Westcliffe Elementary School

Learning Today, Leading Tomorrow

Ms. Carolyn Morgan, Principal

105 Eastbourne Road
Greenville, South Carolina 29611
864.355.0300

http://www.greenville.k12.sc.us/westclif/

Greenville County Schools
Dr. W. Burke Royster, Superintendent

Strategic Plan
2018-2019 through 2022-2023

March 2019

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Westcliffe Elementary

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2019-2020 *(one year)*

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

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

SUPERINTENDENT		
Dr. W. Burke Royster	W Burke Royster	3/21/19
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL		
Carolyn Morgan	Carolyn Morgan	3/21/19
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES		
Mr. Charles J. Saylors		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL		
Faith Gaillard-Kennett		3/21/19
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD		
Nancy Pelissier	Nancy Pelissier	3/21/19
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 105 Eastbourne Rd. SC, 29611

SCHOOL TELEPHONE: (864) 355-0300

PRINCIPAL E-MAIL ADDRESS: cmorgan@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.

POSITION ***NAME***

1. PRINCIPAL Carolyn Morgan
2. TEACHER Melva Norris
3. PARENT/GUARDIAN Faith Kennett
4. COMMUNITY MEMBER Lou Goecker
5. Paraprofessional Cathy Frost
6. SCHOOL IMPROVEMENT COUNCIL Faith Gaillard-Kennett
7. Read To Succeed Reading Coach Nancy Pelissier
8. School Read to Succeed Literacy Leadership Team Lead Nancy Pelissier
9. School Read to Succeed Literacy Leadership Team Member Nancy Jones

School Read to Succeed Literacy Leadership Team:

*Carolyn Morgan (Principal)
*Beth Farmer (AA)
*Karen Fisher (Title I Facilitator)
* Kristy Gwinn (IC)
*Nancy Pelissier (Literacy Specialist)
*Brenda Nelson (Reading Interventionist)
* Faith Gaillard-Kennett (Literacy Mentor K-2)
*Nancy Jones (Literacy Mentor 3-5)

POSITION	***NAME***
Instructional Coach	Kristy Gwinn
Title I Facilitator	Karen Fisher
Administrative Assistant	Beth Farmer
5th Grade Teacher	Kay Norris
3rd Grade Teacher	Sharon Vanvick
Kindergarten Teacher	Gabriel Nabors
Grandparent	Carolyn Simmons

ASSURANCES FOR SCHOOL PLAN

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

◉ Yes ○ No ○ N/A	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
◉ Yes ○ No ○ N/A	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
◉ Yes ○ No ○ N/A	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
◉ Yes ○ No ○ N/A	**Staff Development** The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
◉ Yes ○ No ○ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
○ Yes ○ No ◉ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
◉ Yes ○ No ○ N/A	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
◉ Yes ○ No ○ N/A	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

◉ Yes ○ No ○ N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
◉ Yes ○ No ○ N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
◉ Yes ○ No ○ N/A	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
◉ Yes ○ No ○ N/A	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
◉ Yes ○ No ○ N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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Section 1

Introduction

Westcliffe Elementary

Introduction

Westcliffe Elementary began its strategic planning process as part of our school's accreditation process through AdvancED. The leadership team at our school, being composed of the principal, administrative assistant, Title I facilitator, instructional coach, guidance counselor, and literacy specialist served as a guide for the school as we navigated through this process. In November 2018, we met with our staff and began to examine and analyze survey data from staff, parents, and students. Teams were then created to examine the standards of our self-assessment. The teams each contained faculty members in diverse groupings. Groups met and drafted our standings in each of the standards of our self-assessment. We then came to a group consensus on our self-assessment tool through AdvancED; deciding on our strengths as a school and areas in which we were in need of improvement. During this time, members of the leadership team also considered the input of parents and students to gain insight into their opinions of our school using surveys and other assessment items.

Once our self-assessment was complete, we began our work on this document. Teams worked on a goal area assigned to them; student achievement, teacher and administrator quality, and school climate. Each team analyzed data and created a needs assessment based on their data analysis. Teams then drafted their section of our action plan. They created goals, along with strategies and activities to meet each of those goal areas. Once the teams completed drafts of their findings, a final document was finalized by the leadership team. Together, through school wide team meetings, we updated our plan during the school year 2018-2019. We submitted a revised plan to the district in March 2019.

Throughout this process, we relied heavily on the input from all stakeholders in our school and want to thank our dedicated staff, parents, and students who gave their time and energy into the creation of our school's plan.

We believe that our plan highlights the strengths and identifies the areas of growth for our school. In addition, it suggests ways to improve teaching and learning in an environment that is safe and student-centered.

Section 2

Executive Summary

Westcliffe Elementary

Executive Summary

Summary of Needs Assessments

Student Achievement
In looking at data for student achievement, we see a need in the area of ELA in grades K-5. Our scores show great progress in decreasing the achievement gap for our Hispanic subgroup, particularly in Reading and Math. We are the top performing Title One School in math.

Teacher and Administrator Quality
In looking at our district and school wide expectations, we find that we have three main areas on which to focus. We will offer professional development sessions and trainings that are focused on our district and school initiatives, increase the communication and collaboration among all staff throughout the school, and expand professional resources, especially in the areas of educational research and best practice methods, for all staff to use.

School Climate
We feel that we have a positive and safe environment at our school. In order to sustain our climate, we will ask for feedback from staff, parents, and students about our school climate. We will also continue efforts to ensure safety and high student attendance.

Significant Challenges

In spite of our strengths, there are areas of improvement that need to be addressed. The areas that need to be strengthened are:

- Increased parent involvement in student learning and school related activities
- Data driven instructional decision-making school wide
- Increased collaboration among professional staff
- Increased writing and reading across the content areas

Significant Awards, Results, and Accomplishments

Westcliffe Elementary has been afforded many significant accomplishments over the past 3 years. These include:

- Palmetto Gold Award for overall performance on PASS (2012; 2013; 2014; 2015)
- Palmetto Silver Award for closing the achievement gap (2012; 2013; 2014; 2015)
- Letter of Distinction from EOC for being 1 of 40 elementary schools in the state with an excellent report card rating and a poverty index greater than 90
- Gifted and Talented Bridge Competition (2012: 3rd place; 2014: 2nd place, 2015: 2nd place)
- Wellness Grant 2015
- Target Grant
- Safe Kids of the Upstate Awards 2016, 2017, 2018.

- Curriculum Nights for Reading and Math
- Gift Cards from Wal-Mart
- Title I Reward School (2012, 2013, 2014)
- ESEA Grade A (2012, 2013, 2014)
- Safe School Award (2012, 2014, 2015, 2016, 2017, 2018)
- Soccer Club
- Live Well Greenville Award 2015-2016
- Wal-Mart Grants
- SC Aquarium Grant for Field Trip (3rd Grade) 2016, 2017, 2018
- SC Consortium Grant $300
- Donors Choose Grants
- Bicycles from Horace Mann
- Wildcat Clubhouse
- Super Strides 2016
- Reading All Starts
- Safe Route to School Bronze
- Safe Route to School Sliver
- Westcliffe on Wheels
- United Way Campaign Award of Advancement 2016
- United Way Campaign Award of Excellence 2015, 2016, 2017
- Palmetto's Finest Top 5 2017-2018
- Overall rating of Good on SC report cards 2018
- Robbin Surfus won GCS Elementary Science Teacher of the Year 2016-2017
- Bicycles from McDonalds 2018
- Real Men Read 2017, 2018
- Publix Gift Card
- Ingles Gift Cards 2017
- Wal Mart Gift Cards 2016
- Distinguished Bike Safety School of the Year 2016
- Fresh fruit and vegetables grant 3 years
- Running Club
- Run Hard Grant 2018
- ABC grants
- Arts experience 2016, 2017, 2018
- Music Club of Greenville 2016-2017
- Furman Title One Benefit Concert 2017

Section 3

School Profile

Westcliffe Elementary

School Profile

School Community

Westcliffe Elementary is a Red Carpet school and one of nineteen Title I schools in Greenville County School District. It is part of the Berea community, population 14,295, within the Greenville County limits. The school is located in the Westcliffe subdivision and serves students within a five mile radius of the school. We share a district line with Berea Elementary. Our students feed into Berea Middle and Berea High School. The median household income of Berea residents, based on the 2010 census, is $36,243.

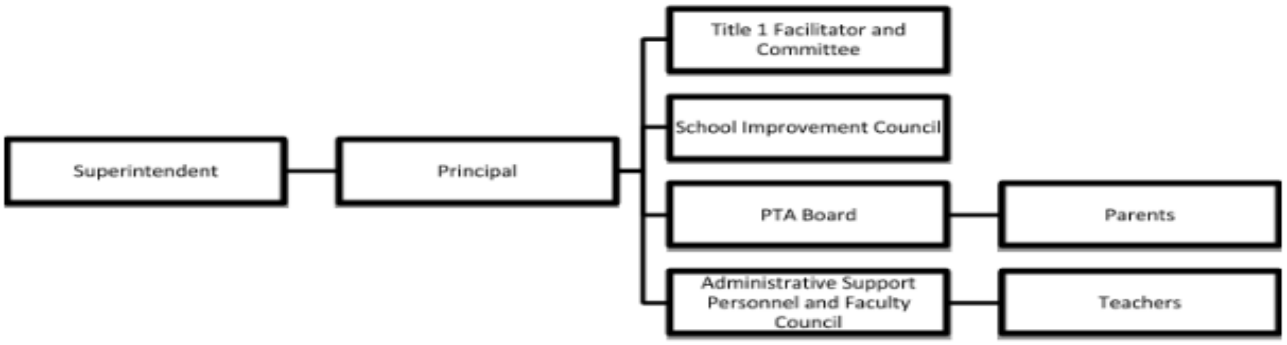
Being a Title I school, Westcliffe receives funds from the federal government to help raise student achievement. It is a deregulated, accredited public school serving K-4 through fifth grade students.

