



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

Mr. 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 2019-2020 (*one year*)

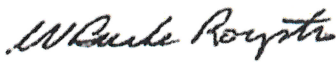
Required Signature Page

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.

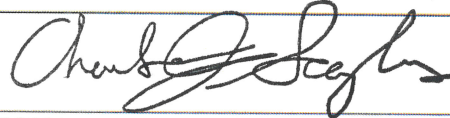
SUPERINTENDENT

Dr. W. Burke Royster		4/23/19
PRINTED NAME	SIGNATURE	DATE

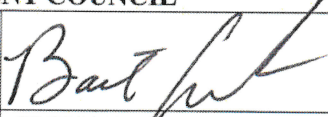
PRINCIPAL

Dr. Melissa Burns		3/29/19
PRINTED NAME	SIGNATURE	DATE

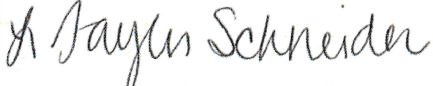
CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		4/23/19
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Bart Cumalander		3/29/19
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Taylor Schneider		3/29/19
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
1. Principal	Dr. Melissa Burns
2. Teacher	Ms. Rebekah Reimers
3. Parent/Guardian	Mrs. Meredith Glenn
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. Read To Succeed Literacy Leadership Team Member	Mrs. Katherine Morrissey
10. Instructional Coach	Mrs. Holli Hamner
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**

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

TEACHERS AND SUPPORT PROFESSIONALS *Updated 2018 – 19*

Wendy Hook	Lisa Henson	Maria Werner	Sarah Payne
Anne Nuttall	Lyndsey Lambert	Caroline Barrington	Cherie Orozco
Patti Renwick	PollyRose Philpot	Caroline Hahn	Julie Owen
Laura Sharp	Caroline Reynolds	Carrie Johnson	Rachel Chinault
Anne Stolarski	Anne Stolarski	Danielle Phillips	Ann Nelsen
Misty Strange	Joan Benton	Sarah Shade	Sarah Lewandowski
Alex Roman Gabriel	Karen Buser	Debbie Sweet	Kimberly Edwards
Kim Cheney	Jess Lawrence	Emily West	Katherine Morrissey
Jane Cooper	Carene Montjoy	Jim Kennedy	Taylor Schneider
Alissa Edwards	Margaret Sprewell	Holly Wilkes	MarySims Costigan
Karen Gordon	Alex Turner	Adriana Groot	Amy George
Rebekah Reimers	Emily Zizzi	Lisa Frampton	Holli Hamner
Hannah Sharpe	Lauren Baker	Tyler Martin	Cheryl Nix
Maria Watson	Casi Esqueda	Amber Galea	Ashley Scott
Lacey Good	Bridget Masotti	Susan Matthews	Melanie Albers
Erin Hedges	Christy Thomas	Sydney Lareche	
Loren Graves	Katie Thomason	Kristen Wiggs	

PARAPROFESSIONALS *Updated 2018 – 19*

Shawna Borleis	Bonnie Impson	Gerald Rodriguez	Leslie Hollingsworth
Deborah Bulzan	Nona Janowski	Cary Spears	Paulette Hoots
Ali Clark	Pam Johnson	Deborah Weiss	Kitty Morton
Katelyn Eichman	Tamara Johnson	Olga Whaley	Tosha Rushing
Maria Donofrio	Mary Beth Melton	Bibber Wright	Lorna Sexton
Kirsten Hansen	Debby Oveson	Doris Beckert	Sharonica Knotts
Carmen Hoopes	Laura Phillips	Crystal Brothers	

OTHER STAFF MEMBERS *Updated 2018 – 19*

Mary John McNair – Media Clerk	Betty Simard– Cafeteria Staff
Sebrenka O'Steen – Nurse	David Clark – Plant Engineer
Perry Lawrence – Nurse	Glinda Abercrombie – Custodian
Sharonica Knotts – Orderly	Rachel Catledge – Custodian
Cindy Davis– Attendance Clerk	Jeannie Hedrick – Custodian
Kristin Black – School Secretary	Lawrence Williams– Custodian
Kim Geddie- Receptionist	Iva Young – Custodian
Kaci McGrew – Cafeteria Manager	Amy Mayfield – Dist. Support Service Vision
Todd Cheney – Cafeteria Staff	Meriam Merlin – District Support Service OT
Jessica Bethel – Cafeteria Staff	Ashley Brewington – Dist. Support Serv. PT
Kathy Duston – Cafeteria Staff	Heather Herdt – Dist. Support Serv. PT Assist.
Alex Kennedy– Cafeteria Staff	Beth Grindle – Dist. Support Serv. OT Assist.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (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

