

A.J. Whittenberg Elementary School of Engineering

Dr. Susan Stevens, Principal
Greenville County School District
Dr. Burke Royster, Superintendent

Scope of Action Plan (2018-19 through 2022-23)



SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: A.J. Whittenberg Elementary School of Engineering

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019 (*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.

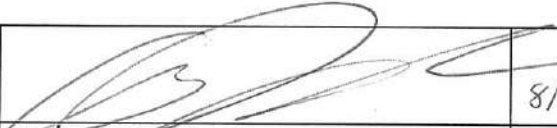
SUPERINTENDENT

Dr. W. Burke Royster		8/15/2018
PRINTED NAME	SIGNATURE	DATE

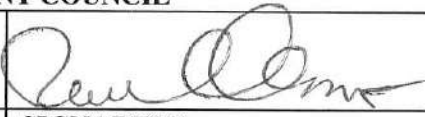
PRINCIPAL

Dr. Susan Stevens		7/16/18
PRINTED NAME	SIGNATURE	DATE

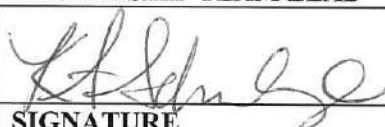
CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylor		8/28/2018
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Pamela Adams		7-16-2018
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Dr. Kristin Schulze		7-16-18
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 720 Westfield Street Greenville, SC 29601

SCHOOL TELEPHONE: (864) 452-0501

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

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Dr. Susan Stevens
2. Teacher	Ann Rowland, Dawn Wilson, Amber McDonald, Ruth Kennedy, Candice Kirven, Gwen Buto, Nancy Davis
3. Parent	Mr. Jason Monroe
4. Community Member	Lillian Flemming
5. Paraprofessional	Mrs. Amanda Siau
6. School Improvement Council Member	Marleen Hygema, Kristin Schulze, Lynn Mann, Pam Adams
7. Read to Succeed Reading Coach	Margo McMackin
8. School Read To Succeed Literacy Leadership Team Lead	Dr. Kristin Schulze
9. School Read To Succeed Literacy Leadership Team Member	Lyndsay Taylor

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

A.J. Whittenberg opened at the beginning of the 2010-2011 school year as a school of choice, housing only 4K through second grades. During those formative years, the faculty, staff, and stakeholders molded the mission, vision, and goals for the school which we continue to implement today. The student population of A.J. Whittenberg has changed significantly in the past 4 years as the number of choice students has reduced from 80% to 49%. As such, the number of home based students has increased from 20% to 51%. This shift in geographic data correlates to academic and demographic change.

Since the school opening, A.J. Whittenberg's administration, faculty, and students have continued to strive for excellence.

In order to maintain the precedent set in place by student achievement results from our earliest years, A.J. Whittenberg participates in ongoing data review, and strategically plans using a variety of individuals and teams.

- **Leadership Team** is comprised of the principal, administrative assistant, program director, instructional coach, and school counselor. This team works together to make schoolwide decisions for the benefit of all students.
- **Data Teams** meet within each grade level; these teams are made up of grade level teachers, and they serve to constantly monitor and support student achievement through analysis of assessments and utilization of outstanding instructional practices.
- **Faculty Council** is a team made up of grade level chairs and the Leadership Team, who work collaboratively to remedy issues that arise school wide. This team's efforts include preserving a safe school environment, and a culture of engaged learning.
- **School Improvement Council** is made up of parents, administrators, teachers, and business partners in order to bring about the safest school environment conducive to all children performing in the best way they can. They seek to find solutions including uniforms for needy children,

traffic/safety concerns, and finding supplemental instruction for low-achieving students.

- **PTA Board** is a group of individuals elected from the PTA general membership. This group works closely with SIC and the Leadership Team to support the mission of the faculty in providing a quality learning environment for the students.
- **AJW School Counseling Advisory Board** is a representative group of stakeholders selected to review and advise on the implementation of the school counseling program. The advisory boards meets at least twice a year and maintains an agenda and minutes for each meeting.

