Westcliffe Elementary School

Learning Today, Leading Tomorrow

Ms. Carolyn Morgan, Principal

105 Eastbourne Road
Greenville, South Carolina 29611
864.355.0300

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

Greenville County Schools
Dr. W. Burke Royster, Superintendent

**Strategic Plan
2013-14 through 2017-18**

March 2016

SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL: Westcliffe Elementary

GREENVILLE COUNTY SCHOOL DISTRICT

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2016-2017 *(one year)*

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster	*W. Burke Royster*	3/23/2016
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Andrea Kendall	*Andrea Kendall*	3/21/16
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Carolyn Morgan	*Carolyn Morgan*	3/21/16
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Kristy Gwinn	*Kristy R. Gwinn*	3/21/16
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: **105 Eastbourne Road**
          Greenville, South Carolina 29611

SCHOOL'S TELEPHONE: **(864) 355-0300**

PINCIPAL'S E-MAIL ADDRESS: **cmorgan@greenville.k12.sc.us**

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN
(Mandated Component)

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

POSITION	*NAME*
1. PRINCIPAL	Carolyn Morgan
2. TEACHER	Robin Surfus
3. PARENT/GUARDIAN	Amanda Bayne
4. COMMUNITY MEMBER	Lou Goecker
5. SCHOOL IMPROVEMENT COUNCIL	Andrea Kendall
6. Read to Succeed Reading Coach	Nancy Pelissier
7. School Read to Succeed Literacy Leadership Team Lead	Kristy Gwinn

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School Read to Succeed Literacy Leadership Team:
*Carolyn Morgan (Principal)
*Beth Farmer (AA)
*Karen Fisher (Title I Facilitator)
* Kristy Gwinn (IC)
*Nancy Pelissier (Literacy Specialist)
*Leianne Miller (Reading Interventionist)
*Chasity Black (Literacy Mentor K-2)
*Nancy Jones (Literacy Mentor 3-5)

POSITION	*NAME*
Instructional Coach	Kristy Gwinn
Title I Facilitator	Karen Fisher
Administrative Assistant	Beth Farmer
5th Grade Teacher	Kay Norris
3rd Grade Teacher	Brenda Nelson
Kindergarten Teacher	Gabriel Nabors
Grandparent	Cheryl Flores

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

March 2016

ASSURANCES FOR SCHOOL PLAN
Act 135 Assurances

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

__X__ **Academic Assistance, PreK–3**
The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

__X__ **Academic Assistance, Grades 4–12**
The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

__X__ **Parent Involvement**
The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

__X__ **Staff Development**
The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

__X__ **Technology**
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

__N/A__ **Innovation**
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

__X__ **Recruitment**
The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English

proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

__X__ **Collaboration**
The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

__X__ **Developmental Screening**
The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

__X__ **Half-Day Child Development**
The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

__X__ **Developmentally Appropriate Curriculum for PreK–3**
The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

__X__ **Parenting and Family Literacy**
The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

__X__ **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Table of Contents

March 2016

Section 1

Introduction

Westcliffe Elementary

March 2016

Introduction

Westcliffe Elementary began its strategic planning process as part of our school's accreditation process through AdvancED. The leadership team at our school, being composed of the principal, administrative assistant, Title I facilitator, instructional coach, and guidance counselor, served as a guide for the school as we navigated through this process. In March 2013, we met with our entire staff and began to examine and analyze survey data from staff, parents, and students. Four teams were then created to examine the standards of our self-assessment. The teams each contained nine to ten faculty members in diverse groupings. Each team had at least one primary teacher, one intermediate teacher, one upper elementary teacher, one classroom aide, one related arts teacher, one special education teacher, and one member of the leadership team. These groups met and drafted our standings in each of the standards of our self-assessment. We then came to a group consensus on our self-assessment tool through AdvancED; deciding on our strengths as a school and areas in which we were in need of improvement. During this time, members of the leadership team also met with parents and students to gain insight into their opinions of survey and other self-assessment items.

Once our self-assessment was complete, we began our work on this document. The four 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 their drafts, we revised them as an entire staff and came to a consensus as to what should be in our plan. The leadership team then worked to revise and finalize our plan. We submitted a final copy to the district in June 2013.

Together, through school wide team meetings, we updated our plan during the school year 2013-2014. We submitted a revised plan to the district in March 2014.

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.

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 Math in grades K-2. We also see a need in Science in grades 3-5. Our scores show great progress in decreasing 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 trainings that are focused on our district and school initiatives, increase the communication and collaboration among all staff throughout the school, and expand professional resources, especially in the areas of educational research and best practice methods, for all staff to use.

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

Significant Challenges

In spite of our strengths, there are areas of improvement that need to be addressed. The areas that need to be strengthened are:
- Increased parent involvement in student learning and school related activities
- A more effective decision making structure
- Data driven instructional decision-making in **every** grade
- Increased collaboration across grade levels
- Greater use of technology in **every** classroom
- Increased use of writing and reading across the content areas

Significant Awards, Results, and Accomplishments

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

- A District Top Ten Finalist and 3rd Runner-up for 2013 Teacher of the Year (Ms. Amanda Waters)
- Palmetto Gold Award for overall performance on PASS (2012; 2013)
- Palmetto Silver Award for closing the achievement gap (2012; 2013)
- 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
- PalmettoPride Art Award "Litter Trashes Everyone" (2nd place)
- Gifted and Talented Bridge Competition (2012: 3rd place; 2014: 2nd place)
- Green Reader Education Grants from PalmettoPride
- Schoolyard Habitat Grant
- Wellness Grant
- Target Grant
- Safe Kids of the Upstate Awards
- Curriculum Nights for Reading and Math
- Wildcats on the Run (Running Club)
- Gifted and Talented Program
- Volunteer Program
- Red Carpet School
- Teacher Gift Cards from Wal-Mart
- Title I Reward School (2012, 2013, 2014)
- ESEA Grade A (2012, 2013, 2014)
- Safe School Award (2012, 2014)
- Laura Bush Foundation Grant of $5,000 (2014)
- PalmettoPride Grant (2013, 2014)
- Ronald McDonald House Charities $1,500 (2014)
- Soccer Club
- Live Well Greenville Award
- Wal-Mart Grants
- RMHC 2015 $3,056.25
- SC Aquarium Grant for Field Trip (3rd Grade)
- SC Consortium Grant $300

Section 3

School Profile

Westcliffe Elementary

School Profile

School Community

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

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

The school was rebuilt in 2003 to accommodate 600 students. The facility includes a cafeteria, media center, gymnasium, computer and science labs, multipurpose room, art and music rooms, and 22 classroom spaces. It currently houses 315 students and 34 instructional staff members.

