

# **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)



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**SCHOOL RENEWAL PLAN COVER PAGE**

**SCHOOL NAME:**

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

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2019-2020 (one year)**

**Required Signature Page**

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

**Assurances for the School Renewal Plans**

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

**SUPERINTENDENT**

Dr. W. Burke Royster		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

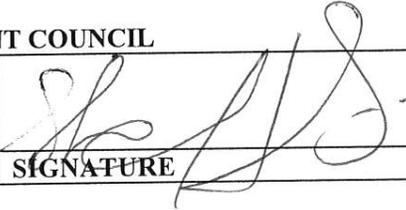
**PRINCIPAL**

Susan Stevens		3/25/19
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

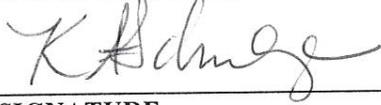
**CHAIRPERSON, BOARD OF TRUSTEES**

Mr. Charles J. Saylor		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Sherrica Sims		3/25/19
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD**

Kristin Schulze		3/25/19
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

SCHOOL ADDRESS: 420 Westfield Street Greenville SC 29611

SCHOOL TELEPHONE: (864) 452-0500

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

**Early Childhood Development and Academic Assistance Act (Act 135) Assurances**

(S.C. Code Ann §59-139-10 at seq. (Supp. 2004))

<input checked="" type="checkbox"/>	Yes	<b>Academic Assistance, PreK-3</b>
<input type="checkbox"/>	No	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).
<input type="checkbox"/>	N/A	
<input checked="" type="checkbox"/>	Yes	<b>Academic Assistance, Grades 4-12</b>
<input type="checkbox"/>	No	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).
<input type="checkbox"/>	N/A	
<input checked="" type="checkbox"/>	Yes	<b>Parent Involvement</b>
<input type="checkbox"/>	No	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.
<input type="checkbox"/>	N/A	
<input checked="" type="checkbox"/>	Yes	<b>Staff Development</b>
<input type="checkbox"/>	No	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.
<input type="checkbox"/>	N/A	
<input checked="" type="checkbox"/>	Yes	<b>Technology</b>
<input type="checkbox"/>	No	The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input type="checkbox"/>	N/A	
<input checked="" type="checkbox"/>	Yes	<b>Innovation</b>
<input type="checkbox"/>	No	The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input type="checkbox"/>	N/A	
<input checked="" type="checkbox"/>	Yes	<b>Collaboration</b>
<input type="checkbox"/>	No	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).
<input type="checkbox"/>	N/A	
<input checked="" type="checkbox"/>	Yes	<b>Developmental Screening</b>
<input type="checkbox"/>	No	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.
<input type="checkbox"/>	N/A	
<input checked="" type="checkbox"/>	Yes	<b>Half-Day Child Development</b>
<input type="checkbox"/>	No	The school provides half-day child development programs for <b>four-year-olds</b> (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.
<input type="checkbox"/>	N/A	
		<b>Developmentally Appropriate Curriculum for PreK-3</b>

Yes No N/A	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.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<b>Parenting and Family Literacy</b> 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.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<b>Recruitment</b> The district makes special and intensive efforts to <b>recruit and give priority</b> 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.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b> 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.



## 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 school-wide 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 51%
- SC Ready Math.....Exceeding and Met 59%
- SCPASS Science.....Exemplary and Met 49%
- SCPASS Social Studies.....Exemplary and Met 79%

### Teacher and Administrator Quality:

- 4 Administrators
- 30 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
- Deb Blume, 2019 Association of School Counseling South Carolina Counselor of the Year
- Mirna Hawthorne, Teacher Liaison through the Space Foundation Program

## **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-2<sup>nd</sup> 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

<b>Faculty Profile</b>	
Administrators	4
Teachers	29
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.

