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
2024 – 2025 through 2028 – 2029

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Sara Collins Elementary

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2025-26 ***(one year)***

Required Signature Page

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

Assurances for the School Renewal Plans

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

SUPERINTENDENT

Dr. W. Burke Royster	W Burke Royster	**5/1/2025**
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Dr. Melissa Burns	Dr. Melissa Burns	**5/1/2025**
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	Dr. Carolyn J. Styles	**5/1/2025**
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Sims Whitted	Sim Whitted	**5/1/2025**
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Taylor Schneider	Taylor Schneider	**5/1/2025**
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 1200 Parkins Mill Road

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	Mrs. Erin Hedges
3.	Parent/Guardian	Mrs. Kaci Halphen
4.	Community Member	Mrs. Kayla-Lee Kelly
5.	Paraprofessional	Mrs. Denise Erickson
6.	School Improvement Council Member	Mr. Sims Whitted
7.	Read to Succeed Reading Coach	Mrs. L. Taylor Schneider
8.	School Read to Succeed Literacy Leadership Team Lead	Mrs. L. Taylor Schneider
9.	School Read to Succeed Literacy Leadership Team Member	Mrs. Katherine Morrissey
10.	Instructional Coach	Mrs. Carrie Johnson
11.	Assistant Principal	Mrs. Cheryl Elliott
12.	Administrative Assistant	Mrs. Victoria Schwartz

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)
** Must include the School Literacy Leadership Team for Read to Succeed

TEACHERS AND SUPPORT PROFESSIONALS *Updated 3/5/25*

Caroline Holley
Monica Langston
Laura Sharp
Janine Varnes
PollyRose O'Neill
Marty Weekes
Sara McCall
Erin Camire
Kim Cheney
Heather Haines
Ellis Turner
Jane Cooper
Kelly LeBlanc
Alissa Edwards
Christina Martin
Melanie Joseph
Brooke Smith
Cayce Humphries

Sophia Conwell
Ashlyn Davis
Erin Hedges
Lauryn Price
Rachel Chinault
Mary Beth Greene
Loren Graves
Carene Montjoy
Danielle Phillips
Margaret Sprewell
Shelly Lapkin
Chely Campbell
Bridget Masotti
Kaitlyn Shuman
Julia Ward
Haley Wood
Taylor Williamson

Marion Dukes
Katie Kreycik
Tonya Long
Emma Stoffel
Carolyn Vaughan
Loren Simmons
Sharon Cochran
Sarah Shade
Sarah Lewandowski
Bonnie Elrod
Michael Sewell
Emily West
Lily McClure
Brandi Tucker
Brent Egli
Susan Matthews
Abi Barron

Kristen Wiggs
Katie Sanford
Cherie Orozco
Katie Beaudet
Sara Mendez
Katherine Morrissey
Taylor Schneider
Debbie Carter
Lyndsey Lambert
Rachael Branyon
Carrie Johnson
Allison Walkenhorst
Devon Holder
Adriana Groot
Gladys Patino
Jules Urban
Don Tatel

PARAPROFESSIONALS *Updated 3/5/25*

Pam Johnson
Mary Beth Melton
Hannah Stewart
Shawna Borleis
Hannah Howe

Celeste Hesse
Debbie Arnold
Felisha Meadows
Brenna Patterson
Abigail O'Rear

Denise Erickson
Lindsey Coleman
Ashley Willimon
Sundra Johnson
Mia Thurman

Claire Recinos

OTHER STAFF MEMBERS *Updated 3/5/25*

Mary John McNair – Media Clerk
Azalia Benjamin – Nurse
Cindy Davis– Attendance Clerk
Christel McDowell – Attendance Clerk
Renee Monto – School Secretary
Kim Geddie- Receptionist
Kaci Jolley – Cafeteria Manager
Todd Cheney – Cafeteria Staff
Polly Carter – Cafeteria Staff
Suzzette Hamilton– Cafeteria Staff
Tashayla Silver– Cafeteria Staff
Kimberly Silver – Cafeteria Staff

