



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 INFORMATION AND REQUIRED SIGNATURES

SCHOOL Sara Collins Elementary

GREENVILLE COUNTY SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2018-2019 through 2022-2023 (*five years*)

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

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 and §59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

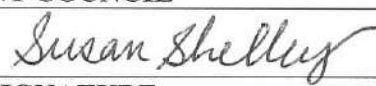
CHAIRPERSON, BOARD OF TRUSTEES

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

SUPERINTENDENT

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

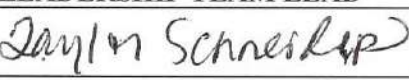
CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Susan Shelley		6/13/18
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dr. Melissa Burns		6/13/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Taylor Schneider		6/13/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 1200 Parkins Mill Road
Greenville, SC 29607

SCHOOL'S TELEPHONE: (864) 355-3200

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

- | <u>POSITION</u> | <u>NAME</u> |
|---|------------------------------|
| 1. PRINCIPAL | <u>Dr. Melissa Burns</u> |
| 2. TEACHER | <u>Mrs. Patti Renwick</u> |
| 3. PARENT/GUARDIAN | <u>Mrs. Sandra Miller</u> |
| 4. COMMUNITY MEMBER | <u>Mr. Keith Goodall</u> |
| 5. SCHOOL IMPROVEMENT COUNCIL | <u>Mrs. Susan Shelley</u> |
| 6. Read to Succeed Reading Coach | <u>Mrs. Taylor Schneider</u> |
| 7. School Read to Succeed Literacy Leadership Team Lead | <u>Dr. Melissa Burns</u> |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
| ** Must include the School Read to Succeed Literacy Leadership Team. | |

<u>POSITION</u>	<u>NAME</u>
<u>Instructional Coach</u>	<u>Holli Hamner</u>
<u>Assistant Principal</u>	<u>Cheryl Elliott</u>
<u>Administrative Assistant</u>	<u>April Roberts</u>
<u>Literacy Specialist</u>	<u>L.Taylor Schneider</u>
<u>Reading Interventionist</u>	<u>Katherine Morrissey</u>

***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 2017 – 18*

Wendy Hook	Lyndsey Lambert	Caroline Barrington	Cherie Orozco
Anne Nuttall	PollyRose Philpot	Jessica Long	Carly Gould
Patti Renwick	Caroline Reynolds	Carrie Johnson	Ann Nelsen
Laura Sharp	Maria Werner	Eve Mills	Melanie Manning
Anne Stolarski	Lacey Good	Danielle Phillips	Sarah Lewandowski
Misty Strange	Jess Lawrence	Debbie Sweet	Alyssa Jenkins
Alex Roman	Carene Montjoy	Emily West	Katherine
Jane Cooper	Julie Owen	Emily McKinney	Morrissey
Alissa Edwards	Margaret Sprewell	Holly Wilkes	Taylor Schneider
Karen Gordon	Alex Turner	Adriana Groot	MarySims
Rebekah Reimers	Emily Zizzi	Lisa Frampton	Costigan
Hannah Sharpe	Phoebe Kaplan	Swanna Hart	Amy George
Maria Watson	Lauren Baker	Mary Ries	Holli Hamner
Jamie Taber	Bridget Masotti	Susan Matthews	Cheryl Nix
Erin Hedges	Matt Moser	Anna Poole	Ashley Scott
Loren Graves	Roland Simmons	Mary Berry	Melanie Albers
Lisa Henson	Christy Thomas	Sarah Payne	

PARAPROFESSIONALS *Updated 2017 – 18*

Ann Ayer	Rebecca Garrigan	Laura Phillips	Crystal Brothers
Barbara Bennett	Kirsten Hansen	Gerald Rodriguez	Leslie Hollingsworth
Shawna Borleis	Carmen Hoopes	Marty Weekes	Paulette Hoots
Deborah Bulzan	Nona Janowski	Olga Whaley	Bonnie Impson
Ali Clark	Pam Johnson	Bibber Wright	Kitty Morton
Katelyn Eichman	Mary Beth Melton	Lindsey Young	Tosha Rushing
Maria Donofrio	Debby Oveson	Doris Beckert	Lorna Sexton