Together, these groups help make up the community that supports the planning and constant improvement at A.J. Whittenberg.



Executive Summary

Assessment Findings:

- SC Ready ELA.....Exceeding and Met 49%
- SC Ready Math.....Exceeding and Met 57%
- SCPASS Science.....Exemplary and Met 49%
- SCPASS Social Studies.....Exemplary and Met 69%

Teacher and Administrator Quality:

- 4 Administrators
- 28 Teachers
- 22 Support Staff
- 100% of the teaching faculty is highly qualified.
- 6 National Board Certified Teachers
- 100% of the instructional staff is highly qualified.
- Sandi Carson (Art Teacher) selected South Carolina Art Teacher of the Year, South Carolina Art Education Association

School Climate Findings:

Students, parents, and staff feel as if:

- School is a safe and clean place.
- Everyone is treated fairly and with respect.
- The school sets high expectations for all learners.
- Teachers and staff are always supportive of students.
- Teachers care about the students.
- There is open communication between school and home.

Significant Challenges from the Past 3 Years:

- Student readiness level from the community is extremely low.
- Local area growth and change has prompted percentage of parents to fabricating home addresses so that students will be in the attendance area.
- Maintaining consistent attendance of students who are homeless and transient.

Awards:

- Dick and Tunky Riley Award of Excellence for the Innovate! Program(2018)
- NASA certified location for the 2018 Eclipse, including a NASA certified instructional teacher.
- Recipient of the Buzz Aldridge Foundation interactive Mars map for space study, 2018.
- Featured in PBS broadcast of "Not all forgotten American cities are struggling", March 2016.
- A.J. Whittenberg was Silver LEED Certified by the United States Green Building Council in June 2014.
- A.J. Whittenberg is a Palmetto Gold Award Winning School for General Performance in South Carolina. (2014-2015)
- A.J. Whittenberg is a Palmetto Silver Award Winning School for Closing the Achievement Gap. (2014-2015)
- A.J. Whittenberg was the first public school in South Carolina with a school-wide engineering curriculum.
- A.J. Whittenberg was recognized by the South Carolina Department of Health and Environmental Controls Office of Solid Waste Reduction and

Recycling for an “Outstanding School Waste Reduction and Recycling Program 2011-2012.

- A.J. Whittenberg was awarded the Greater Greenville Association of Realtors Commercial Revitalization Award 2011.
- A.J. Whittenberg was the first school in Greenville County to implement the Culinary Creations Program in 2010-2011.
- A.J. Whittenberg has been awarded the Safe Kids Award every year since 2011.



School Profile

School Community:

A.J. Whittenberg Elementary opened its doors as a school of choice for the first time in the 2010-11 school year. Initially, it opened as a primary school, 4K-2nd grade, but each year an additional grade has been added, finally reaching capacity at fifth grade in 2013-2014. This inner city school was a dream held by the community for some 40 years, and through the vision of then Superintendent Phinnize Fisher, it opened its doors with a focus on engineering for young children, healthy lifestyle choices through a cutting edge nutritionally balanced lunch program, and a partnership with the Salvation Army Ray & Joan Kroc Corps Community Center to promote physical fitness. It is through her leadership and vision that the school is the first inner city school to be built in downtown Greenville since 1970.

The school is named for Abraham Jonah Whittenberg, Civil Rights Activist. Mr. Whittenberg's dream was for his children to have access to a quality education, and it is through his courage and tireless efforts that schools were integrated in Greenville County. Mr. Whittenberg's dream came true in 1970 when his daughter Elaine Whittenberg Boyce entered Greenville Junior High School. Today a diverse population of children enters the halls of A.J. Whittenberg Elementary to receive a world class education. Through these

halls walk future engineers, and their leadership and creativity will help preserve and champion our standard of living in the near future!

The Greater Greenville Community rallied around the school through activities that included, but not limited to, building the schools two student designed playgrounds, participating in fundraising events, and volunteering engineering expertise in classrooms to children as young as 48 months to students in second grade. Engineering partnerships were developed from our local engineering community, and these partners participate in school visits with hands-on activities that support the monthly engineering focus, classroom visits that support students during the build cycle within quarterly engineering units, and mentoring opportunities with students.