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: Leadership Team, ELA/IB Team, Math/Technology Team, two Response to Intervention Teams, Science/Social Studies Team, CATCH Team, and Curriculum Support Team, and grade level PLCs. Leadership of the self-study process was provided by the Administrative Team, the Instructional Coach, and the Leadership Team. 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:

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%					

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
3 rd Exceeds	22.1%	27.9%					
3 rd Met	37.9%	36.4%					
3 rd Approaching	20.7%	22.7%					
3 rd Did Not Meet	19.3%	13%					
4 th Exceeds	33.1%	34.3%					
4 th Met	28.6%	24.6%					
4 th Approaching	22.6%	21.6%					
4 th Did Not Meet	15.8%	19.4%					
5 th Exceeds	21.1%	25.9%					
5 th Met	33.3%	32.6%					
5 th Approaching	25.9%	16.3%					
5 th Did Not Meet	19.7%	25.2%					

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%					

Math By Grade Level and Performance Level	2017	2018	2019	2020	2021	2022	2023
3rd Exceeds	23.6%	34.6%					
3rd Met	36.4%	32.1%					
3rd Approaching	21.4%	14.1%					
3rd Did Not Meet	18.6%	19.2%					
4th Exceeds	29.1%	37.6%					
4th Met	28.4%	25.6%					
4th Approaching	25.4%	18.8%					
4th Did Not Meet	17.2%	17.9%					
5th Exceeds	31.5%	35.8%					
5th Met	25.3%	26.9%					
5th Approaching	26%	17.9%					
5th Did Not Meet	17.1%	19.4%					

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%					

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

Science 4 th Grade Performance Levels	2018	2019	2020	2021	2022	2023
4th Exceeds	37%					
4th Met	30%					
4th Approaching	16.5%					
4th Did Not Meet	16.5%					

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%					

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

Social Studies 5 th Grade Performance Levels	2018	2019	2020	2021	2022	2023
5th Exceeds	44%					
5th Met	33%					
5th Did Not Meet	23%					

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%	TBD at end of 2018-19 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%					

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%					

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%					

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%					

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%					

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%					

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%					



Significant Challenges (from past 3 years)

- **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
- Palmetto Gold Academic Achievement Award – 2012, 2013, 2014, 2015, 2016
- 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 Oak Leaf – Exceeding Standards Award Excellent Level 2016-17
- SCPTA 100% Membership Award since 1976
- SCPTA Excellence in Membership Promotion 2017-18
- SCPTA Platinum Palmetto Award 2017-18
- Safe Kids School 2007 – 2019
- CATCH (Coordinated Approach to Child Health) School
- “Live Well, Greenville” named school and grant-winner
- Eight 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,
- 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 930 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 student learning. The media center hosts a collection of 14,000 bound books, 1,250 paperbacks, 1,300 professional books, and 30 DVDs. There are two leveled-book bookrooms with more than 2,000 titles, (18,000+ books) for small group reading instruction. Technology resources include interactive Promethean boards in all classrooms, five student computers in each classroom, a hard-wired computer lab, 3 mobile laptop labs on carts, and 1 iPad cart, a variety of cameras, and an audience response system. In the 2018-19 school year, one-to-one devices were provided for 3rd – 5th grade students. Each K – 2nd grade classroom has mini-iPads and laptops for students to use in the classroom. 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. As the designated district “satellite” elementary school, we serve students with orthopedic, hearing, and visual impairments. These 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, **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

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 provide 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, an renovated track, IB and

literacy training, a leveled reader book room, reading programs, tutoring programs, and academic support.

