

# Westcliffe Elementary

2024-25 through 2028-29

*Learning Today, Leading Tomorrow*

Mrs. Beth Farmer, Principal

105 Eastbourne Road  
Greenville, South Carolina 29611  
864.355.0300



[Westcliffe Elementary School](#)

Greenville County Schools  
Dr. W. Burke Royster, Superintendent



**Strategic Plan**

# 2024-2025 through 2028-2029

## SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL NAME:** Westcliffe Elementary

**SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-29** (five years)

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2024-25** (one year)

**Required Signature Page**

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

**Assurances for the School Renewal Plans**

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

**SUPERINTENDENT**

Dr. W. Burke Royster	<i>W. Burke Royster</i>	5/1/2024
PRINTED NAME	SIGNATURE	DATE

**PRINCIPAL**

Beth Farmer	<i>Beth Farmer</i>	4/8/24
PRINTED NAME	SIGNATURE	DATE

**CHAIRPERSON, BOARD OF TRUSTEES**

Dr. Carolyn Styles	<i>Dr. Carolyn J. Styles</i>	5/1/2024
PRINTED NAME	SIGNATURE	DATE

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Shannon Faulker	<i>Shannon Faulker</i>	4/8/24
PRINTED NAME	SIGNATURE	DATE

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

Nancy Jones	<i>Nancy Jones</i>	4/8/24
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 105 Eastbourne Road, Greenville, SC 29611

SCHOOL TELEPHONE: (864) 355-0300

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

## **STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN**

### Position and Name

1. Principal-Beth Farmer
2. Teacher-Maegan McClure
3. Parent/Guardian-Sandra Young
4. Community Member -Keith Groce
5. Paraprofessional-Todd Childers
6. School Improvement Council Member-Karen Hulin
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-Jennifer Baskin

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

\*\* Must include the School Literacy Leadership Team for Read to Succeed

## ASSURANCES FOR SCHOOL RENEWAL PLANS

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<b>Academic Assistance, PreK–3</b> The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<b>Academic Assistance, Grades 4–12</b> The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<b>Parent Involvement</b> The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<b>Staff Development</b> The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p><b>Collaboration</b>                  The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p><b>Developmental Screening</b>                  The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p><b>Half-Day Child Development</b>                  The school provides half-day child development programs for <b>four-year-olds</b> (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p><b>Developmentally Appropriate Curriculum for PreK–3</b>                  The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p><b>Parenting and Family Literacy</b>                  The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p><b>Recruitment</b>                  The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity</p>

	within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b> The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

## Table of Contents

<b>Section 1: Introduction</b>	pg. 7
<b>Section 2: Executive Summary</b>	pg. 9
<b>Section 3: School Profile</b>	pg. 13
School Community	pg. 14
School Personnel	pg. 16
Student Population	pg. 17
Academic and Behavioral Programs, Features and Initiatives	pg. 18
<b>Section 4: Mission, Vision, Beliefs</b>	pg. 21
<b>Section 5: Data Analysis and Needs Assessment</b>	pg. 23
Student Achievement Needs Assessment	pg. 24
Teacher and Administrator Quality	pg. 29
School Climate Needs Assessment	pg. 33
<b>Section 6: Action Plan</b>	pg. 36
<b>Section 7: Website Links</b>  Westcliffe Elementary 2022-23 School Report Card: <a href="https://screportcards.com/overview/?q=eT0yMDIzJnQ9RSZzaWQ9MjMwMTA5OA">https://screportcards.com/overview/?q=eT0yMDIzJnQ9RSZzaWQ9MjMwMTA5OA</a>	Online

<a href="#"><u>Westcliffe Elementary Website</u></a>	
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Section 1

# Introduction

Westcliffe Elementary

## Introduction

Westcliffe Elementary is a Title I school in the Greenville County School District. The leadership team at Westcliffe, including the principal, assistant principal, 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 level teams and the instructional leadership team meet weekly for PLCs and instructional planning. The entire teaching staff meets monthly for professional development centered on our goals and strategies. Currently, professional development centers mainly on LETRS and literacy instruction. The Faculty Council meets every other month to look at data and have vertical conversations about teaching and learning at our school. 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 2023-2024. We submitted a revised plan to the district in April 2024.

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 Assessment or Findings for Student Achievement**

#### *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.

Upon examining SC READY scores for 2022- 2023 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 vocabulary and writing across all grade levels with a strong focus on integrating our reading and writing through all subjects. We have also implemented, UFLI, a program to increase phonemic awareness

### **Teacher and Administrator Quality Needs Assessment**

Sources used: 2023 Annual School Report Card and survey results from teachers

#### Positives

- The principal communicates a clear mission and vision consistent with that of Greenville County for teaching and learning.
- The principal uses data to monitor students' progress.
- The principal is an effective instructional leader.
- The principal values the perspectives of teachers
- The principal is an effective instructional leader.
- The teacher encourages students to learn.
- The teacher communicates to parents how to help their child.

#### Needs Improvement

- Increase effective and clear communication.
- Decrease disruptions of instructional time.
- Decrease student to student bullying.
- To increase professional development in the area of literacy and writing.

### 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 Climate Needs Assessment**

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

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

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

## **Significant Challenges (Last 3 Years)**

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
- Increased focus on vocabulary at all grade levels
- Implementation of UFLI phonemic awareness program
- Increased writing and reading across the content areas

**Significant Awards, Results, and Accomplishments (Last 3 Years)**

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

- Healthy and Ready to Learn Initiative 2020 - 2024
- Safe Kids of the Upstate Award
- Curriculum Nights for Reading and Math
- Safe School Award
- Donors Choose Grants
- After school program 2022, 2023
- Safe Route to School Bronze
- Safe Route to School Silver
- America's Healthiest Schools Award 2023
- Westcliffe Community Fair
- United Way Campaign Award of Excellence 2018
- Overall rating of Good on SC report card
- Fresh fruit and vegetables grant 2015-2024
- Bike Club from Prisma Health 2023
- Lego Robotics Club with Michelin
- Metropolitan Arts Council artist in residence grant 2020
- 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
- Read Across America Week
- The Greenville Drive Reading All Stars Challenge
- PEP Family Reading Night
- Author visits
- Cliffs Resident Outreach Group provided funds for Media Center books

