

# Westcliffe Elementary School

*Learning Today, Leading Tomorrow*

Mrs. Beth Farmer, 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**

## 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 2021-2022** (*one year*)

### Required Signature Page

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

### Assurances for the School Renewal Plans

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

#### SUPERINTENDENT

Dr. W. Burke Royster		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

#### PRINCIPAL

Beth Farmer		April 13, 2021
PRINTED NAME	SIGNATURE	DATE


#### CHAIRPERSON, BOARD OF TRUSTEES

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

#### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Scott Eron		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

#### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Nancy Jones		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 105 Eastbourne Greenville, SC 29611

SCHOOL TELEPHONE: (864) 355-0300

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

## STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

- | <u><b>POSITION</b></u>  | <u><b>NAME</b></u> |
|---|--------------------|
| 1. PRINCIPAL _____  | Beth Farmer _____  |
| 2. TEACHER _____  | Melva Norris _____ |
| 3. PARENT/GUARDIAN _____  | Wendy Lamb _____   |
| 4. COMMUNITY MEMBER _____                                       | Lou Goecker _____  |
| 5. Paraprofessional _____                                       | Cathy Frost _____  |
| 6. SCHOOL IMPROVEMENT COUNCIL _____                             | Scott Eron _____   |
| 7. Read To Succeed Reading Coach _____                          | Nancy Jones _____  |
| 8. School Read to Succeed Literacy Leadership Team Lead _____   | Nancy Jones _____  |
| 9. School Read to Succeed Literacy Leadership Team Member _____ | Kristy Gwinn _____ |

### **School Read to Succeed Literacy Leadership Team:**

- \*Beth Farmer (Principal)
- \*Maria Werner (AA)
- \*Karen Fisher (Title I Facilitator)
- \* Kristy Gwinn (IC)
- \*Nancy Jones (Literacy Specialist)
- \*Nancy Pelissier (Reading Interventionist)
- \* Stephanie Thurston (Literacy Mentor K-2)
- \*Nancy Jones (Literacy Mentor 3-5)

<u><b>POSITION</b></u>	<u><b>NAME</b></u>
Instructional Coach	Kristy Gwinn
Title I Facilitator	Karen Fisher
Administrative Assistant	Maria Werner
5 <sup>th</sup> Grade Teacher	Kay Norris
3 <sup>rd</sup> Grade Teacher	Zach Smith
Kindergarten Teacher	Gabriel Nabors
Grandparent	Carolyn Simmons

**ASSURANCES FOR SCHOOL PLAN**

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Academic Assistance, PreK–3</b> The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Academic Assistance, Grades 4–12</b> The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Parent Involvement</b> The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Staff Development</b> The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Collaboration</b> The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Developmental Screening</b> The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Half-Day Child Development</b> The school provides half-day child development programs for <b>four-year-olds</b> (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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Developmentally Appropriate Curriculum for PreK–3</b> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Parenting and Family Literacy</b> The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Recruitment</b> The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b> 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 is a Title I school in the Greenville County School District. The leadership team at Westcliffe, including the principal, administrative assistant, Title I instructional facilitator, instructional coach, guidance counselor, and literacy specialist served as a guide for the school as we navigated through the process of developing our school portfolio. The school leadership team meets weekly to review school wide data, discuss teaching and learning, school culture and academic support for students. Grade levels meet weekly in addition to unit planning two times per month after school alongside Title I academic specialists, the instructional coach, or the literacy specialist. The entire teaching staff meets monthly for professional development centered on our goals for standards based planning and instructional delivery. The Vertical Faculty Leadership meets monthly to look at data and have vertical conversations about teaching and learning at our school. Stakeholders such as PTA, the Title I Planning Team and School Improvement Council meet both face to face and virtually, as attendance plan permits, as part of the collective knowledge base used to make decisions for Westcliffe Elementary.

After data drive analysis and conversations with staff, school 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 document was finalized by the leadership team. Together, through school wide team meetings, we updated our plan during the 2020-2021 school year. We submitted a revised plan to the district in March 2021.

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 English language arts in grades K-5. Our scores show great progress in closing the achievement gap for our Hispanic subgroup, particularly in reading and 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 training that are focused on our district and school initiatives, work to increase the communication and collaboration among all staff, stakeholders and community members, as well as expand professional resources throughout the school, especially in the areas of proven 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 five 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: 3<sup>rd</sup> place; 2014: 2<sup>nd</sup> place, 2015: 2<sup>nd</sup> place)
- Healthy and Ready to Learn Initiative 2019
- Safe Kids of the Upstate Awards 2016, 2017, 2018, 2019
- Curriculum Nights for reading and math

Westcliffe Elementary School Portfolio

- Safe School Award (2012, 2014, 2015, 2016, 2017, 2018)
- Soccer Club
- Live Well Greenville Award 2015-2016
- SC Aquarium Grant for Field Trip (3<sup>rd</sup> Grade) 2016, 2017, 2018
- SC Consortium Grant \$300
- Donors Choose Grants
- Bicycles from Horace Mann and McDonalds
- Wildcat Clubhouse 2018
- Super Strides 2016
- Reading All Stars
- Safe Route to School Bronze
- Safe Route to School Silver
- Westcliffe on Wheels
- United Way Campaign Award of Advancement 2016
- United Way Campaign Award of Excellence 2015, 2016, 2017, 2018
- Palmetto's Finest Top 5 2017-2018
- Overall rating of Good on SC report cards 2018, 2019
- Robbin Surfus won GCS Elementary Science Teacher of the Year 2016-2017
- Real Men Read 2017, 2018
- Ingles Gift Cards 2017
- Distinguished Bike Safety School of the Year 2016
- Fresh fruit and vegetables grant 2015-2019
- Running Club
- Run Hard Grant 2018, 2019
- ABC grants
- Arts experience 2016, 2017, 2018
- Music Club of Greenville 2016-2017
- Furman Title I Benefit Concert 2017
- 3D Printers Grant from Bosche
- Girls Only! Julie Valentine Center 2018
- Bike Club from Prisma Health 2018
- Golf Club with First Tee of the Upstate 2018
- Duke Energy Grant
- Lego Robotics Club with Michelin
- 10 Donor Choose Projects funded for the Music Program 2017-2019
- 2 Metropolitan Arts Council artist in residence grants 2019, 2020
- 2 South Carolina Art Council arts experience grants 2017-2019
- 2 South Carolina Art Council frameworks grants 2017-2019
- Furman Title I Benefit concert proceeds, winner. 2017-2018

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 the 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.

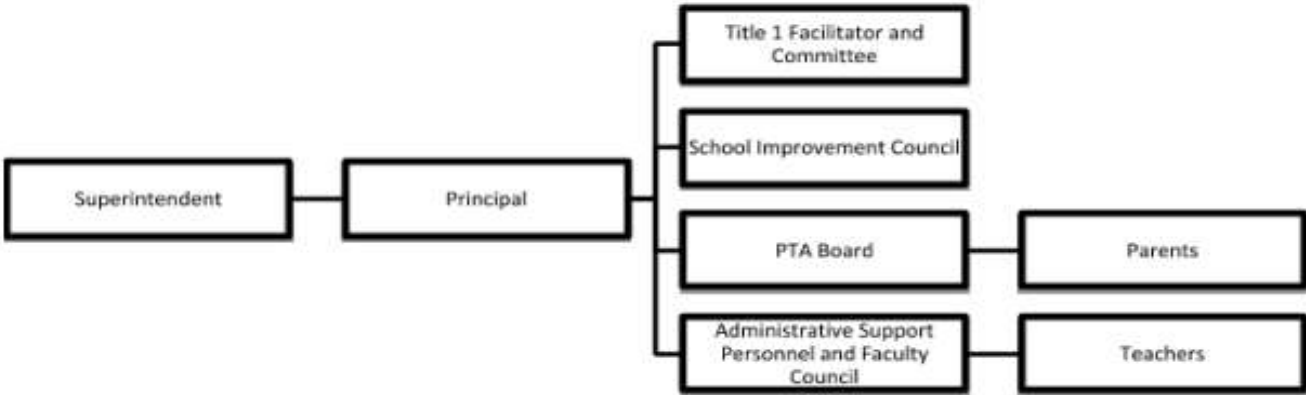
Being a Title I school, Westcliffe receives funds from the federal government to help raise student achievement. It is a deregulated, accredited public-school serving K-4 through fifth grade students.

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 306 students and 40 instructional staff members.

