Heritage Elementary
International Baccalaureate School

Scope Plan 2018-19 through 2022-23   Annual Update

Mrs. Heather Hester, Principal

1592 Geer Highway

Travelers Rest, SC 29690

Greenville County Schools

Dr. W. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Heritage Elementary

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

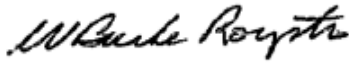**SCHOOL RENEWAL ANNUAL UPDATE FOR 2019-2020** *(one year)*

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

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

SUPERINTENDENT

Dr. W. Burke Royster	*W Burke Royster*	
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Mrs. Heather Hester		3/20/19
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Crystal Ball O'Connor		

PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Ms. Brittany Brown		3/20/19
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Rima Dakhlallah		3/20/19
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1592 Geer Hwy. Travelers Rest, SC 29690

SCHOOL TELEPHONE: (864) 355-6000

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

POSITION	_NAME_
1. PRINCIPAL	Mrs. Heather Hester
2. TEACHER	Mrs. Kristi Evans
3. PARENT/GUARDIAN	Mrs. Pam Sammons
4. COMMUNITY MEMBER	Mrs. Rebecca Crown Cooper
5. PARAPROFESSIONAL	Ms. Chryse Walker
6. SCHOOL IMPROVEMENT COUNCIL MEMBER	Ms. Brittany Brown
7. SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD	Mrs. Rima Dakhlallah
8. SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM MEMBER	Mrs. Christina Luther

9. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

Assistant Principal	Instructional Coach/IB Coordinator
Cindy Crouch	Ashley LaRoche
School Read to Succeed Literacy Leadership Team	**Faculty Council 2018-2019**
Ms. Pam Atkison Mrs. Rima Dakhlallah Mrs. Christina Luther Mrs. Heather Hester Mrs. Cindy Crouch Mrs. Kim Cole Mrs. Ashley LaRoche	Mrs. Heather Hester Mrs. Cindy Crouch Mrs. Ashley LaRoche Ms. Jeannie Gully Mrs. Alison Auman Mrs. Amanda Loftis Mrs. Amy Grumbles Mrs. Stephanie Crain Mrs. Lynn Looper Mrs. Sharon Gillespie Mrs. Kerry Gulyas Mr. Brady Coyle-Smith Mrs. Dana Crumley

Heritage Elementary Teachers 2018-2019

Preschool	Kindergarten	1st grade	2nd grade	3rd grade
Alison Auman Claire Poulin	Amanda Loftis Donna Jent Kristi Evans	Becky Bridwell Valerie Deyton Lynn Mills Gabriael Capps Amy Grumbles	Stephanie Crain Leslie Bowers Amy Lyn Reeves Mac Martin Anna Ludwig	Chelsea Ganske Pam Moore Lynn Looper Shelley Kozic Stacy Cunningham
4th grade	5th grade	Special Education	Specialists	Related Arts
Celeste Schultz Sharon Gillespie Sarah Epps Caroline Crenshaw	Devyn Washburn Kerry Gulyas Lindsey Grumbles Lindsey Buckley	Corrine Wickline Alex Zimmerman Billy Chapman Stefanie Khattab Dana Crumley Nicole Lunghi	Rima Dakhlallah Pam Atkison Christina Luther Nellie Ledford (GT)	Brian McGuffee Brady Coyle-Smith Lu Wixon Debbie Allen

Paraprofessionals (Updated 2017-2018)				
Stacy Shipman	Hannah Fluke	Stacy Silvers		Connie Parfitt
Tammy Kozic	Donna Churray	Elizabeth Mills Debbie Bell		Amber Smith

Support Staff (Updated 2017-2018)

Secretary/Finances	School Nurse	Guidance Counselor
Debra Taylor	Patty Silver	Jeannie Gully
(PT) Clerk/Receptionist	**Cafeteria Manager**	**Plant Engineer**
Wanda Casad	Kim Kelley	Chris Harton
Greenville Mental Health Counselor	**Attendance/Clerk/ Receptionist**	**Media/Office Assistant**
Meg Rigamonti	Chryse Walker	Angie McCarson

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

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

⦿ Yes ○ No ○ N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.	

⦿ Yes ○ No ○ N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.	

⦿ Yes ○ No ○ N/A	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.	

⦿ Yes ○ No ○ N/A	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.	

⦿ Yes ○ No ○ N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.	

Table of Contents

Introduction

The motto of Heritage Elementary is "Hometown School...World Class Education" where we focus on our why...Every Child. Every Day. No Matter What.

