Sara Collins Elementary School

1200 Parkins Mill Road
Greenville, SC 29609
www.greenville.k12.sc.us/scollins

Dr. Melissa Burns, Principal

School District of Greenville County

Dr. Burke Royster, Superintendent

**Strategic Planning Action Plan
2018 – 2019 through 2022 – 2023**

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Sara Collins Elementary

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2021-2022 *(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*	April 13, 2021
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dr. Melissa Burns	*Melissa Burns*	3/3/2021
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lynda Leventis-Wells	*Lynda Leventis-Wells*	April 13, 2021
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Bart Cumalander	*Bart Cul*	3/3/21
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Taylor Schneider	*Taylor Schneider*	3/3/21
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1200 Parkins Mill Rd., Greenville, SC 29607

SCHOOL TELEPHONE: (864) 355-3200

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

Stakeholder Involvement for School Renewal

Position	Name

Position   Name

1. Principal   Dr. Melissa Burns

2. Teacher   Mrs. Casi Esqueda

3. Parent/Guardian   Mrs. Katie Kratky

4. Community Member Mrs. Kayla Lee-Kelly

5. Paraprofessional   Mrs. Cary Spears

6. School Improvement Council Member   Mr. Bart Cumalander

7. Read to Succeed Reading Coach   Mrs. L. Taylor Schneider

8. School Read To Succeed Literacy Leadership Team Lead   Mrs. L. Taylor Schneider

9. School Read To Succeed Literacy Leadership Team Member Mrs. Katherine Morrissey

10. Instructional Coach   Mrs. Carrie Johnson

11. Assistant Principal   Mrs. Cheryl Elliott

12. Administrative Assistant   Mr. Matthew Moser

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

TEACHERS AND SUPPORT PROFESSIONALS *Updated 2020-2021*

Wendy Hook	Loren Graves	Sarah Warren	Sara Menedez
Anne Nuttall	Erin Hedges	Caroline King	Katherine Morrissey
Patti Renwick	Lisa Henson	Katie Kreycik	Taylor Schneider
Laura Sharp	Lyndsey Lambert	Shelly Rowan	MarySims Costigan
Misty Strange	PollyRose Philpot	Sarah Shade	Amy George
Marty Weekes	Joan Benton	Carolyn Vaughan	Carrie Johnson
Alex Roman Gabriel	Karen Buser	Debbie Sweet	Devon Jennings
Kim Cheney	Emily Decker	Emily West	Amanda Mast
Jane Cooper	Carene Montjoy	Brandi Tucker	Allison Walkenhorst
Jessica Easterlin	Danielle Phillips	Susan Matthews	Nathalie Smith
Alissa Edwards	Margaret Sprewell	Kristen Wiggs	Adriana Groot
Karen Gordon	Lillie Garrison	Sarah Payne	Gladys Patino
Kelley Mastin	Bridget Masotti	Cheri Orozco	Cayce Campbell
Hannah Sharpe	Caroline Mullen	Amber Galea	Kelly Gregory
Ashlyn Davis	Latisha Lindsey	Rachel Chinault	
Casi Esqueda	Katie Thomason	Sarah Lewandowski	

PARAPROFESSIONALS *Updated 2020-2021*

Pam Johnson	Kirsten Hansen	Cary Spears	Kitty Morton
Mary Beth Melton	Carmen Hoopes	Bibber Wright	Sydney Phillips
Laura Phillips	Shawna Borleis	Debbie Arnold	Greg Morris
Olga Whaley	Kirsten Cooper	Bonnie Impson	Sally Brannen
Lydia Monto	Carmen Hollinsed	Deborah Weiss	Sharonica Knotts

OTHER STAFF MEMBERS *Updated 2020-2021*

Mary John McNair – Media Clerk	Denise Erickson-Clerk/Computer Lab Manager
Sebrenka O'Steen – Nurse	Ali Clark – Computer Lab Manager
Cindy Davis– Attendance Clerk	Glinda Abercrombie – Custodian
Kristin Black – School Secretary	Leon Dabrowski – Custodian
Kim Geddie- Receptionist	Jeannie Hedrick – Custodian
Kaci McGrew – Cafeteria Manager	Andrew Nix - Custodian
Todd Cheney – Cafeteria Staff	Lawrence Williams– Custodian
Cindy Koenig – Cafeteria Staff	Amy Mayfield – Dist. Support Service Vision
Kathy Duston – Cafeteria Staff	Ashley Brewington – Dist. Support Serv. PT
Alex Kennedy– Cafeteria Staff	Heather Herdt – Dist. Support Serv. PT Assist.
Armenta Lloyd - Cafeteria Staff	
David Clark – Plant Engineer	

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)]

__X__ **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).

__X__ **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).

__X__ **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.

__X__ **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*.

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

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

__X__ **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.

__X__ **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.

__X__ **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.

__X__ **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.

__X__ **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.

__X__ **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.

__X__ **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

Sara Collins Elementary School's strategic plan documents the school's progress and plans for improvement. The plan provides our staff with an on-going means for self-assessment, communication, continuous improvement and accountability. This school plan describes Sara Collins Elementary and gives evidence of our progress. It describes our learning community and includes our vision and goals for student learning. We consider both our achievements and needs as we plan for continued growth and success.

The school plan was developed through our regular committee governance structure and community support groups. Planning is a result of the work of grade-level and cohort teams, the School Improvement Council, the PTA Executive Board, and the school's professional vertical teams which include: Faculty Council, ELA/IB Team, Math/Technology Team, Response to Intervention Teams, Science/Social Studies Team, CATCH Team, and Instructional Support Team, and grade level PLCs. Leadership of the self-study process was provided by the Administrative Team, the Instructional Coach, and the Faculty Council. Feedback from surveys completed by staff, parents, and students, were analyzed for this plan.

Because we are an International Baccalaureate Primary Years Programme school, we also complete a comprehensive IB self-study and evaluation visit every five years. Our most recent study was completed in 2016 – 17 with the site visit in December 2017. The report received from IB in May 2018 affirmed our continuing progress implementing IB principles and our IB PYP 5-year plan of action for advancing our implementation of the IB programme of inquiry.

EXECUTIVE SUMMARY

Our staff set Student Achievement, Teacher and Administrator Quality, and School Climate goal statements for 2018-19 through 2022-23 based on state, district, and school data and reports. These include SC READY (ELA and Math) tests, Palmetto Assessment of State Standards (PASS) science and social studies tests, and data from staff, parent, and student surveys.

The ESEA Federal Accountability Rating (https://ed.sc.gov/data/esea/) and the South Carolina State Department of Education Report Card (https://ed.sc.gov/data/report-cards/) will be published again in 2018 after all data are analyzed.

SUMMARY OF NEEDS ASSESSMENT FOR STUDENT ACHIEVEMENT

Five year academic achievement goals and summary of annual progress towards those goals:
*SC State Assessments were not administered due to Coronavirus.

ELA

Increase the total percentage of students meeting standard (Exceeds plus Met) in English Language Arts as measured by the SC READY from **58.5**% in 2017 to **76.5**% in 2023.

2017 Baseline	2018	2019	2020	2021	2022	2023
57%	61%	60%	N/A*			

Comment: The balanced literacy model was introduced at Sara Collins in 2012-13. The Lucy Calkins Writing Workshop model was introduced at Sara Collins to grades K – 2 in 2015-16, and introduced to grades 3-5 in 2016-17. Continuous professional development is provided to sustain these models.

