

A.J. Whittenberg Elementary School of Engineering

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

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



SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME:

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2021-2022 (one year)

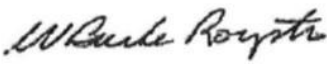
Required Signature Page

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 13, 2021
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dr. Susan Stevens		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lynda Leventis-Wells		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Demond Criss		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Margo McMackin		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 420 Westfield Street Greenville, SC 29601

SCHOOL TELEPHONE: (864) 452-0500

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

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Dr. Susan Stevens
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

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

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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).
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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).
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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).
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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.
	Developmentally Appropriate Curriculum for PreK-3

Yes	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.
No	
N/A	
<input checked="" type="checkbox"/> Yes	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.
<input type="checkbox"/> No	
<input type="checkbox"/> N/A	
<input checked="" type="checkbox"/> Yes	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.
<input type="checkbox"/> No	
<input type="checkbox"/> N/A	
<input checked="" type="checkbox"/> Yes	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.
<input type="checkbox"/> No	
<input type="checkbox"/> N/A	

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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 from 80% to 49%. As such, the number of home based students has increased from 20% to 51%. This shift in geographic data correlates to academic and demographic change.

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

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

- **Leadership Team** is comprised of the principal, administrative assistant, program director, instructional coach, and school counselor. This team works together to make school-wide decisions for the benefit of all students.
- **Data Teams** meet within each grade level; these teams are made up of grade level teachers, and they serve to constantly monitor and support student achievement through analysis of assessments and utilization of outstanding instructional practices.
- **Faculty Council** is a team made up of grade level chairs and the Leadership Team, who work collaboratively to remedy issues that arise school wide. This team's efforts include preserving a safe school environment, and a culture of engaged learning.
- **School Improvement Council** 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
- Deb Blume, Association of School Counseling South Carolina Counselor of the Year
- Mirna Hawthorne, Teacher Liaison through the Space Foundation Program

School Climate Findings:

Students, parents, and staff feel as if:

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

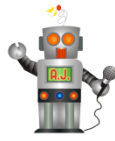
Significant Challenges from the Past 3 Years:

- Student readiness level from the community is 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.
- Featured in PBS broadcast of “Not all forgotten American cities are struggling”, March 2016.



School Profile

School Community:

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

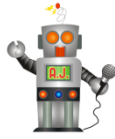
The school is named for Abraham Jonah Whittenberg, Civil Rights Activist. Mr. Whittenberg's dream was for his children to have access to a quality education, and it is through his courage and tireless efforts that schools were integrated in Greenville County. Mr. Whittenberg's dream came true in 1970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

The Greater Greenville Community rallied around the school through activities that included, but not limited to, building the schools two student designed playgrounds, participating in fundraising events, and volunteering engineering

expertise in classrooms to children as young as 48 months to students in second grade. Engineering partnerships were developed from our local engineering community, and these partners participate in school visits with hands-on activities that support the monthly engineering focus, classroom visits that support students during the build cycle within quarterly engineering units, and mentoring opportunities with students.

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

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



School Personnel Data

Faculty Profile	
Administrators	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. The non-traditional side of the administrative team includes an instructional coach who maintains and ensures the rich curriculum that is specific to the school's engineering focus and academic programs, and also supports and trains teachers. Also, there is a program director that works with our partners in terms of volunteer opportunities, needed curriculum support; the program director also finds available funding for curricular and programmatic needs.

Student Population

Ethnicity:		
Black	245	50.9%
White	130	27.0%
Hispanic	49	10.1%
Asian	3	0.6%
Mixed/Other	54	11.2%

Enrollment by Grade

Grade Level:	
K4	35
K5	75
1st	77
2nd	72
3rd	70
4th	70
5th	82
Total	481

Gifted and Talented Population

During the 2020-21 school year, the program for students identified as academically gifted served 20 3rd graders for 120 minutes weekly, 18 4th graders for 200 minutes weekly, and 28 5th graders for 200 minutes weekly. Students are served in a pull out program model or through virtual services.

Attendance Rate

The attendance rate for A.J. Whittenberg is 97.71%. This high rate is attributed to the positive and challenging climate that the engineering curriculum has permeated throughout the curriculum.

Student Retention Rate

The retention rate for A.J. Whittenberg is 1.2%.

Academic Program

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

- STEM Lab for Grades 4K-5
- RTI in K5
- Reading Intervention in Grades 1, 2 and 3
- 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 Belief

Mission

Fostering curiosity through engineering, teamwork, and technology!