The school portfolio was developed to document the changes and progress our school has made while working continuously to improve our efforts. The portfolio provides our school community with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

This school portfolio is a living document that describes Heritage and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The portfolio also describes how we build and utilize our overall school plan for the purpose of increasing student learning—our ultimate outcome. The school and community members were involved in developing the narrative for our portfolio.

The narrative is a reflection of the collaborative efforts of the school staff, School Improvement Council, and Parent Teacher Association. Much of the narrative content came from discussions of the staff in the process of evaluating our work, professional learning communities, surveys, committees, and grade level planning.

The five categories utilized in this school portfolio are:

- ❖ Executive Summary
- ❖ School Profile
- ❖ Mission, Vision, and Beliefs
- ❖ Data Analysis and Needs Assessment
- ❖ Action Plan

The school portfolio is a comprehensive report that provides the story of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the world.

As the school and all of its stakeholders look ahead to the new national initiatives, we see where we can grow and where we can excel. Our students will be college and career ready and our staff will continue to grow in the education profession.

Vertical Teams 2018--2019

Team 1	Team 2	Team 3	Team 4	Team 5
Jent	Loftis	Auman	Evans	Mills
Deyton	A Grumbles	Bridwell	Capps	Poulin
Crain	Bowers	Martin	Ludwig	Reeves
Ganske	*Looper	Moore	Cunningham	Kozic
Schultz	Crenshaw	Epps	*Gillespie	Dakhlallah
Washburn	Buckley	Gulyas	L Grumbles	Gully
Zimmerman	Lunghi	Wickline	Khattab	Crumley
Luther	Atkison	D Allen	Ledford	Coyle Smith
Cole	McGuffee	Wixon	Chapman	

Executive Summary

Heritage Elementary School is a K3-5th grade public International Baccalaureate school that currently houses 624 students. All teachers in 5K-5th grade will teach six IB units and 3/4K will teach four units by the end of the school year. Teachers are using inquiry-based lessons in their classrooms. Related arts teachers have collaborated with classroom teachers to incorporate IB principles, attitudes, and unit themes in their work, as well. Collegiality and a renewed sense of purpose have blossomed as the faculty has worked diligently together on this Strategic Plan. As a school in Greenville County, we align ourselves with the district goals for the students in our district. We hold our students to the same levels of excellence.

These goals are:

● Raise the academic challenges and performance of each student.

● Ensure quality personnel in all positions.

● Provide a school environment supportive of learning.

● Effectively manage and further develop necessary financial resources.

● Improve public understanding and support of public schools

Summary of Student Achievement

Heritage Elementary has three subgroups: students who are African American, students who receive free and reduced lunch, and students who receive special education services. Many

of our students are raised by someone other than their parents. Many are raised by guardians, aunts/uncles, and even grandparents.

- On SC READY ELA:
  - In Grade 3, we decreased the % of students scoring Does Not Meet by 5%.
  - In Grade 5, we decreased the number of students scoring Does Not Meet by 7%.
  - The total percentage of students meeting or exceeding expectations in grades 3-5 was 34%. The individual grade level percentages meeting/exceeding expectations were: 3rd grade: 39.3%, 4th grade: 30%, and 5th grade: 33.1%.
- On SC READY Math:
  - In Grade 5, we decreased the number of students scoring Does Not Meet and Approaches, while increasing Meets/Exceeds.
  - The total percentage of students meeting or exceeding expectations in grades 3-5 was 44%. The individual grade level percentages meeting/exceeding expectations were: 3rd grade: 48.6%, 4th grade: 37.3%, and 5th grade: 43.85%.
- On SCPASS Science, we saw a 3.3% increase on Met/Exemplary.
- On SCPASS Social Studies, we saw a 9.9% increase in Met/Exemplary.

Summary of Teacher and Administrator Quality

Heritage Elementary is part of the International Baccalaureate continuum in the northern part of Greenville County. It is essential that all faculty are trained in the introductory level of IB while working at the school. As funding becomes available, teachers will be given the opportunity to attend some updated IB trainings. Quality staff development is provided on campus. Staff development is designed to help teachers maintain highly qualified certification. All of the Heritage administration and staff are classified as "highly qualified" per the State Department of Education.

Professional development opportunities are provided throughout the year both in the school setting and at the district setting. Teachers have the opportunity to attend district trainings early in the summer. During year, the school began a focus on professional development that centered on technology. The teachers were able to learn the basics of Google and some exciting activities to try in the classroom like virtual field trips and blogging. Some teachers had classrooms serve as "lab" settings in the area of technology and reading. Both our primary and intermediate reading mentors provided professional development for teachers in the area of literacy. Teachers also attended trainings at the school and district levels in the areas balanced literacy, math, and using data to make informed decisions when it comes to planning and instructional delivery.