Our current organizational structure includes a four-year-old kindergarten class, two five-year-old kindergarten classes, a primary E.D. special education self-contained class, and twelve first through fifth grade classes. Our kindergarten and self-contained class have full-time paraprofessionals. The average class, this year in the brick and mortar setting around fourteen students in kindergarten, first, and fifth grades, twenty-two students in second grade, fifteen in third grade and eleven in fourth grade. All classes are grouped heterogeneously by grade level and the gender mix is approximately equal per grade level. There are several classrooms with a higher population of ESOL students to allow for ESOL and general education co-teaching.

Parent involvement is a high priority at Westcliffe. Classes are offered, both virtually and face to face, throughout the year on topics such as homework, literacy, and standardized testing 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 the Bradshaw Institute and the Greenville County Library System.

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



### Partnerships with Parents

1. “Meet the Teacher” night (virtually)
2. School Improvement Council (SIC)
3. PTA Board
4. Parent training workshops (virtually)
5. Math Night and Literacy Night
6. Math and Literacy Parent Share Fairs
7. Title I Planning Committee
8. Parent volunteers (None due to covid-19)

### 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

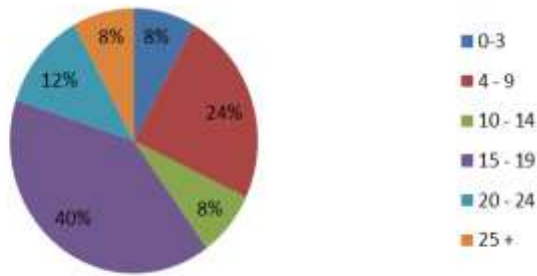
### Business and Community Partnerships

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

### **School Personnel**

Westcliffe employs 2 administrators, 15 classroom teachers in grades K4-5<sup>th</sup>, and 2 special education teachers in self-contained classes. One class in brick and mortar and one is virtual. We also have an art teacher, music teacher, physical education teacher, media specialist, STEAM lab teacher, 1 Response to Intervention (RTI) teachers (K/1st Grade) .5 Response to Intervention (RTI) teacher (2<sup>nd</sup> and 3<sup>rd</sup> grade), Literacy Specialist, speech teacher, 1.2 English as a Second Language (ESOL) teachers, (1.5) resource teachers, and a gifted and talented teacher. Our kindergarten and 4K 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 ESOL Interventionist, Title I Interventionist and a secretary. Two classroom teachers (grades 1 and 4) are paid through Title I funds in order to reduce class size.

### Years of Teaching Experience 2020 - 2021



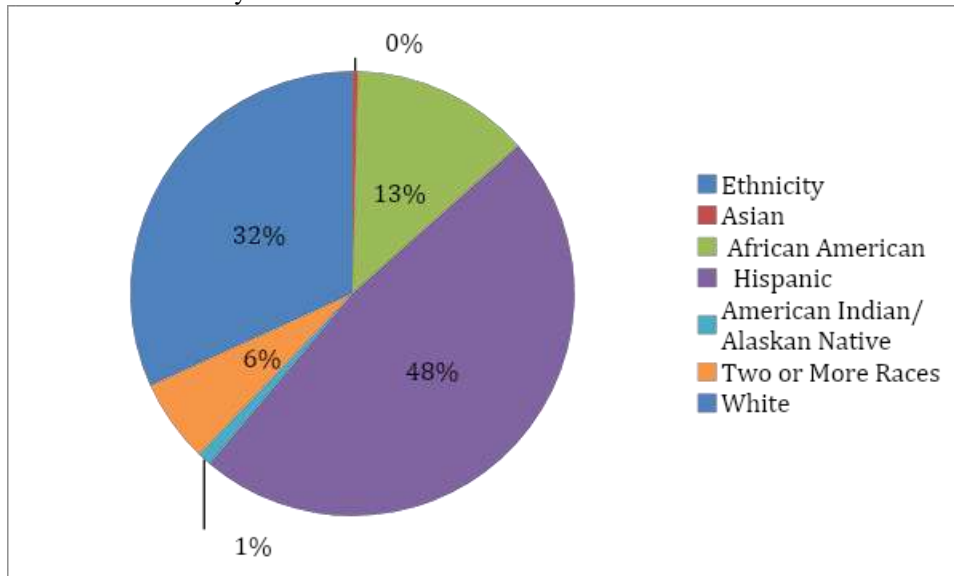
Our teachers have a wide range of teaching experience. Over half of our teachers have been teaching more than ten years. 20 percent of teachers have in excess of 20 years' experience in the classroom. The majority of teachers are white females. Fifty eight percent of our faculty have advanced degrees. Three teachers hold National Board Certification. Two 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 91.9 percent.

Westcliffe's principal, Beth Farmer, joined the school during the 2015-2016 school year as the Administrative Assistant. This is her first year as principal. 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 16 years' experience as an educator.

It is Administrative Assistant, Maria Werner's first year at Westcliffe. Mrs. Werner is a product of Greenville County Schools, graduating from J.L Mann Academy. During her time spent as a classroom teacher, Mrs. Werner taught 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade in both Florida and South Carolina in diverse settings such as private, public and charter schools. She obtained a Bachelor's in Elementary Education from Coastal Carolina University and a Master's in Administration and Supervision from Clemson University.

### Student Population

Asian	.4%
African American	13.1%
Hispanic	48%
American Indian/ Alaskan Native	1%
Two or More Races	6.1%
White	32%



Currently, 301 students are enrolled at Westcliffe in K4-5<sup>th</sup> grade. There are 229 students in the building and 72 who are served in the virtual program. According to PowerSchool, the ethnic distribution of our school as of February 2021 includes: 48 percent Hispanic/Latino, 32 percent White, 13.1 percent African-American, 6.1 percent of 2 or more races, and .4 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, three special education buses, and local day-care facilities.

The student attendance rate is 93.92 percent. The school's retention rate is 2.3 percent. The percent of students served by Gifted and Talented is 3 percent. Students classified with disabilities in our school is 23 percent. 28 percent of our multilingual learners have an ILP plan (Individualized Learning Plan) and 13 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 44.29% 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 students in poverty as 84 percent.

### **Academic and Behavioral Features, Programs, and Initiatives**

#### **Balanced Literacy**

Our English language arts model has been based around the Balanced Literacy model since 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 groups, small groups, and individually. Teachers match books and texts to students at their levels, making instruction more individualized and meaningful.



### Thinking Maps

These maps are consistent visual patterns that are linked directly to eight specific thought processes. By visualizing our thinking, we create concrete images of abstract thoughts. These patterns help all students reach higher levels of critical and creative thinking. We use these maps in content areas throughout the grade levels.

### 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 interventions. This year RTI was implemented for K5, 1st, 2nd, and identified 3rd grade students.

### 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.

### PLC Data Meeting

These are meetings with grade levels mixed with related arts and administration. This is a time for unit and weekly planning. These plans are derived from analyzing data and determining what the students need. These teams meet twice a month.

### Reduced Class Size

Research shows that reduced class sizes aid in student performance at primary grade levels and with school populations of higher poverty. We are dedicated to continuing to have smaller classrooms by using the majority of our Title I funding to pay for two classroom teachers and one paraprofessional.

### 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) which all teachers have been trained to operate. As of the 2019-2020 school year, each teacher received a ThinkPad laptop, to update to a more current user system and as of Fall 2020, all students in grade 4K through fifth are 1:1 with a Chromebook. There are currently 2, 3-D printers in the computer lab for project use. Many of our students are presently learning how to use Google Drive and its various apps.

We currently have a Computer/STEAM lab manager. This 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 wireless Internet connection.

Teachers have iPad mini's that are available for check out and student 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. ELL and specific students chosen based on their own needs have access to Raz Kids, a computer program personalized to their individual level. Reading Eggs is an additional computer program for the ELL students. Typetastic is a typing program used in grades 1-5.

### 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 guidance counselor and teacher(s) to 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 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
- \*Drum Club
- \*Student Council

### 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

#### Westcliffe Elementary School Portfolio

- 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
- Healthy and Read to Learn Initiative- Prisma Health
- Conscious Discipline- Prisma Health

#### 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
- Parent Volunteer Program
- Share Fairs
- Westcliffe on Wheels
- Family Engagement Nights
- Mommy and Me Storytime
- Raising a Reader

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 to help determine and meet individual student's 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 to 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**

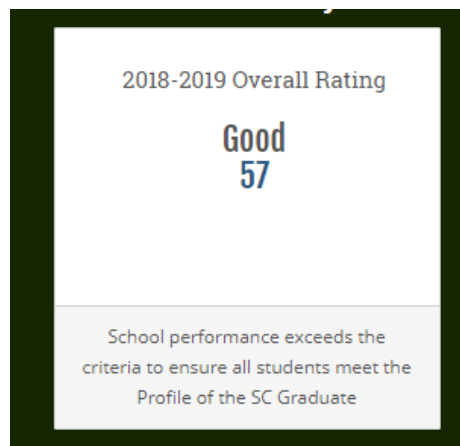
Each year, with the exception of 2019-2020, students in grades four through eight are administered the SC Palmetto Assessment of State Standards (SCPASS) throughout the state of South Carolina, as mandated by state law. SCPASS test items measure student performance on the South Carolina Academic Standards. SCPASS test results are used for school, district, and federal accountability purposes.