ELA By Grade Level and Performance Level	2017	2018	2019	2020	2021	2022	2023
3rd Exceeds	22.1%	27.9%	30%	N/A*			
3rd Met	37.9%	36.4%	27%	N/A*			
3rd Approaching	20.7%	22.7%	21%	N/A*			
3rd Did Not Meet	19.3%	13%	23%	N/A*			
4th Exceeds	33.1%	34.3%	53%	N/A*			
4th Met	28.6%	24.6%	21%	N/A*			
4th Approaching	22.6%	21.6%	12%	N/A*			
4th Did Not Meet	15.8%	19.4%	14%	N/A*			
5th Exceeds	21.1%	25.9%	25%	N/A*			
5th Met	33.3%	32.6%	22%	N/A*			
5th Approaching	25.9%	16.3%	30%	N/A*			
5th Did Not Meet	19.7%	25.2%	23%	N/A*			

Writing

Comment: The SC READY test asks students in grades 3 – 5 to write a text-dependent analysis. At this time, Writing and Reading scores are combined in the ELA test results.

Math

Increase the total percentage of students meeting standard (Exceeds plus Met) in mathematics as measured by the SC READY from **58.1** % in 2017 to **76.1**% in 2023.

2017 Baseline	2018	2019	2020	2021	2022	2023
59%	64%	60%	N/A*			

Math By Grade Level and Performance Level	2017	2018	2019	2020	2021	2022	2023
3rd Exceeds	**23.6 %**	34.6%	27%	N/A*			
3rd Met	**36.4 %**	32.1%	29%	N/A*			
3rd Approaching	21.4%	14.1%	21%	N/A*			
3rd Did Not Meet	18.6%	19.2%	25%	N/A*			
4th Exceeds	29.1%	**37.6 %**	48%	N/A*			
4th Met	28.4%	**25.6 %**	22%	N/A*			
4th Approaching	25.4%	18.8%	16%	N/A*			
4th Did Not Meet	17.2%	17.9%	14%	N/A*			
5th Exceeds	31.5%	35.8%	35%	N/A*			
5th Met	25.3%	26.9%	18%	N/A*			
5th Approaching	26%	17.9%	32%	N/A*			
5th Did Not Meet	17.1%	19.4%	15%	N/A*			

Note: arrows in charts follow children by year as they move from 3rd to 4th to 5th.

SCIENCE

Increase the percentage of 4th grade students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from **67**% in 2018 to **82**% in 2023.

2018	2019	2020	2021	2022	2023
67%	**74%**	N/A*			

Beginning in 2018, only 4th grade tested in science.

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Science 4th Grade Performance Levels	2018	2019	2020	2021	2022	2023
4th Exceeds	37%	47.5%	N/A*			
4th Met	30%	26.5%	N/A*			
4th Approaching	16.5%	13.6%	N/A*			
4th Did Not Meet	16.5%	12.3%	N/A*			

SOCIAL STUDIES

Increase the percentage of 5th grade students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from **77**% in 2018 to **92**% in 2023.

2018	2019	2020	2021	2022	2023
77%	**75%**	N/A*			

Beginning in 2018, only 5th grade tested in social studies.

Social Studies 5th Grade Performance Levels	2018	2019	2020	2021	2022	2023
5th Exceeds	44%	44.7%	N/A*			
5th Met	33%	30.5%	N/A*			
5th Did Not Meet	23%	24.8%	N/A*			

SUMMARY OF NEEDS ASSESSMENT FOR TEACHER AND ADMINISTRATOR QUALITY

Professional Development:

Maintain a program of professional learning that results in 95% or more of professional staff completing a minimum of 24 hours of professional development annually.

2017 - 2018	2018 – 2019	2019 – 2020	2020 – 2021	2021 – 2022	2022 - 2023
98.5%	98.3%	84%	TBD at end of 2020-21 year		

Comment: The professional staff participates in continued professional development at the school, through the district, and through advanced education classes and training.

SUMMARY OF NEEDS ASSESSMENT FOR SCHOOL CLIMATE

Student Attendance:

Achieve an annual student attendance rate at or above 95%.

2016 - 17	2017 - 18	2018 - 19	2019 - 20	2020 - 21	2021 - 22	2022 - 23
96.3%	96.2%	95.88%	97.11%			

Learning Environment:

Parent Satisfaction

Increase the percent of parents who are satisfied with the learning environment from **93.2**% in 2017 to **at or above 95%** by 2023.

2017	2018	2019	2020	2021	2022	2023
93.2%	94.1%	87.5%	NA			

Student Satisfaction

Increase the percent of students who are satisfied with the learning environment from **93.7**% in 2017 to **at or above 95**% by 2023.

2017	2018	2019	2020	2021	2022	2023
93.7%	95.8%	90.9%	NA			

Teacher Satisfaction

Maintain the percent of teachers who are satisfied with the learning environment **at or above 95%**.

2017	2018	2019	2020	2021	2022	2023
100%	98.4%	100%	NA			

Social and Physical Environment:

Parent Satisfaction

Maintain the percent of parents who are satisfied with the social and physical environment **at or above 95%**.

2017	2018	2019	2020	2021	2022	2023
95.4%	100%	87.5%	NA			

Student Satisfaction

Increase the percent of students who are satisfied with the social and physical environment from **91.4**% in 2017 to **at or above 95%** by 2023.

2017	2018	2019	2020	2021	2022	2023
91.4%	93.3%	91%	NA			

Teacher Satisfaction

Maintain the percent of teachers who are satisfied with the social and physical environment **at or above 95%**.

2017	2018	2019	2020	2021	2022	2023
100%	100%	94.4%	NA			

Significant Challenges (from past 3 years)

- Reaching all students in an **eLearning** environment, hybrid model, and face-to-face instruction with Covid protocols in place
- **IB** implementation and training (timely training for new and experienced teachers)
- Implementation of the **Balanced Literacy** model based on the Fountas and Pinnell framework for instruction
- Initial training (K – 2nd grade in 2015-16, 3rd – 5th grades in 2016-17) and implementation of the Lucy Calkins **Writing Workshop**
- Implementation of **differentiation strategies to maximize learning** for all students
- Utilizing data from **assessment** models including GCS Benchmarks
- Sufficient time for teachers to have common planning and collaboration

Significant Awards and Accomplishments (from past 3 years)

- International Baccalaureate Primary Years Programme School; authorized in 2004, successful self-study and reevaluation visits in 2007, 2012, and 2017
- Accreditation by Regional Southern Association of Colleges and Schools, 2007-08 – 2012-13, 2013-14 – 2018-19
- Accreditation by AdvancED valid through 2024
- Palmetto Gold Academic Achievement Award – 2012, 2013, 2014, 2015, 2016, 2019
- Palmetto Silver Award – 2010, 2011, 2012, 2013, 2015, 2016 (Closing the Gap)
- NPTA Parent Involvement School of Excellence
- SCPTA Outstanding PTA Unit 2011-12, 2012-13, 2014-15, 2015-16
- SCPTA Excellence in Family & Communication Involvement 2018-19
- SCPTA Excellence in Communications 2018-19
- SCPTA Excellence in Enrichment Programs 2018-19
- SCPTA Oak Leaf – Exceeding Standards Award Excellent Level 2016-17
- SCPTA 100% Membership Award since 1976
- SCPTA Excellence in Membership Promotion 2017-18, 2018-19
- SCPTA Platinum Palmetto Award 2017-18
- Safe Kids School 2007 – 2019
- Special Education Unified Champion School 2019, 2020
- CATCH (Coordinated Approach to Child Health) School
- "Live Well, Greenville" named school and grant-winner
- Six National Board Certified Teachers
- Continued implementation of the Fountas and Pinnell Balanced Literacy model
- Continued implementation of Writers' Workshop using the Lucy Calkins framework
- Maintained and added to two bookrooms of leveled readers for reading instruction
- Provided materials for classroom libraries
- Supported teacher initiatives for flexible seating in the classrooms
- Strong partnership with School Improvement Council and PTA for many kinds of support with our program, curriculum, and facilities to include LEGO Robotics, Tuesday Tutoring, Breakfast Buddies, and The Amazing Shake
- Received grants for musical instruments
- Partnered with Washington Center to create an ADA nature trail and outdoor classroom
- Completed construction of five additional classrooms

● Designed and implemented The Amazing Shake at Sara Collins, beginning in 2017-18

SCHOOL PROFILE

Our School Community

Sara Collins Elementary School is one of 51 public elementary schools in the School District of Greenville County, South Carolina, and is one of three International Baccalaureate Primary Years Programme schools in the district. It currently houses about 805 Kindergarten through Fifth Grade students and over 100 staff members. The purpose of Sara Collins Elementary is to provide students with a sound foundation for lifelong learning.