The school was rebuilt in 2003 to accommodate 600 students. The facility includes a cafeteria, media center, gymnasium, computer and science labs, multipurpose room, art and music rooms, and 22 classroom spaces. It currently houses 315 students and 40 instructional staff members.

Our current organizational structure includes a four-year-old kindergarten class, two five-year-old kindergarten classes, a multi-categorical self-contained class, a primary E.D. special education self-contained class, and fifteen first through fifth grade classes. Our kindergarten and self-contained classes have full-time paraprofessionals. The average class size is fifteen students in first and fourth grade, thirteen students in second and third grades, and twenty-four in fifth grade. All classes are grouped heterogeneously by grade level and the gender mix is approximately equal per grade level.

Parent involvement is a high priority at Westcliffe. Classes are offered, using a flexible schedule, throughout the year on topics such as homework, literacy, MAP, SC READY, and SC PASS for Parents, math and reading nights, and home and health. Interpreters are provided during the sessions for our Hispanic population. Resource materials, in English and Spanish when possible, and books are provided to parents to use with their children to support knowledge from the classes at home. We also work closely with community agencies such as Safe Kids Upstate and the Greenville County Library System.

Organizational Structure The current structure of the school leadership at Westcliffe Elementary is shown by the graphic organizer. ***Partnerships*Westcliffe's partnerships include:**



Partnerships with Parents

1. “Meet the Teacher” night
1. School Improvement Council (SIC)
2. PTA Board
1. Parent training workshops
2. Math Night and Literacy Night
1. Math and Literacy Parent Share Fairs
2. Title I Planning Committee
3. Parent volunteers
4. Family Engagement: An evening of songs and stories

School/College/University Partnerships

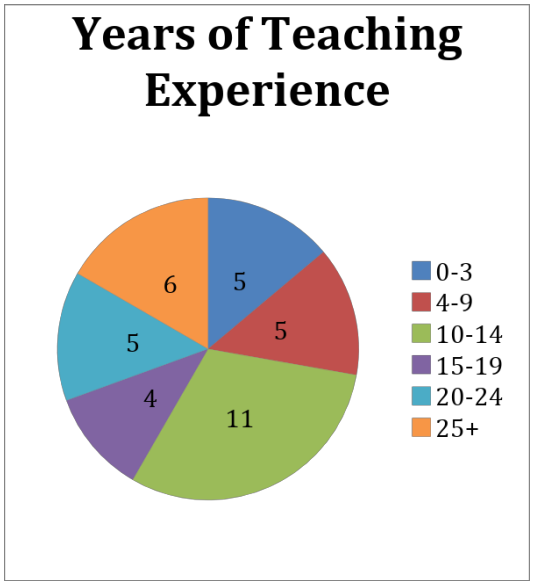
1. North Greenville University Spanish for Educators
2. North Greenville student teachers and clinical students
3. North Greenville University student tutors

Business and Community Partnerships

1. McDonald’s
2. Confluence
3. Ingles
4. Simpsonville First Baptist Church
5. Greenville Federal Credit Union
6. Safe Kids Upstate
7. Palmetto Pride
8. Greenville County Library System
9. South Carolina First Steps
10. Operation Santa
11. Horace Mann

School Personnel

Westcliffe employs 2 administrators, 17 classroom teachers in grades K4-5th, and 2 special education teachers in self-contained classes. We also have an art teacher, music teacher, physical education teacher, media specialist, computer lab facilitator, .5 Response to Intervention (RTI) teacher (K/1st Grade), Literacy Specialist (K5-5th), speech teacher, 1.5 English as a Second Language (ESOL) teachers, (1.5) resource teachers, and a gifted and talented teacher. All three kindergarten classes have a paraprofessional, as well as two paraprofessionals in each of the special education classes. The school personnel are also comprised of a Title I facilitator, school counselor, social worker, instructional coach, a full time nurse, attendance clerk, hourly Interventionist (4th and 5th grade) and a secretary. Three classroom teachers and a Response to Intervention (RTI) teacher (K5 and 1st grade) are paid through Title I funds in order to reduce class size and provide intervention to struggling beginning readers.



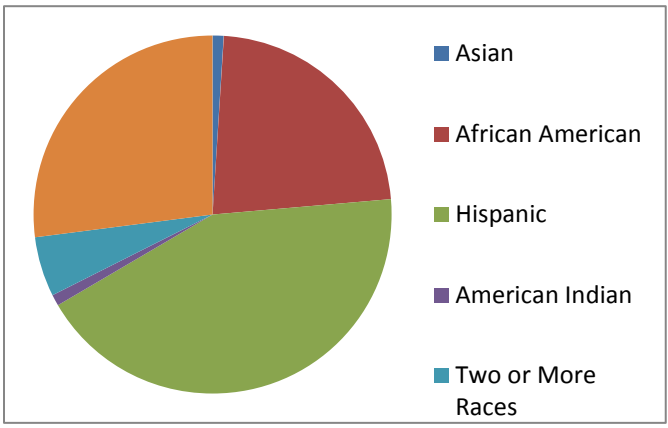
Our teachers have a wide range of teaching experience. Over half (72%) of our teachers have been teaching more than ten years. Thirty percent of teachers have in excess of 20 years' experience in the classroom. The majority of teachers are white females. Fifty eight percent of our faculty hold advanced degrees. Seven teachers hold National Board Certification. Two faculty members are teacher consultants with the Upstate Writing Project. Three teachers are trained trainers for Thinking Maps. Most of the teachers are certified in either Early Childhood or Elementary Education, and many have multiple certifications. Teacher attendance rate is 93.7 percent.

Ms. Carolyn Morgan has been principal of Westcliffe Elementary for 19 years. She has been involved in education for 39 years. Ms. Morgan obtained her BS in Early Childhood Education from USC-Spartanburg. She has since earned two Masters Degrees from Furman University, one in Elementary Education and the other in Administration.

Westcliffe's administrative assistant, Beth Farmer, joined the school during the 2015-2016 school year. Mrs. Farmer has a Bachelor's in Accounting from Wofford College, a Master's Degree in Elementary Education from Converse College, and an Education Specialist Degree in School Leadership from Clemson University. Mrs. Farmer has 14 years' experience as an educator.

Student Population

Asian	1%
African American	19.9%
Hispanic	42.6%
American Indian/ Alaskan Native	0%
Two or More Races	4.9%
White	32%



Currently, 303 students are enrolled at Westcliffe in K4-5th grade. According to PowerSchool, the ethnic distribution of our school as of March 2019 includes: 42.6 percent Hispanic/Latino, 32.0 percent White, 19.9 percent African-American, 4.9 percent of 2 or more races, and 1 percent Asian. The majority of our student population is driven to school or walk. Students are also transported to school on one regular education bus, five special education buses, and local day-care facilities.

The student attendance rate is 95.56 percent. The school's retention rate is 2.4 percent. The percent of students served by Gifted and Talented is 2.3 percent. Students classified with disabilities 24 percent. 31 percent of students have an ESOL plan (English for Speakers of Other Languages) and 11.9 percent of students receive Speech Services.

Because of the Community Eligibility Program, our families no longer fill out a Free/Reduced lunch application. All of our students receive free lunch. All students receive free breakfast through the universal breakfast program. Title I reports that 51.72% of our students receive Direct Certification services. This percentage is based on a formula that GCS District receives from the state department. The State Department of Education reports our poverty rate at 84 percent.

Academic and Behavioral Features, Programs, and Initiatives

Balanced Literacy

In June 2013, our faculty began to receive training in a Balanced Literacy model founded by renowned literacy experts Irene Fountas and Gay Su Pinnell. This systemic approach to literacy includes teachers instructing students in whole group, small groups, and individually. Teachers match books and texts to students at their levels, making instruction more individualized and meaningful.

Response to Intervention (RTI)

Due to the changes in the federal IDEA laws for identifying students for placement in a special education class, the Greenville County School District has developed a Response to Intervention plan to help remediate at-risk students before they fail and provide a more accurate identification of students with learning disabilities. Identification of students is done with the FastBridge computer based assessment. Those students identified are served until results of ongoing progress reports show that they are no longer in need of intervention help. RTI was implemented this year, in reading, for Kindergarten and 1st grade.

Team Planning

Teacher collaboration is essential to creating a pervasive, consistent, and rigorous curriculum. Our grade level teams have common planning times each week that are used for team planning. Through the use of common assessments, grade levels monitor and discuss student progress and adjust plans as needed. Plans are written through a backwards planning format using Learning Target goals. They also meet an average of twice a month with the Instructional Coach.

Reduced Class Size

Research shows that a reduced class size aids in student performance at primary grade levels and with populations of higher poverty. We are dedicated to continuing to have smaller classrooms by using the majority of our Title I funds to pay for three additional classroom teachers.

Technology

We believe that technology is a valuable tool to help students learn. Every classroom, as well as the media center, computer lab, and science lab, is equipped with a Promethean Board (interactive whiteboard) for which all teachers have had training. Students in grades 3-5 have 1 to 1 chromebooks that are used for projects, quizzes, and other assignments. There is a laptop cart available for students in grades K-2. Many of our students are presently learning how to use Google Drive and its various apps. Since 2015, we have been fortunate to have funds to employ a Computer Lab teacher. The foundation of the computer lab is to teach coding and keyboarding to students.

The computer lab contains 30 new laptops (as of Spring 2017) for student use. Classes visit the lab once a week and teachers can sign up for additional times. Some individual classrooms also have computers, and some have mini iPads (as of Spring 2017). The entire school has a wireless Internet connection.

All teachers have an iPad mini for teacher and students to use. Students have access only under teacher supervision and can use it to practice skills with apps, take pictures or record video and/or sound, and many other functions related to school. The school also has additional iPads to check out for classroom use.

Many computer programs are used to aid in increased student achievement. Prodigy is used for practicing math standards. Education Galaxy is used to practice reading standards. Students work on activities primarily in English Language Arts and Math at their own levels which allows them to progress at their own pace. Teachers can also create additional assignments and assessments and are able to track student performance. ELL and specific students chosen based on their own needs have access to Razz Kids, a computer program personalized to their individual level.

