Monarch Elementary School Portfolio
Mark Loach, Principal
Greenville County Schools
Dr. W. Burke Royster, Superintendent
Scope of Action Plan: 2025-26 through 2028-29

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Monarch Elementary School

SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-29 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR 2025-26 *(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	W Burke Royster	**5/1/2024**
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Mr. Mark Loach	Mark Loach	5/1/24
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	Dr. Carolyn J. Styles	**5/1/2024**
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Brian Godfrey		5/1/24
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

DeVita Scott	DeVita R Scott	5/1/24
PRINTED NAME	**SIGNATURE**	**DATE**

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

SCHOOL TELEPHONE: (864) 452-0600

PRINCIPAL E-MAIL ADDRESS: mloach@greenvilleschools.us

Stakeholder Involvement for School Renewal

Position	Name
Principal	Mark Loach
Teacher	Will Reeve
Parent/Guardian	Stephanie Franklin
Community Member	Melanie Hyatt
Paraprofessional	Lorri Payne
School Improvement Council Member	Brian Godfrey
Read to Succeed Reading Coach	DeVita Scott
School Read To Succeed Literacy Leadership Team Lead	DeVita Scott
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	Stephanie Hydrick

Administrative Assistant	Natalie Bostic
School Counselors	Lisa Greene / Laurie Crouch
Instructional Coach	Will Reeve
SIC/Teacher	Jennifer Seabrook
PTA Member/Business Partner	Bill Stewart
Kindergarten Team Leaders	Peyton Fowler
First Grade Team Leaders	Rachael Garosi
Second Grade Team Leaders	Lisa Wimmer
Third Grade Team Leaders	Christina Ford
Fourth Grade Team Leaders	Catalina Drinkhahn
Fifth Grade Team Leaders	Keeley Crowley
PTA President	Stephanie Franklin
** Monarch Literacy Leadership Team for Read to Succeed	Mark Loach, Stephanie Hydrick, Natalie Bostic, Will Reeve, Devita Scott, Jennifer Seabrook, Kerry Goemaat, Kristen Goodman, Peyton Holbert, Mary Paul, Regan Sinkuler, Teresa Swiger

ASSURANCES FOR SCHOOL RENEWAL PLANS

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))	
☐ Yes ☐ No ☑ N/A	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
☑ Yes ☐ No ☐ N/A	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
☑ Yes ☐ No ☐ N/A	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

☑ Yes ☐ No ☐ N/A	**Staff Development** The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
☑ Yes ☐ No ☐ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
☑ Yes ☐ No ☐ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
☑ Yes ☐ No ☐ N/A	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
☑ Yes ☐ No ☐ N/A	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels.

	This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
☐ Yes ☐ No ☑ N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
☑ Yes ☐ No ☐ N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
☑ Yes ☐ No ☐ N/A	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and

	education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
☑ Yes ☐ No ☐ N/A	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
☑ Yes ☐ No ☐ N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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INTRODUCTION

Monarch's portfolio documents the changes and progress our school has made while working to continuously improve student achievement. The portfolio gives our school community 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.

Creating and updating our portfolio has evolved with broad community and staff input. Faculty Council meetings, Team PLC meetings, students, School Improvement Council (SIC), and Parent Teacher Association (PTA) communicated input for continuous improvement. Our school website, marquee, Facebook, PTA website, class newsletters, teacher websites, and principal weekly phone 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), Stephanie Hydrick (Assistant Principal), Natalie Bostic (Administrative Assistant), Brian Godfrey (SIC Chair), Lisa Greene, Laurie Crouch (School Counselors), Will Reeve (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 in 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.

Guiding coalition and other stakeholders were charged with gathering input, compiling information, and reporting. The 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. Implementing 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	• 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	• Describe endeavors that document success • Define problems and offer possible solutions	All teachers offered input via teams to update this section.
Mission, Vision, Beliefs	• 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	• 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	• Target a goal with strategies to promote qualified, diverse teachers	School Leadership Team

School Climate	● Analyze Cognia survey data completed by students, parents, staff, and teachers	SIC, School Counselors, Administrative Leadership Team, School Safety Team
School Renewal Plan	● Document strategies and timeline for continuous improvement	Administrative Leadership Team, Data from all teachers and staff, parents and students
Professional Development	● 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 2025-2026 through 2029-2030. 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, 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 data, ELA is an area of focus. The format used to assess students on our newest state test requires students to respond to a myriad of question types within the specific content of the assessment.

1. The SC Ready ELA data for the 2023-24 school year shows that 79% of third, 80% of fourth, and 83% of fifth graders scored “Meets” or “Exceeds” expectations.
2. The SC Ready Mathematics data for the 2023-24 school year shows 75% of third graders, 76% of fourth graders, and 89% of fifth graders scored “Meets” or “Exceeds” expectations.

Teacher/Administrative Quality

- 100% of our teachers are “Highly Qualified.”
- Three 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 such 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 and positive interactions with the staff, who are respectful, supportive and helpful.
- Teachers rated Monarch higher than state and district in areas of instructional focus and safety.
- Students rated Monarch higher than state and district in safety and social-physical environment areas.