The state of the arts three-story facility is specifically designed to facilitate collaborative learning and the engineering curriculum. The facility includes two STEM labs visible from both the interior and exterior of the building due to glass walls, Wi-Fi throughout the school, SMART Tables, electric keyboarding lab, green roof, solar panels, student designed playgrounds, desktop computer lab, and an outdoor classroom with an extensive organic vegetable garden. Housed within this state-of-the-art facility is a one-to-one technology initiative in grades 2-5. The school is located in downtown Greenville, and it is adjacent to the Swamp Rabbit Trail, the Reedy River, and the Salvation Army Ray & Joan Kroc Corps Community Center.

There is an active and supportive PTA and SIC that has created numerous opportunities for parent and community participation. One such opportunity that the PTA has established is the "WATCH D.O.G.S. (Dads of Great Students)" program. It has provided a presence of "Dads" which gives ample opportunity for mentoring, teacher support, and an additional safety measure at school. The SIC has established a "Welcome Wagon" program to assist new families as they assimilate into the school community, and they led a campaign to establish school uniforms for both students and teachers. These examples represent only a few initiatives that have positively impacted the success at the school.



School Personnel Data

Faculty Profile	
Administrators	4
Teachers	28
Support Staff	22

The organization of the administration is a mixture of traditional with non-traditional positions. There is a principal who oversees the overall operation of the school, and there is an administrative assistant that supports the administrator with behavior concerns, transportation needs, book distribution, and much more. The non-traditional side of the administrative team includes an instructional coach who maintains and ensures the rich curriculum that is specific to the school's engineering focus and academic programs, and also supports and trains teachers. Also, there is a program director that works with our partners in terms of volunteer opportunities, needed curriculum support; the program director also finds available funding for curricular and programmatic needs. The range of experience on the team is thirteen years of experience to twenty-plus years.

Teachers and Years Experience	
>20 years	16.7%
16-19 years	8.3%
11-15 years	12.5%
6-10 years	25%
0-5 years	37.5%

Student Population

Ethnicity:		
Black	293	52.0%
White	168	29.8%
Hispanic	53	9.4%
Asian	4	0.7%
Mixed/Other	46	8.2%
	564	100.0%

Enrollment by Grade

Grade Level:		
K4	45	8.0%
K5	81	14.4%
1st	85	15.1%
2nd	87	15.4%
3rd	83	14.6%
4th	90	16.0%
5th	93	16.5%
Total	564	100.0%

Gifted and Talented Population

During the 2017-18 school year, the program for students identified as academically gifted served 19 3rd graders for 120 minutes weekly, 23 4th

graders for 200 minutes weekly, and 30 5th graders for 200 minutes weekly. Students are served in a pull out program model.

Attendance Rate

The attendance rate for A.J. Whittenberg is 96.6%. This high rate is attributed to the positive and challenging climate that the engineering curriculum has permeated throughout the curriculum.

Student Retention Rate

The retention rate for A.J. Whittenberg is 1.1%.

Academic Program

The academic program at A.J. Whittenberg includes the following programs:

- STEM Lab for Grades 4K-5
- RTI in K5
- Reading Intervention in Grades 1 and 2
- Gifted and Talented (Challenge) Program in Grades 3-5
- Fountas and Pinnell Balanced Literacy Model
 - Reading Workshop
 - Writing Workshop
 - Language and Word Study
- *Math Expressions*: Focus on Mathematical Inquiry
- Science
- Social Studies
- Project/Problem-Based STEAM (with emphasis on Engineering)



Mission, Vision, and Belief

Mission

Fostering curiosity through engineering, teamwork, and technology!

Vision

We believe that all learners must become:

- Effective communicators who will use verbal, nonverbal, written, artistic and technological forms of communication to give, send and receive information.
- Problem solvers who will think creatively to find solutions to real world problems.
- Productive workers who perform collaboratively and independently to create quality products and services.
- Responsible citizens who have a global perspective.
- Resourceful learners who are aware of their own thinking, able to plan effectively, aware of resources, sensitive to feedback, and develop and maintain their own standard of work.
- Creative thinkers that push themselves to their limits, think outside of the box, generate their own standard of evaluation, and persevere even though things get tough.
- Inquisitive about the world around them and seek to find answers when they are not readily available.