Our **facility** is modern with many special features. Sara Collins opened in 1964, and the school was rebuilt in 2004. The two-story building houses classrooms for Kindergarten through Fifth Graders. Five additional classrooms were added in 2017. The school has a gymnasium, library, computer lab, cafeteria with stage, therapy room, and special classrooms for art, music, and Spanish classes. The grounds have an outdoor walking track, an in-ground slide, a fitness playground, and multiple playground sites, including an adapted playground for students with orthopedic impairments. An ADA compliant nature trail and outdoor classroom was built in partnership with The Washington Center.

Our school has a variety of **resources** to support students' learning. There are two leveled-book rooms with more than 2,000 titles, (18,000 + books) for small group reading instruction. We also have the Fountas and Pinnell Guided reading kits for first and fourth grades which house multiple titles of nonfiction and fiction text to be utilized during guided reading instruction. The newly furnished media center hosts a collection of 13,000 items and a new, mobile Promethean ActivPanel Board. Other technology resources include new Promethean ActivPanel boards in all classrooms, including the Occupational and Physical Therapy classroom, and Resource classrooms. Classrooms in the newer wing of the building have a microphone and built-in speakers to amplify teachers' voices. We have a collection of teacher iPads and 1 mobile iPad lab for students. In the 2020-2021 school year, one-to-one devices, Chromebooks, were provided for all students in grades Kindergarten - fifth. Fifth graders use the school broadcast studio to share daily news with the school.

The majority of Sara Collins Elementary **students** reside in our attendance zone. This zone covers a large area and a wide variety of neighborhoods to include single family homes, apartment homes, and subsidized housing. Through the International Baccalaureate Primary Years Programme (IB PYP), some students attend Sara Collins though they live outside the attendance zone. We continue to serve students with hearing impairments. Some students are bused from across the district and are served by classroom, resource, and itinerant teachers in full day school programs.

All regular **classrooms at all grade levels are "self-contained"** meaning the class stays together with the teacher for the entire day, except for related arts classes. Classes include a program for students with hearing impairments, self-contained classes for some orthopedically-impaired students, and regular education classes in grades K – 5. Kindergarten is a full-day program.

Students are supported by speech pathologists, physical and occupational therapists, cued language transliterators, sign language interpreters, classroom aides, an orderly and two registered nurses. A well-developed inclusion program mainstreams most special-needs students for at least part of the day and provides students with the needed assistance.

The **curriculum is enriched with related arts** classes in physical education, art, and music. All classes have access to a computer lab and media center for lessons and research. All students in grades 2 – 5 receive Spanish instruction. The goal of the Spanish program is that all students exit the fifth grade communicating at the Junior Novice level of the Student Oral Proficiency Assessment Test. Third through fifth grade students identified via district guidelines as academically gifted and talented participate in the weekly Challenge program. Artistically talented students may audition for an opportunity to participate in the ARMES after school program in the areas of music, art, dance, and writing.

Students who need **special services** may receive speech, physical, and/or occupational therapy at school. Additionally, the school counseling department offers a comprehensive developmental program to all students. This includes the guidance curriculum (conflict resolution, test-taking skills), individual planning, responsive services, and system support. Additionally, the school counselors serve as the Student Council (grades 3 – 5) advisor.

Because we are an IB Primary Years Programme (PYP) school, **the curriculum** is organized according to the PYP model. The IB PYP program is school-wide and includes special education satellite students. The PYP is designed to foster the growth of each child through teaching and learning by guided inquiry. We aim to help our students grow as principled learners who take responsibility for actions, becoming people who can both listen to others and think for themselves. Classes and individual students are encouraged to respond to their learning by taking meaningful action.

Second graders enjoy Tuesday Tutoring. *Students dance with an artist-in-residence in PE.*

We believe the following **curriculum, instruction, assessment, and environmental factors support effective learning** for Sara Collins students.

Curriculum:
- South Carolina standards and IB PYP standards drive the curriculum.

- Transdisciplinary skills including social skills, research skills, communication skills, thinking skills, and self-management skills are taught in all disciplines.
- Curriculum is organized through our PYP Programme of Inquiry with an emphasis on concept-building. The framework includes the IB PYP essential elements: Knowledge, Transdisciplinary Skills, Attributes of the Learner Profile, and Actions.
- Reading, Writing, Listening, and Speaking are the tools of inquiry and are used throughout every lesson.
- There is a strong emphasis on questioning and research as the foundation of learning.
- Technology and technology skills are woven into all subject areas.

Instruction:
- The guided inquiry approach is used throughout all disciplines.
- We follow district instructional programs such as Balanced Literacy based on the Fountas and Pinnell framework and a writing approach based on the Lucy Calkins framework.
- Teachers plan and implement a variety of approaches including using higher-order thinking, problem-based learning, and the project approach.
- Students are encouraged to create their own questions for learning.
- Teachers plan for a variety of learning styles, modes, and rates of learning.
- Graphic organizers are widely used.
- A variety of grouping for tasks is used for short and long-term assignments, including individual work, pairs, small group, and whole group learning.
- Teachers plan activities for hands-on learning.
- Teachers provide opportunities for students to construct meaning as they learn by discovery.
- Teachers differentiate instruction by creating a reasonable range of approaches in order to adapt to students' differences.
- Our faculty is deemed "Highly Qualified."

Assessment:
- Teachers plan both formative and summative assessments.
- Assessment is recorded through rubrics, benchmarks, holistic scoring, and analytical scoring.
- Self-assessment and reflection are key components and are used to build responsible students.
- Portfolios (grades K – 3) and electronic portfolios (grades 4, 5) are maintained.
- Backward design is foundational to planning assessments and instruction.
- Assessment data include:
  - K5 Readiness Assessment
  - FASTBridge
  - AIMSWeb
  - Greenville County Schools Benchmarks (via MasteryConnect)
  - 2nd Grade (IOWA and CogAT)
  - SC READY Data
  - SC PASS Data

- State of SC Annual School Report Card
- MAP for 2nd grade only
- Pre and post-assessment using MAP, TE21 for State Department of Education

Environment:

- We are committed to upholding our reputation for creating a "learner-centered" school.
- Learning at Sara Collins takes place throughout the school and beyond its walls. It includes planned field experiences, outdoor classrooms, internet research, communicating with students in other places, and distance learning.
- Safety is a key element, and we have earned the designation of a "Safe Kids, Safe School" every year since 2007-08.
- We have high expectations for learning for all students.
- We enjoy a rebuilt school that was opened in the 2004-05 school year; construction of five additional classrooms was completed in 2017.
- The PYP Learner Profile promotes a safe and caring environment and provides the basis for our school rules.

School-wide Rules

As a student at Sara Collins Elementary I will:

Be kind to myself and other students.
(Empathy and Integrity)

Show respect to all adults and children.
(Respect and Tolerance)

Cooperate and follow directions.
(Confidence and Cooperation)

Take care of school property and materials.
(Appreciation and Cooperation)

Practice responsibility through self-control.
(Independence and Commitment)

Sara Collins Elementary School is a "learning community" in the best sense of the phrase. Led by Dr. Melissa Burns, principal, the school continues to enjoy a **long-standing tradition of support from the PTA and the community** we serve.

PTA:

Our PTA has a long history of volunteerism, going back to Mrs. Sara Collins in the early 1960s. The PTA hosts several initiatives to bring families and school together, to raise funds, and to support student learning. These include:

- Freaky Friday: Begun in 1964, this is now a huge community event partnering with the local technical college and many businesses and community members.