OTHER STAFF MEMBERS *Updated 2017 – 18*

Mary John McNair – Media Clerk	Betty Simard– Cafeteria Staff
Sebrinka O’Steen – Nurse	David Clark – Plant Engineer
Perry Lawrence – Nurse	Lee Frazier - Custodian
Martha Washington – Orderly	Marian Gendy - Custodian
Kim Cheney– 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
Vera Bryson – Cafeteria Staff	Meriam Merlin – District Support Service OT
Todd Cheney – Cafeteria Staff	Ashley Brewington – Dist. Support Serv. PT
Jessica Bethel – Cafeteria Staff	Terri Wilson – Dist. Support Serv. PT Assist.
Kathy Duston – Cafeteria Staff	Beth Grindle – Dist. Support Serv. OT Assist.
Alex Kennedy– Cafeteria Staff	

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

- x **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).
- x **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).
- x **Parent Involvement**
The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent 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.
- x **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*.
- x **Technology**
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- x **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 no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, 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.

- x** **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).
- x** **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.
- x** **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, although they may be housed at locations with other grade levels or completely separate from schools.
- x** **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.
- x** **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 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-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process 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, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.
- x** **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
58.5%						

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.

ELA By Grade Level and Performance Level	2017	2018	2019	2020	2021	2022	2023
3rd Exceeds	22.1%						
3rd Met	37.9%						
3rd Approaching	20.7%						
3rd Did Not Meet	19.3%						
4th Exceeds	33.1%						
4th Met	28.6%						
4th Approaching	22.6%						
4th Did Not Meet	15.8%						
5th Exceeds	21.1%						
5th Met	33.3%						
5th Approaching	25.9%						
5th Did Not Meet	19.7%						

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
58.1%						

Math By Grade Level and Performance Level	2017	2018	2019	2020	2021	2022	2023
3rd Exceeds	23.6%						
3rd Met	36.4%						
3rd Approaching	21.4%						
3rd Did Not Meet	18.6%						
4th Exceeds	29.1%						
4th Met	28.4%						
4th Approaching	25.4%						
4th Did Not Meet	17.2%						
5th Exceeds	31.5%						
5th Met	25.3%						
5th Approaching	26%						
5th Did Not Meet	17.1%						

SCIENCE

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

2018	2019	2020	2021		2022		2023
To be established when 2018 scores are released.							

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

Science 4 th Grade Performance Levels	2018 To be established when test results are released.	2019	2020	2021	2022	2023
4 th Exceeds						
4 th Met						
4 th Approaching						
4 th Did Not Meet						

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 **TBD%** in 2018 to **TBD%** in 2023.

2018	2019	2020	2021	2022	2023
To be established when 2018 scores are released.					

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

Social Studies 5 th Grade Performance Levels	2018 To be established when test results are released.	2019	2020	2021	2022	2023
5 th Exceeds						
5 th Met						
5 th Did Not Meet						

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%					

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%						

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%						

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%						

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%						

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%						

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%						

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%						



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
- Implementation of **assessment** models including GCS Benchmarks in 2017-18
- Continue **healthy living initiatives** including CATCH and Live Well, Greenville



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 100% Membership Award since 1976
- SCPTA Platinum Palmetto Award 2017-18
- Safe Kids School 2007 – 2018
- 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
- Began 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
- Received grants for musical instruments
- Partnering with Washington Center to create a nature trail and outdoor classroom area
- Completed construction of five additional classrooms
- Designed and implemented The Amazing Shake at Sara Collins Elementary, 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 880 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. A nature trail is being 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 over 16,000 bound books, 2,250 paperbacks, 1,360 professional books, and 60 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, a Chromebook lab, 3 mobile laptop labs on carts, a variety of cameras, and an audience response system. In the 2018-19 school year, one-to-one devices will be provided for 3rd – 5th grade students. Each K – 2nd grade classroom will have 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 student 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 International Baccalaureate 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 Programme of Inquiry with an emphasis on concept-building. The framework includes the IB PYP essential elements of Knowledge, Transdisciplinary Skills, Attitudes, 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
 - Greenville County Schools Benchmarks (via MasteryConnect)
 - 2nd Grade (IOWA and CogAT)
 - SC READY Data
 - SCPASS Data
 - State of SC Annual School Report Card
 - ESEA Federal Accountability Grade