This year grade 4 will take Science (4<sup>th</sup>) 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, with the exception of 2019-2020, 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 point total and a letter grade conversion.

In October 2019, 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.

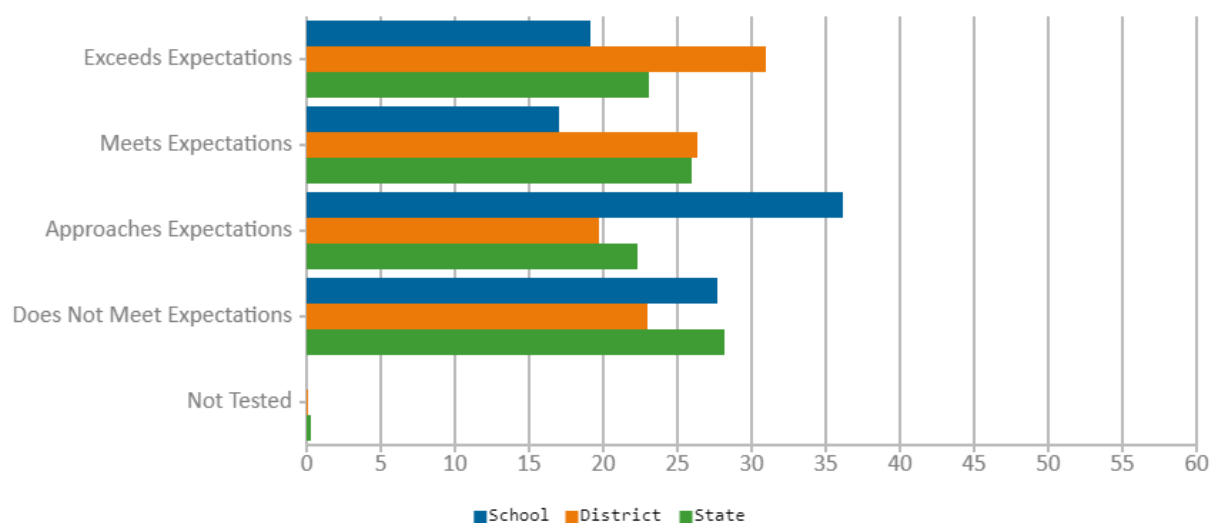
In the Fall of 2019, State Report Cards were released for all schools in South Carolina.



### SC PASS Science and Social Studies 2018-2019 by Grade and Performance Level

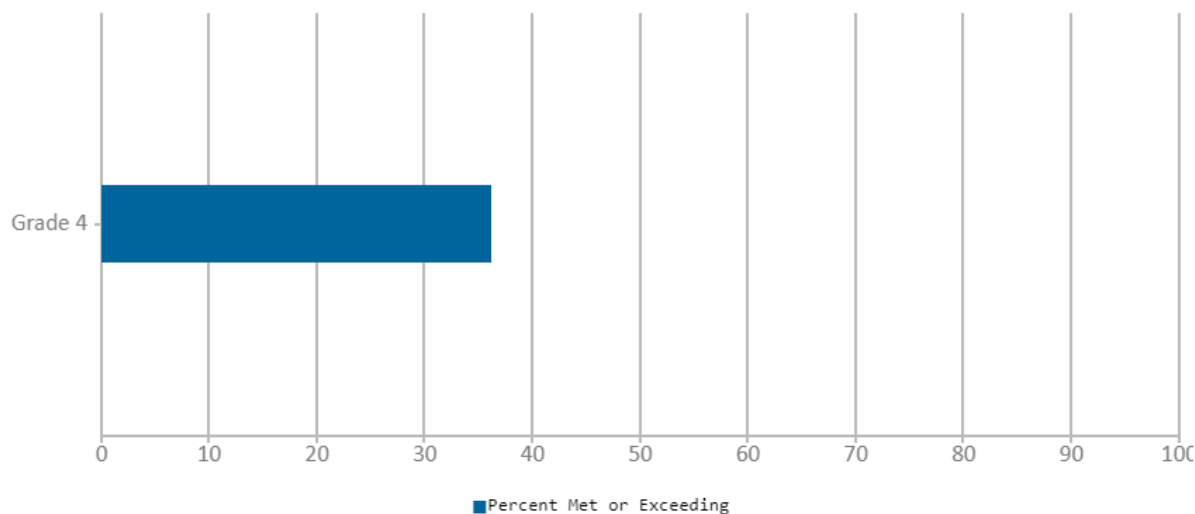
The graph below shows our school's 2018-2019 SC Palmetto Assessment of State Standards (SCPASS) results for each subject area for the entire school, as reported by the State Report Card. (WES is represented in Blue)

Science



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

Science

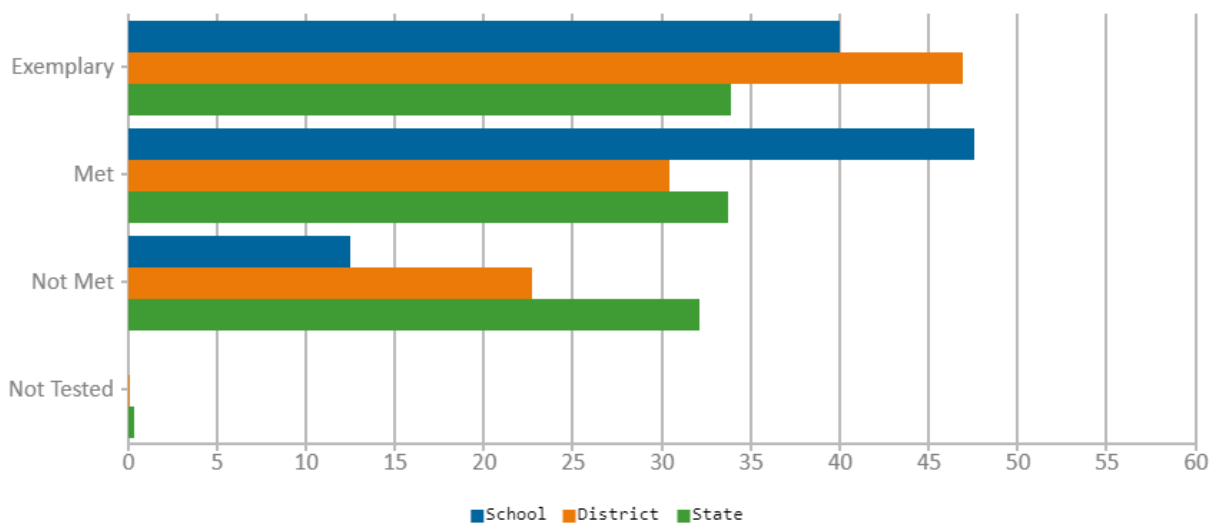


Note: Results from alternate assessments were included in the calculations where available.



