

Westcliffe Elementary School

Learning Today, Leading Tomorrow

Mrs. Beth Farmer, Principal

105 Eastbourne Road
Greenville, South Carolina 29611
864.355.0300



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

Greenville County Schools
Dr. W. Burke Royster, Superintendent



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

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Westcliffe Elementary

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2022-2023 *(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 assurance requirements including ACT 135 assurance pages.

SUPERINTENDENT

Dr. W. Burke Royster		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Beth Farmer		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Roger Meek		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Scott Eron		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Nancy Jones		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 105 Eastbourne Rd. Greenville, SC 29611

SCHOOL TELEPHONE: (864) 355-0300

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

POSITION

NAME

1. PRINCIPAL _____ Beth Farmer
2. TEACHER _____ Melva Norris
3. PARENT/GUARDIAN _____ Kayla Goode

4. COMMUNITY MEMBER _____ Keith Groce
5. Paraprofessional _____ Sonya Paradiso
6. SCHOOL IMPROVEMENT COUNCIL _____ Scott Eron
7. Read To Succeed Reading Coach _____ Nancy Jones
8. School Read to Succeed Literacy Leadership Team Lead _____ Nancy Jones
9. School Read to Succeed Literacy Leadership Team Member _____ Kristy Gwinn

School Read to Succeed Literacy Leadership Team:

- *Beth Farmer (Principal)
- *Maria Werner (AA)
- *Karen Fisher (Title I Facilitator)
- *Kristy Gwinn (IC)
- *Nancy Jones (Literacy Specialist)
- *Stphanie Thurston (K-2 Representative)
- *Robbin Surfus (3-5 Representative)

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

ASSURANCES FOR SCHOOL RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

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

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

X Academic Assistance, PreK–3

The district 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 district 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 and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.

X Staff Development

The district 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 district integrates technology in professional development and classroom instruction in order to improve teaching and learning.

X Innovation

The district funds innovative activities to improve student learning and accelerate the performance of all students.

X Collaboration

The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

X Developmental Screening

The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

X Half-Day Child Development

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

X Developmentally Appropriate Curriculum for PreK–3

The district ensures that the scope and sequence of the curriculum for PreK–3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.

X Parenting and Family Literacy

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes 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; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

X Recruitment

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for 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): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

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

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

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<u>(Westcliffe 2019 Report Card)</u> https://screportcards.ed.sc.gov/overview/?q=eT0yMDIxJnQ9RSZaWQ9MjMwMTA5OA Westcliffe Elementary Website	Online

Section 1

Introduction

Westcliffe Elementary

Introduction

Westcliffe Elementary is a Title I school in the Greenville County School District. The leadership team at Westcliffe, including the principal, administrative assistant, Title I facilitator, instructional coach, guidance counselor, and literacy specialist served as a guide for the school as we navigated through the process of developing our school portfolio. The school leadership team meets weekly to review school wide data, discuss teaching and learning, school culture and academic support for students. Grade levels meet weekly to plan alongside the Title I Academic Specialists, the Instructional Coach, and/or the Literacy Specialist. Grade levels and Instructional Leadership also meet in PLCs weekly to look at formative assessment data or Benchmark data and plan for instructional next steps. The entire teaching staff meets monthly for professional development centered on our goals for standards based planning and instructional delivery. The Vertical Faculty Leadership meets monthly to look at data and have vertical conversations about teaching and learning at our school. PTA, the Title I Planning Committee, SIC face-to-face meetings, virtual meetings, and surveys are also part of the collective knowledge base used to make decisions for Westcliffe Elementary.

After staff discussion and data analysis and conversations, school teams worked on a goal area assigned to them; student achievement, teacher and administrator quality, and school climate. Each team analyzed data and created a needs assessment based on their data analysis. Teams then drafted their section of our action plan. They created goals, along with strategies and activities to meet each of those goal areas. Once the teams completed drafts of their findings, a document was finalized by the leadership team. Together, through school wide team meetings, we updated our plan during the school year 2021-2022. We submitted a revised plan to the district in March 2022.

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

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

Section 2

Executive Summary

Westcliffe Elementary

Executive Summary

Summary of Needs Assessments

Student Achievement

In looking at data for student achievement, we see a need in the area of ELA in grades K-5. Our scores show great progress in closing the achievement gap for our Hispanic subgroup, particularly in Reading and Math.

Teacher and Administrator Quality

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

School Climate

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

Significant Challenges

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

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

Significant Awards, Results, and Accomplishments

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

- Healthy and Ready to Learn Initiative 2019, 2020, 2021
- Safe Kids of the Upstate Awards 2018, 2019
- Curriculum Nights for Reading and Math
- Safe School Award 2018
- Soccer Club
- SC Aquarium Grant for Field Trip (3rd Grade) 2018
- Donors Choose Grants
- Bicycles from Horace Mann and McDonalds
- Wildcat Clubhouse 2018
- Safe Route to School Bronze
- Safe Route to School Silver
- Westcliffe on Wheels
- United Way Campaign Award of Excellence 2018
- Overall rating of Good on SC report cards 2018, 2019
- Real Men Read 2018, 2022
- Fresh fruit and vegetables grant 2015-2019
- Run Hard Grant 2018, 2019
- Arts experience 2018
- Bike Club from Prisma Health 2018
- Golf Club with First Tee of the Upstate 2018
- Lego Robotics Club with Michelin
- 10 Donor Choose Projects funded for the Music Program 2017-2019
- 2 Metropolitan Arts Council artist in residence grants 2019, 2020
- 2 South Carolina Art Council arts experience grants 2017-2019
- 2 South Carolina Art Council frameworks grants 2017-2019
- Miss Young received a Public Education Partners Microgrant for First Year Teachers 2021
- Mrs. Dixon received the GCS Instructional Technology Teacher Spotlight 2022
- Mrs. Roper's students received \$1000 for the library in the Million Dreams Challenge 2021
- Ms. Thurston was the 2021-2022 Distinguished Literacy Teacher for Westcliffe

Section 3

School Profile



Westcliffe Elementary

School Profile

School Community

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

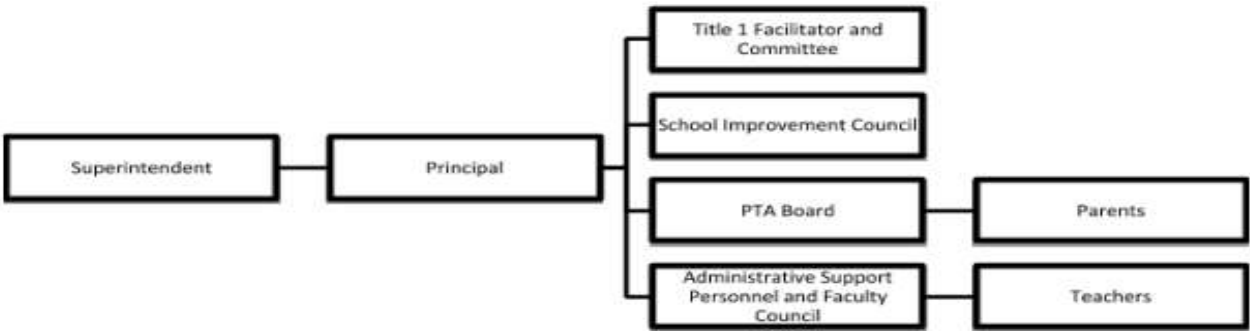
Being a Title I school, Westcliffe receives funds from the federal government to help raise student achievement. It is a deregulated, accredited public school serving K-4 through fifth grade students.

The school was rebuilt in 2003 to accommodate 600 students. The facility includes a cafeteria, media center, gymnasium, computer and science labs, multipurpose room, art and music rooms, and 22 classroom spaces. It currently houses 306 students and 40 instructional staff members.