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, and funds to complete the nature trail at Washington Center.
- Sizzlin' Saturday: Special events for families are held on Saturday mornings. These include the Reindeer Run (a 1-3 mile run on the school campus), an exercise event, 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 (2 men, 63 women)
 - About one-third of the staff has over 20 years of teaching experience
 - An additional one-third has over 10 years of teaching experience
 - 8 are National Board Certified Teachers
 - 72% hold advanced degrees
 - 1 holds a Doctorate Degree
 - Numerous grant winners
 - >96% attendance rate
- 46 Support Staff
 - 4 are certified teachers



Students:

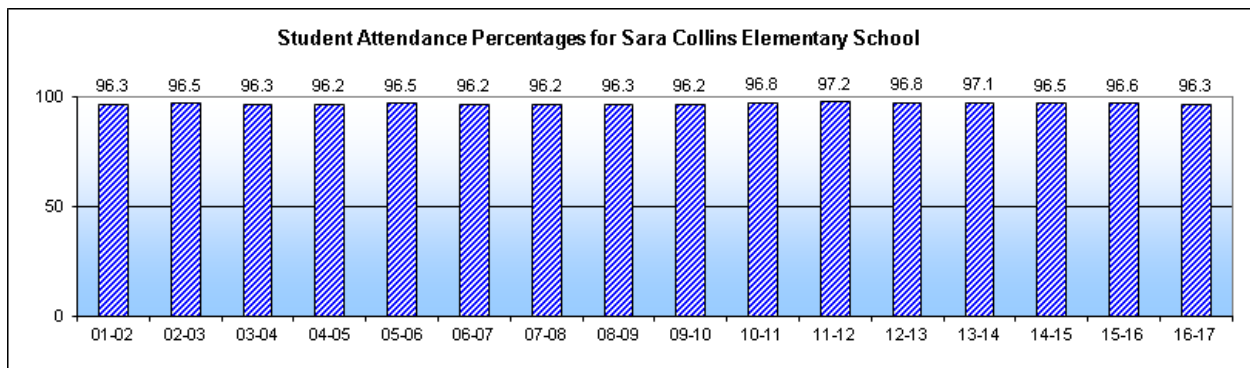
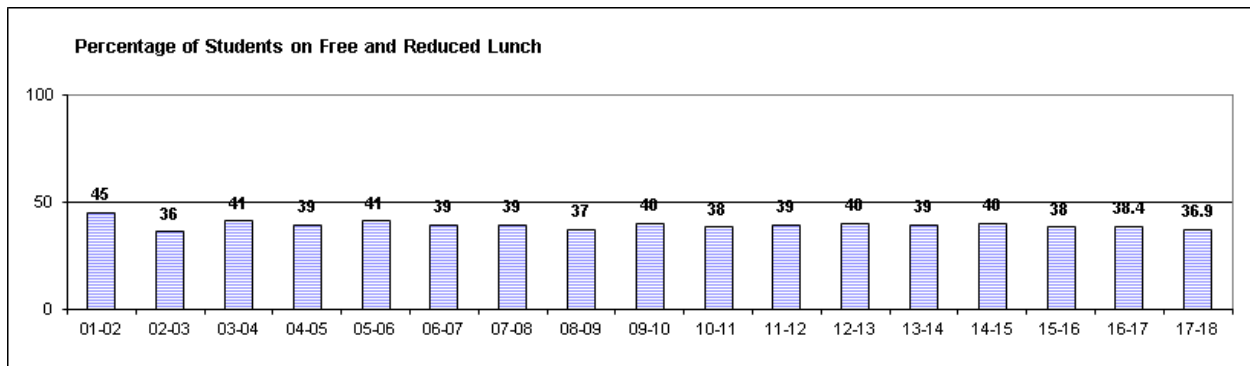
- **878 students** in Kindergarten through 5th grade