Character Education

Building character is an essential component in becoming responsible citizens. Our guidance counselor spends time teaching character education lessons in each teacher's classroom once a month. Each month a different character trait is featured, as well as a book that goes along with the character word. At the end of the month, a student from each class is chosen as the student of the month. Students are chosen by the teachers based on their demonstration of that month's character trait. Each teacher showcases their student's accomplishment and the student is invited to eat lunch on the stage. We also support other character education programs, such as Terrific Kids.

Extra-Curricular Activities

Upper elementary students who have demonstrated responsible behaviors, both academically and in character, have the opportunity to participate in extracurricular activities. Students in grades 3-5 elect student council representatives each year. They meet with our administrative assistant and plan service projects. Students in grades 3-5 also have the opportunity to audition for the school's chorus, W.C. Singers. The chorus performs at PTA meetings throughout the year. They also perform for the local community, for example Christmas caroling through the Westcliffe neighborhood and singing the National Anthem at Furman sporting events. Our fourth and fifth grade students create and produce our news morning show with the help of our fifth grade teachers and media specialist. This morning show gives students the opportunity to showcase their talents along with giving them responsibility outside of the classroom. Students have the opportunity to participate in the reading initiative provided by the Greenville Drive. Students complete a reading log in order to receive a ticket to a game and be a part of a celebration parade.

Additional activities include:

*PE Club
*Media Managers
*Safety Patrols
*Wildcats on the Run (Running Club)
*Robotics Team
*Wildcat Club House (Golf Club, Drum Club, Girls Only, Bike Club, Cheer Club, Puzzle Club, Sports Club, Dinosaur Club, Fairytale Engineering Club, Lego Club)

Coordinated School Health

At Westcliffe, we are dedicated to keeping our students and staff safe and healthy. Our school participates in the Coordinated Approach to Child Health (C.A.T.C.H.) and the Safe Kids Upstate programs. Beginning in the 2013-14 school year, we became a culinary school. Our safe and healthy programs and initiatives include:

- Safety Patrols
- Red Ribbon Week
- Field Day
- Jump Rope for Heart (American Heart Association)
- Wildcats on the Run (Running Club)
- Walk to School Day
- Fresh Fruits and Vegetables Program
- SAFE Kids Program

Academic Excellence

We feel it is important to encourage and celebrate academic excellence with our students. Our academic programs and initiatives include:

- Data driven goal setting across all grade levels
- Quarterly academic and attendance awards
- American Education Week Celebration
- Junior Achievement

Parent Involvement

Parents are of vital importance to us and we grow and nurture their children. We feel a strong relationship is necessary for student success. Our parenting programs reflect the needs expressed to us by our parents and include:

- How to Keep Your Child Learning Over the Summer
- What Will My Child Learn Next Year?
- Rolling Up to 5K
- Math and Literacy nights
- Parent Volunteer Program
- Share Fairs
- Westcliffe on Wheels
- Family Engagement Nights

Section 4

Mission, Vision, and Beliefs

Westcliffe Elementary

Mission, Vision, Beliefs

The purpose of Westcliffe Elementary is to…

- Educate, foster, inform, and benefit the lives of children and their families.
- Teach children in a caring and safe environment with a staff who is supportive of the students and each other.
- Teach children the universal character attributes which promotes a peaceful and productive member of the world's society.
- Provide fundamental skills that will produce life-long learners in an ever-changing environment.

Mission

The mission of Westcliffe Elementary is, in cooperation with home and community, to prepare students to be life-long learners and citizens of good character in an ever-changing world.

Vision

The vision of Westcliffe Elementary School includes an environment that is inviting and conducive to learning. The curriculum is consistent, research based, and aligned to standards that encourage our students to be life-long learners. Teachers provide quality, challenging, child-centered instruction that meets the needs of our students. Student progress is assessed through formal and informal evaluations, which serve as diagnostic tools which help to determine and meet individual needs.

Beliefs

We believe…

- ☐ All students can learn.
- ☐ Students are the center of the educational process.
- ☐ Students learn best in an environment nurtured by competent teachers, principals, and support personnel.
- ☐ Students have the right to equal access of educational opportunities.
- ☐ Students have the responsibility to be active learners.
- ☐ Instruction should be provided consistent with the needs of all students.
- ☐ A balanced curriculum ensures that students communicate effectively, compute accurately, think critically, and act responsibly.
- ☐ Education is the shared responsibility of the home, school, and community.

Section 5

Data Analysis and Needs Assessment

Westcliffe Elementary

Data Analysis and Needs Assessment

Student Achievement Data Analysis

SC Palmetto Assessment of State Standards

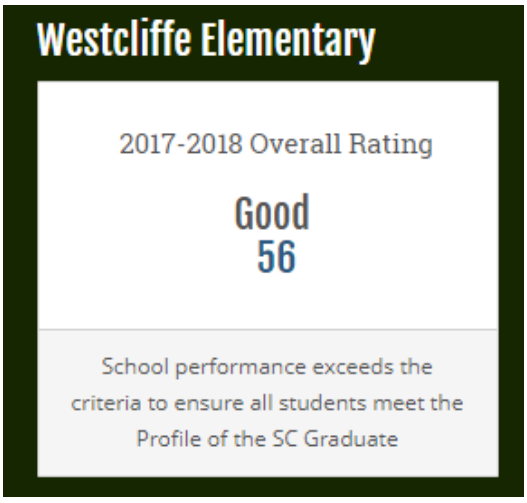
Each year, students in grades four through eight are administered the SC Palmetto Assessment of State Standards (SCPASS) throughout the state of South Carolina, as mandated by state law. SCPASS test items measure student performance on the South Carolina Academic Standards. SCPASS test results are used for school, district, and federal accountability purposes.

This year grades 4 and 5 will take Science (4th) or Social Studies (5th) SCPASS one week in May. Students in grades 3-5 will take the SC READY in May for Writing, English, Reading, and Math. These tests are not timed.

Each year, schools are evaluated based on the results from SCPASS and SC READY and are reported on the State Report Card. In July 2012, the South Carolina Department of Education was granted a waiver from several requirements of the Elementary and Secondary Education Act. The new rating system includes a weighted points total and a letter grade conversion.

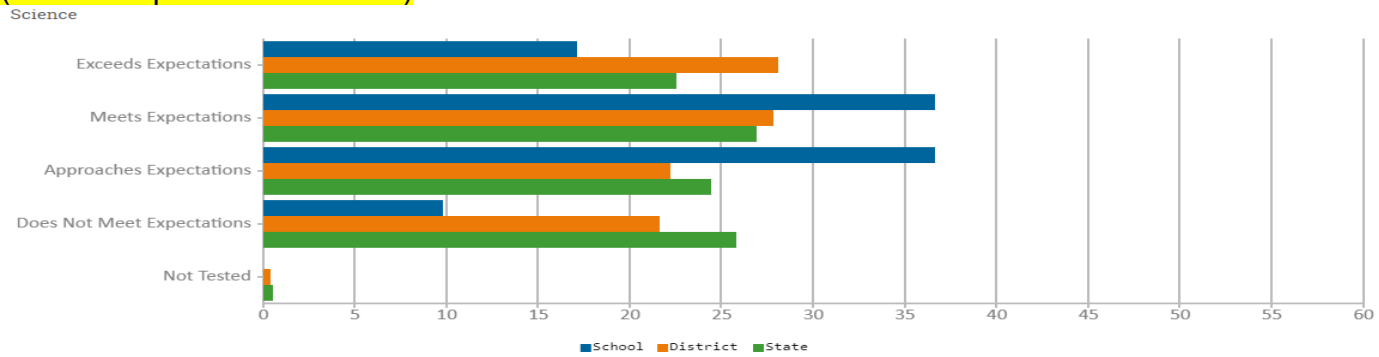
In October 2018, State Report Cards were released for all schools in South Carolina. Westcliffe was given an absolute rating and a growth rating of *good*. We have received many Palmetto Gold Awards for our high levels of absolute performance and Palmetto Silver Awards for closing the achievement gap. We have been designated as a Title I Reward School for Performance, meaning that we were among the highest performing Title I schools during the testing year.

In Fall of 2018, State Report Cards were released for all schools in South Carolina.