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

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

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



Westcliffe Elementary School Portfolio

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

School/College/University Partnerships

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

Business and Community Partnerships

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

School Personnel

Westcliffe employs 2 administrators, 15 classroom teachers in grades K4-5th, and 2 special education

teachers in self-contained classes. One class in brick and mortar and one is virtual. We also have an art teacher, music teacher, physical education teacher, media specialist, STEAM lab teacher, 1 Response to Intervention (RTI) teachers (K/1st Grade) .5 Response to Intervention (RTI) teacher (2nd and 3rd grade), Literacy Specialist, speech teacher, 1.2 English as a Second Language (ESOL) teachers, (1.5) resource teachers, and a gifted and talented teacher. Our kindergarten and 4K classes have a paraprofessional, as well as two paraprofessionals in each of the special education classes. The school personnel are also comprised of a Title I facilitator, school counselor, social worker, instructional coach, a full time nurse, attendance clerk, hourly ESOL Interventionist, Title I Interventionist and a secretary. Two classroom teachers (grades 1 and 4) are paid through Title I funds in order to reduce class size.



Our teachers have a wide range of teaching experience. Over half of our teachers have been teaching more than ten years. 20 percent of teachers have in excess of 20 years' experience in the classroom. The majority of teachers are white females. Fifty eight percent of our faculty have advanced degrees. Three teachers hold National Board Certification. Two teachers are trained trainers for Thinking Maps. Most of the teachers are certified in either Early Childhood or Elementary Education, and

Westcliffe's principal, Beth Farmer, joined the school during the 2015-2016 school year as the administrative assistant. This is her first year as principal. Mrs. Farmer has a Bachelor's in Accounting from Wofford College, a Master's Degree in Elementary Education from Converse College, and an Education Specialist Degree in School Leadership from Clemson University. Mrs. Farmer has 16 years' experience as an educator.

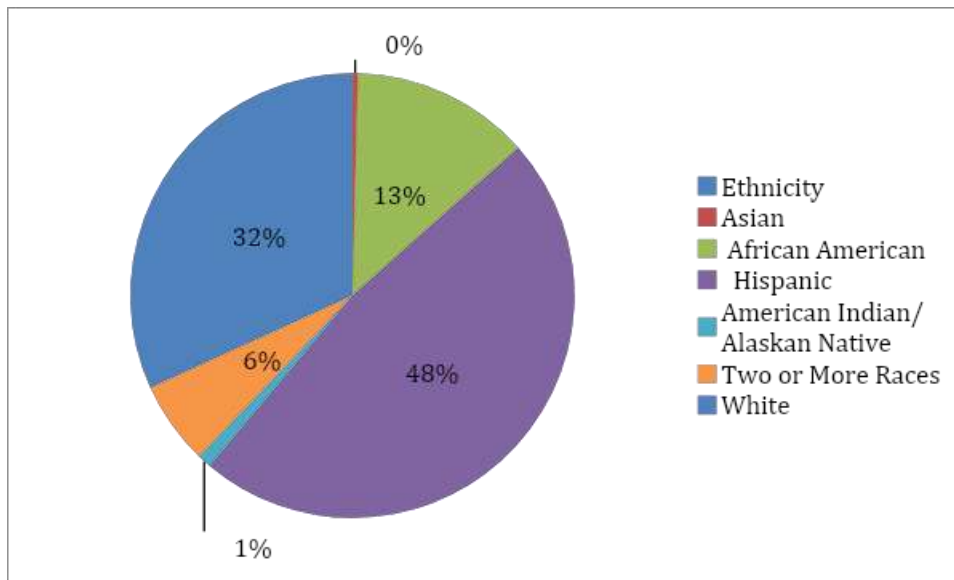
It is Administrative Assistant Maria Werner's first year at Westcliffe. Mrs. Werner is a product of Greenville County Schools, graduating from J.L Mann Academy. During her time spent as a classroom teacher, Mrs. Werner taught 1st, 2nd, 3rd, 4th, and 5th grade in both Florida and South Carolina in diverse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

Student Population

Asian	.4%
African American	13.1%

Westcliffe Elementary School Portfolio

Hispanic	48%
American Indian/ Alaskan Native	1%
Two or More Races	6.1%
White	32%



Currently, 301 students are enrolled at Westcliffe in K4-5th grade. There are 229 students in the building and 72 who are served in the virtual program. According to PowerSchool, the ethnic distribution of our school as of February 2021 includes: 48 percent Hispanic/Latino, 32 percent White, 13.1 percent African-American, 6.1 percent of 2 or more races, and .4 percent Asian. The majority of our student population is driven to school or walk. Students are also transported to school on one regular education bus, four special education buses, and local day-care facilities.

The student attendance rate is 93.92 percent. The school's retention rate is 2.3 percent. The percent of students served by Gifted and Talented is 3 percent. Students classified with disabilities 23 percent. 28 percent of students have an ESOL plan (English for Speakers of Other Languages) and 13 percent of students receive Speech Services.

Because of the Community Eligibility Program, our families no longer fill out a Free/Reduced lunch application. All of our students receive free lunch. All students receive free breakfast through the universal breakfast program. Title I reports that 44.29% of our students receive Direct Certification services. This percentage is based on a formula that GCS District receives from the state department. The State Department of Education reports our students in poverty as 84 percent.

Academic and Behavioral Features, Programs, and Initiatives

Balanced Literacy

Since June 2013, our ELA model has been based on Balanced Literacy. 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. As a school, we have added a Reading teacher to pull groups and help with reading instruction in grades 4-5.

Thinking Maps

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

Response to Intervention (RTI)

Due to the changes in the federal IDEA laws for identifying students for placement in a special education class, the Greenville County School District has developed a Response to Intervention plan to help remediate at-risk students before they fail and provide a more accurate identification of students with learning disabilities. Identification of students is done with the FastBridge computer based assessment. Those students identified are served until results of ongoing progress reports show that they are no longer in need of interventions. This year RTI was implemented for K5, 1st, 2nd, and identified 3rd grade students.

Team Planning

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

PLC Data Meeting

These meetings are held weekly by grade level (one grade level per day). These teams meet with administration once a week to discuss specific data/topics. The teachers and the administrators come prepared to discuss the specific task and come up with ideas/strategies determining what the students need.

Reduced Class Size

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

Technology

We believe that technology is a valuable tool to help students learn. Every classroom, as well as the media center, computer lab, and science lab, is equipped with a Promethean Board (interactive whiteboard) which all teachers have been trained to operate. As of the 2019-2020 school year, each teacher received a ThinkPad laptop, to update to a more current user system. Students in grades 3-5 have 1:1 chromebooks that are used for projects, quizzes, and other assignments. We also have 1:1

laptops in 1st and 2nd grade. There are laptops and iPads for K5 to use as well. There are currently 2, 3-D printers in the computer lab for project use. Many of our students are presently learning how to use Google Drive and its various apps.

We currently have a STEAM lab manager. Classes visit the lab each week. The teacher works with the students on specific hands-on lab activities based on their standards.

Teachers have iPad mini's that are available for check out and student use. Students have access only under teacher supervision and can use it to practice skills with apps, take pictures or record video and/or sound, and many other functions related to school. The school also has additional iPads to check out for classroom use.

Students in all grade levels have chromebooks they use in class and are also able to take home for use as well.

Many computer programs are used to aid in increased student achievement. Prodigy is used for practicing math standards. ELL and specific students chosen based on their own needs have access to Raz Kids, a computer program personalized to their individual level as well as Lexia. Reading Eggs is an additional computer program for the ELL students. Typetastic is a typing program used in grades 1-5. Students also have access to IXL to allow them to practice Math/ELA standards.

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. We also support other character education programs, such as Terrific Kids. Teachers recognize students based on their Math facts in which they have shown progress or a Math star for the month.