Freaky Friday is the primary fundraiser. These PTA monies have provided interactive white boards, mobile computer labs, a stationary computer lab, funds for grade level allotments, playground improvements, a renovated track, IB and literacy training, a leveled reader book room, reading programs, tutoring programs, and academic support.*Freaky Friday was conducted virtually this year due to Coronavirus.

- Pay It Forward fundraiser: These monies support other schools in our community. This fundraiser provided PE equipment, books for a leveled bookroom, a specialized chair for students with special needs, Promethean boards at the Children's Hospital, funds to complete the nature trail at Washington Center, funds to support Special Olympics, and classroom libraries.
- Sizzlin' Saturday: A variety of special events for families are held periodically on Saturday mornings. These include the Reindeer Run & Roll (a 1-3 mile run on the school campus), an exercise event, Spring Spruce-Up of school grounds, and a Bike Rally. *These activities were cancelled this year due to Coronavirus.
- Breakfast Buddies: This PTA sponsors three parent-child breakfasts to bring role models and special guests into our school. *These activities were cancelled this year due to Coronavirus.
- Tuesday Tutoring: Volunteers from the community read with second graders once a week before school. *These activities were cancelled this year due to Coronavirus.
- Greenville Mentor Program: Parents are trained as mentors and matched with students identified as needing additional adult support. *These activities were cancelled this year due to Coronavirus.
- Communication: A quarterly PTA newsletter, marquee in front of the school, phone messages, classroom newsletters, websites and fliers, the school website, social media posts such as Facebook and Instagram and weekly email PTA news blasts keep the school community informed.
- Awards: Over the years our PTA has won numerous state awards for communication, best program, best unit, and more. In 2011-12, 2012-13 and 2015-16 our unit was again named the State PTA Unit of the Year.

Partnerships:
- Local colleges and universities send student teachers and practicum students for pre-service learning experiences.
- Teacher Cadets from local high schools partner in our classrooms.
- Students from local colleges and universities volunteer for Freaky Friday.
- Businesses partner with Sara Collins Elementary including Palmetto Family Orthodontics, Chick-fil-A, Publix, Frodo's Pizza, Papa John's Pizza, Firehouse Subs, Sky Zone, Trucolor, Coldwell Banker Caine Real Estate, WSPA Channel 7, Subway, Farm House Pizza, Giggles, Zaxby's, Willy Taco, and Kona Ice.
- Peace Center Outreach Program
- Community Partnerships with: Prisma Health, Meals on Wheels, City of Greenville, Julie Valentine Center, J L Mann High School Teams, Service Learning volunteers from 2 local middle schools and 4 local high schools, Teacher Cadets

- Student buddies for Special Olympics from Mauldin High School *These activities were cancelled this year due to Coronavirus.
- Students may participate in a variety of community programs including Carolina Karate, Boy Scouts, Girl Scouts, Girls on the Run, local recreation department programs, classes at Roper Mountain Science Center, Greenville Art Museum, ARMES, South Carolina Children's Theater, Upstate Children's Museum, Greenville Zoo, music/dance lessons, sports teams. *These activities were cancelled this year due to Coronavirus.
- Various artists-in-residence share their expertise with our students. *These activities were cancelled this year due to Coronavirus.

Our People:

Personnel:

o 62 Professional Educators
o 3 Administrators
o 47 Support Staff (3 are certified teachers)
o About one-fourth of the staff has over 20 years of teaching experience
o An additional 46% has over 10 years of teaching experience
o 75% hold advanced degrees
o 1 holds a Doctorate Degree
o 8 are National Board Certified Teachers
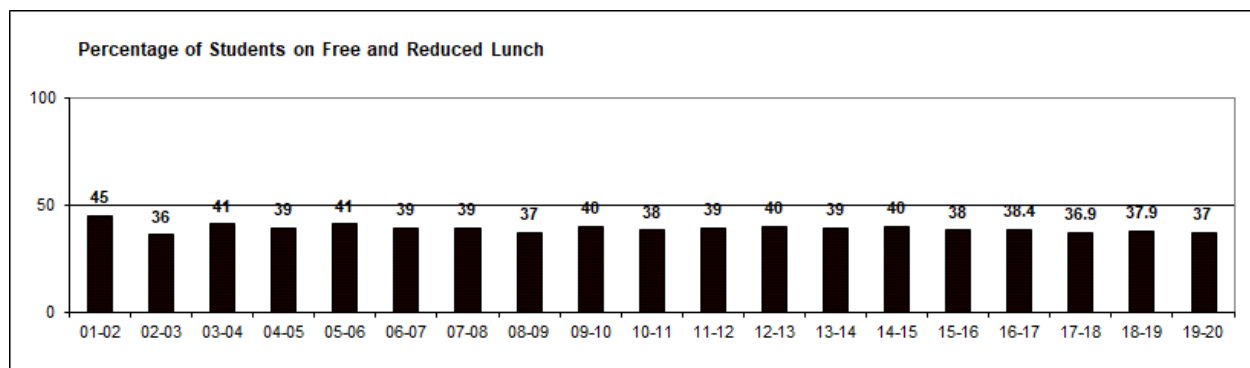o Numerous grant winners
o >98% attendance rate

Students:
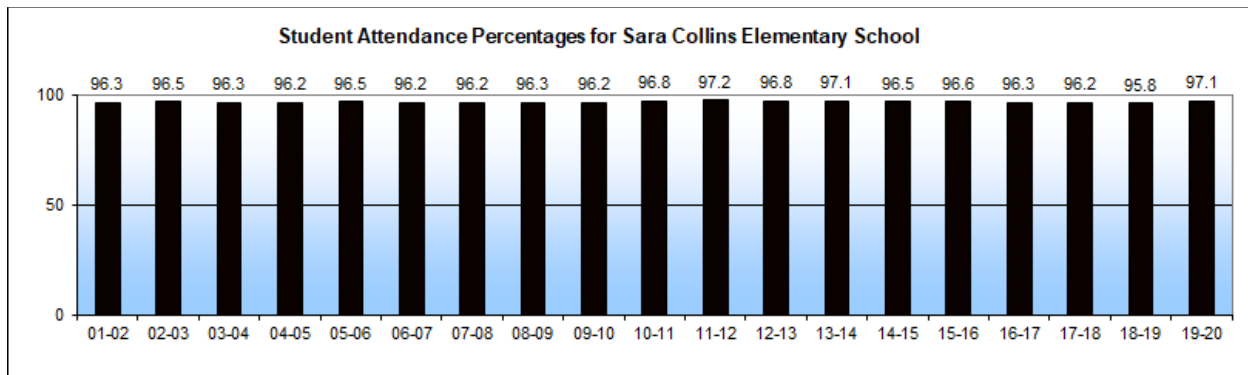
- **800 students** in Kindergarten through 5th grade

Total # of Students *(9/9/2020) =* ***800***
Male: 380   Female: 418

Kindergarten: 125	Caucasian: 452 (57.0%)
1st Grade: 125	African-Am.: 228 (28.0%)
2nd Grade: 127	Hispanic: 62 (8.0%)
3rd Grade: 139	Asian: 14 (1.0%)
4th Grade: 143	Two or More Races: 38 (5.0%)
5th Grade: 141	Nat. Hawaiian/Pac. Islander:2 (0.2%)
Virtual: 188	

- ○ **Subsidized Meals** = **37.0%**
- ○ **Poverty Index** (includes Medicaid billing) = **42.86%** (from ed.sc.gov)
- ○ **Special Education Program:** 153 students (among speech, inclusion, resource, and self-contained groups) = **16.7%** of student population
- ○ **ESOL program:** 42 students **= 5.0%** of student population
- ○ **Gifted and Talented Program:** 88 students = **11.0%** of student population

Percentage of Students on Free and Reduced Lunch

Year	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
%	45	36	41	39	41	39	39	37	40	38	39	40	39	40	38	38.4	36.9	37.9	37

Student Attendance Percentages for Sara Collins Elementary School

Programs and Features:

Sara Collins Elementary has many programs and features to support student learning.