Total # of Students (9/25/2017) = 878

Male: 456 Female: 422

<i>Kindergarten:</i> 144	<i>Caucasian:</i> 514 (58.5%)
<i>1st Grade:</i> 149	<i>African-Am.:</i> 250 (28.5%)
<i>2nd Grade:</i> 160	<i>Hispanic:</i> 38 (4.3%)
<i>3rd Grade:</i> 153	<i>Asian:</i> 21 (2.4%)
<i>4th Grade:</i> 136	<i>Two or More Races:</i> 47 (5.4%)
<i>5th Grade:</i> 136	<i>Nat. Hawaiian/Pac. Islander:</i> 5 (0.6%)
	<i>Amer. Indian/Alaska Native:</i> 3 (0.3%)

- **Subsidized Meals = 36.9%**
- **Poverty Index** (includes Medicaid billing) = **42.9%**
- **Special Education** program: 114 students (among speech, inclusion, resource, and self-contained groups) = **13%** of student population (Twenty-seven are speech only.)
- **ESOL** program: 48 students = **5 %** of student population
- **Gifted/Talented** program: 131 students = **15%** 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 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
- 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 2017	Did not Meet	Meets Standard
State of SC	59.5%	40.5%
GCS	51%	49%
Sara Collins	41.5%	58.5%

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

Spring 2017	DNM	App.	Met	Exc.	Met + Ex. SCE	Met + Ex. GCS	Met + Ex. State SC
Overall	18.3%	23.1%	33.3%	25.2%	58.5	49	
3 rd	19.3%	20.7%	37.9%	22.1%	60.0	51.0	42.1
4 th	15.8%	22.6%	28.6%	33.1%	61.7	49.1	40.9
5 th	19.7%	25.9%	33.3%	21.1%	54.4	46.0	38.3



SC READY Overall and Grade Level Results

MATH (3rd – 5th grades) – Overall

Spring 2017	Did not Meet	Meets Standard
State of SC	53.6%	46.4%
GCS	46%	54%
Sara Collins	41.9%	58.1%

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

Spring 2017	DNM	App.	Met	Exc.	Met + Ex. SCE	Met + Ex. GCS	Met + Ex. State SC
Overall	17.6%	24.3%	30%	28.1%	58.1	54	
3 rd	18.6%	21.4%	36.4%	23.6%	60.0	60.0	52.5
4 th	17.2%	25.4%	28.4%	29.1%	57.5	54.4	46.4
5 th	17.1%	26%	25.3%	31.5%	56.8	47.3	40.0



SCPASS Results

Science PASS 2017					
	Level 1	Level 2	Level 3	Level 4	TOTAL 3 + 4
State	23.8	27.9	28.1	20.2	48.4
GCSD	19.2	28.1	29.5	23.2	52.7
<u>SCE 4th</u>	<u>16.4</u>	<u>20.1</u>	<u>30.6</u>	<u>32.8</u>	<u>63.4</u>



Social Studies PASS 2017				
	Not Met	Met	Exemplary	Met + Exemplary
State	29.1	40.2	30.7	70.9
GCSD	20.9	41.2	37.9	79.1
<u>SCE 5th</u>	<u>17.8</u>	<u>34.9</u>	<u>47.3</u>	<u>82.2</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 2017-18

Primary focus areas include the following:

- 1 - International Baccalaureate Evaluation Site Visit and Action Plan,**
- 2 - Personalized Learning preparation for Implementation for 2018-19, and**
- 3 - Using Data to Enhance Instruction through Mastery Connect and Strategies for Closing the Gap**

Date(s)	Topic and Purpose	Presenter/Participants
August 15	<i>Welcome Back: Review of procedures, safety videos, handbooks; Team Building;</i>	Burns, Elliott, Roberts
	<i>IB Training – relevance, consistency, and updates</i>	Hamner, Deese
August 16	<i>District Updates/Policies; School-wide Expectations;</i>	Burns, Elliott, Roberts, Moser
	<i>Thinking Maps;</i>	Hamner
	<i>Literacy – Updates – Review of First 20 Days, Big Picture, Scheduling</i>	Schneider, Morrissey
August 21	Technology – Differentiated PD Learning; Personalized Learning	Technology Leadership Team
Week of August 21	<i>Set up grade books – meet with Holli Hamner during planning times</i>	Hamner, new teachers
August 23	Set up Gradebooks in PowerTeacher	Hamner, all teachers
August 28	Leadership Team meeting	
August 30	Nice to Know, Need to Know; Mastery Connect	Hamner, Moser

