standards will remain an instructional focus at Monarch. The Greenville County Schools Elementary Curriculum Landing Page is one measure Monarch uses in unit planning. Many of our teachers have been trained by PBL World, formerly known as the Buck Institute of Education or Furman University. With an integrated PBL curriculum approach, Monarch has changed how curriculum is learned and how learning is assessed.

Funding for the level of technology needed to ensure our students are being prepared for future careers and for on-line district and state testing is needed. The school district provided all students K-5 with 1:1 Chromebooks beginning March, 2020. Teachers taught virtually during the pandemic shut down, during hybrid attendance models, and during inclement weather eLearning days.

Accomplishments and Achievements State Recognitions (past 3 years)

- Energy Bus Certified School (2019-2021)
- State Standard of Excellence for Monarch's Library
- Palmetto Gold awards
- PTA Membership awards
- PTA Reflections winners
- Jump Rope for Heart Top Earner Awards for South Carolina Schools
- SC Department of Education Distinguished Arts Program Grant
- SC PTA Reflections winners
- South Carolina Elementary Honors Choir participants
- Safe Kids Upstate awards

- Safe Routes to School Silver Partnerships
- Alliance for a Healthier Generation action plan completion
- Creation and implementation of WINGS program (2020-2021)

District Recognitions (past 3 years)

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

National Junior Beta Club Projects

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

School Profile

2021-22 Profile*



Monarch Elementary

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

Grades: 4K - 5th Grade

Enrollment: 874

School Location: Near Five Forks in Simpsonville

[School/Center Directions](#)

Principal: Mark Loach
Email: mloach@greenville.k12.sc.us



Awards and Honors

- Palmetto's Finest Winner 2016-17
- Palmetto's Finest Finalist 2016-17
- TransformSC 2016-Present
- American Heart Association Fit-Friendly Worksite Gold Achievement
- 7 National Board Certified Teachers
- Accredited by Southern Association of Colleges and Schools
- SC PTA Volunteer of the Year 2012-2013
- 100% PTA Membership Award 2012-present
- 2012-2013 PTA Top 10 Membership Award (106%)
- PTA 500 Member Club 2012-present
- 2012-2013 PTA Silver Oak Leaf Association
- Safe Kids Upstate School 2013-present
- 2012-2013 PTA State Reflection Winners
- Spring Sing participants 2013-present

Facilities

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

Faculty Profile

- Administrators: 2
- Teachers/Professional Staff: 58
- Support Staff: 41

- State Honors Chorus participants 2012-present
- 2012-2013 Greenville County Schools Science Teacher of the Year
- Roper Mountain District Science Center Fair winners 2013, 2014
- 2012, 2013, 2015, 2016, 2017 District Basketball Hoop Shoot winners
- 2013 RMSC Holiday Lights Second Place
- 2014 RMSC Holiday Lights First Place
- 2014-15 Teacher of the Year Top Ten Finalist
- FLL Lego Robotics District, State, and National Competitions
- Recipient of Grants totaling over \$50,000
- 2012, 2013, 2014, 2015, 2016, 2017, 2018 United Way Campaign Awards of Excellence
- 2012 United Way Campaign Premier Award
- 2012, 2014 United Way Campaign Award of Advancement
- Jump Rope for Heart honors 2012-present
- South Carolina Chess Association winners
- Palmetto Gold Achievement Award 2013-2014, 2014-2015
- 2014 Upstate Bridge Competition 1st Place Best Architectural Design
- 2014 Upstate Bridge Competition 3rd Place Best Structural Design
- 2015 Upstate Bridge Competition 1st Best Structural Design
- 2015 Upstate Bridge Competition 2nd Place Best Craftsmanship
- 2016 Upstate Bridge Competition 1st Place Best Craftsmanship
- 2017 Upstate Bridge Competition 3rd Place Best Structural Design
- 2018 Upstate Bridge Competition 3rd Place Best Structural Design and 3rd Place Best Architectural Design
- 2019 Upstate Bridge Competition 1st, 2nd, and 3rd Place Best Structural Design and 2nd place Best Architectural Design
- Greenville County Science Teachers Association (GCSTA) 100% Teacher Membership 2013-2014
- Distinguished Arts Program Grant Award 2015-2016

For a closer look...

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

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

For more information, call INFOLine at 864-355-3100, visit our website at www.greenville.k12.sc.us.



Outstanding Features/Programs

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

***Note: School Information is Revised Annually by October 15.**

School Community

Monarch is a beautiful facility housed on six acres in Simpsonville, a suburban area, in the Upstate of South Carolina. We opened in August 2012 to ease overcrowding in four nearby schools. We are a neighborhood school with the majority of our student population residing within a two-mile radius. Our school was built to house 1,000 students. We currently have an enrollment of 879 students. Our attendance area consists of nearby subdivisions, townhomes, and apartment complexes.

With the school's focus on Health Sciences and a project-based learning (PBL) approach, the community has welcomed the uniqueness of our campus. We give students an early exposure to a range of careers and challenges through a partnership with a local hospital system as well as other business partners. The demand for future student placement from the neighboring areas is immense. Prior to COVID, citizens and business partners have supported us by leading engineering activities on S.T.E.A.M. Day, fielding questions for fifth grade inventors, and sharing their time and expertise throughout projects. The past two years, we have relied more on our experts through virtual experiences.

The student capacity for Monarch and that of nearby schools is an indicator of the popularity of this area. Monarch's number of classrooms accommodates the following: 1 4K, 6 kindergartens, 7 first grades, 7 second grades, 6 third grades, 5 fourth grades, and 6 fifth grades.

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

Large employers in our area include Prisma Health, Michelin Tire Corporation, General Electric, and BMW. Parental occupations include but are not limited to self-employed business owners, government employees, medical professionals, engineers, and hourly restaurant and retail employees. Income varies from two-salaried parents to single-income families.

Parents are extremely supportive of our school culture and take a vested interest in all facets of school life. Starting with our youngest learners in kindergarten and continuing through fifth grade, parents desire well-rounded educational experiences for their children. Parents expect their children to be academically challenged with the goal of being prepared for middle school and beyond. For the current school year, a student attendance rate of 95.84% supports evidence that our parents value education. In the past, our volunteers have been extremely involved. We have logged thousands of volunteer hours over the past several years as documentation of a high level of parent and community involvement. This year, parents have gradually been allowed back in GCS buildings.