- Pay It Forward fundraiser: These monies are 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, and funds to support Special Olympics.
- Sizzlin' Saturday: A variety of special events for families are held periodically on Saturday mornings. These include the Reindeer Run (a 1-3 mile run on the school campus), an exercise event, Spring Spruce-Up of school grounds, and a Bike Rally.
- Breakfast Buddies: This PTA sponsors three parent-child breakfasts to bring role models and special guests into our school.
- Tuesday Tutoring: Volunteers from the community read with second graders once a week before school.
- Greenville Mentor Program: Parents are trained as mentors and matched with students identified as needing additional adult support.
- Communication: A quarterly PTA newsletter, marquee in front of the school, phone messages, classroom newsletters, websites and fliers, the school website, 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 students student teachers and practicum students for pre-service learning experiences.
- Teacher Cadets from J L Mann High School 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, Subway, and Kona Ice.
- Peace Center Outreach Program
- Community Partnerships with: Greenville Hospital System , Julie Valentine Center, Frazee 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
- Students may participate in a variety of community programs, including YMCA after-school care program, 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.
- Various artists-in-residence share their expertise with our students.



Our People:

Personnel:

- 68 Professional Educators
- 3 Administrators
- 65 Classroom Teachers and Specialists (3 men, 63 women)
- 47 Support Staff (3 are certified teachers)
- About one-third of the staff has over 20 years of teaching experience
- An additional one-third has over 10 years of teaching experience
- 69% hold advanced degrees
- 1 holds a Doctorate Degree
- 8 are National Board Certified Teachers
- Numerous grant winners
- >95% attendance rate



Students:

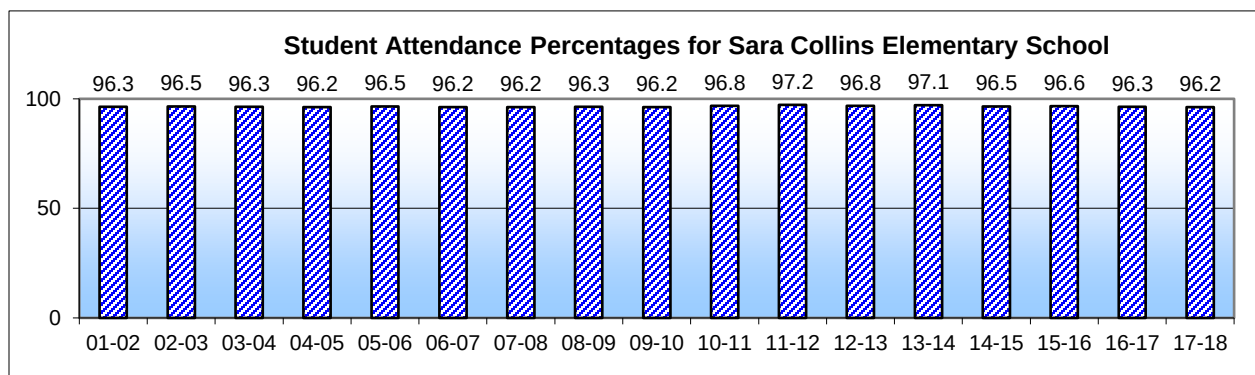
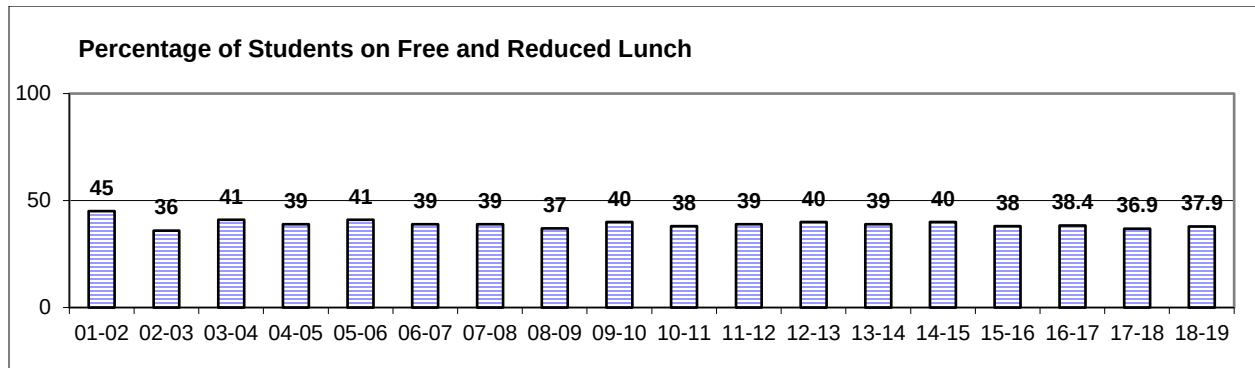
- **927 students** in Kindergarten through 5th grade