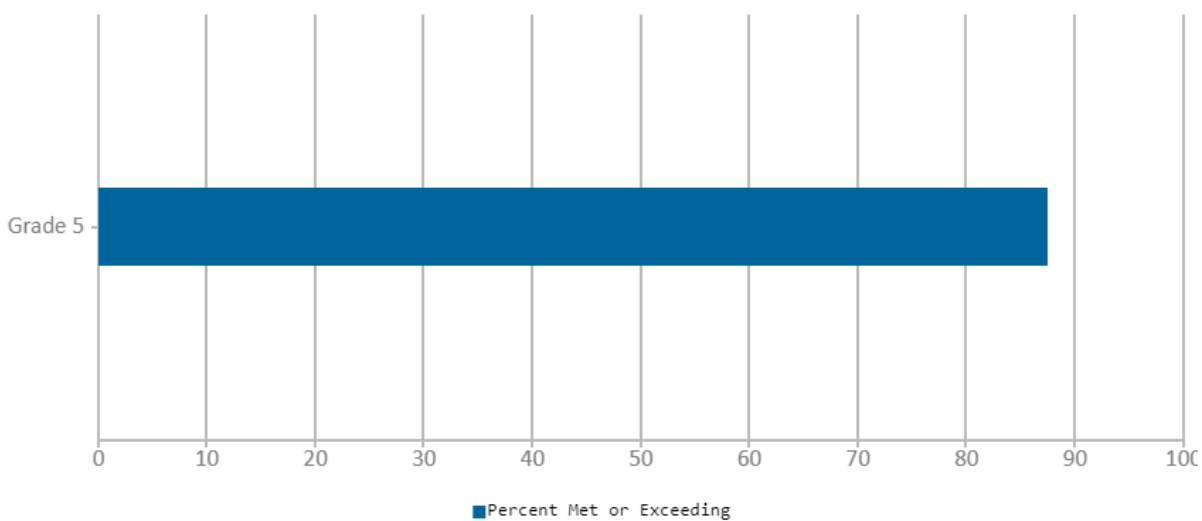
## Westcliffe Elementary School Portfolio

### Social Studies



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

### Social Studies

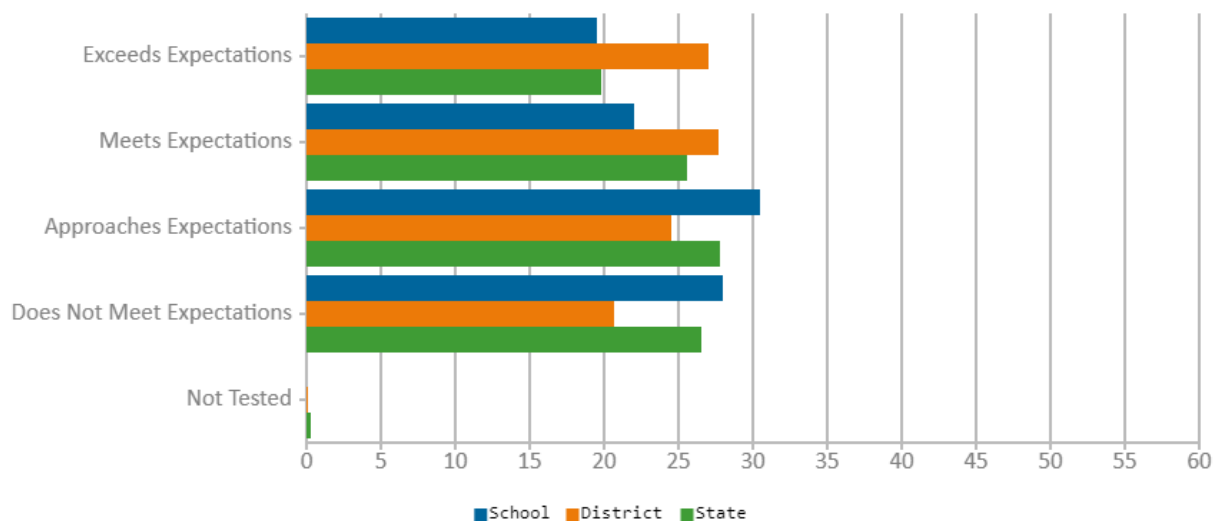


*Note: Results from alternate assessments were included in the calculations where available.*

Our 2018-2019 SC PASS scores show strength in Social Studies, with only 12.5% of students scoring Not Met. Science is an area needing improvement with 63.9% of students scoring Not Met, 17% scoring Met, and 19.1% scoring Exemplary.

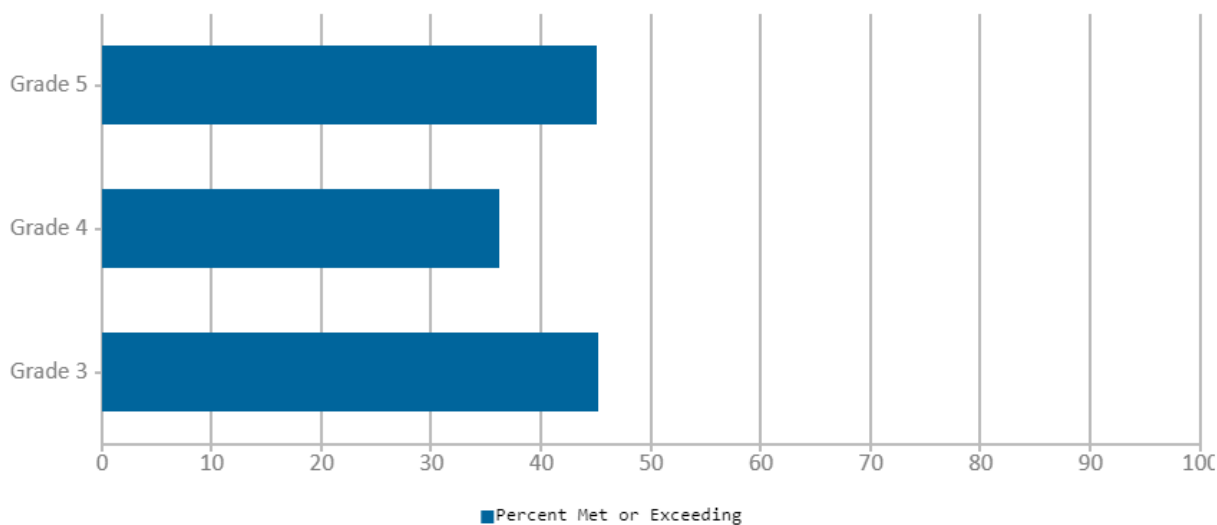
**SC Ready (2018-2019) - English, Reading, Mathematics, and Writing by Grade Level and Performance Level**

English Language Arts (Reading and Writing)



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

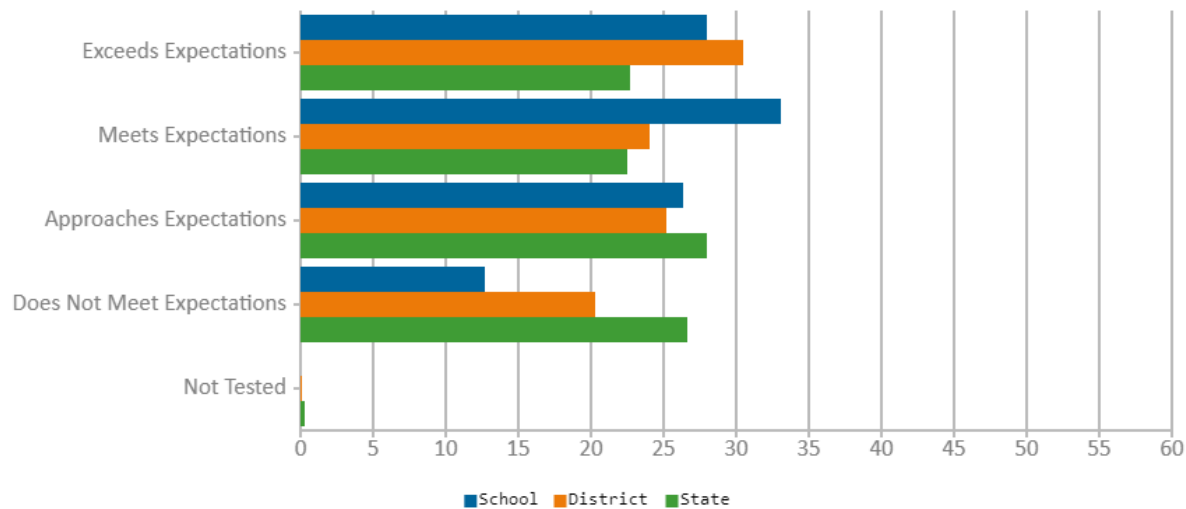
English Language Arts (Reading and Writing)