## 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 15,892, within the Greenville

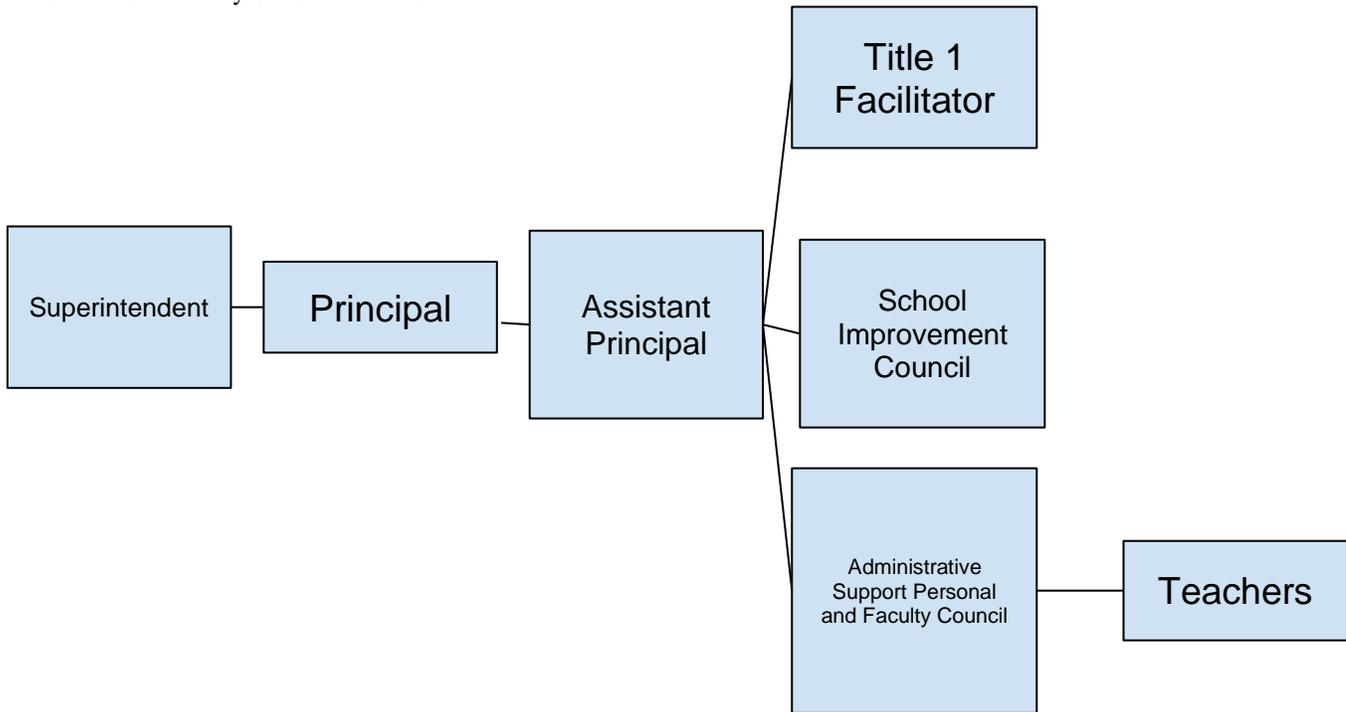
County limits. The school is located in the Westcliffe subdivision and serves students within about a one mile radius of the school. We share a district line with Berea Elementary. Our students feed into Berea Middle and Berea High School. The median household income of Berea residents, based on the 2021 census, is \$39,852.

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, STEAM lab, multipurpose room, art and music rooms, and 22 classroom spaces. It currently houses 321 students and 40 instructional staff members.

Our current organizational structure includes a four-year-old kindergarten class, two five-year-old kindergarten classes, primary and intermediate E.D. special education self-contained classes, and fourteen first through fifth grade classes. Our kindergarten and self-contained classes have full-time paraprofessionals. The average class size is twenty students in kindergarten, fifteen students in first grade, eighteen students in second grade, sixteen students in third grade, eighteen students in fourth grade and twenty-three 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, and literacy night. Interpreters are provided during the sessions for our Hispanic population. Resource materials, in English and Spanish when possible, and books are provided to parents to use with their children to support knowledge from the classes at home. We also work closely with community agencies such as the Bradshaw Institute and the Greenville County Library System.



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

#### Partnerships with Parents

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

#### School/College/University Partnerships

1. North Greenville University
2. Furman University
3. Bob Jones University
4. Clemson University

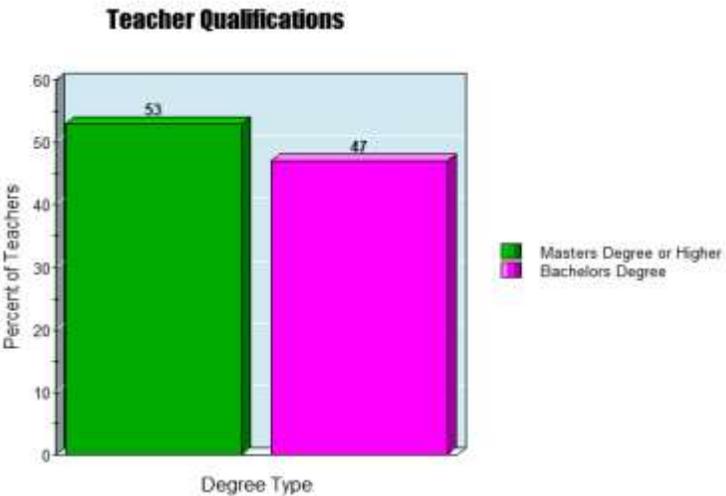
5. USC Upstate

Business and Community Partnerships

1. Greenville Federal Credit Union
2. Bradshaw Institute
3. Palmetto Pride
4. Greenville County Library System
5. South Carolina First Steps
6. Operation Santa
7. Horace Mann

**School Personnel**

Westcliffe employs 2 administrators, 17 classroom teachers in grades K4-5<sup>th</sup>, and 2 special education teachers in self-contained ED classes. We also have an Art teacher, Music teacher, Physical Education teacher, Media Specialist, STEAM lab teacher, 2 full time Response to Intervention teachers and 2 part-time Response to Intervention teachers, 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 also consist of a Title I Facilitator and Parent Coordinator, School Counselor, Social Worker, Mental Health Counselor, Instructional Coach, a full time Nurse, Attendance Clerk, hourly Title 1 Interventionist and a Secretary. Two classroom teachers (grades 1 and 4) are paid through Title I funds in order to reduce class size.



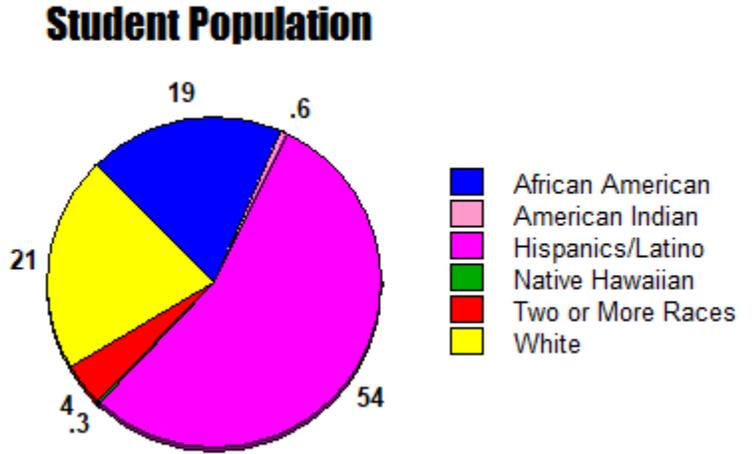
Our teachers have a wide range of teaching experience. Fifty two percent of teachers have in excess of 20 years' experience in the classroom. The majority of teachers are white females. Fifty three percent of our faculty have advanced degrees. Three teachers hold National Board Certification. One teacher are trained trainers for Thinking Maps. Most of the teachers are certified in either Early Childhood or Elementary Education, and many have multiple certifications. Teacher attendance rate is 97.66 percent.

Westcliffe's principal, Beth Farmer, joined the school during the 2015-2016 school year as the Administrative Assistant. This is her fourth 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 21 years' experience as an educator.

