Westcliffe Elementary School

Learning Today, Leading Tomorrow

Ms. Carolyn Morgan, Principal

105 Eastbourne Road
Greenville, South Carolina 29611
864.355.0300

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

Greenville County Schools
Dr. W. Burke Royster, Superintendent

**Strategic Plan
2018-2019 through 2022-2023**

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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 2018-2019 *(one year)*

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

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

SUPERINTENDENT

Dr. W. Burke Royster	*W. Burke Royster*	8/15/18
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Carolyn Morgan	*Carolyn Morgan*	8/1/18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylors	*(signature)*	8/28/18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Sherry Barker	*Sherry Barker*	8/1/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Nancy Pelissier	*Nancy Pelissier*	8/1/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 105 Eastbourne Road, Greenville, 29611

SCHOOL TELEPHONE: (864) 355-0300

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

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STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

POSITION	*NAME*
1. PRINCIPAL	Carolyn Morgan
2. TEACHER	Melva Norris
3. PARENT/GUARDIAN	Faith Kennett
4. COMMUNITY MEMBER	Lou Goecker
5. Paraprofessional	Michele Turner
6. SCHOOL IMPROVEMENT COUNCIL	Sherry Barker
7. Read To Succeed Reading Coach	Nancy Pelissier
8. School Read To Succeed Literacy Leadership Team Lead	Kristy Gwinn
9. School Read To Succeed Literacy Leadership team Member	Nancy Jones

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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	Sharon Vanvick
Kindergarten Teacher	Gabriel Nabors
Grandparent	Belinda Gambrell

ASSURANCES FOR SCHOOL PLAN

Early Childhood Development and Academic Assistance Act (Act 135) Assurances

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(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

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

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April 2018

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

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Table of Contents

Section 1
Introduction

Westcliffe Elementary

Introduction

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

Once our self-assessment was complete, we began our work on this document. Teams worked on a goal area assigned to them; student achievement, teacher and administrator quality, and school climate. Each team analyzed data and created a needs assessment based on their data analysis. Teams then drafted their section of our action plan. They created goals, along with strategies and activities to meet each of those goal areas. Once the teams completed drafts of their findings, a final document was finalized by the leadership team. We submitted a final copy to the district in June 2018. Together, through school wide team meetings, we updated our plan during the school year 2017-2018. We submitted a revised plan to the district in June 2018.

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 at 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 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; 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
- Palmetto Pride Art Award "Litter Trashes Everyone" (2nd place)
- Gifted and Talented Bridge Competition (2012: 3rd place; 2014: 2nd place)
- Green Reader Education Grants from Palmetto Pride
- 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
- Donors Choose Grants
- Bicycles from Horace Mann

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Section 3

School Profile

Westcliffe Elementary

School Profile

School Community

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

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

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

Our current organizational structure includes a four-year-old kindergarten class, two five-year-old kindergarten classes, a multi-categorical self-contained class, a primary E.D. special education self-contained class, and fifteen first through fifth grade classes. Our kindergarten and self-contained classes have full-time paraprofessionals. The average class size is fifteen students in first and second grade and fifteen 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.

