

A.J. Whittenberg Elementary School of Engineering

Mr. Cameron Brice, Principal
Greenville County School District
Dr. Burke Royster, Superintendent

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



SCHOOL RENEWAL PLAN COVER PAGE

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

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2022-2023 (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		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

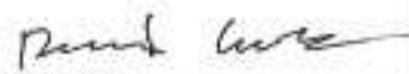
PRINCIPAL

Cameron Brice		April 26, 2022 March 11, 2022
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Roger Meek		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Demond Criss		April 26, 2022 March 11, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Margo McMackin		April 26, 2022 March 14, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 420 Westfield Street, Greenville, SC 29601

SCHOOL TELEPHONE: (864) 452-0500

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

Stakeholder Involvement for School Renewal

Position		Name
1.	Principal	Mr. Cameron Brice
2.	Teacher	Dr. Julie Desmangles
3.	Parent/Guardian	Mrs. Hannah Hall
4.	Community Member	Mr. Mike Burdine
5.	Paraprofessional	Mrs. Suzy Bonner
6.	School Improvement Council Member	Mr. Demond Criss
7.	Read to Succeed Reading Coach	Mrs. Katy Reid
8.	School Read To Succeed Literacy Leadership Team Lead	Mrs. Margo McMackin
9.	School Read To Succeed Literacy Leadership Team Member	Mrs. Johanna Hartmann

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

**** Must include the School Literacy Leadership Team for Read to Succeed**

ASSURANCES FOR SCHOOL RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances [S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004)]

- ☒ **Academic Assistance, PreK-3**
The district 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 district 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 and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.
- ☒ **Staff Development**
The district 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 district integrates technology in professional development and classroom instruction in order to improve teaching and learning.
- ☒ **Innovation**
The district funds innovative activities to improve student learning and accelerate the performance of all students.
- ☒ **Collaboration**

The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

✓
Developmental Screening

The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

✓
Half-Day Child Development

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

✓
Developmentally Appropriate Curriculum for PreK-3

The district ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students, instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.

✓
Parenting and Family Literacy

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes 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; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

✓
Recruitment

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for 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): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

✓
Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

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Introduction

A.J. Whittenberg opened at the beginning of the 2010-2011 school year as a school of choice, housing only 4K through second grades. During those formative years, the faculty, staff, and stakeholders molded the mission, vision, and goals for the school which we continue to implement today. The student population of A.J. Whittenberg has changed significantly in the past 5 years as the number of choice students has reduced. As such, the number of home based students has increased. 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** consists 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

Teacher and Administrator Quality:

- 3 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 selected South Carolina Art Teacher of the Year, South Carolina Art Education Association
- 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:

- Supporting student's learning through the Pandemic.
- Student readiness level from the community is increasingly low.
- Maintaining consistent attendance of students who are homeless and transient.

Awards:

- 2020 National Blue Ribbon School Award Recipient
- 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.

School Profile

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

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

The Greater Greenville Community rallied around the school through activities that included, but not limited to, building the school's two student-designed playgrounds, participating in fundraising events, and volunteering engineering expertise in classrooms. 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 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, green roof, solar panels, student designed playgrounds, and an outdoor classroom with a garden. Housed within this state-of-the-art facility is a one-to-one technology initiative in all grades. 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 assists new families as they assimilate into the school community, and they lead a campaign to establish school uniforms for students. These examples represent only a few initiatives that have positively impacted the success at the school.

School Personnel Data

Faculty Profile	
Administrators	3
Teachers	30
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. 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 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.

Student Population

	Number of Students	Percentage of Students
All		
All Students	483	100%
Gender		
Female	219	45%
Male	264	55%
Subgroup		
Asian or Pacific Islander (AP)	5	1%
Black	281	58%
Hispanic	66	14%
American Indian/Alaska Native (AI)	1	0%

White	130	27%
Poverty	337	70%
Disabled	47	10%
Gifted	63	13%

Enrollment by Grade

Grade Level	K4	K5	1st	2nd	3rd	4th	5th	Total
	36	77	69	81	64	78	65	470

Gifted and Talented Population

During the 2021-22 school year, the program for students identified as academically gifted served 13 3rd graders for 120 minutes weekly, 23 4th graders for 200 minutes weekly, and 18 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%.

Student Retention Rate

The retention rate for A.J. Whittenberg is .4%.

