

"Take the best of what exists and make it better.
When it does not exist, design it."
-Sir Henry Rogers



"Scientists dream about
doing great things.
Engineers do them."

-James Michener



A 21st Century School for 21st Century Learners

"Sometimes
all we need
is a new
perspective
on an old
problem."

-Donald P.
Coduto



School Portfolio 2015-2016

A.J. Whittenberg Elementary

School of Engineering



Dr. Megan Mitchell-Hoefer, Principal

Greenville County Schools

Burke Royster, Superintendent

Scope of Action Plan: 2013-2014 through 2017-2018

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: A. J. Whittenberg Elementary School of Engineering

DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-16 (*one year*)

Assurances

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


CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Ms. Melissa Lowe		3-25-15
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dr. Megan Mitchell-Hoefer		3-25-15
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 420 Westfield Street, Greenville, SC 29601

SCHOOL'S TELEPHONE: (864) 452-0500

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

- | <u>POSITION</u> | <u>NAME</u> |
|---|--|
| 1. PRINCIPAL | Dr. Megan Mitchell-Hoefer |
| 2. TEACHER | Mary Ann Harrison, Katy Freemon, Deann Reid, Keri McGrath, Allison Anders, Brittany Jackson, Carli Brewer, Sandi Carson, Pam Cloonan |
| 3. PARENT/GUARDIAN | Nicole Ream |
| 4. COMMUNITY MEMBER | Stuart Wyeth, NAI/Earle Furman |
| 5. SCHOOL IMPROVEMENT COUNCIL | Melissa Lowe, Pam McCoy, Kristy Qualls, Jason Peterson, Lynn Mann, Hamilton Parks, Amanda LeBlanc, Pamela Adams, Ann Marie Sanderson, Shelia Earley, Wanda Jackson, Sandi Carson, Tristan Johnson, Dr. Megan Mitchell-Hoefer |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

<u>POSITION</u>	<u>NAME</u>
<u>Michelin</u>	<u>Leesa Owens</u>
<u>Hubbell Lighting</u>	<u>Steve Nail</u>
<u>Fluor</u>	<u>Cheryl Smith</u>
<u>Kiwanis Club/Arbor Engineering</u>	<u>J.D. Martin</u>
<u>Administrative Assistant</u>	<u>Kristy Qualls</u>
<u>Community Business Leader</u>	<u>Jerry Blassingame</u>
<u>Preacher at Tabernacle Baptist Church</u>	<u>Dr. Charles Davis</u>
<u>Greenville Mayor Pro-Tempore</u>	<u>Lillian Brock Flemming</u>

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

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

✓ **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).

✓ **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).

✓ **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

✓ **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*.

✓ **Technology**

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

N/A Innovation

The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

✓ **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized

by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

✓ **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).

✓ **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.

✓ **Half-Day Child Development**

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

✓ **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.

✓ **Parenting and Family Literacy**

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

✓ **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. It was not until shortly after the 2011-2012 school year that the first set of student achievement data was available. The first class of third graders scored a perfect 100% grade “A” Elementary and Secondary Education Act (ESEA) rating.

Since then, A.J. Whittenberg’s administration, faculty, and students have continued to strive for that excellence: Each year’s data has boasted excellence as a new grade level has been added to the student body. The data obtained at the end of the 2013-2014 school year reflects all grades, 4K through 5th.

In order to maintain the precedent set in place by student achievement results from our earlier 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 schoolwide. 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.

Together, these groups help make up the community that supports the planning and constant improvement at A.J. Whittenberg. The goal is student achievement, and these teams are proud to present this strategic plan and school portfolio.



Executive Summary

Assessment Findings:

- ESEA/Federal Accountability Rating Survey.....99.7%/A
- South Carolina Annual Report Card Absolute Rating.....Excellent
- South Carolina Annual Report Card Growth Rating.....Excellent
- ELA PASS.....Exemplary 66.5% / Met 24.9% / Not Met 8.6%
- Mathematics PASS.....Exemplary 67.0% / Met 25.4% / Not Met 7.7%
- Science PASS.....Exemplary 38.6% / Met 45% / Not Met 16.4%
- Social Studies PASS.....Exemplary 51.8% / Met 41.1% / Not Met 7.1%
- Writing PASS.....Exemplary 60.5% / Met 33.3% / Not Met 6.2%

Teacher and Administrator Quality:

- 4 Administrators
- 28 Teachers
- 22 Support Staff
- 100% of the teaching faculty is highly qualified.
- 5 National Board Certified Teachers
- 100% of the administrative staff is highly qualified.
- Shasta Looper (5th Grade Teacher) won the Milken Educator Award (2012-2013).
- Amanda LeBlanc (Librarian) selected for the Fulbright USA Japan Exchange Program. (Summer, 2013)

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.
- Parents fabricating home addresses so that they will be in the attendance area.
- Maintaining consistent attendance of students who are homeless.
- Acquiring and maintaining up-to-date technology to support 1-to-1 initiatives in grades 2 through 5.