	grades 3-5 (1 hour) 3:30-4:30- Creating Trackers	
September 6	Open House expectations; PAS-T explanation of performance and evaluation expectations; Saravalo writing resource book for teachers	Burns; Morrissey & Schneider
September 13	Differentiated Professional Development Technology – Creating and Enhancing new Google-based Teachers' Websites	Holly Wilkes Selected staff based on survey – differentiated support
	Employee Performance Review for Nonexempt Staff	Melissa Burns
September 20	Staff Meeting – Nice to Know, Need to Know Introduce Personalized Learning – Use SAMR Model	Personalized Learning Team
September 27	K-2 Master Connect Session on creating assessments (1.5 hours)?	Matt Moser Holli Hamner
October 4	Heil's Bridal Shower	
October 11	<ul style="list-style-type: none"> Staff Picture and Nice to Know, Need to Know Mastery Connect Session for grades 3-5 and Spec. Ed.- How to Administer Benchmarks 	Matt Moser Holli Hamner
October 16	Leadership Team	Leadership Team
October 18	Student-Led Parent & teacher Conferences	Staff and Students
October 25	School and Teachers' Goals updated, Accreditation Documentation Review; IB: Reflecting on Our Practice	Holli Hamner and Teachers
November 1	Barrington's Baby Shower	5 th Grade Teachers
November 8	Staff Meeting – Nice to Know, Need to Know; IB Preparation	Holli Hamner and Teachers
November 15	IB: Articulating IB's Purpose and Our Practices	Holli Hamner Melissa Burns
November 29	Technology: MasteryConnect – Using Data to Create Formative Assessments	Matt Moser
December 6	ELEOT: Analyzing Best Classroom Practices IB Celebration and Follow up to Visit	Melissa Burns Holli Hamner
December 13	Staff Holiday Celebration	
January 8	Leadership Team	
January 10	Data Analysis for Student Success	Matt Moser
January 17	Staff Meeting – Nice to Know, Need to Know Staff Survey Promotion/Retention with Interventions	Melissa Burns
January 24	Analysis Data from TE 21 for 3 rd – 5 th grades Literacy Practices for K - 2	Melissa Burns Taylor Schneider
January 31	Tech: Teachers Leading by Example (a variety of requested presentations)	Various Teachers
February 7	Leadership Team	
February 14	Valentine's Day	
February 21	Social Work Services for Students	Tiffany Whitney
February 26	PTA Parent & Staff Celebration	
February 28	Lambert's Baby Shower	
March 7	Leadership Team	
March 14	Tech: Teachers Leading by Example (a variety of	Various Teachers

	requested presentations	
March 21	Staff Meeting – Nice to Know, Need to Know Revisit Vision/Beliefs/Mission ADHD – Parts I and II	Melissa Burns
March 26	PTA General Membership Meeting/Family Night	
April 11	Roman's Wedding Shower	
April 18	Staff Meeting – Nice to Know, Need to Know The Role of the General Ed. Teacher in the IEP Testing In-service	Melissa Burns Leigh Whitaker Cheryl Elliott & Holli Hamner
April 25	Lewandowski's Baby Shower	
May 2	Leadership Team	
May 9	Planning IB units, Program of Inquiry, etc. for 2018-19 – End-of-Year procedures; class lists; etc.	Holli Hamner Melissa Burns
May 16	Staff Meeting – Nice to Know, Need to Know Planning IB units, Program of Inquiry, etc. for 2018-19	Melissa Burns Holli Hamner
May 23	Planning IB units, Program of Inquiry, etc. for 2018-19	Melissa Burns
May 30	Berry's Retirement Celebration	
June 6	End-of-Year Staff Celebration	

Sara Collins Elementary School Professional Development Priorities for 2018-19

International Baccalaureate Primary Years Programme

Programme of Inquiry – Introduce elements of the new “Enhanced PYP Programme.”