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

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

Organizational Structure

The current structure of the school leadership at Westcliffe Elementary is shown by the graphic organizer. *Partnerships*

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                                           ┌──────────────────────┐
                                           │ Title 1 Facilitator and │
                                           │ Committee            │
                                           └──────────────────────┘

                                           ┌──────────────────────┐
                                           │ School Improvement Council │
                                           └──────────────────────┘
┌──────────────┐     ┌──────────────┐
│ Superintendent │─────│ Principal    │      ┌──────────────┐     ┌──────────┐
└──────────────┘     └──────────────┘      │ PTA Board    │─────│ Parents  │
                                           └──────────────┘     └──────────┘

                                           ┌──────────────────────┐     ┌──────────┐
                                           │ Admistrative Support │─────│ Teachers │
                                           │ Personnel and Faculty │     └──────────┘
                                           │ Council              │
                                           └──────────────────────┘
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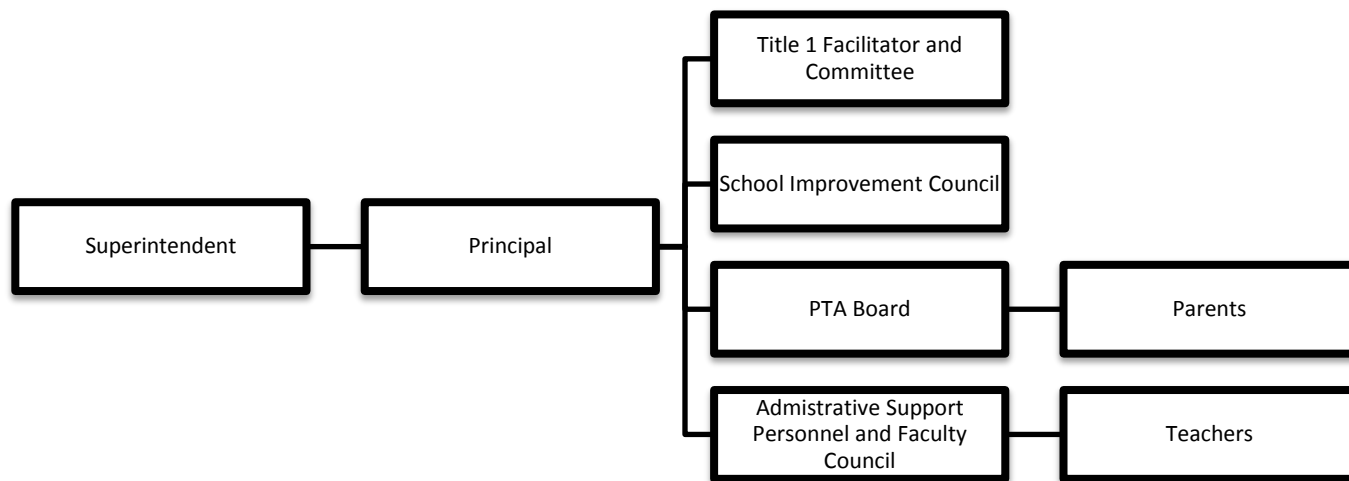
Westcliffe's partnerships include:

Partnerships with Parents
- "Meet the Teacher" night
- School Improvement Council (SIC)
- PTA Board
- Parent training workshops
- Math Night and Literacy Night
- Math and Literacy Parent Share Fairs
- Title I Planning Committee
- Parent volunteers

School/College/University Partnerships
- North Greenville University Spanish for Educators
- North Greenville student teachers and clinical students
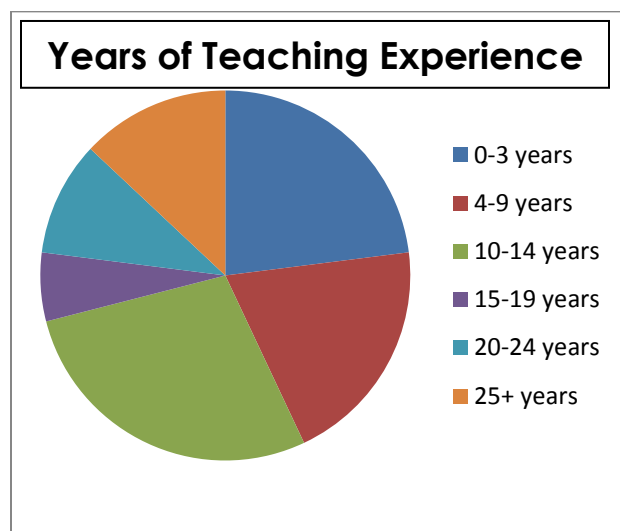- North Greenville University student tutors

Business Partnerships
- McDonald's
- Wal-Mart
- Zaxby's
- Bruster's Ice Cream
- Safe Kids Upstate

- PalmettoPride
- Greenville County Library System
- South Carolina First Steps
- Harvest Hope
- God's Pantry
- Fluor Corporation
- Operation Santa

School Personnel

Westcliffe employs 2 administrators, 19 classroom teachers in grades K4-5th, and 2 special education teachers in self-contained classes. We also have an art teacher, music teacher, physical education teacher, media specialist, Response to Intervention (RTI) teacher, Literacy Specialist (2nd and 3rd grade), speech teacher, English as a Second Language (ESOL) teacher, resource teacher, and gifted and talented teacher. All three kindergarten classes have paraprofessionals, as well as the special education classes. The school personnel is also comprised of a Title 1 facilitator, guidance counselor, social worker, instructional coach, ESOL paraprofessional, a full time nurse, attendance clerk, and secretary. Three classroom teachers are paid through Title 1 funds in order to reduce class size. All teachers and paraprofessionals are highly qualified as defined by No Child Left Behind.

Years of Teaching Experience

- 0-3 years
- 4-9 years
- 10-14 years
- 15-19 years
- 20-24 years
- 25+ years

Our teachers have a wide range of teaching experience. Over half (57%) of our teachers have been teaching more than ten years. Twenty-three percent of teachers have in excess of 20 years' experience in the classroom. The majority of teachers are white females. Sixty percent of our faculty holds advanced degrees. Seven teachers hold National Board Certification. Five faculty members are teacher consultants with the Upstate Writing Project. Most of the teachers are certified in either Early Childhood or Elementary Education, and many have multiple certifications. Teacher attendance rate is 94.8 percent.

Ms. Carolyn Morgan has been principal of Westcliffe Elementary for 17 years. She has been involved in education for 38 years.   Ms. Morgan obtained her BS in Early Childhood Education from USC-Spartanburg.   She has since earned two Masters Degrees from Furman University, one in Elementary Education and the other in Administration.

Westcliffe's administrative assistant, Beth Farmer, joined the school during the 2015-2016 school year. Mrs. Farmer has a Bachelor's in Accounting from Wofford College, a Master's Degree in Elementary Education from Converse College, and an Education Specialist Degree in School Leadership from Clemson University. Mrs. Farmer has 10 years' experience as an educator.

Student Population

- Asian
- African American
- Hispanic
- American Indian
- Two or More Races
- White
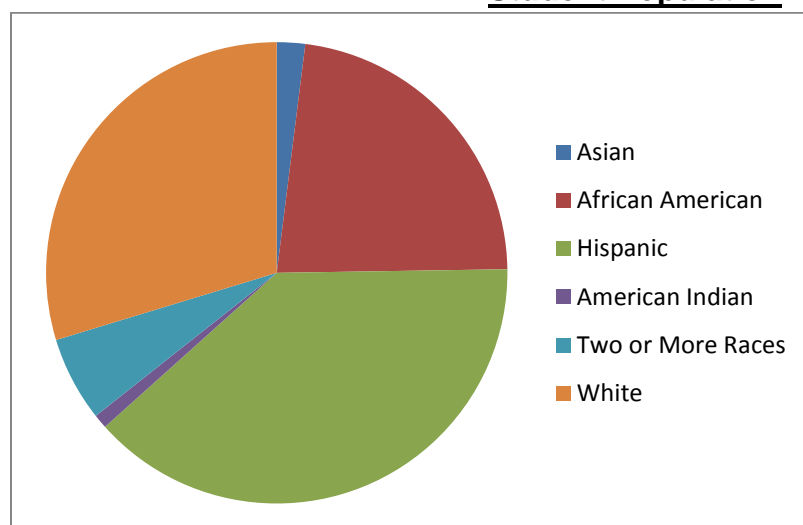
Asian	2%
African American	23%
Hispanic	39%
American Indian	-1%
Two or More Races	6%
White	30%

Currently, 315 students are enrolled at Westcliffe in K4-5th grade. According to PowerSchool, the ethnic distribution of our school as of March 2015 includes: 39 percent Hispanic/Latino, 30 percent White, 23 percent African-American, 6 percent of 2 or more races, 2 percent Asian, and less than 1 percent American Indian/Alaska Native. The majority of our student population is driven to school or walk. Students are also transported to school on one regular education bus, one special education bus, and local day-care facilities.