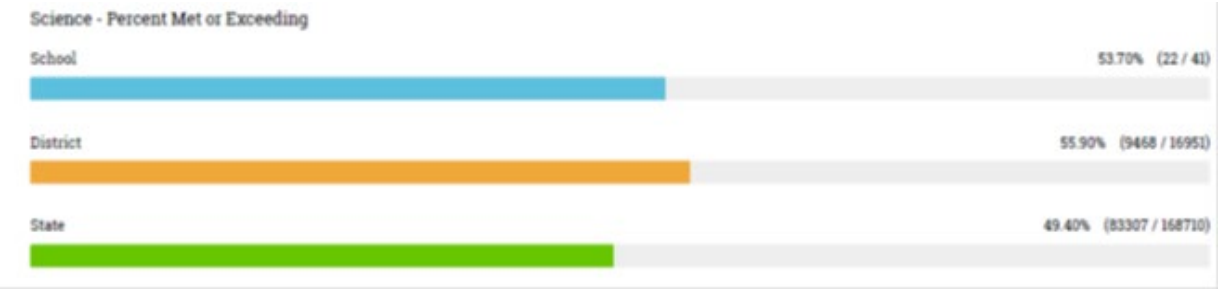


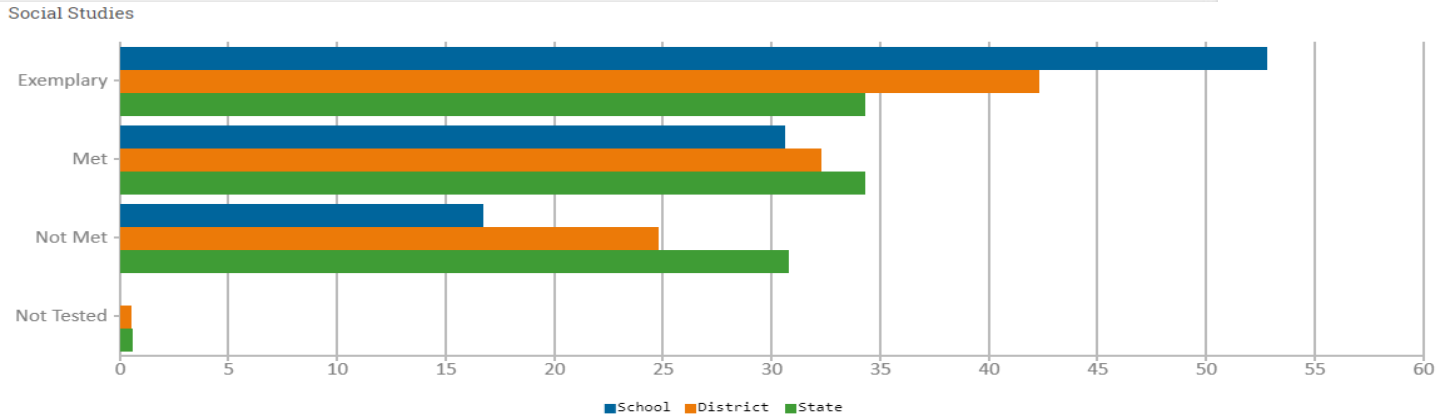
SC PASS Science and Social Studies 2017-2018 by Grade and Performance Level

The graph below shows our school's 2017-2018 SC Palmetto Assessment of State Standards (SCPASS) results for each subject area for the entire school, as reported by the State Report Card. (WES is represented in Blue)



Note: Results from alternate assessments were included in the calculations where available.

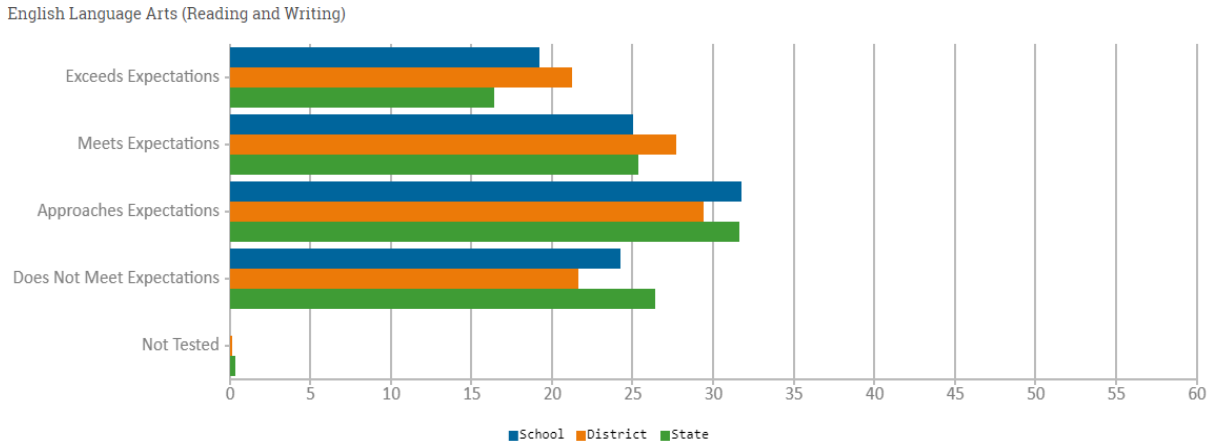




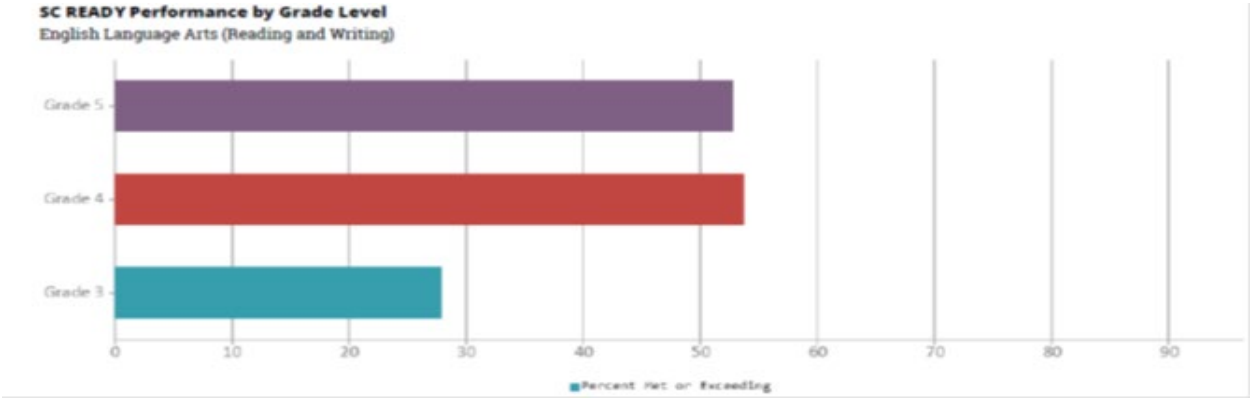
Note: Results from alternate assessments were included in the calculations where available.

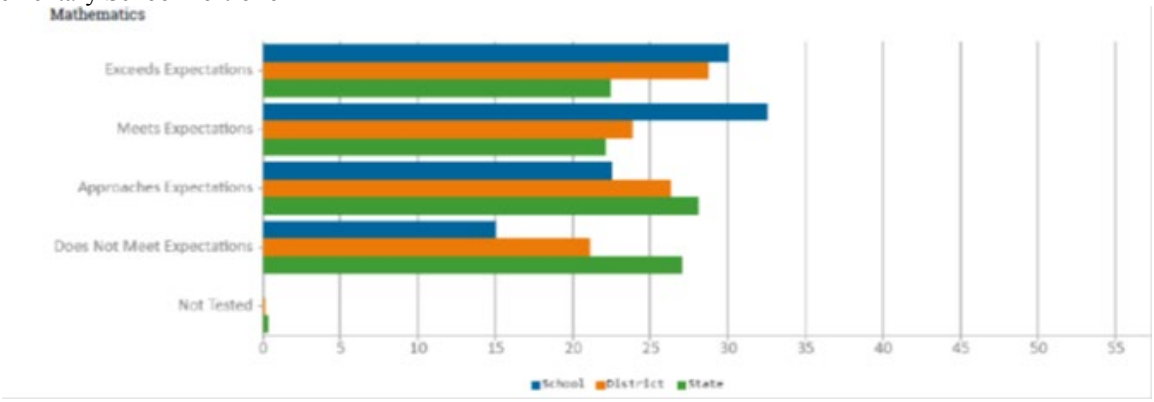
Our 2017-2018 SC PASS scores show strength in Social Studies, with only 16.7% of students scoring Not Met. Science is an area needing improvement with 46.3% of students scoring Not Met, 36.6% scoring Met, and 17.1% scoring Exemplary.

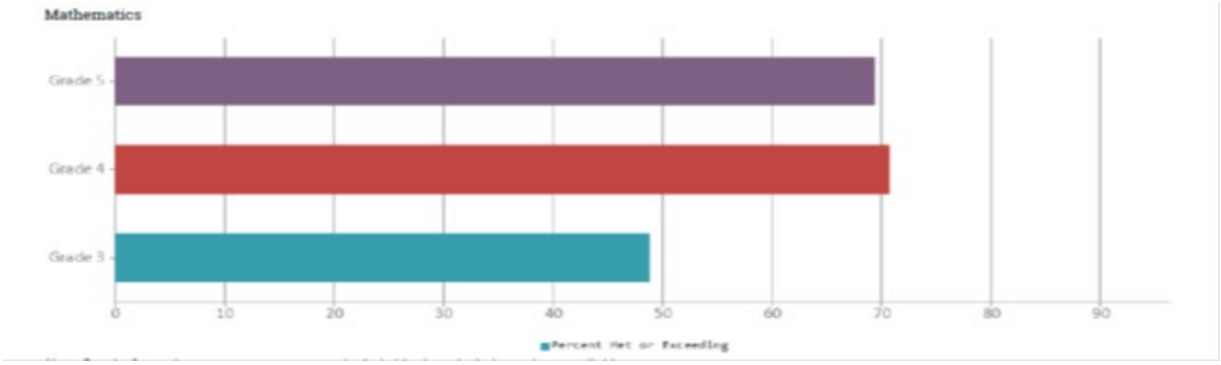
SC Ready (2017-2018) - English, Reading, Mathematics, and Writing by Grade Level and Performance Level



Note: Results from alternate assessments were included in the calculations where available.







Our 2017-2018 SC READY scores for English are 44.2% for meets or exceeds expectations. Our 2017-2018 SC Ready scores for Math are 62.5% for meets or exceeds expectations.

Student Achievement Needs Assessment

Upon examining SCPASS scores for 2017 - 2018 in Science and Social Studies for 4th-5th grades, we see that we have a need to strengthen our Science scores by increasing the number of students scoring Met or above. We plan to focus more efforts on Science process skills throughout the school in all grade levels. Based on our scores from spring of 2018:

Science

17.1% of the students scored Exceeds Expectations.
36.6% of the students scored Meets Expectations.
36.6% of the students scored Approaches Expectations.
9.8% of the students scored Does Not Meet Expectations.
54% of the students in 4th grade scored Met or above.

Social Studies

52.8% of the students scored Exemplary.
30.6% of the students scored Met.
16.7% of the students scored Not Met.
83.4% of the students in 5th grade scored Met or above.

Teacher and Administrator Quality Data Analysis

District Priorities and Initiatives

During the 2011-2012 academic school year, district leaders met with school leaders and other district personnel in order to collect data related to the following three questions:

Where are we now?
Where are we going?
How do we get there?