Total # of Students (9/25/2017) = 927

Male: 457 Female: 470

Kindergarten: 147	Caucasian: 535 (57.7%)
1st Grade: 144	African-Am.: 272 (29.3%)
2nd Grade: 169	Hispanic: 51 (5.5%)
3rd Grade: 152	Asian: 21 (2.3%)
4th Grade: 167	Two or More Races: 41 (4.4%)
5th Grade: 148	Nat. Hawaiian/Pac. Islander: 4 (0.4%)
	Amer. Indian/Alaska Native: 3 (0.3%)

- **Subsidized Meals = 37.9%**
- **Poverty Index** (includes Medicaid billing) = **44.74%** (from ed.sc.gov)
- **Special Education Program:** 169 students (among speech, inclusion, resource, and self-contained groups) = **18.2%** of student population
- **ESOL program:** 45 students = **4.9%** of student population
- **Gifted and Talented Program:** 132 students = **14.2%** of student population





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
- Satellite Program for Greenville County students with Hearing and Orthopedically Impairments
- 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
- YMCA After School Care (on-site program)
- LEGO Robotics Team (Grades 4-5)
- Battle of the Books
- School Chorus (Grades 4 -5)
- Safety Patrol and Student Helper Program
- Sizzlin' Saturdays (Parent/Child Learning)
- Student Council (Grades 3-5)
- Tuesday Tutoring with MENToring Men
- Breakfast Buddies
- IB Learner Profile “Scouterrific” recognitions
- 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
- First in Math 2016-17, 2017-18
- Dreambox Math 2018-19

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:

SC READY Overall and Grade Level Results

ELA (3rd – 5th grades) – Overall

Spring 2018 ELA	Did not Meet	Meets Standard
State of SC	57.9%	42.1%
GCS	52%	48%
Sara Collins	39%	61%

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

Spring 2018 ELA	DNM	App.	Met	Exc.	Met + Ex. School SCE	Met + Ex. District GCS	Met + Ex. State SC
Overall	19%	20%	31+%	29+%	61	48	
3rd 1% exempt	<u>13%</u>	22.5%	36%	27.5%	64.5	55	45.2
4th	19.4%	21.6%	24.6%	34.4%	59	53	43.9
5th	25%	<u>16%</u>	33%	<u>26%</u>	59	47	38.9



SC READY Overall and Grade Level Results

MATH (3rd – 5th grades) – Overall

Spring 2018 MATH	Did not Meet	Meets Standard
State of SC	50.4%	49.6%
GCS	48%	52%
Sara Collins	36%	64%

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

Spring 2018 MATH	DNM	App.	Met	Exc.	Met + Ex. School SCE	Met + Ex. District GCS	Met + Ex. State SC
Overall	19%	17%	28%	36%	64	52	
3 rd	19%	<u>14%</u>	32%	<u>35%</u>	67	65	55.7
4 th	18%	<u>19%</u>	25%	<u>38%</u>	63	60	48.1
5 th	19%	<u>17.5%</u>	26.5%	35.5%	62	56	45.2



SC PASS Results for Science and Social Studies

SCIENCE	DNM	Meets
'18 District GCS	40	60
'18 School SCE	33	67

Science PASS						
		Level 1	Level 2	Level 3	Level 4	TOTAL 3 + 4
2018	State	23	27	30	20	50
	GCS	16	24	32	28	60
	<u>SCE 4th</u>	<u>16.5</u>	<u>16.5</u>	<u>30</u>	<u>37</u>	<u>67</u>

SOCIAL STUDIES	DNM	Meets
'18 District GCS	22	78
'18 School SCE	23	77



Social Studies PASS					
		Not Met	Met	Exemplary	Met + Exemplary
2018	State	30	38	32	70
	GCS	22	37	41	78
	<u>SCE 5th</u>	<u>23</u>	<u>33</u>	<u>44</u>	<u>77</u>



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 2018-19

Primary focus areas include the following:

1 – GCS Literacy Framework

2 - Personalized Learning preparation for Implementation and use

3 - Using Data to Enhance Instruction through Mastery Connect and Strategies for Closing the Gap