Data Analysis and Needs Assessment

The South Carolina Palmetto Assessment of State Standards in the areas of ELA and Math. The results are as follows:

SC READY Results by Grade

	3rd							
	ELA				Math			
	5-16		16-17		5-16		16-17	
Exceeds	149	56.3	179	50.4	193	62.5	239	63.7
Meets	414		325		432		398	
Approaches	333	43.6	348	49.4	250	37.5	215	36.3
Does Not Meet	103		116		125		118	

	4th							
	ELA				Math			
	5-16		16-17		5-16		16-17	
Exceeds	100	51.3	135	52.8	238	50.1	300	64.4
Meets	413		393		263		344	
Approaches	313	48.8	292	47.2	313	49.6	233	59.9
Does Not Meet	175		180		188		133	

	5th							
	ELA				Math			
	5-16		16-17		5-16		16-17	
Exceeds	118	54.4	108	43.2	368	76.5	189	44.6
Meets	426		324		397		257	
Approaches	353	45.6	351	56.7	176	23.5	419	55.4
Does Not Meet	103		216		59		135	

SC PASS Spring 2018	4th Grade % Met or Exemplary	5th Grade % Met or Exemplary
Science	55%	43.8%
Social Studies	83.5%	77%

SC PASS Historical Trends

Science	4th Grade				5th Grade			
	2014	2015	2016	2017	2014	2015	2016	2017
% Not Met	25	17.6	28.8	45*	12.1	20.5	14.7	56.2*
% Met	53.9	60.8	50	34.1	39.4	44.9	55.9	21.9
% Exemplary	21.1	21.6	21.3	20.9	48.5	34.6	29.4	21.9
% Passing	75	82.4	71.3	55*	87.9	79.5	85.3	43.8*

Soc. Studies	4th Grade				5th Grade			
	2014	2015	2016	2017	2014	2015	2016	2017
% Not Met	9.2	9.5	13.8	16.5	15.2	14.1	17.6	23
% Met	52.6	33.8	45	52.7	24.2	30.8	36.8	40.5
% Exemplary	38.2	56.8	41.3	34.8	60.6	55.1	45.6	36.5
% Passing	90.8	90.5	86.3	87.5	84.8	85.9	82.4	77

Based on academic test performance in Language Arts, teacher discussion and needs assessment data, the following professional development plan was implemented for the 2017-18 school year (below). Although improvement was made during the 2017-18 school year, the professional development focus for 2018-19 will continue to be English Language Arts.

Date	Session	Presenter	Audience
September 6, 2017	Mastery Connect Overview & Set up	Kristin Schulze	4th Grade
September 7, 2017	Mastery Connect Overview & Set up	Kristin Schulze	2nd Grade
September 13, 2017	Mastery Connect Overview & Set up	Kristin Schulze	3rd Grade
September 14, 2017	Mastery Connect Overview & Set up	Kristin Schulze	5th Grade
September 20, 2017	Benchmarking Basics: From Assessment to Instruction	Kristin Schulze, Margo McMackin Cristina Sims Keri McGrath	K5 - 5th, Resource
September 27, 2017	Faculty Meeting: Mini-Lesson Structure & Planning for mini-lessons	Susan Stevens Kristin Schulze, Margo McMackin Cristina Sims Keri McGrath	K5 - 5th, Resource
October 4, 2017	New Greenville County Schools Writing Rubrics	Kristin Schulze	2nd - 5th Resource
October 4, 2017	Mastery Connect 2: Data Analysis & Assessment Creation	Admin	4th Grade