The student attendance rate is 95.8 percent. The school's retention rate is 2 percent. The percent of students served by Gifted and Talented is 4 percent. Students classified with disabilities 17.8 percent. 29.5 percent of students have an ESOL plan (English for Speakers of Other Languages). 13.9 percent of students attend Speech.

Because of the Universal Lunch program, our families no longer fill out a Free/Reduced lunch application. There is no longer a breakdown. Our Title I plan says we have approximately 93.43% students that receive free or reduced meals.

Academic and Behavioral Features, Programs, and Initiatives

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

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

Team Planning
Teacher collaboration is essential to creating a pervasive, consistent, and rigorous curriculum. Our grade level teams have two 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 Focused unit planning. They also meet an average of twice a month with the Instructional Coach.

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

Technology
We believe that technology is a valuable tool to help students learn. Every classroom, as well as the media center, computer lab, and science lab, is equipped with a Promethean Board (interactive whiteboard) for which all teachers have had training. Teachers also have access to Promethean items such as ActivExpressions and ActiVotes which help to engage learners by letting them remotely answer questions through selecting a multiple choice answer or texting a response. We were lucky to have funds this year to hire a Computer Lab Teacher.

The computer lab contains 30 computers for student use. Classes visit the lab once a week and teachers can sign up for additional times. We have one mobile laptop lab that is available for check-out and has been updated with 28 new laptops this year (2014). Individual classrooms also have several computers as well. The entire school has a wireless Internet connection.

All teachers have an iPad for teacher 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. Compass Learning is used in the lab and is individualized for each student's unique learning needs. Students work on activities primarily in English Language Arts and Math at their own levels and progress at their own pace. Teachers can also create additional assignments and assessments and are able to track student performance. Another computer program available is Accelerated Reader. Students read books at their own levels and accumulate points by taking computerized tests. English in a Flash is a program used by our English Language Learners to work on learning the English language.

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. We also support 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 extra-curricular activities. Students in grades 3-5 elect student council representatives each year. They meet with our administrative assistant and plan service projects. Our fourth and fifth grade students create and produce our news morning show with the help of our fifth grade teachers and media specialist. This morning show gives students the opportunity to showcase their talents along with giving them responsibility outside of the classroom. Additional activities include:

*PE Club	*Art Club	*Chorus
*Media Managers	*Safety Patrols	*Wildcats on the Run (Running Club)

March 2016

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
- Housewise Streetwise
- Red Ribbon Week
- Field Day
- Jump Rope for Heart (American Heart Association)
- VERB program (physical education)
- Wildcats on the Run (Running Club)
- Walk to School Day
- Go-Slow-Whoa foods in the cafeteria
- Bully Prevention
- Morning Exercise Program
- The Box (economical produce box from Marvin's Produce)

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
- Book club (4th and 5th grade)
- Junior achievement

Parent Involvement

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

How to Keep Your Child Learning Over the Summer

- What Will My Child Learn Next Year?
- Rolling Up to 5K
- Math and Literacy nights
- Parent Volunteer Program
- Share Fairs

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, based on research, and aligned to standards that encourage our students to be life-long learners. Teachers provide quality, challenging, child-centered instruction that meets the needs of our students. Student progress is assessed through formal and informal evaluations, which serve as diagnostic tools which help to determine and meet individual needs.

Beliefs

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

Section 5

Data Analysis and Needs Assessment

Westcliffe Elementary

Data Analysis and Needs Assessment

Student Achievement Data Analysis

SC Palmetto Assessment of State Standards

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

This year grades 4 and 5 will take Science and Social Studies SCPASS the week of May 9th. Students in grades 3-5 will take the SC READY April 25th-May 6th for Writing, English, Reading, and Math. These tested are not timed.

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

In November 2015, State Report Cards were released for all schools in South Carolina. Westcliffe was given an absolute rating of *good* and a growth rating of *excellent*. We were awarded a Palmetto Gold Award for our high levels of absolute performance and a Palmetto Silver Award 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.

March 2016

SC PASS Science and Social Studies 2014-2015 by Grade and Performance Level

The graph below shows our school's 2015 SC Palmetto Assessment of State Standards (SCPASS) results for each subject area for the entire school, as reported by the State Report Card.

The SC Palmetto Assessment of State Standards (SCPASS) was given to students in grades 4 - 8 in Spring 2015. Students were assessed in the subject areas of Science and Social Studies.

Science

	Our School	Elementary Schools with Students Like Ours	Elementary Schools Statewide
Exemplary (demonstrated exemplary performance in meeting the grade level standard)	21.5%	9.6%	22.7%
Met (met the grade level standard)	62.0%	49.4%	44.9%
Not Met (did not meet the grade level standard)	16.5%	41.3%	32.3%

Social Studies

	Our School	Elementary Schools with Students Like Ours	Elementary Schools Statewide
Exemplary (demonstrated exemplary performance in meeting the grade level standard)	45.6%	23.1%	36.7%
Met (met the grade level standard)	45.6%	49.1%	39.2%
Not Met (did not meet the grade level standard)	8.9%	27.9%	24.0%

Science SCPASS	
Our School: Percent Met and Above for each grade level	
4th grade	5th grade
81.4	86.1
Social Studies SCPASS	
Our School: Percent Met and Above for each grade level	
4th grade	5th grade
90.7	91.7

Note: Results include SC-Alt assessment results.

Exemplary	**"Exemplary"**: student demonstrated exemplary performance in meeting the grade level standard.
Met	**"Met"**: student met the grade level standard.
Not Met	**"Not Met"**: student did not meet the grade level standard.

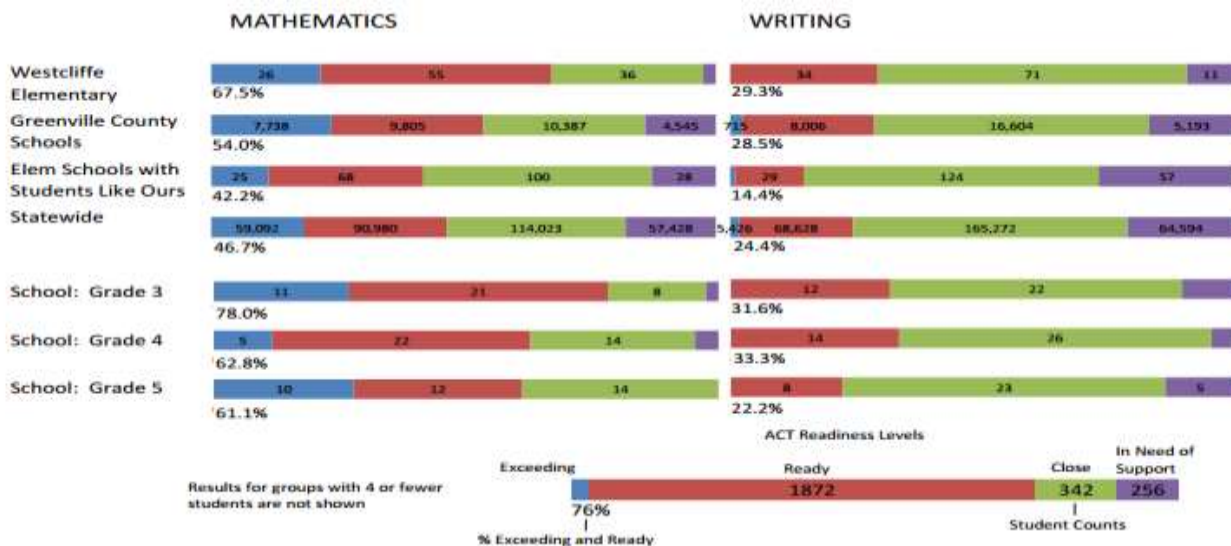Elementary Schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Our 2014-2015 SC PASS scores show strength in Social Studies, with only 8.9% of students scoring Not Met. Science is an area needing improvement with 21.5% of students scoring Not Met, 62% scoring Met, and 16.5% scoring Exemplary.