4 - International Baccalaureate Action Plan

Date(s)	Topic and Purpose	Presenter/Participants
August 9	<i>New staff Orientation and Leadership Team</i>	Burns
August 13	<i>Welcome Back: Review of procedures, safety videos, handbooks; Team Building; Graduation Plus School Culture & Mission Book Study – 3 Principal Kafale books Literacy Reboot – meeting place and schedules</i>	Burns, Elliott, Moser, Hamner, Teachers & Classroom Aides
August 14	<i>District Updates/Policies; School-wide Expectations; School Goals & Data review</i> <i>GCS Literacy Framework – Updates – Review of First 20 Days, Big Picture, Scheduling</i>	Burns, Elliott, Moser Hamner Schneider, Morrissey, Costigan
August 21	<i>Set up PowerTeacher Pro</i>	Hamner, 2 nd -5 th Teachers
August 22	<i>Celebrate Lisa Henson's Baby Shower</i>	2 nd Grade Team & Staff
August 29	<i>Receipting and Field Trips OnTrack Training Independent Reading Surveys - Classroom Library Books Surveys Chromebook Information and distribution</i>	Burns, Black, Hamner, Moser, Elliott, Payne & Classroom Teachers
September 5	<i>Challenge Program Eligibility Open House expectations PAS-T explanation of performance and evaluation expectations; PLCs and SLOs District Accreditation Preparation Review of 5 District Goals – How do we support these at our school level?</i>	Burns, Elliott, Moser, Wiggs
September 12	<i>Dreambox Webinar #1</i> <i>Employee Performance Review for Nonexempt Staff</i>	Hamner & General Ed and Spec Ed Classroom Teachers Melissa Burns & Assistants
September 19	<i>Staff Meeting – Nice to Know, Need to Know Literacy K-2 Teachers – classroom libraries Google Classroom 3-5 Teachers</i>	Schneider, Costigan, Morrissey Stephanie Williams & Holli Hamner
September 26	<i>ESOL – review students' scores and strategies Earthquake Drill Procedures</i>	Amy George Lauren Jennings, Kim Cheney & All Teachers
October 5	<i>Freaky Friday events</i>	All Staff

October 10	Leadership Team Meeting	Leadership Team
October 17	Student-Led Parent and Teacher Conferences	All Teachers
October 24	Value Teachers United Way Update Teacher Backpack	Richard Griffin Cheryl Elliott Shannon Bates-Willis
October 31	Staff Picture Literacy Mini-Lessons	All General Education and Special Ed Teachers Rebekah Reimers & Lauren Baker Schneider & Hamner
November 7	Staff Meeting Nice to Know, Need to Know Dreambox Webinar	Holli Hamner and Teachers
November 14	Updating Literacy Benchmarking Kits	Schneider, Costigan, Morrissey
November 19	Leadership Team Meeting	Leadership Team
November 26	Coaching Cycles - Student Centered Learning: The Moves – Teacher Leaders Discussion	Hamner and Selected Teachers
November 28	Introduce the new district Walk-Thru form 3 teams of teachers will share IB learning	Administrators and Teachers
December 5	Cultural and Diversity Awareness	Kayla Lee- Kelly Hamner
December 12	GCS Teacher Survey (Dec 3 – 14) Social and Emotional Learning	Hamner, C. Johnson, and Teachers
December 19	Staff Holiday Celebration	All Staff
January 9	Leadership Team	Leadership Team
January 16	Staff Meeting – Nice to Know, Need to Know Introduction to Instructional Rounds and Mini-Lessons	Burns, Hamner
January 23	Staff Meeting – Nice to Know, Need to Know Promotion/Retention with Interventions Discovery Learning Cohort	Burns, Reynolds, Strange, Barrington, Wiggs
January 28	Coaching Cycles - Student Centered Learning: The Moves – Teacher Leaders Discussion	Hamner and Selected Teachers
January 30	Staff Meeting – Nice to Know, Need to Know Literacy – focus on Word Work (K-2) Technology for the Classroom – differentiated strategies	K-1 Teachers with Schneider, Costigan, Morrissey 2 nd -5 th Teachers with Owen and others
February 6	Leadership Team	Leadership Team
February 11 (Monday)	PTA Parent and Staff Celebration (No meeting on February 13)	All staff
February 20	Staff Meeting – Nice to Know, Need to Know Computer Refresh Info IB Updates and Planning by Grade Level	Owen, Grade Level Teams
February 27	Staff Meeting – Nice to Know, Need to Know Differentiation Learning – Technology (Flip Grid, Mastery Connect, Education.com, Epic Pals)	Grade Level Teachers to share what is working with technology