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 1-5
- Gifted and Talented (Challenge) Program in Grades 3-5
- Fountas and Pinnell Balanced Literacy Model
 - Reading Workshop
 - Writing Workshop
 - Language and Word Study
- Science
- Mathematics
- Social Studies
- Project/Problem-Based STEAM (with emphasis on Engineering)

Mission, Vision, and Beliefs

Mission

We, at AJW, create a culture of respect and highest achievement, uniquely aligned with engineering principles, that best prepares a diverse group of learners to succeed in the 21st Century.

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.

Students Exceeding Expectations on State Assessments

	<u>Reading</u>	<u>Math</u>	<u>Science</u>	<u>Social Studies</u>
3rd Grade	32% (22 of 68)	43% (29 of 68)	NA	NA
4th Grade	33% (19 of 57)	26% (15 of 57)	21% (12 of 56)	NA
5th Grade	26% (19 of 74)	25% (19 of 75)	NA	NA

Students Meeting Expectations and Above on State Assessments

	<u>Reading</u>	<u>Math</u>	<u>Science</u>	<u>Social Studies</u>
3rd Grade	56% (38 of 68)	60% (41 of 68)	NA	NA
4th Grade	60% (34 of 57)	54% (31 of 57)	71% (40 of 56)	NA
5th Grade	58% (43 of 74)	51% (38 of 75)	NA	NA

Students Approaching Expectations and Above on State Assessments

	<u>Reading</u>	<u>Math</u>	<u>Science</u>
3rd Grade	84% (57 of 68)	76% (52 of 68)	NA
4th Grade	77% (44 of 57)	81% (46 of 57)	84% (47 of 56)

5th Grade	82% (61 of 74)	84% (63 of 75)	NA
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Students Scoring 'Not Met' on State Assessments

	<u>Reading</u>	<u>Math</u>	<u>Science</u>	<u>Social Studies</u>
3rd Grade	16% (11 of 68)	24% (16 of 68)	NA	NA
4th Grade	23% (13 of 57)	19% (11 of 57)	16% (9 of 56)	NA
5th Grade	18% (13 of 74)	16% (12 of 75)	NA	NA

Percentage of all 3rd graders who scored Met or Above on SC Ready in Reading

School Year	SC State	Your District	Your School
2017-18	46%	56%	58%
2018-19	51%	62%	66%
2020-21	44%	52%	56%

Percentage of all 4th graders who scored Met or Above on SC Ready in Reading

School Year	SC State	Your District	Your School
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2017-18	45%	54%	49%
2018-19	52%	64%	71%
2020-21	47%	57%	60%

Percentage of all 5th graders who scored Met or Above on SC Ready in Reading

School Year	SC State	Your District	Your School
2017-18	40%	48%	47%
2018-19	42%	54%	55%
2020-21	40%	50%	58%

Percentage of all 3rd graders who scored Met or Above on SC READY in Math

School Year	SC State	Your District	Your School
2017-18	57%	66%	56%
2018-19	59%	70%	75%
2020-21	48%	58%	60%

Percentage of all 4th graders who scored Met or Above on SC READY in Math

School Year	SC State	Your District	Your School
2017-18	49%	61%	64%
2018-19	52%	65%	71%
2020-21	43%	54%	54%

Percentage of all 5th graders who scored Met or Above on SC READY in Math

School Year	SC State	Your District	Your School
2017-18	46%	57%	62%
2018-19	46%	58%	53%
2020-21	39%	51%	51%

School Goal- ELA

During the 2021–2022 school year, the percentage of students (grades 3 – 5) Meeting/ Exceeding expectations in English Language Arts (**ELA**) will increase from 57% (116 out of 202) in spring 2021 to 60% (125 out of 208) in Spring of 2022 as measured by the SC Ready state assessment.

School Goal- Math

During the 2021-2022 school year, the percentage of students (grades 3-5) Meeting/Exceeding Expectations in **Math** will increase from 54% (110 out of 202) in spring 2021 to 57% (119 out of 208) in spring 2022 as measured by the SC Ready state assessment.

