A.J. Whittenberg Elementary School of Engineering

Cameron Brice, Principal
Greenville County School District
Dr. Burke Royster, Superintendent
Scope of Action Plan (2024-2025 through 2028-2029)

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME:

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2024-25 ***(one year)***

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

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

SUPERINTENDENT

Dr. W. Burke Royster	W Burke Royster	5/1/2024
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Cameron Brice		5/1/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	Dr. Carolyn J. Styles	5/1/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Johanna Hartmann	Johanna Hartmann	5-1-24
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Johanna Hartmann	Johanna Hartmann	5-1-24
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 420 Westfield Street Greenville SC 29611

SCHOOL TELEPHONE: (864) 864-452-0500

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

SC SDE Stakeholder Involvement for School Renewal

Position	**Name**
Principal	Cameron Brice
Teacher	Katy Freemon
Parent/Guardian	Erin McArthur
Community Member	Brain Hayes
Paraprofessional	Jackie Fisher
School Improvement Council Member	Jessica Blake
Read to Succeed Reading Coach	Johanna Hartmann
School Read to Succeed Literacy Leadership Team Lead	Johanna Hartmann
School Read to Succeed Literacy Leadership Team Member	Allison Anders

420 Westfield Street Greenville SC 29611

SC SDE Assurances

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

☑ Yes ☐ No ☐ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
☑ Yes ☐ No ☐ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
☑ Yes ☐ No ☐ N/A	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
☑ Yes ☐ No ☐ N/A	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
☑ Yes ☐ No ☐ N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
☑ Yes ☐ No ☐ N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

☑ Yes ☐ No ☐ N/A	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
☑ Yes ☐ No ☐ N/A	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
☑ Yes ☐ No ☐ N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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Introduction

A.J. Whittenberg opened at the beginning of the 2010-2011 school year as a school of choice, housing only 4K through second grades. During those formative years, the faculty, staff, and stakeholders molded the mission, vision, and goals for the school which we continue to implement today. The student population of A.J. Whittenberg has changed significantly in the past 14 years as the number of choice students has reduced from 80% to 59%. As such, the number of home based students has increased from 20% to 41%. 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.

- **Instructional Leadership Team (ILT)** is composed of the principal, administrative assistant, program director, instructional coach, Literacy Specialist and school counselor. This team meets weekly and works together to make school-wide decisions for the benefit of all staff and students.
- **Data Teams** meet within each grade level; Each semester these teams, made up of grade level teachers, members of ILT, and various support staff, constantly monitor and support student achievement through the analysis of assessments and utilization of outstanding instructional practices.
- **Faculty Advisory Council (FAC)** is a team made up of grade level chairs and the Leadership Team, who work collaboratively to remedy issues that may arise school wide. This team's efforts include preserving a safe school environment, promoting positive change, and fostering a culture of engaged learning.
- **School Improvement Council (SIC)** is made up of parents, administrators,
teachers, and business partners in the community. The SIC collaborates monthly to bring about the safest school environment possible that is conducive to all children performing to their greatest potential.
- **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 71%
- SC Ready Math.....Exceeding and Met 66%
- SCPASS Science.....Exemplary and Met 65%

Teacher and Administrator Quality

- 3 Administrators
- 37 Teachers
- 31 Support Staff
- 100% of the instructional staff is highly qualified.
- 1 NASA Certified Teacher Liaison through the Space Foundation Program

Challenges

- Over the last 3 years there has been tremendous growth to our surrounding community. Many new housing developments have gone up, and as a result, we have seen a change in our demographics.

- As our students continue to grow in academics, it can pose a challenge to maintain that level of growth from year-to-year. It can be even more challenging to increase that level of growth.

Awards

- 2020- 2021 National Blue Ribbon School
- United Way Campaign of Excellence
- FLL Fall Jr. Lego Regional Finalist
- FLL Spring Jr. Lego Regional Finalists
- Certificate of Academic Achievement 2022- 2023: *Positive growth in Science*
- Certificate of Academic Achievement 2022- 2023: *Positive Growth in ELA*
- Certificate of Academic Achievement 2022- 2023:*Positive Growth in Math*

School Climate findings

Students, parents, and staff feel as if…

- School is a safe place
- 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.