Our tagline, *Celebrating Inquiry, Innovation and Creativity*, is embedded in our school culture. Project-based learning exhibitions and visual and performing arts performances showcase the originality and talents of our students.

With the school's focus on Health Sciences and a project-based learning (PBL) approach, the community has welcomed the uniqueness of our campus. We give students an early exposure to a range of careers and challenges through a partnership with a local hospital system as well as other business partners. The demand for future student placement from the neighboring areas is immense. Citizens and business partners have supported us by leading engineering activities on S.T.E.A.M. Day, fielding questions for fifth grade inventors, and sharing their time and expertise throughout projects.

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

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

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

Curriculum-based PTA Events (past 3 years)

- S.T.E.A.M. Central: Be A Part of Something Big
- Prisma Community *Meet Your Healthcare Neighbor*
- Showcasing Talents: Artists-on-Site
- Literature-based Theatrical Productions/Musical Moments
- Book Bingo
- Cultural Programming - Laser Science
- Cultural Programming- BMX Science Assembly
- Cultural Programming - Animal Tales
- Cultural Programming - Extreme Energy
- Cultural Programming - Project Wild

Community Connections

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

The Staff of Monarch Elementary

Monarch benefits from the knowledge of a diverse and experienced staff combined with the enthusiasm and idealism of young teachers. Coupled with the leadership of a passionate, skillful principal, and in the presence of dedicated, energetic parents, a strong foundation for student achievement is made. Monarch is a school community that celebrates cultural differences and blends diverse backgrounds. Monarch has 1 4K teacher and 1 para-professional, 6 kindergarten teachers and 6 kindergarten para-professionals, 7 first grade teachers, 7 second grade teachers, 6 third grade teachers, 5 fourth grade teachers, and 6 fifth grade teachers. Monarch has a media specialist with a full-time assistant, 2 full-time STEAM teachers, 1 full-time speech therapist, 1 part-time speech therapist, 2 full-time resource teachers, 2 ID Moderate teachers and 5 paraprofessionals, 3 full-time and 1 part-time Response to Intervention (RTI) teachers, 1 part-time literacy specialist, 1 instructional coach, 1 part-time multilingual learner teacher, 1 full-time challenge teacher, 3 full-time and 3 part-time related arts teachers. Monarch has a plant engineer, 5 custodians, a cafeteria manager and 5 cafeteria workers. The staff also includes a principal, assistant principal, administrative assistant, secretary, attendance clerk, office clerk, part time school clerk, 1 full-time school nurse, 1 part-time school nurse, 2 full-time school counselors, and 1 part-time mental health counselor.

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

2019-20 Teacher Experience						
Years Experience	0-1	2-6	7-10	11-14	15-21	22+
Number of Teachers	8	15	12	10	14	4
2020-21 Teacher Experience						
Years Experience	0-1	2-6	7-10	11-14	15-21	22+
Number of Teachers	3	19	12	10	14	4
2021-22 Teacher Experience						
Years Experience	0-1	2-6	7-10	11-14	15-21	22+
Number of Teachers	3	15	10	11	12	6

Nationally Board Certified Teachers	
2019-20	6
2020-21	6
2021-22	5
Teacher Attendance Rate	
2019-20	99
2020-21	99
2021-22	97

2020-21 Teacher Education Level			
Level of Degree	Bachelor's	Master's	Master's +30
Number of Teachers	26	26	10
2021-22 Teacher Education Level			
Level of Degree	Bachelor's	Master's	Master's +30
Number of Teachers	25	25	7

Student Population

Monarch offers a variety of leadership roles for students: National Junior Beta Club, Student Council, Library Cadets, Morning News Show, Book Buddies, Monarch Marathoners Running Club, Battle of the Books team, class jobs, and Safety Patrols.

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

2019-20 Gender Distribution by Grade Level							
	4 K	K	First	Second	Third	Fourth	Fifth
# of Boys	13	79	81	80	69	67	76
# of Girls	8	71	75	86	67	76	88
2020-21 Gender Distribution by Grade Level							
	4 K	K	First	Second	Third	Fourth	Fifth
# of Boys	15	63	80	68	72	64	54
# of Girls	6	47	60	65	77	70	75
2021-22 Gender Distribution by Grade Level							
	4 K	K	First	Second	Third	Fourth	Fifth

# of Boys	9	80	69	78	68	69	69
# of Girls	14	68	61	61	66	75	68

Data Source: PowerSchool

Student Ethnicity			
Ethnicity	2019-20 936 Students	2020-21 599 In-Person Students 214 Virtual Students	2021-22 879 Students
American Indian or Alaska Native	N/A	N/A	<1%
Asian	7%	7%	6%
Black or African-American	8%	8%	8%
Hispanic/Latino	7%	7%	7%
Native Hawaiian or Other Pacific Islander	N/A	N/A	<1%
Two or More Races	6%	6%	8%
White/Caucasian	72%	69%	71%

Data Source: PowerSchool

Student Attendance Rate	
2019-20	98%
2020-21	98%
2021-22	96%

Data Source: PowerSchool

Meal Status of Students				
Year	Free	Reduced	Full Pay	Enrollment
2019-20	85	28	823	936
2020-21	599 (all students are free)	0	0	599
2021-22	879 (all students are free)	0	0	879

To support the learning needs of our population Monarch has a Gifted and Talented (Challenge) Program, Response to Intervention (RTI) services, Literacy Coach support, and Resource services. Response to Intervention (RTI) is an academic intervention program that serves small groups of students with emphasis on letter names, letter sounds, phoneme segmentation, nonsense words, phonics and reading. All students in kindergarten and first grade are benchmarked three times a year, using the FastBridge screening program. Second and third grade students who are reading below grade level are also benchmarked three times a year. Children who score at the 20th percentile or below are considered “At-Risk” and are provided small group reading intervention. After every ten lessons, a progress check is completed. This data is used to track specific needs of each student. When children consistently meet targeted benchmarks, and they no longer need small group intervention, they are

released from the group. If students do not show progress through the RTI program, they are referred to OnTrack for further evaluation.