After receiving input from multiple groups through a series of meetings and conferences, the district developed a set of five academic priority initiatives that will guide our work over the next 3-5 years and help us to achieve a common focus throughout the district. These priorities are in line with Goal 1 of our Strategic Education Plan: Raise the academic challenge and performance of each student. These five district priorities are:

1. Fully implement the SC College and Career Ready Standards across all grade levels in the areas of ELA and Math. South Carolina Academic Standards and Performance Indicators for Science 2014 will be in full effect during the 2016-2017 school year in all grades.
2. Ensure literacy proficiency for all students, enabling them to read for knowledge and communicate effectively through written and spoken language.
3. Develop and maintain systems of support that build instructional expertise and promote rigorous best practices.
4. Provide innovative teaching, planning, and assessing strategies to meet the needs of 21st Century learners.
5. Improve academics and health in Greenville County Schools through a Coordinated School Health (CSH) system.

Priority Initiative: SC College and Career Ready Standards (SCCCS)

In order to implement the SCCCS, the school and district will be developing a common vision and understanding of the impact on teaching and learning, rigorous instructional practices, and the demands of SCCCS assessments. We will work towards aligning curriculum and curricular resources. We will also follow an implementation plan including ongoing support, monitoring, and evaluation.

Priority Initiative: K-12 Literacy

In coordination with implementation of the SCCCS, we will emphasize literacy across all grade levels and curricular areas. All facets of literacy need to be integrated into content areas, including reading, writing, speaking, listening, thinking (analytical research/inquiry), and media/technology.

Priority Initiative: Instructional Expertise

In order to achieve the first two priorities, we must have instructional leaders in our schools. We will have research based professional learning that not only focuses on the district priorities, but is also targeted towards identified school needs. Professional learning will need to be aligned with National Standards for Professional Learning and the district's performance evaluation systems. It will be continuously monitored and evaluated for effectiveness.

Priority Initiative: 21st Century Learning

A focus will be placed on equipping ourselves with 21st century teaching and learning strategies. We expect continued growth of our district and school instructional leaders, ongoing professional development for teachers and professional staff, and collaboration between schools and communities to create partnerships to promote innovation.

Priority Initiative: Coordinated School Health

School health serves as a backdrop to help in achieving the other priorities. Coordinated school health includes the school environment, physical health, psychological and emotional health, sound nutrition, family support, and staff wellness.

School Priorities and Initiatives

We examined our school wide data to determine what programs and initiatives we currently have in place in the school, or will have in place in the upcoming school year. We then looked to see how these programs and initiatives overlapped with the district plan.

Priority Initiative: SC College and Career Ready Standards (SCCCS)

The 2014-2015 year, our school began implementing the SCCCS in both English Language Arts and Math. We have been provided with tools to aid in this process. Beginning summer 2015 and continuing through spring 2016, our school provided training with a refresh of the Fountas and Pinnell Balanced Literacy Model and several PD's/PLC's about the new SCCCS. In previous years, teachers received professional development in writing strategies through the Upstate Writing Project and math strategies through the use of AIMS materials. All teachers are trained in Everyday Counts Calendar Math. Students and teachers use Compass Learning to individualize learning in ELA, Social Studies, Science, and Math. Accelerated Reading and English in a Flash are also both available for instructional purposes. Response to Intervention is utilized for students in the primary grades who need remediation in reading (K5-1st). As of 2015-2016 we have a Literacy Coach that works with 2nd-3rd grades to improve and strengthen student's reading weaknesses. We also have a school news program in place, requiring students to use communication skills. For 2016-2017, Literacy Mentors are in their second year of training. They are now sharing and implementing strategies with classroom teachers.

Priority Initiative: K-12 Literacy

A great emphasis has been placed on reading and the integration of reading into content areas. Along with the above programs that benefit our students in this area, students have been involved in the RED (Read Every Day) Campaign. The school has purchased books to increase the number of content related informational texts and nonfiction books in classroom libraries. Fourth and fifth grade students meet monthly for Book Club. Fourth and fifth grade students are also involved in science club and science fair.

Priority Initiative: Instructional Expertise

We recognize the instructional expertise of our teachers by having them conduct workshops through our Westcliffe Experts series. Teachers regularly attend district in-service sessions appropriate to their grade level content and standards. Attendance is high at professional development sessions offered through the year at the school. We have faculty members who serve on district teams for curriculum writing and are Teacher Consultants with the Upstate Writing Project. As of 2015-2016 we have a primary and an intermediate Literacy mentor. Faculty members serve as trainers for Calendar Math, iPads, and Promethean boards. We also began to expand choices and offerings of professional development by using web based tools such as Edmodo, Kahoot, and Word Press. Our school began the shift to GAFE during the 2015-2016 school year.

Priority Initiative: 21st Century Learning

To promote 21st century learning, teachers attend technology workshops on a regular basis. Last year, teachers received iPads to use with students in their classrooms. We have a fully functioning computer lab, along with mobile laptop carts and computer stations in classrooms. The entire building has wireless throughout. Students interact with technology to practice skills, publish writing, conduct research, and produce work in other projects as directed by the teacher. Students are asked to use technology in extracurricular activities such as the production of the school news programs and duties as media managers. Teachers also have the option to use web based tools for learning themselves through virtual PD sessions offered by the school.

Priority Initiative: Coordinated School Health

Our school has a wellness team that meets and analyzes our commitment to health and wellness programs, and determines where we need improvements. The team developed a plan for our school to follow and received a grant of $1000 to implement the strategies. Our cafeteria continues to serve healthier school meals to our faculty and students. Foods are labeled as Go-Slow-Whoa. The 2014-2015 school year, we also became a culinary school. Teachers can order fresh fruits and vegetables from a local distributer who delivers to our school weekly. Students move to an exercise video each day prior to the morning news show. Our school sponsors events such as Jump Rope for Heart and Field Day. Our school began sponsoring Wildcats on the Run Running Club and a soccer club. Highlighting the importance of the whole child, students can participate in after school activities such

as Art club, Chorus, PE Club, and Safety Patrols. Our school is designated as a Safe School by Safe Schools Upstate. The school is dedicated to bully prevention; including scheduling activities such as plays about bullying from the SC Children's Theater and incorporating a bully box to report incidents.

Teacher and Administrator Quality Needs Assessment

After closely examining our data, we have considered what we must have in place at our school in order to accomplish meeting the demands of the district priority initiatives.

1. Offer professional development sessions and trainings that are focused on both district and school wide initiatives.
2. Increase the communication and collaboration among all staff throughout the school.
3. Expand professional resources, especially in the areas of educational research and best practice methods, for all staff to use. These include: Reading mini lessons grades K-5 and Word Study Kit K-2. The books that will be used as focus are the following: Understanding Texts and Readers (Responsive Comprehension Instruction with Leveled Texts)by Jennifer Serravallo, Read Aloud Mini Lesson F&P Kits, What do I teach Readers Tomorrow? Fiction and nonfiction by Gravity Goldber and Renee Houser

Focused PD

Professional development will focus on the five district priorities and complement the needs of the school. PD sessions need to spiral through the year, giving teachers opportunities to implement strategies and curriculum in the classroom, as well as reflecting on practice. Teachers need multiple options for PD sessions, based on individual needs.

Increased Communication and Collaboration

The staff will participate in activities designed to increase the collaboration, not only horizontally, but vertically as well.

Expanded Professional Resources

With impending change coming, teachers and staff have a need for access to proven research methods in the education field. Teachers need reliable resources containing best practices in teaching, and also need opportunities to share and discuss articles.

Westcliffe Professional Development Calendar 2018-2019 School Year		
	AUGUST	**Topics and Times**
Monday, August 13	Faculty Meeting	8:30 Opening Meeting
Tuesday, August 14	Professional Development	8:30 Setting the Stage For Building Readers
Wednesday, August 15		
Thursday, August 16		Meet the Teacher 4:00-6:00
Friday, August 17	Professional Development	8:30 ESOL training

Wednesday, August 22	Faculty Meeting	
Wednesday, August 29	Professional Development	Session 1 "Environment and Emergent Storytelling" (K-1)
	SEPTEMBER	
Wednesday, September 5	Professional Development	Session 1 "Reading Workshop Introduction" (2-5)
Wednesday, September 12	Faculty Meeting	Review 2018 Test Data & Title I Updates
Wednesday, September 19	Faculty Meeting	A Team and 504 / Title I Parent and Family Engagement
Wednesday, September 26	Professional Development	Session 2 "Word Study Part 1" (K-1)
	OCTOBER	
Wednesday, October 3	Professional Development	SAMR Part Two
Wednesday, October 10	Faculty Council	
Wednesday, October 17	Professional Development	Session 3 "Word Study Part 2" (K-1)
Wednesday, October 24	Professional Development	Session 2 "Reading Workshop Structure" (2-5)
Wednesday, October 31		
	NOVEMBER	
Wednesday, November 7	Professional Development	Session 3 "Minilesson Part 1" (2-5)
Wednesday, November 14	Faculty Council	Tentative Chromebook class Gr. 2-5
Wednesday, November 28	Professional Development	Session 4 "Shared Reading" (K-1)
	DECEMBER	
Wednesday, December 5	Professional Development	Comprehensive Needs Assessment
Wednesday, December 12	Faculty Council	
Wednesday, December 19	Faculty Meeting	
	JANUARY	
Wednesday, January 9	Professional Development	Session 4 "Minilesson Part 2" (2-5)
Wednesday, January 16	Faculty Council	Tentative Chromebook class Gr. 2-5
Wednesday, January 23	Faculty Meeting	PLC: Book Club *Pick Your Passion*
Wednesday, January 30	Professional Development	Session 5 "Reading Workshop: In the Middle" (2-5)
	FEBRUARY	**Topics and Times**
Wednesday, February 6	Professional Development	Session 5 "Unit Planning" (K-1)
Wednesday, February 13	Faculty Council	
Wednesday, February 20	Faculty Meeting	PLC: Book Club *Pursue Your Passion*