School Profile

School Community

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

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

The Greater Greenville Community rallied around the school through contributions that included, but not limited to, building the schools two student designed playgrounds, 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 an engineering focus, as well as provide 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, green roof, solar panels, student designed playgrounds, and an outdoor student garden. 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. In addition, in the last year, Greenville County has established a huge community park directly across the street from AJW. Unity Park stretches over 60 acres and includes 4 playgrounds, basketball courts, a historic baseball field, and access to the 23-mile walking/biking Swamp Rabbit Trail that runs through the park. In addition, through a restoration project of wetlands on the spark acreage, there is an outdoor classroom which provides school children and park visitors the opportunity to learn about the native species and wildlife living in this unique environment.

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 PTA assists new families as they assimilate into the school community, and help provide school uniforms for those in need. These examples represent only a few initiatives that have positively impacted the success at the school.

School Personnel Data

Faculty Profile	
Administrators	3
Teachers	37
Support Staff	31

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 a Program Director that works with our community and business partners in terms of volunteer opportunities, needed curriculum support, and opportunities to enhance and support the engineering focus of the school. The program director also supports the school in a role similar to an assistant principal, and supports the staff and students in a wide variety of ways.

Teachers and Years of Experience	
> 20 years	17%
16- 19 years	24%
11- 15 years	24%
6- 10 years	12%
0-5 years	23%

- 64% have advanced degrees

- 95.1% teacher attendance rate

Student Population

Ethnicity	# of students	% of students
Black	239	50%
White	144	30%
Hispanic	64	14%
Mixed/Other	27	6%
Total	474	100%

Enrollment by Grade

K4	K5	1st	2nd	3rd	4th	5th
42	65	77	83	66	75	66

Pupils in Poverty: 68.4%

SpEd: 67 (14%) **ML:** 39 (8%)

School Choice: 280 (59%) **Local Students**: 194 (41%)

Gifted and Talented Population

During the 2023- 2024 school year, the program for students identified as academically gifted served 46 students for 120/min per week, which makes up

approximately 10% of our population. Students are served in a pull-out program by a certified gifted & talented teacher.

Attendance Rate

The attendance rate for A.J. Whittenberg is 95.1%.

Chronic Attendance Issues

Only 10.1% of the student population have high absenteeism

Student Retention Rate

The retention rate for A.J. Whittenberg is .2%.

Academic Programs

The academic programs found at A.J. Whittenberg include the following:

- STEM Lab for Grades 4K-5th
- Reading Intervention in all grades
- Gifted and Talented (Challenge) Program in Grades 3-5
- GCSD Literacy Framework
- Reading Workshop
- Writing Workshop
- Language and Word Study
- Math in Practice: Focus on Mathematical Inquiry
- Science
- Social Studies
- Project/Problem-Based STEAM (with emphasis on Engineering)
- First public elementary school in South Carolina with a school-wide engineering curriculum
- Engineer Partner Program with such local organizations as Michelin, Fluor, GE Energy, Jacob's Engineering, and Garver to bring engineering to life for

students
- Junior FIRST LEGO League Program
- FLL LEGO Robotics
- Eco Garden
- Live Morning News Program (“ENG News”)
- Extended Day Program and Enrichment Activities
- Safety Patrol
- Watch D.O.G.S (Dad of Great Students)
- Innovate! After School Program
- Mentoring Program
- School-wide Book of the Month program
- **Clubs** - Bee Team, Battle of the Books, Garden Club, Girls on the run, Chorus, Space Club

Mission, Vision, and Belief

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

- Essential 18
- Power Through Partnership

Data Analysis and Needs Assessment

The SC-Ready assessment results:

Results by grade level performance levels for 2022- 2023:

English Language Arts (ELA)

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score	Standard Deviation
3	75	12.0%	22.7%	20.0%	45.3%	65.3%	88.0%	530.6	142.5
4	65	7.7%	10.8%	24.6%	56.9%	81.5%	92.3%	621.5	127.8
5	78	15.4%	17.9%	16.7%	50.0%	66.7%	84.6%	624.2	136.5

Mathematics

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score	Standard Deviation
3	75	6.7%	17.3%	30.7%	45.3%	76.0%	93.3%	521.9	105.3
4	65	7.7%	21.5%	27.7%	43.1%	70.8%	92.3%	554.0	118.4
5	78	15.4%	32.1%	20.5%	32.1%	52.6%	84.6%	568.7	121.5