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

At this time, 49 students receive resource support services for Reading, Writing, Math, Social/Emotional Behavior, and/or Independent Functioning skills. Students receive up to 700 minutes weekly depending on their needs.

Resource Services for 2021-2022					
# of Students Served by Grade Level and Category					
	Total	Math	Reading	Writing	Behavior
K	1	0	0	0	1
1 st	3	1	2	3	2
2 nd	9	6	8	7	2
3 rd	10	4	6	5	2
4 th	15	13	12	13	6
5 th	11	8	10	11	1

Resource Services # of Students Served by Grade Level			
	2019-20	2020-21	2021-22
K	1	4	1
1st	10	5	3
2nd	14	7	9
3rd	13	9	10
4th	16	8	15
5th	15	12	11

Speech and Language Program			
	4K Students	5K Students	1st-5th Students
2019-20	4	14	71
2020-21	6	9	60

2021-22	0	5	19
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Gifted and Talented Program			
	3rd	4th	5th
2019-20	39	59	74
2020-21	45	42	61
2021-22	26	45	43

2021-22 Monarch Multilingual Learner Program	
Kindergarten	5
1st	4
2nd	4
3rd	5
4th	4
5th	2

Special Features

Monarch uses innovative measures rich in best practices. Monarch is the first elementary school in the state and one of the few in the nation to focus on Health Sciences. Project-based learning (PBL) experiences and learning menus are the norm. A rigorous and relevant curriculum ensures each student is academically advantaged. A partnership with Prisma Health, generous contributions from parents, and Roper Mountain Science Center (RMSC) provide students with inquiry-rich experiences. Clinical speakers and other experts in the field of Health Sciences provide real-world curriculum-connections and teach students the importance of science and math in everyday life.

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

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

Students at Monarch benefit from a technology-rich campus. Students in grades K-5 have 1:1 Chromebooks, and all students have access to 1:1 devices, which allows students to check-out eBooks. With PTA and school funds, Chromebooks have been purchased yearly. Starting fall 2018, all third, fourth and fifth graders were assigned 1:1 Chromebooks provided by the school district. This allows for Chromebooks and iPads currently on-site to be pushed down to lower grades. In addition to Promethean Boards in all instructional areas, Monarch has a computer lab.

In the music classroom, students benefit from a technology rich music curriculum called Quaver Marvelous World of Music. All teachers have Windows 10 laptops, and additional iPads and Chromebooks were purchased to meet the needs of our growing student population. WKID, the Monarch Morning Show, is produced by students. In addition, Monarch's Media Center houses two 3-D printers, which are available to teachers and students for PBL projects and school-wide use.

A (PBL) environment is evident at Monarch and is embedded in our school culture. Monarch has been selected as a TransformSC school for meeting the Gold Standards for PBL.

In our fifth school year Monarch received the prestigious honor of being named a Palmetto's Finest winner.

Our school counseling Social/Emotional Learning resource for the 2021-22 school year is *The Energy Bus for Kids*, Greenville County Schools Social/Emotional Learning best practice guide, and Zones of Regulation. Monarch school counselors use the 7 principles outlined in the *Energy Bus* book to address the ASCA Mindsets and Behaviors standards for SEL in classroom lessons and small groups. Students learn how positivity and mindfulness strategies give us “fuel” for life and learning, and then learn ways to cope with negativity and stress.

In addition to addressing SEL standards, skills learned from the *Energy Bus* and GCS SEL guide have laid the foundation for school counselors' lessons on careers and the school-to-work connection. Students learn about taking responsibility, goal setting, and time management. Students have learned that in order to get hired and remain employed, it is important to demonstrate the virtues of honesty, a strong work ethic, kindness, teamwork, and respect for others.

Curriculum Implementation of Standards

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

Examples of PBL units

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

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

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

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

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

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

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

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

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

Parameters (Boundaries within which Monarch will accomplish its mission)

Implement the Action Plan.

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

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

Curriculum Focus (Direct experiences to accomplish objectives)

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

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

Curriculum must include:

- Current SC State Standards
- Project-based learning approach
- Relevance to everyday life experiences
- Rigorous work for students
- Cross-curricular experiences
- High expectations for all students
- A balanced literacy approach
- Student voice and choice

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

Instruction must include:

- Alignment to school vision with instructional focus
- Research-based models and best practices
- Innovative teaching and rigorous programs
- Technology integration

- Connections to real-life situations and prior knowledge
- Guided discovery/active inquiry
- Student-centered approaches
- Authentic tasks
- Opportunities for students to decide performance criteria and methods

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

Assessment must include:

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

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

Environment must include:

A “highly qualified” staff that works and shares as a collaborative team

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

Data Analysis and Needs Assessments

Student Achievement Needs Assessment

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

Due to the pandemic, we were unable to take the SC READY/SCPASS assessments in spring 2020.

2020-2021 Test Data

For the 2020-21 school year SC Ready ELA and SC Ready Math was administered to 3rd, 4th and 5th graders and SCPASS Science was administered to 4th graders.

SC Ready English Language Arts and Mathematics

Rectangular Snip

English Language Arts (Reading and Writing) - [Percent Met or Exceeding](#)

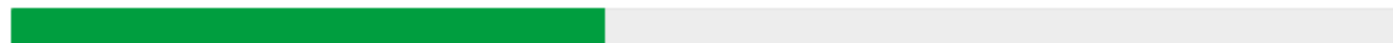
School 74.0% (288 / 389)



District 50.0% (16200 / 32375)



State 42.6% (128425 / 301118)



Mathematics - [Percent Met or Exceeding](#)

School 76.3% (297 / 389)



District 44.1% (14248 / 32307)



State 37.3% (112523 / 301914)



SC Ready by Grade Level

English Language Arts (ELA)

Rectangular Snip

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score	Standard Deviation
3	141	6.40%	15.60%	24.80%	53.20%	78%	93.60%	521.70	102.70
4	129	7.80%	17.10%	22.50%	52.70%	75.20%	92.20%	589.10	111
5	124	6.50%	21%	34.70%	37.90%	72.60%	93.50%	615.60	100.40