It is Assistant Principal Lauren Nifong's first year at Westcliffe. Mrs. Nifong is in her 13th year in education. She spent 9 years in the classroom, 3 years as an Instructional coach, and this is her first year as an Assistant Principal. Mrs. Nifong received her Bachelors of Art in Elementary Education from Limestone University and Her Masters of Education in Administration and Supervision from Converse University.

**Student Population**

African American	19%
American Indian/Alaskan Native	.6%
Hispanics/Latino	54%
Native Hawaiian or Pacific Islander	.3%
Two or More Races	4%
White	21%



Currently, 320 students are enrolled at Westcliffe in K4-5<sup>th</sup> grade. According to PowerSchool, the ethnic distribution of our school as of March 2024 includes: 54 percent Hispanic/Latino, 21 percent White, 19 percent African-American, 4 percent of 2 or more races, .6 percent American Indian or Alaskan Native, and .3 percent Native Hawaiian or other Pacific Islander. 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 94 percent. The school’s retention rate is 1.8 percent. The percent of students served by Gifted and Talented is 4.6 percent. Students classified with disabilities 15.3 percent. 43 percent of students have an ESOL plan (English for Speakers of Other Languages) and 10 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 77.3% of our students receive Direct Certification services. This percentage is based on a formula that GCS District receives from the state department.

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

### **Structured Literacy**

The model our school uses for literacy instruction is a structured literacy model, which is based on years of research on how the brain learns to read. Our faculty began to receive training in structured literacy in August, 2022. This systemic, strategic approach to literacy includes teachers planning and instructing students using the Simple View of Reading, which includes all strands of Scarborough's Reading Rope. The training teachers received methodically addresses the systems of language, including phonology, orthography, semantics, syntax, discourse, and pragmatics. Students are taught in whole groups, small groups, and individually, and are assessed to determine what foundational skills are needed in order to meet individual student needs.

### **MTSS**

Students in grades K5-3rd are identified as in need of intervention through FastBridge screenings and progress monitoring. Interventions for students in grades 4th and 5th are identified through SCReady scores and Mastery View benchmarks. Students receive RTI until they meet their individualized goal for three consecutive progress monitoring assessments.

### **Team Planning**

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**

The purpose of our school's professional learning community is to focus on the learning of each student. PLC meetings are met bi-weekly by grade levels, and one week a month in vertical teams. These teams meet with each other and instructional leaders on their assigned day to discuss specific data such as benchmarks and classroom summative assessments. During this time they collaborate through informative discussions and share knowledge to determine what students need and next steps.

### **Reduced Class Size**

We are dedicated to continuing to have smaller class sizes by using the majority of our Title I funds to pay for two classroom teachers and one full time hourly ML interventionist. Teachers are added where needed.

### Technology

Every classroom, as well as the media center, and science lab, is equipped with a 2023 Promethean Board which all teachers have been trained to operate. All teachers have ThinkPad laptop and students in grades K 4-5th have 1:1 chromebooks that are used for elearning, projects, quizzes, and other assignments. iPads are available for K5 students to use in literacy and math stations. Our STEAM lab is well equipped with technology including twelve dash robots, 3 Spike Essential Robot kits, one Lego Mindstorm robot, ten electronic microscopes, six ipads to use with robots, and fourteen laptops for coding. Students in our ML program have access to Lexia English, a computer based program that includes speaking and listening comprehension of basic English skills. All students have access to the computer program IXL, to build fluency in math and language arts.

### STEAM Lab

Classes visit the STEAM lab each week. Students participate in hands-on activities such as using aerodynamics to design and create an automobile using a 3D printer and then test their design in a wind tunnel, and using morse code to code a robot to find the “safe place” on Mars in a generated scenario. Students use critical thinking to problem solve, code, design, and build models using science, technology, engineering, art and math each week.

### Character Education

Our school counselor teaches character education lessons in each teacher’s classroom once a month. Each month a different character trait is featured, based on conscious discipline elements. Teachers also instruct an SEL lesson each week using ReThink Ed and morning meetings. We support other character education programs, such as Terrific Kids, and student of the month. Another way we encourage character development is with positive referrals from any adult in the school who witnesses acts of good character.

### Extra-Curricular Activities

Students in grades 3-5 elect student council representatives each year. They meet with two adult leaders to plan and implement service projects for our community. Students in grades 4-5 also have the opportunity to audition for the Westcliffe chorus. The chorus performs for various school programs throughout the year. They also use music as a service to the outside community, by caroling in the neighborhood during the holidays, and as a service to our school community, by singing to kindergarten each year on Valentines day. Our fourth and fifth grade students create and produce our morning news show with the help of our media specialist. Students in grades 3-5 have the opportunity to apply for the Robotics club. Robotics club members meet each week to design and create projects using LEGOs and Spike Essentials Robotics Kits. Students have the opportunity to participate in the Reading All Star 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. 4th and 5th grade students are encouraged to apply to be a Media Manager. Media Managers work in the library at the end of the day to shelve books and keep the media center running smoothly. Lexia League meets 30 minutes each morning for ML students to practice English skills. All students have the opportunity to participate in various art shows throughout the school year. Some examples include, SC State Fair Student Art Show, MT Anderson Elementary Art District Display, Central Office Elementary District Display, Greenville County School District Elementary Art Show, and SC Youth Art Month Art Show (YAM).

### Coordinated School Health

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. Through our work on school health and safety we were one of only two schools in Greenville County to be awarded the Alliance for a Healthier Generation's America's Healthiest Schools award in 2023. Our safe and healthy programs and initiatives include:

- Safety Patrols
- Red Ribbon Week
- Field Day
- Jump Rope for Heart (American Heart Association)
- Walk to School Day
- Fresh Fruits and Vegetables Program
- SAFE Kids Program
- Healthy and Read to Learn Initiative- Prisma Health
- Coordinated School Health Team
- Conscious Discipline- Prisma Health

### Conscious Discipline

Conscious Discipline is a social emotional learning program that teaches self control and self regulation. Teachers began training in Conscious Discipline in the school year of 2019-2020. Training is ongoing and continues to stress informed practices for students of trauma.

### Academic Excellence

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
- Beta Club

### Parent Involvement

Parent involvement classes and activities are conducted by our Title 1 Faciliator and and a part time parent coordinator. Our parenting programs reflect the needs expressed to us by our parents and include:

- How to Keep Your Child Learning Over the Summer
- What Will My Child Learn Next Year?
- Rolling Up to 5K
- Parent Volunteer Program
- Share Fairs
- Family Engagement Nights
- Mommy and Me Storytime
- Raising a Reader
- English first for Spanish speakers
- Community resources
- On going enrichment as needed

Section 4

**Mission,  
Vision, and  
Beliefs**

**Westcliffe Elementary**

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.
- Teach students how to set goals and hold themselves to high expectations and be accountable for their learning and behavior.