ELA Learning Targets

*During the 2021-2022 School year, the **TEACHERS** will ...*

<ul style="list-style-type: none"> ● Deliver mini-lessons during the ELA block using a variety of district resources (Lucy Calkins Reading Units of Study, Heinemann's Reading Mini-lessons books, and other district supported curriculum resources).
<ul style="list-style-type: none"> ● Individualize instruction using a mix of flexible Guided Reading groups, strategy/ skill groups, and student conferences to help students work towards mastery of their reading goals.
<ul style="list-style-type: none"> ● Provide on-going remediation to students targeting identified learning gaps as measured by formative and summative assessments.
<ul style="list-style-type: none"> ● Guide students in the independent use of metacognition to aid in their understanding of text, as well as monitor their thinking as they make meaning within the text, about the text and beyond the text (Systems of Strategic Actions).
<ul style="list-style-type: none"> ● Engage students in standards-based Interactive Read Alouds (IRA) and/or Shared Reading activities.
<ul style="list-style-type: none"> ● Frequently guide students in explicit, direct instruction in effective writing about reading in which the thinking and writing are modeled through the process.
<ul style="list-style-type: none"> ● Continuously monitor students' progress towards standards mastery through a variety of both formative and summative assessments.
<p><i>During the 2021-2022 school year, the <u>STUDENTS</u> will...</i></p>
<ul style="list-style-type: none"> ● Articulate, apply and track the use of metacognitive strategies when reading independently.
<ul style="list-style-type: none"> ● Use metacognition to make meaning within the text, about the text and beyond the text (Systems of Strategic Actions).
<ul style="list-style-type: none"> ● Create, articulate and work towards individual reading goals, adjusting and revising as needed.
<ul style="list-style-type: none"> ● Practice and apply the skills and strategies taught during the mini-lesson portion of Reader's Workshop.
<ul style="list-style-type: none"> ● Informally write in response to reading in a variety of modes, genres and subject areas.

School Goal- Math
During the 2021-2022 school year, the percentage of students (grades 3-5) Meeting/Exceeding Expectations in Math will increase from 54% (110 out of 202) in spring 2021 to 57% (119 out of 208) in spring 2022 as measured by the SC Ready state assessment.

Math Learning Targets
<p><i>During the 2021-2022 School year the <u>TEACHERS</u> will...</i></p>
<ul style="list-style-type: none"> ● Deliver standards-based lessons utilizing district supported curriculum and resources (i.e. Big Ideas Math, Number Talks, IXL, Daily Math, and other district curriculum resources).
<ul style="list-style-type: none"> ● Individualize instruction using a variety of instructional strategies tailored to meet the needs of students (i.e., guided groups, strategy/ skill groups, interactive learning, peer collaboration, etc.).
<ul style="list-style-type: none"> ● Provide on-going remediation that addresses identified learning gaps, and is based on individual student needs.
<ul style="list-style-type: none"> ● Engage students in the development, use and understanding of the mathematical process standards.
<ul style="list-style-type: none"> ● Frequently provide students with explicit, direct instruction in effective problem-solving in which the thinking and solving are modeled through the process.
<ul style="list-style-type: none"> ● Teach, model and guide students in the use of mathematical discourse when engaged in reasoning and debate, and problem-solving conversations.
<ul style="list-style-type: none"> ● Monitor student progress toward standards mastery through a variety of formative and summative assessments.
<p><i>During the 2021-2022 school year, the <u>STUDENTS</u> will...</i></p>
<ul style="list-style-type: none"> ● Articulate and apply a variety of strategies when solving real-world problems and applications.

<ul style="list-style-type: none"> Engage in the practice and application of the mathematical process standards in developing content understanding –problem solving, reasoning and proof, communication, representation, and connections
<ul style="list-style-type: none"> Create, articulate and work towards individual math goals, adjusting and revising as needed.
<ul style="list-style-type: none"> Engage in conversations and discussions of reasoning and debate using discourse to explain solutions and reflect on their own understanding. (Mathematical Discourse)

