

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



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

-James Michener



"Sometimes
all we need
is a new
perspective
on an old
problem."
-Donald P.
Coduto



School Portfolio 2014 - 2015

A.J. Whittenberg Elementary

School of Engineering



Margaret Thomason, Principal

Greenville County Schools

Burke Royster, Superintendent

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

SCHOOL RENEWAL PLAN COVER PAGE

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

SCHOOL DISTRICT: Greenville County Schools

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

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2013-14 (*one year*)

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Jamie Howard		6/5/13
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mrs. Margaret G. Thomason		6/5/13
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 420 Westfield Street, Greenville, SC 29601

SCHOOL'S TELEPHONE: (864) 452-0500

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

- | <u>POSITION</u> | <u>NAME</u> |
|---|--|
| 1. PRINCIPAL: | Margaret G. Thomason |
| 2. TEACHER: | Allison Anders, Becky Phillips, Sandi Carson, Heather Dye, DeAnn Reid, Mary Ann Harrison |
| 3. PARENT/GUARDIAN: | Sheila Earley |
| 4. COMMUNITY MEMBER: | Quinton Tompkins |
| 5. SCHOOL IMPROVEMENT COUNCIL: | Jamie Howard, Amanda LeBlanc, Melissa Lowe, Wanda Jackson, Lynn Mann, Bill Kennedy, Tom Roe, Isaac West, Pam McCoy, Kelly Lester, Tristan Johnson, Diana Lawson, Wayne McCoy, Shana Sands, Kendra Walker |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

<u>POSITION</u>	<u>NAME</u>
<u>Michelin</u>	<u>Herb Johnson</u>
<u>Fluor</u>	<u>Cheryl Smith</u>
<u>Hubbell Lighting</u>	<u>Steve Nail</u>
<u>Administrative Assistant</u>	<u>Kristy L. Qualls</u>
<u>Kiwanis Club/Bank</u>	<u>Earle Harding</u>
<u>Community Business Leader</u>	<u>Jerry Blassingame</u>
<u>Preacher at Tabernacle Baptist Church</u>	<u>Dr. Charles Davis</u>
<u>Greenville Mayor Pro-Tempore</u>	<u>Lillian Brock Flemming</u>

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

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

- ✓ **Academic Assistance, PreK–3**
The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- ✓ **Academic Assistance, Grades 4–12**
The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- ✓ **Parent Involvement**
The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
- ✓ **Staff Development**
The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.
- ✓ **Technology**
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- ✓ **Recruitment**
The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

- ✓ **Collaboration**
The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
- ✓ **Developmental Screening**
The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
- ✓ **Half-Day Child Development**
The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
- ✓ **Developmentally Appropriate Curriculum for PreK–3**
The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
- ✓ **Parenting and Family Literacy**
The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.
- ✓ **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Table of Contents

I. Title	2
II. Cover Page	3
III. Stakeholders.....	4
IV. Assurances	5
V. Introduction.....	8
VI. Executive Summary	9
VII. School Profile	11
VIII. Mission, Vision, and Beliefs.....	16
IX. Data Analysis and Needs Assessment	17
X. School Report Card.....	17
XI. Action Plan.....	18



Introduction

A.J. Whittenberg opened in 2010-2011 as a school of choice. The school's population includes a small attendance area around the school with the remaining student population being one of choice. The first year A.J. Whittenberg opened as a primary school starting with grades 4K through second. During these formative years, the faculty, staff, and stakeholders have been molding the mission, vision, and goals for the school. After the first year, the school did not have data from state testing; therefore, the team used this time to continue work on creating an environment and academic program that reflected the engineering focus of the school. Each year since our opening, the school has added an additional grade. Our first set of test data came at the end of the 2011-2012 school year with our first third grade class of students. Data obtained at the end of the 2012-2013 school year reflects the grades school at that year, which included fourth grade.



