

A. J. WHITTENBERG

ELEMENTARY SCHOOL OF ENGINEERING



Dr. Megan Mitchell-Hoefer, Principal

School Portfolio

2016-17

Greenville County Schools

Dr. W. Burke Royster, Superintendent

Scope of Action Plan (2013-14 through 2017-18)

SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL INFORMATION AND REQUIRED SIGNATURES

A.J. WHITTENBERG ELEMENTARY SCHOOL OF ENGINEERING

GREENVILLE COUNTY SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2017-2018 (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

Dr. Crystal Ball O'Connor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster		3/31/17
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Pam Adams		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dr. Megan Mitchell-Hoefer		3/31/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Margo McMackin		
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 420 Westfield Street, Greenville, SC 29601

SCHOOL'S TELEPHONE: (864) 452-0500

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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 | Dr. Megan Mitchell-Hoefer |
| 2. TEACHER | Kajal Patel, Katy Freemon, DeAnn Reid, Keri McGrath, Allison Anders, Brittany Jackson, Carli Brewer, Sandi Carson, Pam Cloonan |
| 3. PARENT/GUARDIAN | Melissa Lowe |
| 4. COMMUNITY MEMBER | Linda Tassie, YouthBase |
| 5. SCHOOL IMPROVEMENT COUNCIL | Pamela Adams, Jason Peterson, Lynn Mann, Hamilton Parks, Amanda LeBlanc, Marleen Hygema, Jack Wills, Katisha Mitchell, Kenya Ford, Deb Blume, Dr. Megan Mitchell-Hoefer |
| 6. Read to Succeed Reading Coach | Lyndsay Taylor |
| 7. School Read to Succeed Literacy Leadership Team Lead | Margo McMackin |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
<u>Michelin</u>	<u>Leesa Owens</u>
<u>Greenville Drive</u>	<u>Craig Brown</u>
<u>Fluor</u>	<u>Cheryl Wiggins</u>
<u>Kiwanis Club/Anchor Engineering</u>	<u>J.D.</u>
<u>Martin</u>	
<u>Administrative Assistant</u>	<u>Marleen Hygema</u>

Community Business Leader

Mike Burdine

Preacher at Tabernacle Church

Dr. Charles Davis

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

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

- X **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).
- X **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).
- X **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.
- X **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*.
- X **Technology**
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- X **Innovation**
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.
- X **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).

X **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.

X **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.

X **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.

X **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.

X **Recruitment**

The school 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.

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

The school ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135

initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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Introduction

A.J. Whittenberg opened at the beginning of the 2010-2011 school year as a public 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. Shortly after the 2011-2012 school year, the first set of student achievement data was available. The first class of third graders scored a perfect 100% grade “A” Elementary and Secondary Education Act (ESEA) rating.

Each year, A.J. Whittenberg administration, teachers, and students alike participate in ongoing data review. This continued reflection occurs in a variety of teams that set goals in order to strategically plan for effective programs, initiatives, and support.

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

- **School Improvement Council** is made up of parents, administrators, teachers, and business partners in order to bring about the safest school environment conducive to all children performing in the best way they can. They seek to find solutions including uniforms for needy children, traffic/safety concerns, and finding supplemental instruction for low-achieving students.
- **PTA Board** is a group of individuals elected from the PTA general membership. This group works closely with SIC and the Leadership Team to support the mission of the faculty in providing a quality learning environment for the students.
- **Vertical Teams** meet throughout the year to facilitate collaboration and articulation of instructional needs and goals from grades 4K to 5. These teams focus on math, ELA, science and engineering, and social studies.
- **Progress Monitoring** occurs quarterly to provide grade level teams the opportunity to set SMART goals for individual students, and track progress through a variety of data. Progress Monitoring teams are facilitated by a member of the leadership team, and data is used to provide varied sources and levels of both student and teacher support.
- **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 continued improvement at A.J. Whittenberg. The goal is student achievement, and these teams are proud to present this strategic plan and school portfolio.