Cynthia Walden – Cafeteria Staff
Scott Painter – Plant Engineer
Aretta Murphy – Head Custodian
Glinda Abercrombie – Custodian
Jerry McGowan - Custodian
Jeannie Hedrick – Custodian
Walter Hall– Custodian
Ashley Brewington – Dist. Support Serv. PT
Heather Herdt – Dist. Support Serv. OT Assist.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))	
◉ Yes ○ No ○ N/A	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
◉ Yes ○ No ○ N/A	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
◉ Yes ○ No ○ N/A	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
◉ Yes ○ No ○ N/A	**Staff Development** The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
◉ Yes ○ No ○ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
◉ Yes ○ No ○ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.

◉ Yes ○ No ○ N/A	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
◉ Yes ○ No ○ N/A	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
○ Yes ○ No ◉ N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
◉ Yes ○ No ○ N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
◉ Yes ○ No ○ N/A	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.

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

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INTRODUCTION

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

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

EXECUTIVE SUMMARY

Our staff set Student Achievement, Teacher and Administrator Quality, and School Climate goal statements for 2024-25 through 2028-29 based on state, district, and school data and reports. These include SC READY (ELA and Math) tests and data from staff, parent, and student surveys.

SUMMARY OF NEEDS ASSESSMENT FOR STUDENT ACHIEVEMENT

- Our ELA SC READY data has improved from 57% to 71% over the course of 6 years. That is a 14% increase in that time.
- Sara Collins outperformed the district by 9% and the state by 17% in ELA.
- Our Math SC READY data has improved from 59% to 67% over the course of 6 years. That is an 8% increase in that time.
- Sara Collins outperformed the district by 16% and the state by 27% in Math.
- Our Science SC READY data has improved from 67% to 78% over the course of 6 years.
- Sara Collins outperformed the district by 20% and the state by 31% in Science.

SUMMARY OF NEEDS ASSESSMENT FOR TEACHER AND ADMINISTRATOR QUALITY

- Sara Collins has 100% highly qualified teachers.
- At least 82% of professional staff participate in a minimum of 24 hours of professional development annually.
- 79% of teachers hold advanced degrees.

SUMMARY OF NEEDS ASSESSMENT FOR SCHOOL CLIMATE

- Our students at Sara Collins have an attendance rate that is around 95%. Our highest rate was in the year 2019-2020 with a rate of 97%.
- 89% of our parents are satisfied with the learning environment at Sara Collins.
- 87% of our students are satisfied with the learning environment at Sara Collins.

- 93% of our staff are satisfied with the learning environment at Sara Collins.
- 93% of our parents are satisfied with the social and physical environment at Sara Collins.
- 91% of our students are satisfied with the social and physical environment at Sara Collins.
- 93% of our staff are satisfied with the social and physical environment at Sara Collins.

Significant Challenges (from past 3 years)

- Reaching all students in an **eLearning** environment, hybrid model, and face-to-face instruction with Covid protocols in place
- Implementation of literacy framework in alignment with district curriculum, resources, and assessments
- Implementation of new district resource for ELA (HMH Into Reading)
- Implementation of new Math standards for K-1 and new ELA standards for K-5
- Implementation of **differentiation strategies to maximize learning** for all students
- Implementation of tier 2 and tier 3 support for behavior
- Utilizing data from **assessment** models including MVPA (MasteryView Predictive Assessment) Benchmarks
- Sufficient time for teachers to have common planning and collaboration

Significant Awards and Accomplishments (from past 3 years)

- Accreditation by AdvancED valid through 2025
- Palmetto Gold Academic Achievement Award –2019
- NPTA Parent Involvement School of Excellence