Historical Data & Trends 2018- 2023:

SCREADY & SCPASS HISTORICAL DATA TRENDS (Exceeds & Meets)

	SCREADY ELA				SCREADY MATH				SCI
Year	3rd	4th	5th	Overall	3rd	4th	5th	Overall	4th
2018	59.2	49.4	46.1	51.2	59.2	49.4	46.1	60.8	50.6
2019	65.5	70.7	55.4	63.7	74.7	70.7	53	66.1	53
2020	NO STANDARDIZED TESTS				NO STANDARDIZED TESTS				NO DATA
2021	55.9	58.9	58.1	57.6	60.3	53.6	50.7	54.8	70.9
2022	58.7	63.6	70.3	64.2	66.7	61.8	62.5	63.5	60.5
2023	65.3	81.5	66.7	71	76.0	70.8	52.6	66	64.6
2023 District	62	66.2	64.4	64	64.1	57.8	57.6	60	60.2

3rd SCREADY ELA Trends

Year	DNME	Appr	Meets	Exceeds
2018	11.8	28.9	38.2	21.1
2019	18.4	19.6	19.5	46
2020	NO STANDARDIZED TESTS			
2021	23.5	16.1	19.5	32.4
2022	12.7	28.6	20.6	38.1
2023	12.0	22.7	20.0	45.3
2023 District	19.9	18	24	38

3rd SCREADY Math Trends

DNME	Appr	Meets	Exceeds
17.1	26.3	31.6	25
6.9	18.4	26.4	48.3
NO STANDARDIZED TESTS			
23.5	16.2	17.6	42.6
9.5	23.8	28.6	38.1
6.7	17.3	30.7	45.3
17.7	18.2	28.8	35.3

4th SCREADY ELA Trends

Year	DNME	Appr	Meets	Exceeds
2018	22.4	28.2	25.9	23.5
2019	10.7	18.7	28	42.7
2020	NO STANDARDIZED TESTS			
2021	23.2	17.9	26.8	32.1
2022	16.9	19.5	11.7	51.9
2023	7.7	10.8	24.6	56.9
2023 District	15.5	18.3	22.9	43.3

4th SCREADY Math Trends

DNME	Appr	Meets	Exceeds
15.3	21.2	31.8	31.8
13.3	16	32	48.3
NO STANDARDIZED TESTS			
19.6	26.8	28.6	25.0
14.5	23.7	15.8	46.1
7.7	21.5	27.7	43.1
21.1	21.1	21.9	36

4th SCPASS Science Trends

DNME	Appr	Meets	Exceeds
17.6	**31.8**	**25.9**	**24.7**
		50.6	
		70.9	
26.3	13.2	14.5	46.1
15.4	20.0	23.1	41.5
21.6	18.3	27.4	32.8

5th SCREADY ELA Trends

Year	DNME	Appr	Meets	Exceeds
2018	21.3	32.6	31.5	14.6
2019	20.5	24.1	38.6	16.9
2020	NO STANDARDIZED TESTS			
2021	17.6	24.3	32.4	25.7
2022	10.9	18.8	43.8	26.6
2023	15.4	17.9	16.7	50.0
2023 District	16.6	19	22.7	41.7

5th SCREADY Math Trends

DNME	Appr	Meets	Exceeds
14.6	23.6	29.2	32.6
19.3	**27.7**	**25.3**	**27.7**
NO STANDARDIZED TESTS			
16.0	33.3	25.3	25.3
12.5	25.0	35.9	26.6
15.4	32.1	20.5	32.1
16.3	26	28	29.6

Teacher and Administrator Quality

School Wide Areas of Focus:

- Tier I Instruction
- Tier II MTSS/OnTrack
- Professional Learning Communities

Professional Development

LETRS Training	July 11th, 2024, August 5th, 2024 & November 4th, 2024
Reading Horizons	July & August
Beginning of the Year PD: Analyzing school-wide data	August 2024
HMH- Into Reading & 2023 ELA Standards	August 2024
John Hattie Effect Size Study	September 2024
John Hattie Effect Size Study	October 2024
Differentiated Instruction in Math	November 2024
Mathematicians: We have a Problem! Problem-solving in Math	January 2025
Universal Supports (Supporting SpEd in the classroom)	February 2025
Professional Learning Communities... Next steps	March 2025
PD Choice Board-John Hattie Effect Size Study	April 2025
Vertical Articulation Meetings	May 2025

School Climate Needs Assessment

● Student behavior data: 87 Referrals

● Attendance, absenteeism, and truancy: The attendance rate for A.J. Whittenberg is 95%.