- International Baccalaureate Primary Years Programme (PYP) authorized school since 2003-04; reevaluations in 2007, 2012 and 2017
- Fountas and Pinnell Balanced Literacy, Grades K – 5th
- Lucy Calkins writing model
- Response to Intervention (RtI) (Grades Kindergarten – 5th)
- Gifted Education Program
- Spanish Instruction Gr. 2nd – 5th
- PYP Exhibition in 5th Grade
- CATCH (Coordinated Approach to Child Health) School
- Active PTA and volunteer programs
- SCE Extended Day Program After School Care

- LEGO Robotics Team (Grades 4-5)*
- Battle of the Books*
- School Chorus (Grades 4 -5)
- Safety Patrol and Student Helper Program
- Sizzling Saturdays (Parent/Child Learning)*
- Student Council (Grades 3-5)
- Tuesday Tutoring with volunteers*
- Breakfast Buddies*
- IB Learner Profile "IB Attitudes Challenges"
- Greenville Mentoring Program*
- Math Olympiads (Grades 4 – 5)
- Author and Illustrator Visits*
- Family Arts and Curriculum Nights*
- Veterans' Day Luncheon*

- IB World News Morning Show
- Virtual and Off-Site* Field Trips
- Community Tutors*
- PTA Newsletter
- Student-led Conferences
- Freaky Friday Fundraiser since 1964
- The Amazing Shake 2017-18, 2018-19, 2019-20, 2020-21
- First in Math 2016-17, 2017-18
- Reflex Math 2019-20, 2020-21
- Literacy Day 2017-18, 2018-19, 2019-20

*Activities cancelled or modified due to Coronavirus

MISSION, VISION, BELIEFS

Mission:

 The mission of Sara Collins Elementary School is to educate children to become knowledgeable, responsible citizens in a global society by providing a meaningful curriculum that integrates community and technological resources.

Vision:

 At Sara Collins Elementary School, we value and support a learning community that inspires, educates, and challenges students to meet their potential in life.

Beliefs:

 We believe all children should be…

- Educated in a safe, nurturing environment.
- Challenged to reach their full, academic potential by promoting high academic standards.
- Treated with dignity, kindness and respect.
- Recognized for their unique abilities and learning styles.
- Prepared to use technology in a competitive global society.
- Able to communicate in a foreign language.
- Able to maximize academic success.

Five Goal Areas of Greenville County Schools

Student Success

 Deliver high-quality curriculum, instruction, and interventions that meet the needs of each student.

Premier Workforce

 Recruit, retain, and develop exemplary personnel in all positions.

Caring Culture and Environment

 Provide a safe and healthy environment that promotes learning and respectful relationships.

Resource Stewardship

 Ensure efficient use of resources through effective management and development.

Community Engagement and Communications

 Generate support and system effectiveness through engaging partnerships, communications, and recognitions.

DATA ANALYSIS AND NEEDS ASSESSMENT

Student Achievement:
*Spring 2020 data for all subjects unavailable due to not testing during Coronavirus pandemic.

SC READY Overall and Grade Level Results

ELA (3rd – 5th grades) – Overall

Spring 2019 ELA	Did not Meet	Meets Standard
State of SC	54.6%	45.4%
GCS	42%	58%
Sara Collins	**40%**	**60%**

ELA (3rd – 5th grades) – by Grade Level

Spring 2019 ELA	DNM	App.	Met	Exc.	Met + Ex. School SCE	Met + Ex. District GCS	Met + Ex. State SC
Overall	20%	20%	23%	36%	60%	58%	
3rd	23%	21%	27%	30%	57%	60%	49.7%
4th	14%	12%	21%	53%	74%	63%	51.2%
5th	23%	30%	22%	25%	47%	53%	41.0%

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SC READY Overall and Grade Level Results

MATH (3rd – 5th grades) – Overall

Spring 2019 MATH	Did not Meet	Meets Standard
State of SC	54.9%	45.1%
GCS	36%	64%
Sara Collins	**40%**	**60%**

MATH (3rd – 5th grades) – by Grade Level

Spring 2019 MATH	DNM	App.	Met	Exc.	Met + Ex. School SCE	Met + Ex. District GCS	Met + Ex. State SC
Overall	18%	22%	23%	37%	60%	64%	
3rd	25%	21%	29%	27%	56%	69%	57.7%
4th	14%	16%	22%	48%	70%	64%	50.5%
5th	15%	32%	18%	35%	53%	57%	45.4%

SC PASS Results for Science

Science PASS						
		Level 1	Level 2	Level 3	Level 4	TOTAL 3 + 4
2019	State	25	23	29	23	52
	GCS	17	19	30	34	64
	SCE 4th	12.3	13.6	26.5	47.5	74

SCIENCE	DNM	Meets
'19 District GCS	36	64
'19 School SCE	26	74

Teacher and Administrator Quality

Our highly qualified staff members complete at least 24 hours of professional development each year. Professional staff members are organized by both grade level or cohort teams and by curricular vertical teams. Teams provide and participate in professional development. The administration, instructional coach, and literacy team, together with various cohorts, plan for in-school professional development. Teachers take additional hours of workshops and classes through the Greenville County School District, and various online and face-to-face opportunities provided through universities and other professional education providers.

Overall professional development priorities at Sara Collins Elementary include:
- IB training for full-time teachers new to our school and for continuing full-time teachers on a 5 year cycle
- SC State-mandated Learning Standards
- Fountas and Pinnell Balanced Literacy Model
- Lucy Calkins Writing Workshop Model
- Technology Integration
- Developing a Culture of Student-Centered Learning through Professional Learning Communities
- Curriculum study and updates in ELA, Math, Science, and Social Studies
- Best practices to meet the needs of all students through differentiation, variety of strategies, and effective assessments

Sara Collins Elementary School Professional Development Schedule for 2020-21

Primary focus areas include the following:
1 – GCS Instructional Protocol with continued emphasis on Guided Math and Balanced Literacy Framework
2 - International Baccalaureate New Enhancements
3 – Social and Emotional Learning and Wellness
4 - Using Data to Enhance Instruction through Mastery Connect and Strategies for Closing the Gap
*Professional Development conducted virtually due to the Coronavirus pandemic.

Date(s)	Topic and Purpose	Presenter/Participants
July 29	New staff Orientation and Faculty Council	Burns
August 6	Induction Teacher Orientation	Burns
August 10	Welcome Back: Review of procedures, safety videos, handbooks; Team Building; Social and Emotional Learning focus; Building Culture – Establishing Classroom Environment (video) School Culture & Mission	Burns, Elliott, Moser, Johnson, Teachers & Classroom Aides
August 11	District Updates/Policies; School-wide Expectations; United Way; Costco School Goals; PD Calendar Curriculum Maps and Pacing Guides	Burns, Elliott, Moser Johnson Classroom Teachers
August 28	Lesson Plan Structure; Checklist for Instructional Expectations	Johnson, K5-5th Teachers
September 2	Wellness Wednesday _Sent via email or flipped:_ Challenge Program Eligibility PAS-T Explanation of Performance and Evaluation PLC meetings – SLOs and Open House Expectations	None Kristin Wiggs, Burns
September 4	Set up PowerTeacher gradebooks	2nd-5th teacher; Johnson
September 9 2:45 - 4:15	Adverse Childhood Experiences (ACEs) training https://pd.greenville.k12.sc.us/myPD.aspx?action=register&sessionid=167771 Employee Performance Review for Nonexempt Staff (flipped)	Chris Haines General Ed and Spec Ed Classroom Teachers and Assistants
September 16	_Differentiated PD (2 sessions):_ Guided Math in Hybrid Classroom Interactive Read-Aloud Resource F and P Minilessons Resource Screencastify/New P-boards SEL Focus: Building Classroom Community Flipped for everyone to view: 504 Eligibility; Homebound	Johnson, Schneider, Philpot, Davis, Clark, Galea, Esqueda, Sprewell