- SCPTA Excellence in Family & Communication Involvement 2018-19
- SCPTA Excellence in Communications 2018-19
- SCPTA Excellence in Enrichment Programs 2018-19, 2022-23
- SCPTA 100% Membership Award since 1976
- SCPTA Excellence in Membership Promotion 2018-19, 2022-23
- Two National Board Certified Teachers
- Continued implementation of the Greenville County Schools Literacy Framework
- Maintained and added to two bookrooms of readers for small group reading instruction
- Provided materials for classroom libraries
- Strong partnership with School Improvement Council and PTA for many kinds of support with our program, curriculum, and facilities to include LEGO Robotics, Tuesday Tutoring, Breakfast Buddies, and The Amazing Shake
- Invited to LEGO Robotics Worlds 2023-24
- 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. It currently houses about 912 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, cafeteria with stage, therapy room, and special classrooms for art, music, and Spanish classes. The grounds have an outdoor walking track, an in-ground slide, a fitness playground, and multiple playground sites, including an adapted playground for students with orthopedic impairments. An ADA compliant nature trail and outdoor classroom was built in partnership with The Washington Center.

Our school has a variety of **resources** to support students' learning. There are two leveled-book rooms with more than 2,000 titles, (18,000 + books) for small group reading instruction. The newly furnished media center hosts a collection of 13,000 items and a new, mobile Promethean ActivPanel Board. Other technology resources include new Promethean ActivPanel boards in all classrooms, including the four self-contained special education classrooms and resource classrooms. Classrooms in the newer wing of the building have a microphone and built-in speakers to amplify teachers' voices. We have a collection of teacher iPads that may be checked out from the Media Center for individual or small group instruction. In the 2020-2021 school year, one-to-one devices, Chromebooks, were provided for all students in grades Kindergarten - fifth. Fifth graders use the school broadcast studio to share daily news with the school.

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

All regular **classrooms at all grade levels are "self-contained"** meaning the class stays together with the teacher for the entire day, except for related arts classes. Classes include a program for students with hearing impairments, self-contained classes for multicategorical and ID-Mod, and regular education classes in grades K – 5. Kindergarten is a full-day program. Students are supported by speech pathologists, physical and occupational therapists, sign language interpreters, classroom aides, and one registered nurse. 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 media center for lessons and research. All students in grades K – 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, two staff members serve as the Student Council (grades 3 – 5) advisors.

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 drive the curriculum.
- 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:

- We follow district instructional programs such as the Greenville County Schools Literacy 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.
- Backward design is foundational to planning assessments and instruction.
- Assessment data include:
    - K5 Readiness Assessment
    - Amira Benchmarking
    - MasteryView Predictive Assessment Benchmarks (via MasteryConnect)
    - 2nd Grade (IOWA and CogAT)
    - SC READY Data
    - State of SC Annual School Report Card
    - MAP for 1st and 2nd grade
    - Access Testing for MLs

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.

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)

CARE Expectations

	C CONTROL YOURSELF	A ACT APPROPRIATELY	R RESPECT YOURSELF AND OTHERS	E ENGAGE IN LEARNING
DISMISSAL	Walk calmly to designated area Keep hands and feet to self Stay quiet Respond politely to teachers	Wait quietly Stay in your spot in line Walk in a single file line	Wait patiently in your spot Keep hands and feet to self Use kind words and tone	Pay attention to anhouncements Follow directions quickly Ask questions if unsure about instructions
LUNCHROOM	Sit and stay in a chair at your table Keep hands and feet to self Use indoor voices	Wait in line patiently Use manners Pick up after yourself	Respond politely to lunch staff Say "please" and "thank you" to staff and peers Keep the lunchroom clean	Participating in conversations Discuss appropriate topics during meals
BATHROOMS	Use the bathroom quickly and quietly Keep hands and feet to self Go directly back to class	Wait your turn quietly Wash your hands	Respect others' privacy Keep the bathroom clean	Return to class quickly Report issues to a teacher
HALLWAYS	Walk in a straight line Stay silent Keep hands to self (including off walls/boards) Keep one hand on the rail	Keep to the right side Go directly to your destination	Hold the door for staff or classmates when asked by a staff member you know *Ignore the door in any other situation Stay silent Keep the school clean	Ask for help if you're lost Go directly to class