<b>Teachers and Years Experience</b>	
>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

<b>Ethnicity:</b>		
<b>Black</b>	<b>289</b>	<b>53.0%</b>
<b>White</b>	<b>151</b>	<b>27.8%</b>
<b>Hispanic</b>	<b>37</b>	<b>9.4%</b>
<b>Asian</b>	<b>4</b>	<b>0.7%</b>
<b>Mixed/Other</b>	<b>61</b>	<b>11.2%</b>
	<b>545</b>	<b>100.0%</b>

### Enrollment by Grade

<b>Grade Level:</b>		
<b>K4</b>	44	8.0%
<b>K5</b>	89	16.3%
<b>1st</b>	82	15.0%
<b>2nd</b>	77	14.1%
<b>3rd</b>	89	16.3%
<b>4th</b>	77	14.1%
<b>5th</b>	87	15.9%
<b>Total</b>	545	100.0%

### Gifted and Talented Population

During the 2018-19 school year, the program for students identified as academically gifted served 18 3<sup>rd</sup> graders for 120 minutes weekly, 18 4<sup>th</sup>

graders for 200 minutes weekly, and 20 5<sup>th</sup> 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

Third Grade ELA %						
	15-16		16-17		17-18	
Exceeds	14.9		17.9		23.4	
Meets	41.4	56.3	32.5	50.4	29.6	<b>53</b>
Approaches	33.3		34.8		28.3	
Does Not Meet	10.3	43.6	14.6	49.4	18.5	46.8

Fourth Grade ELA %						
	15-16		16-17		17-18	
Exceeds	10		13.5		22.9	
Meets	41.3	51.3	39.3	52.8	26.4	49.3
Approaches	31.3		29.2		27.5	
Does Not Meet	17.5	48.8	18	47.2	22.9	50.4

Fifth Grade ELA %						
	15-16		16-17		17-18	
Exceeds	11.8		10.8		15.3	
Meets	42.6	54.4	32.4	43.2	30.7	<b>46</b>
Approaches	35.3		35.1		31.8	
Does Not Meet	10.3	45.6	21.6	56.7	21.9	53.7

Third Grade MATH %						
	15-16		16-17		17-18	
Exceeds	19.3		23.9		23.4	
Meets	43.2	62.5	39.8	63.7	29.6	53
Approaches	25		21.5		28.3	
Does Not Meet	12.5	37.5	14.8	36.3	18.5	46.8

Fourth Grade MATH %						
	15-16		16-17		17-18	
Exceeds	23.8		30		31	
Meets	16.3	50.1	34.4	64.4	31	62
Approaches	31.3		23.3		22.9	
Does Not Meet	18.8	49.6	13.3	59.9	14.9	37.8

Fifth Grade MATH %						
	15-16		16-17		17-18	
Exceeds	36.8		18.9		32.9	
Meets	39.7	76.5	25.7	44.6	28.5	<b>61.4</b>
Approaches	17.6		41.9		24.1	
Does Not Meet	5.9	23.5	13.5	55.4	14.2	38.3

<b>SC PASS Spring 2018</b>	<b>4<sup>th</sup> Grade % Met or Exemplary</b>	<b>5<sup>th</sup> Grade % Met or Exemplary</b>
Science	49%	NA
Social Studies	NA	79%

Based on academic test performance in Language Arts, teacher discussion and needs assessment data, the following professional development plan was implemented for the 2018-19 school year (below). Although improvement was made during the 2017-18 school year, the professional development focus for 2018-19 and 2019-2020 will continue to be English Language Arts.

<b>2018 – 2019 September</b>				
<b>Date</b>	<b>Time</b>	<b>Audience</b>	<b>Topic</b>	<b>Location</b>
9.5.18	9:05 – 9:50	4th Grade	Grade Level IC mini-session	Schulze's office
9.6.18	8:00 – 10:00 10:15 – 12:15 12:30 – 2:30	K - 2	Writing Workshop with Lucy Calkins Units of Study	Master Lab
9.11.18	12:40 - 1:20	K5	Grade Level IC/RC mini-session	Schulze's Office
9.12.18	3:00 – 4:00	K4 – 5th	Supporting reading & Writing Workshop with Lucy Calkins: Long-term Partnerships & Accountable Talk	Master Lab
9.13.18	8:15 – 9:00	5th Grade	Grade Level IC Mini-session	Schulze's Office
9.13.18	10:45 – 11:30	3rd Grade	Grade Level IC Mini-session	Schulze's Office
9.20.18	8:15 – 10:15	Admin	4th grade instructional rounds	4 <sup>th</sup> grade classrooms
9.24.18	3:00 – 3:35	1st grade	Grade Level IC/RC mini-session	Wilson's classroom
9.26.18	9:55 - 10:40	2nd Grade	Grade Level IC/RC mini-session	Schulze's office
9.27.18	8:00 – 10:00 10:15 – 12:15 12:30 -2:30	3 -5	Reading Workshop with Lucy Calkins Units of Study	Master Lab
<b>October</b>				
<b>Date</b>	<b>Time</b>	<b>Audience</b>	<b>Topic</b>	<b>Location</b>
10.3.18	9:05 – 9:50	4th Grade	Grade level IC mini-session	Schulze's office