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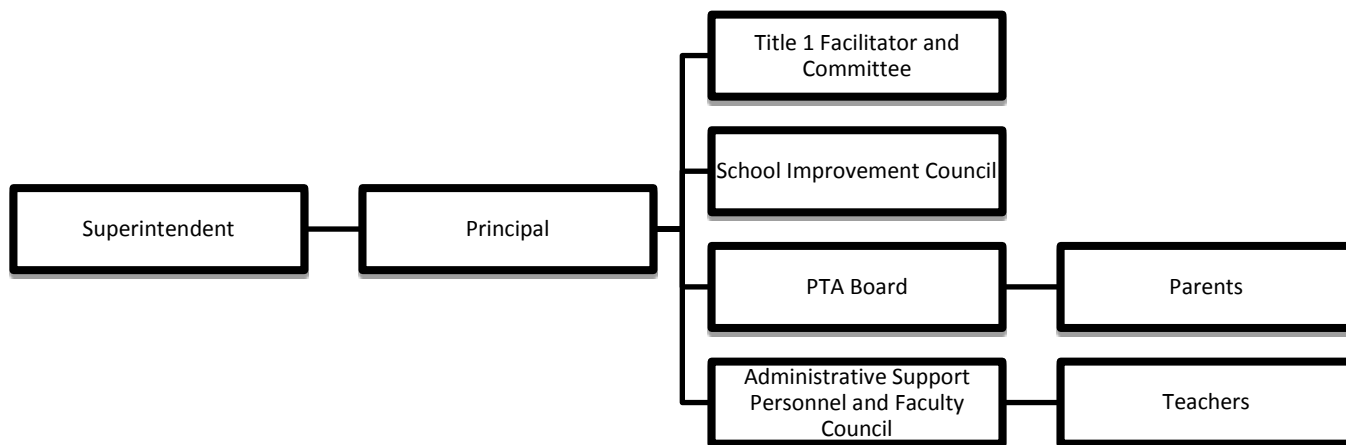
Westcliffe's partnerships include:

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 and Community Partnerships
- McDonald's
- Confluence
- Ingles
- Simpsonville First Baptist Church
- Greenville Federal Credit Union
- Safe Kids Upstate
- Palmetto Pride

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☐ Greenville County Library System
☐ South Carolina First Steps
☐ Harvest Hope
☐ God's Pantry
☐ Fluor Corporation
☐ Operation Santa
☐ Horace Mann

School Personnel

Westcliffe employs 2 administrators, 18 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, .5 Response to Intervention (RTI) teacher (2nd and 3rd grade), Literacy Specialist), speech teacher, 1.5 English as a Second Language (ESOL) teacher, (1.5) resource teachers, and a gifted and talented teacher. All three kindergarten classes have a paraprofessional, as well as two paraprofessionals in each of the special education classes. The school personnel are also comprised of a Title I facilitator, guidance counselor, social worker, instructional coach, a full time nurse, attendance clerk, technology aide, hourly Interventionist (4th and 5th grade) and secretary. Three classroom teachers and a Response to Intervention (RTI) teacher (K5 and 1st grade) are paid through Title I funds in order to reduce class size and provide intervention to struggling beginning readers.

Year of Teaching Experience

Legend:
- 0-3 years
- 4-9 years
- 10-14 years
- 15-19 years
- 20-24 years
- 25 years plus
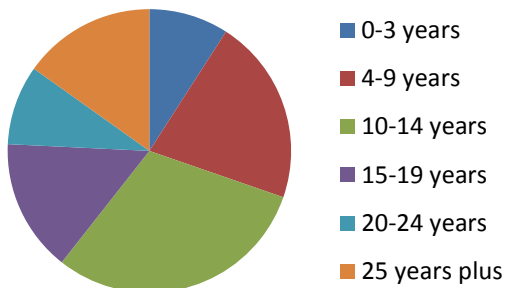
Our teachers have a wide range of teaching experience. Over half (61%) of our teachers have been teaching more than ten years. Twenty-six percent of teachers have in excess of 20 years' experience in the classroom. The majority of teachers are white females. Sixty-one percent of our faculty holds advanced degrees. Eight teachers hold National Board Certification. Two faculty members are teacher consultants with the Upstate Writing Project. Three teachers are trained trainers for Thinking Maps. Most of the teachers are certified in either Early Childhood or Elementary Education, and many have multiple certifications. Teacher attendance rate is 94.3

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Ms. Carolyn Morgan has been principal of Westcliffe Elementary for 19 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 13 years' experience as an educator.