Extra-Curricular Activities

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

Additional activities include: (These activities have not been able to meet this school year due to COVID protocols.)

- *PE Club
- *Media Managers
- *Safety Patrols
- *Wildcats on the Run (Running Club)
- *Robotics Team
- *Drum Club
- *Student Council

Coordinated School Health

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

- Safety Patrols
- Red Ribbon Week
- Field Day
- Jump Rope for Heart (American Heart Association)
- Wildcats on the Run (Running Club)- This club has also not been able to meet due to COVID protocols this school year.
- Walk to School Day
- Fresh Fruits and Vegetables Program
- SAFE Kids Program
- Healthy and Read to Learn Initiative- Prisma Health
- Conscious Discipline- Prisma Health

Academic Excellence

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

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

Parent Involvement

Parents are of vital importance to us as we work together to build the students' knowledge each year. We feel a strong relationship is necessary for student success. Our parenting programs reflect the needs expressed to us by our parents and include:

- How to Keep Your Child Learning Over the Summer
- What Will My Child Learn Next Year?
- Rolling Up to 5K
- Parent Volunteer Program

Westcliffe Elementary School Portfolio

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

Section 4

Mission, Vision, and Beliefs

Westcliffe Elementary

Mission, Vision, Beliefs

The purpose of Westcliffe Elementary is to...

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

Mission

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

Vision

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

Beliefs

We believe...

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

Section 5

Data Analysis and Needs Assessment

Westcliffe Elementary

Data Analysis and Needs Assessment

Student Achievement Data Analysis

SC Palmetto Assessment of State Standards

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

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

Each year, with the exception of 2019-2020, schools are evaluated based on the results from SCPASS and SC READY and are reported on the State Report Card. In July 2012, the South Carolina Department of Education was granted a waiver from several requirements of the Elementary and Secondary Education Act. The new rating system includes a weighted points total and a letter grade conversion.

In October 2019, State Report Cards were released for all schools in South Carolina. Westcliffe was given an absolute rating and a growth rating of *good*. We have received many Palmetto Gold Awards for our high levels of absolute performance and Palmetto Silver Awards for closing the achievement gap. We have been designated as a Title I Reward School for Performance, meaning that we were among the highest performing Title I schools during the testing year.

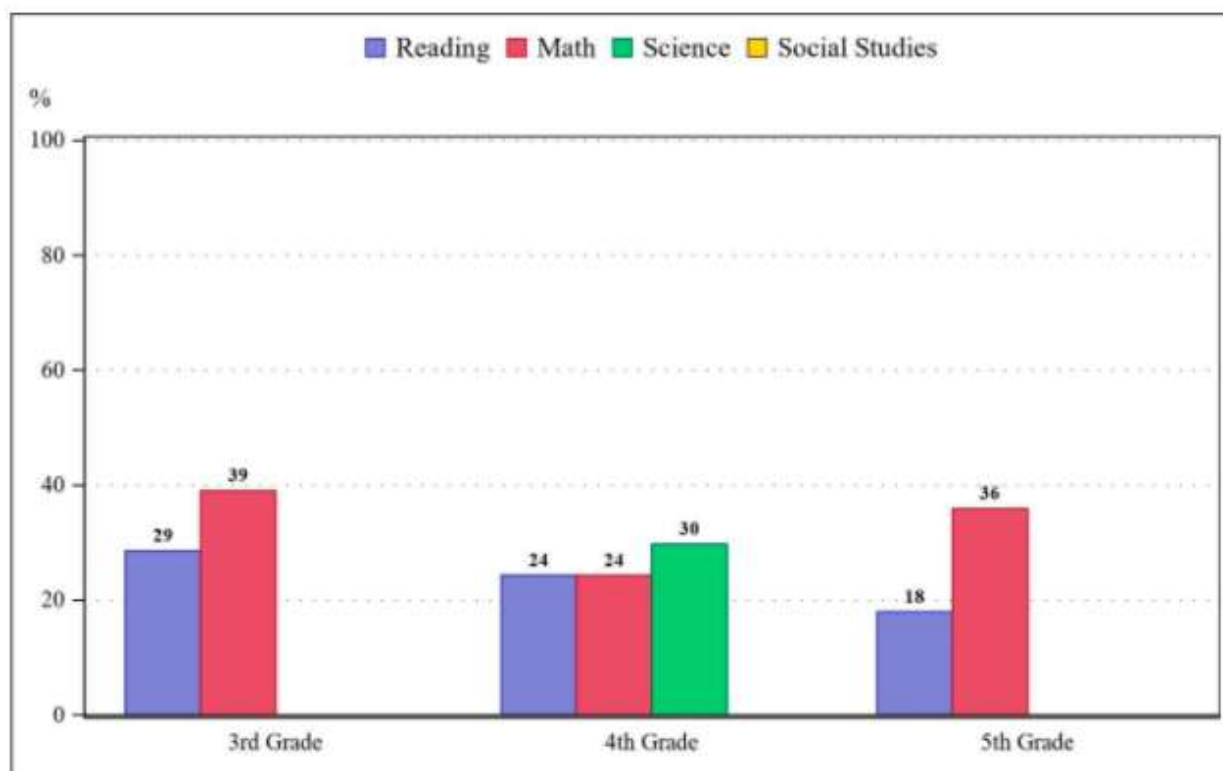
In the Fall of 2019, State Report Cards were released for all schools in South Carolina.



Students Meeting Expectations and Above on State Assessments

The table and graph below show our school's 2020-2021 results for each subject area for the entire school, as reported by the State Report Card.

	Reading	Math	Science	Social Studies
3rd Grade	29% (12 of 42)	39% (16 of 41)	NA	NA
4th Grade	24% (9 of 37)	24% (9 of 37)	30% (11 of 37)	NA
5th Grade	18% (7 of 39)	36% (14 of 39)	NA	NA



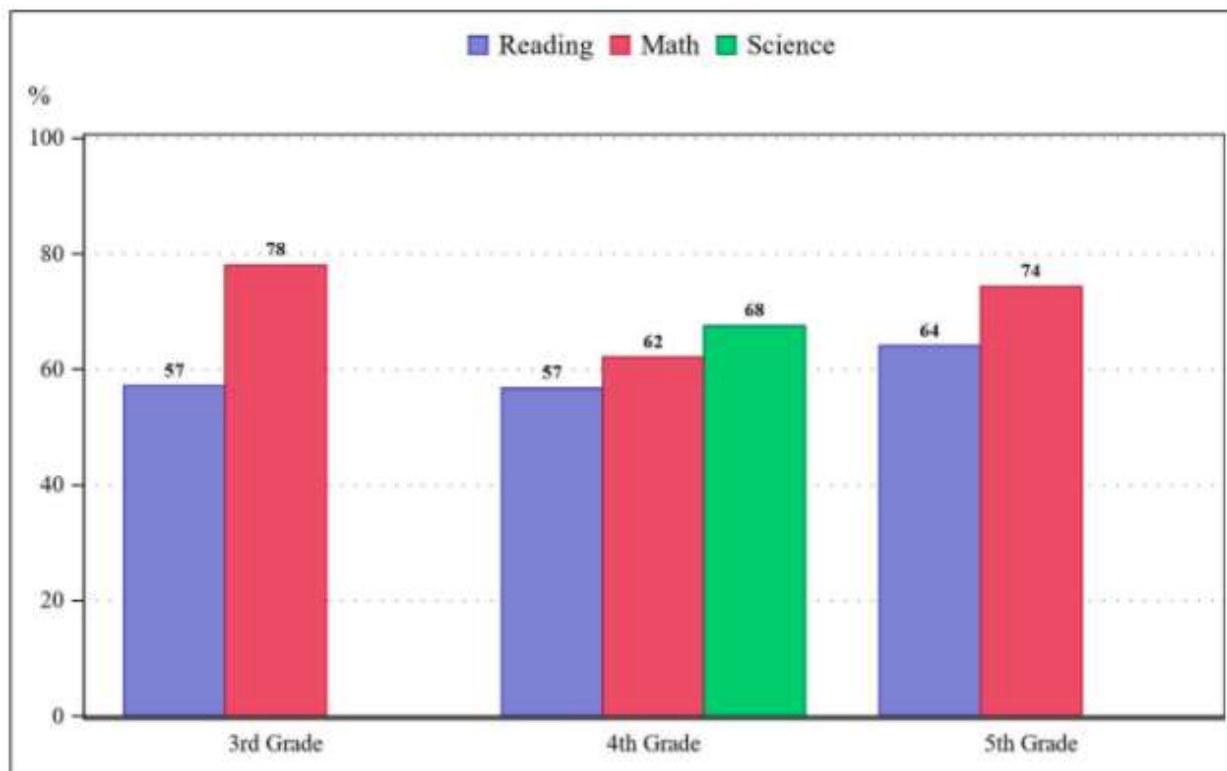
*SC READY (English Language Arts/Mathematics) and/or SCPASS (Science and Social Studies)
Students actively enrolled on the first day of testing and continuously enrolled in the school for the entire year