March 6	Leadership Team	Leadership Team
March 13	Windows 10 – Updates for Refresh of Technology	Stephanie Williams
March 18 (Monday)	PTA General Membership Meeting Family Arts Night	
March 27	Staff Meeting – Nice to Know, Need to Know Tech Tip Mindfulness Tip Differentiated Sessions: (2 nd – 5 th) Mastery Connect (K – 1 st) Word Study Kits	Owen, Zizzi, Werner, Schneider, Hamner, and Teachers
April 3	Celebrate Baby Sprewell	Staff
April 10	Staff Meeting – Nice to Know, Need to Know Sharing Our Learning from The Ron Clark Academy Student-Centered Coaching Tech Tip Reading Workshop Overview and survey results	Selected Teachers, Johnson, Owen, Hamner & Schneider
April 24	Staff Meeting – Nice to Know, Need to Know Tech Tip Testing In-service	Melissa Burns, Julie Owen, Cheryl Elliott & Holli Hamner
May 1	Leadership Team	Leadership Team
May 8	Planning IB units, Program of Inquiry, etc. for 2019-20 – End-of-Year procedures; class lists; etc.	Melissa Burns, Holli Hamner
May 15	Celebrate Baby Good	Staff
May 22	Celebrate Rebekah Reimers' Wedding	Staff
May 29	Celebrate Baby Edwards	Staff
June 5	End-of-Year Staff Celebration	All Staff

Sara Collins Elementary School Professional Development Priorities for 2019-20

International Baccalaureate Primary Years Programme

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.

Literacy

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)

Creating a Culture of Student-Centered Learning

Implement GCS Social and Emotional Framework

Continue focus on the work of PLCs

Focus on how classroom data drives instruction

Personalized Learning

Maximize one-to-one technology in grades 3rd -5th
and use of technology learning tools in K-2.



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%	Will update in next portfolio				

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%					

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%					

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%					



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%					

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					

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%					



Link to the Sara Collins Elementary SC School Report Card: 2017-18

<https://screportcards.com/overview/?q=eT0yMDE4JnQ9RSZzaWQ9MjMwMTA0NA>

Data Pages and Action Plan

(5 year Performance Goals and Strategies to address needs)

Follows on next page.

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

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

PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on **SC READY ELA** will increase from **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):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	% Meets Expectations and Exceeds Expectations 57 (2016-17)	School Projected Elementary 60	63	66	69	72	75
		School Actual Elementary 61					
SC READY ELA SDE website and School Report Card	% Meets Expectations and Exceeds Expectations 49 (2016-17)	District Projected Elementary 52	52	55	58	61	64
		District Actual Elementary 52					

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 2019-20 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 2019-20 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 2019-20 school year	Professional teaching staff	\$500 for materials	Local Funds	• PD Schedule • Lesson Plans • PD records on portal
4. Provide Tuesday Tutoring for 2 nd graders.	Weekly, beginning in October 2019 – May 2020	2 nd grade teachers and PTA volunteers	\$150	PTA	• Attendance records of students
5. Provide early morning tutoring in ELA and Math for selected 3 rd – 5 th graders.	Daily, beginning September 2019 – May 2020	IC, 3 rd – 5 th gr. teachers, selected assistants	\$500	Local Funds	• Attendance records of students
6. 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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
7. Conduct PD targeting specific instructional strategies (e.g. running records, active classroom, implementing all elements of GCS Literacy Framework)	On-going through the 2019-20 school year	Principal, IC, professional staff	N/A	N/A	• PD Schedule
8. PLCs review and analyze data and present best literacy practices	On-going through the 2019-20 school year	Principal, IC, professional staff	N/A	N/A	• PD Schedule • PLC Minutes
9. Update and continue school-wide reading incentive program	On-going through the 2019-20 school year	Literacy Team, Media Specialist, & Classroom Teachers	\$2,000	PTA	• Bulletin Board of progress • Literacy Day events