School Climate

Each year teachers, students, and parents are surveyed and those results show up on the state report card for each school.

- 90.3% of parents, 100.0% of teachers, and 96% of students indicated satisfaction with the learning environment on the 2018 school report card survey.
- 87.2% of parents, 100% of teachers, and 92% of students indicated satisfaction with the social and physical environment on the 2018 school report card survey.
- 79.5% of parents, 85.7% of teachers, and 88% of students indicated satisfaction with the school-home relations on the 2018 school report card survey.

Challenges (from the past three years):
- Strategies are needed to close the achievement gap for low achieving students and strategies to continue to challenge the academically strong students.
- Teachers need opportunities to study and reflect upon student work.
- More emphasis must be made on project-based learning.
- IB Units must be continually evaluated across the curriculum and grade levels, both horizontally and vertically.
- Our student population is changing more and more and the amount support needed for these students continue to grow
- Teachers receiving the updated Balanced Literacy training from the school district

Awards and Accomplishments (from past three years):
- Fully Authorized International Baccalaureate Primary Years Program by the International Baccalaureate Organization
- Graham Foundation Grant
- Walmart Grant
- Cliffs Outreach School
- National Board Certified Teachers
- Early Literacy Program
- Golden Apple Award
- Fully Accredited by AdvancED
- United Way Award
- Battle of the Books District Winners 2016
- Safe School Award
- Target Grant
- MAC Grant for Art Works Day
- Donor's Choose

School Profile

The Community

The city of Travelers Rest is situated approximately nine miles north of the city of Greenville. In the recent census, it was found that Travelers Rest is one of the fastest growing areas in Greenville County. Heritage Elementary is expecting to benefit from this growth as numerous subdivisions are being proposed in close proximity to the school. Heritage also draws a sizable portion of its population from the Slater-Marietta area, which is farther north up Highway 276. Both the Heritage and Slater-Marietta communities are traditionally blue-collar, close-knit, and family oriented. Our students' families live, work, and play in our community... and many families have been here for generations.

The School Community: Heritage Elementary Historical Events and Facilities

The school was created out of necessity, when the former Travelers Rest Elementary School was suddenly declared to be unsafe and its students and teachers were re-located to nearby Gateway Elementary until a new facility could be constructed. In August of 1994, students and faculties from the former Ebenezer and Travelers Rest Schools joined to establish Heritage Elementary in a new facility located on Geer Highway, just across the road from Northwest Middle School. Heritage Elementary is located in Travelers Rest, Northern Greenville County. The **facility's** perimeters show evidence of student landscaping efforts and provide an ever-changing array of colors with each season. The school hopes to one day have the Swamp Rabbit Trail run through the front yard as it extends up to the North Carolina state line. The **facilities** at Heritage consist of forty-six classrooms total.

Heritage has put many things in place, since the groundbreaking of the building, both academically and socially to help its students and the community. The school strives to educate, foster, inform, and benefit the lives of children and their families. We strive teach children in a caring and safe environment with a staff who is supportive of the students and each other. We provide an international education and teach children the universal character attributes which promotes a peaceful and productive member of the world's society. We provide fundamental skills that will produce life-long learners

The school supports all students academically and makes student-centered decisions. Students receive instruction based on their needs. With our school moving to a more

inclusive environment, our special education population is benefiting more. Heritage is a **balanced literacy school** with a literacy coach and two literacy mentors. Heritage has a reading interventionist at every grade level and the assistant principal pulls those students who have high reading levels and works with them. **Inquiry** drives the instruction in the building. The teachers use science kits, primary sources, textbooks, mentor texts, math manipulatives, the Internet, a variety of educational computer based programs, and arts integration. All classrooms are equipped with **technology**. During the 2018-2019 school year, students in second thru fifth grade were issued a chromebook. By the middle of the school year, students in first grade were issued individual chromebooks. Students in Prek and K5 will also have more technology in the classroom. The school has worked to purchase more nonfiction material for both the library and individual classrooms to foster standards that are college and career ready. Since Heritage is an IB school, students starting at 1st grade attend a Spanish class. Students in the primary grades attend Spanish once a week while students in the intermediate grades attend Spanish twice a week. Heritage has two classrooms set for Spanish instruction. Teachers get to have student centered conversations based on data with the instructional leadership team in the data room which houses the data from these meetings as well as Fountas and Pinnell levels for the entire school.