Significant Challenges

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

Comprehensive literacy instruction 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 various diverse texts to their classroom library across a wide range of genres. The Literacy Specialist and Instructional Coach provide 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. A focus on the five pillars of literacy has strengthened best practices across grade levels. Moving forward, the HMH to Reading Curriculum and LETRS training will influence reading instruction, along with a consistent implementation of the Reading Horizons program within Kindergarten, First, and Special Education.

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 the curriculum is learned and how learning is assessed. Moving forward, Monarch instructional staff will be identifying Power Standards across all grade levels and subjects in an effort to promote the backward design approach to unit planning that incorporates high-quality assessments.

Funding for the level of technology needed to ensure our students are being prepared for future careers and for online district and state testing is needed. The school district provided all students K-5 with 1:1 Chromebooks beginning in March 2020.

Monarch will face challenges implementing the new reading curriculum within the lower grade levels and enveloping new Power Standard Indicators within the currently implemented PBL curriculum approach.

Accomplishments and Achievements

State Recognitions (past 3 years)

- PTA Reflections winners
- SC PTA Reflections winners
- Safe Kids Upstate awards
- Sprouts Garden Grant, $20,000

District Recognitions (past 3 years)

- Spring Sing participants
- Battle of the Books Team Finalists
- SC PTA Reflections winners

National Junior Beta Club Projects

- Participated in Service Learning (Community)
- Tutored and mentored lower-grade students

School Profile

School Community

- Mark Loach, Principal
- Stephanie Hydrick, Assistant Principal
- Natalie Bostic, Administrative Assistant
- Will Reeve, Instructional Coach
- DeVita Scott, Literacy Specialist
- Lisa Greene & Laurie Crouch, School Counselors

Monarch is located at 224 Five Forks Road. The building is a 111,881-square-foot, single-story facility opened in 2012. Monarch Elementary is a beautiful facility housed on six acres in Simpsonville, South Carolina. Monarch is a neighborhood school that opened in August 2012 to ease overcrowding in four nearby schools. Except for students attending Monarch on special permission, our student population resides within a two-mile radius.

Families zoned for Monarch were allowed to stay at their current school or come to Monarch. Due to this option, Monarch was slated to open with fewer than 400 students. Monarch is built to house 1,000 students and opened at 69% capacity. With a focus on Health Sciences and a project-based learning approach, the community has embraced Monarch's uniqueness. Monarch gives students early exposure to various healthcare careers and challenges through projects and clinical speakers. The demand for future student placement from the neighboring areas is immense.

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

The student capacity for Monarch and that of nearby schools is an indicator of the popularity of this area. Monarch's number of classrooms accommodates the following: 2 K4, 6 kindergartens, 9 first grades, 7 second grades, 6 third grades, 5 fourth grades, and 5 fifth grades. Facilities also include 2 art rooms, 2 music rooms, a multi-purpose gym, a challenge room, a science lab, a computer lab, a separate kindergarten play area and a play area for first through fifth grade. There are three Self-Contained Special Education classrooms and four Resource Rooms. The media center has a reading/periodical room, an office, and a media production room.

Monarch was designed to facilitate collaborative, project-based learning with ergonomically designed furniture throughout the building, and it is the first elementary school in the state and one of the few in the nation to focus on Health Sciences. The community has embraced the school, and the demand for future student placement from the neighboring areas is immense. Monarch Elementary and the Monarch PTA are fortunate to have both financial and program support from community partners such as Mentor Upstate, Edwards Law, J Michael Manley Team, Ben Daniel Dentistry, Mathnasium, Harrison Orthodontics, Sylvan, Larkspur Point, Godfrey-Wilson & Assoc., Scan Source and many others. A partnership with Prisma Health and generous contributions from parents and the Roper Mountain Science Center, our on-site science/STEAM lab provides students with problems to investigate and inquiry-rich experiences.

School Personnel

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 2 4K teachers with a paraprofessional each, 6 kindergarten teachers and 6 kindergarten para-professionals, 9 first-grade teachers, 6 second-grade teachers, 7 third-grade teachers, 5 fourth-grade teachers, and 5 fifth-grade teachers. Monarch has a media specialist with a full-time clerk, 2 full-time STEAM Lab Managers, 2 full-time speech therapists, 1 part-time speech therapist, 2 full-time resource teachers, 2 ID Moderate teachers with 4 special education assistants, 1 full-time RTI teacher, 1 part-time literacy specialist, 1 instructional coach, 1 part-time multilingual learner teacher, 1 full-time and 1 part-time challenge teacher, 3 full-time and 3 part-time related arts teachers. Monarch has a plant engineer, a head custodian, a groundskeeper, and 4 custodians. The food services staff includes a FANS manager, an assistant manager, and 5 FANS workers. The staff also includes a principal, assistant principal, assistant administrator, administrative secretary, attendance clerk, office clerk, part-time school clerk, 1 full-time school nurse, 1 part-time school nurse, 2 full-time school counselors, 1 part-time mental health counselor, an elementary special education specialist, a

school psychologist, and an extended day director. Additionally, the school has a substitute, an elementary school SRO, an occupational therapist, and a physical therapist.