### 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 to help them become members 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 learn from each other through collaboration. Students have the right to equal access to educational opportunities. Students have the responsibility to be active learners and take ownership of their learning. 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

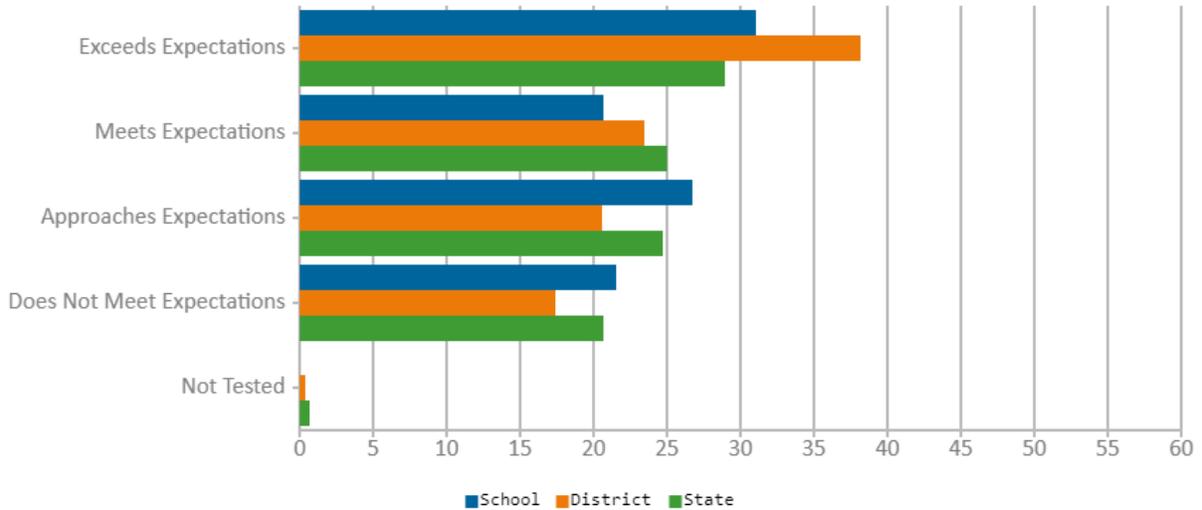
## Data Analysis and Needs Assessment

### Student Achievement Needs Assessment

#### SC READY TESTING DATA

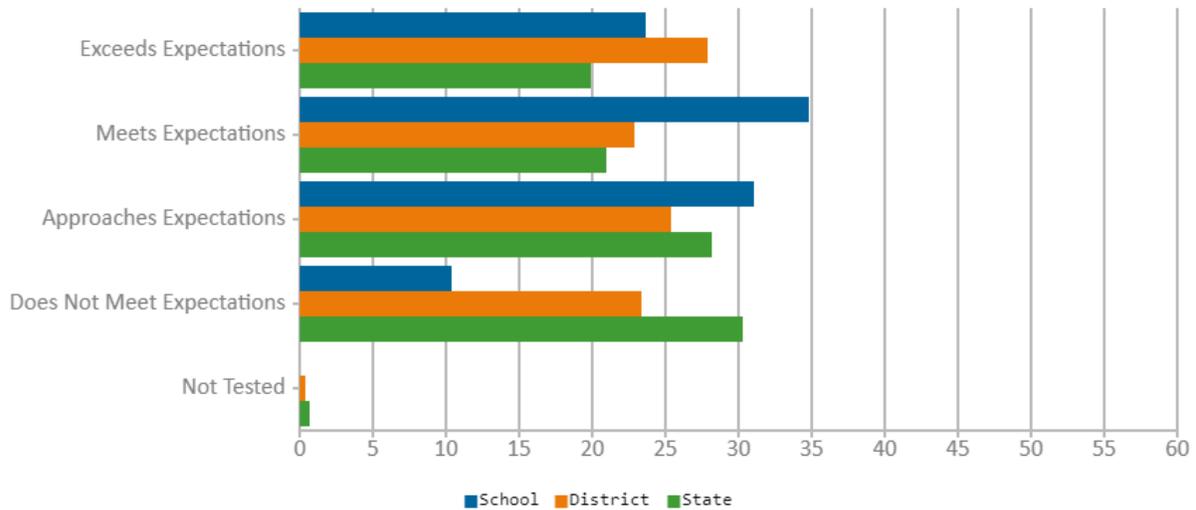
The following graphs show our SC Ready data from spring 2022. The first two figures show the percentage of students scoring in each performance level as compared to similar students in the district and in the state.

English Language Arts (Reading and Writing)



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

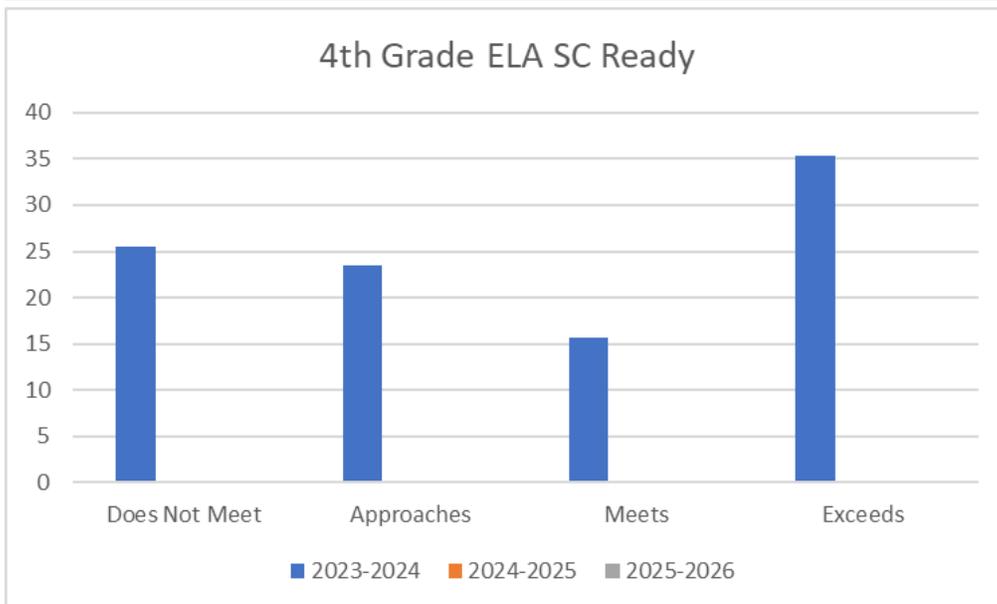
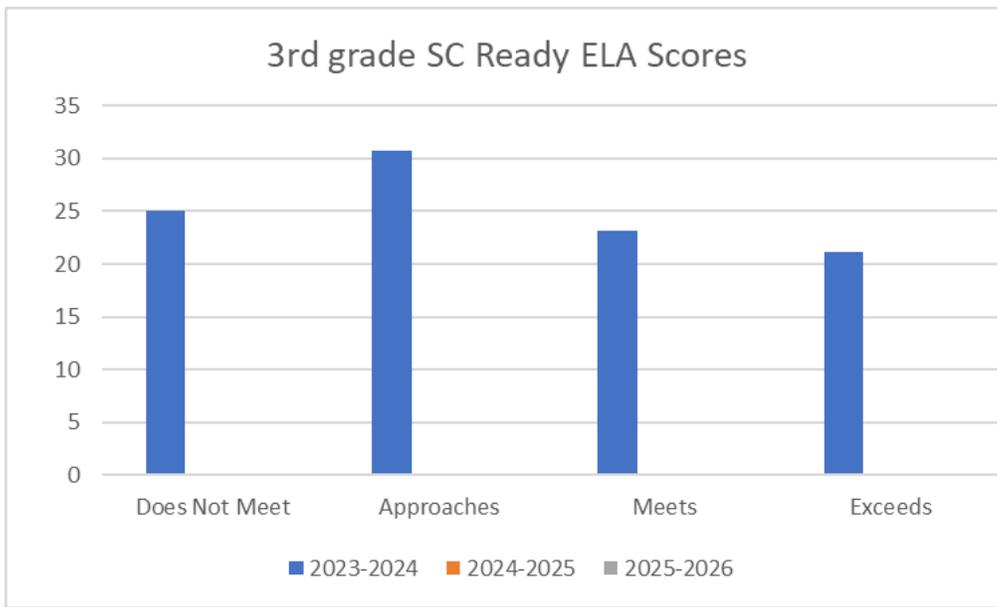
Mathematics