Continue training staff members

Address difference in philosophy of the Challenge program schedule between GCS and IB.

Literacy

Fountas & Pinnell model of Balanced Literacy – Revisit and refine implementation

Continue implementation of the Lucy Calkins model of writing workshop, Grades K- 5

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

Implement one-to-one technology in grades 3-5.

Maximize 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%	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%						

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%							

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%						



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%						

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%						

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%						



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		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 58.5 (2016-17)	School Projected Elementary	61.5	64.5	67.5	70.5	73.5
		School Actual Elementary					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 49 (2016-17)	District Projected Elementary	52	55	58	61	64

		District Actual Elementary					
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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 2018-19 school year	Professional teaching staff	\$200 for materials and copies	PTA and Local Funds	<ul style="list-style-type: none"> • PD Schedule • Lesson Plans • PD records on portal
2. Continue implementation of the Fountas and Pinnell model of balanced literacy.	On-going through the 2018-19 school year	Professional teaching staff	\$800 for materials	Local Funds	<ul style="list-style-type: none"> • PD Schedule
3. Continue implementation of Lucy Calkins Writing Workshop model to include Grades K-5.	On-going through the 2018-19 school year	Professional teaching staff	\$500 for materials	Local Funds	<ul style="list-style-type: none"> • PD Schedule • Lesson Plans • PD records on portal
4. Provide Tuesday Tutoring for 2 nd graders.	Weekly, beginning in October 2018 – May 2019	2 nd grade teachers and PTA volunteers	\$150	PTA	<ul style="list-style-type: none"> • Attendance records of students
5. Provide early morning tutoring in ELA and Math for selected 3 rd – 5 th graders.	Daily, beginning September 2018 – May 2018	IC, 3 rd – 5 th gr. teachers, selected assistants	\$500	Local Funds	<ul style="list-style-type: none"> • Attendance records of students
6. Identify students for reading intervention and implement strategies	Daily	Reading Interventionists and	None	N/A	<ul style="list-style-type: none"> • Attendance records of students

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
in the classroom and/or small groups.		K-2 teachers			<ul style="list-style-type: none"> Lesson Plans
7. Conduct PD targeting specific instructional strategies (e.g. running records, active classroom, implementing all elements of GCS Literacy Framework)	On-going through the 2018-19 school year	Principal, IC, professional staff	N/A	N/A	<ul style="list-style-type: none"> PD Schedule
8. PLCs review and analyze data and present best literacy practices	On-going through the 2018-19 school year	Principal, IC, professional staff	N/A	N/A	<ul style="list-style-type: none"> PD Schedule PLC Minutes
9. Update and continue school-wide reading incentive program	On-going through the 2018-19 school year	Literacy Team, Media Specialist, & Classroom Teachers	\$2,000	PTA	<ul style="list-style-type: none"> 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 Math SC READY test data file	% Meets Expectations and Exceeds Expectations 58.1 (2016-17)	School Projected Elementary	61.1	64.1	67.1	70.1	73.1
		School Actual Elementary					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 54 (2016-17)	District Projected Elementary	57	60	63	66	69
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement online math program, Dreambox	Subscription runs August 2018 – July 2019	Instructional Coach & K -5 th Grade Classroom Teachers	\$9,000	Local Funds	<ul style="list-style-type: none"> • Program reports
2. Continue Math Olympiads for 5 th graders and selected 4 th graders	2018-19 school year	Instructional Coach, 5 th grade teachers	\$600 annually	Local Funds	<ul style="list-style-type: none"> • Math Olympiads challenge reports
3. PLCs will analyze data and will outline specific steps to improve planning, instruction, and assessment.	2018-19 school year	PLCs	None	N/A	<ul style="list-style-type: none"> • PLC minutes and data groups created
4. Continue LEGO Robotics or Sumobot program	2018-19 school year	Principal and PTA committee	\$1,000	PTA	<ul style="list-style-type: none"> • Attendance of student participation • LEGO Robotics meeting schedule

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 ____% annually.