The following data reflects the years of experience of full-time teachers.
2024-2025 Monarch Survey

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
2023-24 Teacher Experience						
Years Experience	0-1	2-6	7-10	11-14	15-21	22+
Number of Teachers	3	12	10	9	16	12
2024-25 Teacher Experience						
Years Experience	0-1	2-6	7-10	11-14	15-21	22+
Number of Teachers	3	9	5	9	11	12

Nationally Board Certified Teachers

2020-21	6
2021-22	5
2023-24	5
2024-25	3
Teacher Attendance Rate	
2020-21	99
2021-22	97
2023-24	97
2024-25	TBD

2021-22 Teacher Education Level			
Level of Degree	**Bachelor's**	**Master's**	**Master's +30**
Number of Teachers	25	25	7
2023-24 Teacher Education Level			
Level of Degree	**Bachelor's**	**Bachelor's +18**	**Master's**
Number of Teachers	23	1	29
2024-25 Teacher Education Level			
Level of Degree	**Bachelor's**	**Bachelor's +18**	**Master's**

Number of Teachers	19	1	22

Student Population

Monarch currently has 885 students enrolled in onsite learning, with 25.3% qualifying as impoverished pupils. Currently, our 130 students with IEPs are served by our Special Education team consisting of 2 resource teachers, 2 speech pathologists: one full-time and one part-time, our 2 ID-Mod teachers, and 1 Multi-Cat teacher. One full-time and one part-time challenge teacher serves our 3rd, 4th, and 5th grade students.

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Enrollment: Gender distribution by grade level							
Grade →	**4K**	**5K**	**1st**	**2nd**	**3rd**	**4th**	**5th**
# of Boys	21	72	74	79	91	65	71
# of Girls	19	64	67	62	75	60	65
Total	40	136	141	141	166	125	136

With more than 26 countries/languages represented at Monarch, students learn in a culturally diverse setting. We have one part-time ML teacher who serves our 69 K-5th-grade students who speak another language in the home.

Ethnicity		
Population Group	**Number**	**Percentage**

Asian	40	4.52%
African-American	82	9.27%
Hispanic	94	10.62%
American Indian/Alaska Native	3	0.34%
Caucasian	596	67.34%
Two or More Races/Other	68	7.68%
Native Hawaiian or Other Pacific Islander	2	0.23%

Academic and Behavioral Programs

A project-based (PBL) learning approach and student voice and choice provide real-world connections. Curriculum-based learning menus with attention given to multiple intelligences allow students to thrive. A rigorous and relevant curriculum ensures each student is academically advantaged. Monarch uses innovative measures rich in best practices. Clinical speakers and other experts in the field of Health Sciences provide authentic career connections and teach students the importance of science in everyday life. Monarch has a cafeteria where all food served is healthy and prepared fresh daily. Capitalizing on research supporting healthy movement, all 4K -5th students enjoy rocking chairs designed by the Pediatric Therapy Network. Intermediate students can participate in our Running Club. Brain Breaks are incorporated during the school day. Students benefit from a technology-rich campus. The 1:1 device initiatives promote inquiry and allow students to check out eBooks. The Google Classroom suite promotes collaborative learning. Monarch's technology includes Promethean boards in each classroom, a portable Promethean ActivBoard, 1:1 devices for each student, and unique software that enriches learning experiences for the students. Greenville County Schools has provided 1:1 Chromebooks for all of our students in grades K-5. PTA and the school have purchased additional devices to support our technology initiatives.

Mission, Vision, and Beliefs

Mission, Vision, and Beliefs

Monarch's Tagline: Celebrating Inquiry, Innovation, and Creativity

Purpose/Mission

Monarch supports and prepares the whole child by engaging students in real-world learning that encourages them to excel academically, celebrate diversity, express creativity, and develop leadership skills.

Vision

Building inspired and prepared learners and leaders who are encouraged to discover and develop their unique talents and abilities.

Beliefs

- 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 and to function as a collaborative group member.
- 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 who 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.