March 2016

ACT Aspire (2014-2015) - English, Reading, Mathematics, and Writing by Grade Level and Performance Level

The ACT Aspire assessment was given to students in grades 3-8 in Spring 2015. Students were assessed in the subject areas of Reading, English, Mathematics and Writing

ENGLISH   READING

Westcliffe Elementary	48	53	18	
	84.2%			
Greenville County Schools	13,427	10,181	6,761	2,068
	72.8%			
Elem Schools with Students Like Ours	52	76	74	19
	59.0%			
Statewide	112,368	105,684	78,337	24,733
	67.9%			
School: Grade 3	12	23	5	
	85.4%			
School: Grade 4	16	16	11	
	74.4%			
School: Grade 5	20	14		
	94.5%			

READING:
Westcliffe Elementary	6	37	42	35
	35.8%			
Greenville County Schools	5,284	8,488	8,413	9,161
	44.0%			
Elem Schools with Students Like Ours	17	35	61	108
	23.4%			
Statewide	41,271	75,070	87,991	108,107
	37.2%			
School: Grade 3	13	8	19	
	34.1%			
School: Grade 4	15	18	9	
	37.2%			
School: Grade 5	9	16	7	
	36.1%			

MATHEMATICS   WRITING

MATHEMATICS:
Westcliffe Elementary	36	55	36	
	67.5%			
Greenville County Schools	7,738	9,805	10,387	4,545
	54.0%			
Elem Schools with Students Like Ours	25	68	100	28
	42.2%			
Statewide	59,092	90,980	114,023	57,428
	46.7%			
School: Grade 3	11	21	8	
	78.0%			
School: Grade 4	5	22	14	
	62.8%			
School: Grade 5	10	12	14	
	61.1%			

WRITING:
Westcliffe Elementary	34	71	11	
	29.3%			
Greenville County Schools	715	8,006	16,604	5,193
	28.5%			
Elem Schools with Students Like Ours	29	124	57	
	14.4%			
Statewide	5,620	68,628	165,272	64,594
	24.4%			
School: Grade 3	12	22		
	31.6%			
School: Grade 4	14	26		
	33.3%			
School: Grade 5	8	23	6	
	22.2%			

Results for groups with 4 or fewer students are not shown

ACT Readiness Levels

Exceeding	Ready	Close	In Need of Support
	1872	342	256

76%

% Exceeding and Ready

Student Counts

Our 2014-2015 ACT Aspire scores show that for every grade level in <u>Writing, Math, and English</u> our students scored "ready" or "exceeding" compared to the district norm. In <u>Reading</u> in every grade level our students scored "close" compared to the district norm.

Iowa Test of Basic Skills
Each year, second graders are administered the Iowa Test of Basic Skills (ITBS). This test measures the achievement level of students in the areas of Reading Comprehension, and Math Concepts/Problems. Students are scored and ranked nationally by normed scores.

Percentile Rank of Average Student Score based on National Student Norms
November 2014: Reading Comprehension (45)
Math (42)

November 2015: Reading Comprehension (43)
Math (38)
The information above shows that students in second grade showed a decrease in Reading Comprehension and Math Concepts/Problem scores from 2014 to 2015. Scores in Reading Comprehension have remained fairly constant over the past 2 years, while scores in Math Concepts/Problems have decreased.

Student Achievement Needs Assessment
Upon examining the PASS scores from 2012 to 2014 in Science and Social Studies for 3rd-5th grades, we see that we have a need to strengthen our Science scores by increasing the number of students scoring Exemplary. We plan to focus more efforts on Science process skills throughout the school in all grade levels. Based on our scores from spring of 2015 compared to spring of 2014:

Science
*Increased the number of students scoring Exemplary to 21.5% (2015) from 13.9% in (2014). That is an increase of 7.6%.
*Increased the number of students scoring Met to 62% (2015) from 57% in (2014). That is an increase of 5%.
*Decreased the number of students scoring Not Met to 16.5% (2015) from 29.1% in (2014). That is a decrease of 12.6%.

Social Studies
*Increased the number of students scoring exemplary to 45.6% (2015) from 37.3% in (2014). That is an increase of 8.3%.
*Decreased the number of students scoring Met to 45.6% (2015) from 53.3% in (2014) This is a decrease of 7.7%, which in this case is GREAT because they moved to Exemplary.
*Decreased the number of students scoring Not Met to 8.9% (2015) from 9.3% in (2014). This is a decrease of 0.4%.

We have made great strides in increasing our scores with our Hispanic students' scores. We will continue our efforts in closing the achievement gap with our students.

Upon examining the second grade ITBS scores we see a need to strengthen our Math score in Concepts and Problems. We will continue our efforts in grades K-2.

Teacher and Administrator Quality Data Analysis

District Priorities and Initiatives

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

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

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

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

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

Priority Initiative: K-12 Literacy

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

Priority Initiative: Instructional Expertise

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

Priority Initiative: 21st Century Learning

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

Priority Initiative: Coordinated School Health

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

School Priorities and Initiatives

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

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

This year, our school began implementing the SCCCS in both English Language Arts and Math. We have been provided with tools to aid in this process. Beginning summer 2015 and continuing through spring 2016, our school will be provided training with a refresh of the Fountas and Pinnell Balanced Literacy Model and several PD's/PLC's about the new SCCCS. In previous years, teachers received professional development in writing strategies through the Upstate Writing Project and math strategies through the use of AIMS materials. All teachers are trained in Everyday Counts Calendar Math.

Students and teachers use Compass Learning to individualize learning in ELA and Math. Accelerated Reading and English in a Flash are also both available for instructional purposes. Response to Intervention is utilized for students in the primary grades who need remediation in reading (K5-1st). As of 2015-2016 we have a Literacy Coach that works with 2nd-3rd grades to improve and strengthen student's reading weaknesses. We also have a school news program in place, requiring students to use communication skills.

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 a Million Minutes Reading Campaign. The school has purchased books to increase the number of content related informational texts and nonfiction books in classroom libraries. Fourth and fifth grade students meet monthly for Book Club. Fourth and fifth grade students are also involved in science club and science fair.

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

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

Priority Initiative: Coordinated School Health
Our school has a wellness team that meets and analyzes our commitment to health and wellness programs, and determines where we need improvements. The team developed a plan for our school to follow and received a grant of $1000 to implement the strategies. Our cafeteria continues to serve healthier school meals to our faculty and students. Foods are labeled as Go-Slow-Whoa. Last school year (2014-2015), we also became a culinary school. Teachers can order fresh fruits and vegetables from a local distributer who delivers to our school weekly. Students move to an exercise video each day prior to the morning news show. Our school sponsors events such as Jump Rope for Heart and Field Day. Our school began sponsoring Wildcats on the Run Running Club and a soccer club. Highlighting the importance of the whole child, students can participate in after school activities such as Art club, Chorus, PE Club, and Safety Patrols. Our school is designated as a Safe School by Safe Schools Upstate. The school is dedicated to bully prevention; including scheduling activities such as plays about bullying from the SC Children's Theater and incorporating a bully box to report incidents.