Executive Summary

Assessment Findings | 2015-16

- | | |
|-------------------------|---------------------------------|
| • SC Ready ELA | 54.0% Meet and Exceed Standards |
| • SC Ready Math | 62.3% Meet and Exceed Standards |
| • SCPASS Social Studies | 84.5% Meet and Exceed Standards |
| • SCPASS Science | 77.7% Meet and Exceed Standards |

Teacher and Administrator Quality

- 4 administrators
- 29 teachers
- 23 support staff
- 100% of the teaching faculty is highly qualified.
- 5 National Board Certified Teachers

School Climate

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

- In earlier years, AJW faced the challenge of parents falsifying home addresses in order to attend the school; this has dwindled tremendously with changes in the neighborhood like new construction.

- Due to surrounding shelters, AJW serves many homeless students. These students often come with emotional trauma that requires specific care and intervention.
- Technology Refresh: Acquiring and maintaining consistent, up-to-date technology to support 1-to-1 initiatives in grades 2 through 5.

Awards and Accomplishments

- A.J. Whittenberg was the first public school in South Carolina with a school-wide engineering curriculum.
- A.J. Whittenberg was the first school in Greenville County to implement the Culinary Creations Program in 2010-2011.
- A.J. Whittenberg has been awarded the Safe Kids Award every year since 2011.
- A.J. Whittenberg was awarded the Greater Greenville Association of Realtors Commercial Revitalization Award 2011.
- 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 Silver LEED Certified by the United States Green Building Council in June 2014.
- A.J. Whittenberg is a Palmetto Gold Award Winning School for General Performance in South Carolina. (2014-2015)
- A.J. Whittenberg is a Palmetto Silver Award Winning School for Closing the Achievement Gap. (2014-2015)
- Featured in PBS broadcast of “Not all forgotten American cities are struggling”, March 2016.
- A.J. Whittenberg is a 2017 Palmetto’s Finest Finalist.



School Profile

A.J. Whittenberg embodies the best innovation that a 21st Century education has to offer. From the moment that you enter our school, you realize it's something special. The facility was purpose-built for our unique engineering curriculum, and we were the first elementary school in the state of South Carolina with a school wide, engineering focus. Classrooms are humming with integrated technology and engaging, student-centered learning. STEM labs are routinely filled with guest instructors, real-world engineering projects, Lego robotics and community groups. As you watch the neat lines of uniformed-clad students move throughout the building or engaged in learning, you would never know that more than 50 percent of them come from poverty. We teach not only academics, but also leadership and character development. Our students greet visitors with eye contact and welcoming greetings.

Our school thrives on diversity. We are an inner-city school. Our student body is a combination of a small attendance area (approximately 35%) and a significant "choice" population (approximately 65%) from across the district. Choice slots are awarded via a random lottery system, which leaves a waiting list of more than 100 students each year. There is no test for admission and our rigorous engineering-based curriculum is delivered to all students, across all grade levels. Our neighborhood attendance zone is one of the most distressed areas of our county. It includes two homeless shelters and one of the highest level of gang activity in the region. Since opening in the fall of 2010, our school has served as a tent pole for our growing downtown. As a result, our neighborhood is being revitalized, which will soon include a new community park and multiple new, mixed use residential and retail facilities.

Our school is adjacent to a Salvation Army Community Center that was developed in tandem with the school. This proximity allows our students to receive instruction in swimming, tennis, soccer and golf from certified instructors free of charge as part of extended PE classes. In turn, a portion of our facility is open to the Salvation Army for evening adult literacy, computer literacy and similar activities.

One unique element of our school is our high level of community engagement. We work hard to bring our community partners, especially engineers, into our labs and classrooms. We have “eWeeks” or Engineering Weeks each month. Each eWeek is led by a different corporate partner. Using jointly created, hands-on activities, professional engineers work with every class in the school. This reinforces grade-specific state standards, exposes our students to potential career paths, and brings learning to life with bottle rockets, scavenger hunts and solar powered “lightning bugs.” Other programs such as “Lunch n’ Learns,” mentoring and other grade-specific programs pair student groups with professional engineers for unique learning opportunities.