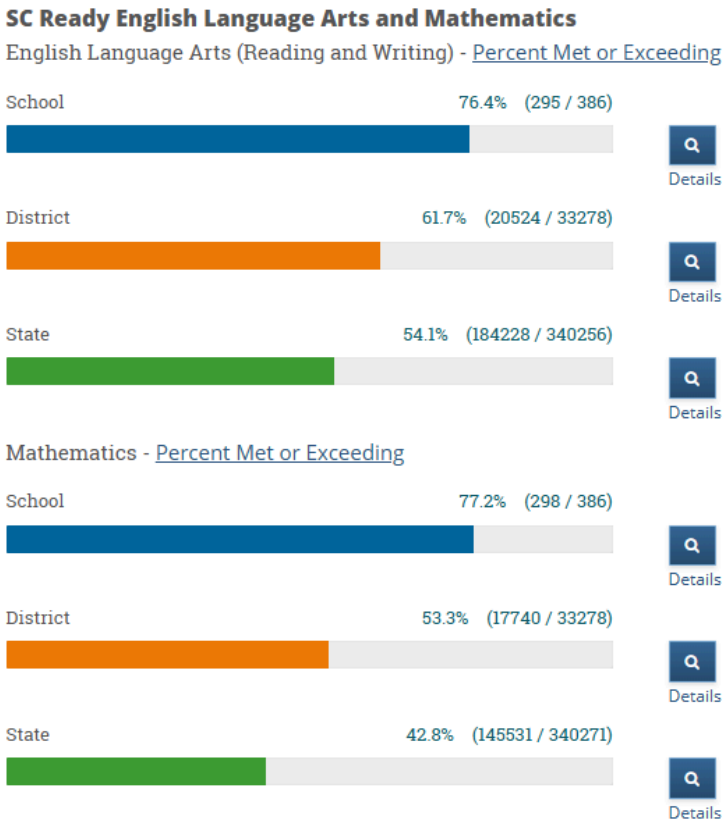
Data Analysis and Needs Assessment

Student Achievement Needs Assessment

Our school analyzes quantitative data and uses it 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.

2023-2024 Test Data

For the 2023-24 school year, SCReady ELA and SC Ready Math tests were administered to 3rd, 4th and 5th graders.



SC Ready by Grade Level

English Language Arts (ELA)

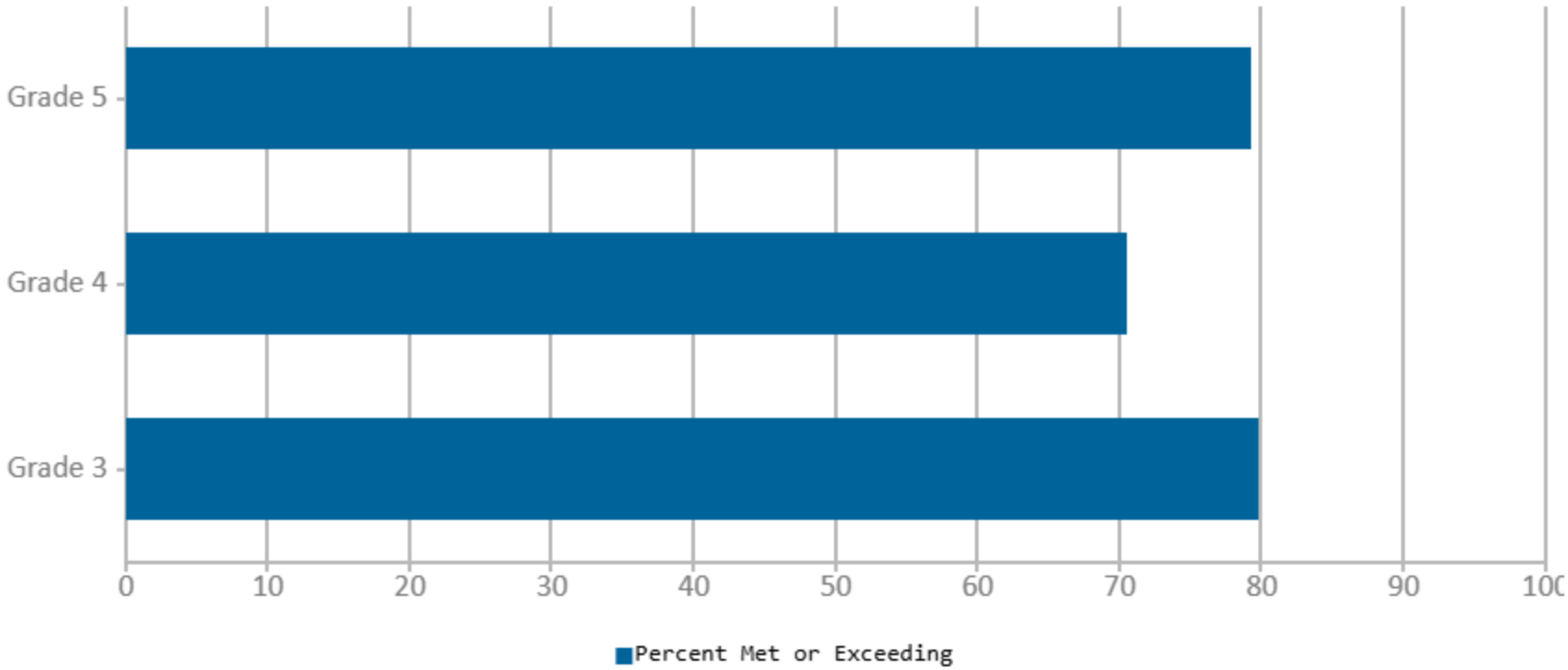
Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score	Standard Deviation
3	123	7.3%	12.2%	13.8%	66.7%	80.5%	92.7%	557.8	114.6
4	132	7.6%	19.7%	22.7%	50.0%	72.7%	92.4%	586.3	115.5
5	130	3.1%	14.6%	20.8%	61.5%	82.3%	96.9%	673.9	105.6