October 5, 2017	Mastery Connect 2: Data Analysis & Assessment Creation	Admin	2nd Grade
October 9, 2017	ELA: Using Data to Plan for Mini-lessons	Kristin Schulze & Margo McMackin	1st Grade
October 10, 2017	ELA: Using Standards & Data to plan for Mini Lessons, Shared Reading and Shared Writing	Kristin Schulze & Margo McMackin	K5
October 11, 2017	New Greenville County Schools Writing Rubrics	Kristin schulze	K5 - 1st
October 11, 2017	Mastery Connect 2: Data Analysis & Assessment Creation	Admin	3rd Grade
October 12, 2017	Mastery Connect 2: Data Analysis & Assessment Creation	Admin	5th Grade
October 18, 2017	ELA Mini-Session: Using Standards & Data to plan for mini-lessons	Kristin Schulze	4th Grade
October 18, 2017	New to AJW Meeting	Susan Stevens	New to AJW teachers
October 25, 2017	Faculty Meeting: Effective Unit Planning for Reading Workshop	Susan Stevens Kristin Schulze Margo McMackin Keri McGrath Cristina Sims	K5 - 5th Resource
October 26, 2017	ELA: Using Standards & Data to plan for Mini-Lessons	Kristin Schulze	2nd Grade
October 30, 2017	ELA: Using Standards & Data to Plan for mini-lessons	Kristin Schulze	3rd Grade
November 1, 2017	Mastery Connect: Fall Benchmark Data Analysis & Instructional Implications	Susan Stevens	4th Grade
November 2, 2017	ELA: Using Standards & Data for Mini-lessons	Kristin Schulze & Cristina Sims	5th Grade
November 6, 2017	ELA: Using the Continuum to plan for Mini-Lessons	Kristin Schulze & Margo McMackin	1st Grade
November 8, 2017	Mastery Connect: Benchmark Data Analysis & Instructional Implications	Susan Stevens	3rd Grade
November 9, 2017	ELA Mini-Session: Examining the Continuum for Mini-lesson	Kristin Schulze	2nd Grade
November 11,	ELA: Using the Continuum to plan for mini-	Kristin Schulze & Margo	K5

2017	lessons	McMackin	
November 15, 2017	ELA: Using the continuum to plan for mini-lessons	Kristin Schulze	4th Grade
November 16, 2017	Mastery Connect: Winter Benchmark Data Analysis & Instructional Implications	Susan Stevens	2nd Grade
November 27, 2017	ELA: Using Standards & Data Plan for Interactive Read Aloud	Kristin Schulze	3rd Grade
November 29, 2017	ELA: Using Standards & Data to plan for Interactive Read Aloud	Kristin Schulze	4th Grade
November 29, 2017	Faculty Meeting: Defining Interactive Read Aloud	Susan Stevens Kristin Schulze Margo McMackin Keri McGrath Cristina Sims	K4- 5th Resource
November 30, 2017	ELA: Using the Continuum to plan for mini-lesson	Kristin Schulze	5th Grade
December 4, 2017	ELA: Using Standards & Data to plan for interactive read aloud	Kristin Schulze & Margo McMackin	K5
December 5, 2017	ELA: Using Standards & Data to plan for interactive read aloud	Kristin Schulze & Margo McMackin	1st Grade
December 6, 2017	ELA: Using Standards & Data to plan for Interactive Read- Aloud	Kristin Schulze	3rd Grade
December 7, 2017	ELA Mini-Session: Using Data to Plan for Interactive Read Aloud	Kristin Schulze	2nd Grade
December 13, 2017	ELA: Using the Continuum to Plan for Interactive Read Aloud	Kristin Schulze	4th Grade
December 14, 2017	ELA: Using Standards & Data to plan for Interactive Read Aloud	Kristin Schulze	5th Grade
January 3, 2017	ELA: Using the Continuum to Plan for Interactive Read Aloud	Kristin Schulze	3rd Grade
January 4, 2018	ELA: Using the Continuum to plan for Interactive Read Aloud	Kristin Schulze	2nd Grade
January 8, 2018	ELA: Using Standards & Data to Plan for Interactive Read Aloud	Kristin Schulze & Margo McMackin	1st Grade
January 9, 2018	ELA: Using Standards & Data to Plan for Interactive Read Aloud	Kristin Schulze & Margo McMackin	K5