We work equally hard to infuse all that our school offers into our community via a series of festivals and events. Our school leads a featured, interactive exhibit at the annual iImagine Upstate STEAM festival; partners with an engineering firm each year to create a float in our city’s Christmas Parade; and welcomes all of our community, neighborhood and business partners to a student-hosted “eFest” to celebrate National Engineering Week.

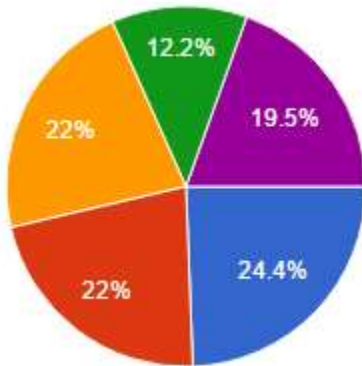
Our school has earned its reputation as a top performing elementary school that consistently outperforms our district and state averages. We have earned Palmetto Gold for achievement each year. Our state ranking is consistently “Excellent.” Our ESEA ranking was a consistent “A” through the past state monitoring system.

We truly feel it is our responsibility to prepare our children to be positive, contributing participants in society. It is our goal to exemplify what is expected of our state school system, our district and our community.



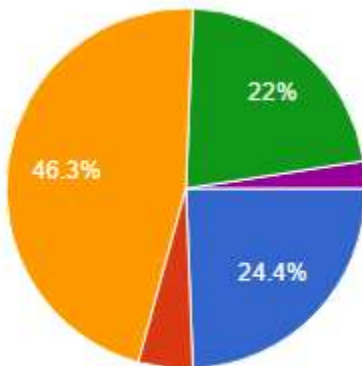
School Personnel Data

Teaching Experience



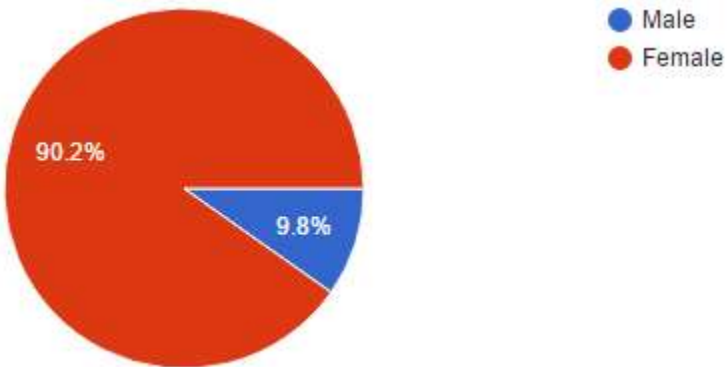
- 0-5 years
- 6-10 years
- 11-15 years
- 16-19 years
- >20 years

Education Level

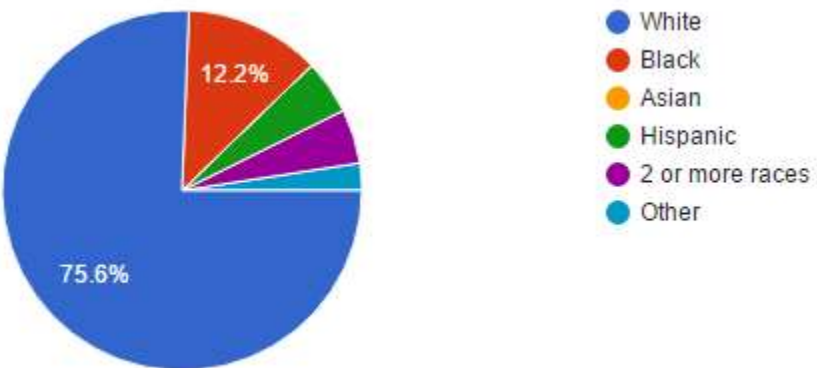


- Bachelors
- Bachelors +18
- Masters
- Masters +30
- Ph.D./Ed.D.