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):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SDE website and School Report Card	% Meets Expectations and Exceeds Expectations 58.1 (2016-17)	School Projected Elementary 61.1	64.1	67.1	70.1	73.1	76.1
		School Actual Elementary 64					
SC READY ELA SDE website and School Report Card	% Meets Expectations and Exceeds Expectations 54 (2016-17)	District Projected Elementary 57	57	60	63	66	69
		District Actual Elementary 60					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue online math program, Dreambox	On-going through the 2019-20 school year	Instructional Coach & K -5 th Grade Classroom Teachers	\$9,000	Local Funds	• Program reports
2. Continue Math Olympiads for 5 th graders and selected 4 th graders	On-going through the 2019-20 school year	Instructional Coach, 5 th grade teachers	\$700 annually	Local Funds	• Math Olympiads challenge reports
3. PLCs will analyze data and will outline specific steps to improve planning, instruction, and assessment.	On-going through the 2019-20 school year	PLCs	None	N/A	• PLC minutes and data groups created
4. Continue LEGO Robotics or Sumobot program	On-going through the 2019-20 school year	Principal and PTA committee	\$1,000	PTA	• Attendance of student participation • LEGO Robotics meeting schedule
5. Analyze math standards and GCS curriculum supports within and across grade levels	On-going through the 2019-20 school year	IC and Select Teachers	None	N/A	• Meeting minutes

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
SC READY ELA SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	School Projected Elementary	66.4	69.4	72.4	75.4	78.4
		School Actual Elementary 63.4					
SC READY ELA SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary	63	66	69	72	75
		District Actual Elementary 60					

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	2019-20 school year	Principal and PTA committee	\$1,000	PTA	- Attendance of student participation - LEGO Robotics meeting schedule
2. Continue use of GCS science kits	2019-20 school year	Classroom Teachers	None for school	GCS	Lesson plans
3. Grade level on-site and off-site field trips	2019-20 school year	Classroom Teachers	Varies	Students and PTA	Lesson plans
4. Continue IB Units of Inquiry	2019-20 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 The percentage of students scoring Meets Expectations and Exceeds Expectations on **SCPASS Social Studies** will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	School Projected Elementary 76.9	79.9	82.9	85.9	88.9	91.9
		School Actual Elementary					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	District Projected Elementary	81	84	87	90	93
		District Actual Elementary 78					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Grade level field trips and expert speakers	2019-20 school year	Classroom Teachers	Varies	Students and PTA	Lesson plans
2. Integrate social studies content in literacy lessons	2019-20 school year	Classroom Teachers	None	N/A	Lesson plans
3. Implement IB Units of Inquiry	2019-20 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: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	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					
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					

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					
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					
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					
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					

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					
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					
SC READY ELA SC SDE Website	32 % Meets Expectations and Exceeds Expectations	School Projected SIP 35	35	38	41	44	47
SC READY ELA SC SDE Website		School Actual SIP 32					
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected SIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual SIP 33					

SC READY Math SC SDE Website	38 % Meets Expectations and Exceeds Expectations (no data due to small # of students)	School Projected Hispanic 41	41	44	47	50	53
SC READY Math SC SDE Website		School Actual Hispanic 50					
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					
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					
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					

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					
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					
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					
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					

SC READY Math SC SDE Website	31 % Meets Expectations and Exceeds Expectations	School Projected SIP 33	33	36	39	42	45
SC READY Math SC SDE Website		School Actual SIP 36					
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected SIP 36	36	39	42	45	48
SC READY Math SC SDE Website		District Actual SIP 38					

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.	2019-20 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.	2019-20 school year	Classroom and Special Education teachers	None	N/A	Students' IEPs

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Analyze 2018 SC READY and SC PASS data to identify specific students' needs. Following up through On-Track.	Fall and throughout the 2019-20 school year	Classroom teachers, IC, On-Track coordinator	None	N/A	Minutes of meetings
4. Use Benchmark data to identify and remediate students' needs	Ongoing through 2019-20 school year	Classroom teachers	None	N/A	• Students identified • Differentiated instruction in classrooms

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell	Criterion Reference Measure	School Projected					
		School Actual	Baseline will be established in Spring 2019				
Fastbridge	Norm Reference Measure	School Projected					
		School Actual	Baseline will be established in Spring 2019				

MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC	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 – December 2016	2 nd grade criteria RIT = 189 62 nd percentile 5 th grade criteria RIT = 216 66 th percentile	School Actual	Grade 2 – 48 % Grade 5 – 47 %				
Fountas and Pinnell		District Projected					
		District Actual	Baseline will be established in Spring 2019				
Fastbridge		District Projected					
		District Actual	Baseline will be established in Spring 2019				
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC	District Projected		Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above
South Carolina MAP Linking Study – December 2016	2 nd grade criteria RIT = 189 62 nd percentile 5 th grade criteria RIT = 216 66 th percentile	District Actual	Grade 2 – 40% Grade 5 – 42%				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement the school's Literacy Plan prepared for the state	Ongoing through the 2019-20 school year	Literacy specialist, literacy team, and classroom teachers	\$1,000	Local funds	- Updated plan - PD schedule - Literacy specialist's records
2. Identify 3 rd graders not on grade level at the end of the year. Complete exemptions report and/or portfolios and Read to Succeed.	Ongoing through 2019-20 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)	Ongoing through 2019-20 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	Ongoing through 2019-20 school year	Curriculum Team, Literacy specialist, literacy team, and classroom teachers	\$2,000 (Varies to include classroom books, LC Reading Kits, or other materials)	Local Funds	- Grade level minutes - Curriculum Team minutes - Literacy Specialist's calendar