January 10, 2018	ELA: Strategy & Skills Groups	Marleen Hygema	4th Grade
January 11, 2018	ELA: Using the Continuum to Plan for Interactive Read Aloud	Kristin Schulze	5th Grade
January 22, 2018	Mastery Connect: Winter Benchmark Data Analysis & Instructional Implications	Susan Stevens	3rd Grade
January 24, 2018	Mastery Connect: Winter Benchmark Data Analysis & Instructional Implications	Susan Stevens	4th Grade
January 25, 2018	Mastery Connect: Winter Benchmark Data Analysis & Instructional Implications	Susan Stevens	5th Grade
January 31, 2018	ELA: Strategy & Skills Groups	Marleen Hygema	3rd Grade
January 31, 2018	Faculty Meeting: Writing about Reading	Susan Stevens Kristin Schulze Margo McMackin Keri McGrath Cristina Sims	ALL
February 1, 2018	ELA: Strategy & Skills Groups	Marleen Hygema	2nd Grade
February 5, 2017	ELA: Strategy & Skills Groups	Marleen Hygema	K5
February 6, 2017	ELA: Strategy & Skills Groups	Marleen Hygema	1st
February 7, 2018	ELA: Text Dependent Analysis	Kristin Schulze	4th Grade
February 8, 2018	ELA: Strategy & Skills Groups	Marleen Hygema	5th Grade
February 15, 2018	ELA: Text Dependent Analysis	Kristin Schulze	2nd Grade
February 22, 2018	ELA Text Dependent Analysis	Kristin Schulze	5th Grade
February 28, 2017	ELA: Text Dependent Analysis	Kristin Schulze	3rd Grade
February 28, 2018	Faculty Meeting:	Susan Stevens	ALL
March 5,	ELA: Shared and Interactive Writing	Kristin Schulze & Margo	K5

2018		McMackin	
March 6, 2018	ELA: Writing about Reading	Kristin Schulze & Margo McMackin	1st Grade
March 21, 2018	Mastery Connect: Spring Benchmark Data Analysis & Instructional Implications	Susan Stevens	4th Grade
March 22, 2018	Mastery Connect: Spring Benchmark Data Analysis & Instructional Implications	Susan Stevens	5th Grade
March 28, 2017	Mastery Connect: Spring Benchmark Data Analysis & Instructional Implications	Susan Stevens	3rd Grade
March 28, 2017	Faculty Meeting	Susan Stevens	ALL
March 29, 2017	Mastery Connect: Benchmark Data Analysis	Susan Stevens	2nd Grade
April 25, 2017	Faculty Meeting	Susan Stevens	ALL
May 30, 2017	Faculty Meeting	Susan Stevens	ALL

The A.J. Whittenberg Elementary School 2017 school report card can be located at <https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?y=2017&t=E&d=2301&s=119>. The 2017 school report card and AdvancED Climate and Culture Survey results indicate that our students, parents and staff feel that the school environment is safe and engaging. We will work to increase our percentage of students who feel challenged (58%) and supported (36%). In addition, we will work to increase the percentage of parents who feel their interactions with school are collaborative (30%).

Data Sources

The State Department of Education School Report Card can be found at <https://ed.sc.gov/data/report-cards/>.

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 49% in 2016-17 to 55.96% 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 1.16% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 49 (2016-17)	School Projected 50.16	51.32	52.48	53.64	54.8	55.96
		School Actual Elementary TBD					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 49 (2016-17)	District Projected TBD	52	55	58	61	64
		District Actual Elementary TBD					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Instructional Staff, Administration	\$0	NA	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	Instructional Staff, Administration, School Counselor	\$1000 annually	General Fund	School surveys and observations, Classroom content in lesson plans/classroom guidance, Morning News Show Content
3. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	Instructional Staff, Administration, Instructional Coach, Literacy Specialists	\$2500 annually	Local Funds, General Funds	Attendance reports from district professional development offerings including summer courses.