Awards:

- A.J. Whittenberg was the only elementary school in the district to receive a perfect 100-A Rating on the Federal Accountability Program. (2012-2013)
- South Carolina ranking of "Excellent" based on performance on standardized testing. (2012-2013, 2013-2014)
- A.J. Whittenberg is a Palmetto Gold Award Winning School in South Carolina. (2011-2012)
- 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 was awarded the Safe Kids Award for 2011, 2012, and 2013, and 2014.
- A.J. Whittenberg was Silver LEED Certified by the United States Green Building Council in June 2014.



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 this school year, 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.

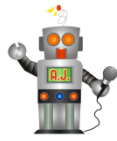
The school is named for Abraham Jonah Whittenberg, Civil Rights Activist. Mr. Whittenberg's dream was for his children to have access to a quality education, and it is through his courage and tireless efforts that schools were integrated in Greenville County. Mr. Whittenberg's dream came true in 1970 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 nine years of experience to twenty-plus years.

The highly qualified faculty's years of experience ranges from 1 year of experience to more than thirty years.

Teachers and Years of Experience	
>20 years	15%
16-19 years	19%
11-15 years	15%
6-10 years	12%
0-5 years	39%

70% of the faculty has advanced degrees, with several who have taken post-graduate courses. The attendance rate for the faculty overall is 95.5%.

Student Population

(Pulled from PowerSchool 3/6/2015)

Grade	Boys	Girls
K4	19	20
K5	50	38
1 st	52	41
2 nd	44	50
3 rd	43	36
4 th	43	31
5 th	47	30

Ethnicity							
Grade	Asian	Black	Hispanic	American Indian or Alaska Native	2 or More Races	Native Hawaiian or Other Pacific Islander	White
K4	0	19	2	0	2	1	15
K5	0	44	7	0	11	0	26
1 st	0	47	4	1	7	1	33
2 nd	2	49	5	1	7	1	29
3 rd	0	44	7	0	5	0	23
4 th	1	31	9	0	2	0	31
5 th	3	36	3	0	7	0	28

Enrollment by Grade

Grade	Number
K4	39
K5	88
1 st	93
2 nd	94
3 rd	79

4 th	74
5 th	77
TOTAL	544

Gifted and Talented Population

During the 2014-2015 school year, the program for students identified as academically gifted served 23 3rd graders for 120 minutes weekly, 29 4th graders for 200 minutes weekly, and 27 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 97.6%. 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 3.2%.

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 Grade 1
- Gifted and Talented (Challenge) Program in Grades 3-5
- Fountas and Pinnell Balanced Literacy Model
 - Guided Reading
 - Independent Reading
 - Writer's Workshop
- *Math Expressions*: Focus on Mathematical Inquiry
- Science
- Social Studies
- Engineering: 4 Major Units for Each Grade Yearly



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 2013-2014 school year saw A.J. Whittenberg with all grades, 4K through 5th. Grades third, fourth, and fifth took state testing together for the first time. The South Carolina Palmetto Assessment of State Standards assessed students in the areas of reading, research, writing, math, science, social studies. The results are as follows:

SCPASS Results by Grade

Writing	3 rd Grade		4 th Grade		5 th Grade	
	2013	2014	2013	2014	2013	2014
Not Met	13.8	6.8	20.8	9.3	NA	4.6
Met	30.0	18.9	30.6	49.3	NA	32.3
Exemplary	56.3	74.3	48.6	41.3	NA	63.1
% Passing	86.3	93.2	79.2	90.7	NA	95.4

ELA	3 rd Grade		4 th Grade		5 th Grade	
	2013	2014	2013	2014	2013	2014
Not Met	6.3	2.7	12.5	15.8	NA	10.6
Met	16.3	13.7	26.4	26.3	NA	34.8
Exemplary	77.5	83.6	61.1	57.9	NA	54.5
% Passing	93.8	97.3	87.5	84.2	NA	89.4