Vision

We believe that all learners must become:

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



Data Analysis and Needs Assessment

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

2019 SC READY Results by Grade (2020 waiver for testing)

Third Grade ELA %								
	15-16		16-17		17-18		18-19	
Exceeds	14.9	56.3	17.9	50.4	19.8	56.8	45	64.7
Meets	41.4		32.5		37		19.7	
Approaches	33.3		34.8		28.4		16.3	
Does Not Meet	10.3	43.6	14.6	49.4	14.8	43.245	19	35.3

Fourth Grade ELA %								
	15-16		16-17		17-18		18-19	
Exceeds	10	51.3	13.5	52.8	22.9	49.3	42.7	70.7
Meets	41.3		39.3		26.4		28	
Approaches	31.3		29.2		27.5		18.6	
Does Not Meet	17.5	48.8	18	47.2	22.9	50.4	10.6	29.2

Fifth Grade ELA %								
	15-16		16-17		17-18		18-19	
Exceeds	11.8	54.4	10.8	43.2	15.3	46	16.7	54.8
Meets	42.6		32.4		30.7		38.1	
Approaches	35.3		35.1		31.8		25	
Does Not Meet	10.3	45.6	21.6	56.7	21.9	53.7	20.2	45.2

Third Grade MATH %								
	15-16		16-17		17-18		18-19	
Exceeds	19.3	62.5	23.9	63.7	23.4	53	47.7	74.4
Meets	43.2		39.8		29.6		26.7	
Approaches	25	37.5	21.5	36.3	28.3	46.8	18.6	25.6
Does Not Meet	12.5		14.8		18.5		7	

Fourth Grade MATH %								
	15-16		16-17		17-18		18-19	
Exceeds	23.8	50.1	30	64.4	31	62	38.7	70.7
Meets	16.3		34.4		31		32	
Approaches	31.3	49.6	23.3	36.6	22.9	37.8	16	29.3
Does Not Meet	18.8		13.3		14.9		13.3	

Fifth Grade MATH %								
	15-16		16-17		17-18		18-19	
Exceeds	36.8	76.5	18.9	44.6	32.9	61.4	27.3	52.3
Meets	39.7		25.7		28.5		25	
Approaches	17.6	23.5	41.9	55.4	24.1	38.3	27.4	47.6
Does Not Meet	5.9		13.5		14.2		20.2	

2019 SC PASS Results by Grade (2020 waiver for testing)

SC PASS Spring 2019	4 th Grade % Met or Exemplary	5 th Grade % Met or Exemplary
Science	72%	NA
Social Studies	NA	79%

Based on academic test performance in Language Arts and Mathematics, teacher discussion and needs assessment data, the following professional development plan was implemented for the 2020-21 school year (below).

AJW Professional Development Plan 2020–2021

School Goal- ELA
During the 2020–2021 school year, the percentage of students (grades 3 – 5) Meeting/ Exceeding expectations in English Language Arts (ELA) will increase from 63.4% (159 out of 253) in spring 2019 to 66.4% (80 out of 121) in Spring of 2021 as measured by the SC Ready state assessment.

School Goal- Math
During the 2020-2021 school year, the percentage of students (grades 3-5) Meeting/Exceeding Expectations in Math will increase from 65.8% (167 out of 253) in spring 2019 to 68.8% (54 out of 121) in spring 2021 as measured by the SC Ready state assessment.

ELA Learning Targets	
During the 2020-2021 School year, the <u>TEACHERS</u> will ...	
<input type="checkbox"/>	Deliver mini-lessons (face-to face and/or virtually) during the Reader's Workshop block using a variety of district resources (Lucy Calkins Reading Units of Study, Heinemann's Reading Mini-lessons books, Lesson Planet and other district supported curriculum resources).
<input type="checkbox"/>	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.
<input type="checkbox"/>	Provide explicit instruction in the use of metacognitive strategies, modeling and guiding students to become aware of their thinking as they encounter text (i.e. predictions, connections, inferences, visualizing, synthesizing, etc.)
<input type="checkbox"/>	Guide students in the independent use of metacognition to aide 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).
<input type="checkbox"/>	Engage students in standards-based Interactive Read Alouds (IRA) and/or Shared Reading activities.
<input type="checkbox"/>	Frequently guide students in explicit, direct instruction in effective writing about reading in which the thinking and writing are modeled through the process.