● Parent/teacher conferences: Teachers meet regularly with parents to discuss student strengths and areas of concern. All teachers and staff hold conferences with every parent in the fall of each school year. Additional conferences are held throughout the year.

● Volunteer hours: 3715:40

● Backpack accounts/logins: There are 402 Backpack accounts which is 85% of the school population.

The A.J. Whittenberg Elementary School 2023-2024 school report card can be located at:
https://screportcards.com/overview/?q=eT0yMDI0JnQ9RSZzaWQ9MjMwMTExOQ

GOAL AREA 1 – Performance Goal 1

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* *(* required)*
Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from **67**% in 2022-23 to **77**% in 2028-29.
Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 2% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (ES)	69%	71%	73%	75%	77%
	67%	65.5%	Actual (ES)					
	59.9%	61.2%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	☐Instructional Leadership Team	$0	N/A	Continue
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	☐Instructional Leadership Team, teachers	$0	N/A	Continue
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of	2024-2029	☐ Instructional Leadership Team, teachers	$0	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
learning (i.e., incorporate math into science experiments, art projects, or literature analysis).					
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	GCSD Academics Team	$0	N/A	Continue
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	GCSD Academics Team	$0	N/A	Continue
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	Teachers, Instructional coach, Literacy Specialist	$0	N/A	Continue
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	Administration, Instructional Coach, Literacy Specialist	$0	N/A	Continue
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	Administration	$0	N/A	Continue
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	Instructional Leadership Team	$0	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	Instructional Leadership Team, District Academic Specialist	$5,000	General	Continue
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	Instructional Leadership Team	$0	N/A	Continue
4. Foster a collaborative relationship between schools and parents.	2024-2029	All staff	$0	N/A	Continue
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	Instructional Leadership Team, Teachers	$100	General	Continue

GOAL AREA 1 – Performance Goal 2

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

Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 71% in 2022-23 to 76% in 2028-29.

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

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (ES)	72%	73%	74%	75%	76%
	71%	66.0%	Actual (ES)					
	64.2%	63.2%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students have the skills and supports necessary to be reading on grade level by the end of 3rd grade.					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	☐Instructional Leadership Team	$0	N/A	Continue
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	☐GCSD Curriculum, Instructional Leadership Team, teachers, interventionists	$0	N/A	Continue
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments and classroom observations.	2024 - 2029	☐Instructional Leadership Team, Interventionists, Teachers	$0	N/A	Continue
4. Offer varying levels of support through scaffolding, intervention,	2024-2029	☐Instructional Leadership Team, Teachers,	$0	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.		interventionists, Literacy specialist			
5. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework.	2024-2029	Teachers, Challenge Teacher	$0	N/A	Continue
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	Instructional coach, Instructional Leadership Team, Administration	$0	N/A	Continue
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	GCSD Academics Team	$0	N/A	Continue
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	Instructional Coach, Administration	$0	N/A	Continue
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	Teachers, Interventionists	$0	N/A	Continue
5. Implement a range of assessment methods that measure student understanding.	2024-2029	Teachers	$0	N/A	Continue
6. Ensure vertical articulation of grade level content and practices.	2024-2029	Teachers, Instructional Leadership Team	$0	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	Instructional Coach, Administration , Literacy specialist	$0	N/A	Continue
8. R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities. b. Promote school readiness activities with parents and community through GCCS web-based resources. c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom	2024-2025	Director of Early Intervention and Student Support	$0	N/A	Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.					
Action Plan for Strategy #3: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	GCSD Academics Team, Instructional Leadership Team	$0	N/A	Continue
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	Teachers, Instructional Coach	$0	N/A	Continue
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	Teachers	$0	N/A	Continue
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	Teachers, Instructional Coach, Literacy Specialist	$0	N/A	Continue
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	Administration, Instructional Coach, Literacy Specialist	$0	N/A	Continue
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	Teachers, Instructional Leadership Team, Media Specialist	$0	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	Instructional Leadership Team, Instructional Coach, Literacy specialist			
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	Guidance Counselor, Program Director			
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	N/A			
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	Instructional Leadership Team, teachers, interventionists,			
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	Instructional Leadership Team			