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

PTA:

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

- Freaky Friday: Begun in 1964, this is now a huge community event partnering with the local technical college and many businesses and community members. Freaky Friday is the primary fundraiser. These PTA monies have provided interactive white boards, mobile computer labs, a stationary computer lab, funds for grade level allotments, playground improvements, a renovated track, literacy training, a leveled reader book room, reading programs, tutoring programs, and academic support.
- Pay It Forward fundraiser: These monies support other schools in our community. This fundraiser provided PE equipment, books for a leveled bookroom, a specialized chair for students with special needs, Promethean boards at the Children's Hospital, funds to complete the nature trail at Washington Center, funds to support Special Olympics, and classroom libraries.
- Sizzlin' Saturday: A variety of special events for families are held periodically on Saturday mornings. These include the Reindeer Run & Roll (a 1-3 mile run on the school campus), an exercise event, Spring Spruce-Up of school grounds, and a Bike Rally.
- Grandparents and Special Friends Club: This is a volunteer club made up of grandparents and local community members who take on special projects at our school.
- Breakfast Buddies: The 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, social media posts such as Facebook and Instagram and weekly email PTA news blasts keep the school community informed.
- Awards: Over the years our PTA has won numerous state awards for communication, best program, best unit, and more. In 2011-12, 2012-13 and 2015-16 our unit was again named the State PTA Unit of the Year.

Partnerships:

- Local colleges and universities send student teachers and practicum students for pre-service learning experiences.

- Teacher Cadets from local high schools partner in our classrooms.
- Students from local colleges and universities volunteer for Freaky Friday.
- Businesses partner with Sara Collins Elementary including Palmetto Family Orthodontics, Chick-fil-A, Publix, Frodo's Pizza, Papa John's Pizza, Trucolor, Coldwell Banker Caine Real Estate, WSPA Channel 7, WYFF Channel 4, Barberitos, Caldwell Constructors, State Farm, Crigler Group, Food Lion, Fairway Ford, Carolina Center for Oral and Facial Surgery, Souther First, Old Colony Furniture, Unity Logistics, Parks Buick GMC, Air Compressor Services, Faris Family Dental, Berkshire Hathaway, Freecoat, The Peddler Steakhouse, Palmetto Insurance, SK Builders Inc., Cornish Custom Cabinetry, Hughes Agency, Grove Ozment, Everett King Design, Watts Agency Insurance, Cely Construction, Katie Pizzo Orthodontics, Greenville Office Supply, Turner Agency Insurance, Kairos Development, South Carolina Dental Sleep and TMJ, ReMax Reach, Coln Construction, Upstate Pediatric Dentistry, Anthony Law, Crawford, Financial Resources, LLC, C Dan Joyner Property Management, Cottage Grove Gift and Home, Foundation Physical Therapy, United Community, Mavin Construction, Greenville Oral Surgery Partners, Greenville Pediatric Dentistry, Service Transport, Hometeam BBQ, Nose Dive
- Peace Center Outreach Program
- Community Partnerships with: Prisma Health, Meals on Wheels, City of Greenville, Julie Valentine Center, J L Mann High School Teams, Service-Learning volunteers from 2 local middle schools and 4 local high schools, Teacher Cadets, Community Journals, Greenville's Gift, The Blake at Hollingsworth, Children's Museum of the Upstate
- Students may participate in a variety of community programs including 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:

- 69 Professional Educators
- 3 Administrators
- 35 Support Staff
- 38% of the staff has over 20 years of teaching experience
- An additional 38% has over 10 years of teaching experience
- 81% hold advanced degrees
- 2 hold a Doctorate Degree
- 3 are National Board Certified Teachers
- Numerous grant winners
- >94.3% attendance rate

Students:

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

Total # of Students *(3/4/2025) =* ***912*** *Male: 456 Female: 456*	
Kindergarten: 152	*Caucasian: 507 (55.6.0%)*
1st Grade: 165	*African-Am.: 234 (25.7%)*
2nd Grade: 153	*Hispanic: 100 (11.0%)*
3rd Grade: 140	*Asian: 10 (1.1%)*
4th Grade: 154	*Two or More Races: 60 (6.6%)*
5th Grade: 148	*American Indian or Alaska Native:1 (0.11%)*
Virtual: 0	

- **Subsidized Meals** = **37.8%**
- **Poverty Index** (includes Medicaid billing) = **48%** (from ed.sc.gov)
- **Special Education Program:** 138 students (among speech, inclusion, resource, and self-contained groups) = **15%** of student population
- **ESOL program:** 75 students **= 8%** of student population
- **Gifted and Talented Program:** 117 students = **13%** of student population; **26%** of eligible population

<u>Programs and Features</u>:

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

- GCS Literacy Framework, Grades K – 5th
- Response to Intervention (RTI) (Grades Kindergarten – 5th)
- Gifted Education Program
- Spanish Instruction Gr. K5 – 5th
- CATCH (Coordinated Approach to Child Health) School
- Active PTA and volunteer programs
- SCE Extended Day Program After School Care
- LEGO Robotics Team (Grades 4-5)
- Battle of the Books
- School Chorus (Grades 4 -5)
- Safety Patrol and Student Helper Program
- Student Council (Grades 3-5)
- Breakfast Buddies
- Greenville Mentoring Program
- Author and Illustrator Visits
- Family Arts and Curriculum Nights
- Veterans' Day Luncheon
- SCES News Morning Show
- Virtual and Off-Site Field Trips
- Community Tutors
- PTA Newsletter
- Freaky Friday Fundraiser since 1964
- The Amazing Shake 2017-18, 2018-19, 2019-20, 2020-21, 2022-23, 2023-24, 2024-25
- First in Math 2016-17, 2017-18
- Reflex Math 2019-20, 2020-21, 2021-22, 2022-23, 2023-24, 2024-25
- Literacy Day 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23, 2023-24, 2024-25

MISSION, VISION, BELIEFS

Mission:

The mission of the SCE family is to create an environment where **all** students will grow academically, socially, and emotionally.

Vision:

The vision of the SCE family is to maintain a safe, inclusive, collaborative environment that upholds high standards while supporting the needs of **all** students.

Collective Commitments:

In order to fulfill our fundamental purpose and become the school we describe in our vision statement, each member will:

- Celebrate success, encourage risk-taking, and embrace growing from our mistakes
- Model and teach common behavior expectations and consistently reinforce expectations
- Value each other's differences by seeking to connect with all members of the SCE family
- Commit to being a collaborative team member by listening to others, sharing best practices, and being open to new ideas and change.
- Foster relationships within the classroom, the grade level, and the school.
- Create and implement common learning outcomes and common formative assessments
- Use evidence of student learning to improve practice
- Seek out and implement practices that support the needs of all students in different learning environments (whole group instruction, small group instruction, conferring)

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 Results

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

Spring 2023 ELA	DNM	App.	Met	Exc.	Met + Ex. School SCE	Met + Ex. District GCS	Met + Ex. State SC
Overall	16.6	17.4	17.4	48.6	66.0	63.2	55.5
3rd	21.4	15.9	18.6	44.1	62.8	61.7	53.8
4th	15.3	16.8	19.8	48.1	67.9	64.4	57.2
5th	13.2	19.4	13.9	53.5	67.4	63.4	55.6

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

Spring 2023 MATH	DNM	App.	Met	Exc.	Met + Ex. School SCE	Met + Ex. District GCS	Met + Ex. State SC
Overall	15.1	20.4	23.2	41.3	64.5	61.1	50.4
3rd	14.5	13.8	26.2	45.5	71.7	65.0	54.6
4th	18.3	26.0	18.3	37.4	55.7	61.0	51.0
5th	12.5	21.5	25.0	41.0	66.0	57.4	45.7

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.