10.4.18	8:15 – 10:15	K- 2	K- 2 Writing Instructional rounds	K -2 teacher classrooms
10.11.18	8:00 – 10:00 10:15 – 12:15 12:30 – 2:30	K-2	Writing Workshop with Lucy Calkins Units of Study	Master Lab
10.15.18	3:00 – 3:35	K5	Grade Level IC/ RC mini-session	Schulze's office
10.17.18	3:00 – 4:00	All	Engineering PD with Clemson University	Master Lab
10.24.18	9:55 – 10:40	2nd Grade	Grade Level IC/ RC mini-session	Schulze's Office
10.25.18	8:15 – 9:00	5th Grade	Grade Level IC mini-session	Schulze's Office
10.25.18	10:45 – 11:30	3rd grade	Grade Level IC mini-session	Schulze's office
10.29.18	3:00 – 4:00	1st grade	Grade Level IC/ RC mini-session	Wilson's classroom
November				
Date	Time	Audience	Topic	Location
11.1.18	8:00 – 10:00 10:15 – 12:15 12:30 – 2:30	3 – 5	Reading Workshop with Lucy Calkins Units of Study	Master Lab
11.7.18	9:55 – 10:40	2nd grade	Grade Level IC/RC mini-session	Schulze's office
11.8.18	8:15 – 9:00	5th Grade	Grade Level IC mini-session	Schulze's office
11.12.18	3:00 – 3:35	K5	Grade Level IC/RC mini-session	Schulze's office
11.14.18	9:05 – 9:50	4th Grade	Grade Level IC mini-session	Schulze's office
11.14.18	3:00 – 4:00	ALL	Refresh with Instructional Technology	Master Lab
11.15.18	10:45 – 11:30	3rd Grade	Grade Level IC Mini-session	Schulze's office
11.19.18	3:00 – 3:35	1st grade	Grade Level IC/RC mini-session	Wilson's classroom
11.28.18	3:00 – 4:00	K5 – 5th	Supporting Reading & Writing Workshop	Master Lab
Date	Time	Audience	Topic	Location
12.6.18	8:00 – 10:00 10:15 – 12:15 12:30 – 2:30	K - 2	Writing Workshop with Lucy Calkins Units of study	Master Lab
12.12.18	3:00 – 4:00	ALL	Engineering PD with Clemson University	Master Lab
12.13.18	8:00 – 10:00 10:15 – 12:15 12:30 – 2:30	3 – 5	Reading Workshop with Lucy Calkins Units of Study	Master Lab
January				

Date	Time	Audience	Topic	Location
1.14.18	3:00 – 3:35	1st Grade	Grade Level IC/RC mini-session	Wilson's Classroom
1.16.19	3:00 – 4:00	K5 – 5th	Supporting Reading & Writing Workshop : Strategy & Skill Groups	Master Lab
1.23.19	9:05 – 9:50	4th Grade	Grade Level IC mini-session	Schulze's Office
1.24.19	10:45 – 11:30	3rd Grade	Grade Level IC mini-session	Schulze's Office
1.28.19	3:00 – 3:35	K5	Grade Level IC/RC mini-session	Schulze's Office
1.30.19	9:55 – 10:40	2nd Grade	Grade Level IC/RC mini-session	Schulze's Office
1.31.19	8:15 – 9:00	5th Grade	Grade Level IC mini-session	Schulze's Office
February				
Date	Time	Audience	Topic	Location
2.4.19	3:00 – 3:35	1st Grade	Grade Level IC/RC mini-session	Wilson's Classroom
2.13.19	9:55 – 10:40	2nd Grade	Grade Level IC/RC mini-session	Schulze's Office
2.13.19	3:00 – 4:00	ALL	Engineering PD with Clemson University	Master Lab
2.14.19	8:15 – 9:00	5th Grade	Grade Level IC mini-session	Schulze's Office
2.14.19	10:45 – 11:30	3rd Grade	Grade Level IC mini-session	Schulze's Office
2.20.19	9:05 – 9:55	4th Grade	Grade Level IC mini-session	Schulze's Office
2.25.19	3:00 - 3:35	K5	Grade Level IC/RC mini-session	Schulze's Office
March				
Date	Time	Audience	Topic	Location
3.4.19	3:00 -3:35	1st Grade	Grade Level IC/RC mini-session	Wilson's Classroom
3.13.19	9:55 – 10:40	2nd Grade	Grade Level IC/RC mini-session	Schulze's Office
3.13.19	3:00 -4:00	K5 – 5th	Supporting Reading & Writing Workshop: Conferencing with students	Master Lab