Executive Summary

Assessment Findings:

- ESEA/Federal Accountability Rating Survey.....98.7%/A
- South Carolina Annual Report Card Absolute Rating.....Excellent
- South Carolina Annual Report Card Growth Rating.....Good
- ELA PASS.....Exemplary 71.4% / Met 21.1% / Not Met 7.5%
- Mathematics PASS.....Exemplary 56.5% / Met 29.9% / Not Met 13.6%
- Science PASS.....Exemplary 34.9% / Met 54.1% / Not Met 11%
- Social Studies PASS.....Exemplary 57.5% / Met 34.9% / Not Met 7.5%
- Writing PASS.....Exemplary 54.4% / Met 31.3% / Not Met 14.3%

Teacher and Administrator Quality:

- 4 Administrators
- 28 Teachers
- 22 Support Staff
- 100% of the teaching faculty is highly qualified.
- 5 National Board Certified Teachers
- 100% of the administrative staff is highly qualified.

School Climate Findings:

Students, parents, and staff feel as if:

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

Significant Challenges from the Past 3 Years:

- Student readiness level from the community is extremely low.
- Parents fabricating home addresses so that they will be in attendance area.
- Being able to accommodate the demand of parental interest has become an ongoing issue.

- Choice population beginning to erode as affidavits grow, despite new protocols.

Awards:

- A.J. Whittenberg was the only elementary school in the district to receive a perfect 100-A Rating on the Federal Accountability Program. (2012-2013)
- South Carolina ranking of “Excellent” based on performance on standardized testing. (2012-2013, 2013-2014)
- A.J. Whittenberg is a Palmetto Gold Award Winning School in South Carolina. (2011-2012)
- A.J. Whittenberg achieved AYP (Adequate Yearly Progress) for the 2011-2012 school year.
- A.J. Whittenberg was the first public school in South Carolina with a school-wide engineering curriculum.
- A.J. Whittenberg established an Engineer Partner Program with local engineering firms to bring authentic hands-on experiences to the students during monthly engineering focuses.
- A.J. Whittenberg has a one-to-one technology initiative starting in second grade with iPads and in third through fourth grade with HP Tablets.
- Shasta Looper (4th Grade Team Leader) won the Milliken Educator Award (2012-2013).
- Amanda LeBlanc (Librarian, Teacher of the Year) selected for the Fulbright USA Japan Exchange Program. (Summer, 2013)
- Shannon Lawton (3rd Grade Teacher & Innovate Program Lead Teacher) selected for the NASA Education Program (Summer, 2013)
- A.J. Whittenberg is a recipient of a private grant to create an after school intervention program, *Innovate!*, For students in 3rd through 5th grades.
- A.J. Whittenberg 4th Grade FLL Lego Robotics Team was the only elementary school invited to represent the United States at the International FLL Tournament in Paderborn, Germany. (2013)
- A.J. Whittenberg is the only elementary school to be featured in Greenville Imprint Of A City. (2012)
- A.J. Whittenberg was recognized by the South Carolina Department of Health and Environmental Controls Office of Solid Waste Reduction and

Recycling for an “Outstanding School Waste Reduction and Recycling Program 2011-2012.

- A.J. Whittenberg was awarded the Greater Greenville Association of Realtors Commercial Revitalization Award 2011.
- A.J. Whittenberg was awarded the United Way Chairman’s Award for 2011 and 2012.
- A.J. Whittenberg was awarded the United Way Campaign Award of Excellence for 2010, 2011, and 2012.
- A.J. Whittenberg was the first school in Greenville County to implement the Culinary Creations Program in 2010-2011.
- A.J. Whittenberg was awarded the Safe Kids Award for 2011, 2012, and 2013.
- A.J. Whittenberg was featured in *The Atlantic* in an article titled “America’s Tiniest Engineers”



School Profile

School Community:

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

The school is named for Abraham Jonah Whittenberg, Civil Rights Activist. Mr. Whittenberg’s dream was for his children to have access to a quality

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

The Greater Greenville Community rallied around the school through activities that included, but not limited to, building the schools two student designed playgrounds, participating in fundraising events, and volunteering engineering expertise in classrooms to children as young as 48 months to students in second grade. Engineering partnerships were developed from our local engineering community, and these partners participate in school visits with hands-on activities that support the monthly engineering focus, classroom visits that support students during the build cycle within quarterly engineering units, and mentoring opportunities with students.

The state of the arts three-story facility is specifically designed to facilitate collaborative learning and the engineering curriculum. The facility includes two stem labs visible from both the interior and exterior of the building due to glass walls, Wi-Fi throughout the school, SMART Table Lab, electric keyboarding lab, green roof, solar panels, student designed playgrounds, desktop computer lab, and an outdoor classroom with an extensive organic vegetable 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.