Sara Collins Elementary School Professional Development Schedule for 2025-26

District Priorities
• TBD

Sara Collins Priorities

SEL
• Establishing strong Tier 1 behavior expectations
  ○ CARE (School-wide expectations)
  ○ Conscious Discipline
• Establishing strong Tier 2 behavior interventions
  ○ De-escalation
  ○ Zones of Regulation

PLCs • Sharing and Applying Instructional Practices (Tier 1 and TIer 2) • Implementing Targeted Interventions for ALL Students • Ensuring All Members of School Faculty Engaged in PLCs
Team Priorities
Academics • LETRS Year 2(K, 1st, 2nd, 3rd, interventionists, admin, spec ed, ESOL) - non negotiable • Reading Horizons (1st and 2nd) • Clarity with New Standards in Math and ELA Utilizing New Resources

**This calendar is subject to change. Dates and sessions could be added or deleted based on needs.*

Date(s)	Topic and Purpose	Presenter/Participants
June 23	• LETRS Training 1	K5-3rd Grade Teachers, Admin, Johnson, Shade, Schneider, RTI, ML, SPED, Challenge
July 15	• AM-Guiding Coalition Summer Planning	Guiding Coalition
July 15	• PM-Conscious Discipline	Conscious Discipline Team
July 30	• New staff Orientation • Faculty Council • Guiding Coalition	Burns, New Staff, Faculty Council
August 4	• Welcome Back/Introductions • Review of procedures, safety videos, handbooks • School Culture, Expectations & Mission	Burns, Elliott, Schwartz, Johnson, All Staff

August 5	• LETRS Training 2	K5-3rd Grade Teachers, Admin, Johnson, Schneider, Shade, RTI, ML, SPED, Challenge
August 6	• Nice to Know and District Updates • Zones of Regulation • Collaborative Teams - Power Standards in PLC Calendar • Sign IEPs/504s	Burns, Elliott, Schwartz, Johnson/Certified Staff
August 13	• Wellness Wednesday	All Staff
August 20	• Behavior Supports/SEL • OnTrack Overview • 504 Supports - flipped PD via video and Google Form	All Staff
August 27	• Faculty Council • Guiding Coalition	Faculty Council, Guiding Coalition
September 3	• Academic interventions and support for ALL of our students • Setting Shared Goals	All Staff
September 10	• Wellness Wednesday	All Staff
September 17	• Conscious Discipline Session 7	All Staff
September 24	• Faculty Council • Guiding Coalition	Faculty Council, Guiding Coalition
October 2	• Behavior PD	All Staff
October 9	• Wellness Wednesday	All Staff
October 13	• LETRS Training 3 • Workday for all other staff	K5-3rd Grade Teachers, Admin, Johnson, Schneider, RTI, ML, SPED
October 15	• LETRS Work-Time for K-3	K5-3rd Grade Teachers, Admin, Johnson, Schneider, RTI, ML, SPED
October 22	• Wellness Wednesday	All Staff
October 29	• Faculty Council • Guiding Coalition	Faculty Council, Guiding Coalition

November 5	• Data Dives
	  ○ MVPA Data
	  ○ K/1 Data
		All Staff

November 12	• Academics/PLC PD Based on School Needs	All Staff
November 19	• Conscious Discipline - Session 8	All Staff
December 3	• Wellness Wednesday	All Staff
December 10	• Faculty Council • Guiding Coalition	Faculty Council, Guiding Coalition
December 17	• Holiday Staff Celebration	All Staff
January 5	• LETRS Training 4	K5-3rd Grade Teachers, Admin, Johnson, Schneider, Shade, RTI, ML, SPED, Challenge
January 7	• LETRS Work-Time for K-3	K-3 Teachers