Student Population

Asian	1%
African American	22.6%
Hispanic	42.9%
American Indian/ Alaskan Native	1%
Two or More Races	5.4%
White	27.0%
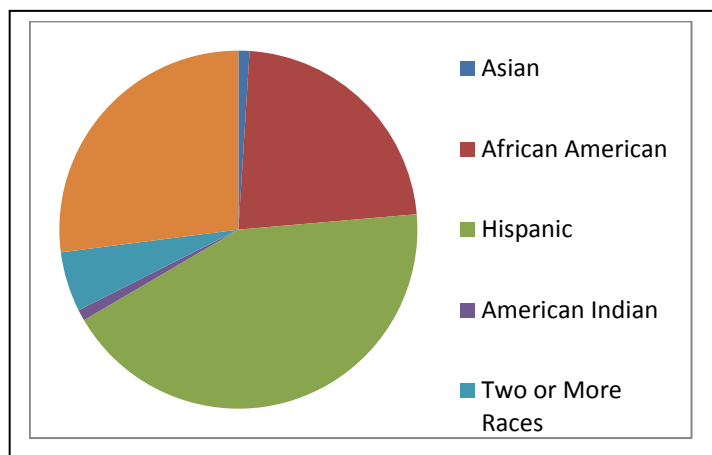
Currently, 314 students are enrolled at Westcliffe in K4-5th grade. According to PowerSchool, the ethnic distribution of our school as of April 2018 includes: 42.9 percent Hispanic/Latino, 27.0 percent White, 22.6 percent African-American, 5.4 percent of 2 or more races, less than 1 percent Asian, and 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, five special education buses, and local day-care facilities.

The student attendance rate is 95.4 percent. The school's retention rate is 2.7 percent. The percent of students served by Gifted and Talented is 5.6 percent. Students classified with disabilities 21 percent. 34.4 percent of students have an ESOL plan (English for Speakers of Other Languages). 17.0 percent of students attend Speech.

Because of the Community Eligibility Program, our families no longer fill out a Free/Reduced lunch application. All of our students receive free lunch. Title I reports that 58.72% of our students receive Direct Certification services. This percentage is based on a formula that GCS District receives from the state department. The State Department of Education reports our poverty rate at 84 percent.

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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. Many of our students are presently learning how to use Google Drive and its various apps. Since 2015, we have been fortunate to have funds to employ a Computer Lab teacher. The foundation of the computer lab is to teach coding and keyboarding to students.

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

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

Many computer programs are used to aid in increased student achievement. Prodigy is used for practicing math standards. Education Galaxy is will be used to practice reading standards. 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. 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 extra-curricular activities. Students in grades 3-5 elect student council representatives each year. They meet with our administrative assistant and plan service projects. Students in grades 3-5 also have the opportunity to audition for the school's chorus, W.C. Singers. The chorus performs at PTA meetings throughout the year. They also perform for the local community, for example Christmas caroling through the Westcliffe neighborhood and singing the National Anthem at Furman sporting events. Our fourth and fifth grade students create and produce our news morning show with the help of our fifth grade teachers and media specialist. This morning show gives students the opportunity to showcase their talents along with giving them responsibility outside of the classroom. Additional activities include:

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

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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)
- Wildcats on the Run (Running Club)
- Walk to School Day
- Bully Prevention
- Morning Exercise Program
- Fresh Fruits and Vegetables Program
- SAFE Kids Program

Academic Excellence

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

- Data driven goal setting across all grade levels
- Quarterly academic and attendance awards
- American Education Week Celebration
- 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
- Westcliffe on Wheels

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Section 4
Mission, Vision, and Beliefs

Westcliffe Elementary

Mission, Vision, Beliefs

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

Mission

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

Vision

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

Beliefs

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

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Section 5

Data Analysis and Needs Assessment

Westcliffe Elementary

SCPASS Science and Social Studies 2015-2016 by Grade and Performance Level
The graph below shows our school's 2016-2017 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 RED)