Wednesday, February 27	Curriculum Planning	
	MARCH	
Wednesday, March 6	Professional Development	PLC: Book Club *Pursue Your Passion*
Wednesday, March 13	Faculty Council	
Wednesday, March 20	Faculty Meeting	
Wednesday, March 27	Curriculum Planning	
	APRIL	
Wednesday, April 3	Professional Development	PLC: Book Club *Pursue Your Passion*
Wednesday, April 10	Faculty Council	
Wednesday, April 24	Curriculum Planning	
	MAY	
Wednesday, May 1	Professional Development	PLC: Book Club *Promote Your Passion*
Wednesday, May 8	Faculty Council	
Wednesday, May 15	Faculty Meeting	
Wednesday, May 22	Curriculum Planning	
Wednesday, May 29		

Meeting Schedule for 2018-2019

- The Admin. Team developed the following schedule for staff meetings for 2018-2019
  - 1st Wednesday- Faculty Meeting 3:00-4:30
  - 2nd Wednesday- Faculty Council
  - 3rd Professional Development with TIF, IC, and Literacy Specialist and Literacy Mentors
  - 4th Wednesdays- Grade level Curriculum Planning with a focus on Reading
    - Components of Reading Workshop with Paula Burgess
    - K-2 teachers to Implement *Write from the Beginning and Beyond….Response to Text*
    - PLC Book Studies focused on student needs. Books include: The Servant, Every Kid Deserves It, Choice Words, and Grit

Westcliffe Professional Development Focus 2019-2020 School Year

Focus Area (ELA/Reading):

*Implementing material and knowledge we currently have including Fountas and Pinnell Reading Mini Lessons.

*In house teacher led professional development using the following books: Understanding Texts and Readers (Responsive Comprehension Instruction with Leveled Texts)by Jennifer Serravallo, Read Aloud Mini Lesson F&P Kits, What do I teach Readers Tomorrow? Fiction and nonfiction by Gravity Goldber and Renee Houser

Sustain:

* Thinking Map Training for K4-5

*Continue Implementation of *Write from the Beginning and Beyond: Response to Text* and *Comprehension Strategies for Constructing Meaning*

*Title I Academic Specialist will continue to support programs that are currently in place
*Jennifer Servallo's book Reading Strategies

School Climate Data Analysis

Each year, staff, parents and students take surveys regarding our school climate. The results are reported on our School Report Card annually. All staff members complete the survey, while only 5th grade students and their parents complete the student and parent surveys.

Percent Satisfied with Learning Environment					
	2013-2014	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
Teachers	100%	97%	100%	100%	96.5%
Students	97.3%	100%	97.3%	100%	100%
Parents	96.2%	89%	93.1%	100%	88%

Teacher and student satisfaction has remained fairly constant over the past five years, and has always remained above or right at 90 percent. In 2017-2018 parent satisfaction dropped to 88%. We will work to continue our parent satisfaction.

School Safety Survey Results					
	2012-13	**2013-14**	**2014-2015**	**2015-2016**	**2017-2018**
Parents who indicated their child feels safe at school	93.5%	88.5%	96%	100%	87.5%
Students who feel safe at school during the school day	97.3%	97.3%	97%	97.3%	100%
Teachers who feel safe at school during the school day	100%	100%	100%	100%	100%

Survey results for school safety show that all teachers and students feel safe at school. Most parents indicated that their child feels safe at school.

Student Attendance Rate	
School Year	**Percentage**
2013-2014	96.7%
2014-2015	95.8%

2015-2016	95.4%
2016-2017	95.3%
2017-2018	95.6%

School Climate Needs Assessment

After analyzing the surveys, we feel that overall our school climate shows that we have an excellent environment for learning at our school.

Because the survey results reported on the School Report Card only target 5th grade students and parents, we feel there is a need to gather data from all students and parents throughout the school year so that we can better gauge our school climate satisfaction. We also have a high number of families who speak Spanish, so we will continue to offer translations and interpreters when possible. Title I surveys and forms will serve as our main source of feedback.

We will continue to gather feedback from the staff throughout the year and continue efforts so that our school environment remains excellent. Student attendance and safety are definite strengths for our school, and we will continue our endeavors for success in these areas.

Section 6

School Renewal Plan

Westcliffe Elementary

Performance Goal Area: Schools, etc.)* *(* required)*	☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy ☐District Priority
Gifted and Talented Requires Goal and 1 Additional Goal	☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic* ☐Gifted and Talented: Other
PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from **48%** in 2016-17 to **63%** in 2022-23. *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*	
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by **3%** annually.	

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	48% Meets Expectations and Exceeds Expectations	**School Projected Elementary 51%**	**51%**	**54%**	**57%**	**60%**	**63%**
		School Actual Elementary 44.2%					
SC READY ELA SC READY test data file	49% Meets Expectations and Exceeds Expectations	**District Projected Elementary 52%**	**52**	**55**	**58**	**61**	**64**
		District Actual Elementary 52%					

ACTION PLAN FOR STRATEGY #1 Increase rigor and expectations in both instruction and assessment across content areas PK-5 to improve student achievement.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Teachers School Leadership Team	$0	N/A	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data, cCommon Assessments
2. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	Teachers	$0	N/A	Attendance reports from district professional development offerings including summer courses and Agendas/Minutes
3. Implement coaching cycles to improve common planning and instruction	2018-2023	School Leadership Team	$0	NA	Coaching Cycle artifacts Leadership Team Observations
4. Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2019-2023	Teachers School Leadership Team	$0	NA	Mastery Connect/TE21 Common Planning Leadership Observations

Performance Goal Area: Schools, etc.)* *(* required)*	☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy ☐District Priority
Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal	☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐Gifted and Talented: Other
PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from __**58**___% in 2016-17 to _**73**___% in 2022-23.	
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by ___**3**__% annually.	

DATA SOURCE(s):	**AVERAGE BASELINE**	**2017-2018**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SC READY ELA SC READY test data file	**58%** Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary 61%**	**61**	**64**	**67**	**70**	**73**
		School Actual Elementary					
SC READY Math SC READY test data file	**54%** Meets Expectations and Exceeds Expectations (2016-17)	**District Projected Elementary 57%**	**57**	**60**	**63**	**66**	**69**
		District Actual Elementary 60%					

ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core mathematics instruction to meet identified student needs.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement tasks that promote reasoning and problem solving	2018-2023	School Leadership Team	$0	N/A	Observations of problem solving and reasoning Lesson Plans
2. Enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary	2018-2023	School Leadership School Principals	$0	NA	Observations, lesson plans, content vocabulary wall/area in EACH classroom, classroom evidence of content vocabulary instruction and assessment
3. Scaffold student thinking through modeling and think alouds to support independence as mathematicians who are conceptual and critical thinkers	2018-2023	School Leadership Team	$0	NA	Intentional collaborative planning based on student data Evidence of teacher modeling and think alouds Evidence of students engaged in collaborative conversations and independent problem solving

Performance Goal Area: Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐ District Priority	
Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐ Gifted and Talented: Other	
PERFORMANCE GOAL: 3 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.	
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by __3___% annually.	

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	**School Projected Elementary 57%**	57%	60%	63%	66%	69%
		School Actual Elementary 53.7%					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	**District Projected Elementary 60%**	**63%**	**66%**	**69%**	**72%**	**75%**
		District Actual Elementary 55.9%					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. STEM Lab once a month for every 4th grade student lead by our Technology Lad instructor and Guidance Counselor.	2018-2023	Technology Lad Instructor Guidance Counselor	$0	N/A	Observation, notebooking, and assessments
2. Enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary	2018-2023	School Leadership School Principals	$0	NA	Observations, lesson plans, content vocabulary wall/area in EACH classroom, classroom evidence of content vocabulary instruction and assessment
3. Increase the amount of Informational Texts in classroom Libraries that are standards based. New periodicals will be added to classroom libraries to increase instruction.	2018-2023	Title I	$500	Title I Funds	Observations, assessments, Mastery Connect Benchmark Data

Performance Goal Area: Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐ District Priority	
Gifted and Talented Requires Goal and 1 Additional Goal ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic* ☐ Gifted and Talented: Other	
PERFORMANCE GOAL: 4 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.	
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by __3___% annually.	

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	**School Projected Elementary 78%**	**81%**	**84%**	**87%**	**90%**	**93%**
		School Actual Elementary 83.3%					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	**District Projected Elementary 78%**	**81%**	**84%**	**87%**	**90%**	**93%**
		District Actual Elementary 74.6%					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Authentic in class experiences related to Units of study. Ex. Teacher dresses up like Rossie the Riveter and acts out expected behaviors depending in time period.	2018-2023	Teachers	$0	N/A	Observations, Assessments on standards
2. Enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary	2018-2023	School Leadership School Principals	$0	NA	Observations, lesson plans, content vocabulary wall/area in EACH classroom, classroom evidence of content vocabulary instruction and assessment
3. Increase the amount of Informational Texts in classroom Libraries that are standards based. New periodicals will be added to classroom libraries to increase instruction.	2018-2023	Title I	$500	Title I Funds	Observations, assessments, Mastery Connect Benchmark Data

Performance Goal Area: Schools, etc.)* *(* required)*	☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy ☐District Priority
Gifted and Talented Requires Goal and 1 Additional Goal	☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic* ☐Gifted and Talented: Other
PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).	
INTERIM PERFORMANCE GOAL: Meet annual targets below.	