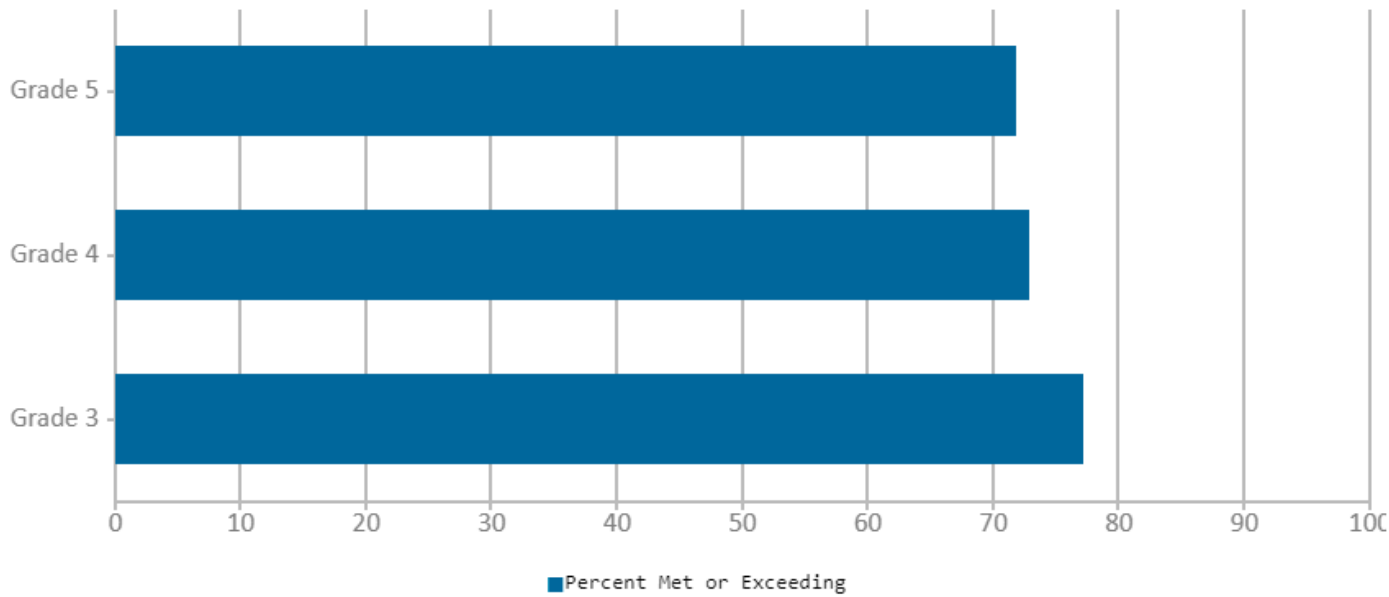
Mathematics

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score	Standard Deviation
3	141	9.90%	7.10%	32.60%	50.40%	83%	90.10%	534.30	101.50
4	129	6.20%	17.10%	34.90%	41.90%	76.70%	93.80%	552.40	102.30
5	124	8.10%	22.60%	35.50%	33.90%	69.40%	91.90%	588.40	109.80

School Level Details

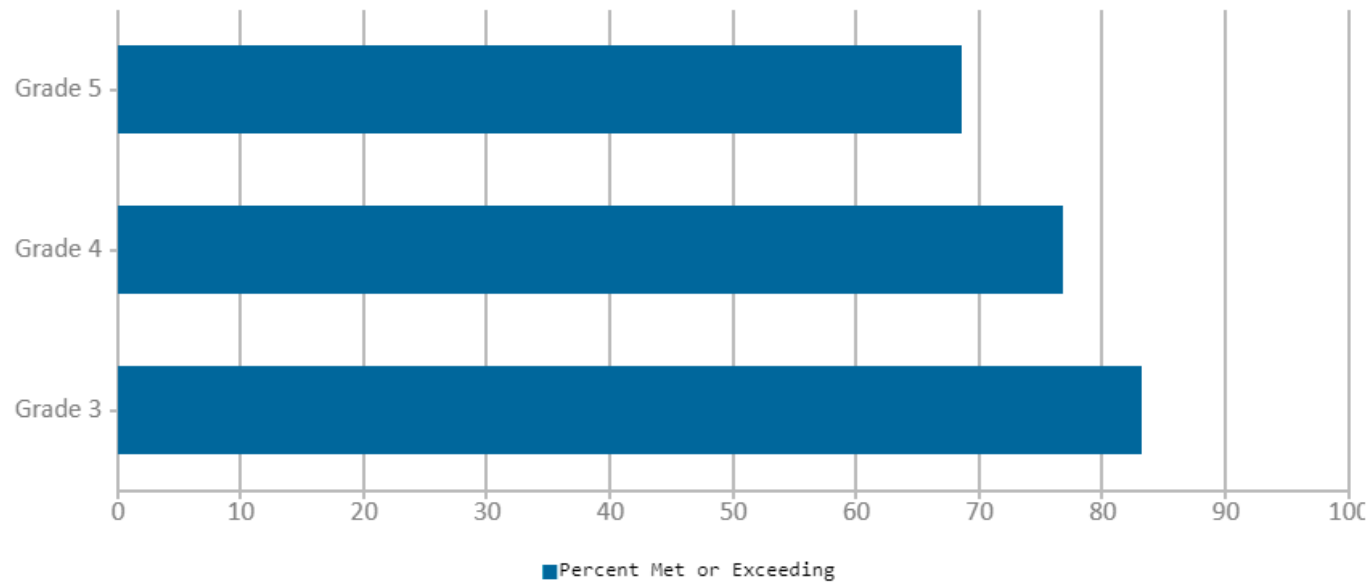
SC READY Performance by Grade Level

English Language Arts (Reading and Writing)



Note: Results from alternate assessments were included in the calculations where available.

Mathematics



Note: Results from alternate assessments were included in the calculations where available.