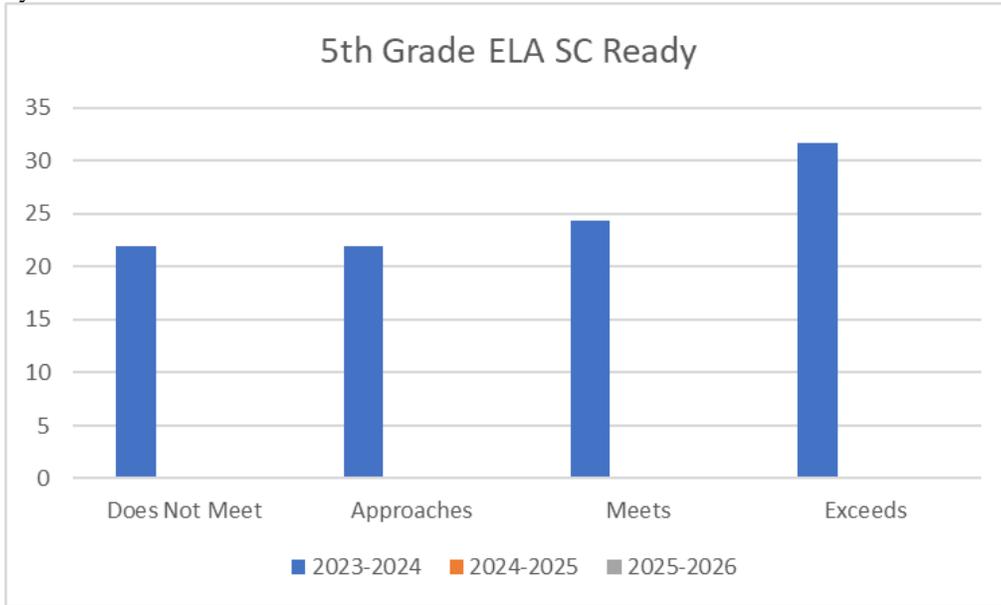


Note: Results from alternate assessments were included in the calculations where available.

The following graphs show the results for **SC Ready ELA Assessment** by grade level:

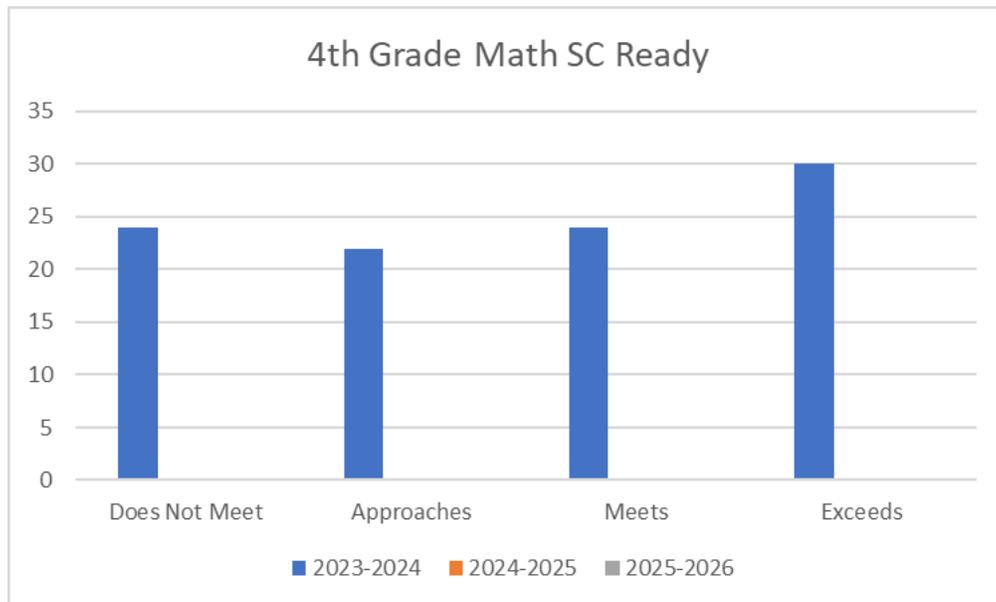
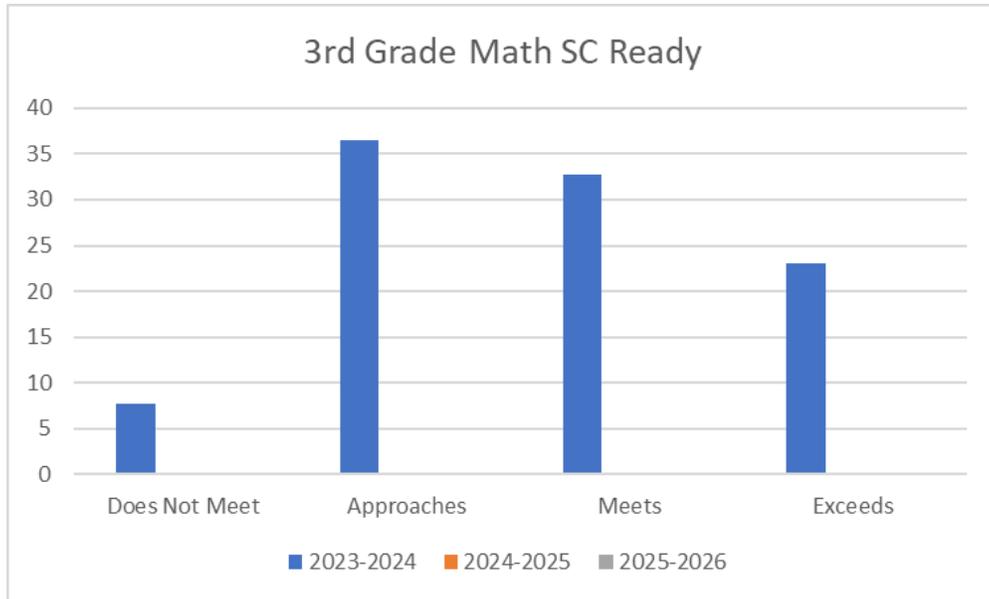
- The third grade students performed as follows: 25% did not meet, 30.8% scored in approaches, 23.1% met expectations, and 21.2% students exceeded expectations.
- The fourth grade students performed as follows: 25.5% did not meet, 23.5% scored in approaches, 15.7% met expectations, and 35.3% students exceeded expectations.
- The fifth grade students performed as follows: 22.0% did not meet, 22.0% scored in approaches, 24.4% met expectations, and 31.7% students exceeded expectations.