3.14.19	8:15 – 9:00	5th Grade	Grade Level IC mini-session	Schulze's Office
3.18.19	3:00 – 3:35	K5	Grade Level IC/RC mini-session	Schulze's Office
3.20.19	9:05 -9:55	4th Grade	Grade Level IC mini-session	Schulze's Office
3.21.19	10:45 – 11:30	3rd Grade	Grade Level IC mini-session	Schulze's Office
April				
Date	Time	Audience	Topic	Location
4.3.19	3:00 -4:00	ALL	Engineering PD with Clemson	Master Lab
4.8.19	3:00 -3:35	1st Grade	Grade Level RC mini-session	Wilson's Classroom
4.10.19	9:55 – 10:35	2nd Grade	Grade Level RC mini-session	Kirven's Room
4.11.19	8:15 – 9:00	5th Grade	Grade Level IC mini-session	Schulze's office
4.24.19	9:05 – 9:55	4th Grade	Grade Level IC mini-session	Schulze's Office
4.25.19	10:45 - 11:30	3rd Grade	Grade Level IC mini-session	Schulze's Office
4.29.19	3:00- 3:35	K5	Grade Level IC/RC mini-session	Schulze's Office

The A.J. Whittenberg Elementary School 2018 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 2018 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. 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 <b>49</b> (2016-17)	<b>School Projected 50.16</b>	<b>51.32</b>	<b>52.48</b>	<b>53.64</b>	<b>54.8</b>	<b>55.96</b>
		<b>51</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>49</b> (2016-17)	<b>52</b>	<b>52</b>	<b>55</b>	<b>58</b>	<b>61</b>	<b>64</b>
		<b>52</b>					

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

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
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 <b>58</b> (2016-17)	<b>School Projected 59.83</b>	<b>61.66</b>	<b>63.49</b>	<b>65.32</b>	<b>67.15</b>	<b>68.98</b>
		<b>59</b>					
SC READY Math SC READY test data file	54% Meets Expectations and Exceeds Expectations <b>54</b> (2016-17)	<b>57</b>	<b>57</b>	<b>60</b>	<b>63</b>	<b>66</b>	<b>69</b>
		<b>60</b>					

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 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	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SCPASS test data file	50%	<b>School Projected 50%</b>	51.5	53%	54.5%	56%	57.5%
		<b>School Actual 50%</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	<b>District Projected Elementary TBD</b>	63%	66%	69%	72%	75%
		<b>60%</b>					

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 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.)
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 Met and Exemplary 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 Met and Exemplary 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%	<b>School Projected 78%</b>	79%	80%	81%	82%	83%
		<b>School Actual 79%</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	<b>District Projected Elementary TBD</b>	81%	84%	87%	90%	93%
		<b>District Actual Elementary 78%</b>					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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.)
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
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 standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	51% Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic 54</b>	45	48	51	54	57
SC READY ELA SC SDE Website		<b>School Actual Hispanic 42</b>					
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic 36</b>	36	39	42	45	48
SC READY ELA SC SDE Website		<b>District Actual Hispanic 34</b>					
SC READY ELA SC SDE Website	36 % Meets Expectations and Exceeds Expectations	<b>School Projected AA 38</b>	38	41	44	47	50
SC READY ELA SC SDE Website		<b>School Actual AA 35</b>					
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	<b>District Projected AA 25</b>	25	28	31	34	37