4th Grade SCPASS Science

Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations
129	3.9%	13.2%	38.8%	44.2%	82.9%	96.1%

Teacher and Administrator Quality

On-going professional development activities that are planned in congruence with the school goals and calendar provide school staff with opportunities both to improve personal performance and to learn the new skills they need to support a positive school culture and the development of a true learning organization. An overall focus will be on developing a professional learning community where all decisions are based on the learning needs of students. A problem/project-based (PBL) approach will be woven throughout the curriculum. Everything that is planned in the school must be aligned to our mission and beliefs, everything that is implemented must be evaluated against our mission and beliefs, and everything that is improved, is improved to implement our mission and beliefs.

Monarch Professional Development 2021-22
With a Focus on Instructional Delivery Through PBL

Course	Date	Instructor(s)	Credit
Capturing Kids' Hearts	Thurs., Aug. 12	Jennifer Woody	1 hour (points only - during contract hours)
PBL - Intro. and Overview	Mon., Aug. 16	PBL Group 1: 4th Gr. Teachers	1 hour (points only - during contract hours)
Conversations About Racism and Equity PD	Wed., Aug. 25	Laurie Crouch & Caroline Coy	1 hour pts. Or exchange
SELF-CARE WEDNESDAY	Wed., Sept. 1	(Mr. Loach at Principal's Mtg.)	n/a
Building Relationships With Families - optional	Thurs., Sept. 2	Natalie Bostic	1 hour pts. Or exchange
W.I.N.G.S. PD	Wed., Sept. 8	Mrs. Hibbs & Mrs. Huffstutler	1 hour pts. Or exchange
Tech. in Lower Grades with Math & Reading Centers - optional	Tues., Sept. 14	Parker Henry & Liz Collier	1 hour pts. Or exchange
PBL Designing and Planning a Project and Aligning to Standards	Wed. Sept. 15	PBL Groups 2 & 3: Related Arts Teachers & 3rd Grade Teachers	1 hour pts. Or exchange
Classroom Libraries	Wed. Sept. 22	Alexis Moore	1 hour pts. Or exchange
SEL/Committees Meet	Wed., Sept. 29	Caroline Coy & Laurie Crouch & Committees	n/a
DreamBox - Filling the Gaps in Math - Hybrid PD	Due Fri., Oct. 1	Leasa Dacus	2 hours pts. Or exchange
SELF-CARE WEDNESDAY	Wed., Oct. 6	(Mr. Loach at Principal's Mtg.)	n/a
OnTrack PD	Wed., Oct. 13	Cheryl Healey-Fossum	1 hour pts. Or exchange
Digging Deeper Into PBL PD: Part 1	Tues., Oct. 19	Amanda Cole, SC PBL endorsed	1 hour (points only during contract hours)
PBL Building the Culture and Managing Activities	Wed., Oct. 20	PBL Groups 4 & 5: 2nd and 5th grade teachers	1 hour pts. Or exchange
SEL/Committees Meet	Wed., Oct. 27	Caroline Coy & Laurie Crouch & Committees	n/a

101 Answers for New Teachers and Their Mentors: sections 1-3 (required for induction, optional for others)	Thurs., Oct. 28	Leasa Dacus and teacher leaders	1 hour exchange for induction, exchange or pts. for others
SELF-CARE WEDNESDAY	Wed., Nov. 3	(Mr. Loach at Principal's Mtg.)	n/a
Digging Deeper Into PBL PD: Part 2	Wed., Nov. 10	Amanda Cole, SC PBL endorsed	1 hour pts. Or exchange
101 Answers for New Teachers and Their Mentors: sections 4-6 (required for induction, optional for others)	Mon., Nov. 15	Leasa Dacus and teacher leaders	1 hour exchange for induction, exchange or pts. for others
Reading Interventions	Wed., Nov. 17	Alexis Moore	1 hour pts. Or exchange
HOLIDAY	Wed., Nov. 24	No Meeting	n/a
SELF-CARE WEDNESDAY	Wed., Dec. 1	(Mr. Loach at Principal's Mtg.)	n/a
SEL/Committees Meet	Wed., Dec. 8	Caroline Coy & Laurie Crouch & Committees	n/a
STAFF HOLIDAY PARTY	Wed., Dec. 15	Sunshine Committee, all faculty and staff	n/a
HOLIDAY	Wed., Dec. 22	No Meeting	n/a
HOLIDAY	Wed., Dec. 29	No Meeting	n/a
SELF-CARE WEDNESDAY	Wed., Jan. 5	(Mr. Loach at Principal's Mtg.)	n/a
Reaching Advanced Learners in the Regular Classroom - optional	Thurs. Feb. 10	Heather Herrin	1 hour pts. Or exchange
PBL Assessing Student Learning and Scaffolding Student Learning PBL Engaging and Coaching Students	POSTPONED	PBL Groups 6,7, 8: 1st grade teachers, special ed teachers, Kindergarten teachers	1 hour pts. Or exchange
PD in PJs - Discovery Education - Technology	Wed., Jan. 19	Leasa Dacus	1 hour pts. Or exchange
Organizational and Behavior Tips - optional	Thurs., Feb. 3	Jennifer Fogle	1 hour pts. Or exchange
SEL/Committees Meet	Wed., Jan. 26	Caroline Coy & Laurie Crouch & Committees	n/a