<input type="checkbox"/>	Provide students with specific feedback to further develop and strengthen their literacy skills.
<input type="checkbox"/>	Monitor students' progress toward standards mastery through a variety of both formative and summative assessments.
During the 2020-2021 school year, the <u>STUDENTS</u> will...	
<input type="checkbox"/>	Articulate, apply and track the use of metacognitive strategies when reading independently.
<input type="checkbox"/>	Use metacognition to make meaning within the text, about the text and beyond the text (Systems of Strategic Actions).
<input type="checkbox"/>	Create, articulate and work towards individual reading goals, adjusting and revising as needed.
<input type="checkbox"/>	Practice and apply the skills and strategies taught during the mini-lesson portion of Reader's Workshop.
<input type="checkbox"/>	Informally write in response to reading in a variety of modes, genres and subject areas.

School Goal- Math
During the 2020-2021 school year, the percentage of students (grades 3-5) Meeting/Exceeding Expectations on Math SC Ready will increase from 65.8% (167 out of 253) in spring 2019 to 68.8% (163 out of 241) in spring 2020.

Math Learning Targets	
During the 2020-2021 School year the <u>TEACHERS</u> will...	
<input type="checkbox"/>	Deliver standards-based lessons (face-to-face and/or virtually) utilizing district supported curriculum and resources (i.e. Big Ideas Math, Number Talks, IXL, Daily Math, and other district curriculum resources).
<input type="checkbox"/>	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.) to help students work towards mastery of goals.
<input type="checkbox"/>	Engage students in the development, use and understanding of the mathematical process standards.
<input type="checkbox"/>	Frequently provide students with explicit, direct instruction in effective problem-solving in which the thinking and solving are modeled through the process.
<input type="checkbox"/>	Teach, model and guide students in the use of mathematical discourse when engaged in reasoning and debate, and problem-solving conversations.

<input type="checkbox"/>	Provide students with specific feedback to further develop and strengthen their conceptual understanding.
<input type="checkbox"/>	Monitor student progress toward standards mastery through a variety of formative and summative assessments.
During the 2020-2021 school year, the STUDENTS will...	
<input type="checkbox"/>	Articulate and apply a variety of strategies when solving real-world problems and applications.
<input type="checkbox"/>	Engage in the practice and application of the mathematical process standards in developing content understanding –problem solving, reasoning and proof, communication, representation, and connections
<input type="checkbox"/>	Create, articulate and work towards individual math goals, adjusting and revising as needed.
<input type="checkbox"/>	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 (4 th -5 th)		Big Ideas Math (K5-5 th)
Number Talks; Whole Number Computation, by Sherry Parrish		South Carolina College ad Career Ready Mathematical Process Standards
Technology programs: Lesson Planet, SeeSaw, Newsela, Pear Deck, Nearpod, EdPuzzle		
Professional Learning Supports		
Subject to change based on student data		
	Ongoing	Instructional Technology: https://www.greenville.k12.sc.us/it/videos.html

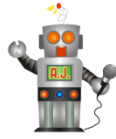
Professional Development Session Types: <ul style="list-style-type: none"> • Whole Group • Small Group • Virtual • Coaching • Individual • Self-paced • Book Study • Recorded Session • Flipped Learning Session • Peer-to-Peer • Unit Planning 		Summer of Tech: https://summeroftech.glideapp.io/
	8.12.20	GCS Student Learning Experience: - eLearning Expectations - The Flipped Classroom - Lesson Planet
	8.13.20	Big Ideas Math: - Introduction to materials - Online components
	9.23.20 & 9.30.20	Social Emotional Learning (SEL) -Cooker (K-2/3-5)
	October	Pick-your-PD: Technology
	October-February	Book Study: Optional “The Distance Learning Playbook”
	November	Reading- Using Metacognition to increase student comprehension
	December	Team-building Experience
	January	Math- Mathematical Discourse
	February	Social Studies- Using Historical Inquiry; Ask, Analyze Act
	March	Reading- Self-monitoring for comprehension
	April	Science- Engineering by Design
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 .	

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 2019 school report card can be located at

<https://www.screportcards.com/overview/?q=eT0yMDE5JnQ9RSZaWQ9MjMwMTExOQ>

The 2019 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/> .



Action Plan

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

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

PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 49 % in 2016-17 to 55.96 % in 2022-23.

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1.16 % annually.