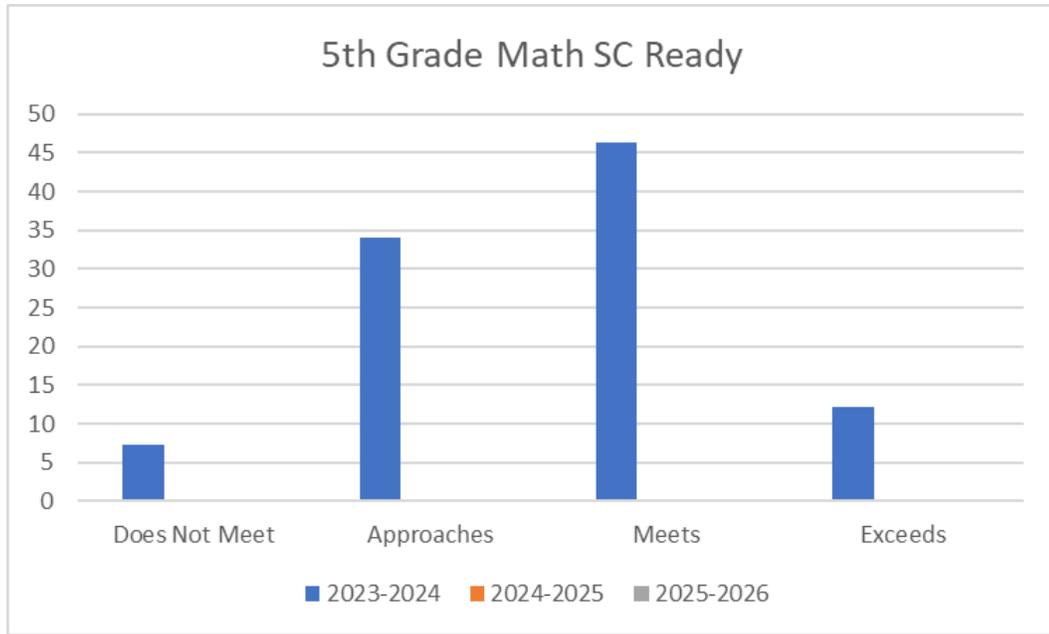




The following graphs show the results for each **SC Ready Math Assessment** by grade level:

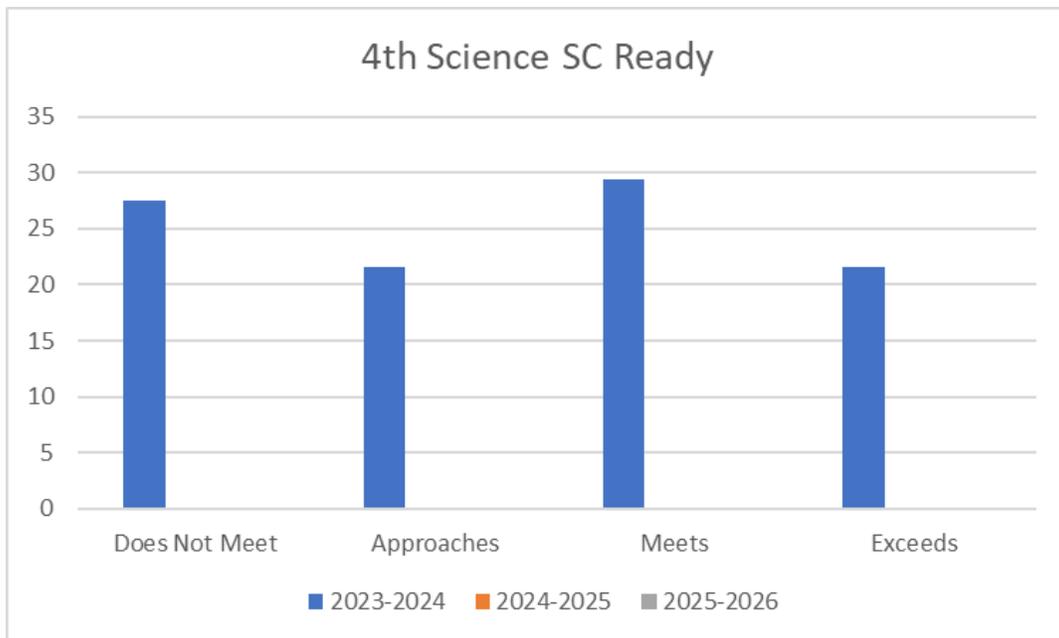
- The third grade students performed as follows: 7.7% did not meet, 36.5% scored in approaches, 32.7% met expectations, and 23.1% students exceeded expectations.
- The fourth grade students performed as follows: 24.0% did not meet, 22.0% scored in approaches, 24.0% met expectations, and 30.0% students exceeded expectations.
- The fifth grade students performed as follows: 7.3% did not meet, 34.1% scored in approaches, 46.3% met expectations, and 12.2% students exceeded expectations.





The following graph shows the **SC Ready Science** results for fourth grade students.

- In fourth grade 27.5% of students did not meet expectations, 21.6% were approaching expectations, 29.4% met expectations, and 21.6% exceeded expectations.



**Teacher and Administrator Quality**  
 Professional Development Calendar for 2024-2025

**Westcliffe Professional Development Calendar  
 2024-2025 School Year**

Date	Wednesday	Dates	Grade Level & Vertical PLC's
August 1 (Thur.)	Faculty Meeting: Opening Meeting 8:30		N/A
August 2 (Fri.)	Work in Classrooms		N/A
August 5 (Mon.)	Work in Classrooms		N/A
August 6 (Tues.)	4-6 Meet the Teacher		N/A
August 7 (Wed.)	Work in Classrooms		N/A
August 14	Teamwork on Websites, Schedules, Syllabus, Etc.	Aug. 19 (Mon.)	K4 & K5
		Aug. 20 (Tues.)	1st
August 21	Teamwork on Websites, Schedules, Syllabus, & Gradebook Set-up	Aug. 21 (Wed.)	2nd
		Aug. 22 (Thurs.)	3rd
		Aug. 26 (Mon.)	4th
August 28	Faculty Meeting	Aug. 28 (Wed.)	5th
September 4	Faculty Council	Sept. 9 (Mon.)	K4 & K5
		Sept. 10 (Tues.)	1st
September 11	Faculty Meeting	Sept. 11 (Wed.)	2nd
		Sept. 12 (Thurs.)	3rd
September 18	LETRS (New Staff)	Sept. 16 (Mon.)	4th