Teacher and Administrator Quality Needs Assessment

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

1. Offer professional development sessions and trainings that are focused on both district and school wide initiatives. These will include a PLC setting starting in the 2016-2017 school year.
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.

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 2015-2016 School Year		
Featured Staff Person: Baby Pics	**AUGUST**	**Topics and Times**
Tuesday, August 11	Faculty Meeting	8:20 a.m.
Tuesday, August 11	Professional Development	1:00 Overview of Literacy Framework with P. Burgess
Wednesday, August 12	Professional Development	8:30 EVAAS Webinar with IC
Wednesday, August 12	Professional Development	1:00 Math Standards Changes and Progressive Writing in Math with S. Burdette
Wednesday, August 19	Professional Development	ELA Standards Gr. K-2 with P. Burgess
Wednesday, August 19	Professional Development	Student Learning Objectives Training w/Gwinn Gr. 3-5
Wednesday, August 26	Professional Development	Student Learning Objectives Training w/Gwinn Gr. K-2
Wednesday, August 26	Professional Development	ELA Standards Gr. 3-5 with P. Burgess
Featured Staff Person: Beth Farmer	**SEPTEMBER**	
Wednesday, September 2	Faculty Meeting	Web Based Wednesday Kahoot! w/Charlotte Sauls
Tuesday, September 8	Technology Tuesday	Google Apps for Educators: Google Docs
Wednesday, September 16	Professional Development	Constructed Responses in Math with S. Burdette K-2
Wednesday, September 16	Professional Development	Web Based Wednesday Destiny with S. Roper 3-5
Wednesday, September 23	Professional Development	Web Based Wednesday Destiny with S. Roper K-2
Wednesday, September 23	Professional Development	Constructed Responses in Math with S. Burdette 3-5
Wednesday, September 30	Professional Development	GAFE: Google Docs Follow up with A. Canty-Duck

March 2016

Featured Staff Person: Brenna Searcy	**OCTOBER**	
Wednesday, October 7	Faculty Meeting	Parent Involvement Training & A-Team Information
Monday, October 12	Curriculum Planning	Kindergarten with P. Burgess
Tuesday, October 13	Technology Tuesday	Google Apps for Educators: Google Slides
Wednesday, October 14	Curriculum Planning	First grade with P. Burgess
Monday, October 19	Curriculum Planning	Second grade with P. Burgess
Tuesday, October 20	Curriculum Planning	Third grade with P. Burgess
Wednesday, October 21	Professional Development	Westcliffe Experts *Strategies That Work* 1st +Miller & L. Christmas: Sp. Ed. Information
Thursday, October 22	Curriculum Planning	Fourth grade
Monday, October 26	Curriculum Planning	Fifth grade
Tuesday, October 27	Technology Tuesday	Google Slides Follow up during planning period
Featured Staff Person: Christine Jacobs	**NOVEMBER**	
Wednesday, November 4	Faculty Meeting	MAP and RtI Data Analysis
Tuesday, November 10	Technology Tuesday	Google Apps for Educators: Google Forms
Wednesday, November 18	Professional Development	Curriculum Planning All Grades (P. Burgess with 5th)
Tuesday, November 24	Technology Tuesday	Google Forms Follow up during planning period
Featured Staff Person:	**DECEMBER**	
Wednesday, December 2	Faculty Meeting	Title I Needs Assessment
Wednesday, December 9	Faculty Council	
Wednesday, December 16	Professional Development	Westcliffe Experts *Strategies That Work* K + Singleton
Featured Staff Person: Kristy Bayne	**JANUARY**	
Wednesday, January 6	Faculty Meeting	Web Based Wednesday: Plickers w/ C. Sauls
Wednesday, January 13	Faculty Council	
Wednesday, January 20	Professional Development	Westcliffe Experts *Strategies That Work* 2nd+ Manley
Wednesday, January 27	Professional Development	Curriculum Planning All Grades (P. Burgess with Gr. K)
Feature Staff Person: Melanie Dixon	**FEBRUARY**	
Wednesday, February 3	Faculty Meeting	Web Based Wednesday: Arbordale w/ S. Roper
Wednesday, February 10	Faculty Council	
Wednesday, February 17	Professional Development	Curriculum Planning All Grades (P. Burgess with 1st)
Wednesday, February 25	Professional Development	Westcliffe Experts *Strategies That Work* 4th + Eron

March 2016

Featured Staff Person: Ariona Babcock	**MARCH**	
Wednesday, March 2	Faculty Meeting	Web Based Wednesday: One iPad Classroom w/ C. Sauls
Wednesday, March 9	Faculty Council	
Wednesday, March 16	Professional Development	Westcliffe Experts *Strategies That Work* 5th + Connell
Wednesday, March 25	Professional Development	Curriculum Planning All Grades (P. Burgess with 2nd)
Featured Staff Person: Todd Childers	**APRIL**	
Wednesday, April 6	Faculty Meeting	
Wednesday, April 13	Faculty Council	
Wednesday, April 20	Professional Development	Curriculum Planning All Grades (P. Burgess with 4th)
Wednesday, April 27	Professional Development	Westcliffe Experts *Strategies That Work* 3rd + Roper
Featured Staff Person: Doylene Williams	**MAY**	
Wednesday, May 4	Faculty Meeting	
Wednesday, May 11	Faculty Council	
Wednesday, May 18	Professional Development	
Wednesday, May 25	Professional Development	Curriculum Planning All Grades (P. Burgess with 3rd)

Meeting Schedule for 2015-16:

- The admin team developed the following schedule for staff meetings for 2015-16
    - 1st Wednesday- Faculty Meeting 3:00-4:00 and Web Based Wednesdays
    - 2nd Wednesday- Faculty Council
    - 3rd and 4th Wednesdays- Alternating Professional Development with TIF, IC, and Westcliffe Experts by grade levels and grade level Curriculum Planning
        - Westcliffe Experts will begin with strategies shared by IC, TIF and Literacy Specialist each time
        - PD text for 2015-2016: *The Reading Strategies Book* by Jennifer Serravallo

Westcliffe Professional Development Focus
2016-2017 School Year

*Implementing "Thinking Maps" to increase consistency with Writing K4-5th Grades

*PLC "The Simplicity of Literacy K4-5th" (This will take place every other month and will be led by Westcliffe's Literacy Team)

*We will also continue "Westcliffe Experts"

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			
	2012-2013	**2013-2014**	**2014-2015**
Teachers	91.3%%	100%	97%
Students	100%	97.3%	100%
Parents	100.1%	96.2%	89%

Teacher and student satisfaction has remained fairly constant over the past three years, and has always remained above or right at 90 percent. Parent satisfaction dropped in 2013-2014 to 96.2 percent. Then in 2014-15 it dropped once again to 89 percent. We will work to increase our parent satisfaction.

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

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

Student Attendance Rate	
School Year	**Percentage**
2014-2015	95.8%
2013-2014	96.7%
2012-2013	96.4%

Student attendance rates are strong. They have been over 95% for the past three years.

March 2016

School Climate Needs Assessment

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

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

We will continue to gather feedback from the staff throughout the year and continue efforts so that our school environment remains excellent.