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

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
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 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 <u> 58 </u> % in 2016-17 to <u> 68.98 </u> % in 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by <u> 1.83 </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 58 (2016-17)	School Projected Elementary 59.83	61.66	63.49	65.32	67.15	68.98
		School Actual Elementary 59	65.8	<i>Waiver</i>			
SC READY Math SC READY test data file	54% Meets Expectations and Exceeds Expectations 54 (2016-17)	District Projected Elementary 57	57	60	63	66	69
		District Actual Elementary 60	63	<i>Waiver</i>			

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	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
authentic use of content vocabulary					
3. Use the GCSD Instructional Protocol to guide instructional planning and delivery	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	Evidence of collaborative planning, evidence documented from classroom observations, specific feedback given to teachers for instructional improvement , sustainability

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

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

PERFORMANCE GOAL: 3 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 1.5% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SCPASS test data file	50%	School Projected 50%	51.5	53%	54.5%	56%	57.5%
		School Actual 50%	72	<i>Waiver</i>			
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary	63%	66%	69%	72%	75%
		60%	64%	<i>Waiver</i>			

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,	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	Evidence of data driven conversations from district and school meetings (Principal meetings, Principal/IC meetings, etc.)

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

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

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

PERFORMANCE GOAL: 4 The percentage of students scoring Met and Exemplary on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Met and Exemplary Expectations on SCPASS Social Studies will increase by __1__% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SCPASS test data file	77%	School Projected 78%	79%	80%	81%	82%	83%
		School Actual 79%	79	<i>Waiver</i>			
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	District Projected Elementary TBD	81%	84%	87%	90%	93%
		District Actual Elementary 78%	80	<i>Waiver</i>			

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

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

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

PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	51% Meets Expectations and Exceeds Expectations	School Projected Hispanic 54	45	48	51	54	57
SC READY ELA SC SDE Website		School Actual Hispanic 42	58	<i>Waiver</i>			
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>			
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>			
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>			
SC READY ELA SC SDE Website	19 % Meets Expectations and Exceeds Expectations	School Projected SWD 22	27	30	33	36	39
SC READY ELA SC SDE Website		School Actual SWD 24	27	<i>Waiver</i>			
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>			
SC READY ELA SC SDE Website	15 % Meets Expectations and Exceeds Expectations	School Projected LEP 18	30	33	36	39	42
SC READY ELA SC SDE Website		School Actual LEP 27	40	<i>Waiver</i>			
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>			
SC READY ELA SC SDE Website	33 % Meets Expectations and Exceeds Expectations	School Projected SIP 33	36	39	42	45	48

SC READY ELA SC SDE Website		School Actual SIP 33	53	<i>Waiver</i>			
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected SIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual SIP 33	45	<i>Waiver</i>			
SC READY Math SC SDE Website	50 % Meets Expectations and Exceeds Expectations	School Projected Hispanic 53	77	80	83	86	89
SC READY Math SC SDE Website		School Actual Hispanic 74	63	<i>Waiver</i>			
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>			
SC READY Math SC SDE Website	47 % Meets Expectations and Exceeds Expectations	School Projected AA 50	47	50	53	56	59
SC READY Math SC SDE Website		School Actual AA 44	55	<i>Waiver</i>			
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>			
SC READY Math SC SDE Website	31 % Meets Expectations and Exceeds Expectations	School Projected SWD 34	39	42	45	48	51
SC READY Math SC SDE Website		School Actual SWD 36	39	<i>Waiver</i>			
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>			
SC READY Math SC SDE Website	43% Meets Expectations and Exceeds Expectations	School Projected LEP 46	63	66	69	72	75
SC READY Math SC SDE Website		School Actual LEP 60	53	<i>Waiver</i>			
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>			
SC READY Math SC SDE Website	25 % Meets Expectations and Exceeds Expectations	School Projected SIP 28	31	33	36	39	42

SC READY Math SC SDE Website		School Actual SIP 28	59	<i>Waiver</i>			
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected SIP 36	36	39	42	45	48
SC READY Math SC SDE Website		District Actual SIP 38	43	<i>Waiver</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Implement Professional Learning Community support in schools focusing on subgroup supports	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds
Provide strategy and content support for teachers to implement inclusion practices, subgroup instructional support	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	District and school- based professional development offerings that provide best practice strategies and content to teachers
Provide mentor opportunities for students to increase positive and accountable adult interactions to support positive student social- emotional interactions	2018-2023	Instructional Staff, Administration, Parent mentor volunteers	\$0	NA	District and school- based professional development offerings that provide best practice strategies and content to teachers