(RATIONALE)- Our 2020-2021 State Test scores for SC Ready and SC Pass show that math is an overall strength in grades 3-5. Also, Science has been identified as a strength in 4th grade. Reading has been identified as a weakness according to the analysis of these test scores across grade levels 3-5. Finally students in 5th were not tested last year on Social Studies.

Students Approaching Expectations and Above on State Assessments

The table and graph below show our school's 2020-2021 results for each subject area for the entire school, as reported by the State Report Card.

	Reading	Math	Science
3rd Grade	57% (24 of 42)	78% (32 of 41)	NA
4th Grade	57% (21 of 37)	62% (23 of 37)	68% (25 of 37)
5th Grade	64% (25 of 39)	74% (29 of 39)	NA



*SC READY (English Language Arts/Mathematics) and/or SCPASS (Science)

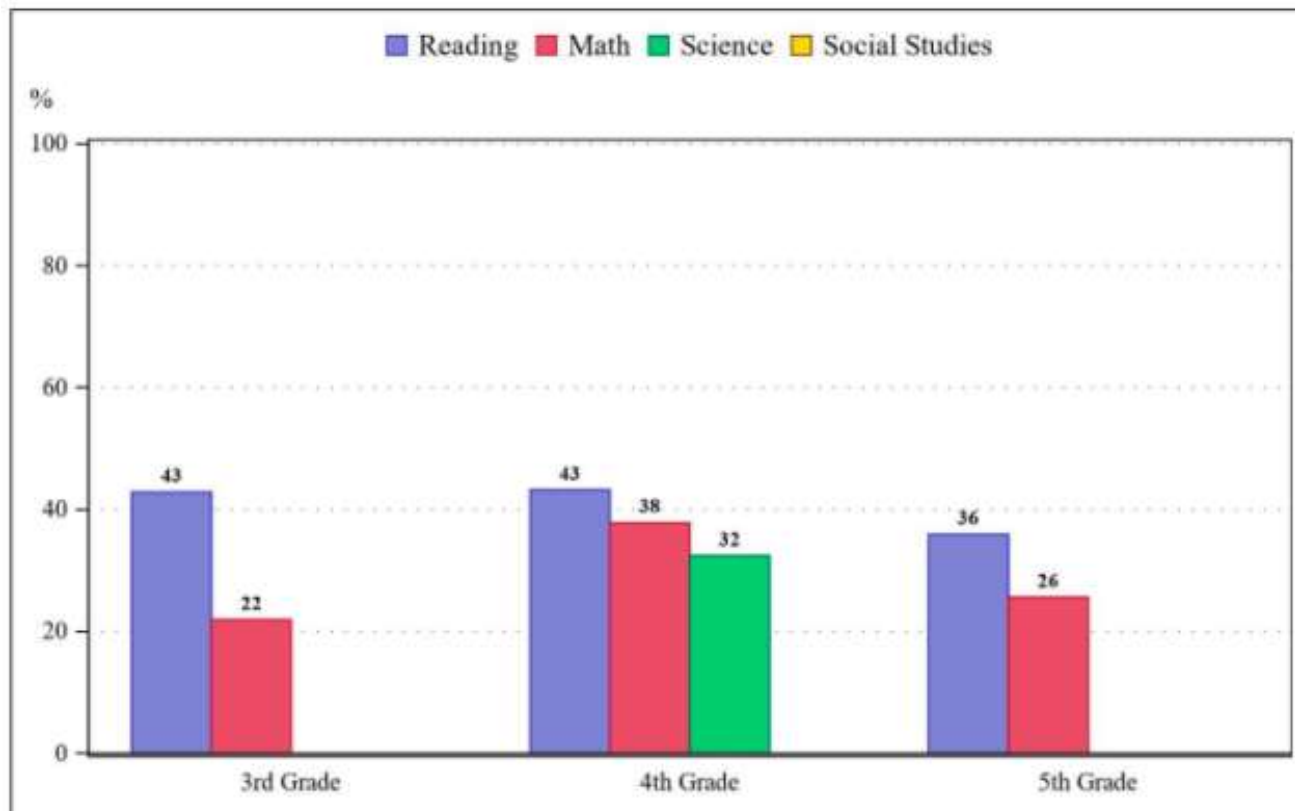
Students actively enrolled on the first day of testing and continuously enrolled in the school for the entire year

(RATIONALE)- Our 2020-2021 State Test scores for SC Ready and SC Pass shows an that 78% of 3rd graders, 62% of 4th graders, and 74% of 5th graders scored Approaching in Math. There has also an identified weakness in Reading across grades 3-5.

Students Scoring 'Not Met' on State Assessments

The table and graph below show our school's 2020-2021 results for each subject area for the entire school, as reported by the State Report Card.

	Reading	Math	Science	Social Studies
3rd Grade	43% (18 of 42)	22% (9 of 41)	NA	NA
4th Grade	43% (16 of 37)	38% (14 of 37)	32% (12 of 37)	NA
5th Grade	36% (14 of 39)	26% (10 of 39)	NA	NA



***SC READY (English Language Arts/Mathematics) and/or SCPASS (Science and Social Studies)**
Students actively enrolled on the first day of testing and continuously enrolled in the school for the entire year

(RATIONALE)- Our 2020-2021 State Test scores for SC Ready and SC Pass indicate that 43% of 3rd graders, 43% of 4th graders and 36% of 5th graders scored Not Met on these assessments. Also indicated is a weakness in reading across 3-5 grade levels.

Our 2020--2021 SC READY scores for meets or exceeds for ELA are: 3rd 29%; 4th 24% and 5th 18%. Meets and exceeds for Math are: 3rd 39%; 4th 24% and 5th 36%. Meets and exceeds for Science are 4th 30%. Social Studies was not tested.

Students who scored Approaching in Reading were 57% for 3rd graders, 57% of 4th graders and 64% for 5th graders. Students who scored Approaching in Math across grade levels 3-5 scored 78%, 62%, and 74% respectively. Also 68% of 4th graders scored Approaching for Science. Students who scored Not Met for grades 3-5 were 43% 43%, and 36% respectively for Reading and 22% for 3rd grade math, 38% for 4th grade math, and 26% for 5th grade math. Finally for 4th grade 32% of our students scored Not Met in Science.

Student Achievement Needs Assessment

Upon examining SC READY scores for 2020- 2021 we see that our weakness is our Reading/ELA across all grade levels. We see that we have a need to strengthen our Reading?ELA scores by increasing the number of students scoring Met or above. We plan to focus more efforts on reading and writing across all grade levels with a strong focus on integrating our reading and writing through all subjects.