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	123	3.3%	10.6%	23.6%	62.6%	86.2%	96.7%	576.1	115.4
4	132	6.8%	17.4%	28.0%	47.7%	75.8%	93.2%	566.9	113.5
5	130	4.6%	20.8%	23.1%	51.5%	74.6%	95.4%	625.5	117.3

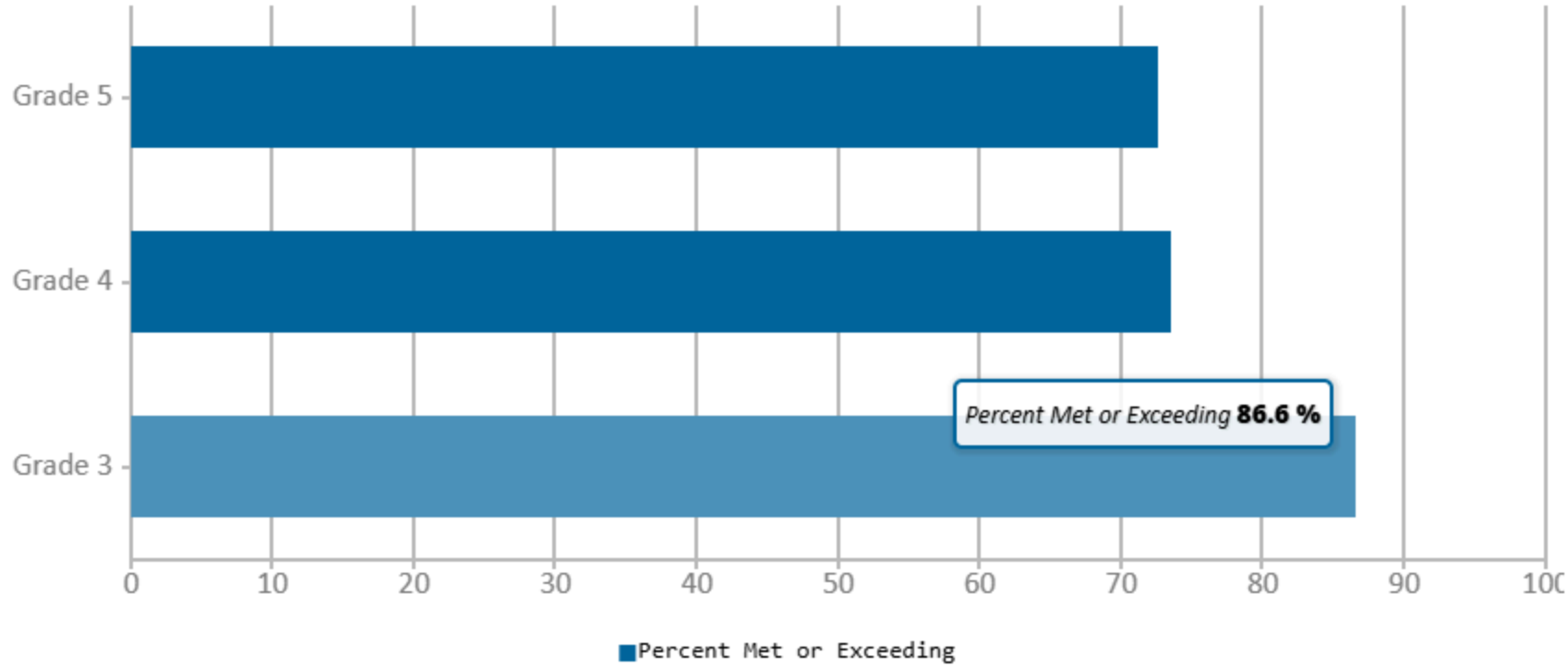
SC READY Performance by Grade Level

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.

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 to improve personal performance and 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 (PLC) 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 with 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.

Professional Development Schedule linked HERE.

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 2023-24 SDE School Report Card**

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students	Parents
Number of surveys returned	53	344	71
Percent satisfied with learning environment	96.2%	86.3%	90.6%
Percent satisfied with social and physical environment	98.1%	91.7%	92.1%
Percent satisfied with school-home relations	100%	94.3%	87%

Additional Information

	Our School	Change from Last Year
Percent of students served by gifted and talented program	36.7	Up from 34.9
Percent of students retained	0.5	Down from 0.7
Principal's/Superintendent's/Director's years at school/district	3	Up from 2
Chronic Absenteeism Rate (Note: Data are from prior school year)	6.8	Up from 6.7

Student Behavior, Attendance, Absenteeism, and Truancy

Monarch Elementary has a 95.77% attendance rate.