Westcliffe Elementary School Portfolio

		Sept. 18 (Wed.)	5th
September 25	LETRS (New Staff)	Sept. 23 (Mon.)	<b>Vertical PLC K4-2nd</b>
		Sept. 25 (Wed.)	<b>Vertical PLC 3rd-5th</b>
<b>Date</b>	<b>Wednesday</b>	<b>Dates</b>	<b>Grade Level &amp; Vertical PLC's</b>
October 2	LETRS (New Staff)	Oct. 7 (Mon.)	K4 & K5
		Oct. 8 (Tues.)	1st
October 9	Faculty Meeting (Fall Goal Setting)	Oct. 9 (Wed.)	2nd
		Oct. 10 (Thurs.)	3rd
October 16	LETRS (New Staff)	Oct. 14 (Mon.)	4th & 5th
October 23	LETRS (New Staff)	Oct. 28 (Mon.)	<b>Vertical PLC K4-2nd</b>
		Oct. 29 (Tues.)	<b>Vertical PLC 3rd-5th</b>
November 6	Faculty Council	Nov. 11 (Mon.)	K4 & K5
		Nov. 12 (Tues.)	1st
November 13	Faculty Meeting (Revisit Goals after Fall MVPA)	Nov. 13 (Wed.)	2nd
		Nov. 14 (Thurs.)	3rd
November 20	LETRS (New Staff)	Nov. 18 (Mon.)	4th
		Nov. 20 (Wed.)	5th
December 4	LETRS (New Staff)	Dec. 9 (Mon.)	<b>Vertical PLC K4-2nd</b>
December 11	Faculty Meeting	Dec. 11 (Wed.)	<b>Vertical PLC 3rd-5th</b>

Westcliffe Elementary School Portfolio

	(Title I Comprehensive Needs Assessment)		
December 18	Holiday Gathering		
January 8	Faculty Council	Jan. 6 (Mon.)	K4 & K5
		Jan. 7 (Tues.)	1st
January 15	Faculty Meeting	Jan. 8 (Wed.)	2nd
		Jan. 9 (Thurs.) Report Cards	3rd
January 22	LETRS (New Staff)	Jan. 13 (Mon.)	4th
		Jan. 15 (Wed.)	5th
January 29	LETRS (New Staff)	Jan. 27 (Mon.)	<b>Vertical PLC K4-2nd</b>
		Jan. 29 (Wed.)	<b>Vertical PLC 3rd-5th</b>
<b>Date</b>	<b>Wednesday</b>	<b>Dates</b>	<b>Grade Level &amp; Vertical PLC's</b>
February 5	LETRS (New Staff)	Feb. 3 (Mon.)	K4 & K5
		Feb. 4 (Tues.)	1st
February 12	Faculty Meeting	Feb. 5 (Wed.)	2nd
		Feb. 6 (Thurs.)	3rd
February 19	LETRS (New Staff)	Feb. 10 (Mon.)	4th
		Feb. 12 (Wed.)	5th
February 26	LETRS (New Staff)	Feb. 24 (Mon.)	<b>Vertical PLC K4-2nd</b>
		Feb. 26 (Wed.)	<b>Vertical PLC 3rd-5th</b>

Westcliffe Elementary School Portfolio

March 5	Faculty Council	March 3 (Mon.)	K4 & K5
		March 4 (Tues.)	1st
		March 5 (Wed.)	2nd
March 12	Faculty Meeting	March 6 (Thurs.)	3rd
		March 10 (Mon.)	4th
March 26	LETRS (New Staff)	March 12 (Wed.)	5th
		March 24 (Mon.)	<b>Vertical PLC K4-2nd</b>
		March 26 (Wed.)	<b>Vertical PLC 3rd-5th</b>
<b>Date</b>	<b>Wednesday</b>	<b>Dates</b>	<b>Grade Level &amp; Vertical PLC's</b>
April 2	LETRS (New Staff)	April 7 (Mon.)	K4 & K5
		April 8 (Tues.)	1st
April 9	Faculty Meeting SC READY Training	April 9 (Wed.)	2nd
April 16	LETRS (New Staff)	April 10 (Thurs.)	3rd
		April 14 (Mon.)	4th
April 23	LETRS (New Staff)	April 16 (Wed.)	5th
		April 28 (Mon.)	<b>Vertical PLC K4-2nd</b>
April 30	LETRS (New Staff)	April 30 (Wed.)	<b>Vertical PLC 3rd-5th</b>
May 4	Faculty Council		
May 11	Faculty meeting		

Westcliffe Elementary School Portfolio

May 18	LETRS (New Staff)		
May 25	LETRS (New Staff)		

**Sustain:**

\*LETRS Implementation

\*UFLI for Intervention, K5-3rd, and Small Group instruction in any grade

\*Begin to implement new ELA Curriculum with the state adopted materials for HMH  
(Year 1 will be 2024-2025)

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

Section 6

**School  
Climate  
Needs  
Assessment**  
Westcliffe Elementary

## School Climate Needs Assessment

At Westcliffe, our school climate is affected by the following areas. Students and teachers want to be at school and this is documented in the tables below.

Our students strive to use good behavior at Westcliffe. We have very few behavior issues at Westcliffe that result in a behavior referrals.

<b>Student Behavior Data</b>					
	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>
<b>1 Referral</b>	15%				
<b>2+ Referrals</b>	9.5%				

Our students love to come to school and our attendance percentage shows that students are at school most days unless they are sick.

<b>Student Attendance Rate</b>					
	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>
<b>Attendance</b>	94.2%				
<b>Truancy</b>	25.44%				

Teachers and parents want the best education for our students. Teachers communicate with parents on a regular basis and parent-teacher conferences are held in the fall to share information about progress and goals for the students.

<b>Parent-Teacher Conferences</b>					
	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>
<b>Parents who attended</b>	71%				

Parents and Community Volunteers are welcome at Westcliffe. Parents volunteer to chaperone field trips, supervise duty-free lunch for teachers, and help teachers in the classroom.

<b>Volunteer Hours</b>					
	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>
<b>Number of Hours</b>	399				
<b>Number of Volunteers</b>	14				

At Westcliffe, teachers are invested in the education of our students. It is a small school with a warm, family atmosphere. Teachers at Westcliffe work together as a family to make sure the students are thriving.

<b>Teacher Turnover Rate</b>					
	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>
<b>Total Teacher Turnover</b>	5				
<b>Number of Teacher in School</b>	32				
<b>Percentage of Teacher Turnover</b>	16%				

One way parents can stay informed about the progress of his/her child is with a Parent Backpack. Parents can see student's progress in classes, absences, and keep the school updated with correct information. There is also a way for teachers to communicate with parents through Backpack.

<b>Percent of Parents signed up for Backpack</b>					
	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>
<b>Percentage</b>	54.69%				

Westcliffe Elementary 2022-23 School Report Card:

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9RSZzaWQ9MjMwMTA5OA>

Section 7

# Action Plan

Westcliffe Elementary

## GOAL AREA 1 – Performance Goal 1

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)
<b>Performance Goal 1:</b> By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY <b>Math</b> will increase from <b>56%</b> in 2022-23 to <b>71%</b> in 2028-29.
<b>Interim Performance Goal:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by <b>3%</b> annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (ES)	59%	62%	65%	68%	71%
	56%	TBD	Actual (ES)					
	60%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.</b>					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	· ILT and Staff	\$0	N/A	<i>C</i>
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	· ILT and Staff	\$0	N/A	<i>C</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	· Teachers	\$0	N/A	C
<b>Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.</b>					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	· Academics Team, ILT, Teachers	\$0	N/A	C
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	· Academics Team and Curriculum Writers	District	District	C
3. Utilize <b>formative</b> and predictive assessment data to design differentiated instruction for all students.	2024-2029	· ILT & Teachers	\$0	N/A	C
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	· ILT	\$0	N/A	C
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	· Principal & AP	\$0	N/A	C
<b>Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.</b>					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	· Academics Team, ILT, Teachers	\$0	N/A	C