SC READY ELA SC SDE Website		<b>District Actual AA 25</b>					
SC READY ELA SC SDE Website	19 % Meets Expectations and Exceeds Expectations	<b>School Projected SWD 22</b>	<b>27</b>	<b>30</b>	<b>33</b>	<b>36</b>	<b>39</b>
SC READY ELA SC SDE Website		<b>School Actual SWD 24</b>					
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 14</b>	<b>14</b>	<b>17</b>	<b>20</b>	<b>23</b>	<b>26</b>
SC READY ELA SC SDE Website		<b>District Actual SWD 12</b>					
SC READY ELA SC SDE Website	15 % Meets Expectations and Exceeds Expectations	<b>School Projected LEP 18</b>	<b>30</b>	<b>33</b>	<b>36</b>	<b>39</b>	<b>42</b>
SC READY ELA SC SDE Website		<b>School Actual LEP 27</b>					
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 35</b>	<b>35</b>	<b>38</b>	<b>41</b>	<b>44</b>	<b>47</b>
SC READY ELA SC SDE Website		<b>District Actual LEP 33</b>					
SC READY ELA SC SDE Website	33 % Meets Expectations and Exceeds Expectations	<b>School Projected SIP 33</b>	<b>36</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>

SC READY ELA SC SDE Website		<b>School Actual SIP 33</b>					
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	<b>District Projected SIP 38</b>	<b>38</b>	<b>41</b>	<b>44</b>	<b>47</b>	<b>50</b>
SC READY ELA SC SDE Website		<b>District Actual SIP 33</b>					
SC READY Math SC SDE Website	50 % Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic 53</b>	77	80	<b>83</b>	86	89
SC READY Math SC SDE Website		<b>School Actual Hispanic 74</b>					
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic 39</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>	<b>51</b>
SC READY Math SC SDE Website		<b>District Actual Hispanic 42</b>					
SC READY Math SC SDE Website	47 % Meets Expectations and Exceeds Expectations	<b>School Projected AA 50</b>	47	<b>50</b>	<b>53</b>	<b>56</b>	<b>59</b>
SC READY Math SC SDE Website		<b>School Actual AA 44</b>					
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	<b>District Projected AA 27</b>	<b>27</b>	<b>30</b>	<b>33</b>	<b>36</b>	<b>39</b>

SC READY Math SC SDE Website		<b>District Actual AA 28</b>					
SC READY Math SC SDE Website	31 % Meets Expectations and Exceeds Expectations	<b>School Projected SWD 34</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>	<b>51</b>
SC READY Math SC SDE Website		<b>School Actual SWD 36</b>					
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 18</b>	<b>18</b>	<b>21</b>	<b>24</b>	<b>27</b>	<b>30</b>
SC READY Math SC SDE Website		<b>District Actual SWD 16</b>					
SC READY Math SC SDE Website	43% Meets Expectations and Exceeds Expectations	<b>School Projected LEP 46</b>	<b>63</b>	<b>66</b>	<b>69</b>	<b>72</b>	<b>75</b>
SC READY Math SC SDE Website		<b>School Actual LEP 60</b>					
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 40</b>	<b>40</b>	<b>43</b>	<b>46</b>	<b>49</b>	<b>52</b>
SC READY Math SC SDE Website		<b>District Actual LEP 42</b>					
SC READY Math SC SDE Website	25 % Meets Expectations and Exceeds Expectations	<b>School Projected SIP 28</b>	<b>31</b>	<b>33</b>	<b>36</b>	<b>39</b>	<b>42</b>