Math	3 rd Grade		4 th Grade		5 th Grade	
	2013	2014	2013	2014	2013	2014
Not Met	18.8	11.0	9.7	10.5	NA	4.5
Met	31.3	13.7	30.6	47.4	NA	15.2
Exemplary	50.0	75.3	59.7	42.1	NA	80.3
% Passing	81.3	89.0	90.3	89.5	NA	95.5

Science	3 rd Grade		4 th Grade		5 th Grade	
	2013	2014	2013	2014	2013	2014
Not Met	17.1	8.3	11.1	25.0	NA	12.1
Met	43.9	30.6	58.3	53.9	NA	39.4
Exemplary	39.0	61.1	30.6	21.1	NA	48.5
% Passing	82.9	91.7	88.9	75.0	NA	87.9

Social Studies	3 rd Grade		4 th Grade		5 th Grade	
	2013	2014	2013	2014	2013	2014
Not Met	12.8	0.0	8.3	9.2	NA	15.2
Met	48.7	32.4	26.4	52.6	NA	24.2
Exemplary	38.5	67.6	65.3	38.2	NA	60.6
% Passing	87.2	100.0	91.7	90.8	NA	84.8

Strengths and Areas for Growth

	ELA		Math	
	Strengths	Growth Areas	Strengths	Growth Areas
3 rd Grade	Literary Texts	Researching	Number & Operations in Base Ten; Fractions	Operations & Algebraic Thinking
	ELA		Math	
	Strengths	Growth Areas	Strengths	Growth Areas
4 th Grade	Literary Texts	Informational Text	Measurement & Data; Geometry	Number and Operations in Base Ten
	ELA		Math	
	Strengths	Growth Areas	Strengths	Growth Areas
5 th Grade	Informational Texts	Researching	Measurement & Data	Number & Operations; Fractions

	3rd Grade	
	Strengths	Growth Areas
Writing	Content & Development	Organization

	4th Grade	
	Strengths	Growth Areas
Writing	Content & Development	Conventions

	5th Grade*	
	Strengths	Growth Areas
Writing	Content & Development, Voice	Conventions

2014 ESEA / Federal Accountability System	
Overall Weighted Points Total	99.7
Overall Grade Conversion	A
Points Total – Elementary Grades	99.7

Data Sources



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



The ESEA Federal Accountability Rating can be found at <https://ed.sc.gov/data/esea/> .



Action Plan

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in writing each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in writing as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE ENGLISH

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in English each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in English as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in English as measured by ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in reading each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in reading as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in mathematics as measured by ACT Aspire.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE % TESTED

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

% Tested ELA – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested ELA – District Grades 3-5	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				

Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – District – Grades 3-5	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in science each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

DATA SOURCE(S): Fall ITBS/CogAT report produced by Riverside Publishing

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	percentile			

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	percentile			

Fall 2014 students began taking a new form of the ITBS

Reading	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	60 th percentile			

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	52 nd percentile			

Fall 2014 students began taking a new form of the ITBS

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Innovate!	2014-15	Lynn Mann	\$48,000	Private donation	Lesson Plans, MAP scores
Test-Taking Tips and Practice	2014-15	Deb Blume	0	N/A	Guidance lesson plans
Standards-based Instruction	2014-15	Hamilton Parks	0	N/A	Lesson Plans
Integrated, standards-based engineering curriculum	2014-15	Hamilton Parks	\$2,000	PTA	Curriculum Maps, Rubicon Atlas, Lesson Plans
Best Practices from the Ron Clark Academy	2014-15	Megan Mitchell-Hoefer	\$1,080	Local funds	Lesson Plans, AJW Essential 18, roster of teachers visiting RCA
Common Assessments (summative and formative)	2014-15	Hamilton Parks	0	N/A	Lesson Plans, assessments, Data Team Notebooks
Small Group/One-on-One Tutoring	2014-15	Classroom Teachers	0	N/A	Attendance of students tutored
Supplemental Tutoring, 3 rd -5 th grades	March-April 2015	Megan Mitchell-Hoefer	\$1,200	Local funds	Attendance of students tutored
Summer School, K5-2 nd grade	July-August 2015	Megan Mitchell-Hoefer	\$2,500	Local funds	Attendance of students attending, Lesson Plans

PROFESSIONAL DEVELOPMENT

☐ Student Achievement ☒ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Beginning in 2013-14, 100% of teachers will participate in Common Core professional development related to their grade level.