January 14	• Faculty Council • Guiding Coalition	Faculty Council, Guiding Coalition
January 21	• Academics/PLC PD Based on School Needs	All Staff
January 28	• Data Dive o Amira, MasteryConnect	All Staff
February 4	• Wellness Wednesday	All Staff
February 11	• Conscious Discipline Session 9	All Staff
February 18	• Faculty Council • Guiding Coalition	Faculty Council, Guiding Coalition
February 25	• Conscious Discipline Session 10	All Staff
March 4	• Academics/PLC PD Based on School Needs	All Staff
March 11	• Faculty Council • Guiding Coalition	Faculty Council, Guiding Coalition
March 25	• Academics/PLC PD Based on School Needs	All Staff
April 1	• Testing Inservice	Schwartz, Johnson/All Staff Involved in SC READY Testing
April 8	• Wellness Wednesday	All Staff

April 15	• Data Dives
	  o MVPA Data
	  o K/1 Data
		All Staff

April 22	• Academics/PLC PD Based on School Needs	All Staff
April 30	• Conscious Discipline Session 11	All Staff
May 6	• Wellness Wednesday	All Staff
May 13	• Faculty Council • Guiding Coalition	Faculty Council, Guiding Coalition
May 20	• 1:00 PM End-of-Year Staff Celebration	All Staff

School Climate

Student Behavior Data

- In the year 2023-2024, Sara Collins had 64% of students that earned 1 disciplinary referral earning 2 or more in that same school year.

Attendance, absenteeism, and truancy

- In the year 2023-2024, Sara Collins had 18% of students that were chronically absent.

Parent/teacher conferences

- In the year 2023-2024, Sara Collins had 79% of parents attending parent/teacher conferences.

Volunteer Hours

- In the year 2023-2024, Sara Collins had 2,553 volunteer hours logged.

Backpack accounts/logins

- In the year 2024-2025, Sara Collins had 834 parent backpack accounts, which is 91% of our parents.

Sara Collins Elementary SC School Report Card: 2023-24

Action Plan

(5 year Performance Goals, Annual Objectives, and Strategies/Actions)

Follows on next page.

GOAL AREA 1 – Performance Goal 1

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

Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 63.7% in 2022-23 to 73% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 2% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (ES)	68%	70%	71%	72%	73%
	63.7%	67.6%	Actual (ES)					
	59.9%	61.2%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	• ILT	0	NA	C
Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	• ILT, classroom teachers	0	NA	C
Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	• Teachers	0	NA	C
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	• Academics	0	NA	C
Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	• Academics	0	NA	C
Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	• Teachers	0	NA	C
Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	• ILT	0	NA	C
Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	• ILT	0	NA	C
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	• ILT	0	NA	C
Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	• IC, Math Interventionist, and Academic Specialist	0	NA	C
Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	• ILT	0	NA	C
Foster a collaborative relationship between schools and parents.	2024-2029	• All staff	0	NA	C
Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	• IC, Math Interventionist	0	NA	C

GOAL AREA 1 – Performance Goal 2

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

Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 67% in 2022-23 to 75% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (ES)	71%	72%	73%	74%	75%
	67%	69.4%	Actual (ES)					
	64.2%	63.2%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students have the skills and supports necessary to be reading on grade level by the end of 3rd grade.					
Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	• ILT	0	NA	C
Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	• IC, Literacy Specialist, and Reading Interventionists	0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments and classroom observations.	2024 - 2029	• Teachers	0	NA	C
Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.	2024-2029	• Teachers	0	NA	C
Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework.	2024-2029	• Teachers	0	NA	C
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.					
Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	• Classroom teachers, ILT	0	NA	C
Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	• Academics	0	NA	C
Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	• ILT, Guiding Coalition	0	NA	C
Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	• ILT, Intervention Team	0	NA	C
Implement a range of assessment methods that measure student understanding.	2024-2029	• Teachers	0	NA	C
Ensure vertical articulation of grade level content and practices.	2024-2029	• IC, Literacy Specialist	0	NA	C
Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	• IC, Literacy Specialist	0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities. b. Promote school readiness activities with parents and community through GCCS web-based resources. c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.	2024-2025	• Director of Early Intervention and Student Support			Waiver
Action Plan for Strategy #3: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	• ILT	0	NA	C
. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	• All Staff	0	NA	C
. Utilize resources for differentiated support and acceleration for all students.	2024-2029	• Teachers	0	NA	C
. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	• Teachers	0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	• ILT	0	NA	C
. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	• Academics, Media Specialist, IC, Literacy Specialist	0	NA	C
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	• IC, Literacy Specialist	0	NA	C
. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	• IC, Literacy Specialist	0	NA	C
. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	• Teachers	0	NA	C
. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	• IC, Literacy Specialist	0	NA	C