Science
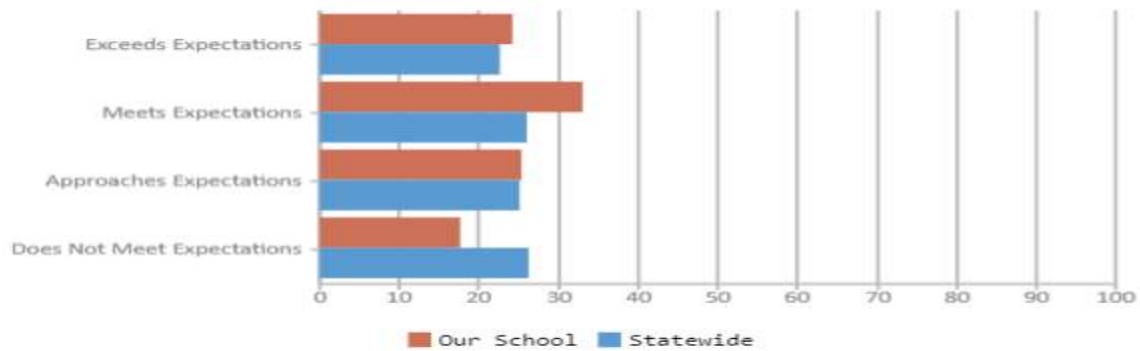
Our School: Percent Met and Above for each grade level

4th Grade	5th Grade
50.0	63.4

Social Studies
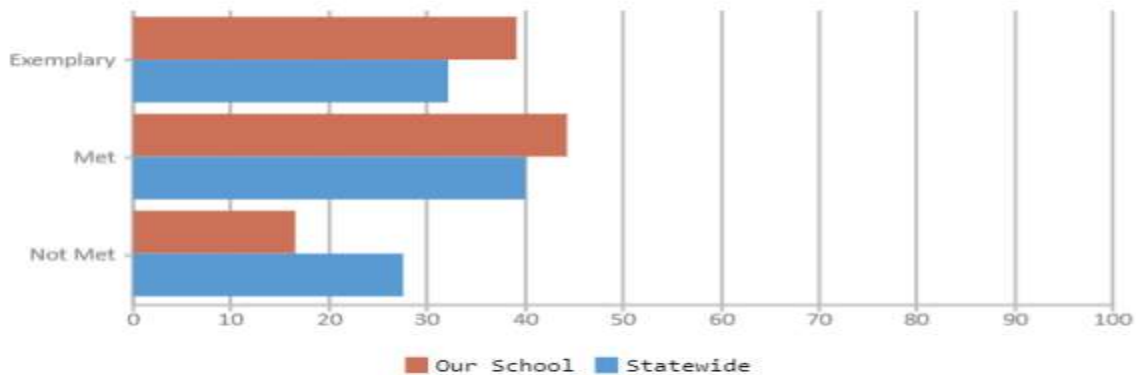
Our School: Percent Met and Above for each grade level

4th Grade	5th Grade
84.2	82.9

Our 2016-2017 SCPASS scores show strength in Social Studies, with only 16% of students scoring Not Met. Science is an area needing improvement with 43% of students scoring Not Met, 32.9% scoring Met, and 24.1% scoring Exemplary.

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SC READY (2016-2017) - English, Reading, Mathematics, and Writing by Grade Level and Performance Level

English

	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does not meet Expectations
Our School	14	44	47	21
Our District	5641	10155	10749	7623
Statewide	45804	88175	110349	90311

Grade Level Breakdown

	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does not meet Expectations
Our School: Grade 3	7	12	17	11
Our School: Grade 4	6	15	13	4
Our School: Grade 5	1	17	17	6

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Mathematics

Our School — Exceeds Expectations: 36, Meets Expectations: 42, Approaches Expectations: 35, Does not meet Expectations: 13
Our District — 8011, 8433, 10477, 7335
Statewide — 64643, 76417, 105459, 88390

■ Exceeds Expectations ■ Meets Expectations ■ Approaches Expectations ■ Does not meet Expectations

Our School: Grade 3 — 10, 20, 11, 6
Our School: Grade 4 — 13, 13, 10, 2
Our School: Grade 5 — 13, 9, 14, 5

■ Exceeds Expectations ■ Meets Expectations ■ Approaches Expectations ■ Does not meet Expectations

Our SC READY scores for English are 46.5% for meets or exceed expectations. Our SC READY scores for Math are 62% for meets or exceed expectations.