Student attendance and safety are definite strengths for our school, and we will continue our endeavors for success in these areas.

March 2016

Section 6

School Renewal Plan

Westcliffe Elementary

SC READY WRITING

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

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

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

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

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

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

	Baseline 2015-16	**2016-17**	**2017-18**
School Projected	X		
School Actual			
District Projected	X		
District Actual			

Baseline data to be established in 2015-16.

SC READY READING

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

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

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

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by SC READY.

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

	Baseline 2015-16	2016-17	2017-18
School Projected	X		
School Actual			
District Projected	X		
District Actual			

Baseline data to be established in 2015-16.

SC READY MATH

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

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

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

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

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

	Baseline 2015-16	**2016-17**	**2017-18**
School Projected	X		
School Actual			
District Projected	X		
District Actual			

Baseline data to be established in 2015-16.

SC READY % TESTED

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

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

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

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

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

SC SDE did not provide baseline data for 2015-16.

March 2016

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

SC SDE did not provide baseline data for 2015-16.

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

SC SDE did not provide baseline data for 2015-16

March 2016

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

SC SDE did not provide baseline data for 2015-16.

SCPASS SCIENCE

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X			
School Actual	83.5%			
District Projected	X			
District Actual	72.9%			

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

SCPASS SOCIAL STUDIES

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X			
School Actual	91.2%			
District Projected	X			
District Actual	81.2			

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

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

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

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

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

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

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

Fall 2014 students began taking a new form of the ITBS

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

Fall 2014 students began taking a new form of the ITBS

March 2016

STRATEGY Increase vocabulary acquisition of students in grades Pre-K-5th. **Activity**	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
Increase the number of informational texts in classroom libraries	Aug. 2013-June 2018	Teachers Administration	$1,000	Title I	Invoices Purchase orders MARC records
Display content vocabulary using words and images in classrooms	Aug. 2013-June 2018	Teachers	$0	NA	Classroom observations Classroom displays
Provide teachers with resources and/or training in best practices of teaching vocabulary (i.e. Marzano's Six Steps, Janet Allen strategies, Note booking etc.)	Aug. 2013-June 2018	Instructional Coach Title I Facilitator	$200	Title I	PD sessions Emails/Attachments Handouts Website with resources
Use a variety of strategies in the implicit and explicit instruction of vocabulary; including non-linguistic	Aug. 2013-June 2018	Teachers	$0	NA	Lesson plans

STRATEGY Sustain a quality reading curriculum aligned with state standards and founded in proven research **Activity**	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
Continue Fountas and Pinnell Balanced Literacy Model	Aug. 2013-June 2018	Administration	$0 (funded at district level)	District funds	Meeting agendas/notes Training schedule Lesson plans Observations
Continue Response to Intervention instruction for identified students in Kindergarten and 1st grade	Aug. 2013-June 2018	Administration	$56,000	Title I	Title I Plan Lesson plans of RTI teacher RTI meeting notes
Use student data, both formative and summative, to determine instructional needs (i.e. STAR, MAP, benchmarks, ITBS, ACT Aspire, PASS, conferencing notes, etc.)	Aug. 2013-June 2018	Teachers Instructional Coach	$0	NA	IC meeting minutes Grade level meeting minutes Teacher records
Differentiate classroom instruction through the use of literacy centers	Aug. 2013-June 2018	Teachers	$0	NA	Lesson plans

March 2016

Continue Reading Intervention using Literacy Specialist in 2nd and 3rd grade to work with students who are below grade level in reading.	Aug. 2014- June 2018	Administration	$0	State Funds	Lesson Plans of Literacy Specialists Progress Monitoring Reading MAP 3x's Annually
Continue Reading and Math Intervention using a part-time specialist four days a week in3rd, 4th and 5th grade.	Aug. 2014- June 2018	Administrations	$21, 470	Title I	Lesson Plans MAP Scores
Use available technology programs and digital resources to enhance reading practice (i.e. Follett Bookshelf, Overdrive, e-books, Accelerated Reader, Compass Learning, etc.)	Aug. 2013- June 2018	Teachers Media Specialist	$3000	Local Funds PTA	Lesson plans Classroom observations
Maintain a school wide bookroom of leveled readers for instructional use	Aug. 2013- June 2018	Administration Title I	$100	Title I	Invoices MARC records
Participate in the Million Minutes Campaign	Aug. 2013- June 2018	Teachers	$200 (2013) 2 Year Grant (2014-17)	PTA	Reading logs Classroom charts
Increase the explicit instruction of reading strategies and skills for informational texts	Aug. 2013- June 2018	Teachers	$0	NA	Lesson plans Observations
Incorporate written responses in reading assignments	Aug. 2013- June 2018	Teachers	$0	NA	Lesson plans Student work
Integrate grade level content areas in reading	Aug. 2013- June 2018	Teachers	$0	NA	Lesson plans Observations
Continue Book Clubs for 4th and 5th graders	Aug. 2013- June 2018	Teachers Media Specialist	$0	NA	AR records Bookmarks
Provide opportunities for students to integrate speaking and listening skills in collaborative discussions of literature and informational texts	Aug. 2013- June 2018	Teachers	$0	NA	Lesson plans Observations

March 2016

STRATEGY Maintain a rigorous writing curriculum **Activity**	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
Provide time dedicated to a Writer's Workshop daily in every classroom	Aug. 2013-June 2018	Teachers	$0	NA	Schedules
Instruct students in multiple writing types and purposes for a variety of audiences	Aug. 2013-June 2018	Teachers	$0	NA	Lesson plans Observations
Use writing strategies in the classroom based on proven research by experts in the field of writing (i.e. Lucy Calkins, Ruth Culham, Ralph Fletcher, Donald Graves, etc.)	Aug. 2013-June 2018	Teachers	$0	NA	Lesson plans Observations
Continue to offer professional development in writing strategies from Upstate Writing Project teacher consultants on staff at school	Aug. 2013-June 2018	Instructional Coach	$0	NA	PD sessions
Provide students with multiple tools to aid them in writing (notebooks, writing instruments, mentor texts, Thinking Maps, graphic organizers, research materials, dictionaries, thesauruses, etc.)	Aug. 2013-June 2018	Teachers	$0	NA	Lesson plans Observations
Use available technology programs and digital resources to enhance writing practice (i.e. Compass Learning, websites, iPad apps, word processing, etc.)	Aug. 2013-June 2018	Teachers	$0	NA	Lesson plans Observations
Use student writing assessment data, formative and summative, to conference with students and make decisions on instruction	Aug. 2013-June 2018	Teachers	$0	NA	Conferencing notes Lesson plans
Integrate writing into content areas by: note taking, math analysis, etc.	Aug. 2013-June 2018	Teachers	$0	NA	Lesson plans Observations

STRATEGY Increase students' conceptual understandings and problem solving skills in math. **Activity**	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
Utilize meaningful, authentic tasks in math instruction that incorporate higher level thinking skills and processes (i.e. Marcy Cook strategies, AIMS lessons, Marilyn Burns lessons, Everyday Counts Math games, Singapore Math etc.)	Aug. 2013-June 2018	Teachers	$200	Title I	Lesson plans Observations
Use student data, both formative and summative, to determine instructional needs (i.e. MAP, benchmarks, pretests, posttests, ITBS, PASS, ACT Aspire etc.)	Aug. 2013-June 2018	Teachers Instructional Coach	$0	NA	IC meeting minutes Grade level meeting minutes Teacher records
Use available technology programs and digital resources to enhance math practice (i.e. Compass Learning, iPad apps, websites, Graph Club, Time Liner, etc.)	Aug. 2013-June 2018	Teachers	$0	NA	Lesson plans Observations
Continue full implementation of Everyday Counts Calendar Math	Aug. 2013-June 2018	Teachers	$0	NA	Lesson plans Observations
Incorporate an activities based Math Day during the school year	Aug. 2013-June 2014	Instructional Coach	$0	NA	Schedule of activities
Display grade level math content word walls in classrooms; including terms and visual cues	Aug. 2013-June 2018	Teachers	$0	NA	Class displays Observations