Teacher and Administrator Quality Data Analysis

District Priorities and Initiatives

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

Where are we now?

Where are we going?

How do we get there?

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

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

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

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

Priority Initiative: K-12 Literacy

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

Priority Initiative: Instructional Expertise

In order to achieve the first two priorities, we must have instructional leaders in our schools. We will have research based professional learning that not only focuses on the district priorities, but is also targeted towards identified school needs. Professional learning will need to be aligned with National

Standards for Professional Learning and the district's performance evaluation systems. It will be continuously monitored and evaluated for effectiveness.

Priority Initiative: 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.

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

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

Focused PD

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

Increased Communication and Collaboration

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

Expanded Professional Resources

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

School Priorities and Initiatives

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

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

The 2014-2015 year, our school began implementing the SCCC in both English Language Arts and Math. We have been provided with tools to aid in this process. Beginning summer 2015 and continuing through spring 2016, our school provided training with a refresh of the Fountas and Pinnell Balanced Literacy Model and several PD's/PLC's about the new SCCC. All teachers are trained in Everyday Counts Calendar Math. Students and teachers use RAZ Kids, MobyMax, and IXL to individualize learning in ELA and Math. Response to Intervention is utilized for students in the primary grades who need remediation in reading (K5-3rd). As of 2015-2016 we have a Literacy Coach that works with 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. IXL is used daily in the classrooms for literacy and math support. Students in grades 2-5 are given the opportunity to receive reading support through an extended day program focusing on strengthening vocabulary and increasing comprehension.

Priority Initiative: Instructional Expertise

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

Priority Initiative: 21st Century Learning

To promote 21st century learning, teachers attend technology workshops on a regular basis. In 2019-2020, each student received a Chromebook to use in their classrooms and at home. We have a fully functioning computer lab, along with mobile laptop carts and computer stations in classrooms. The entire building has wireless throughout. Students interact with technology to practice skills, publish writing, conduct research, and produce work in other projects as directed by the teacher. Students are asked to use technology in extracurricular activities such as the production of the school news programs and duties as media managers. Teachers also have the option to use web based tools for learning themselves through virtual PD sessions offered by the school.

Priority Initiative: Coordinated School Health

Our school has a wellness team that meets and analyzes our commitment to health and wellness programs, and determines where we need improvements. The team developed a plan for our school to follow and received a grant of \$1000 a year for three years to implement the strategies. Our cafeteria continues to serve healthier school meals to our faculty and students. The 2014-2015 school year, we also became a culinary school. A Fresh Fruits and Vegetables grant provides fruits and vegetables to our students three days a week to promote healthier eating habits. Our school sponsors events such as Jump Rope for Heart and Field Day. Our school began sponsoring Wildcats on the Run Running Club and a soccer club. Highlighting the importance of the whole child, students can participate in after school activities such as Robotics Club and Safety Patrols. Our school is designated as a Safe School by Safe Schools Upstate. The school is dedicated to bully prevention; including scheduling activities such as plays about bullying from the SC Children's Theater and incorporating a bully box to report incidents. Guidance Counselor goes into classrooms at least twice a month offering lessons on topics such as: kindness, honesty, perseverance and social/emotional skills. She offers parent sessions on Raising Resilient and Confident Children.

Teacher and Administrator Quality Needs Assessment

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

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

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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 2021-2022 School Year

Date	Day of School	Topic
August 9 (Mon.)		Faculty Meeting: Opening Meeting 8:30
August 10 (Tues.)		9-12 Language and Word Study; Afternoon Work in Classrooms
August 11 (Wed.)		Work in Classrooms; 1-2SEL ReThink ED
August 12 (Thur.)		District PD Day; 4-6 Meet the Teacher
August 16 (Mon.)		8-9 Gradual Release Overview and Math Updates
August 18	2/180	Teamwork on Websites, Schedules, Syllabus, Etc.
August 25	7/180	Teamwork on Websites, Schedules, Syllabus, & Gradebook Set-up
September 1	12/180	Personalized Professional Development
September 8	16/180	"Common Planning, PLC's, Personalized PD, & Backpack Overview"

Westcliffe Elementary School Portfolio

		Whole Staff PD
September 15	21/180	Faculty Council
September 21 (Optional)	25/180	"Guided Reading Binder Make & Take" Lead by: Gwinn & Jones
September 22	26/180	Word Study -S. Hydrick K5-5th
September 29	31/180	Title I Parent and Family Engagement Training, Manley 504 Information, Literacy plan w/ Literacy Team, and Vertical Teams
October 6	36/180	Personalized Professional Development
October 13	41/180	Whole Staff PD (Fall Goal Setting)
October 20	44/180	Whole Staff PD (Formative Assessments)
October 27	49/180	Faculty Council
November 3	54/180	Personalized Professional Development
November 10	59/180	Whole Staff PD (revisited Goals after Fall 21 TE21 MC)
November 17	64/180	Faculty Council
December 1	71/180	Personalized Professional Development
December 8	76/180	Book Study Share/Title I Comprehensive Needs Assessment
December 15	81/180	Holiday Gathering
January 5	86/180	Personalized Professional Development
January 12	91/180	Backward Design/DOK/Reflection (Whole Staff PD)
January 19	94/180	Faculty Council
January 26	99/180	Vertical Teams
February 2	104/180	Personalized Professional Development
February 9	109/180	Whole Staff PD
February 16	114/180	Faculty Council
February 23	117/180	Vertical Teams
March 2	122/180	Personalized Professional Development
March 9	127/180	Whole Staff PD
March 16	132/180	Faculty Council
March 30	136/180	Vertical Teams
April 6	141/180	Personalized Professional Development
April 13	146/180	Whole Staff PD
April 20	149/180	Faculty Council
April 27	154/180	Vertical Teams
May 4	159/180	Personalized Professional Development
May 11	164/180	Whole Staff PD
May 18	169/180	Faculty Council

Meeting Schedule for 2021-2022

- The Admin. Team developed the following schedule for staff meetings for 2021-2022
 - 1st Wednesday- Personalized Professional Development
 - 2nd Wednesday- Whole Staff Professional Development
 - 3rd Wednesday- Faculty Council
 - 4th Wednesday- Vertical Teams
- Other district initiatives will be added to calendar as needed

Support:

- IT Specialist, Kelly Mahaffey, will meet with teachers during planning quarterly and will continue to support DLC
- Math Academic Specialist, Kristen Griffin, will provide support to Math
- ELA Academic Specialist, Stephanie Hydrick, will provide support in Reading
- ELA Academic Specialist, Tami Finley, will be our Specialist Contact

Sustain:

* Thinking Map Training for K4-5

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

*Title I Academic Specialists will continue to support programs that are currently in place

*Jennifer Servallo's book Reading Strategies

School Climate Data Analysis

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

Percent Satisfied with Learning Environment

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Teachers	100%	100%	96.5%	92.3%	N/A	89.3%
Students	97.3%	100%	100%	100%	N/A	93.5%
Parents	93.1%	100%	88%	88%	N/A	96.6%

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

School Safety Survey Results						
	2014-2015	2015-2016	2017-2018	2018-2019	2019-2020	2020-2021
Parents who indicated their child feels safe at school	96%	100%	87.5%	88%	N/A	100%
Students who feel safe at school during the school day	97%	97.3%	100%	95.6%	N/A	96.8%
Teachers who feel safe at school during the school day	100%	100%	100%	100%	N/A	100%

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

Student Attendance Rate	
School Year	Percentage
2015-2016	95.4%
2016-2017	95.3%
2017-2018	95.6%
2018-2019	95.5%
2019-2020	96.72%
2020-2021	94.46%

School Climate Needs Assessment

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

Because the survey results reported on the School Report Card only target 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 large number of families who speak Spanish, so we will continue to offer translations and interpreters when possible. Title I surveys and forms will serve as our main source of feedback.