		# Students			Total Absences			Total Unexcused			Avg Daily Attendance		
EWRS Location	GradeLevel	Green	Yellow	Red	Green	Yellow	Red	Green	Yellow	Red	Green	Yellow	Red
Monarch Elementary School (402)	K4	13	16	11	46	141	211	28	64	111	96.83%	92.16%	83.97%
	K5	88	40	8	255	358	173	84	74	23	97.30%	92.30%	82.02%
	01	91	40	10	282	339	153	86	81	39	97.02%	92.49%	86.85%
	02	108	26	7	323	209	120	132	36	35	97.15%	92.74%	85.28%
	03	131	31	4	386	269	57	134	87	24	97.20%	92.30%	87.91%
	04	92	27	6	225	225	93	81	64	21	97.73%	92.85%	86.40%
	05	98	32	6	319	278	80	125	81	33	97.13%	92.61%	87.06%
Grand Total		621	212	52	1,836	1,819	887	670	487	286	97.24%	92.50%	85.34%

Current Year Thresholds (for prior years, see *Criteria History* at top)
Green >= 95% present; *Yellow* >= 90% present; *Red* < 90% present.
Block Schedule is reset each semester; **Traditional Schedule** is reset annually.
Refresh - Print - Export

Parent/teacher conferences

100% of parent/teacher conferences are conducted in the fall. However, teachers and parents schedule yearly conferences to discuss academics and behavior. Parents of Monarch students are very involved and are easily contacted.

Volunteer Hours

As of March 2025, Monarch has 3,847 hours of volunteer hours.

Backpack accounts/logins

Backpack Activity

# Students Attending	# Students with Backpack Contacts	% Students with Backpack Contacts	# Students (30 days)	% Students (30 days)	# Students (60 days)	% Students (60 days)
885	871	98.42%	533	60.23%	647	73.11%

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Action Plan

GOAL AREA 1 – Performance Goal 1

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* *(* required)*
Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 75% in 2022-23 to 90% in 2028-29.
Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3 % annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (ES)	78%	81%	84%	87%	90%
	75%	77.2%	Actual (ES)					
	60%	53.3%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = Lesson plan review; classroom observation reports; MVP benchmark data, MAP, SLO data and conferencing
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = Lesson plan review; classroom observation reports; MVP benchmark data, MAP, SLO data and conferencing
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = Lesson plan review; classroom observation reports; MVP benchmark data, MAP, SLO data and conferencing
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = Lesson plan review; classroom observation reports; MVP benchmark data, MAP, SLO data and conferencing
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = Lesson plan review; classroom observation reports; MVP benchmark data, MAP, SLO data and conferencing

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = Lesson plan review; classroom observation reports; MVP benchmark data, MAP, SLO data and conferencing
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = Lesson plan review; classroom observation reports; MVP benchmark data, MAP, SLO data and conferencing
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = Lesson plan review; classroom observation reports; MVP benchmark data, MAP, SLO data and conferencing
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = Lesson plan review; classroom observation reports; MVP benchmark data, MAP, SLO data and conferencing
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = Lesson plan review; classroom observation reports; MVP benchmark data, MAP, SLO data and conferencing
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning	2024-2029	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = Lesson plan review; classroom observation reports;

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Community Process by monitoring for fidelity.					MVP benchmark data, MAP, SLO data and conferencing
4. Foster a collaborative relationship between schools and parents.	2024-2029	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = Lesson plan review; classroom observation reports; MVP benchmark data, MAP, SLO data and conferencing
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = Lesson plan review; classroom observation reports; MVP benchmark data, MAP, SLO data and conferencing

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* *(* required)*
Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 82% in 2022-23 to 97% in 2028-29.
Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3% annually.

GOAL AREA 1 – Performance Goal 2

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (ES)	85%	88%	91%	94%	97%
	82%	76.4%	Actual (ES)					
	64%	61.7%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students have the skills and supports necessary to be reading on grade level by the end of 3rd grade.					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	Literacy Specialist, Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = Lesson plan review; classroom observation reports; MVP benchmark data; Amira Learning, MAP, SLO data and conferencing

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	Literacy Specialist, Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = Lesson plan review; classroom observation reports; MVP benchmark data; Amira Learning data, MAP data, SLO data and conferencing
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments and classroom observations.	2024 - 2029	Literacy Specialist, Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = Lesson plan review; classroom observation reports; MVP benchmark data; Amira Learning data, MAP data, SLO data and conferencing
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.	2024-2029	Literacy Specialist, Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = Lesson plan review; classroom observation reports; MVP benchmark data; Amira Learning data, MAP data, SLO data and conferencing
5. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework.	2024-2029	Literacy Specialist, Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = Lesson plan review; classroom observation reports; MVP benchmark data; Amira Learning data, MAP data, SLO data and conferencing
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	Literacy Specialist, Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = Lesson plan review; classroom observation reports; MVP benchmark data; Amira Learning data, MAP data, SLO data and conferencing