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 "D.A.D.S." daily in the building which gives ample opportunity for mentoring, teacher support, and an additional safety measure at school. The SIC has established a "Welcome Wagon" program to assist new families as they assimilate into the school community,

and they led a campaign to establish school uniforms for both students and teachers. These examples represent only a few initiatives that have positively impacted the success at the school.



School Personnel Data

Faculty Profile	
Administrators	4
Teachers	28
Support Staff	22

The organization of the administration is a mixture of traditional with non-traditional positions. There is a principal who oversees the overall running of the school, and there is an administrative assistant that supports the administrator with behavior concerns, transportation needs, and book distribution. 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 and needed curriculum support; the program director also finds available funding for curricular and programmatic needs. The range of experience on the team starts at eight years of experience to forty plus years.

The highly qualified faculty's years of experience ranges from one year of experience to thirty-nine years. This translates into 23% of the faculty having 20+ years of experience, 20% have 10+ years of experience, and 57% have 1 to 9 years of experience. 80% of the faculty has advanced degrees, with several who are working towards their doctorate. Five members of the teaching faculty have leadership degrees with the remaining members of the faculty having degrees ranging from masters in language and literacy to masters in curriculum and instruction. The attendance rate for the faculty overall is 97.1%.

Student Population

(Pulled from PowerSchool 2/28/20014)

	Boys	Girls
K4	26	13
K5	47	41
1 st	47	41
2 nd	40	38
3 rd	41	33
4 th	46	30
5 th	41	24

Ethnicity							
Grade	Asian	Black	Hispanic	American Indian or Alaska Native	2 or More Races	Native Hawaiian or Other Pacific Islander	White
K4	0	17	2	0	5	0	15
K5	0	47	4	1	8	1	27
1 st	2	47	6	0	7	1	25
2 nd	0	43	9	0	5	0	21
3 rd	1	29	8	0	2	0	34
4 th	3	35	3	0	6	0	34
5 th	1	30	6	0	2	1	25

Enrollment by Grade

Grade	Number
K4	39
K5	88

1 st	88
2 nd	78
3 rd	74
4 th	76
5 th	65
Total	508

Gifted and Talented Population

During the 2013-2014 school year, the program for students identified as academically gifted served 28 3rd graders for 120 minutes weekly, 23 4th graders for 200 minutes weekly, and 26 5th graders for 200 minutes weekly. Students are served in a resource room model.

Attendance Rate

The attendance rate for A.J. Whittenberg is 97.1%. This high rate is attributed to the positive and challenge climate that the engineering curriculum has permeated throughout the curriculum.

Retention Rate

The retention rate for A.J. Whittenberg is 3.0%.

Academic Program

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

- STEM Lab for Grades 1-5
- RTI in K5
- G/T Program in Grades 3-5
- Fountas and Pinnell Balanced Literacy Model
 - Guided Reading
 - Independent Reading
 - Writer's Workshop
- *Math Expressions*: Focus on Mathematical Inquiry
- Science
- Social Studies
- Engineering: 4 Major Units for Each Grade Yearly



Mission, Vision, and Belief

Mission

Fostering curiosity through engineering, teamwork, and technology!

Vision

We believe that all learners must become:

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



Data Analysis and Needs Assessment

A.J. Whittenberg third and fourth grade students took state testing in the 2012-2013 school year. These were the eldest groups of students in the school at that time. The South Carolina Palmetto Assessment of State Standards assessed students in the areas of reading, research, writing, math, science, social studies. The results are as follows:

Data Sources



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



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



Action Plan

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

FIVE YEAR PERFORMANCE GOAL: Maintain or increase the percentage point(s) annually of students meeting standard in English Language Arts (Writing) as measured by the Palmetto Assessment of State Standards (PASS) at 86.7% or above.

ANNUAL OBJECTIVE:

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X					
School Actual	N/A	86.7					
District Projected	X	X	78.8	79.8	80.8	81.8	82.8
District Actual	77.8	78.8					

Baseline data from 2011-12 is based upon 5th and 8th grade scores only. Projected performance is based upon 3rd through 8th grade scores.