GOAL AREA 2 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

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

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

GOAL AREA 2 – Performance Goal 2

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	10.4%	10.1%	Actual (District)					
			Projected (School)	7.5%	7%	6.5%	6%	5.5%
	8%	6%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Identify ways to show the teachers appreciation.					
1. Ensure teachers are recognized for their hard work.	2024-2029	☐Administration	$500	Local	Continue
2. Ensure teachers have input on their professional development opportunities	2024-2029	☐Administration	$0	N/A	Continue

GOAL AREA 3 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS - Incidents			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	61.5%	54.1%	Actual (District)					
			Projected (School)	39.5%	37.5%	35.5%	33.5%	31.5%
	41.51%	43.18%	Actual (School)					

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

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
custom, school-based programming to meet this goal.					
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	☐ Instructional Leadership Team, Counselor	$0	N/A	Continue
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	☐ Instructional Leadership Team	$0	N/A	Continue
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	☐ Administration, Counselor	$0	N/A	Continue
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	☐ Instructional Leadership Team, Counselor, Teachers	$0	N/A	Continue
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	☐ Administration, Teachers	$0	N/A	Continue
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	☐ Administration, Teachers	$0	N/A	Continue
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	☐ Teachers	$0	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	☐ Administration, Teachers	$5,000	General/Local	Continue
2. Increase leadership opportunities within the school during the school day.	2024-2029	☐ Administration, Teachers	$0	N/A	Continue
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	☐ Administration, Counselor	$0	N/A	Continue
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	☐ Administration, Teachers	$0	N/A	Continue
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	☐ Administration, Teachers	$0	N/A	Continue
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	☐ Administration, Teachers	$0	N/A	Continue
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	☐ Administration, Teachers, Counselor	$0	N/A	Continue
5. Provide student-centered interventions and resources for students who repeat	2024-2029	☐ Administration, Teachers, Counselor	$0	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.					

GOAL AREA 3 – Performance Goal 2

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Student Services			Projected (District)	22%	20%	18%	16%	14%
	24.2%	23.9%	Actual (District					
			Projected (School)	8%	6%	4%	2%	.4%
	10.4%	9.44%	Actual (School					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	☐ Administration, Attendance Clerk	$0	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	☐ Administration, Attendance Clerk	$0	N/A	Continue
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	☐ Administration, Attendance Clerk, Counselor	$0	N/A	Continue
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	☐ Administration, Attendance Clerk, District Leadership	$0	N/A	Continue
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	☐ Administration, Attendance Clerk, Counselor	$0	N/A	Continue
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	☐ Administration, Counselor	$0	N/A	Continue
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	☐ Administration, Nurse, Teachers	$0	N/A	Continue

GOAL AREA 3 – Performance Goal 3

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

Performance Goal 3: Increase the engagement of families and community volunteers with school personnel, as measured by the number of school visitors and volunteers, by 3% annually.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Number of Visitors and Volunteers in Raptor System			Projected (District)	317,534	327,060	336,872	346,978	357,387
		308,285	Actual (District)					
			Projected (School)	5,504	5,669	5,839	6,014	6,194
		5,344	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack.	2024-2029	☐Administration, Registrar	$0	N/A	Continue
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	☐Administration, Registrar, Teachers	$0	N/A	Continue
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	☐ Administration, Registrar, Teachers	$0	N/A	Continue
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					
1. Identify community partners (businesses, pediatrics, health	2024-2029	☐ Administration, Counselor, Teachers	$0	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.					
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	☐ Administration, Counselor, Teachers	$0	N/A	Continue
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	☐ Administration, Counselor, Teachers	$0	N/A	Continue
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing).	2024-2029	☐ Administration, Counselor, Teachers	$0	N/A	Continue
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	☐ Administration, Counselor, Teachers, PTA, SIC	$0	N/A	Continue
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	☐ Administration, Counselor, Teachers, SIC	$0	N/A	Continue