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	Literacy Specialist, Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = Lesson plan review; classroom observation reports; MVP benchmark data; Amira Learning data, MAP data, SLO data and conferencing
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	Literacy Specialist, Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = Lesson plan review; classroom observation reports; MVP benchmark data; Amira Learning data, MAP data, SLO data and conferencing
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	Literacy Specialist, Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = Lesson plan review; classroom observation reports; MVP benchmark data; Amira Learning data, MAP data, SLO data and conferencing
5. Implement a range of assessment methods that measure student understanding.	2024-2029	Literacy Specialist, Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = Lesson plan review; classroom observation reports; MVP benchmark data; Amira Learning data, MAP data, SLO data and conferencing
6. Ensure vertical articulation of grade level content and practices.	2024-2029	Literacy Specialist, Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = Lesson plan review; classroom observation reports; MVP benchmark data; Amira Learning data, MAP data, SLO data and conferencing
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	Literacy Specialist, Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = Lesson plan review; classroom observation reports; MVP benchmark data; Amira Learning data, MAP data, SLO data and conferencing

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
8. R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities. b. Promote school readiness activities with parents and community through GCCS web-based resources. c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to	2024-2025	Director of Early Intervention and Student Support	N/A	N/A	Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.					
Action Plan for Strategy #3: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	Literacy Specialist, Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = Lesson plan review; classroom observation reports; MVP benchmark data; Amira Learning data, MAP data, SLO data and conferencing
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	Literacy Specialist, Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = Lesson plan review; classroom observation reports; MVP benchmark data; Amira Learning data, MAP data, SLO data and conferencing
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	Literacy Specialist, Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = Lesson plan review; classroom observation reports; MVP benchmark data; Amira Learning data, MAP data, SLO data and conferencing
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	Literacy Specialist, Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = Lesson plan review; classroom observation reports; MVP benchmark data; Amira Learning data, MAP data, SLO data and conferencing

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	Literacy Specialist, Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = Lesson plan review; classroom observation reports, SLO data and conferencing
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	Literacy Specialist, Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = professional development calendar, LETRS training
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	Literacy Specialist, Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = professional development calendar, LETRS training
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	Literacy Specialist, Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C= PLC collaboration
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	Literacy Specialist, Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = professional development calendar, LETRS training, PLC collaboration
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	Literacy Specialist, Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C= PLC collaboration

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	Literacy Specialist, Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = professional development calendar, LETRS training, PLC collaboration

GOAL AREA 2 – Performance Goal 1

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

Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	100%	100%	100%	100%	100%
	100%	TBD	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	100%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	Principal, counselors, Health Science Committee, PTA, SIC	$0	N/A	C = Student Rethink Ed, Clinical Speakers
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	N/A	$0	N/A	N/A
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	Literacy Specialist, Principal, Assistant Principal, Administrative Assistant, Instructional Coach, Teachers	$0	N/A	C = Project Based Learning

GOAL AREA 2 – Performance Goal 2

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

Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	TBD	Actual (District)					

			Projected (School)	9.5%	9%	8.5%	8%	7.5%
	10%	9%	Actual (School)					

GOAL AREA 3 – Performance Goal 1

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

Performance Goal 1: Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29

ETS - Incidents			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	TBD	Actual (District)					
			Projected (School)	22.39%	20.39%	18.39%	16.39%	14.39%
	24.39%	45.46%	Actual (School)					

**On average, 21% of all students have misbehavior resulting in a disciplinary referral. Of those students, 60.5% receive additional behavior referrals.*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	Principal, Assistant, Principal, Administrative, Assistant, Instructional Coach, School Counselors, Teachers	$0		C- Positive verbal and non-verbal communication evidenced throughout classroom interactions; BEST program implementation
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	Principal, Assistant, Principal, Administrative, Assistant, Instructional Coach, School Counselors, Teachers	$0		C- Positive verbal and non-verbal communication evidenced throughout classroom interactions; BEST program implementation, monitor school counselor lesson plans and implementation.
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	Principal, Assistant, Principal, Administrative, Assistant, Instructional Coach, School Counselors, Teachers	$0		C- Positive verbal and non-verbal communication evidenced throughout classroom interactions; BEST program implementation, monitor school counselor lesson plans and implementation,

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
					classroom observation; implement "Lunch Bunch" needs- based support groups, analysis of student survey results and GCSource data to identify needs in social/emotional domains
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	Principal, Assistant, Principal, Administrative, Assistant, Instructional Coach, School Counselors, Teachers	$0		C- PD opportunities focused on expectations.
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	Principal, Assistant, Principal, Administrative, Assistant, Instructional Coach, School Counselors, Teachers	$0		C- Continue to utilize counselors and district support staff to support students that have behavioral health needs, analysis of student survey results and GCSource data to identify needs in social/emotional domains
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	Principal, Assistant, Principal, Administrative, Assistant, Instructional Coach, School Counselors, Teachers	$0		C- Positive verbal and non-verbal communication evidenced throughout classroom interactions; BEST program implementation, classroom observation; implement "Lunch Bunch" needs- based support groups
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	Parents, Principal, Assistant, Principal, Administrative, Assistant, Instructional Coach, School Counselors, Teachers	$0		C- Analysis of parent and student survey results and GCSource data to identify needs in social/emotional domains
2. Ensure school employees exhibit understanding and appreciation of all	2024-2029	Principal, Assistant, Principal, Administrative, Assistant,	$0		C- Analysis of parent and student survey results and GCSource data to