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

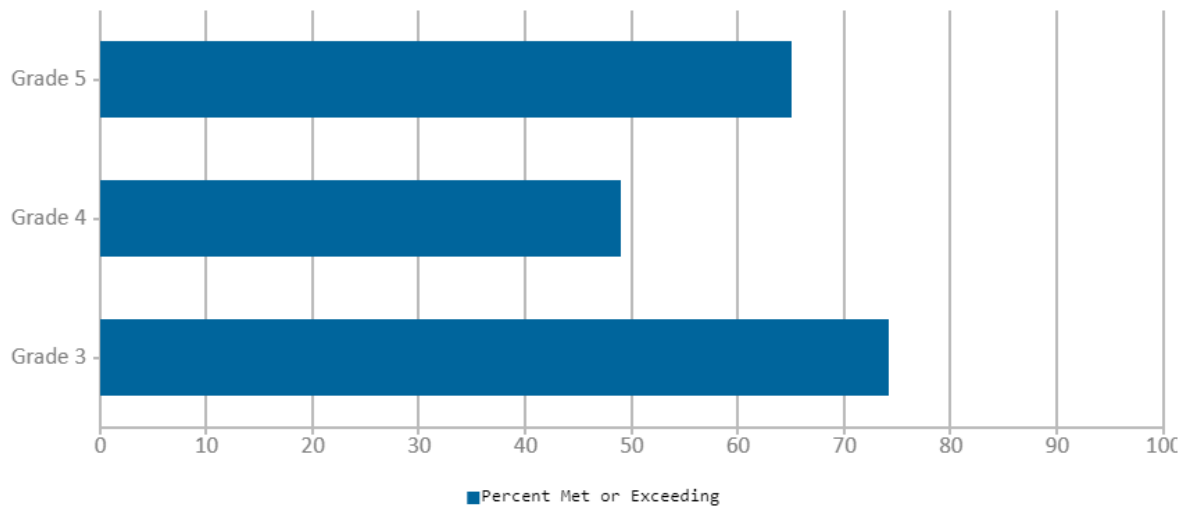
## Westcliffe Elementary School Portfolio

### Mathematics



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

### Mathematics



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

Our 2018-2019 SC READY scores for English are 41.5% for meets or exceeds expectations. Our 2018-2019 SC Ready scores for Math are 61.1% for meets or exceeds expectations.

### **Student Achievement Needs Assessment**

Upon examining SCPASS scores for 2018- 2019 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 2019:

#### **Science**

19.1% of the students scored Exceeds Expectations.  
17.0% of the students scored Meets Expectations.  
36.2% of the students scored Approaches Expectations.  
27.7% of the students scored Does Not Meet Expectations.  
36.1% of the students in 4<sup>th</sup> grade scored Met or above.

#### **Social Studies**

40.0% of the students scored Exemplary.  
47.5% of the students scored Met.  
12.5% of the students scored Not Met.  
87.5% of the students in 5<sup>th</sup> 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 SCCC, 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 SCCC 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 SCCC, 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: 21<sup>st</sup> Century Learning

A focus will be placed on equipping ourselves with 21<sup>st</sup> 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 SCCC 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 SCCC. All teachers are trained in Everyday Counts Calendar Math. Students and teachers use RAZ Kids, MobyMax, and IXL to individualize learning in ELA and Math. Response to Intervention is utilized for students in the primary grades who need remediation in reading (K5-3rd). As of 2015-2016 we have a Literacy Coach that works with 2<sup>nd</sup>-3<sup>rd</sup> 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. IXL is used daily in the classrooms for literacy and math support. Students in grades 2-5 are given the opportunity to receive reading support through an extended day program focusing on strengthening vocabulary and increasing comprehension.

#### **Priority Initiative: Instructional Expertise**

We recognize the instructional expertise of our teachers and have had them conduct workshops through our Westcliffe Experts series. Professional development has been centered on instructional delivery and the district's instructional protocol and curriculum portal. 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 WordPress. Our school began the shift to GAFE during the 2015-2016 school year.

Priority Initiative: 21<sup>st</sup> Century Learning

To promote 21<sup>st</sup> century learning, teachers attend technology workshops on a regular basis. In 2019-2020, each student received a Chromebook to use in their classrooms and at home. 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 a year for three years to implement the strategies. Our cafeteria continues to serve healthier school meals to our faculty and students. The 2014-2015 school year, we also became a culinary school. A Fresh Fruits and Vegetables grant provides fruits and vegetables to our students three days a week to promote healthier eating habits. 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 Robotics 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. Guidance Counselor goes into classrooms at least twice a month offering lessons on topics such as: kindness, honesty, perseverance and social/emotional skills. She offers parent sessions on Raising Resilient and Confident Children.

**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 training 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 Goldberg 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**

### **2020-2021 School Year**

August 10	Faculty Meeting: Opening Meeting 8:30
August 12	Professional Development: Lesson Planet and eLearning
August 13	District Trainings
August 14	Engage Literacy eBooks 10:00 Google Classrooms and Meets/ Lesson Planet 1:00
August 26	Faculty Meeting on Zoom @ 2:45
August 28	Training on IXL @ 9:00
September 2	PD: Review Instructional Protocol, R2S Plan, Book Shopping Gwinn & Jones
September 9	PD: Overview of all Math Resources: Big Ideas, Portal, and Updates
September 16	Vertical Leadership Meeting



Westcliffe Elementary School Portfolio

September 23	Team Unit Planning
September 30	Title I Parent and Family Engagement Training
October 7	Team Unit Planning
October 14	PD: Instructional Protocol: Learning Targets
October 21	Vertical Leadership Meeting
October 28	Team Unit Planning
November 4	Team Unit Planning
November 11	PD: Instructional Protocol: Aligning Assessments to Learning Targets
November 18	Vertical Leadership Meeting
December 2	Team Unit Planning
December 9	Title I Comprehensive Needs Assessment
December 16	Vertical Leadership Meeting
January 6	Team Unit Planning
January 13	PD: Instructional Protocol

Westcliffe Elementary School Portfolio

January 20	Vertical Leadership Meeting
January 27	Team Unit Planning
February 3	Team Unit Planning
February 10	PD: Standards-based Teaching with Intention Gwinn & Jones
February 17	Vertical Leadership Meeting
February 24	Team Unit Planning
March 3	Team Unit Planning
March 10	PD: Instructional Protocol
March 17	Vertical Leadership Meeting
March 24	Team Unit Planning
March 31	
April 14	PD: Instructional Protocol
April 21	Vertical Leadership Meeting
April 28	Team Unit Planning

May 5	Team Unit Planning
May 12	PD: Instructional Protocol
May 19	Vertical Leadership Meeting
May 26	Team Unit Planning

#### Meeting Schedule for 2020-2021

- The Admin. Team developed the following schedule for staff meetings for 2020-2021
  - 1<sup>st</sup> Wednesday- Team Unit Planning
  - 2<sup>nd</sup> Wednesday- Professional Development/PLCs with TIF, IC, and Literacy Specialist and Literacy Mentors
  - 3<sup>rd</sup> Wednesday- Vertical Leadership Meetings
  - 4<sup>th</sup> Wednesday- Team Unit Planning Meetings
    - Other district initiatives will be added to calendar as needed

#### Support:

- IT Specialist will meet with teachers during planning quarterly and will continue to support DLC
- Math Academic Specialist, Kristen Griffin, will provide support to Math
- ELA Academic Specialist, Stephanie Hydrick, will provide support in Reading

Conscious Discipline Book Club has been postponed as part of our Healthy and Ready to Learn Initiative.

#### **Westcliffe Professional Development Focus 2020-2021 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 Goldberg 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 Specialists 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						
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<b>Teachers</b>	97%	100%	100%	96.5%	92.3%	N/A
<b>Students</b>	100%	97.3%	100%	100%	100%	N/A
<b>Parents</b>	89%	93.1%	100%	88%	88%	N/A

The surveys were not completed for the 2019-2020 school year due to the COVID shutdown.

School Safety Survey Results						
	2013-14	2014-2015	2015-2016	2017-2018	2018-2019	2019-2020
<b>Parents</b> who indicated their child feels safe at school	88.5%	96%	100%	87.5%	88%	N/A
<b>Students</b> who feel safe at school during the school day	97.3%	97%	97.3%	100%	95.6%	N/A
<b>Teachers</b> who feel safe at school during the school day	100%	100%	100%	100%	100%	N/A

The surveys were not completed for the 2019-2020 school year due to the COVID shutdown.

Student Attendance Rate	
School Year	Percentage
2014-2015	95.8%
2015-2016	95.4%

#### Westcliffe Elementary School Portfolio

2016-2017	95.3%
2017-2018	95.6%
2018-2019	95.5%
2019-2020	96.72%

### **School Climate Needs Assessment**

After analyzing the surveys, we feel that overall our school climate shows that we have a safe and inviting environment for learning at our school.