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

Section 6

School Renewal Plan

Westcliffe Elementary

Impact of COVID-19:

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History and the Constitution) the requirement that these examinations count 20 percent has been waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness
- Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

The following assessments were unable to be administered due to COVID-19 and required a waiver

- Grade 10 PSAT
- Ready to Work
- ACT, SAT
- AP, IB, Cambridge International

Westcliffe Elementary School Portfolio

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

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

PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from **48%** in 2016-17 to **63%** in 2022-23.

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by **3%** annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC READY test data file	<u>48%</u> Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 51%	51%	Wavier	54%	57%	60%
		School Actual Elementary 44.2%	39%	Wavier	24%		
SC READY ELA SC READY test data file	<u>49%</u> Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 52%	52	Wavier	55	58	61
		District Actual Elementary 52%	58%	Wavier	52		

ACTION PLAN FOR STRATEGY #1 Increase rigor and expectations in both instruction and assessment across content areas PK-5 to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Teachers School Leadership Team	\$0	N/A	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data, cCommon Assessments
2. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	Teachers	\$0	N/A	Attendance reports from district professional development offerings including summer courses and Agendas/Minutes
3. Implement coaching cycles to improve common planning and instruction	2018-2023	School Leadership Team	\$0	NA	Coaching Cycle artifacts Leadership Team Observations
4. Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2019-2023	Teachers School Leadership Team	\$0	NA	Mastery Connect/TE21 Common Planning Leadership Observations
5. R43-205 Greenville County Schools requests a waiver to increase the number of students served in each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each class, we can increase the number of preschool students served by 15% without any	2020-2021	Director of Early Intervention and Student Support			Wavier

Westcliffe Elementary School Portfolio

additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or instructional implementation.					
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Westcliffe Elementary School Portfolio

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

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

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 58% in 2016-17 to 73% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC READY test data file	58% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 61%	61	64	67	70	73
		School Actual Elementary	57	Wavier	32		
SC READY Math SC READY test data file	54% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 57%	57	60	63	66	69
		District Actual Elementary 60%	63	Wavier	53		

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

Westcliffe Elementary School Portfolio

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

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

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017- 18 Grade 4 only	School Projected Elementary 57%	57%	60%	63%	66%	69%
		School Actual Elementary 53.7%	37	Wavier	30		
SCPASS Science SCPASS test data file	Baseline will be established in 2017- 18 Grade 4 only	District Projected Elementary 60%	63%	66%	69%	72%	75%
		District Actual Elementary 55.9%	64	Wavier	56		

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

Westcliffe Elementary School Portfolio

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	48x% Meets Expectations and Exceeds Expectations	School Projected Hispanic 51%	36%	39%	42%	45%	48%
SC READY ELA SC SDE Website		School Actual Hispanic 33%	29%	Wavier	22		
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 36	36	39	42	45	48

Westcliffe Elementary School Portfolio

SC READY ELA SC SDE Website		District Actual Hispanic 34	40%	Wavier	36		
SC READY ELA SC SDE Website	29x % Meets Expectations and Exceeds Expectations	School Projected AA 27%	27%	30%	33%	36%	39%
SC READY ELA SC SDE Website		School Actual AA 25	25%	Wavier	7		
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	District Projected AA 25	25	28	31	34	37
SC READY ELA SC SDE Website		District Actual AA 25	31%	Wavier	28		
SC READY ELA SC SDE Website	9 % Meets Expectations and Exceeds Expectations	School Projected SWD 12%	12	15	18	21	24

Westcliffe Elementary School Portfolio

SC READY ELA SC SDE Website		School Actual SWD 15	14%	Wavier	21		
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	District Projected SWD 14	14	17	20	23	26
SC READY ELA SC SDE Website		District Actual SWD 12	21	Wavier	19		
SC READY ELA SC SDE Website	34% Meets Expectations and Exceeds Expectations	School Projected LEP 34	37	40	43	47	50
SC READY ELA SC SDE Website		School Actual LEP 31	25	<i>waiver</i>	17		
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	District Projected LEP 35	35	38	41	44	47

Westcliffe Elementary School Portfolio

SC READY ELA SC SDE Website		District Actual LEP 33	44	<i>waiver</i>	32		
SC READY ELA SC SDE Website	43% Meets Expectations and Exceeds Expectations	School Projected PIP 43	46	49	52	55	58
SC READY ELA SC SDE Website		School Actual PIP 38.5	37	<i>waiver</i>	24		
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected PIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual PIP 33	45	<i>waiver</i>	37		
SC READY Math SC SDE Website	60% Meets Expectations and Exceeds Expectations	School Projected Hispanic 63	63	66	69	72	75

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SC READY Math SC SDE Website		School Actual Hispanic 53	48	<i>waiver</i>	35		
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51
SC READY Math SC SDE Website		District Actual Hispanic 42	43	<i>waiver</i>	41		
SC READY Math SC SDE Website	32 % Meets Expectations and Exceeds Expectations	School Projected AA 34	34	37	40	43	46
SC READY Math SC SDE Website		School Actual AA 36	47	<i>waiver</i>	11		
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27	27	30	33	36	39

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SC READY Math SC SDE Website		District Actual AA 28	30	<i>waiver</i>	25		
SC READY Math SC SDE Website	9 % Meets Expectations and Exceeds Expectations	School Projected SWD 12	12	15	18	21	24
SC READY Math SC SDE Website		School Actual SWD 38	33	<i>waiver</i>	36		
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30
SC READY Math SC SDE Website		District Actual SWD 16	20	<i>waiver</i>	24		
SC READY Math SC SDE Website	30 % Meets Expectations and Exceeds Expectations	School Projected LEP 33	33	36	39	42	45

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SC READY Math SC SDE Website		School Actual LEP 52	47	<i>waiver</i>	35		
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40	40	43	46	49	52
SC READY Math SC SDE Website		District Actual LEP 42	46	<i>waiver</i>	40		
SC READY Math SC SDE Website	58% Meets Expectations and Exceeds Expectations	School Projected PIP 61	61	64	67	70	73
SC READY Math SC SDE Website		School Actual PIP 59	58	<i>waiver</i>	32		
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected PIP 36	36	39	42	45	48

Westcliffe Elementary School Portfolio

SC READY Math SC SDE Website		District Actual PIP 38	43	<i>waiver</i>	38		
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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
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 Team	\$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers

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

Westcliffe Elementary School Portfolio

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: 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):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	School Projected		Kindergarten through Grade 5 = 58% or above	Kindergarten through Grade 5 = 60% or above	Kindergarten through Grade 5 = 62% or above	Kindergarten through Grade 5 = 64% or above
	Meets and Exceeds	School Actual	Kindergarten through Grade 5 = 56%	<i>Data point not available due to state- wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Kindergarten through Grade 5 = 35%		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	School Projected		Kindergarten = 76% Grade 1 = 37%	Kindergarten = 78% Grade 1 = 39%	Kindergarten = 80% Grade 1 = 41%	Kindergarten = 82% Grade 1 = 43%

Westcliffe Elementary School Portfolio

	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more accurately read words per minute (40 th percentile)	School Actual	Kindergarten = 74% Grade 1 = 35%	<i>Data point not available due to state- wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Kindergarten = 38 % Grade 1 = 39 %		
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	School Projected		Grade 2-34% Grade 5 30%	Grade 2 – 36% Grade 5 – 32%	Grade 2 –38 % Grade 5 – 34%	Grade 2 –40 % Grade 5 – 36%
South Carolina MAP Linking Study – February 2018	2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile	School Actual	Grade 2 - 32% Grade 5- 28%	COVID	5 th grade data point not available - School Board decision to waive 5 th grade testing		
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	District Projected		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		District Actual	K-5 69%	<i>Data point not available due to state- wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	District Projected		5K – 52% or above Grade 1 – 57% or above	5K – 54% or above Grade 1 – 59% or above	5K – 56% or above Grade 1 – 61% or above	5K – 58% or above Grade 1 – 63% or above