March 2016

STRATEGY Enhance the science and social studies curriculum throughout the school. **Activity**	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
Display grade level science and social studies content word walls in classrooms; including terms and visual cues	Aug. 2013-June 2018	Teachers	$0	NA	Class displays Observations
Incorporate a school wide science fair for grades K-5th	Aug. 2013-June 2014	Instructional Coach	$0	NA	Student/Class projects
Integrate English Language Arts skills and processes into science and social studies grade level content areas (i.e. using informational texts, reader's theater, journaling, experiments, primary sources, etc.)	Aug. 2013-June 2018	Teachers	$0	NA	Lesson plans Observations
Attend at least one field trip to Roper Mountain Science Center in every grade level	Aug. 2013-June 2018	Teachers	$900 (varies per year)	Local Funds	Schedule confirmation
Use available technology programs and digital resources to enhance science and social studies understanding (i.e. virtual field trips, Graph Club, Time Liner, Compass Learning, Follett Bookshelf, websites, etc.)	Aug. 2013-June 2018	Teachers	$0	NA	Lesson plans Observations
Incorporate an activities based Science Day during the school year.	Aug. 2013-June 2014	Instructional Coach	$0	NA	Schedule of activities

March 2016

STRATEGY Provide support for English Language Learners **Activity**	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
Provide English for Speakers of Other Languages (ESOL) classes for all English Language Learners at or below ELDA (English Language Development Assessment) Level 2	Aug. 2013-June 2018	District	$0 (funded through the district)	District	Class schedule
Use Rigby's "On Our Way to English" curriculum to enhance English Language Learners' reading and writing skills	Aug. 2013-June 2018	ESOL teacher	$0	NA	Lesson plans Observations
Employ collaboration among ESOL teachers and assistants with classroom teachers; including the creation of ESOL plans for students, reporting and analysis of ELDA scores, and interventions and strategies to use with students at each level based on ELDA	Aug. 2013-June 2018	Teachers ESOL teacher ESOL assistant	$0	NA	Meeting minutes
Use available technology programs and digital resources to aid English Language Learners in language acquisition, vocabulary building, and reading comprehension. (Reading Eggspress, iPad apps, websites)	Aug. 2013-June 2018	Teachers ESOL teacher	$0	NA	Lesson plans Observations

March 2016

STRATEGY Establish a system of continuous data collection and analysis to improve student learning and instruction. **Activity**	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
Develop and communicate clear expectations and procedures for collecting, analyzing, and sharing student data for classrooms, grade levels, and the entire school	Aug. 2013-June 2018	Admin Team	$0	NA	Handouts
Analyze and evaluate all standardized test data (i.e. PASS, MAP, ITBS, CogAT, ELDA, etc.) available for students; including comparison and trend data	Aug. 2013-June 2018	All faculty	$0	NA	Meeting minutes Teacher records
Use common assessment data to monitor and evaluate student learning throughout grade levels	Aug. 2013-June 2018	Teachers	$0	NA	Grade level meeting minutes Teacher records
Use formative assessment data to drive classroom instruction	Aug. 2013-June 2018	Teachers	$0	NA	Teacher records
Train teachers in the use of available technology tools for data collection and analysis (i.e. Enrich, NWEA, etc.)	Aug. 2013-June 2018	Instructional Coach	$0	NA	PD sessions

March 2016

PROFESSIONAL DEVELOPMENT

☐Student Achievement ☒Teacher/Administrator Quality ☐School Climate ☐ Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: All personnel will maintain Highly Qualified status as mandated by local, state, and federal laws and policies.

ANNUAL OBJECTIVE: All staff members will participate in professional development activities and training opportunities aligned with Greenville County Schools Education Plan and/or South Carolina certification requirements.

DATA SOURCE(S): Professional Development Calendars, District and school priorities, programs, and initiatives.

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

STRATEGY Foster a culture of collaboration and communication among all staff members throughout the school. **Activity**	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
Participate in a minimum of two peer observations each year.	Aug. 2013-June 2018	Teachers	$0	NA	Observation logs
Provide multiple opportunities throughout the year for staff to participate in vertical teaming exercises and curriculum planning. (Funds are for Subs)	Aug. 2013-June 2018	Administration Instructional Coach	$2400	NA	Professional Development Calendar Description of in-services offered on portal Feedback forms
Share instructional expertise by demonstrating effective strategies used in the classroom through Westcliffe Experts sessions.	Aug. 2013-June 2018	Instructional Coach Title 1 Facilitator	$0	NA	Professional Development Calendar Summary of sessions Feedback forms
STRATEGY Provide professional development sessions and trainings focused on district and school priorities and initiatives. **Activity**	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
Communicate district professional development opportunities to the staff.	Aug. 2013-May 2018	Instructional Coach	$0	NA	Emails Flyers
Complete initial technology proficiency requirements as specified through district policies within one year of receiving a professional certificate or transferring to GSCD.	Aug. 2013-June 2018	Teachers Instructional Coach	$0	NA	State Department of Education website District data sheet
Maintain technology proficiency as specified through district policies.	Aug. 2013-June 2018	Teachers Instructional Coach	$0	NA	State Department of Education website District data sheet

March 2016

Offer technology trainings on a regular basis throughout the school year as determined by staff needs and requests.	Aug. 2013-June 2018	Charlotte Sauls Instructional Technology Facilitator	$0	NA	Professional Development Calendar Description of in-services offered on portal Feedback forms
Provide virtual and online technology training sessions for staff to access and use.	Aug. 2013-June 2018	Charlotte Sauls Instructional Technology Facilitator Technology Team	$0	NA	Online Source (website, blog, wiki, etc.)
Attend elementary content area contact meetings and share information with the staff.	Aug. 2013-June 2018	Elementary Contacts	$0	NA	Professional development credit on portal Emails
Attend (SCCCS) SC College and Career Readiness State Standard workshops provided by the district and share information with the staff.	Aug. 2013-June 2018	Teachers Instructional Coach	$0	NA	Professional development credit on portal Emails
Train all new teachers in Everyday Counts Calendar Math.	Aug. 2013-June 2018	District personnel Instructional Coach Teachers	$0	NA	Professional development credit on portal
Participate in training sessions for Fountas and Pinnell.	June 2013-June 2015	District personnel Instructional Coach Teachers	$0	NA	Professional development credit on portal
Continue Westcliffe Expert sessions will focus on effective strategies used to implement district/school priorities, programs, and initiatives (i.e. AIMS, writing strategies, CCSS, SC College and Career Readiness Standards, school health, Balanced Literacy, Rubicon, and parent involvement etc.)	Aug. 2013-June 2018	Instructional Coach Title 1 Facilitator Teachers	$0	NA	Professional Development Calendar Summary of sessions Feedback forms
Evaluate PD sessions to determine future needs	Aug. 2013-June 2018	Instructional Coach Title 1 Facilitator	$0	NA	Feedback forms
Collaborate with District Title I Academic Specialists in Math and ELA	Aug. 2013-June 2018	Instructional Coach Administration Teachers	$0	NA	Meeting minutes Observational notes