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

In 2011-12, AJ Whittenberg ES only had grades K4 through 3rd grade. School actual data in the table above is reflective of 3rd grade only. Projections are based upon 3rd through 5th grade beginning in 2013-14 since 4th grade was added in 2012-13 and 5th grade will be added in 2013-14. *Baseline data for Writing will be established in 2012-13.*

PASS % ELA

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) at 90.0% or above from 2012 to 2018.

ANNUAL OBJECTIVE: Maintain the percentage point(s) annually of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) at or above 85.0%.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	90.0	90.0	90.0	90.0	90.0
School Actual	95.3	92.5					
District Projected	X	X	79.0	80.0	81.0	82.0	83.0
District Actual	78.0	80.5					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

In 2011-12, AJ Whittenberg ES only had grades K4 through 3rd grade. School actual data in the table above is reflective of 3rd grade only. Projections are based upon 3rd through 5th grade beginning in 2013-14 since 4th grade was added in 2012-13 and 5th grade will be added in 2013-14.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

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

ELA - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	707.3	686.1					
Male	706.2	686.7					
Female	708.6	685.4					
White	729.4	708.5					
African-American	685.9	667.7					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	N/A	N/A					
Limited English Proficient	N/A	N/A					
Subsidized Meals	683.6	663.1					

In 2011-12, AJ Whittenberg ES only had grades K4 through 3rd grade. School actual data in the table above is reflective of 3rd grade only. Projections are based upon 3rd through 5th grade beginning in 2013-14 since 4th grade was added in 2012-13 and 5th grade will be added in 2013-14.

ELA - District - Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	671.1	672					
Male	665.7	666.7					
Female	676.8	677.6					
White	685.1	684.6					
African-American	644.4	648.3					
Asian/Pacific Islander	696.1	697.5					
Hispanic	650.8	653.4					
American Indian/Alaskan	688.2	677.3					
Disabled	614.9	618.2					
Limited English Proficient	654.9	657.2					
Subsidized Meals	649.2	652.5					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from 85.0% or above from 2012 to 2018.

ANNUAL OBJECTIVE: Maintain the percentage point(s) annually of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) at 85.0% or above.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	85.0	85.0	85.0	85.0	85.0
School Actual	94.2	86.4					
District Projected	X	X	78.4	79.4	80.4	81.4	82.4
District Actual	77.4	77.3					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

In 2011-12, AJ Whittenberg ES only had grades K4 through 3rd grade. School actual data in the table above is reflective of 3rd grade only. Projections are based upon 3rd through 5th grade beginning in 2013-14 since 4th grade was added in 2012-13 and 5th grade will be added in 2013-14.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

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

Math - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	702.0	673.0					
Male	702.1	676.0					
Female	701.9	669.0					
White	732.3	702.1					
African-American	674.4	644.7					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	N/A	N/A					
Limited English Proficient	N/A	N/A					
Subsidized Meals	675.7	649.0					

In 2011-12, AJ Whittenberg ES only had grades K4 through 3rd grade. School actual data in the table above is reflective of 3rd grade only. Projections are based upon 3rd through 5th grade beginning in 2013-14 since 4th grade was added in 2012-13 and 5th grade will be added in 2013-14.

Math - District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	664.8	664.0					
Male	665.3	663.6					
Female	664.3	664.4					
White	677.8	677.3					
African-American	636.8	634.5					
Asian/Pacific Islander	703.1	701.1					
Hispanic	649.0	650.6					
American Indian/Alaskan	668.4	674.4					
Disabled	607.9	606.9					
Limited English Proficient	656.1	657.6					
Subsidized Meals	643.6	643.0					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

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

% Tested ELA – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	100.0					
Male	100.0	100.0					
Female	100.0	100.0					
White	100.0	100.0					
African-American	100.0	100.0					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	N/A	N/A					
Limited English Proficient	N/A	N/A					
Subsidized Meals	100.0	100.0					

% Tested ELA – District Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.9	99.9					
Male	99.9	99.9					
Female	99.9	100.0					
White	99.9	100.0					
African-American	99.8	99.9					
Asian/Pacific Islander	99.8	100.0					
Hispanic	99.9	99.8					
American Indian/Alaskan	100.0	100.0					
Disabled	99.2	99.6					
Limited English Proficient	99.8	99.8					
Subsidized Meals	99.8	99.9					

% Tested Math – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	100.0					
Male	100.0	100.0					
Female	100.0	100.0					
White	100.0	100.0					
African-American	100.0	100.0					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	N/A	N/A					
Limited English Proficient	N/A	N/A					
Subsidized Meals	100.0	100.0					

% Tested Math – District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	100.0					
Male	99.9	99.9					
Female	100.0	100.0					
White	100.0	99.9					
African-American	99.9	99.9					
Asian/Pacific Islander	100.0	100.0					
Hispanic	99.9	100.0					
American Indian/Alaskan	100.0	100.0					
Disabled	99.8	99.7					
Limited English Proficient	99.9	100.0					
Subsidized Meals	99.9	100.0					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) 84.5% or above from 2012 to 2018.