Westcliffe Elementary School Portfolio

	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more accurately read words per minute (40 th percentile)	District Actual	5K – 50% Grade 1 – 55%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	5K----- % Grade 1 -----%		
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	District Projected		Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above
South Carolina MAP Linking Study – February 2018	2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile	District Actual	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% <i>5th grade data point not available - School Board decision to waive 5th grade testing due to Act 142 testing requirements</i>		

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

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

Westcliffe Elementary School Portfolio

1. Reduce the percentage of students scoring Not Met 1 on the EOY SCREADY assessment in the area of ELA/Reading.	2018-2023	Staff Leadership Team	\$0	N/A	<ul style="list-style-type: none"> ● Collect and analyze data for in class intervention ● Implementation of Balanced Literacy with fidelity ● Increase reading stamina/monitor student engagement ● Data based high risk student intervention
2.By June of 2021, FastBridge data will show a reduction of primary students in the High Risk category by a minimum of 30%.	2018-2023	Staff Leadership Team	\$0	\$0	<ul style="list-style-type: none"> ● Review high frequency words with fidelity ● Phonemic Awareness/Phonics taught with fidelity ● Word study kits used with fidelity ● Data based intervention groups <p>Increase reading stamina/monitor student engagement</p>
3. By June of 2021, T21 data will show an increase in the number of intermediate students scoring proficient by 3%.	2018-2023	Staff Leadership Team	\$0	N/A	<ul style="list-style-type: none"> ● Collect and analyze data for in class intervention ● Implementation of Balanced Literacy with fidelity ● Increase reading stamina/monitor student engagement <p>Data based high risk student intervention</p>
R43-205 Greenville County Schools requests a waiver to increase the number of students served in each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each class, we can increase the	2020-21	Director of Early Intervention			Wavier

Westcliffe Elementary School Portfolio

number of at-risk students served by 15% without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or instructional implementation.		and Student Services			
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Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority <i>Gifted and Talented Requires</i> Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> Gifted and Talented: Other
PERFORMANCE GOAL 1: The school will have qualified, diverse teachers (gender and ethnicity) by 2023.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

Westcliffe Elementary School Portfolio

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected			Gender Diversity = 7% Increase or Maintain Ethnic Diversity = 14% Increase or Maintain	Gender Diversity = 8% Increase or Maintain Ethnic Diversity = 15% Increase or Maintain	Gender Diversity = 9% Increase or Maintain Ethnic Diversity = 16% Increase or Maintain
GCS Human Resources Department	Baseline established in 2019-2020	School Actual		Gender Diversity = yes Ethnic Diversity = yes	Gender Diversity = yes Ethnic Diversity = yes		
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity = 100% Ethnic Diversity = 97%		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue to attend the yearly Shinning Stars teacher recruitment.	Annually	Principal	\$0	N/A	Applications/Letters of Reference

Westcliffe Elementary School Portfolio

2. When interviewing for open positions All candidates will be considered no matter gender nor race.	As Needed	Principal	\$0	N/A	Applications/Letters of Reference
3.					

Westcliffe Elementary School Portfolio

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey	100%	School Projected Students 100%	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 100%	100%	Wavier	97%		
		School Projected Teachers 100%	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

Westcliffe Elementary School Portfolio

	100%	School Actual Teachers 100%	100%	Wavier	89%		
		School Projected Parents 100%	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	100%	School Actual Parents 87.5%	88%	Wavier	100%		
SDE School Report Card Survey		District Projected Students 92	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89%	Wavier	93%		
	94	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

Westcliffe Elementary School Portfolio

		District Actual Teachers 97%	97%	Wavier	98%		
	88	District Projected Parents 91%	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88%	89%	Wavier	92%		

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

Westcliffe Elementary School Portfolio

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

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

Westcliffe Elementary School Portfolio

		District Actual 0.8%	1.5	0.9	0.3%		
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Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0%	School Projected 0%	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
	0%	School Actual 0%	0%	0%	0%		
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.4%	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual 0.4%	.10	.03	0.004%		

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

Westcliffe Elementary School Portfolio

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

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.					

Westcliffe Elementary School Portfolio

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 95.33%	School Projected 95%	95	95	95	95	95
	95.3%	School Actual 95.49%	95.57%	96.72%	94.46%		
	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual 95%	95	96	92%		

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

Westcliffe Elementary School Portfolio

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE 2017-2018		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid 4% Lonely 8 % Angry 6%	School Projected	Afraid ≤4 Lonely ≤7 Angry ≤5	Afraid ≤4 Lonely ≤7 Angry ≤5	Afraid ≤4 Lonely ≤6 Angry ≤4	Afraid ≤4 Lonely ≤6 Angry ≤4	Afraid ≤4 Lonely ≤6 Angry ≤4
		School Actual Afraid 4% Lonely 8 % Angry 6%	Afraid ≤7% Lonely ≤13% Angry ≤10%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Note: Cognia surveys have been discontinued.	Note: Cognia surveys have been discontinued.
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

Westcliffe Elementary School Portfolio

		District Actual Afraid – 5% Lonely – 10% Angry – 8%	Afraid ≤5% Lonely ≤10% Angry ≤8%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic</i>	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>
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ACTION PLAN FOR STRATEGY #1: Improve understanding of students' social-emotional needs.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Collect data surrounding social-emotional needs through student surveys	State to provide	Dir. of Accountability	\$0	NA	Survey data collected and analyzed
1. Develop and maintain a menu of support resources and provide to all guidance counselors and social workers	2018-2023	Dir. of Guidance	\$0	NA	Menu developed and distributed
3.					

Westcliffe Elementary 2021-2022

Read to Succeed Plan



**South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name: Westcliffe Elementary School**

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

A Comprehensive System of Assessment

- Summative Assessment
 - SC Ready
- Universal Screener
- Formative Assessment
 - Fountas and Pinnell, DRA, Dominie
 - MAP
 - Star Reading
 - iReady
 - 4K Assessments: PALS, Gold, MyIGDIs
- Team Focused Data Based Decision Making
 - Identify Problem/ Explore Why It Is Occurring/ Develop Action Plan/ Monitor and Evaluate the Plan
- Documentation of Data

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
A1. Teachers use a comprehensive formative assessment system that assesses both meaning and print knowledge.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Running Records, Phonological Awareness Screening Test (PAST) Assessment, Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks,
A2. Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

A3. Teachers work together in teams to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans, and plans to monitor how the work is going (fidelity checks and student outcome data).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, Transcribed Conversations
A4. Teachers use screening data and formative assessment to determine targeted, intensive in-class intervention.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	



**South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Primary and Elementary Exemplary Literacy Reflection Tool
School Name: Westcliffe**

B. This school provides for Tier 1 reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.

Research-Based and Evidence-Based Instructional Practices:

- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K
- The Profile of a South Carolina Ready Kindergartener
- The Profile of a South Carolina Graduate
- Word Study/Phonics Workshop, Shared Reading, Interactive Writing
- Writing Workshop, Small Group Writing Instruction, Conferring, and Systematic Data Collection
- Read Aloud, Shared Reading Experience, Reading Workshop, Small Group Reading Instruction, Conferring and Systematic Data Collection
- Research Workshop: Mini lesson, Time to construct content knowledge through reading and writing w/conferring and using a system for collecting this data
- Content should include Comprehension, Concepts about Print, Phonological Awareness, Phonemic Awareness, Phonics, Fluency, and Vocabulary

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
B1. Teachers ensure that instruction is explicit and follows a systematic scope and sequence so that students practice new behaviors, skills, and processes by reading and writing authentic texts for the majority of the instructional time.	X	<input type="checkbox"/>	<input type="checkbox"/>	Teacher Observations, Schedules, Lesson Plans, Curriculum, Instructional Activities

Westcliffe Elementary School Portfolio

B2. Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B3. Teachers have access to and use materials and curricula that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B4. Teachers monitor student reading and writing engagement and use this data to confer with students in order to build stamina.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B5. Teachers use shared reading experiences (literary texts and informational texts) and interactive writing to build accuracy and fluency in reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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B. This school provides for Tier 1 reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.