DATA SOURCE(s):	**AVERAGE BASELINE 2016-17**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SC READY ELA SC SDE Website	48x% Meets Expectations and Exceeds Expectations	**School Projected Hispanic 51%**	**36%**	**39%**	**42%**	**45%**	**48%**
SC READY ELA SC SDE Website		**School Actual Hispanic 33%**					
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected Hispanic 36**	**36**	**39**	**42**	**45**	**48**

SC READY ELA SC SDE Website		**District Actual Hispanic 34**					
SC READY ELA SC SDE Website	29x % Meets Expectations and Exceeds Expectations	**School Projected 27%**	**27%**	**30%**	**33%**	**36%**	**39%**
SC READY ELA SC SDE Website		**School Actual AA** 25					
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	**District Projected AA 25**	**25**	**28**	**31**	**34**	**37**
SC READY ELA SC SDE Website		**District Actual AA 25**					
SC READY ELA SC SDE Website	9 % Meets Expectations and Exceeds Expectations	**School Projected SWD 12%**	**12**	**15**	**18**	**21**	**24**
SC READY ELA SC SDE Website		**School Actual SWD** 15					

SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	**District Projected SWD 14**	**14**	**17**	**20**	**23**	**26**
SC READY ELA SC SDE Website		**District Actual SWD 12**					
SC READY ELA SC SDE Website	30 % Meets Expectations and Exceeds Expectations	**School Projected LEP 33**	**33**	**36**	**39**	**42**	**45**
SC READY ELA SC SDE Website		**School Actual LEP** 31					
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	**District Projected LEP 35**	**35**	**38**	**41**	**44**	**47**
SC READY ELA SC SDE Website		**District Actual LEP 33**					
SC READY ELA SC SDE Website	40 % Meets Expectations and Exceeds Expectations	**School Projected SIP 43**	**46**	**49**	**52**	**55**	**58**

SC READY ELA SC SDE Website		**School Actual SIP** 38.5%					
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	**District Projected SIP 38**	**38**	**41**	**44**	**47**	**50**
SC READY ELA SC SDE Website		**District Actual SIP 33**					
SC READY Math SC SDE Website	60 % Meets Expectations and Exceeds Expectations	**School Projected Hispanic** 63	63	66	69	72	75
SC READY Math SC SDE Website		**School Actual Hispanic 53**					
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	**District Projected Hispanic 39**	**39**	**42**	**45**	**48**	**51**
SC READY Math SC SDE Website		**District Actual Hispanic 42**					

SC READY Math SC SDE Website	32 % Meets Expectations and Exceeds Expectations	**School Projected AA 3443**	34	37	40	43	46
SC READY Math SC SDE Website		**School Actual AA** 36					
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	**District Projected AA 27**	**27**	**30**	**33**	**36**	**39**
SC READY Math SC SDE Website		**District Actual AA 28**					
SC READY Math SC SDE Website	9 % Meets Expectations and Exceeds Expectations	**School Projected SWD 12**	12	15	18	21	24
SC READY Math SC SDE Website		**School Actual SWD** 38					
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	**District Projected SWD 18**	**18**	**21**	**24**	**27**	**30**

SC READY Math SC SDE Website		**District Actual SWD 16**					
SC READY Math SC SDE Website	30 % Meets Expectations and Exceeds Expectations	**School Projected LEP 33**	33	36	39	42	45
SC READY Math SC SDE Website		**School Actual LEP** 52					
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	**District Projected LEP 40**	**40**	**43**	**46**	**49**	**52**
SC READY Math SC SDE Website		**District Actual LEP 42**					
SC READY Math SC SDE Website	57.8 % Meets Expectations and Exceeds Expectations	**School Projected SIP** 61	61	64	67	70	73
SC READY Math SC SDE Website		**School Actual SIP 59.4**					

SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected SIP 36**	**36**	**39**	**42**	**45**	**48**
SC READY Math SC SDE Website		**District Actual SIP 38**					

ACTION PLAN FOR STRATEGY #1: Increase the effectiveness of data-based core instruction					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2018-2023	Assoc. Supt. for Academics Assist. Supts. for School Leadership School Leadership Team	$0	NA	Evidence of data driven conversations from district and school meetings (Principal meetings, Principal/IC meetings, etc.), Common Assessments
2. Implement Professional Learning Community support in schools	2018-2023	Assoc. Supt. for Academics Assist. Supts. for School Leadership School Leadership Team	$0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds

ACTION PLAN FOR STRATEGY #1: Increase the effectiveness of data-based core instruction					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
3. Provide strategy and content support for teachers	2018-2023	Assoc. Supt. for Academics Academic Specs. School Leadership Team	$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers

ACTION PLAN FOR STRATEGY #1: Increase the effectiveness of data-based core instruction					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
Fountas and Pinnell	**TBD**	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					

Fastbridge	**TBD**	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
MAP	**TBD**	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
Fountas and Pinnell	**TBD**	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					
Fastbridge	**TBD**	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**

		District Actual					
MAP	**TBD**	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework).					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implementation of a professional learning plan to support school leadership teams (administrators, instructional coach, literacy specialists, and literacy mentors) in building capacity for consistent implementation of all the GCS Balanced Literacy Framework. components	2018-2023	Academic Specialists School Leadership Team	$25,000	Special Revenue	Evidence of school-based trainings and implementation of GCS Frameworks for Literacy School PD Agenda to reflect sharing of GCS Literacy Framework
2. Implement Balanced Literacy with fidelity across all schools.	2018-2023	Academic Specialists for Literacy School Leadership Team	TBD (Cost of training personnel)	TBD	Observations, anecdotal notes, and lesson plans. Instructional Observations and Instructional Rounds Increased number of students reading on grade level by 3rd grade
3. Provide a framework for explicit and consistent instruction in language and word study (phonics and phonological awareness)	2018-2023	Assoc. Supt. for Academics Academic Specialists for Literacy	$20,000-40,000	Special Revenue	Observations, anecdotal notes, and lesson plans. Increased percentage of students scoring in the 60% and above in all categories on the FastBridge Assessments

ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework).					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
4. Implement a framework for common planning across the school to ensure alignment of instructional practices and support intentional unit and lesson planning responsive to student needs.	2018-2023	School Leadership Acad. Specs.	$0	$0	Collaborative planning, data analysis, unit planning, protected planning times. Evidence of Common Planning reflected in school schedule Evidence of common planning through instructional rounds and classroom observations
5. Coach teachers in instructional best practices using the district coaching framework	2018-2023	School Leadership Acad. Specs.	$0	$0	Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	of diverse teachers 2017-18	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
Employment report	% of diverse teachers 2017-18	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1.					
2.					
3.					

Performance Goal Area: Schools, etc.)* *(* required)*	☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy ☐ District Priority
Gifted and Talented Requires Goal and 1 Additional Goal	☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic* ☐ Gifted and Talented: Other
PERFORMANCE GOAL: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey.	
INTERIM PERFORMANCE GOAL: Meet annual targets below.	

DATA SOURCE(s):	**AVERAGE BASELINE**	**2017-2018**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SDE School Report Card Survey	100%	**School Projected Students 100%**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Students 100%					
		School Projected Teachers 100%	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**

	100%	**School Actual Teachers 100%**					
		School Projected Parents 100%	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
	100%	**School Actual Parents 87.5%**					
SDE School Report Card Survey		**District Projected Students 92**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Students 86					
	94	**District Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Teachers 97%					

	88	**District Projected Parents 91%**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Parents 88%					

ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between the school and stakeholders regarding existing safety measures.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Communicate clearly and effectively with all stakeholders that district-wide emergency response plans are in place and include explanations of the training and drills that take place at each location	2018-2023	Dist. Staff Principals	$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas
2. Take a proactive approach by periodically pushing out information about the safety measures that we take at each school	2018-2023	Exec. Dir. of Comm.	$0	NA	Safety stories on web, social media, etc.
3. Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues	2018-2023	Assoc. Supt. for School Admin. Support	$0	NA	Tips received from multiple stakeholder groups

Performance Goal Area: Schools, etc.)* *(* required)*	☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy ☐ District Priority
Gifted and Talented Requires Goal and 1 Additional Goal	☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic* ☐ Gifted and Talented: Other

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0%	**School Projected 0%**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
	0%	**School Actual 0%**					
ESSA Federal Accountability and SDE School Report Card	(2016-17) **0.7**	**District Projected**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**

		District Actual 0.8%					

Annual Expulsion Rate

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0%	**School Projected 0%**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**
	0%	**School Actual 0%**					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.4%	**District Projected**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**
		District Actual 0.4%					

ACTION PLAN FOR STRATEGY #1: Continue to develop and implement proactive measures and structures to guide student behavior towards positive outcomes, which lead to a safer and more productive school environment.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Expand and enhance the utilization of Early Warning Systems to proactively intervene with students to limit expellable offenses.	2018-2023	School Team/s Lead by AA	$0	NA	GCSource and interventions used throughout district
2. Further develop peer mentoring programs to support students and develop empathy.	2018-2023	Dir. of Guidance Principals	TBD	General Fund	Peer mentoring in schools
3. Ensure every student connected with a caring adult.	2018-2023	Dir. of Guidance Principals	TBD	TBD	Students connected with adults in school buildings or buses

Performance Goal Area: Schools, etc.)* *(* required)*	☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy ☐ District Priority
Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal	☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐ Gifted and Talented: Other
PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.	
INTERIM PERFORMANCE GOAL: Meet annual targets below.	

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
AdvancED Culture & Climate Surveys		**School Projected 90%**	**90**	**90**	**90**	**90**	**90**
	87%	**School Actual 87%**					
AdvancED Culture & Climate Surveys	**89**	**District Projected**	**90**	**90**	**90**	**90**	**90**
		District Actual 90%					

ACTION PLAN FOR STRATEGY #1: Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Expand mentoring program for students	2018-2023	Dir of Guidance School team School counselors	TBD	Local	Students assigned to an adult at the school.
2. Provide opportunities for support staff to be inclusive in school culture.	2018-2023	School team/PTA	$0	NA	Support staff included in decision making and support of students
3.					

Performance Goal Area: Schools, etc.)* *(* required)*	☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy ☐ District Priority
Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal	☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐ Gifted and Talented: Other
PERFORMANCE GOAL: 5 Achieve and maintain a student attendance rate of 95% or higher.	
INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.	