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

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

PERFORMANCE GOAL: 6 Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, Fastbridge, MAP, and other measures.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell through Grade 5	Criterion Reference Measure	School Projected		K through Grade 5 =72	K through Grade 5 =73	K through Grade 5 =74	K through Grade 5 =75
	Meets and Exceeds	School Actual	K through Grade 5 =71	Data point not available due to state-wide school closures on March 17, 2020- COVID-19 pandemic			
Fastbridge Kindergarten and Grade 1	Norm Reference Measure	School Projected		K =27 Grade 1 = 58	K =27 Grade 1 = 59	K =27 Grade 1 = 60	K =27 Grade 1 = 61
	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria	School Actual	K =27 Grade 1 = 57	Data point not available due to state-wide school closures on March 17, 2020- COVID-19 pandemic			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds	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 62 nd percentile 5 th grade criteria RIT = 217 66 th percentile	School Actual	Grade 2 – 53% Grade 5 – 35%	Data point not available due to state-wide school closures on March 17, 2020- COVID-19 pandemic	Grade 2- 57% 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 higher	K-5 73% or higher	K-5 75% or higher	K-5 77% or higher

		District Actual	K-5 69%	Data point not available due to state-wide school closures on March 17, 2020- COVID-19 pandemic			
Fastbridge Kindergarten and Grade 1	Norm Reference Measure	District Projected		K =52% Grade 1 = 57%	K =54% Grade 1 = 59%	K =56% Grade 1 = 61%	K =58% Grade 1 = 63%
	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria	District Actual	5k- 50% Grade 1- 55%	Data point not available due to state-wide school closures on March 17, 2020- COVID-19 pandemic			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds	District Projected		Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above
South Carolina MAP Linking Study – December 2016	2 nd grade criteria RIT = 190 62 nd percentile 5 th grade criteria RIT = 217 66 th percentile	District Actual	Grade 2 – 38% or above Grade 5 – 39% or above	Grade 2 – 38% or above Grade 5 – 39% or above	5 th grade data point not available- school board decision to waive 5 th grade testing		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Implement Professional Learning Community support in schools focusing on subgroup supports	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds
Continue to implement the Balanced Literacy Framework and the Lucy Calkins Reading and Writing Kits with fidelity	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds

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

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

PERFORMANCE GOAL 1: The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected			Gender Diversity = Maintain Ethnic Diversity = Maintain	Gender Diversity = Maintain Ethnic Diversity = Maintain	Gender Diversity = Maintain Ethnic Diversity = Maintain
GCS Human Resources Department	Baseline established in 2019-2020	School Actual		Gender Diversity = yes Ethnic Diversity = yes			
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%			

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

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

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

PERFORMANCE GOAL: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Communicate clearly and effectively with all stakeholders that district-wide emergency response plans are in place and include explanations of the training and drills that	2018-2023	Leadership	\$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
take place at our location.					
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: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐ District Priority

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

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

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GCS Expulsion Report	(2016-17) 0	School Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		School Actual 0	0	0			
GCS Expulsion Report	(2016-17) 0.04	District Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		0.04	0.1	.03			

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

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

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

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

PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Culture & Climate Surveys	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		
AdvancED Culture & Climate Surveys	Baseline established in 2017-18	District Projected	90	90	90	90	90
		District Actual 89	90	92	Data point not available due to state-wide school closures on March 17, 2020 Covid-19 pandemic		

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
ESSA Federal Accountability and SDE School Report Card	(2016-17) 97	School Projected	97	97	97	97	97
		School Actual 96.9	97				
	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual 95	95	96			

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

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

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

PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate and Culture Student Survey	Baseline established in 2017-18	School Projected	Afraid 2≤ Lonely 11≤ Angry 3≤	Afraid 2≤ Lonely 9≤ Angry 2≤	Afraid 2≤ Lonely 7≤ Angry 2≤	Afraid 2≤ Lonely 5≤ Angry 2≤	Afraid 2≤ Lonely 3≤ Angry 2≤

		School Actual Afraid – 3% Lonely – 13% Angry – 5%	Afraid ≤ Lonely ≤ Angry ≤	<i>Data point not available due to state-wide school closures on March 17, 2020 Covid-</i>	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
Cognia Climate Culture & Climate 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%	<i>Data point not available due to state-wide school closures on March 17, 2020 Covid-</i>	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

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