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue LEGO Robotics or Sumobot program	2018-19 school year	Principal and PTA committee	\$1,000	PTA	<ul style="list-style-type: none"> Attendance of student participation LEGO Robotics meeting schedule
2. Implement GCS science kits	2018-19 school year	Classroom Teachers	None for school	GCS	<ul style="list-style-type: none"> Lesson plans
3. Grade level on-site and off-site field trips	2018-19 school year	Classroom Teachers	Varies	Students and PTA	<ul style="list-style-type: none"> Lesson plans
4. Implement IB Units of Inquiry	2018-19 school year	Professional Staff	None for units	Annual IB fees paid by district	<ul style="list-style-type: none"> 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 ____% annually.

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

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	2018-19 school year	Classroom Teachers	Varies	Students and PTA	<ul style="list-style-type: none"> Lesson plans
2. Integrate social studies content in literacy lessons	2018-19 school year	Classroom Teachers	None	N/A	<ul style="list-style-type: none"> Lesson plans
3. Implement IB Units of Inquiry	2018-19 school year	Professional Staff	None for units	Annual IB fees paid by district	<ul style="list-style-type: none"> 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):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 39% (2016-17) Annual Increase = 3%	Projected Hispanic	42%	45%	48%	51%	54%
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 39% (2016-17) Annual Increase = __	Actual Hispanic					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 26% (2016-17) Annual Increase = 3%	Projected AA	29%	32%	35%	38%	41%
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 26% (2016-17) Annual Increase = __	Actual AA					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 17% (2016-17) Annual Increase = 3%	Projected SWD	20%	23%	26%	29%	32%
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 17% (2016-17) Annual Increase = __	Actual SWD					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 13% (2016-17) Annual Increase = 3%	Projected LEP	16%	19%	22%	25%	28%
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 13% (2016-17) Annual Increase = __	Actual LEP					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations TBD (2016-17) Annual Increase = __	Projected SIP	TBD	TBD	TBD	TBD	TBD
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations TBD (2016-17) Annual Increase = __	Actual SIP					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 38% (2016-17) Annual Increase = 3%	Projected Hispanic	41%	44%	47%	50%	53%

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 38% (2016-17) Annual Increase = __	Actual Hispanic					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 29% (2016-17) Annual Increase = 3%	Projected AA	32%	35%	38%	41%	44%
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 29% (2016-17) Annual Increase = __	Actual AA					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 21% (2016-17) Annual Increase = 3%	Projected SWD	24%	27%	30%	33%	36%
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 21% (2016-17) Annual Increase = __	Actual SWD					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 30% (2016-17) Annual Increase = 3%	Projected LEP	33%	38%	41%	42%	45%
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	Actual LEP					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	Projected SIP					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	Actual SIP					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Projected Hispanic					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Actual Hispanic					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Projected AA					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Actual AA					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Projected SWD					

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Actual SWD					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Projected LEP					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Actual LEP					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Projected SIP					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Actual SIP					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Projected Hispanic					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Actual Hispanic					

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Projected AA					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Actual AA					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Projected SWD					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Actual SWD					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Projected LEP					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Actual LEP					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Projected SIP					

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Actual SIP					
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Principal Kafele book study	August 2018 with implementation of principles throughout 2018-19 school year	Principal, IC, and professional staff	\$400	Local funds	<ul style="list-style-type: none"> • PD schedule
2. Use GC Source to identify individual students' needs	Ongoing through 2018-19 school year	Classroom teachers	None	N/A	<ul style="list-style-type: none"> • Students identified • Differentiated instruction in classrooms
3. Use Benchmark data to identify and remediate students' needs	Ongoing through 2018-19 school year	Classroom teachers	None	N/A	<ul style="list-style-type: none"> • Students identified • Differentiated instruction in classrooms
4. Upstate Mentoring Program	Ongoing through 2018-19 school year	School Counselors and trained mentors (volunteers)	None	N/A	<ul style="list-style-type: none"> • Mentors trained • Volunteer Sign-In • Records maintained by school counselors

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):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
FastBridge	TBD	School Projected	TBD	TBD	TBD	TBD	TBD

		School Actual					
MAP	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
Fountas and Pinnell	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					
FastBridge	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