Differentiated Learning Supports		
Resources		
Lucy Calkins Reading Units of Study (K5, 3 – 5)	The Reading Strategies Book by Jennifer Seravallo	
Heinemann Reading Mini lessons, grades 1 - 5	Lucy Calkins Units of study for phonics (K5)	
Fountas & Pinnell Language & Word Study kits (K5 – 2 nd)	Fountas & Pinnell Shared Reading kits (1 per grade level K5 – 3 rd)	
Fountas & Pinnell Interactive Read Aloud kits	Big Ideas Math (K5-5 th)	
Number Talks; Whole Number Computation, by Sherry Parrish	South Carolina College and Career Ready Mathematical Process Standards	
Technology programs: SeeSaw, Newsela, Nearpod, EdPuzzle, Flocabulary	IXL Math- school wide licenses	
Reading Horizons; <i>Discovery (primary)</i> and <i>Elevate (intermediate)</i>	Reading Horizons online program (150 licenses)	
Professional Learning Supports		
Subject to change based on student data		
Professional Development Session Types: <ul style="list-style-type: none">● Whole Group● Small Group● Virtual● Coaching● Individual● Self-paced● Book Study● Recorded Session● Flipped Learning Session● Peer-to-Peer● Unit Planning	Ongoing	District offered professional development
	8.12.21	ACES & Trauma Informed Practices 12:30- 3:30
	8.11.21	GCS Curriculum Updates 9:00- 11:00
	9.22. 21	Social Emotional Learning (SEL) -Cooker
	10.19.21	504 Implementation & Responsibilities -Cooker -Using the Document Camera to improve Instruction -Ballinger
	October-May	half-day/full day grade level planning sessions (3x year) October 6- 2nd grade planning day Nov. 9 & 10- 2nd-5th grade ½ day data analysis and planning
	11.17.21	Literacy Framework-Focus on Guided Reading
	12.15.21	Team-building Experience
	1.14.22	Reading Horizons -K5 & 1st
	1.25.22	1st grade Planning
	Feb.9&10	TE21- Data Dives grades 2-5

	2.16.22	Social Emotional Learning (SEL)
	2.17.22	K5 Planning
	3.16.22	PD- Choice Board (small group math, small group ELA, remediation, TDA)
	4.4.22	NGSS Science Standards for 2022-2023
Coaching Cycles	Teachers can sign up for a coaching cycle, co-planning session, or a coaching conversation with Mrs. McMackin, Mrs. Hartmann or Mrs. Reid to support the implementation of standards, workshop structures, goal-setting, and/or student conferencing. Coaching cycles are individualized to meet the needs of teachers and may include any combination of: observations, modeled lessons, team-teaching, lesson planning, or data analysis. All coaching cycles are non-evaluative .	
Grade Level Sessions *Available if funding is able to be provided for substitutes.	½ day Unit Planning Sessions: -Teachers will meet as a team to plan for instruction. Substitutes will be provided.	

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

The A.J. Whittenberg Elementary School 2020-2021 school report card can be located at <https://screportcards.ed.sc.gov/overview/?q=eT0yMDIxJnQ9RSZaWQ9MjMwMTExOQ>

The 2020-2021 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. The State Department of Education School Report Card can be found at <https://ed.sc.gov/data/report-cards/>

Impact of COVID-19:

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History and the Constitution) the requirement that these examinations count 20 percent has been waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

The following assessments were unable to be administered due to COVID-19 and required a waiver

- Grade 10 PSAT
- Ready to Work
- ACT, SAT
- AP, IB, Cambridge International

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1</i> <input type="checkbox"/> 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. <i>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.</i>
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by <u> 1.16 </u> % annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 49 (2016-17)	School Projected Elementary 50.16	51.32	52.48	53.64	54.8	55.96
		School Actual Elementary 51	63.4	<i>waiver</i>	58		
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 49 (2016-17)	District Projected Elementary 52	52	55	58	61	64
		District Actual Elementary 52	58	<i>Waiver</i>	50		

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

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

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1</i> <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> 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):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23

SC READY Math SDE website and School Report Card	58% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary	61.66	63.49	65.32	67.15	68.98
		School Actual Elementary 59	65.8	<i>waiver</i>	55		
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 57	62	64	66	68	69
		District Actual Elementary 60	63	<i>waiver</i>	53		

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	School Projected Elementary	51.5	53	54.5	56	57.5
		School Actual Elementary 50	72	<i>waiver</i>	71		
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary	63	66	69	72	75
		District Actual Elementary 60	64	<i>waiver</i>	56		

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: 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	School Projected Hispanic 54	45	48	51	54	57
SC READY ELA SC SDE Website		School Actual Hispanic 42	58	<i>waiver</i>	43		
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 36	36	39	42	45	48
SC READY ELA SC SDE Website		District Actual Hispanic 34	40	<i>waiver</i>	36		
SC READY ELA SC SDE Website	36 % Meets Expectations and Exceeds Expectations	School Projected AA 38	38	41	44	47	50

SC READY ELA SC SDE Website		School Actual AA 35	53	<i>waiver</i>	50		
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	District Projected AA 25	25	28	31	34	37
SC READY ELA SC SDE Website		District Actual AA 25	31	<i>waiver</i>	28		
SC READY ELA SC SDE Website	19 % Meets Expectations and Exceeds Expectations	School Projected SWD 22	22	25	28	31	34
SC READY ELA SC SDE Website		School Actual SWD 24	27	<i>waiver</i>	16		
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	District Projected SWD 14	14	17	20	23	26