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__% in 2016-17 to __68.98__% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by __1.83__% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 58 (2016-17)	School Projected 59.83	61.66	63.49	65.32	67.15	68.98
		School Actual Elementary TBD					
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 tasks that promote reasoning and problem solving	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	Observations of problem solving and reasoning
2. Enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction
3. Use the GCSD Instructional Protocol to guide instructional planning and delivery	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	Evidence of collaborative planning, evidence documented from classroom observations, specific feedback given to

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

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 __1.5__% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	50%	School Projected 50%	51.5	53%	54.5%	56%	57.5%
		School Actual 50%					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary TBD	TBD	TBD	TBD	TBD	TBD
		District Actual Elementary TBD					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	Evidence of data driven conversations from district and school meetings (Principal meetings, Principal/IC meetings, etc.)

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
individual data).					
2. Implement Professional Learning Community support in schools	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds
3. Provide strategy and content support for teachers	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers

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 __1__% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SCPASS test data file	77%	School Projected 78%	79%	80%	81%	82%	83%
		School Actual 79%					
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	TBD
		District Actual Elementary TBD					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
4. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	Evidence of data driven conversations from district and school meetings (Principal meetings, Principal/IC meetings, etc.)
5. Implement Professional Learning Community support in schools	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds
6. Provide strategy and content support for teachers	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers

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 51% (2016-17)	Projected Hispanic TBD					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 51% (2016-17)	Actual Hispanic TBD					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 36% (2016-17)	Projected AA TBD					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 36% (2016-17)	Actual AA TBD					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 19 (2016-17)	Projected SWD TBD					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 19 (2016-17)	Actual SWD TBD					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 15 (2016-17)	Projected LEP TBD					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 15 (2016-17)	Actual LEP TBD					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = —	Projected SIP Established 2017-18 TBD					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations — (2016-17)	Actual SIP Established 2017-18 TBD					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 50 (2016-17)	Projected Hispanic TBD					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 50 (2016-17)	Actual Hispanic TBD					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 47 (2016-17)	Projected AA TBD					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 47 (2016-17)	Actual AA TBD					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 31 (2016-17)	Projected SWD TBD					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 31 (2016-17)	Actual SWD TBD					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 43 (2016-17)	Projected LEP TBD					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 43 (2016-17)	Actual LEP TBD					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Projected SIP Established 2017-18 TBD					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Actual SIP Established 2017-18 TBD					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Projected Hispanic Established 2017-18 TBD					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Actual Hispanic Established 2017-18 TBD					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Projected AA Established 2017-18 TBD					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Actual AA Established 2017-18 TBD					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Projected SWD Established 2017-18 TBD					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Actual SWD Established 2017-18 TBD					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Projected LEP Established 2017-18 TBD					

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

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support.	2020-2023	Leadership, Guidance, Program Director, Innovate Coordinator, A-Team Coordinator	\$0	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team
2. Utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2020	Leadership, Guidance, Program Director, Innovate Coordinator, A-Team Coordinator			Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority
<i>Gifted and Talented Requires</i> ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> ☐ 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	School Projected 62%	62%	TBD	TBD	TBD	TBD	TBD
	School Actual 62%	62%					
Fastbridge	School Projected 68%	68%	TBD	TBD	TBD	TBD	TBD
	School Actual 68%	68%					
MAP	School Projected 64.4%	64.4%	TBD	TBD	TBD	TBD	TBD
	School Actual 64.4%						
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. Coach teachers in instructional best practices using the district coaching framework and through in-house training	2018-2023	Leadership, Instructional Coach, Literacy Specialists, Academics	\$2000	\$ 500 Local Funds, General Funds	Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices
2. Utilize focused instructional rounds that engage teams of teachers and administrators in solving a problem of practice related to student learning.	2018-2023	Instructional Staff, Leadership, Instructional Coach, Literacy Specialists, Academics	\$0	NA	Documentation of ongoing instructional rounds including implications for instructional growth
3. Support comprehension and effective communication through intentional planning and authentic use of vocabulary	2018-2023	Instructional Staff, Leadership, Instructional Coach, Literacy Specialists, Academics	\$0	NA	Classroom evidence of content vocabulary usage; lesson plans; assessments; classroom work as indicated by classroom observations and Instructional Rounds