	Rarely	Sometimes	Routinely	
B6. Teachers use shared writing experiences to model accuracy and fluency in writing.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B7. Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B8. Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B9. Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B10. Teachers use the South Carolina College and Career Ready Standards when planning instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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C. This school provides Tier 2 and Tier 3 supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.

Supplemental Instruction

- Foundational Reading Skills
 - Listening Comprehension
 - Concepts about Print
 - Phonemic Awareness and Phonics
- Reading Process (Reading is a highly cognitive process that requires students to use their background knowledge and the print on the page to construct knowledge by thinking within the text, beyond the text, and about the text.)
- Small Group and Individual Instruction to Target and Intensify Instruction

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
C1. Teachers notice, teach, and prompt for use of strategic reading behaviors: using all sources of information, word solving (phonemic awareness and phonics), maintaining fluency, making connections, predicting and inferring, summarizing and synthesizing, analyzing and critiquing.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Anecdotal Notes from small group instruction and individual conference, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors.
C2. Teachers and students collaborate to set measurable short-term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

<p>C3. Teachers provide targeted, effective in-class intervention which</p> <ul style="list-style-type: none">○ must provide targeted and intensified individual and small-group instruction; and○ must be 30 minutes in addition to 90 minutes of daily reading and writing instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
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School Name:

D. This school embeds practices reflective of exemplary literacy-rich environments.**Inquiry-based Learning:**

- Immersion, Investigation, Coalescing, Going Public
- Read Aloud/Shared Reading/Shared Writing/Interactive Writing
- Immersion into How Words Work (Phonics – Affixes)
- Independent reading, writing, researching
- South Carolina College and Career Ready Standards for Inquiry
- Profile of the South Carolina Graduate

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
D1. Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts for much of the instructional time.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Schedules reflecting students reading 40 to 45 minutes for each hour of reading instruction, Schedules reflecting students writing 40 to 45 minutes for each hour of writing instruction, Lesson Plans Referencing the Inquiry Standards, Examples of Student Research Projects, Student artifacts from research
D2. Teachers integrate content-specific reading, writing, & researching into ELA to provide the authentic experiences necessary to become proficient researchers and readers and writers.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
D3. Teachers provide blocks of time for instruction and practice in order for students to sustain work on reading, writing, and researching.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
D4. Teachers ensure texts and materials are organized and easily accessible by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

D5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms. (Decodable texts, predictable texts, and authentic texts)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D6. Teachers prominently display artifacts reflective of student learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	



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D7. Teachers immerse students in print-rich environments including both word walls, sound walls, and classroom libraries.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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E. This school ensures that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students.

Reading Engagement:

- Student Choice
- Blocks of time to read, write, and research
- Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect cultural diversity and a variety of genre

Rarely

Sometimes

Routinely

Possible Sources of Evidence:

E1. Teachers provide students choice (from a wide selection, range of genres and reading levels) in what they read, write, and research.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries
E2. Teachers monitor reading and writing engagement and use that data to conference with students to increase reading and writing volume.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E3. Teachers reflect on and eliminate activities that interfere with text reading and writing.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E4. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms, and these texts are culturally diverse. Texts should include decodable texts, predictable texts, and authentic texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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F. This school provides teacher and administrator training in reading and writing instruction.

Professional Development

- Literacy Competencies for PreK-5th Grade Teachers
- Literacy Competencies for Administrators
- South Carolina College and Career Ready Standards
- Standards for Professional Learning
- Early Learning Standards for 4K
- REL Practice Guides on WWC
- Foundational Reading Skills (Listening Comprehension, Concepts about Print and Word Study)

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
F1. Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through: <ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach ○ Book clubs ○ Teacher action research ○ Collaborative planning ○ Peer coaching 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans
F2. Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data: <ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach ○ Book Clubs 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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G. This school strategically partners with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.

Literacy Partnerships

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



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H. This school utilizes a system for helping parents understand how they can support the student as a reader at home.

Family Support of Literacy Development				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
H1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls



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Section I: Analysis of Data

Strengths	Possibilities for Growth
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Teachers use South Carolina College and Career Ready Standards when planning instruction

Classrooms have ample texts and materials

The school provides continuing training in reading and writing instruction.

Use of formative assessments to gather data to analyze when planning next steps.

Teachers will ensure that instruction is explicit, and that students have time to practice by reading and writing authentic texts for the majority of the instructional time.

Teachers will provide opportunities for student to develop deep conceptual knowledge.



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Section J: Previous 2020-21 SMART Goals and Progress Toward Those Goals

Please provide your school's previous goals from the 2020-21 reading plan and the progress your school has made towards these goals. Utilize the most appropriate and relevant quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all schools serving third grade were required to use Goal #1 (below).

Goal #1:
Reduce the percentage of third grade students performing below grade level in the fall of 2020 as determined by the Fountas and Pinnell Benchmark Assessment from 47% in 2019-20 to 40% in 2020-2021

Progress:
Fountas and Pinnell Scores- 3rd Grade students performing below grade level

Fall 2020	66%
Spring 2021	62%

Summary: The percentage of third grade students reading below grade level decreased from Fall 2020 to Spring 2021 by 4%.

Goal #2:
By Junes of 2021, FastBridge data will show a reduction of primary students in High Risk category by a minimum of 30%.

Progress:
K5 Fall FastBridge- % High Risk

Onsets	50%
Letter Names	70%
Total	60%

K5 Spring FastBridge- % High Risk

Letter Sounds	30%
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Sight Words	23%
Decodable Words	63%
Word Segmenting	30%
Total	37%

Summary: K5 Reduction of High Risk 23%
First Grade FastBridge %High Risk

Winter CBM Reading	47%
Spring CBM Reading	41%

Summary: 1st Reduction of High Risk 6%

Second Grade FastBridge % High Risk

Fall CBM Reading	45%
Spring CBM Reading	44%

Summary: 2nd Reduction of High Risk 1%

There was a 30% reduction of primary student in the High Risk category.

Goal #3:
By June of 2021, TE21 data will show an increase in the number of intermediate students scoring proficient by 3%.

Progress:
% Meets or Exceeds

Grade Level	TE21 MC #1 PP Fall 2020	TE21 MC #2 PP Spring 2021
4th	23.1%	25%
5th	11.5%	13.8%

Summary: Increase in number scoring met or above: 4.2%

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Section K: 2021-22 SMART Goals and Action Steps Based on Analysis of Data

All schools serving students in third grade MUST respond to the third grade reading proficiency goal. Schools that do not serve third grade students may choose a different goal. Schools may continue to use the same SMART goals from previous years or choose new goals. Utilize a triangulation of appropriate and available data (i.e. screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the 2021-22 school year.

<p>Goal #1:</p> <p><u>Third Grade Goal:</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2021 as determined by SC READY from 46% to 41% in the spring of 2022.</p>	<p>Action Steps:</p> <p>Increase the number of formative assessments. Preplanning varying levels of DOK questioning orally and/or in writing. School wide implementation of the F&P Word Study kits.</p>
<p>Goal #2:</p>	<p>Action Steps:</p>
<p>Goal #3:</p>	<p>Action Steps:</p>