MAP	TBD	District Projected	TBD	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. Implement the school's Literacy Plan prepared for the state	Ongoing through 2018-19 school year	Literacy specialist, literacy team, and classroom teachers	\$1,000	Local funds	<ul style="list-style-type: none"> 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.	Ongoing through 2018-19 school year	Literacy specialist, literacy team, and classroom teachers	None	N/A	<ul style="list-style-type: none"> 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	Ongoing through 2018-19 school year	Literacy specialist, literacy team, and classroom teachers			<ul style="list-style-type: none"> Assessments completed and analyzed

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
MasteryConnect.)					<ul style="list-style-type: none"> Lesson plans and teacher records showing differentiated instruction

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	% of diverse teachers 2017-18	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
Employment report	% of diverse teachers 2017-18	District Projected	TBD	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. Continue to recruit and interview diverse candidates	On-going throughout 2018-19	Principal and professional staff	None	N/A	<ul style="list-style-type: none"> Records of interviews
2. Continue to host student teachers and practicum students.	On-going throughout 2018-19	Principal and professional staff	None	N/A	<ul style="list-style-type: none"> Records of student teachers and practicum students

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey		School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students					
		School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers					

		School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents					
SDE School Report Card Survey	91	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students					
	94	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers					
	88	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		District Actual Parents					
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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, tornado drills					
2. Serve as a base location for Zone Patrols for city police officers.					
3. Serve as a training site for K-9 officers.					
4. Visitors must be screened and signed in to enter the school building.					
5. Visitors sign-in for school-wide events, such as volunteering, field day, special programs.					

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 / 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):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0

		District Actual					
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Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.0	School Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17)	District Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		District Actual					

ACTION PLAN FOR STRATEGY #1:	EVALUATION
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Hold grade-level “Town Hall Meetings” to review school-wide expectations.					
2. Parent-Teacher-Student conferences					
3. Assistance Team support					
4. School Counselors conduct lessons in all classrooms to address social-emotional health and academic success.					

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23

AdvancED Culture & Climate Surveys	90%	School Projected					
		School Actual					
AdvancED Culture & Climate Surveys	89	District Projected	90	90	90	90	90
		District Actual					

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					<ul style="list-style-type: none"> Class Essential Agreements posted in every classroom
2. Teachers use positive behavior-management and incentives					<ul style="list-style-type: none"> Classroom management systems (e.g. Class Dojo)

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					<ul style="list-style-type: none"> • 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					<ul style="list-style-type: none"> • Leadership visibility in classrooms and school activities, before/during/after school. • Leadership greeting and supporting staff and students.

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		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	School Projected					
		School Actual					
	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual					

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		Attendance clerk and school counselors			<ul style="list-style-type: none"> • Attendance records • Calls or conferences with parents
2. Hand sanitizer at the door each morning					<ul style="list-style-type: none"> • Student patrols assigned this duty
3. School counselors promote “Beat the Bell”.					<ul style="list-style-type: none"> • Bulletin board and celebration to recognize students
4. Recognize students with perfect attendance.					<ul style="list-style-type: none"> • Certificates awarded
5. Communicate importance of attendance to families via phone messenger, PTA newsletter, and announcements.					<ul style="list-style-type: none"> • Documentation of 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):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid 6 % Lonely 8 % Angry 7 %	School Projected	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 6 Angry ≤ 5	Afraid ≤ 5 Lonely ≤ 5 Angry ≤ 5	Afraid ≤ 5 Lonely ≤ 5 Angry ≤ 5	Afraid ≤ 5 Lonely ≤ 5 Angry ≤ 5
		School Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		District Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

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.		Principal and mental health counselor	Free to the school district	Provided by Greenville and Piedmont Mental Health	<ul style="list-style-type: none"> • Office provided for counselor • Monthly roster/report of caseload.
2. Review and implement GCS framework for social and emotional health		Principal and school counselors			<ul style="list-style-type: none"> • PD schedule • GCS framework
3. Promote relationships among students and with adults through mentors, volunteers, and building class community		All school staff			<ul style="list-style-type: none"> • Referrals to counselors • Parent conferences • Student Feedback