SC READY ELA SC SDE Website		District Actual SWD 12	21	<i>waiver</i>	19		
SC READY ELA SC SDE Website	15 % Meets Expectations and Exceeds Expectations	School Projected LEP 18	21	24	27	30	33
SC READY ELA SC SDE Website		School Actual LEP 27	40	<i>waiver</i>	33		
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	District Projected LEP 35	35	38	41	44	47
SC READY ELA SC SDE Website		District Actual LEP 33	44	<i>waiver</i>	32		
SC READY ELA SC SDE Website	33 % Meets Expectations and Exceeds Expectations	School Projected PIP 33	36	39	42	45	47
SC READY ELA SC SDE Website		School Actual PIP 33	45	<i>waiver</i>	49		
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected PIP 38	38	41	44	47	50

SC READY ELA SC SDE Website		District Actual PIP 33	45	<i>waiver</i>	37		
SC READY Math SC SDE Website	50 % Meets Expectations and Exceeds Expectations	School Projected Hispanic 53	56	59	62	65	68
SC READY Math SC SDE Website		School Actual Hispanic 74	63	<i>waiver</i>	54		
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51
SC READY Math SC SDE Website		District Actual Hispanic 42	43	<i>waiver</i>	41		
SC READY Math SC SDE Website	47% Meets Expectations and Exceeds Expectations	School Projected AA 59	50	53	56	59	62
SC READY Math SC SDE Website		School Actual AA 44	55	<i>waiver</i>	41		
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27	27	30	33	36	39

SC READY Math SC SDE Website		District Actual AA 28	30	<i>waiver</i>	25		
SC READY Math SC SDE Website	31 % Meets Expectations and Exceeds Expectations	School Projected SWD 34	37	40	43	46	49
SC READY Math SC SDE Website		School Actual SWD 36	39	<i>waiver</i>	25		
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30
SC READY Math SC SDE Website		District Actual SWD 16	20	<i>waiver</i>	24		
SC READY Math SC SDE Website	43% Meets Expectations and Exceeds Expectations	School Projected LEP 46	46	49	52	55	58
SC READY Math SC SDE Website		School Actual LEP 60	53	<i>waiver</i>	44		

SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40	40	43	46	49	52
SC READY Math SC SDE Website		District Actual LEP 42	46	<i>waiver</i>	40		
SC READY Math SC SDE Website	25 % Meets Expectations and Exceeds Expectations	School Projected PIP 28	28	31	34	37	39
SC READY Math SC SDE Website		School Actual PIP 28	59	<i>waiver</i>	40		
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected PIP 36	36	39	42	45	48
SC READY Math SC SDE Website		District Actual PIP 38	43	<i>waiver</i>	38		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. 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
2. 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
3. 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 5: 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 Kindergarten through Grade 5	Criterion Reference Measure	School Projected		Kindergarten through Grade 5 =73%	Kindergarten through Grade 5 =75%	Kindergarten through Grade 5 =77%	Kindergarten through Grade 5 =79%
	Meets and Exceeds	School Actual	Kindergarten through Grade 5 =71%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Kindergarten through Grade 5 =68%		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	School Projected		Kindergarten =29 or above Grade 1 =59 or above	Kindergarten =31 or above Grade 1 =61 or above	Kindergarten =33 or above Grade 1 =63 or above	Kindergarten =36 or above Grade 1 =65 or above
	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more accurately read words per minute (40 th percentile)	School Actual	Kindergarten =27% Grade 1 =57%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Kindergarten =23% Grade 1 =57%		

MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	School Projected		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 – February 2018	2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile	School Actual	Grade 2 – 53% Grade 5 – 35%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID- 19 pandemic.</i>	Grade 2 –45 % 5 th grade data point not available - School Board decision to waive 5 th grade testing due to Act 142 testing requirements.	Grade 2 – % 5 th grade data point not available - School Board decision to waive 5 th grade testing	
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	District Projected		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		District Actual	K-5 69%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID- 19 pandemic.</i>	K-5 57%		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	District Projected		5K – 52% or above Grade 1 – 57% or above	5K – 54% or above Grade 1 – 59% or above	5K – 56% or above Grade 1 – 61% or above	5K – 58% or above Grade 1 – 63% or above
	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more accurately read words per minute (40 th percentile)	District Actual	5K – 50% Grade 1 – 55%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID- 19 pandemic.</i>	5K – % Grade 1 – %		

MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	District Projected		Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above
South Carolina MAP Linking Study – February 2018 and July 2020	<u>2018</u> 2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile <u>2020</u> 2 nd grade criteria RIT = 188 72 nd percentile 5 th grade criteria RIT = 227 65 th percentile	District Actual	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% <i>5th grade data point not available - School Board decision to waive 5th grade testing due to Act 142 testing requirements.</i>	Grade 2 – % <i>5th grade data point not available - School Board decision to waive 5th grade testing due to Act 142 testing requirements.</i>	

Note. All students participate in MAP testing except for students with disabilities on an alternate curriculum.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. R43-205 Greenville County Schools requests a waiver to increase the number of students served in each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each class, we can increase the number of at-risk students served by 15% without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or instructional implementation.	2020-21	Director of Early Intervention and Student Support			Waiver

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. 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
3. 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: <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional 1 Academic Goal and 1 Additional Goal <input type="checkbox"/> 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):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected			Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain
GCS Human Resources Department	Baseline established in 2019-2020	School Actual		Gender Diversity = yes Ethnic Diversity = yes	Gender Diversity = yes Ethnic Diversity = yes	Gender Diversity = yes/no Ethnic Diversity = yes/no	
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity = 100% Ethnic Diversity = 97%	Gender Diversity = % Ethnic Diversity = %	

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	

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey	86	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 90	87	<i>waiver</i>	99		
SC SDE School Report Card Survey	100	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 92	100	<i>waiver</i>	100		
SC SDE School Report Card Survey	91	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Parents 93	90	<i>waiver</i>	81		
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	<i>waiver</i>	93		
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	<i>waiver</i>	98		
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	<i>waiver</i>	92		

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 media outlets to encourage parents, students, teachers and community members to report any concerns or issues	2018-2023	All staff	\$0	NA	Information received from multiple stakeholder groups

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1</i> <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> 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	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		School Actual 0	0	0	0		
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		District Actual 0.8	1.5	0.9	0.3		

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		School Actual 0	0	0	0		
	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		District Actual .04	.10	.03	.004		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Increase awareness of community based resources that families can reach out to for guidance and support.		Guidance, Leadership	\$0	NA	Information disseminated and utilized

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Disseminate through student handbooks, websites, PTA, and other means enhanced communication regarding the consequences of level III infractions.		Leadership, Instructional Staff	\$0	NA	Information disseminated through various formats

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1</i> <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> 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 Cognia Culture and Climate Survey.							
INTERIM PERFORMANCE GOAL: Meet annual targets below.							

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	88	90	90	90	90
		School Actual 88	88	90	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Note: Cognia surveys have been discontinued.	Note: Cognia surveys have been discontinued.

Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	90	90	90	90	90
		District Actual 89	90	92	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Expand mentoring program for students	2018-2023	Guidance, Houses, Leadership, Innovate	TBD	Local	Students assigned to an adult at the school, Houses, Innovate roster
2. Enhance professional development to increase staff 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
	(2016-17) 97	School Projected	97	97	97	97	97
180 th day Attendance Report		School Actual 96.9	97	97.6	94.8		
	(2016-17) 95	District Projected	95	95	95	95	95
180 th day Attendance Report		District Actual 95	95	96	92		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Consistently monitor attendance trends	2018-2023	Attendance Clerk Admin team Social Worker	\$0	NA	Attendance reports Review of attendance policies
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: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1</i> <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> 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 Cognia 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):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	Afraid 2 ≤ x Lonely 11 ≤ x Angry 3 ≤ x	Afraid 2 ≤ x Lonely 9 ≤ x Angry 2 ≤ x	Afraid 2 ≤ x Lonely 7 ≤ x Angry 2 ≤ x	Afraid 2 ≤ x Lonely 5 ≤ x Angry 2 ≤ x	Afraid 2 ≤ x Lonely 3 ≤ x Angry 2 ≤ x
		School Actual Afraid – 3% Lonely – 13% Angry – 5%	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		District Actual Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 7%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement relationship-building programs/strategies and mentoring relationships	2018-2023	Guidance, Leadership	\$0	NA	Programs implemented with fidelity
2. Develop and maintain support resources for guidance counselors, classroom teachers, mentors	2018-2023	Guidance, Leadership, Innovate Coordinator	\$0	NA	Support options developed and distributed