ANNUAL OBJECTIVE: Maintain the percentage point(s) annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) at 84.5% or above.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	84.5	84.5	84.5	84.5	84.5
School Actual	93.0	89.0					
District Projected	X	X	76.9	77.9	78.9	79.9	80.9
District Actual	75.9	77.0					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

In 2011-12, AJ Whittenberg ES only had grades K4 through 3rd grade. School actual data in the table above is reflective of 3rd grade only. Projections are based upon 3rd through 5th grade beginning in 2013-14 since 4th grade was added in 2012-13 and 5th grade will be added in 2013-14.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

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

Science - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	651.6	647.6					
Male	655.3	652.2					
Female	645.8	641.5					
White	670.9	676.3					
African-American	631.0	620.5					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	N/A	N/A					
Limited English Proficient	N/A	N/A					
Subsidized Meals	632.7	622.6					

In 2011-12, AJ Whittenberg ES only had grades K4 through 3rd grade. School actual data in the table above is reflective of 3rd grade only. Projections are based upon 3rd through 5th grade beginning in 2013-14 since 4th grade was added in 2012-13 and 5th grade will be added in 2013-14.

Science - District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	632.8	633.0					
Male	633.7	633.6					
Female	631.8	632.4					
White	645.2	646.2					
African-American	607.3	606.2					
Asian/Pacific Islander	655.9	660.5					
Hispanic	617.0	616.2					
American Indian/Alaskan	640.3	644.0					
Disabled	585.9	587.2					
Limited English Proficient	620.7	620.9					
Subsidized Meals	614.1	613.8					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

PASS % SOCIAL STUDIES

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) at 89.0% or above from 2012 to 2018.

ANNUAL OBJECTIVE: Maintain the percentage point(s) annually students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) at 89.0% or above.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	89.0	89.0	89.0	89.0	89.0
School Actual	95.3	92.5					
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9	79.5					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

In 2011-12, AJ Whittenberg ES only had grades K4 through 3rd grade. School actual data in the table above is reflective of 3rd grade only. Projections are based upon 3rd through 5th grade beginning in 2013-14 since 4th grade was added in 2012-13 and 5th grade will be added in 2013-14.

PASS AVG. SOCIAL STUDIES

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

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

Social Studies - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	667.8	673.7					
Male	678.0	677.8					
Female	658.0	668.0					
White	696.0	691.8					
African-American	646.4	659.7					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	N/A	N/A					
Limited English Proficient	N/A	N/A					
Subsidized Meals	643.0	656.2					

In 2011-12, AJ Whittenberg ES only had grades K4 through 3rd grade. School actual data in the table above is reflective of 3rd grade only. Projections are based upon 3rd through 5th grade beginning in 2013-14 since 4th grade was added in 2012-13 and 5th grade will be added in 2013-14.

Social Studies - District Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	649.2	655.6					
Male	651.8	658.3					
Female	646.6	652.6					
White	661.3	667.6					
African-American	626.1	631.1					
Asian/Pacific Islander	676.9	683.5					
Hispanic	632.8	640.0					
American Indian/Alaskan	655.8	660.8					
Disabled	605.3	611.2					
Limited English Proficient	637.7	644.9					
Subsidized Meals	629.0	635.6					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

DATA SOURCE(S): Fall 2011 and Fall 2012 ITBS/CogAT report produced by Riverside Publishing

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Reading Comprehension Actual	78%tile	76%tile					
Mathematics Concepts Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Concepts Actual	60%tile	61%tile					
Mathematics Problems Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Problems Actual	71%tile	61%tile					

District	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Reading Comprehension Actual	67 th %tile	66 th %tile	67 th %tile				
Mathematics Concepts Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Concepts Actual	52 nd %tile	50 th %tile	49 th %tile				
Mathematics Problems Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Problems Actual	58 th %tile	55 th %tile	57 %tile				