March 2016

STRATEGY Increase the awareness of research and best practices in the field of education **Activity**	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
Provide an online collection of articles related to educational practices for staff members to contribute to and use.	Aug. 2013- June 2018	Instructional Coach Teachers Administration	$0	NA	Online Source (website, blog, wiki, etc.)
Provide an area for staff members to display articles related to education for others to read and respond to.	Aug. 2013- June 2018	Instructional Coach Teachers Administration	$0	NA	Articles displayed on bulletin board in copy room
Seek opportunities to work with higher education facilities within the field of educational research.	Aug. 2013- June 2018	Administration Instructional Coach	$0	NA	Emails Written communication
Attend and share professional development sessions offered through the Upstate Consortium at Furman University and Title I SCATA Conference.	Aug. 2013- June 2018	Administration Instructional Coach Teachers	$3000	Title I	Handouts Conference notes

STUDENT ATTENDANCE

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐ Other Priority

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

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

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

DATA SOURCE(S): SDE School Report Card – School Profile page – Students section

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.8	96.4	96.7	95.8			
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6			

PARENT SATISFACTION – LEARNING ENV.

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 85.7% in 2012 to 94.7% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.5%percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	88.7	90.2	91.7	93.2	94.7
School Actual	85.7	100.1	96.2	89			
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8			

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

STUDENT SATISFACTION – LEARNING ENV.

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 92.3% in 2012 to 95.3% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually students who are satisfied with the learning environment.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	93.3	93.8	94.3	94.8	95.3
School Actual	92.3	100	97.3	100			
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6	83.9 (ES,MS, & HS)			

TEACHER SATISFACTION – LEARNING ENV.

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain 100 percent of teachers who are satisfied with the learning environment 2013- 2018.
ANNUAL OBJECTIVE: Maintain 100 percent of teachers who are satisfied with the learning environment 2013- 2018.
DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #27

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100	91.3	100	97			
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3			

PARENT SATISFACTION – SAFETY

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain 96 percent of parents who indicate that their child feels safe at school from 2013- 2018.

ANNUAL OBJECTIVE: Maintain 96 percent of parents who indicate that their child feels safe at school from 2013- 2018.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	96	96	96	96	96
School Actual	96.4	93.5	88.5	96			
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.7			

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

STUDENT SATISFACTION – SAFETY

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain 100 percent of students who feel safe at school during the school day from 2013-2018.

ANNUAL OBJECTIVE: Maintain 100 percent of students who feel safe at school during the school day from 2013-2018.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100	100	97.3	97			
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3			

TEACHER SATISFACTION – SAFETY

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain 100 percent of teachers who feel safe at school during the school day from 2013-2018.

ANNUAL OBJECTIVE: Maintain 100 percent of teachers who feel safe at school during the school day from 2013-2018.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X					
School Actual	100	100	100	100			
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3			

March 2016

STRATEGY Encourage excellent attendance at all grade levels. **Activity**	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
Make contact with parents of absent students	Aug. 2013- June 2018	Office staff	$0	NA	All Call records
Contact and offer interventions to parents of students with excessive absences	Aug. 2013- June 2018	Social Worker	$0	NA	Social Worker records
Offer incentives to students for perfect attendance; both quarterly and yearly	Aug. 2013- June 2018	Guidance Counselor	$250	PTA	Awards ceremonies schedules
Make parents aware of district attendance policies and mandatory attendance laws	Aug. 2013- June 2018	Administration Teachers	$0	NA	Student handbook
Offer an informational session to parents of rising Kindergarten students about the relationship between attendance and achievement	Aug. 2013- June 2018	Title I Facilitator	$127	NA	Handouts Sign-In Sheets

STRATEGY Maintain a positive school environment that is conducive to learning. **Activity**	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
Request stakeholder feedback on our learning environment; including students, parents, and staff	Aug. 2013- June 2018	Administration Title I Facilitator	$0	NA	Feedback forms
Offer to translate/interpret forms and/or surveys that are sent home	Aug. 2013- June 2018	Administration ESOL department	$0	NA	Translated forms/surveys
Send home forms/surveys in primary language whenever possible	Aug. 2013- June 2018	Administration ESOL department	$0	NA	Translated forms/surveys
Provide parenting classes to families based on feedback from surveys	Aug. 2013- June 2018	Title I Facilitator	$0	NA	Handouts Feedback forms

March 2016

Invite families to the school for events (i.e. math night, literacy night, share fairs, chorus performances, etc.)	Aug. 2013-June 2018	Administration Title I Facilitator Teachers	$0	NA	All Calls Website Handouts
Share important events and accomplishments in the news and on website.	Aug. 2013-June 2018	Administrative Assistant	$0	NA	Newspaper Website
Invite parents to Awards Day quarterly to recognize students for academic excellence and good character (i.e. Honor Roll, Terrific Kids, etc.)	Aug. 2013-June 2018	Administration Guidance Counselor Teachers	$0	NA	All Calls Website Handouts
Promote responsible behavior through extracurricular opportunities (i.e. Safety Patrols, Media Managers, News Show, etc.)	Aug. 2013-June 2018	Faculty Sponsors	$0	NA	List of extracurricular offerings
Reward students for meeting academic and/or behavior expectations in the classroom	Aug. 2013-June 2018	Teachers	$0	NA	Classroom reward system
Encourage healthy behaviors by recognizing excellence in physical fitness goals	Aug. 2013-June 2018	Physical Education Teacher	$0	NA	Award sheets
Greet parents and students as they are arriving to school	Aug. 2013-June 2018	Administration Assigned Staff	$0	NA	Observation Duty roster

STRATEGY Preserve a safe atmosphere within the school setting **Activity**	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
Ensure all staff members are aware of district and school policies and procedures concerning school safety	Aug. 2013-June 2018	Administration	$0	NA	Staff Handbook
Complete all district required safety videos and/or trainings each year	Aug. 2013-June 2018	All Staff	$0	NA	Trainings printout
Ensure all staff are fully trained in emergency preparedness and the roles and responsibilities within the school's Crisis Management Plan	Aug. 2013-June 2018	Administration	$0	NA	Training schedule

March 2016

Communicate emergency procedures to students and parents	Aug. 2013-June 2018	Administration Teachers	$0	NA	Student Handbook Website
Practice emergency drills within the school (i.e. fire drills, lockdown drills, tornado drills, etc.)	Aug. 2013-June 2018	Administration	$0	NA	Schedule of drills
Continue the patrolling of the school by off duty police officers	Aug. 2013-June 2018	District office Sherriff's office	$0	NA	Observation
Ensure all adults in the school display proper identification; including staff, district employees, visitors, and volunteers (i.e. nametags or name badges)	Aug. 2013-June 2018	All Staff	$0	NA	Observation
Maintain the duty schedule before and after school	Aug. 2013-June 2018	Administration	$0	NA	Duty roster
Maintain confidentiality of key pad codes	Aug. 2013-June 2018	All Staff	$0	NA	Beginning of year meeting
Continue safety patrols	Aug. 2013-June 2018	Safety Patrol Sponsor	$0	NA	Roster of patrols
Communicate procedures to students and parents on reporting bullying	Aug. 2013-June 2018	Guidance Counselor Teachers Administration	$0	NA	Student Handbook
Offer Safe Kids at School Safety Initiative programs to parents and students (i.e. fire safety, home safety, internet safety, etc.)	Aug. 2013-June 2018	Title I Facilitator	$0	NA	Handouts Schedule of classes Sign-In Sheets