Westcliffe Elementary School Portfolio

<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b> <i>C=Continue, M=Modify, F=Finish</i>
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	· Academics Team, ILT, Teachers	\$0	N/A	C
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	· ILT & Teachers	\$0	N/A	C
4. Foster a collaborative relationship between schools and parents.	2024-2029	· ILT & Teachers	\$0	N/A	C
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	· ILT, Teachers, & Title I Coordinator	\$4,000	Title I	C

## GOAL AREA 1 – Performance Goal 2

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)
<b>Performance Goal 2:</b> By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY <u>ELA</u> will increase from <b>50%</b> in 2022-23 to <b>65%</b> in 2028-29.
<b>Interim Performance Goal:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by <b>3%</b> annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (ES)	53%	56%	59%	62%	65%
	50%	TBD	Actual (ES)					
	64%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Ensure all students have the skills and supports necessary to be reading on grade level by the end of 3rd grade.</b>					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	· ILT & Teachers	\$0	N/A	C
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	· District, ILT, Primary Teachers, Intervention	\$0	N/A	C
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by	2024 - 2029	· ILT & Teachers	\$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
district screeners, summative assessments and classroom observations.					
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.	2024-2029	· ILT & Teachers	\$0	N/A	C
5. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework.	2024-2029	· ILT & Teachers	\$0	N/A	C
<b>Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.</b>					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	· ILT & Teachers	\$0	N/A	C
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	· ILT & Teachers	\$0	N/A	C
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	· ILT & Teachers	\$0	N/A	C
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	· ILT & Teachers	\$0	N/A	C
5. Implement a range of assessment methods that measure student understanding.	2024-2029	· ILT & Teachers	\$0	N/A	C
6. Ensure vertical articulation of grade level content and practices.	2024-2029	· ILT & Intervention	\$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	· ILT & Teachers	\$27,000	Title I	C
8. R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities. b. Promote school readiness activities with parents and community through GCCS web-based resources. c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 5K maximum class	2024-2025	· Director of Early Intervention and Student Support			Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.					
<b>Action Plan for Strategy #3: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.</b>					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	· ILT & Teachers	\$0	N/A	C
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	· ILT & Teachers	\$0	N/A	C
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	· ILT & Teachers	\$0	N/A	C
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	· ILT & Teachers	\$0	N/A	C
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	· ILT & Teachers	\$0	N/A	C
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	· ILT & Teachers	\$3,000	Title I	C
<b>Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.</b>					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to	2024-2029	· ILT & Teachers	\$0	N/A	C

Westcliffe Elementary School Portfolio

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
support all students in building necessary reading skills.					
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	· ILT & Teachers	\$0	N/A	C
3. Build capacity for consistent implementation of the GCS <b>Secondary</b> ELA Instructional Framework.	2024-2029	· N/A		N/A	
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	· ILT & Teachers	\$0	N/A	C
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	· ILT & Teachers	\$0	N/A	C

## GOAL AREA 2 – Performance Goal 1

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
<b>Performance Goal 1:</b> 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).
<b>Interim Performance Goal:</b> Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	100%	100%	100%	100%	100%
	100%	TBD	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.</b>					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	· Administration & School Counselor	\$0	N/A	C
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	· ILT & Teachers	\$0	N/A	C

Westcliffe Elementary School Portfolio

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.</b>					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	· School Counselor	\$0	N/A	C

## GOAL AREA 2 – Performance Goal 2

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
<b>Performance Goal 2:</b> Reduce teacher turnover by <b>0.5</b> percentage points annually through 2029.
<b>Interim Performance Goal:</b> Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	TBD	Actual (District)					
			Projected (School)	15.5%	15%	14.5%	14%	13.5%
	16%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Provide a strong mentor or buddy to new certified staff or staff new to the building.</b>					
1. Pair teachers with a mentor or buddy based on similar characteristics and certification.	2024-2029	· ILT & Teachers	\$0		C

## GOAL AREA 3 – Performance Goal 1

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* <i>(* required)</i>
<b>Performance Goal 1:</b> Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year.
<b>Interim Performance Goal:</b> Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS - Incidents			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	TBD	Actual (District)					
			Projected (School)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (School)					

*\*On average, 21% of all students have misbehavior resulting in a disciplinary referral. Of those students, 60.5% receive additional behavior referrals.*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.</b>					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders	2024-2029	· Staff/District	\$0	N/A	C

Westcliffe Elementary School Portfolio

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
to monitor and continuously improve an aligned system across all schools.					
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	· Staff	\$0	N/A	C
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	· Staff	\$0	N/A	C
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	· Staff	\$0	N/A	C
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	· Staff	\$0	N/A	C
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	· Staff	\$0	N/A	C
<b>Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.</b>					

Westcliffe Elementary School Portfolio

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	· Staff	\$0	N/A	C
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	· Staff	\$0	N/A	C
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	· Staff	\$0	N/A	C
<b>Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.</b>					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	· Staff	\$0	N/A	C
2. Increase leadership opportunities within the school during the school day.	2024-2029	· Staff	\$0	N/A	C
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	· Staff	\$0	N/A	C
<b>Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.</b>					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	· Staff	\$0	N/A	C
2. Identify and address the underlying need communicated in incidents of Disrespect,	2024-2029	· Staff	\$0	N/A	C

Westcliffe Elementary School Portfolio

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.					
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	· Staff	\$0	N/A	C
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	· Staff	\$0	N/A	C
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	· Staff	\$0	N/A	C

## GOAL AREA 3 – Performance Goal 2

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
<b>Performance Goal 2:</b> By 2029, reduce the percentage of students who are chronically absent* by 10 points.
<b>Interim Performance Goal:</b> Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Student Services			Projected (District)	22%	20%	18%	16%	14%
	24%	TBD	Actual (District)					
			Projected (School)	23.4%	21.4%	19.4%	17.4%	15.4%
	25.4%	TBD	Actual (School)					

\*A student is chronically absent when they miss 10% or more of the days they are enrolled at a school site, no matter the reason.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.</b>					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	· Staff	\$0	N/A	C
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	· Staff	\$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.</b>					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	· Staff	\$0	N/A	C
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	· Staff	\$0	N/A	C
<b>Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.</b>					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	· Staff	\$0	N/A	C
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	· Staff	\$0	N/A	C
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	· Staff	\$0	N/A	C

## GOAL AREA 3 – Performance Goal 3

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
<b>Performance Goal 3:</b> Increase connection between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent/teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by 10-percentage points.
<b>Interim Performance Goal:</b> Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Education Technology Support (ETS)			Projected (District)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (District)					
			Projected (School)					
	54.69%	TBD	Actual (School)	56.69%	58.69%	60.69%	62.69%	64.69%

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Increase parent engagement with district communication platforms.</b>					
1. Increase parent and guardian utilization of Backpack.	2024-2029	· Staff	\$0	N/A	C
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	· Staff	\$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	· Staff	\$0	N/A	C
<b>Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.</b>					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	· Staff	\$0	N/A	C
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	· Staff	\$0	N/A	C
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	· Staff	\$0	N/A	C
<b>Action Plan for Strategy #3: Increase two-way parent engagement at the school level.</b>					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing).	2024-2029	· Staff	\$0	N/A	C
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	· Staff	\$0	N/A	C
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic,	2024-2029	· Staff	\$0	N/A	C

Westcliffe Elementary School Portfolio

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
and academic) present in the school community.					