Student Achievement Needs Assessment

Upon examining this year's baseline SCPASS scores for 2016 - 2017 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 2017:

Science
24.1% of the students scored Exceeds Expectations.
32.9% of the students scored Meets Expectations.
25.3% of the students scored Approaches Expectations.
17.7% of the students scored Does Not Meet Expectations.
50% of the students in 4th grade and 63.4% of the students in 5th grade scored Met or above.
Upon examining the Science scores in 4th grade, we see that only 36.8% if the Hispanic or Latino students scored Met or Exemplary compared to 60% of the White students. In fifth grade 60% of the Hispanic or Latino students scored Met or Exemplary compared to 92.3% of the White students. We see a need to increase our scores with our Hispanic students.

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Social Studies

39.2% of the students scored Exemplary.

44.3% of the students scored Met.

16.5% of the students scored Not Met.

84.2% of the students in 4th grade and 82.9% of the students in 5th grade scored Met or above.

Upon examining the Social Studies scores in 4thgrade, we see that 73.7% of the Hispanic or Latino students scored Met or Exemplary compared to 93.3% of the White students. In fifth grade 80% of the Hispanic or Latino students scored Met or Exemplary compared to 92.3% of the White students. We see that although both groups' scores were good, we see a discrepancy between the Hispanic students and the White students. We see a need to increase our scores with our Hispanic students.

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<u>Teacher and Administrator Quality Data Analysis</u>

<u>District Priorities and Initiatives</u>

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.

<u>Priority Initiative: SC College and Career Ready Standards (SCCCS)</u>
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.

<u>Priority Initiative: K-12 Literacy</u>
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.

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Priority Initiative: Instructional Expertise

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

Priority Initiative: 21st Century Learning

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

Priority Initiative: Coordinated School Health

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

School Priorities and Initiatives

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

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

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

Priority Initiative: K-12 Literacy

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

Priority Initiative: Instructional Expertise

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

Priority Initiative: 21st Century Learning

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

Priority Initiative: Coordinated School Health

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

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

Teacher and Administrator Quality Needs Assessment

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

1. Offer professional development sessions and trainings that are focused on both district and school wide initiatives.
2. Increase the communication and collaboration among all staff throughout the school.
3. Expand professional resources, especially in the areas of educational research and best practice methods, for all staff to use.

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.

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<u>Expanded Professional Resources</u>
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 2017-2018 School Year		
Featured Staff Person: Melanie Dixon	**AUGUST**	**Topics and Times**
Tuesday, August 15	Faculty Meeting	8:20 a.m.
Wednesday, August 16	Professional Development	Personalized Learning Grades 2-5 9:00 Overview of Write From the Beginning and Beyond Response to Text 10:00-12:00
Thursday, August 17	Professional Development	Google Classroom 1:00
Wednesday, August 23		
Wednesday, August 30		Accommodations vs Modifications in Sp. Ed. and ESOL
Featured Staff Person:	**SEPTEMBER**	
Wednesday, September 6	Faculty Meeting	Spring 2016 Test Data Review/ Read to Succeed Goal
Wednesday, September 13	Faculty Council	
Wednesday, September 20	Professional Development	Title I Parent Involvement Training
Wednesday, September 27		
Featured Staff Person: Valerie Bostick	**OCTOBER**	
Wednesday, October 4	Faculty Meeting	DLC strategy-Nabors/ A Team and 504 Process
Wednesday, October 11	Faculty Council	
Wednesday, October 18	Professional Development	Strategies to Strengthen Science with SEPs
Wednesday, October 25		