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	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report	11.5% of diverse teachers 2017-18	11.5	TBD	TBD	TBD	TBD	TBD
		11.5					
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. Develop recruitment plans for positions where there is no or minimal diversity.	2018-2023	Leadership	\$0	NA	Diversity of candidates
2. Interview and hire	2018-2023	Leadership	\$0	NA	Ongoing interviewing

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
quality candidates who are diverse.					and hiring of qualified candidates

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 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SDE School Report Card Survey	School Projected 95%	95%	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	School Actual	95%					
	District Projected	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	District Actual	≥ 90					
SDE School Report Card Survey	School Projected Parents 91%	91	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	School Actual Parents 91%	91%					
	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

	District Actual Students	TBD					
	District Projected Teachers 94%	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	District Actual Teachers	TBD					
	District Projected Parents 88%	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	District Actual Parents 88%	TBD					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Communicate clearly and effectively with all stakeholders that district-wide emergency response plans are in place and include explanations of the training and drills that take place at our location.	2018-2023	Leadership	\$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas
2.Take a proactive approach by periodically pushing out information about the safety measures that we	2018-2023	Leadership	\$0	NA	Safety stories on web, social media, etc.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
implement					
3.Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues	2018-2023	All staff	\$0	NA	Information received from multiple stakeholder groups

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

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

PERFORMANCE GOAL: 2 The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

PERFORMANCE GOAL: 3 The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ESSA Federal Accountability and SDE School Report Card	0	0	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		0					
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					

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
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ESSA Federal Accountability and SDE School Report Card	0	0	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		0					
ESSA Federal Accountability and SDE School Report Card	0	0	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		0					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Increase awareness of community based resources that families can reach out to for guidance and support.		Guidance, Leadership	\$0	NA	Information disseminated and utilized
2.Disseminate through student handbooks, websites, PTA, and other means enhanced communication regarding the consequences of level III infractions.		Leadership, Instructional Staff	\$0	NA	Information disseminated through various formats

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	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Culture & Climate Surveys		85	88	90	90	90	90
		88					
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. Expand mentoring program for students	2018-2023	Guidance, Houses, Leadership, Innovate	TBD	Local	Students assigned to an adult at the school, Houses, Innovate roster
2. Enhance professional development to increase staff	2018-2023	Leadership, Guidance	TBD	Local	Visit to community, use of community facilities for meetings, collaboration

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
awareness and understanding of community being served					
3. Establish protocols among all adults to communicate positively with students	2018-2023	All Staff	\$0	NA	Documentation of communicating protocol to staff, House Rallies

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 5 Achieve and maintain a student attendance rate of 95% or higher.

INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ESSA Federal Accountability and SDE School Report Card	97	97	97	97	97	97	97
		96.9					
	(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. Consistently monitor attendance trends	2018-2023	Attendance Clerk Admin team Social Worker	\$0	NA	Attendance reports Review of attendance policies

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	Admin team Teacher Attendance Clerk	\$0	NA	Documented contacts
3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	Attendance Clerk Admin team	\$0	NA	Students are identified and appropriate supports are assigned

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	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Culture & Climate Surveys	Afraid – 3% Lonely – 13% Angry – 5%	Afraid – 3% Lonely – 13% Angry – 5%	Afraid 2≤ Lonely 11≤ Angry 3≤	Afraid 2≤ Lonely 9≤ Angry 2≤	Afraid 2≤ Lonely 7≤ Angry 2≤	Afraid 2≤ Lonely 5≤ Angry 2≤	Afraid 2≤ Lonely 3≤ Angry 2≤
		Afraid – 3% Lonely – 13% Angry – 5%	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 ≤
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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
3. Implement relationship-building programs/strategies and mentoring relationships	2018-2023	Guidance, Leadership	\$0	NA	Programs implemented with fidelity
1. Develop and maintain support resources for guidance counselors, classroom teachers, mentors	2018-2023	Guidance, Leadership, Innovate Coordinator	\$0	NA	Support options developed and distributed