Using Technology in the Math Block	Mon., Jan. 31	Adam. Berry	1 hour pts. Or exchange
SELF-CARE WEDNESDAY	Wed., Feb. 2	(Mr. Loach at Principal's Mtg.)	n/a
Literacy Stations	Wed., Feb. 9	Alexis Moore, Robbie Kane Erin Rimmier, Jennifer Seabrook	1 hour pts. Or exchange
Data Analysis PD	Wed., Feb. 16	Jami Christian	1 hour pts. Or exchange
SEL/Committees Meet	Wed., Feb. 23	Mrs. Coy and Mrs. Crouch	1 hour
SELF-CARE WEDNESDAY	Wed., Mar. 2	(Mr. Loach at Principal's Mtg.)	n/a
PBL Assessing Student Learning and Scaffolding Student Learning PBL Engaging and Coaching Students	Wed., Mar. 9	1st grade teachers, special ed teachers, Kindergarten teachers	1 hour pts. Or exchange
Tech Tuesday with Stephanie	Tues., Mar. 15	Library	1 hour pts. Or exchange
Positive Reinforcements/ High Expectations and Student Engagement PD	Wed., Mar. 16	Jennifer Woody	1 hour pts. Or exchange
HOLIDAY	Wed., Mar. 23	No Meeting	n/a
SEL/Committees Meet	Wed., Mar. 30	Caroline Coy & Laurie Crouch & Committees	n/a
SELF-CARE WEDNESDAY	Wed., Apr. 6	(Mr. Loach at Principal's Mtg.)	n/a
Moving Forward With New Science Standards	Wed., Apr. 13	Amanda Cole	1 hour pts. Or exchange
Tech Tuesday with Stephanie	Tues., Apr. 19	Stephanie Williams	1 hour pts. Or exchange
SEL/Committees Meet	Wed., Apr. 20	Caroline Coy & Laurie Crouch & Committees	n/a
SC Ready/PASS Inservice	Wed., Apr. 27	Mrs. Woody & Ms. Christian	No credit
SELF-CARE WEDNESDAY	Wed., May 4	(Mr. Loach at Principal's Mtg.)	n/a
SC Ready Testing	Wed., May 11	No meeting	n/a

Tech Tuesday with Stephanie	Tues., May 17	Library	1 hour pts. Or exchange
SC Ready Testing	Wed., May 18	No meeting	n/a
SEL/Committees Meet	Wed., May 25	Caroline Coy & Laurie Crouch & Committees	n/a
End of Year Staff Luncheon - decorate sidewalks for students' last day	Thurs., Jun. 2	All faculty and staff - recognitions	n/a

School Climate Needs Assessment

Needs Assessment provides data on school performance, which includes student levels of engagement in school and participation rate. The following link contains School Climate Needs Assessment data: [Monarch 2020-21 SDE School Report Card](#)

Student Engagement

Additional Information

	Our School	Change from Last Year
Percent of Students (7th and 8th grade) enrolled in high school credit courses	N/AV	N/A
Percent of students served by gifted and talented program	38.0	Down from 38.8
Percent of students retained	0.6	Down from 0.8
Principal's/Superintendent's/Director's years at school/district	10	Up from 9
Percent of classrooms with wireless access	100	No change
Percent of students served by 1:1 learning	100	No change
Chronic Absenteeism Rate (Note: Data are from prior school year)	1.7	Down from 4.1
Percent of 8th Graders with Individual Graduation Plan (IGP)	N/AV	N/A

Results of Teacher, Student, and Parent Opinion Surveys

	<u>Teachers</u>	<u>Students</u>	<u>Parents</u>
Number of surveys returned	39	85	139
Percent satisfied with learning environment	100.0%	89.3%	79.1%
Percent satisfied with social and physical environment	100.0%	92.9%	77.3%
Percent satisfied with school-home relations	97.5%	94.1%	67.6%

Impact of COVID-19:

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

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

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History and the Constitution) the requirement that these examinations count 20 percent has been waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

The following assessments were unable to be administered due to COVID-19 and required a waiver

- Grade 10 PSAT
- Ready to Work
- ACT, SAT
- AP, IB, Cambridge International

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

PERFORMANCE GOAL 1: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 80% in 2016-17 to 86% in 2022-23.

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

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	80% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 81	82	83	84	85	86
		School Actual Elementary 76	84	<i>waiver</i>	75		
SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 52	52	55	58	61	64
		District Actual Elementary 52	58	<i>waiver</i>	52		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Intentional planning and instructional delivery so as to <i>fully address each standard</i>	2018-2023	Literacy Specialist, Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	\$0	N/A	Lesson plan review; classroom observation reports; MasteryConnect/TE21 Benchmark data; Fastbridge results; Fountas and Pinnell, MAP, SLO data and conferencing
2. Intentional planning and instructional delivery so as to <i>consistently address the differentiated needs of students</i>	2018-2023	Literacy Specialist, Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	\$0	N/A	Lesson plan review; classroom observation reports; MasteryConnect/TE21 Benchmark data; Fastbridge results; Fountas and Pinnell, MAP, SLO data and conferencing
3. In-house Professional Development: Reading Strategies: Lucy Calkins and Jennifer Serravallo	2018-2023	Literacy Specialist, Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	Cost of professional development books	General/ local funds	Lesson plan review; classroom observation reports; MasteryConnect/TE21 Benchmark data; Fastbridge results; Fountas and Pinnell, MAP, SLO data and conferencing

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

PERFORMANCE GOAL 2: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 76% in 2016-17 to 82% in 2022-23.

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	76 % Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 77	78	79	80	81	82
		School Actual Elementary 85	83	<i>waiver</i>	76		
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 57	62	64	66	68	69
		District Actual Elementary 60	63	<i>waiver</i>	53		

ACTION PLAN FOR STRATEGY #1:

EVALUATION

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Intentional planning and instructional delivery so as to <i>fully address each standard</i>	2018-2023	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	\$0	N/A	Lesson plan review; classroom observation reports; MasteryConnect/TE 21 Benchmark data; Fastbridge results; MAP, SLO data and conferencing
2. Intentional planning and instructional delivery so as to consistently address the differentiated needs of students	2018-2023	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	\$0	N/A	Lesson plan review; classroom observation reports; MasteryConnect/TE 21 Benchmark data; Fastbridge results; MAP, SLO data and conferencing
3. Data Team Study focusing on math achievement by standard and grade level, understanding areas of weakness and identifying specific instructional strategies	2018-2023	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	\$0	N/A	Lesson plan review; classroom observation reports; MasteryConnect/TE 21 Benchmark data; Fastbridge results; MAP, SLO data and conferencing

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
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 1% annually.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	School Projected Elementary	86	87	88	89	90
		School Actual Elementary 85	83	waiver	83		
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary	63	66	69	72	75
		District Actual Elementary 60	64	waiver	56		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION

	(Start and End Dates)				
1. Intentional planning and instructional delivery so as to fully address each standard	2018-2023	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	\$0	N/A	Lesson plan review, classroom observation reports; MasteryConnect/TE 21 data; common unit assessments
2. Intentional planning and instructional delivery so as to consistently address the differentiated needs of students	2018-2023	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	\$0	N/A	Lesson plan review, classroom observation reports; MasteryConnect/TE 21 data; common unit assessments
3. Focus on DOK levels 3 and 4 so as to promote depth of critical thinking, reasoning, model-making, problem solving, and higher-order thinking in a variety of real-world contexts and active learning experiences	2018-2023	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	\$0	N/A	Lesson plan review, classroom observation reports; MasteryConnect/TE 21 data; common unit assessments

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: Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (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):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	66% Meets Expectations and Exceeds Expectations	School Projected Hispanic 67	68	69	70	71	72
SC READY ELA SC SDE Website		School Actual Hispanic 59	N/A	<i>waiver</i>	N/A		
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 36	36	39	42	45	48
SC READY ELA SC SDE Website		District Actual Hispanic 34	40	<i>waiver</i>	36		
SC READY ELA SC SDE Website	75 % Meets Expectations and Exceeds Expectations	School Projected AA 76	77	78	79	80	81

SC READY ELA SC SDE Website		School Actual AA 64	N/A	<i>waiver</i>	N/A		
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	District Projected AA 25	25	28	31	34	37
SC READY ELA SC SDE Website		District Actual AA 25	31	<i>waiver</i>	28		
SC READY ELA SC SDE Website	39% Meets Expectations and Exceeds Expectations	School Projected SWD 40	41	42	43	44	45
SC READY ELA SC SDE Website		School Actual SWD 45	47	<i>waiver</i>	N/A		
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	District Projected SWD 14	14	17	20	23	26
SC READY ELA SC SDE Website		District Actual SWD 12	21	<i>waiver</i>	19		
SC READY ELA SC SDE Website	57 % Meets Expectations and Exceeds Expectations	School Projected LEP 58	59	60	61	62	63

SC READY ELA SC SDE Website		School Actual LEP 76	N/A	<i>waiver</i>	N/A		
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	District Projected LEP 35	35	38	41	44	47
SC READY ELA SC SDE Website		District Actual LEP 33	44	<i>waiver</i>	32		
SC READY ELA SC SDE Website	35 % Meets Expectations and Exceeds Expectations	School Projected PIP	38	41	44	47	50
SC READY ELA SC SDE Website		School Actual PIP 37	57	<i>waiver</i>	99		
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected PIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual PIP 33	45	<i>waiver</i>	37		
SC READY Math SC SDE Website	58 % Meets Expectations and Exceeds Expectations	School Projected Hispanic 59	60	61	62	63	64

SC READY Math SC SDE Website		School Actual Hispanic 83	N/A	<i>waiver</i>	N/A		
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51
SC READY Math SC SDE Website		District Actual Hispanic 42	43	<i>waiver</i>	41		
SC READY Math SC SDE Website	68% Meets Expectations and Exceeds Expectations	School Projected AA 69	70	71	72	73	74
SC READY Math SC SDE Website		School Actual AA 72	N/A	<i>waiver</i>	N/A		
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27	27	30	33	36	39
SC READY Math SC SDE Website		District Actual AA 28	30	<i>waiver</i>	25		
SC READY Math SC SDE Website	49% Meets Expectations and Exceeds Expectations	School Projected SWD 50	51	52	53	54	55

SC READY Math SC SDE Website		School Actual SWD 59	51	<i>waiver</i>	N/A		
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30
SC READY Math SC SDE Website		District Actual SWD 16	20	<i>waiver</i>	24		
SC READY Math SC SDE Website	53% Meets Expectations and Exceeds Expectations	School Projected LEP 54	55	56	57	58	59
SC READY Math SC SDE Website		School Actual LEP 86	N/A	<i>waiver</i>	N/A		
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40	40	43	46	49	52
SC READY Math SC SDE Website		District Actual LEP 42	46	<i>waiver</i>	40		
SC READY Math SC SDE Website	47% Meets Expectations and Exceeds Expectations	School Projected PIP 47	47	50	53	56	59

SC READY Math SC SDE Website		School Actual PIP 47	72	<i>waiver</i>	100		
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected PIP 36	36	39	42	45	48
SC READY Math SC SDE Website		District Actual PIP 38	43	<i>waiver</i>	38		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMA TED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Strengthen the Professional Learning Community (PLC) at Monarch	2018-2023	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, teachers	\$0	NA	Vertical and Horizontal Teaming focused on data-based decisions
2. Provide strategy and content support for all teachers	2018-2023	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, teachers	\$0	NA	Monarch Professional Development Plan, Attendance at District workshops

3. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, teachers	\$0	NA	Strategies for diverse learners being used in classrooms as indicated by observations Attendance at GCS Professional Development offerings on diverse learner strategies.
4. Track GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2020	Administrative Leadership Team	\$0	NA	Administrative Leadership Team notes regarding GCSource data

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 the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, FastBridge, MAP, and other measures.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	School Projected		Kindergarten through Grade 5 = 66%	Kindergarten through Grade 5 = 68%	Kindergarten through Grade 5 = 70%	Kindergarten through Grade 5 = 72%
	Meets and Exceeds	School Actual	Kindergarten through Grade 5 = 64%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Kindergarten through Grade 5 = 76%		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	School Projected		Kindergarten = 81% Grade 1 = 70%	Kindergarten = 81% Grade 1 = 72%	Kindergarten = 82% Grade 1 = 74%	Kindergarten = 83% Grade 1 = 76%
	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more accurately read words per minute (40 th percentile)	School Actual	Kindergarten = 79% Grade 1 = 68%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Kindergarten = 75% Grade 1 = 79%		

MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	School Projected		Grade 2 – 73% Grade 5 – 84%	Grade 2 – 62% Grade 5 – 59%	Grade 2 – 53% Grade 5 – 75%	Grade 2 – 55% Grade 5 – 75%
South Carolina MAP Linking Study – February 2018	2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile	School Actual 2 nd grade: 60 5 th grade: 63			5 th grade data point not available - School Board decision to waive 5 th grade testing due to Act 142 testing requirements.	Grade 2 – 63 % 5 th grade data point not available - School Board decision to waive 5 th grade testing	
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	District Projected		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		District Actual	K-5 69%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	K-5 %		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	District Projected		5K – 52% or above Grade 1 – 57% or above	5K – 54% or above Grade 1 – 59% or above	5K – 56% or above Grade 1 – 61% or above	5K – 58% or above Grade 1 – 63% or above
	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more accurately read words per minute (40 th percentile)	District Actual	5K – 50% Grade 1 – 55%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	5K – % Grade 1 – %		

MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	District Projected		Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above
South Carolina MAP Linking Study – February 2018 and July 2020	<u>2018</u> 2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile <u>2020</u> 2 nd grade criteria RIT = 188 72 nd percentile 5 th grade criteria RIT = 227 65 th percentile	District Actual	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% 5 th grade data point not available - School Board decision to waive 5 th grade testing due to Act 142 testing requirements.	Grade 2 – % 5 th grade data point not available - School Board decision to waive 5 th grade testing due to Act 142 testing requirements.	