SC READY Math SC SDE Website		<b>School Actual SIP 28</b>					
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected SIP 36</b>	<b>36</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>
SC READY Math SC SDE Website		<b>District Actual SIP 38</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Implement Professional Learning Community support in schools focusing on subgroup supports	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds
Provide strategy and content support for teachers to implement inclusion practices, subgroup instructional support	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
Provide mentor opportunities for students to increase positive and accountable adult interactions to support positive student social- emotional interactions	2018-2023	Instructional Staff, Administration, Parent mentor volunteers	\$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: 6 Annually** increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, Fastbridge, MAP, and other measures.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell	Criterion Reference Measure	<b>School Projected</b>					
		<b>School Actual</b>	<b>Baseline will be established in Spring 2019</b>				
Fastbridge	Norm Reference Measure	<b>School Projected</b>					
		<b>School Actual</b>	<b>Baseline will be established in Spring 2019</b>				
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Exceeds	<b>School Projected</b>		Grade 2 – 58% Grade 5 – 39%	Grade 2 – 61% Grade 5 – 42%	Grade 2 – 64% Grade 5 – 45%	Grade 2 – 67% Grade 5 – 48%
South Carolina MAP Linking Study – December 2016	2 <sup>nd</sup> grade criteria RIT = 189 62 <sup>nd</sup> percentile 5 <sup>th</sup> grade criteria RIT = 216 66 <sup>th</sup> percentile	<b>School Actual</b>	Grade 2 – 55% Grade 5 – 36 %				
Fountas and Pinnell		<b>District Projected</b>					

		<b>District Actual</b>	<b>Baseline will be established in Spring 2019</b>				
Fastbridge		<b>District Projected</b>					
		<b>District Actual</b>	<b>Baseline will be established in Spring 2019</b>				
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds	<b>District Projected</b>		Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above
South Carolina MAP Linking Study – December 2016	2 <sup>nd</sup> grade criteria RIT = 189 62 <sup>nd</sup> percentile 5 <sup>th</sup> grade criteria RIT = 216 66 <sup>th</sup> percentile	<b>District Actual</b>	Grade 2 – 40% Grade 5 – 42%				

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Implement Professional Learning Community support in schools focusing on subgroup supports	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds
Continue to implement the Balanced Literacy Framework and the Lucy Calkins Reading and Writing Kits with fidelity	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson plans 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	Baseline will be established at the end of the 2018-19 school year	School Projected		TBD	TBD	TBD	TBD
		School Actual					
Employment report	Baseline will be established at the end of the 2018-19 school year	District Projected		TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Develop recruitment plans for positions where there is no or minimal diversity.	2018-2023	Leadership	\$0	NA	Diversity of candidates
2. Interview and hire quality candidates who are diverse.	2018-2023	Leadership	\$0	NA	Ongoing interviewing 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.

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 implement	2018-2023	Leadership	\$0	NA	Safety stories on web, social media, etc.
3. Continue to utilize social media, tip lines, phone blasts and	2018-2023	All staff	\$0	NA	Information received from multiple stakeholder groups

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
media outlets to encourage parents, students, teachers and community members to report any concerns or issues					

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

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0	<b>School Projected</b>	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		<b>School Actual</b> 0					
	(2016-17) 0.7	<b>District Projected</b>	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		<b>District Actual</b>					

Annual Expulsion Rate

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
GCS Expulsion Report	(2016-17) 0	<b>School Projected</b>	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		<b>School Actual</b> 0					
GCS Expulsion Report	(2016-17) 0.04	<b>District Projected</b>	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		<b>0.04</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
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		Leadership, Instructional Staff	\$0	NA	Information disseminated through various formats

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
regarding the consequences of level III infractions.					

**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	<b>Baseline established in 2017-18</b>	<b>School Projected</b>	<b>88</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>
		<b>School Actual 88</b>					
AdvancED Culture & Climate Surveys	<b>Baseline established in 2017-18</b>	<b>District Projected</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>
		<b>District Actual 89</b>	<b>90</b>				

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
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 awareness and understanding of community being served	2018-2023	Leadership, Guidance	TBD	Local	Visit to community, use of community facilities for meetings, collaboration
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	(2016-17) 97	<b>School Projected</b>	97	97	97	97	97
		<b>School Actual 96.9</b>					
	(2016-17) 95	<b>District Projected</b>	95	95	95	95	95
		<b>District Actual 95</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Consistently monitor attendance trends	2018-2023	Attendance Clerk Admin team Social Worker	\$0	NA	Attendance reports Review of attendance policies
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	Baseline established in 2017-18	School Projected	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≤
		<b>School Actual</b> 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	Baseline established in 2017-18	<b>District Projected</b>	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
		<b>District Actual</b> Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	Afraid ≤ Lonely ≤ Angry ≤			

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
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