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
students and families and use best-practice communication strategies to connect with those families.		Instructional Coach, School Counselors, Teachers			identify needs in social/emotional domains
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	Principal, Assistant, Principal, Administrative, Assistant, Instructional Coach, School Counselors, Teachers	$0		C- Analysis of parent and student survey results and GCSource data to identify needs in social/emotional domains
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	Principal, Assistant, Principal, Administrative, Assistant, Instructional Coach, School Counselors, Teachers	$0		C - Monarch hosts a variety of clubs
2. Increase leadership opportunities within the school during the school day.	2024-2029	Principal, Assistant, Principal, Administrative, Assistant, Instructional Coach, School Counselors, Teachers	$0		C - Monarch hosts a variety of clubs with leadership opportunities
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	Principal, Assistant, Principal, Administrative, Assistant, Instructional Coach, School Counselors, Teachers	$0		C - Monarch hosts a variety of clubs with partnerships such as Mentor Upstate and parent community partners
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, School Counselors, Teachers	$0		C - GCS Employee Handbook and Monarch SOP
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate	2024-2029	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, School Counselors, Teachers	$0		C - GCS Employee Handbook, Monarch SOP, and Rethink Ed and character ed

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Behavior, while maintaining accountability for these actions.					
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, School Counselors, Teachers	$0		C - school-wide BEST behavior
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, School Counselors, Teachers	$0		C - Rethink Ed and character ed
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	Principal, Assistant Principal, Administrative Assistant, Instructional Coach, School Counselors, Teachers	$0		C - Upstate Mentors, counselor one-on-one and small group sessions, partnerships with Greenville Mental Health, check-ins with administration

GOAL AREA 3 – Performance Goal 2

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* *(* required)*
Performance Goal 2: By 2029, reduce the percentage of students who are chronically absent* by 10 points.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Student Services			Projected (District)	22%	20%	18%	16%	14%
	24%	TBD	Actual (District					
			Projected (School)	5%	3%	3%	3%	3%
	7%	5.10%	Actual (School					

*A student is chronically absent when they miss 10% or more of the days they are enrolled at a school site, no matter the reason.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	Principal, Assistant Principal, attendance clerk	$0		C- GCSource, PowerTeacher attendance records

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	Principal, Assistant Principal, attendance clerk	$0		C- GCSource, PowerTeacher attendance records
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	Principal, Assistant Principal, teachers, attendance clerk, office clerk school counselors	$0		C- GCSource, PowerTeacher attendance records, Backpack
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	District Office Personnel	$0		C- PD calendar
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	Principal, Assistant Principal, teachers, attendance clerk, school counselors	$0		C- Student/parent orientation presentations; inclusion in student handbook, grade-level syllabi, and classroom websites, school wide messager
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	Principal, Assistant Principal, teachers, attendance clerk, school counselors, social worker, mental health counselor	$0		C-partner with district supports
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	Nurse	$0		C- Student/parent orientation presentations; inclusion in student handbook, grade-level syllabi, and classroom websites, school wide messager

GOAL AREA 3 – Performance Goal 3

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

Performance Goal 3: Increase the engagement of families and community volunteers with school personnel, as measured by the number of school visitors and volunteers, by 3% annually.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Number of Visitors and Volunteers in Raptor System			Projected (District)	317,534	327,060	336,872	346,978	357,387
		308,285	Actual (District)					
			Projected (School)	5,593	5,760	5,932	6,109	6,292
		5,431	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack.	2024-2029	Principal, office staff	$0	N/A	C - Continued sign up as students enroll
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	Principal, office staff, teachers	$0	N/A	C - Weekly Principal phone and email communication, weekly teacher newsletters

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	Principal, office staff	$0	N/A	C - Office computer for parent/guardian use
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	Principal, counselors, Science Health Committee, PTA, SIC	$0	N/A	C - Local business partnerships
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	Principal, counselors, Science Health Committee, PTA, SIC	$0	N/A	C - Parent/guardian lunch and learns, Positive Parenting Program (PPP) support for families
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	Principal, counselors, Science Health Committee, PTA, SIC	$0	N/A	C - PTA and SIC opportunities, open house, curriculum nights
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing).	2024-2029	Principal, counselors, special education teachers	$0	N/A	C - Language Line translation service, virtual or phone conferences as needed
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	Principal, related arts teachers, PTA	$0	N/A	C - Student performances to increase parental engagement
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic,	2024-2029	Principal, IC, counselors, teachers, parents/guardians, community members	$0	N/A	C - Monthly SIC meetings with in-person and virtual attendance options

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
and academic) present in the school community.					