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
ESSA Federal Accountability and SDE School Report Card	(2016-17) 95.33%	**School Projected 95%**	**95**	**95**	**95**	**95**	**95**
	95.3%	**School Actual 95.49%**					
	(2016-17) **95**	**District Projected**	**95**	**95**	**95**	**95**	**95**
		District Actual 95%					

ACTION PLAN FOR STRATEGY #1: Develop system to respond to attendance trends					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Consistently monitor attendance trends	2018-2023	Attendance Clerk Admin team Social Worker	$0	NA	Attendance reports Review of attendance policies
2. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	Admin team Teacher Attendance Clerk	$0	NA	Documented contacts
3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	OnTrack Coordinator Social Worker Attendance Clerk Admin team	$0	NA	Students are identified and appropriate supports are assigned

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**AVERAGE BASELINE 2017-2018**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
AdvancED Culture & Climate Surveys	Afraid **4%** Lonely **8 %** Angry **6%**	**School Projected**	**Afraid ≤4** **Lonely ≤7** **Angry ≤5**	**Afraid ≤4** **Lonely ≤7** **Angry ≤5**	**Afraid ≤4** **Lonely ≤6** **Angry ≤4**	**Afraid ≤4** **Lonely ≤6** **Angry ≤4**	**Afraid ≤4** **Lonely ≤6** **Angry ≤4**
		School Actual Afraid **4%** Lonely **8 %** Angry **6%**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	**District Projected**	**Afraid ≤ 5** **Lonely ≤ 9** **Angry ≤ 7**	**Afraid ≤ 5** **Lonely ≤ 9** **Angry ≤ 7**	**Afraid ≤ 5** **Lonely ≤ 8** **Angry ≤ 6**	**Afraid ≤ 5** **Lonely ≤ 8** **Angry ≤ 6**	**Afraid ≤ 5** **Lonely ≤ 7** **Angry ≤ 5**
		District Actual Afraid – 5% Lonely – 10% Angry – 8%	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**

ACTION PLAN FOR STRATEGY #1: Improve understanding of students' social-emotional needs.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Collect data surrounding social-emotional needs through student surveys	State to provide	Dir. of Accountability	$0	NA	Survey data collected and analyzed
1. Develop and maintain a menu of support resources and provide to all guidance counselors and social workers	2018-2023	Dir. of Guidance	$0	NA	Menu developed and distributed
3.					

Westcliffe Elementary 2018-2019

Read to Succeed Plan

A. This school documents and monitors the reading and writing assessment and instruction planned for all prekindergarten through fifth grade students and the interventions be provided to all struggling readers who are not able to comprehend grade-level texts.

Lenses of Assessment

A Comprehensive System of Assessment

- Summative Assessment
  - SC Ready
- Formative Assessment
  - Fountas and Pinnell, DRA, Dominie
  - MAP
  - Star Reading
  - 4K Assessments: PALS, Gold, MyIgGDIs
- Data Teams
  - Collecting Data, Analyzing, Establishing Goals and Look-fors, Creating Action Plans
- Documentation of Data

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
A1. Teachers use a comprehensive formative assessment system.	☐	☐	☒	Running Records, Reading/Writing/Researching Engagement Inventories, Compliment Conferences, Skill/Strategy Groups, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, Transcribed Conversations, Common Assessments(Unit), and Cold Read; Mastery connect
A2. Teachers make instructional decisions for students based on data.	☐	☐	☒	
A3. Teachers work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students	☐	☐	☒	
A4. Teachers collect and analyze data to determine targeted, effective in-class intervention.	☐	☐	☒	

B. This school provides supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.				
Lenses of Assessment Assessing for Supplemental Instruction • Reading Process • Small Group and Individual				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
B1. Teachers notice, teach, and prompt for use of strategic reading behaviors.	☐	☒	☐	Anecdotal Notes from small group instruction and individual conference, schedules, notes from F&P Benchmarks, Compass Learning, goals with look-fors, lesson plans focused on teaching strategic reading behaviors.
B2. Teachers and students collaborate to set measurable short term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.	☐	☒	☐	
B3. Teachers provide targeted, effective in-class intervention which -must provide individual and small-group instruction; and -must be 30 minutes in addition to 90 minutes of daily reading and writing instruction.	☐	☒	☐	

C. This school utilizes a system for helping parents understand how they can support the student as a reader at home.				
Lenses of Assessment Assessing for Family Support of Literacy Development				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
C1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	☐	☐	☒	Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences, Westcliffe on Wheels, take home books, Remind 101, teacher/school websites, PEP Book fair and phone calls

D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.				
Lenses of Assessment Assessing for Research-Based Instructional Practices: • Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data • Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data • Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data • Integration of Disciplinary Literacy • Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
D1. Teachers ensure that instruction is short and focused so that students practice new behaviors and processes by reading and writing authentic texts for the majority of the instructional time.	☐	☐	☒	Teacher Observations, Schedules, Lesson Plans, Anchor Chart, Work samples, Writer's Notebook

D2. Teachers monitor student engagement in reading and writing and use this data to confer with students.	☐	☐	☒	
D3. Teachers use shared reading experiences (literary texts and informational texts) to scaffold success and build fluency.	☐	☒	☐	
D4. Teachers use shared writing experiences to scaffold student success and build fluency.	☐	☒	☐	

	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
D5. Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts.	☐	☐	☒	Teacher Observations, Schedules, Lesson Plans
D6. Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring.	☐	☒	☐	
D7. Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006)	☐	☒	☐	

D8. Teachers use the South Carolina College and Career Ready Standards when planning instruction.	☐	☐	☒	Teacher Observations, Schedules, Lesson Plans, Rubicon Atlas, Curriculum Maps, SC Department of Education Website,

E. This school ensures that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students.				
Lenses of Assessment Assessing for Reading Engagement: • Student Choice • Large blocks of time to read, write, and research • Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect a variety of genre				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
E1. Teachers provide students choice in what they read, write, and research.	☐	☐	☒	Student Engagement Inventories, Schedules, Photographs of Classroom Libraries, Book Shopping/Schedule for Shopping, Labeled Book Baskets,
E2. Teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume.	☐	☒	☐	
E3. Teachers reflect on and eliminate activities that interfere with text reading and writing.	☐	☐	☒	
E4. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	☐	☐	☒	
E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.	☐	☐	☒	

F. This school provides teacher and administrator training in reading and writing instruction.				
Lenses of Assessment Assessing for Professional Development • Literacy Competencies for PreK-5th Grade Teachers • Literacy Competencies for Administrators • South Carolina College and Career Ready Standards • Standards for Professional Learning • Early Learning Standards for 4K				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
F1. Teachers participate in professional learning opportunities based on data through o Study groups o Collaboration with school coach o Book clubs o Teacher action research o Collaborative planning o Peer coaching	☐	☐	☒	Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Thinking Maps, Lesson Plans
F2. Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data o Study groups o Collaboration with school coach o Book Clubs	☐	☐	☒	

H. This school embeds practices reflective of exemplary literacy-rich environments. **organizations, community partners and school media specialists to promote reading and writing.**				
Lenses of Assessment Assessing for Literacy Partnerships				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
G1. Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing. • County libraries are used to increase the volume of reading in the community over the summer • State and local arts organizations • Volunteers • Social service organizations • School media specialists	☐	☐	☒	Westcliffe on Wheels, Greenville County Federal Union, Junior Achievement, United Miniseries, Simpsonville Baptist Church, Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer
G2. Specific actions are taken to foster partnerships.	☐	☐	☒	

Lenses of Assessment
Assessing for Inquiry-based Learning:

- Immersion, Investigation, Coalescing, Going Public
- Read Aloud/Shared Reading
- Independent reading, writing, researching
- South Carolina College and Career Ready Standards for Inquiry
- Profile of the South Carolina Graduate

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
H1. Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts for most of the instructional time.	☐	☒	☐	Schedules reflecting students reading 40 to 45 minutes for each hour of reading instruction, Schedules reflecting students writing 40 to 45 minutes for each hour of writing instruction, Lesson Plans Referencing the Inquiry Standards, Examples of Student Research Projects, Student artifacts from research
H2. Teachers integrate content-specific reading, writing, & researching into ELA to provide the authentic experiences necessary to become proficient researchers and readers and writers.	☐	☐	☒	
H3. Teachers provide large blocks of time for instruction and practice in order for students to sustain work on reading, writing, and researching.	☐	☐	☒	
H4. Teachers ensure text and materials are organized and easily accessible by students**.**	☐	☐	☒	
H5. Teachers ensure texts and other materials are appropriate for the readers and writers in t heir classrooms.	☐	☐	☒	

H6. Teachers prominently display artifacts reflective of student learning**.**	☐	☐	☒	

Strengths	Possibilities for Growth
• Using data • Assessments • Interventions • Collaboration • Parent Involvement • Team Planning	• Implementing Mentor text for writing purposes/strategies • Improve/Increase Writing engagement • Vary strategies for implementing vocabulary that is age appropriate • Increase student conversation about text (Going Public/Author Chair) • Responding to text orally and in writing • Increase the use of close reading, stop-and-jot, annotation of text, and focused discussion
Goals and Action Steps Based on Analysis of Data—Goals should be written as SMART goals—Specific, Measurable, Achievable, Relevant, Time-Based/Timely). Use the following link to submit the goal and action steps your team develops below **https://drive.google.com/open?id=11Z5WZe5OnJ9mcCoRdKtacH00eowBJLKdAWV6cVqsdrM**	
Goal #1:	**Action Steps:**

By June of 2020, 70% of students in individual classrooms will increase their comprehension of texts as evidenced through summative and formative assessments.	• **Administer 4 cold reads each 9 weeks.** • **Review the cold reads on opposite weeks of administering** • **Continue school wide emphasis of Balanced Literacy through Best Practices** • **Highlight text specific vocabulary and content vocabulary** • **Instruct K5 students with Sight Words**
Goal #2:	**Action Steps:**
Goal #3:	**Action Steps:**

Analysis of Data

ReferencesMcConachie, S., Hall, M., Resnick, L., Ravi, A.K., Bill, V.L., Bintz, J., & Taylor, J.A. (2006, October). Task, text, and talk. *Educational Leadership*, 64(2),8-14.