ANNUAL OBJECTIVE: Beginning in 2013-14, 100% of teachers will participate in Common Core professional development related to their grade level.

DATA SOURCE(S): Professional Development Portal, Lesson Plans, Grade Level Team meeting minutes, Agendas, Sign-in sheets

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	100%	100%	100%	100%	100%
Actual	x	x	100%				

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Professional Development	2014-2015	Megan Mitchell-Hoefer, Hamilton Parks	0	N/A	Professional Development Calendar, agendas
Balanced Literacy Training	2014-2015	Stacy Shamis, Hamilton Parks	0	Provided by GCS	Lesson Plans
Grade Level Planning Meetings	2014-2015	Hamilton Parks, Megan Mitchell-Hoefer, Kristy Qualls	0	N/A	Grade Level Minutes
Data Team Meetings	2014-2015	Grade Level Chairs, Hamilton Parks, Megan Mitchell-Hoefer, Kristy Qualls	0	N/A	Data Team Notebooks

STUDENT ATTENDANCE

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card – School Profile page – Students section

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	97.4	97.1	97.3				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

PARENT SATISFACTION – LEARNING ENV.

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: : Maintain the percent of parents who are satisfied with the learning environment at 91.0% or higher from 2012 through 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, annually maintain the percentage of parents who are satisfied with the learning environment at 91.0% or higher.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #5

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	91.0	91.0	91.0	91.0	91.0
School Actual	93.2	85.7	100.0				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1				

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.

STUDENT SATISFACTION – LEARNING ENV.

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of students who are satisfied with the learning environment at 95.0% or above from 2012 to 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, annually maintain the percentage of students who are satisfied with the learning environment at 95.0% or above.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	97.6	95.7	94.3				
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6				

TEACHER SATISFACTION – LEARNING ENV.

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who are satisfied with the learning environment at 95.0% or higher from 2012 through 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, annually maintain the percentage of teachers who are satisfied with the learning environment at 95.0% or higher.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #27

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	100.0	92.8	91.7				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

PARENT SATISFACTION – SAFETY

☐ Student Achievement
 ☐ Teacher/Administrator Quality
 ☒ School Climate
 ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of parents who indicate that their child feels safe at school at 95.5% or higher from 2012 through 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, annually maintain the percentage parents who indicate that their child feels safe at school at 95.5% or higher.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.5	95.5	95.5	95.5	95.5
School Actual	95.7	85.3	100.0				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1				

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.

STUDENT SATISFACTION – SAFETY

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 91.6% in 2012 to 93.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, annually increase by 0.5 percentage point(s) students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #30

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	91.5	92.0	92.5	93.0	93.5
School Actual	91.6	95.7	100.0				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

TEACHER SATISFACTION – SAFETY

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who feel safe at school during the school day at 98.5% or higher from 2012 through 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, annually maintain the percentage of teachers who feel safe at school during the school day at 98.5% or higher.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #39

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	98.5	98.5	98.5	98.5	98.5
School Actual	100.0	96.4	100.0				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Faculty & Staff Badges	2014-15	Kristy Qualls	0	N/A	Badges
Daily Police Visits	2014-15	GCPD	0	N/A	Police Visitation Log
"Ignore the Door"	2014-15	Steve Flounders, Michael Allred	0	N/A	Stickers on exterior doors
Safety Videos	2014-15	Kristy Qualls	0	N/A	Online Certificates
All visitors check-in to office	2014-15	Pam McCoy, Maria Hilderbrand	0	N/A	Visitor Log
Character Education	2014-15	Deb Blume	0	N/A	Guidance Lesson Plans
Required Safety Drills	2014-15	Kristy Qualls	0	N/A	Documentation of Drills

South Carolina State Department of Education School Report Card for 2011-2012

<https://ed.sc.gov/data/report-cards/2012/elem/c/e2301119.pdf>

ESEA Federal Accountability Rating 2011-2012

<https://ed.sc.gov/data/esea/2012/school.cfm?SID=2301119>

ESEA Federal Accountability Rating 2012-2013

<https://ed.sc.gov/data/esea/2013/school.cfm?SID=2301119>

ESEA Federal Accountability Rating 2014

<https://ed.sc.gov/data/esea/2014/school.cfm?SID=2301119>