Gender



Race



Attendance

Teacher attendance rate is 94.1%. (<http://ed.sc.gov/data/report-cards/state-report-cards/2016/opportunities/students/?d=2301&s=119&t=E&y=2016>)



Student Population

(extracted from PowerSchool 3/14/2017)

Grade	Boys	Girls	Total
K4	19	25	44
K5	48	37	85
1 st	52	30	82
2 nd	47	34	81
3 rd	52	36	88
4 th	40	51	91
5 th	38	35	73

Ethnicity							
Grade	Asian	Black	Hispanic	Am. Indian or Alaska Native	2 or More Races	Native Hawaiian or Other Pacific Islander	White
4K	0	22	3	0	4	0	15
K5	0	39	6	0	17	0	23
1 st	0	38	6	0	7	1	30
2 nd	0	46	4	0	9	0	22
3 rd	0	43	4	1	7	1	31
4 th	2	55	5	1	6	1	21
5 th	0	40	9	0	5	0	19

Enrollment by Grade	
Grade	Number of Students
4K	44
K5	85
1st	82
2nd	81
3rd	88
4th	91
5th	73
TOTAL	544

Gifted and Talented Population

During the 2016-2017 school year, the program for students identified as academically gifted served 21 3rd graders for 120 minutes weekly, 23 4th graders for 200 minutes weekly, and 22 5th graders for 200 minutes weekly. Students are served in a pull-out program model.

Attendance Rate

The attendance rate for A.J. Whittenberg is 97%. This high rate is attributed to the positive and challenging climate that the engineering curriculum has permeated throughout the school.

Academic Program

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

- STEM Lab for grades 4K-5
- RtI in K5
- LLI Reading Intervention in Grades 1-3
- Gifted and Talented (Challenge) Program in Grades 3-5
- Fountas and Pinnell Balanced Literacy Model
 - Reading Workshop
 - Writing Workshop
 - Language and Word Study
- *Math Expressions*: Focus on Mathematical Inquiry

- Science
- Social Studies
- Project/Problem-Based STEAM (with emphasis on engineering)
- Coding Lab for grades 4 and 5
- Cad design and 3D printing integrated in various subjects
- Robotics in grades 1-5
 - Ozobots
 - Dash and Dot
 - Spider Drone
 - Lego Drone



Mission and Vision

(revised June 2016)

Mission

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

Vision Statements

- Essential 18 ([#AJWEssential18](#)) – Amazing school climate, student ownership
- Rock the Top ([#AJWRocktheTop](#)) – Highest achieving students, moving each child toward academic success
- Power Through Partnerships ([#PowerThroughPartnerships](#)) – World Class Partnerships
- We Own Wow ([#WeOwnWow](#)) – Engaging, out-of-this-world, out-of-the-box experiences



Data Analysis and Needs Assessment 2015-16

SC Ready | ELA

	# of students tested	Percentage "Does Not Meet"	Percentage "Approaches"	Percentage "Meets"	Percentage "Exceeds"
3 rd	87	10.3	33.3	41.4	14.9
4 th	80	17.5	31.3	41.3	10.0
5 th	68	10.3	35.3	42.6	11.8

SC Ready | Math

	# of students tested	Percentage "Does Not Meet"	Percentage "Approaches"	Percentage "Meets"	Percentage "Exceeds"
3 rd	88	12.5	25.0	43.2	19.3
4 th	80	18.8	31.3	26.3	23.8
5 th	68	5.9	17.6	39.7	36.8

SCPASS | Science

	4 th Grade	5 th Grade
% Not Met	28.8	14.7
% Met	50.0	55.9
% Exemplary	21.3	29.4
% Passing	71.3	85.3