Because the survey results reported on the School Report Card only target 5<sup>th</sup> 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 large 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:** ☒ Student Achievement\*   ☐ Teacher/Administrator Quality\*   ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* *required*)  
☐ District Priority

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

**PERFORMANCE GOAL: 1** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from **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  (2016-17)	School Projected Elementary 51%	51%	Wavier	57%	60%	63%
		School Actual Elementary 44.2%	39%				
SC READY ELA SC READY test data file	49% Meets Expectations and Exceeds Expectations  (2016-17)	District Projected Elementary 52%	52	Wavier	55	58	61
		District Actual Elementary 52%	58%				

<b>ACTION PLAN FOR STRATEGY #1</b> Increase rigor and expectations in both instruction and assessment across content areas PK-5 to improve student achievement.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
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, Common 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



<p>5. R43-205 Greenville County Schools requests a waiver to increase the number of students served in each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each class, we can increase the number of preschool students served by 15% without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or instructional implementation.</p>	<p>2020-2021</p>	<p>Director of Early Intervention and Student Support</p>			<p>Wavier</p>
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Westcliffe Elementary School Portfolio

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

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

**PERFORMANCE GOAL: 2** The 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	<b>58%</b> Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Elementary</b> <b>61%</b>	<b>61</b>	<b>64</b>	<b>67</b>	<b>70</b>	<b>73</b>
		<b>School Actual Elementary</b>	57	Wavier			
SC READY Math SC READY test data file	<b>54%</b> Meets Expectations and Exceeds Expectations (2016-17)	<b>District Projected Elementary</b> <b>57%</b>	<b>57</b>	<b>60</b>	<b>63</b>	<b>66</b>	<b>69</b>
		<b>District Actual Elementary</b> <b>60%</b>	63	Wavier			

<b>ACTION PLAN FOR STRATEGY #1:</b> Provide consistent targeted core mathematics instruction to meet identified student needs.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
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

Westcliffe Elementary School Portfolio

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i> ) <input type="checkbox"/> District Priority							
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other							
<b>PERFORMANCE GOAL: 3</b> 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.							
<b>INTERIM PERFORMANCE GOAL:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by <u>  3  </u> % 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	<b>School Projected Elementary 57%</b>	57%	60%	63%	66%	69%
		<b>School Actual Elementary 53.7%</b>	37	Wavier			
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	<b>District Projected Elementary 60%</b>	63%	66%	69%	72%	75%
		<b>District Actual Elementary 55.9%</b>	64	Wavier			

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 4 <sup>th</sup> 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

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<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 5</b> 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).
<b>INTERIM PERFORMANCE GOAL:</b> 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%	29%	Wavier			
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 36	36	39	42	45	48

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SC READY ELA SC SDE Website		<b>District Actual Hispanic</b>  <b>34</b>	<b>40%</b>	<b>Wavier</b>			
SC READY ELA SC SDE Website	29x % Meets Expectations and Exceeds Expectations	<b>School Projected</b> <b>27%</b>	<b>27%</b>	<b>30%</b>	<b>33%</b>	<b>36%</b>	<b>39%</b>
SC READY ELA SC SDE Website		<b>School Actual AA</b> <b>25</b>	<b>25%</b>	<b>Wavier</b>			
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	<b>District Projected</b> <b>AA</b> <b>25</b>	<b>25</b>	<b>28</b>	<b>31</b>	<b>34</b>	<b>37</b>
SC READY ELA SC SDE Website		<b>District Actual</b> <b>AA</b> <b>25</b>	<b>31%</b>	<b>Wavier</b>			
SC READY ELA SC SDE Website	9 % Meets Expectations and Exceeds Expectations	<b>School Projected</b> <b>SWD</b> <b>12%</b>	<b>12</b>	<b>15</b>	<b>18</b>	<b>21</b>	<b>24</b>

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SC READY ELA SC SDE Website		<b>School Actual SWD 15</b>	14%	Wavier			
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 14</b>	<b>14</b>	<b>17</b>	<b>20</b>	<b>23</b>	<b>26</b>
SC READY ELA SC SDE Website		<b>District Actual SWD 12</b>	21%	Wavier			
SC READY ELA SC SDE Website	30 % Meets Expectations and Exceeds Expectations	<b>School Projected LEP 33</b>	<b>33</b>	<b>36</b>	<b>39</b>	<b>42</b>	<b>45</b>
SC READY ELA SC SDE Website		<b>School Actual LEP 31</b>	25%	Wavier			
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 35</b>	<b>35</b>	<b>38</b>	<b>41</b>	<b>44</b>	<b>47</b>
SC READY ELA SC SDE Website		<b>District Actual LEP 33</b>	44%	Wavier			



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SC READY ELA SC SDE Website	40 % Meets Expectations and Exceeds Expectations	<b>School Projected SIP 43</b>	<b>46</b>	<b>49</b>	<b>52</b>	<b>55</b>	<b>58</b>
SC READY ELA SC SDE Website		<b>School Actual SIP 38.5%</b>	37%	Wavier			
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	<b>District Projected SIP 38</b>	<b>38</b>	<b>41</b>	<b>44</b>	<b>47</b>	<b>50</b>
SC READY ELA SC SDE Website		<b>District Actual SIP 33</b>	45%	Wavier			
SC READY Math SC SDE Website	60 % Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic 63</b>	63	66	69	72	75
SC READY Math SC SDE Website		<b>School Actual Hispanic  53</b>	48%	Wavier			
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic 39</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>	<b>51</b>

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SC READY Math SC SDE Website		<b>District Actual Hispanic 42</b>	43%	Wavier			
SC READY Math SC SDE Website	32 % Meets Expectations and Exceeds Expectations	<b>School Projected AA 3443</b>	34	37	40	43	46
SC READY Math SC SDE Website		<b>School Actual AA 36</b>	47%	Wavier			
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	<b>District Projected AA 27</b>	<b>27</b>	<b>30</b>	<b>33</b>	<b>36</b>	<b>39</b>
SC READY Math SC SDE Website		<b>District Actual AA 28</b>	30%	Wavier			
SC READY Math SC SDE Website	9 % Meets Expectations and Exceeds Expectations	<b>School Projected SWD 12</b>	12	15	18	21	24
SC READY Math SC SDE Website		<b>School Actual SWD 38</b>	33%	Wavier			

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SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 18</b>	<b>18</b>	<b>21</b>	<b>24</b>	<b>27</b>	<b>30</b>
SC READY Math SC SDE Website		<b>District Actual SWD 16</b>	20%	Wavier			
SC READY Math SC SDE Website	30 % Meets Expectations and Exceeds Expectations	<b>School Projected LEP 33</b>	33	36	39	42	45
SC READY Math SC SDE Website		<b>School Actual LEP 52</b>	47%	Wavier			
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 40</b>	<b>40</b>	<b>43</b>	<b>46</b>	<b>49</b>	<b>52</b>
SC READY Math SC SDE Website		<b>District Actual LEP 42</b>	46%	Wavier			

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SC READY Math SC SDE Website	57.8 % Meets Expectations and Exceeds Expectations	<b>School Projected SIP 61</b>	61	64	67	70	73
SC READY Math SC SDE Website		<b>School Actual SIP 59.4</b>	58%	Wavier			
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected SIP 36</b>	<b>36</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>
SC READY Math SC SDE Website		<b>District Actual SIP 38</b>	43%	Wavier			

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

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i> ) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL 6:</b> Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, FastBridge, MAP, and other measures.
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	<b>School Projected</b>		Kindergarten through Grade 5 = <b>58% or above</b>	Kindergarten through Grade 5 = <b>60% or above</b>	Kindergarten through Grade 5 = <b>62% or above</b>	Kindergarten through Grade 5 = <b>64% or above</b>
	Meets and Exceeds	<b>School Actual</b>	Kindergarten through Grade 5 = 56%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			

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FastBridge Kindergarten and Grade 1	Norm Reference Measure	<b>School Projected</b>		Kindergarten = 76% Grade 1 = 37%	Kindergarten = 78% Grade 1 = 39%	Kindergarten = 80% Grade 1 = 41%	Kindergarten = 82% Grade 1 = 43%
	K5 criteria 41 or more accurate sounds per minute (40 <sup>th</sup> percentile) Grade 1 criteria 71 or more accurately read words per minute (40 <sup>th</sup> percentile)	<b>School Actual</b>	Kindergarten = 74% Grade 1 = 35%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	<b>School Projected</b>		Grade 2-34% Grade 5 30%	Grade 2 – 36% Grade 5 – 32%	Grade 2 –38 % Grade 5 – 34%	Grade 2 –40 % Grade 5 – 36%
South Carolina MAP Linking Study – February 2018	2 <sup>nd</sup> grade criteria RIT = 190 64 <sup>th</sup> percentile 5 <sup>th</sup> grade criteria RIT = 217 68 <sup>th</sup> percentile	<b>School Actual</b>	Grade 2 - 32% Grade 5- 28%	COVID	<i>5<sup>th</sup> grade data point not available - School Board decision to waive 5<sup>th</sup> grade testing</i>		
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	<b>District Projected</b>		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		<b>District Actual</b>	K-5 69%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			

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FastBridge Kindergarten and Grade 1	Norm Reference Measure	<b>District Projected</b>		5K – 52% or above Grade 1 – 57% or above	5K – 54% or above Grade 1 – 59% or above	5K – 56% or above Grade 1 – 61% or above	5K – 58% or above Grade 1 – 63% or above
	K5 criteria 41 or more accurate sounds per minute (40 <sup>th</sup> percentile) Grade 1 criteria 71 or more accurately read words per minute (40 <sup>th</sup> percentile)	<b>District Actual</b>	5K – 50% Grade 1 – 55%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	<b>District Projected</b>		Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above
South Carolina MAP Linking Study – February 2018	2 <sup>nd</sup> grade criteria RIT = 190 64 <sup>th</sup> percentile 5 <sup>th</sup> grade criteria RIT = 217 68 <sup>th</sup> percentile	<b>District Actual</b>	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID- 19 pandemic.</i>		

Note. All students participate in MAP testing except for students with disabilities on an alternate curriculum.