					Receipts for materials purchased
5. Implement Fountas and Pinnell Word Study kits provided by the district.	Ongoing through 2019-20 school year	Kindergarten Teachers and Literacy Team	\$600 for copies and supplies	Local Funds	Lesson Plans

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	Baseline will be established at the end of the 2018-19 school year	School Projected		TBD	TBD	TBD	TBD
		School Actual					
Employment report	Baseline will be established at the end of the 2018-19 school year	District Projected		TBD	TBD	TBD	TBD
		District Actual					

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, such as the “Call Me Mister” at Clemson to come visit.	Fall 2019	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					
SC SDE School Report Card Survey	100	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 100					

SC SDE School Report Card Survey	93.1	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 97.1					
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86					
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97					
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88					

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	Ongoing throughout 2019-20 school year	Administrators	None	N/A	Record of drills
2. Serve as a base location for Zone Patrols for city police officers	Ongoing throughout 2019-20 school year	Administrators	None	N/A	Equipment housed at Sara Collins
3. Serve as a training site for K-9 officers	Ongoing throughout 2019-20 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.	Ongoing throughout 2019-20 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.	Ongoing throughout 2019-20 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					
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		District Actual 0.8					

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	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
GCS Expulsion Report		School Actual 0					
	(2016-17) .04	District Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
GCS Expulsion Report		District Actual .04					

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 2019-20 school year	Administrators	None	N/A	Principal’s calendar of events planned and held
2. Develop classroom “Essential Agreements”	August 2019	Teachers and Students	None	N/A	Agreements created and posted in classrooms
3. Parent-Teacher-Student conferences and regular communication	On-going through the 2019-20 school year	Teachers	None	N/A	- Conference schedules - Emails - Classroom newsletters - Telephone Log
4. OnTrack Team support	On-going through the 2019-20 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 AdvancED 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
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	90	90	90	90	90
		School Actual 90					
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	90	90	90	90	90
		District Actual 89	90				

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 2019	Teachers and students	None	N/A	• Agreements posted in classrooms
2. Teachers use positive behavior-management, incentives, and communication with families..	On-going throughout the 2019-20 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 throughout the 2019-20 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
180 th day Attendance Report		School Actual 96.2					
	(2016-17) 95	District Projected	95	95	95	95	95
180 th day Attendance Report		District Actual 95					

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 throughout the 2019-20 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	Daily throughout the 2019-20 school year	Safety patrol advisor	\$300	Local Funds	• Student patrols assigned this duty
3. School counselors promote “Beat the Bell”	On-going throughout the 2019-20 school year	School counselors	None	N/A	• Bulletin board • Counselors’ plans
4. Recognize students with perfect attendance	Quarterly throughout the 2019-20 school year	Attendance clerk and school counselors	Minimal	Local Funds	• Certificates awarded
5. Communicate importance of attendance to families via Student Handbook, phone messenger, PTA newsletter, and announcements.	On-going throughout the 2019-20 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 AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED 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 ≤ 6 Angry ≤ 5
		School Actual Afraid – 6% Lonely – 8% Angry – 7%	Afraid – 3% Lonely – 14% Angry – 9%	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		District Actual Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	Afraid ≤ Lonely ≤ Angry ≤	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 on-campus mental health counselor	Ongoing through the 2019-20 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.
6. Review and implement GCS framework for social and emotional health	Ongoing through the 2019-20 school year	Principal and school counselors	None	N/A	• PD schedule • GCS framework
7. Promote relationships among students and with adults through mentors, volunteers, and building class community.	Ongoing through the 2019-20 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 2019 – March 2020	IC and 5 th grade teachers	\$1,000 - \$1,500	SEL grant and/or local funds	• Schedule of planned activities / lessons • Photos of events