SCPASS | Social Studies

	4 th Grade	5 th Grade
% Not Met	13.8	17.6
% Met	45.0	36.8
% Exemplary	41.3	45.6
% Passing	86.3	82.4

CogAT | 2nd Grade

National Percentile Rank	
Verbal	57
Quantitative	69
Nonverbal	56
Composite	58

Iowa | 2nd Grade

National Percentile Rank of Average Standard Score	
Reading	Math
71	59

Data Sources: <https://ed.sc.gov/data/report-cards/>

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 each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in ELA as measured by SC Ready.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in ELA as measured by SC Ready.

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

	Baseline 2015-16	2016-17	2017-18
School Projected	X	57	60
School Actual	54		
District Projected	X	53	56
District Actual (ES only)	50		

Baseline data to be established in 2015-16.

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: Meet or exceed the standard in mathematics as measured by SC READY.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by SC READY.

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

	Baseline 2015-16	2016-17	2017-18
School Projected	X	65.3	68.3
School Actual	62.3		
District Projected	X	59	63
District Actual (ES only)	56		

Baseline data to be established in 2015-16.

SC READY % TESTED

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on SC READY.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on SC READY.

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

% Tested ELA – School	Baseline 2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0
Actual Performance			
All Students	*		
Male	*		
Female	*		
White	*		
African-American	*		
Asian/Pacific Islander	*		
Hispanic	*		
American Indian/Alaskan	*		
Disabled	*		
Limited English Proficient	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

% Tested ELA – District Grades 3-5	Baseline 2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0
Actual Performance			
All Students	*		
Male	*		
Female	*		
White	*		
African-American	*		
Asian/Pacific Islander	*		
Hispanic	*		
American Indian/Alaskan	*		
Disabled	*		
Limited English Proficient	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

% Tested Math – School	Baseline 2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0
Actual Performance			
All Students	*		
Male	*		
Female	*		
White	*		
African-American	*		
Asian/Pacific Islander	*		
Hispanic	*		
American Indian/Alaskan	*		
Disabled	*		
Limited English Proficient	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

% Tested Math – District – Grades 3-5	Baseline 2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0
Actual Performance			
All Students	*		
Male	*		
Female	*		
White	*		
African-American	*		
Asian/Pacific Islander	*		
Hispanic	*		
American Indian/Alaskan	*		
Disabled	*		
Limited English Proficient	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

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: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 81.5%.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 81.5%.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	81.5	82	82.5
School Actual	81	77.7		
District Projected	X	73.9	74.9	75.9
District Actual (ES & MS)	72.9	71.4		

*Beginning in 2014-15, grades 4-8 will take Science **and** 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: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above 89%.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above 89%.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	89	89.5	90
School Actual	88.5	84.5		
District Projected	X	82.2	83.2	84.2
District Actual (ES & MS)	81.2	78.8		

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

Student Achievement Teacher/Administrator Quality School Climate Other Priority

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the IOWA Test.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the national norm of 50th percentile in each subtest of the IOWA Test in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the IOWA Test in grade 2.

DATA SOURCE(S): Fall IOWA/CogAT report produced by Riverside Publishing

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	67 th percentile	69 th percentile	71 st percentile	

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	60 th percentile	55 th percentile	59 th percentile	

Reading	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	60 th percentile	62 nd percentile	60 th percentile	

Mathematics	2014-15	2015-16	2016-17	2017-18
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District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	52 nd percentile	51 st percentile	48 th percentile	