September 18	*IXL Powerup PD (Optional - will be recorded)*	IXL Representative
September 23	Amanda Turner (Behavior Interventions and Strategies) Send out via email: GC Source, SLO review/drafts	Johnson
September 30	Faculty Council Meeting	Faculty Council members
October 2 (Friday)	Data Dive	Grade Level PLCs
October 7	Wellness Wednesday	All Staff
October 14	United Way Campaign Kickoff *Differentiated PD (1 session):* Pear Deck for Student Engagement Conferring with Readers and Writers SEL Focus: Helping students with grief	All Teachers Schneider and Johnson
October 21	Staff Picture	All Staff Johnson
October 28	Faculty Council; Freaky Friday on October 30	Faculty Council Members
November 4	Wellness Wednesday	All Staff
November 11	Theory of Action PD Session 1 - Webb's DOK	Johnson
November 18	Guided Reading Kits	Carrie Johnson and Schneider
December 2	Wellness Wednesday	All Staff
December 9	Faculty Council	Faculty Council Members
December 16	Staff Holiday Celebration	All Staff
January 6	Wellness Wednesday	All Staff
January 13	Grief Sensitive Schools Training	Sarah Payne & Cheri Orozco
January 20	Theory of Action PD Session 2: Interactive Read-Aloud (2nd-5th) or Shared Reading (K-1st) Overview	Carrie Johnson, Taylor Schneider
January 27	IB Enhancements	Carrie Johnson
February 3	Wellness Wednesday	All Staff
February 10	Faculty Council	Faculty Council
February 17	Theory of Action PD Session 3: Planning DOK 2s and 3s in IRA and SR (Instructional Rounds to follow beginning on March)	Taylor Schneider, Carrie Johnson

February 24	IB Enhancements	Carrie Johnson
March 3	Wellness Wednesday	All Staff
March 10	Faculty Council	Faculty Council
March 17	Theory of Action PD Session 4: Planning DOK 2s and 3s in IRA and SR	Taylor Schneider, Carrie Johnson
March 24	IB Enhancements	Carrie Johnson
March 31	Wellness Wednesday	All Staff
April 7	Spring Break	All Staff
April 14	Faculty Council	Faculty Council
April 21	K-2nd grades - Planning IB units, Program of Inquiry, etc. for 2021 – 2022 3 - 5th grades - Testing In-service	Melissa Burns, Cheryl Elliott & Carrie Johnson
April 28	Spring Showers for Staff	
May 5	Wellness Wednesday	All Staff
May 12	Faculty Council	Faculty Council
May 19	All grades - Planning IB units, Program of Inquiry, etc. for 2020 – 2021 End-of-Year procedures; class lists; etc.	Carrie Johnson
May 26	Literacy Day Updates	Taylor Schneider
Thursday, June 3	1:00 PM End-of-Year Staff Celebration CATCH, Technology and Faculty Council Teams plan	All Staff

<u>Sara Collins Elementary School Professional Development Priorities for 2021-22</u>

<u>International Baccalaureate Primary Years Programme</u>
> Programme of Inquiry – Introduce elements of the new "Enhanced PYP Programme."
> Continue training staff members
> Continue aligning IB units to state and district standards and initiatives.

<u>Literacy</u>
> Fountas & Pinnell model of Balanced Literacy – Revisit and refine implementation
> Continue implementation of the Lucy Calkins model of writing workshop, Grades K- 5th
> Focus on Writing about Reading (TDA)

<u>Creating a Culture of Student-Centered Learning</u>
> Implement GCS Social and Emotional Framework
> Continue focus on the work of PLCs
> Focus on how classroom data drives instruction

<u>Remediation of Students' Learning</u>
> Continue implementation of tutoring through our Scout Scholars' Program offered by
certified teachers at Sara Collins before, during and after school and during the summer through
2022.

<u>Acceleration of Students' Learning</u>
> Continue rigorous instruction through the use of differentiated instruction and use of higher
levels of thinking.

School Climate

Student Attendance:

Achieve an annual student attendance rate at or above 95%.

2016 - 17	2017 - 18	2018-19	2019-20	2020-21	2021-22	2022-23
96.3%	96.2%	95.88%	97.11%			

Comment: We have a long history of meeting this goal.

Learning Environment:

Parent Satisfaction

Increase the percent of parents who are satisfied with the learning environment from **93.2**% in 2017 to **at or above 95%** by 2023.

2017	2018	2019	2020	2021	2022	2023
93.2%	94.1%	87.5%	NA*			

Student Satisfaction

Increase the percent of students who are satisfied with the learning environment from **93.7**% in 2017 to **at or above 95%** by 2023.

2017	2018	2019	2020	2021	2022	2023
93.7%	95.8%	90.9%	NA*			

Teacher Satisfaction

Maintain the percent of teachers who are satisfied with the learning environment **at or above 95%.**

2017	2018	2019	2020	2021	2022	2023
100%	98.4%	100%	NA*			

Social and Physical Environment:
Parent Satisfaction
Maintain the percent of parents who are satisfied with the social and physical environment **at or above 95%**.

2017	2018	2019	2020	2021	2022	2023
95.4%	100%	87.5%	NA*			

Student Satisfaction
Increase the percent of students who are satisfied with the social and physical environment from **91.4**% in 2017 to **at or above 95%** by 2023.

2017	2018	2019	2020	2021	2022	2023
91.4%	93.3	91%	NA*			

Teacher Satisfaction
Maintain the percent of teachers who are satisfied with the social and physical environment **at or above 95%**.

2017	2018	2019	2020	2021	2022	2023
100%	100%	94.5%	NA*			

Link to the Sara Collins Elementary SC School Report Card: 2019-20
HTTPS://SCREPORTCARDS.ED.SC.GOV/OVERVIEW/?Q=ET0YMDIWJNQ9RSZZAWQ9MJMWMTA0NA

Data Pages and Action Plan
(5 year Performance Goals and Strategies to address needs)

Follows on next page.

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 in 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

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PERFORMANCE GOAL 1: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 58.5% in 2016-17 to 73.5% 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 3% 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	57% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary 60**	**63**	**66**	**69**	**72**	**75**
		School Actual Elementary 61	**60**	*waiver*			
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	*waiver*			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue implementation of SC State standards and assessments.	On-going through the 2021-22 school year	Professional teaching staff	$200 for materials and copies	PTA and Local Funds	● PD Schedule ● Lesson Plans ● PD records on portal
2. Continue implementation of the Fountas and Pinnell model of balanced literacy.	On-going through the 2021-22 school year	Professional teaching staff	$800 for materials	Local Funds	● PD Schedule
3. Continue implementation of Lucy Calkins Writing Workshop model to include Grades K-5.	On-going through the 2020-21 school year	Professional teaching staff	$500 for materials	Local Funds	● PD Schedule ● Lesson Plans ● PD records on portal
4. Provide Scout Scholars' Remediation 2nd - 5th graders.	Weekly, beginning in October 2020 – July 2022	Teachers and Assistants who volunteer	$150	District, General, and Local Funds	● Attendance records of students
5. Identify students for reading intervention and implement strategies in the classroom and/or small groups.	Daily	Reading Interventionists and K-2 teachers	None	N/A	● Attendance records of students ● Lesson Plans
6. Conduct PD targeting specific instructional strategies (e.g. running records, active classroom, implementing all elements of GCS Literacy Framework)	On-going through the 2021-22 school year	Principal, IC, professional staff	N/A	N/A	● PD Schedule

7. PLCs review and analyze data and present best literacy practices	On-going through the 2021-22 school year	Principal, IC, professional staff	N/A	N/A	● PD Schedule ● PLC Minutes
8. Update and continue school-wide reading incentive program	On-going through the 2021-22 school year	Literacy Team, Media Specialist, & Classroom Teachers	$2,000	PTA	● Bulletin Board of progress ● Literacy Day events
9. Continue use of IXL	On-going through the 2021-22 school year	3rd - 5th grade teachers	$5600	PTA and Local Funds	● Program Reports

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 58.1% in 2016-17 to 73.1% in 2022-23.