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Featured Staff Person: **Leigh Christmas**	**NOVEMBER**	
Wednesday, November 1	Faculty Meeting	Fall RTI data Title I Comprehensive Needs Assessment
Wednesday, November 8	Faculty Council	
Wednesday, November 15	Professional Development	Cross Curricular Vertical Teaming with Writing
Nov. 13,15,20,21,27,29	Curriculum Planning	Planning and Norming with District Writing Rubrics
Featured Staff Person:	**DECEMBER**	
Wednesday, December 6	Faculty Meeting	Title I Planning Session with CNA and survey results
Wednesday, December 13	Faculty Council	
Featured Staff Person **Gabriela Rueda**	**JANUARY**	
Wednesday, January 3	Faculty Meeting	DLC strategy- Nelson
Wednesday, January 10	Faculty Council	
Wednesday, January 17	Professional Development	Response to Text in Second Grade
Wednesday, January 24		
Wednesday, January 31		
Feature Staff Person: **Katie Kerchanin**	**FEBRUARY**	**Topics and Times**
Wednesday, February 7	Faculty Meeting	
Wednesday, February 14	Faculty Council	
Wednesday, February 21	Professional Development	Response to Text in First Grade
Wednesday, February 28		
Featured Staff Person: **Scott Eron**	**MARCH**	
Wednesday, March 7	Faculty Meeting	DLC strategy- Baxley
Wednesday, March 14	Faculty Council	
Wednesday, March 21	Professional Development	Response to Text in Kindergarten
Wednesday, March 28		

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Featured Staff Person: Todd Childers	APRIL	
Wednesday, April 11	Faculty Meeting	DLC strategy-Surfus
Wednesday, April 18	Faculty Council	
Wednesday, April 25	Professional Development	Spring Data Review: RTI
Featured Staff Person:	MAY	
Wednesday, May 2	Faculty Meeting	SC READY and SCPASS Test Training
Wednesday, May 9	Faculty Council	
Wednesday, May 16	Professional Development	
Wednesday, May 23		

Meeting Schedule for 2017-18
- The Admin. Team developed the following schedule for staff meetings for 2017-18
  - 1st Wednesday- Faculty Meeting 3:00-4:30
  - 2nd Wednesday- Faculty Council
  - 3rd Professional Development with TIF, IC, and Literacy Specialist and Literacy Mentors
  - 4th Wednesdays- Grade level Curriculum Planning with a focus on Science (SEP's, DOK, ELA)
    - TIF and IC will continue to support faculty on Thinking Maps and Write From the Beginning Response to Text either PD or Curriculum Planning days
    - Discovery Learning and other district initiatives will be added to calendar as needed
    - PD text for 2017-2018: *The Reading Strategies Book* by Jennifer Serravallo

Westcliffe Professional Development Focus 2018-19 School Year

Focus Area (ELA):
*Re-focus on Balanced Literacy Protocol including: Reader's Response, Guided Reading, and Anecdotal Notes, Word Study, Environment and Writing Workshop
*Implement weekly on grade level Cold Reads and track data based on skills and comprehension
*Implement Learning Targets for all subjects

Sustain:
* Thinking Map Training for K4-5
*Continue Implementation of *Write from the Beginning and Beyond: Response to Text* and *Comprehension Strategies for Constructing Meaning*
*Title I Academic Specialist will continue to support programs that are currently in place

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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**	**2015-2016**	**2016-2017**
Teachers	91.3%%	100%	97%	100%	100%
Students	100%	97.3%	100%	97.3%	100
Parents	100.1%	96.2%	89%	93.1%	100

Teacher and student satisfaction has remained fairly constant over the past five 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 continue our parent satisfaction.

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

Survey results for school safety show that all teachers and students feel safe at school. Most parents indicated that their child feels safe at school. Student attendance rates are strong. They have been over 95% for the past three years.

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Student Attendance Rate	
School Year	**Percentage**
2012-2013	96.4%
2013-2014	96.7%
2014-2015	95.8%
2015-2016	95.4%
2016-2017	95.3%

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.