Note. All students participate in MAP testing except for students with disabilities on an alternate curriculum.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. R43-205 Greenville County Schools requests a waiver to increase the number of students served in each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each class, we can increase the number of at-risk students served by 15% without any additional funding (the equivalent of adding 11 classrooms) or requirement for	2020-21	Director of Early Intervention and Student Support			Waiver

facilities. Adding this very small number of students will not impact program quality or instructional implementation.					
2. Use the district's professional learning plan to support consistent implementation of all the GCS Balanced Literacy Framework components.	2018-2023	Principal, Assistant Principal, Instructional Coach, Literacy Specialist, Literacy Mentors, RTI Team	TBD	TBD	Professional Learning Plan implementation
3. Coach teachers in instructional best practices using the district coaching framework	2018-2023	Literacy Specialist, Literacy Mentors, RTI Team, Instructional Coach	\$0	NA	Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices
4. Support comprehension and effective communication through intentional planning and authentic use of vocabulary	2018-2023	Principal, Assistant Principal, Instructional Coach, Literacy Specialist, Literacy Mentors, RTI Team	\$0	NA	Classroom evidence of content vocabulary usage; lesson plans; common assessments

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):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected 11			Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain
GCS Human Resources Department	Baseline established in 2019-2020	School Actual 13		Gender Diversity = 91% female, 9% male Ethnic Diversity = 85% Caucasian, 15% other	Gender Diversity =91% female, 9% male Ethnic Diversity = 85% Caucasian, 15% other	Gender Diversity =91% female, 9% male Ethnic Diversity = 85% Caucasian, 15% other	
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity = 100% Ethnic Diversity = 97%	Gender Diversity = % Ethnic Diversity = %	

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use the district-developed recruitment plans to increase staff diversity.	2018-2023	Principal, Assistant Principal, Administrative Assistant, Instructional Coach	\$0	N/A	Diversity of candidates
2. Expand networking opportunities by using the district's resources to identify quality, diverse candidates	2018-2023	Principal, Assistant Principal, Administrative Assistant, Instructional Coach	\$0	N/A	Ongoing interviewing and hiring of qualified candidates
3.					

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):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey		School Projected Students ≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students		<i>waiver</i>	98%		
SC SDE School Report Card Survey		School Projected Teachers ≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers		<i>waiver</i>	100%		
SC SDE School Report Card Survey		School Projected Parents ≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Parents		<i>waiver</i>	93%		
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	<i>waiver</i>	93		
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	<i>waiver</i>	98		
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	<i>waiver</i>	92		

ACTION PLAN FOR STRATEGY #1:	EVALUATION
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement lessons for Energy Bus principles in school counseling classes to address social/emotional needs	201-2023	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
4. Upstate Mentors matched with at-risk students	2018-2023	School Counselors	\$0	N/A	ReThink Ed. SEL survey pre/post data

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

PERFORMANCE GOAL 2: The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

PERFORMANCE GOAL 3: The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) N/A	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		School Actual N/A	N/A	N/A	N/A		
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		District Actual 0.8	1.5	0.9	0.3		

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) N/A	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		School Actual N/A	N/A	N/A	N/A		
	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		District Actual .04	.10	.03	.004		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Hold high expectations for student learning	2018-2023	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	\$0	N/A	Differentiation evidenced throughout classroom observations and lesson plans

2. Hold high expectations for student behavior through the BEST program	2018-2023	Principal, Assistant Principal, Administrative Assistant, School Counselors, Teachers	\$0	N/A	Positive verbal and non-verbal communication evidenced throughout classroom interactions; BEST program implementation
3.					

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

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected ≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual 93	92	93	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Note: Cognia surveys have been discontinued.	Note: Cognia surveys have been discontinued.

Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	90	90	90	90	90
		District Actual 89	90	92	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Note: Cognia surveys have been discontinued.	Note: Cognia surveys have been discontinued.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers will use ReThink Ed lessons and data to make informed decisions to meet the social and emotional needs of their students.	2018-2023	Principal, Assistant Principal, Administrative Assistant, School Counselors, Teachers, Instructional Coach	\$0	N/A	The use of the ReThink Ed program
1. Hold high expectations for student learning.	2018-2023	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	\$0	NA	Differentiation evidenced throughout classroom observations and lesson plan review

2. Hold high expectations for student behavior.	2018-2023	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, 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, Administrative Assistant, Instructional Coach, 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
	(2016-17) 97	School Projected ≥ 95	95	95	95	95	95
180 th day Attendance Report		School Actual 97	97	98	97		
	(2016-17) 95	District Projected	95	95	95	95	95
180 th day Attendance Report		District Actual 95	95	96	92		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION

1. Promote consistent attendance with students and parents.	2018-2023	Principal, Assistant Principal, Administrative Assistant, 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 Cognia 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):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		School Actual Afraid – 2% Lonely – 6% Angry – 3%	Afraid ≤ 3 Lonely ≤ 4 Angry ≤ 6	Afraid ≤ 3 Lonely ≤ 4 Angry ≤ 6	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Note: Cognia surveys have been discontinued.	Note: Cognia surveys have been discontinued.
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		District Actual Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 7%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Note: Cognia surveys have been discontinued.	Note: Cognia surveys have been discontinued.

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