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):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SDE website and School Report Card	58.1 % Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary 61.1**	**64.1**	**67.1**	**70.1**	**73.1**	**76.1**
		School Actual Elementary 64	**60**	*waiver*			
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	*waiver*			

ACTION PLAN FOR STRATEGY #2:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue online math program, Reflex Math	On-going through the 2021-22 school year	Instructional Coach & K -5th Grade Classroom Teachers	$3,000	Local Funds	● Program reports
2. PLCs will analyze data and will outline specific steps to improve planning, instruction, and assessment.	On-going through the 2021-22 school year	PLCs	None	N/A	● PLC minutes and data groups created
3. Continue LEGO Robotics or Sumobot program	On-going through the 2021-22 school year	Principal and PTA committee	$1,000	PTA	● Attendance of student participation ● LEGO Robotics meeting schedule
4. Analyze math standards and GCS curriculum supports within and across grade levels	On-going through the 2021-22 school year	IC and Select Teachers	None	N/A	● Meeting minutes
5. Continue use of IXL	On-going through the 2021-22 school year	3rd - 5th grade teachers	$5600	PTA and Local Funds	● Program Reports

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 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 3% 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 61.1**	**66.4**	**69.4**	**72.4**	**75.4**	**78.4**
		School Actual Elementary 63.4	**74**	*waiver*			
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	**District Projected Elementary 57**	**63**	**66**	**69**	**72**	**75**
		District Actual Elementary 60	64	*waiver*			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue LEGO Robotics or Sumobot program	On-going through the 2021-22 school year	Principal and PTA committee	$1,000	PTA	● Attendance of student participation ● LEGO Robotics meeting schedule
2. Continue use of GCS science kits	On-going through the 2021-22 school year	Classroom Teachers	None for school	GCS	● Lesson plans
3.Grade level on-site and off-site field trips	On-going through the 2021-22 school year	Classroom Teachers	Varies	Students and PTA	● Lesson plans
4. Continue IB Units of Inquiry	On-going through the 2021-22 school year	Professional Staff	None for units	Annual IB fees paid by district	● Programme of Inquiry developed and posted on website

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	39% Meets Expectations and Exceeds Expectations	**School Projected Hispanic 39**	**38**	**41**	**44**	**47**	**50**
SC READY ELA SC SDE Website		**School Actual Hispanic** **35**	**39**	*waiver*			
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	*waiver*			
SC READY ELA SC SDE Website	26 % Meets Expectations and Exceeds Expectations	**School Projected AA 29**	**29**	**32**	**35**	**38**	**41**

SC READY ELA SC SDE Website		**School Actual AA** 27	**30**	*waiver*			
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	*waiver*			
SC READY ELA SC SDE Website	17 % Meets Expectations and Exceeds Expectations	**School Projected SWD** **20**	**20**	**23**	**26**	**29**	**32**
SC READY ELA SC SDE Website		**School Actual SWD** 16	**21**	*waiver*			
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	*waiver*			

SC READY ELA SC SDE Website	13 % Meets Expectations and Exceeds Expectations	**School Projected LEP 16**	**16**	**19**	**22**	**25**	**28**
SC READY ELA SC SDE Website		**School Actual LEP** 18	**33**	*waiver*			
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	*waiver*			
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	**School Projected PIP 35**	**35**	**38**	**41**	**44**	**47**
SC READY ELA SC SDE Website		**School Actual PIP** 32	**40**	*waiver*			
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	*waiver*			
SC READY Math SC SDE Website	38 % Meets Expectations and Exceeds Expectations	**School Projected Hispanic** **41**	41	44	47	50	53
SC READY Math SC SDE Website		**School Actual Hispanic** **50**	35	*waiver*			
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	*waiver*			
SC READY Math SC SDE Website	29% Meets Expectations and Exceeds Expectations	**School Projected AA** **32**	32	35	38	41	44
SC READY Math SC SDE Website		**School Actual AA** 25	30	*waiver*			

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	*waiver*			
SC READY Math SC SDE Website	21 % Meets Expectations and Exceeds Expectations	**School Projected SWD 24**	24	27	30	33	36
SC READY Math SC SDE Website		**School Actual SWD 23**	24	*waiver*			
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	*waiver*			
SC READY Math SC SDE Website	30 % Meets Expectations and Exceeds Expectations	**School Projected LEP 33**	33	36	39	42	45

SC READY Math SC SDE Website		**School Actual LEP** 40	29	*waiver*			
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	*waiver*			
SC READY Math SC SDE Website	31 % Meets Expectations and Exceeds Expectations	**School Projected PIP** **33**	33	36	39	42	45
SC READY Math SC SDE Website		**School Actual PIP** **36**	38	*waiver*			
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	*waiver*			

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

1.ESOL Teacher will provide professional development about using data to support ELL students.	On-going through the 2021-22 school year	ESOL Teacher	None	N/A	PD Calendar
2. Special Education and Classroom teachers will collaborate regularly about students' goals, learning strategies, and achievement.	On-going through the 2021-22 school year	Classroom and Special Education teachers	None	N/A	Students' IEPs
3. Analyze FastBridge and TE21 data to identify specific students' needs. Following up through On-Track.(*2020 SC READY and SC PASS data not available due to Covid closure of school)	Fall and throughout the 2021-22 school year	Classroom teachers, IC, On-Track coordinator	None	N/A	Minutes of meetings
4. Use Benchmark data to identify and remediate students' needs	On-going through the 2021-22 school year	Classroom teachers	None	N/A	● Students identified ● Differentiated instruction in classrooms

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 = 61%	Kindergarten through Grade 5 = 63%	Kindergarten through Grade 5 = 65%	Kindergarten through Grade 5 = 67%
	Meets and Exceeds	**School Actual**	Kindergarten through Grade 5 = 59%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	**School Projected**		Kindergarten = 53% Grade 1 = 78%	Kindergarten = 55% Grade 1 = 80%	Kindergarten = 57% Grade 1 = 82%	Kindergarten = 59% Grade 1 = 84%
	K5 criteria 41 or more accurate sounds per minute (40th percentile) Grade 1 criteria 71 or more accurately read words per minute (40th percentile)	**School Actual**	Kindergarten = 51% Grade 1 = 76%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*			
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 – 38 % Grade 5 – 34%	Grade 2 – 38% Grade 5 – 34%	Grade 2 – 38% Grade 5 – 34%	Grade 2 – 38% Grade 5 – 34%
South Carolina MAP Linking Study – February 2018	2nd grade criteria RIT = 188 72nd percentile 5th grade criteria RIT = 217 68th percentile	**School Actual**	Grade 2 – 48% Grade 5 – 47%	Grade 2 – 47.5% Grade 5 – 52%	Grade 2 – 59% *5th grade data point not available - School Board decision to waive 5th grade testing due to Act 142 testing requirements.*		

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.*			
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 (40th percentile) Grade 1 criteria 71 or more accurately read words per minute (40th 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.*			
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	2nd grade criteria RIT = 188 72nd percentile 5th grade criteria RIT = 217 68th percentile	**District Actual**	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% *5th grade data point not available - School Board decision to waive 5th 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.Continue implementation of the school's Literacy Plan prepared for the state	On-going through the 2021-22 school year	Literacy specialist, literacy team, and classroom teachers	None	N/A	● Updated plan ● PD schedule ● Literacy specialist's records
2. Identify 3rd graders not on grade level at the end of the year. Complete exemptions report and/or portfolios and Read to Succeed.	On-going through the 2021-22 school year	Literacy specialist, literacy team, and classroom teachers	None	N/A	● Evidence of "good cause" exemptions ● Completed portfolios and work samples