<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! After school program	2016-2017	Lynn Mann Antoinette Gillespie	\$48,000	Private donation	MAP scores, grades
Test-Taking Tips and Practice	2016-2017	Deb Blume	0	N/A	Guidance lesson plans
Updated PBL/STEAM units Integrated, standards-based, engineering curriculum	2016-2017	Hamilton Parks	\$4,000	PTA	Curriculum Maps, Rubicon Atlas, Lesson Plans
Student Centeredness Initiatives – Common Assessments, Data Teams, Classroom Data Stations, Student-Led Conferences	2016-2017	Hamilton Parks	0	N/A	Assessments, Lesson Plans, Data Team Notebooks, Classroom Data Station, Student-Led Conference Documents
Small Groups Tutoring/Test Prep	Spring 2017	Hamilton Parks, Cathy Dixon	\$2,000	Extended Day Program Profit	Attendance of students attending, schedule
Summer School, K5-2 nd Grade	July-August 2016	Megan Mitchell-Hoefer	\$2,500	Local Funds	Attendance of students attending, Lesson Plans
Maintain 1-to-1 technology	2016-2017	Megan Mitchell-Hoefer	\$36,000	Flex Funds	Lesson Plans, Student

					Work/Assessments
Implementation of Discovery Leader Corps	2016-2017	Megan Mitchell-Hoefer, Hamilton Parks	0	Provided by GCS	DLC lesson plans, online portfolios, Fabulous Finds Padlet
Implementation and follow-through with Literacy Mentors	2016-2017	Megan Mitchell-Hoefer, Hamilton Parks	0	Provided by GCS	Literacy Mentor Lesson Plans

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 South Carolina College ad Career Ready professional development related to their grade level.

ANNUAL OBJECTIVE: Beginning in 2013-14, 100% of teachers will participate in South Carolina College ad Career Ready professional development related to their grade level.

DATA SOURCE(S): Professional Development Portal, Lesson Plans, 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			100%	100%	100%		

<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	2016-2017	Megan Mitchell-Hoefer, Marleen Hygema	0	N/A	Professional Development Calendar, agendas
Balanced Literacy Training for New Hires	2016-2016	Stacy Shamis, Hamilton Parks	0	Provided by GCS	Lesson Plans
Grade Level Planning Meetings	2016-2017	Hamilton Parks, Megan Mitchell-Hoefer, Marleen Hygema	0	N/A	Grade Level Minutes
Data Team Meetings	2016-2017	Grade Level Chairs, Hamilton Parks, Megan Mitchell-Hoefer, Marleen Hygema	0	N/A	Data Team Notebooks
Inclusive Practices	2016-2017	Megan Mitchell-Hoefer	0	Provided by GCS	Lesson Plans, Grade Level Minutes
Personalized Learning	2016-2017	Megan Mitchell-Hoefer	0	Provided by GCS	Lesson Plans, 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 – School Profile page – Students section

	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	97.3	96.9	97.0		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6	95.7		

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 – Parent Survey item #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	100.0	100.0	96.7		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8	90.1		

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

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 – Student Survey item #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	94.3	77.0	86.6		
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	81.6	83.9 (ES, MS, & HS)	83.8 (ES, MS, & HS)		

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 – Teacher Survey item #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	91.7	96.0	92.3		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3	91.7		

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 – Parent Survey item #20

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	94.4	94.7	94.9	95.2	95.5
School Actual	95.7	85.3	100.0	100.0	93.3		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.7	91.7		

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

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 – Student Survey item #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	100.0	74.0	74.7		
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3	91.1		

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 – Teacher Survey item #42

	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	100.0	96.0	92.3		
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3	98.4		

<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	2016-17	Marleen Hygema	0	N/A	Badges
Daily Police Visits	2016-17	Greenville City Police Department	0	N/A	Police Visitation Log
"Ignore the Door"	2016-17	Steve Flounders, Alex Rodriguez	0	N/A	Stickers on exterior doors
Safety Videos	2016-17	Marleen Hygema	0	N/A	Online Certificates
All visitors check-in to office	2016-17	Pam McCoy, Maria Hilderbrand	0	N/A	Visitor Log
Character Education with focus on Bullying Prevention	2016-17	Deb Blume	0	N/A	Guidance Lesson Plans
Required Safety Drills	2016-17	Marleen Hygema	0	N/A	Documentation of Drills