<b>ACTION PLAN FOR STRATEGY #1:</b> Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework).					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Reduce the percentage of students scoring Not Met 1 on the EOY SCREADY assessment in the area of ELA/Reading.	2018-2023	Staff Leadership Team	\$0	N/A	<ul style="list-style-type: none"> <li>● Collect and analyze data for in class intervention</li> <li>● Implementation of Balanced Literacy with fidelity</li> <li>● Increase reading stamina/monitor student engagement</li> <li>● Data based high risk student intervention</li> </ul>
2.By June of 2021, FastBridge data will show a reduction of primary students in the High Risk category by a minimum of 30%.	2018-2023	Staff Leadership Team	\$0	\$0	<ul style="list-style-type: none"> <li>● Review high frequency words with fidelity</li> <li>● Phonemic Awareness/Phonics taught with fidelity</li> <li>● Word study kits used with fidelity</li> <li>● Data based intervention groups</li> </ul> <p>Increase reading stamina/monitor student engagement</p>

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3. By June of 2021, T21 data will show an increase in the number of intermediate students scoring proficient by 3%.	2018-2023	Staff Leadership Team	\$0	N/A	<ul style="list-style-type: none"> <li>● Collect and analyze data for in class intervention</li> <li>● Implementation of Balanced Literacy with fidelity</li> <li>● Increase reading stamina/monitor student engagement</li> </ul> <p>Data based high risk student intervention</p>
4. R43-205 Greenville County Schools requests a waiver to increase the number of students served in each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each class, we can increase the number of at-risk students served by 15% without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or instructional implementation.	2020-21	Director of Early Intervention and Student Services			Wavier

<b>Performance Goal Area:</b> Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority <i>Gifted and Talented Requires</i> Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> Gifted and Talented: Other
<b>PERFORMANCE GOAL 1:</b> The school will have qualified, diverse teachers (gender and ethnicity) by 2023.
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected			Gender Diversity = 7% Increase or Maintain Ethnic Diversity = 14% Increase or Maintain	Gender Diversity = 8% Increase or Maintain Ethnic Diversity = 15% Increase or Maintain	Gender Diversity = 9% Increase or Maintain Ethnic Diversity = 16% Increase or Maintain
GCS Human Resources Department	Baseline established in 2019-2020	School Actual		Gender Diversity = yes Ethnic Diversity = yes			
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%

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GCS Human Resources Department	Baseline established in 2017-2018	<b>District Actual</b> Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%			
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue to attend the yearly Shinning Stars teacher recruitment.	Annually	Principal	\$0	N/A	Applications/Letters of Reference
2. When interviewing for open positions All candidates will be considered no matter gender nor race.	As Needed	Principal	\$0	N/A	Applications/Letters of Reference

Westcliffe Elementary School Portfolio

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i> ) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 1</b> 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.
<b>INTERIM PERFORMANCE GOAL:</b> 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%	100%	Wavier			
		School Projected Teachers 100%	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

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	100%	<b>School Actual Teachers 100%</b>	<b>100%</b>	<b>Wavier</b>			
		<b>School Projected Parents 100%</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
	100%	<b>School Actual Parents 87.5%</b>	88%	Wavier			
SDE School Report Card Survey		<b>District Projected Students 92</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Students 86</b>	<b>89%</b>	<b>Wavier</b>			
	<b>94</b>	<b>District Projected Teachers</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Teachers 97%</b>	<b>97%</b>	<b>Wavier</b>			

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	88	District Projected Parents 91%	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88%	89%	Wavier			

<b>ACTION PLAN FOR STRATEGY #1:</b> Enhance lines of communication between the school and stakeholders regarding existing safety measures.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
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



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<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i> ) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 2</b> 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.
<b>PERFORMANCE GOAL: 3</b> 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 %.
<b>INTERIM PERFORMANCE GOAL:</b> 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%	<b>School Projected</b> 0%	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
	0%	<b>School Actual</b> 0%	0%	0%			
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.7	<b>District Projected</b>	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0

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		<b>District Actual 0.8%</b>	1.5	0.9			
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Annual Expulsion Rate

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0%	<b>School Projected 0%</b>	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
	0%	<b>School Actual 0%</b>	0%	0%			
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.4%	<b>District Projected</b>	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		<b>District Actual 0.4%</b>	.10	.03			

<b>ACTION PLAN FOR STRATEGY #1:</b> 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.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
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

Westcliffe Elementary School Portfolio

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 4</b> 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 Cognia Culture and Climate Survey.
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Culture & Climate Surveys		School Projected 90%	90	90	90	90	90
	87%	School Actual 87%	N/A	86%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic		
Cognia Culture & Climate Surveys	89	District Projected	90	90	90	90	90
		District Actual 90%	90	92	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic		

<b>ACTION PLAN FOR STRATEGY #1:</b> Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
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

Westcliffe Elementary School Portfolio

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i> ) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 5</b> Achieve and maintain a student attendance rate of 95% or higher.
<b>INTERIM PERFORMANCE GOAL:</b> 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%	<b>School Projected</b> <b>95%</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>
	95.3%	<b>School Actual</b> <b>95.49%</b>	95.57%	96.72%			
	(2016-17) <b>95</b>	<b>District Projected</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>
		<b>District Actual</b> <b>95%</b>	95	96			

<b>ACTION PLAN FOR STRATEGY #1: Develop system to respond to attendance trends</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
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

Westcliffe Elementary School Portfolio

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority							
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other							
<b>PERFORMANCE GOAL: 6</b> 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 Cognia Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.							
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.							
DATA SOURCE(s):	AVERAGE BASELINE 2017-2018		2018–19	2019–20	2020–21	2021–22	2022–23
Cognia 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 ≤7% Lonely ≤13% Angry ≤10%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
Cognia 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 ≤5% Lonely ≤10% Angry ≤8%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤



<b>ACTION PLAN FOR STRATEGY #1:</b> Improve understanding of students' social-emotional needs.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
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

# **Westcliffe Elementary 2020-2021**

## ***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.**

<b>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.</b>				
<b>Lenses of Assessment</b> A Comprehensive System of Assessment <ul style="list-style-type: none"> <li>Summative Assessment               <ul style="list-style-type: none"> <li>SC Ready</li> </ul> </li> <li>Formative Assessment               <ul style="list-style-type: none"> <li>Fountas and Pinnell, DRA, Dominie</li> <li>MAP</li> <li>Star Reading</li> <li>4K Assessments: PALS, Gold, MyIgGDIs</li> </ul> </li> <li>Data Teams               <ul style="list-style-type: none"> <li>Collecting Data, Analyzing, Establishing Goals and Look-fors, Creating Action Plans</li> </ul> </li> <li>Documentation of Data</li> </ul>				
	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>A1.</b> Teachers use a comprehensive formative assessment system.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Running Records, Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, Transcribed Conversations
<b>A2.</b> Teachers make instructional decisions for students based on data.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>A3.</b> Teachers work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>A4.</b> Teachers collect and analyze data to determine targeted, effective in-class intervention.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

<b>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.</b>				
<b>Lenses of Assessment</b> Assessing for Supplemental Instruction <ul style="list-style-type: none"> <li>• Reading Process</li> <li>• Small Group and Individual</li> </ul>				
	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>B1.</b> Teachers notice, teach, and prompt for use of strategic reading behaviors.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Anecdotal Notes from small group instruction and individual conferences, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors
<b>B2.</b> 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B3.</b> 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>C. This school utilizes a system for helping parents understand how they can support the student as a reader at home.</b>				
<b>Lenses of Assessment</b> Assessing for Family Support of Literacy Development				
	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>C1.</b> Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls

<b>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.</b>				
<b>Lenses of Assessment</b> Assessing for Research-Based Instructional Practices: <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data</li> <li>• Integration of Disciplinary Literacy</li> <li>• Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K</li> </ul>				
	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>D1.</b> 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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teacher Observations, Schedules, Lesson Plans
<b>D2.</b> Teachers monitor student engagement in reading and writing and use this data to confer with students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>D3.</b> Teachers use shared reading experiences (literary texts and informational texts) to scaffold success and build fluency.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>D4.</b> Teachers use shared writing experiences to scaffold student success and build fluency.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**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. (continued)**

**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:
<b>D5.</b> Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teacher Observations, Schedules, Lesson Plans
<b>D6.</b> Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>D7.</b> 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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**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. (continued)**

**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:
<b>D8.</b> Teachers use the South Carolina College and Career Ready Standards when planning instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Teacher Observations, Schedules, Lesson Plans

<b>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.</b>				
<b>Lenses of Assessment</b> Assessing for Reading Engagement: <ul style="list-style-type: none"> <li>• Student Choice</li> <li>• Large blocks of time to read, write, and research</li> <li>• Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect a variety of genre</li> </ul>				
	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>E1.</b> Teachers provide students choice in what they read, write, and research.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries
<b>E2.</b> Teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>E3.</b> Teachers reflect on and eliminate activities that interfere with text reading and writing.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>E4.</b> Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>E5.</b> Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

<b>F. This school provides teacher and administrator training in reading and writing instruction.</b>				
<b>Lenses of Assessment</b> Assessing for Professional Development <ul style="list-style-type: none"> <li>• Literacy Competencies for PreK-5<sup>th</sup> Grade Teachers</li> <li>• Literacy Competencies for Administrators</li> <li>• South Carolina College and Career Ready Standards</li> <li>• Standards for Professional Learning</li> <li>• Early Learning Standards for 4K</li> </ul>				
	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>F1.</b> Teachers participate in professional learning opportunities based on data through <ul style="list-style-type: none"> <li>• Study groups</li> <li>• Collaboration with school coach</li> <li>• Book clubs</li> <li>• Teacher action research</li> <li>• Collaborative planning</li> <li>• Peer coaching</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans
<b>F2.</b> Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data <ul style="list-style-type: none"> <li>• Study groups</li> <li>• Collaboration with school coach</li> <li>• Book Clubs</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



<b>G. This school develops strategically planned partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.</b>				
<b>Lenses of Assessment</b>				
Assessing for Literacy Partnerships				
	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>G1.</b> Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing. <ul style="list-style-type: none"> <li>• County libraries are used to increase the volume of reading in the community over the summer</li> <li>• State and local arts organizations</li> <li>• Volunteers</li> <li>• Social service organizations</li> <li>• School media specialists</li> </ul>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer
<b>G2.</b> Specific actions are taken to foster partnerships.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>H. This school embeds practices reflective of exemplary literacy-rich environments.</b>				
<b>Lenses of Assessment</b> Assessing for Inquiry-based Learning: <ul style="list-style-type: none"> <li>• Immersion, Investigation, Coalescing, Going Public</li> <li>• Read Aloud/Shared Reading</li> <li>• Independent reading, writing, researching</li> <li>• South Carolina College and Career Ready Standards for Inquiry</li> <li>• Profile of the South Carolina Graduate</li> </ul>				
	<b>Rarely</b>	<b>Sometimes</b>	<b>Routinely</b>	<b>Possible Sources of Evidence:</b>
<b>H1.</b> 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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
<b>H2.</b> Teachers integrate content-specific reading, writing, & researching in order to provide the authentic experiences necessary to become proficient researchers and readers and writers.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>H3.</b> Teachers provide large blocks of time for instruction and practice in order for students to sustain work on reading, writing, and researching.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>H4.</b> Teachers ensure text and materials are organized and easily accessible by students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>H5.</b> Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>H6.</b> Teachers prominently display artifacts reflective of student learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>H7.</b> Teachers immerse students in print-rich environments.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Section I: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"><li>• Formative assessments given routinely</li><li>• Teachers use the South Carolina College and Career Ready Standards when planning instruction</li><li>• Classrooms have ample texts and materials</li></ul>	<ul style="list-style-type: none"><li>• Goal setting for all stake holders</li><li>• Intervention decisions based on all available data</li><li>• Provide for reading and writing achievement and growth, in the classroom, school, and at district levels</li></ul>

Section J: 2019–20 SMART Goals and Progress Toward Those Goals:	
<p><b>Goal #1:</b></p> <p>By June of 2020, 70% of students in individual classrooms will increase their comprehension of texts through formative and summative assessments.</p>	<p><b>Progress:</b></p> <p>2018-2019 Data:</p> <ul style="list-style-type: none"> <li>Teachers in grades 1<sup>st</sup> – 5th administered 4 cold reads each 9 weeks. The cold reads were reviewed for comprehension, test taking skills, and specific vocabulary and content vocabulary.</li> </ul> <p>Student cold read scores from fall 2019 to winter 2020:</p> <ul style="list-style-type: none"> <li>1<sup>st</sup> grade: 70%</li> <li>2<sup>nd</sup> grade: 95%</li> <li>3<sup>rd</sup> grade: 67%</li> <li>4<sup>th</sup> grade: 50%</li> <li>5<sup>th</sup> grade: 74%</li> <li>School grade: 71%</li> </ul> <ul style="list-style-type: none"> <li>K5 students were taught specific lessons with Sight Words. K5 student scores showed an 95% increase in sight word recognition from fall 2019-winter 2020.</li> </ul> <ul style="list-style-type: none"> <li>1<sup>st</sup> grade FastBridge:</li> </ul> <ul style="list-style-type: none"> <li>Fall High Risk: 23% Fall Some Risk: 30% Fall Met or Above: 47%</li> <li>Winter High Risk: 24% Winter Some Risk: 44% Winter Met or Above: 32%</li> </ul>

	<ul style="list-style-type: none"> <li>• Mastery Connect – ELA</li> <li>• 3<sup>rd</sup> Grade: Fall: 32%    Winter: 28%</li> <li>• 4<sup>th</sup> Grade: Fall: 34%    Winter: 21%</li> <li>• 5<sup>th</sup> Grade: Fall 28%    Winter 33%</li> </ul> <ul style="list-style-type: none"> <li>• An emphasis was placed on the guided reading portion of the Balanced Literacy model for the 2019-2020 school year. District personnel, along with the school leadership team, conducted instructional rounds in every classroom on December 11, 2019. The faculty was debriefed with the strengths and weaknesses observed across the school. The Instructional Coach, Title 1 ELA Specialist, and the Literacy Specialist then modeled mini lessons in every classroom the weeks of 1/7/2020 – 2/20/2020. Each teacher was personally met with to reflect on the lesson. The Instructional Coach, Literacy Specialist, and Administrative Assistant conducted another set of instructional rounds for mini lesson observations the week of 3/9/30, then met with each teacher for reflections.</li> </ul>
<b>Goal #2:</b>	<b>Progress:</b>
<b>Goal #3:</b>	<b>Progress:</b>

<b>Section K: 2020–21 SMART Goals and Action Steps Based on Analysis of Data:</b> All schools serving students in third grade MUST respond to the third grade reading proficiency goal.	
<b>Goal #1:</b> Reduce the percentage of third grade students scoring Does Not Meet on SCReady ELA from ___% in 2019–20 to ___% in 2020–21.	<b>Action Steps:</b> <ul style="list-style-type: none"> <li>• Collect and analyze data for in class intervention</li> <li>• Implementation of Balanced Literacy with fidelity</li> <li>• Increase reading stamina/monitor student engagement</li> <li>• Data based high risk student intervention</li> </ul>
<b>Goal #2:</b> By June of 2021, FastBridge data will show a reduction of primary students in the High Risk category by a minimum of 30%.	<b>Action Steps:</b> <ul style="list-style-type: none"> <li>• Review high frequency words with fidelity</li> <li>• Phonemic Awareness/Phonics taught with fidelity</li> <li>• Word study kits used with fidelity</li> <li>• Data based intervention groups</li> <li>• Increase reading stamina/monitor student engagement</li> </ul>
<b>Goal #3:</b>  By June of 2021, T21 data will show an increase in the number of intermediate students scoring proficient by 3%.	<b>Action Steps:</b> <ul style="list-style-type: none"> <li>• Collect and analyze data for in class intervention</li> <li>• Implementation of Balanced Literacy with fidelity</li> <li>• Increase reading stamina/monitor student engagement</li> <li>• Data based high risk student intervention</li> </ul>