GOAL AREA 2 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
Share with students and community members on pathways and alternative pathways to education.	2024-2029	• Admin, IC	0	NA	C
If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	• Admin	0	NA	C
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
Ensure elementary school career programs include teaching as a choice.	2024-2029	• Academics	0	NA	C

GOAL AREA 2 – Performance Goal 2

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	10.4%	10.1%	Actual (District)					
			Projected (School)	16.5%	16%	15.5%	15%	14.5%
	17%	12%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Provide specialized support to new teachers to Sara Collins each year.					
Assign a mentor or buddy to each new teacher to Sara Collins.	2024-2029	• Admin, IC	0	NA	C
Host a new staff to Sara Collins meeting once a month.	2024-2029	• Admin	0	NA	C

GOAL AREA 3 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS - Incidents			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	61.5%	54.1%	Actual (District)					
			Projected (School)	54.54%	52.54%	50.54%	48.54%	46.54%
	56.54%	63.67%	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	• ILT, all staff	0	NA	C
Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	• ILT	0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	• All staff	0	NA	C
Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	• Admin, school counselors	0	NA	C
Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	• ILT	0	NA	C
Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	• All staff	0	NA	C
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
Make home-school relationships a priority through frequent connection and communication.	2024-2029	• All staff	0	NA	C
Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	• Admin, school counselors	0	NA	C
Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	• All staff	0	NA	C
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	• Admin, counselors	0	NA	C
Increase leadership opportunities within the school during the school day.	2024-2029	• All staff	0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	• Admin, counselors	0	NA	C
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	• Admin	0	NA	C
Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	• Admin	0	NA	C
Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	• Admin, all staff	0	NA	C
Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	• All staff	0	NA	C
Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	• Admin, counselors	0	NA	C

GOAL AREA 3 – Performance Goal 2

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

Performance Goal 2: By 2029, reduce the percentage of students who are chronically absent* by 10 points.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Student Services			Projected (District)	22%	20%	18%	16%	14%
	24.2%	23.9%	Actual (District					
			Projected (School)	19.36%	17.36%	15.36%	13.36%	11.36%
	21.36%	18.4%	Actual (School					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	• Admin, attendance clerk, counselors	0	NA	C
Implement the model framework and ensure the implementation of strategies.	2024-2029	• Admin, attendance clerk, counselors	0	NA	C
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	• Admin, attendance clerk, counselors	0	NA	C
. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	• District leadership	0	NA	C
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	• Admin, attendance clerk, counselors	0	NA	C
. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	• Admin, attendance clerk, counselors	0	NA	C
. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	• Admin, attendance clerk, counselors	0	NA	C

GOAL AREA 3 – Performance Goal 3

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

Performance Goal 3: Increase connection between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent/teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by 10-percentage points.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Education Technology Support (ETS)			Projected (District)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (District)					
			Projected (School)					
	TBD	TBD	Actual (School)	TBD	TBD	TBD	TBD	TBD

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
Increase parent and guardian utilization of Backpack.	2024-2029	• Front desk clerk, admin	0	NA	C
Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	• Front desk clerk, admin	0	NA	C
Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	• Admin	0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					
Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	• Admin, counselors	0	NA	C
Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	• Admin, counselors	0	NA	C
Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	• Admin, counselors	0	NA	C
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing).	2024-2029	• Admin, counselors	0	NA	C
Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	• Admin, counselors	0	NA	C
Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	• Admin	0	NA	C