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Innovate!	2014-15	Lynn Mann	\$40,000	private donation	Lesson plans, MAP scores
Test-Taking Tips and Practice	2014-15	Aline Kilgore	0	N/A	guidance lesson plans
Standards-based instruction	2014-15	Hamilton Parks	0	N/A	Lesson plans
Integrated, standards-based engineering curriculum	2014-15	Hamilton Parks	\$2,000	PTA	Curriculum maps
Best Practices from the Ron Clark Academy	2014-15	Margaret Thomason	\$1,080	local funds	Lesson plans, roster of teachers visiting RCA
Common Assessments (summative and formative)	2014-15	Hamilton Parks	0	N/A	Lesson plans, assessments, data analysis
Intense Student Monitoring	2014-15	M. Thomason, L. Mann, K. Qualls, H. Parks	0	N/A	data
Small Group/One-on-One Tutoring	2014-15	Classroom Teachers	0	N/A	attendance of students tutored
Admin-led "Bring It On" Challenge	2014-15	M. Thomason, L. Mann, K. Qualls, H. Parks	0	N/A	results of math fact drills

PROFESSIONAL DEVELOPMENT

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

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

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

DATA SOURCE(S): Professional Development Portal, Revised Curriculum Maps, Grade Level Team meeting minutes, Agendas, Sign-in Sheets

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

*Baseline will be established in 2013-2014.

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Professional Development	2014-15	Margaret Thomason, Hamilton Parks	0	N/A	Professional Development Calendar, agendas
Balanced Literacy Training	2014-15	Paula Burgess, Hamilton Parks	0	Provided by GCS	Lesson Plans
IC-led grade level planning meetings	2014-15	Hamilton Parks	0	N/A	Grade level minutes

STUDENT ATTENDANCE

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

DATA SOURCE(S): SDE School Report Card

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

PARENT SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

*School survey results for 2011-2012 are based solely upon parents of 3rd grade students (highest grade level for the 11-12 school year). School survey results for 2012-2013 are based solely upon parents of 4th grade students (highest grade level for the 12-13 school year). Beginning in 2013-14, school survey results will be reflective of the parents of each year’s 5th grade class (highest grade level in the school).

STUDENT SATISFACTION – LEARNING ENV.

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

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

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

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

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

*School survey results for 2011-2012 are based solely upon 3rd grade students (highest grade level for the 11-12 school year). School survey results for 2012-2013 are based solely upon 4th grade students (highest grade level for the 12-13 school year). Beginning in 2013-14, school survey results will be reflective of each year's 5th grade class (highest grade level in the school).

TEACHER SATISFACTION – LEARNING ENV.

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

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

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

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

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

PARENT SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

*School survey results for 2011-2012 are based solely upon parents of 3rd grade students (highest grade level for the 11-12 school year). School survey results for 2012-2013 are based solely upon parents of 4th grade students (highest grade level for the 12-13 school year). Beginning in 2013-14, school survey results will be reflective of the parents of each year’s 5th grade class (highest grade level in the school).

STUDENT SATISFACTION – SAFETY

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

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

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

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

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

*School survey results for 2011-2012 are based solely upon 3rd grade students (highest grade level for the 11-12 school year). School survey results for 2012-2013 are based solely upon 4th grade students (highest grade level for the 12-13 school year). Beginning in 2013-14, school survey results will be reflective of each year's 5th grade class (highest grade level in the school).

TEACHER SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Faculty & Staff Badges	2014-15	Kristy Qualls	0	N/A	badges
Daily police visits	2014-15	GCPD	0	N/A	Police visitation log
"Ignore the Door"	2014-15	Lilliana Mora	0	N/A	Stickers on exterior doors
Safety Videos	2014-15	Kristy Qualls	0	N/A	Online Certificates
All visitors check-in to office	2014-15	Maria Hilderbrand	0	N/A	Visitor Log
Character Education	2014-15	Guidance Counselor	0	N/A	Guidance Lesson Plans

ESEA Federal Accountability Rating 2012-2013

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

South Carolina State Department of Education School Report Card for 2012-2013

<https://ed.sc.gov/data/report-cards/2013/elem/c/e2301119.pdf>