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Section 6

School Renewal Plan

Westcliffe Elementary

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Performance Goal Area: ☒ Student Achievement*   ☐ Teacher/Administrator Quality*   ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*   ☐ District Priority
Gifted and Talented Requires Goal and 1 Additional Goal   ☐ Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional   *1 Academic*   ☐ Gifted and Talented: Other
PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from **48%** in 2016-17 to **66%** 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	% Meets Expectations and Exceeds Expectations **48**	**School Projected Elementary** **51%**	**54%**	**57%**	**60%**	**63%**	**66%**
		School Actual Elementary					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **49**	**District Projected Elementary**	**52**	**55**	**58**	**61**	**64**
		District Actual Elementary					

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ACTION PLAN FOR STRATEGY #1 Increase rigor and expectations in both instruction and assessment across content areas PK-5 to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Teachers School Leadership Team	$0	N/A	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data, 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

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

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from __**58**___ % in 2016-17 to _**76**____% 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	% Meets Expectations and Exceeds Expectations __**58**__ (2016-17)	**School Projected Elementary** **61%**	64	67	70	73	76
		School Actual Elementary					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **54** (2016-17)	**District Projected Elementary**	57	60	63	66	69

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		District Actual Elementary				

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

ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core mathematics instruction to meet identified student needs.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					Evidence of students engaged in collaborative conversations and independent problem solving

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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: 3 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by _____% annually.

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	**School Projected Elementary**					
		School Actual Elementary					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	**District Projected Elementary**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual Elementary					

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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.					
2.					
3.					

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

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

PERFORMANCE GOAL: 4 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by _____% annually.

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

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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.					
2.					
3.					

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

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

PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations __48__ (2016-17) Annual Increase = **3**	**Projected Hispanic** __51__	54	57	60	63	66
		Actual Hispanic					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations __29__ (2016-17) Annual Increase = __3__	**Projected AA** __32__	35	38	41	44	47
		Actual AA					

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SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **9** (2016-17) Annual Increase = **3**	**Projected SWD** **12**	15	18	21	24	27
		Actual SWD					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **30** (2016-17) Annual Increase = **3**	**Projected LEP** **33**	36	39	42	45	48
		Actual LEP					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **TBD** (2016-17) Annual Increase = __	**Projected SIP**					
		Actual SIP					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **60** (2016-17)	**Projected Hispanic** **63**	66	69	72	75	78

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	Annual Increase = __3__	**Actual Hispanic**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations __31__ (2016-17) Annual Increase = **3**__	**Projected AA** **34**	37	40	43	46	49
		Actual AA					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations __17__ (2016-17) Annual Increase = __3__	**Projected SWD** **20**	23	26	29	32	35
		Actual SWD					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations __43__ (2016-17) Annual Increase = **3**__	**Projected LEP** **46**	49	52	55	58	61
		Actual LEP					

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SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations __TBD__ (2016-17) Annual Increase = __	**Projected SIP**					
		Actual SIP					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Projected Hispanic**					
		Actual Hispanic					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Projected AA**					
		Actual AA					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Projected SWD**					

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		Actual SWD					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Projected LEP**					
		Actual LEP					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Projected SIP**					
		Actual SIP					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Projected Hispanic**					
		Actual Hispanic					

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SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Projected AA**					
		Actual AA					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Projected SWD**					
		Actual SWD					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Projected LEP**					
		Actual LEP					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Projected SIP**					

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		Actual SIP					

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

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

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

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

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

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| **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 school will have qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

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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.					
2.					
3.					

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Westcliffe Elementary School Portfolio

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

PERFORMANCE GOAL: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

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	100%	School Actual Teachers					
		School Projected Parents 100%	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	100%	School Actual Parents					
SDE School Report Card Survey	91	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students					
	94	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers					

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	88	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents					

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

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ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between the school and stakeholders regarding existing safety measures.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues		School Admin. Support			multiple stakeholder groups

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Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority
Gifted and Talented Requires Goal and 1 Additional Goal ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional *1 Academic* ☐Gifted and Talented: Other
PERFORMANCE GOAL: 2 The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population. **PERFORMANCE GOAL: 3 The** school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

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

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		District Actual					

Annual Expulsion Rate

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

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

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Westcliffe Elementary School Portfolio

Performance Goal Area:	☐ Student Achievement*	☐ Teacher/Administrator Quality*	☒ School Climate (Parent Involvement, Safe and Healthy

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: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

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		District Actual					

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

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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: 5 Achieve and maintain a student attendance rate of 95% or higher.

INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.

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

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

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

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

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		District Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

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

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