					• Completion of Read to Succeed Summer Camp
3. Assess all students with appropriate measures (Fountas and Pinnell, Fastbridge, MAP, district benchmarks via Mastery Connect)	On-going through the 2021-22 school year	Literacy specialist, literacy team, and classroom teachers	None	N/A	• Assessments completed and analyzed • Lesson plans and teacher records showing differentiated
4. Follow up with individualized and grade level self-reported data about Reading Workshop instruction	On-going through the 2021-22 school year	Curriculum Team, Literacy specialist, literacy team, and classroom teachers	~$38,000 (Varies to include classroom books, F&P Mini lesson books and Guided Reading Kits, or other materials)	State, Local, & PTA Funds	• Grade level minutes • Curriculum Team minutes • Literacy Specialist's calendar • Receipts for materials purchased

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**			**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**		Gender Diversity =yes Ethnic Diversity = yes	Gender Diversity =yes Ethnic Diversity = yes			
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%			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Seek to interview diverse candidates in collaboration with GCS Human Resources.	On-going	Principal	None	N/A	● Record of correspondence with GCS Human Resources ● Record of interviews scheduled.
2. Continue to host practicum and student teachers from local teacher preparation programs.	On-going	Principal	None	N/A	● Record of students and student teachers hosted at Sara Collins
3.Mentor relationships with Teacher Cadets	On-going	Principal	None	N/A	● Hosting teacher cadets from local schools
4. Invite students from local universities to visit.	Fall 2021	Principal	None	N/A	● Students invited to visit.

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	96.9	**School Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Students 95.8	96.7	*waiver*			
SC SDE School Report Card Survey	100	**School Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Teachers 100	94.4	*waiver*			

SC SDE School Report Card Survey	93.1	**School Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Parents 97.1	93.6	*waiver*			
SC SDE School Report Card Survey	**92**	**District Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Students **86**	89	*waiver*			
SC SDE School Report Card Survey	**98**	**District Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Teachers **97**	97	*waiver*			
SC SDE School Report Card Survey	**91**	**District Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**

		District Actual Parents 88	89	*waiver*			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Continue to practice GCS safety measures to include lockdown, fire, and tornado drills	On-going through the 2021-22 school year	Administrators	None	N/A	● Record of drills
2. Serve as a base location for Zone Patrols for city police officers	On-going through the 2021-22 school year	Administrators	None	N/A	● Equipment housed at Sara Collins
3. Serve as a training site for K-9 officers	On-going through the 2021-22 school year	Administrators	None	N/A	● Drills held at officers' request
4. All visitors must be screened and signed in to enter the school building.	On-going through the 2021-22 school year	Administrators and office staff	None	N/A	● Visitors Log in district computer system
5. Visitors sign-in for school wide events such as volunteering, field days, and special programs.	On-going through the 2021-22 school year	Administrators and office staff	None	N/A	● Visitors Log for each event

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) 0	**School Projected** **0**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		**School Actual** 0	0	0			
	(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			

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) 0	**School Projected**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**
GCS Expulsion Report		**School Actual** 0	0	0			
	(2016-17) **.04**	**District Projected**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**
GCS Expulsion Report		**District Actual** .04	.10	.03			

ACTION PLAN FOR STRATEGY #1:	EVALUATION

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Hold grade-level "Town Hall Meetings" to review school-wide expectations.	On-going through the 2021-22 school year	Administrators	None	N/A	● Principal's calendar of events planned and held
2. Develop classroom "Essential Agreements"	August 2021	Teachers and Students	None	N/A	● Agreements created and posted in classrooms
3.Parent-Teacher-Student conferences and regular communication	On-going through the 2021-22 school year	Teachers	None	N/A	● Conference schedules ● Emails ● Classroom newsletters ● Telephone Log
4. OnTrack Team support	On-going through the 2021-22 school year	On-Track Coordinator	None	N/A	● On-Track records kept by school coordinator and school psychologist ● Notes and observations

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

PERFORMANCE GOAL 4: The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the 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 90	90	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*		
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.*		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Teachers and students create essential agreements on classroom climate.	August 2021	Teachers and students	None	N/A	● Agreements posted in classrooms

2. Teachers use positive behavior-management, incentives, and communication with families.	On-going through the 2021-22 school year	Classroom teachers and staff	None	N/A	● Classroom management systems (e.g. Class Dojo) ● Classroom newsletters ● Signed agreements ● School-wide recognition of students and teachers showing "Scout-Terrific" actions
3. Leadership continues to promote a positive, caring environment for staff and students.	On-going through the 2021-22 school year	School Leadership	None	N/A	● Leadership visibility in classrooms and school activities, before, during, and after school

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) 96.3	**School Projected 95**	95	95	95	95	95
180th day Attendance Report		**School Actual 96.2**	95.88	97.11%			
	(2016-17) **95**	**District Projected**	**95**	**95**	**95**	**95**	**95**
180th day Attendance Report		**District Actual 95**	95	96			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Monitor tardies and attendance	On-going through the 2021-22 school year	Attendance clerk and school counselors	None	N/A	● Attendance records ● Calls or conferences with parents
2. Hand sanitizer at the door each morning	On-going through the 2021-22 school year	Safety patrol advisor	$300	Local Funds	● Student patrols assigned this duty
3.School counselors promote "Beat the Bell"	On-going through the 2021-22 school year	School counselors	None	N/A	● Bulletin board ● Counselors' plans
4. Recognize students with perfect attendance	On-going through the 2021-22 school year	Attendance clerk and school counselors	Minimal	Local Funds	● Certificates awarded
5. Communicate the importance of attendance to families via Student Handbook, phone messenger, PTA newsletter, and announcements.	On-going through the 2021-22 school year	Principal	None	N/A	● Documentation of Student Handbook, phone messenger messages and newsletters.

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** ≤ 8 **Angry** ≤ 7	**Afraid** ≤ 5 **Lonely** ≤ 8 **Angry** ≤ 7	**Afraid** ≤ 5 **Lonely** ≤ 8 **Angry** ≤ 6	**Afraid** ≤ 5 **Lonely** ≤ 8 **Angry** ≤ 6	**Afraid** ≤ 5 **Lonely** ≤ 8 **Angry** ≤ 6
		School Actual Afraid –6 % Lonely – 8% Angry – 7%	Afraid - 3% Lonely - 14% Angry - 9%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	**Afraid** ≤ **Lonely** ≤ **Angry** ≤	**Afraid** ≤ **Lonely** ≤ **Angry** ≤	**Afraid** ≤ **Lonely** ≤ **Angry** ≤
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%**	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	**Afraid** ≤ **Lonely** ≤ **Angry** ≤	**Afraid** ≤ **Lonely** ≤ **Angry** ≤	**Afraid** ≤ **Lonely** ≤ **Angry** ≤

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

1. Provide an on-campus mental health counselor.	On-going through the 2021-22 school year	Principal and mental health counselor	Free to the school district	Provided by Greenville and Piedmont Mental Health	• Office provided for counselor • Monthly roster/report of caseload.
2. Review and implement GCS framework for social and emotional health	On-going through the 2021-22 school year	Principal and school counselors	None	N/A	• PD schedule • GCS framework
3.Promote relationships among students and with adults through mentors, volunteers, and building class community	On-going through the 2021-22 school year	All school staff	None	N/A	• Referrals to counselors • Parent conferences • Student feedback
4. Continue the Amazing Shake at Sara Collins Elementary	Fall 2021-March 2022	IC and 5th grade teachers	$1,000-$1,500	SEL grant and/or local funds	• Schedule of planned activities/lessons • Photos of events