The School Community: Outside Support

Heritage parents are encouraged to participate in all facets of the program. Open house presentations, musical programs, and PTA meetings are widely advertised and have an overall high rate of attendance. Heritage added an Inquiry Fair to the schedule that was not just a PTA meeting but an event where students and parents could participate in hands on math, science, and engineering activities. The school envisions our families, staff, and community working together to help our children succeed. Heritage Elementary is committed to exploring and developing new strategies for our community, which will help the teachers and children meet the challenges of a fast paced, ever changing world. Heritage recognizes that parental involvement is one of the greatest contributors to student success in school.

We have a very supportive Parent Teacher Association (PTA) and School Improvement Council (SIC). Our PTA has a Parent Volunteer Coordinator who ensures classroom teachers have volunteers when needed. Several parents come on a regular basis and are part of our School Improvement Council (SIC). Not all volunteers serve on committees. Some volunteers run copies, distribute newsletters, help shelve books in the school library, stock and organize the Fountas and Pinnell leveled library, read to students, tutor, and/or serve as room mom. Parent volunteers are actively helping teachers spend more time on academics. Two other groups from the community that works with Heritage are the members of OLLI at Furman and the Cliff's Outreach Program. They provide financial support, academic help, and mentorship. These folks give of their time and wallets to help our students be more successful. The groups of volunteers work with the school's literacy coach to set up times to

work with students throughout the school. Some volunteers work with the school's youngest learners with concepts of print and letter recognition while others read with the students and help read tests allowed to students.

SIC 2018-2019		PTA 2018-2019	
Principal	Heather Hester	President	Pam Sammons & Amanda Roeben
Assistant Principal	Cindy Crouch	Vice President	Brittany Brown
IC/IB Coordinator	Ashley LaRoche	Secretary	Emily Ballew
Counselor	Jeannie Gully	Treasurer	Kristin Blake & Jenn Wagnon
Teacher	Kristi Evans	Memberships	Ruby Cogar-Jones
Community Member	Sherri Oates Rebecca Crowne Cooper	Communications	Jess Bayne
		Volunteer Coordinator	Crystal Hensley
		Community Outreach	Antrey Frazier
SIC Chairperson	Brittany Brown	Reflections	Anne Wyatt
Parents	Teresa Lightle Pam Sammons	WATCH D.O.G.S.	Aaron Bayne
		Members At Large	Michelle Allen & Tanya Maxwell
		School Spirit/Spirit Nights	Kim Anderson
		Room Parent Coordinator	Ashley Krasnicki
		Fundraising Coordinator	Laurie Brickner Jewell
		School Store Coordinator	Heather Degaldo

School Personnel

Heritage Leadership and Administration

Our principal is Mrs. Heather Hester. She is originally from Minnesota. She holds an undergraduate degree in Elementary Education and Spanish from Concordia College in Moorhead, MN. She also holds a Master's in Educational Leadership from Furman University. She has been affiliated with Greenville County Schools for many years in a variety of capacities. She has taught both elementary and middle school and has served as an administrator in both levels, as well. Her teaching experience includes Bilingual (Spanish/English) 1st Grade in

Irving, TX; Spanish, Language Arts, and Study Skills at Tanglewood Middle; and 1st Grade at Slater-Marietta Elementary School. Her administrative experience includes working as an Administrative Assistant at Northwest Middle, and Assistant Principal at Greer Middle, Blythe Academy of Languages, and Buena Vista Elementary School.

Our assistant principal is Mrs. Cindy Crouch. Mrs. Crouch has a Bachelor of Science in Elementary Education and a Masters in Elementary Administration, both from Indiana State University. She also has thirteen years of classroom experience in grades 1st-4th.

The Leadership Team

This team consists of the principal, assistant principal and the instructional coach. The team meets to discuss ways to increase student achievement through analysis of data both formally and informally, as well as curriculum planning. This group collectively plans professional development throughout the year

Faculty Council

This is a vertical team/professional learning community comprised of teachers from each grade, special education, and related arts. This team meets with the Leadership Team one Wednesday out of each month. The team discusses everything from schedules, professional development, curriculum, and assessment. This vertical team also attends a summer retreat where the goals and events are planned for the upcoming school year

Instructional Staff

The school has very little turn over. The school has a total of seventy-eight faculty and staff members including two administrators. There is not much diversity on the Heritage faculty. The school has four male professional staff (including part time staff) and forty-six female professional staff. Heritage does not have much ethnic diversity as well. The ethnic distribution of our faculty and staff is 99% Caucasian and 1% Jordanian.

When looking at the faculty, 70.2% of teachers have advanced degrees. This is up from the previous year as many of our faculty look to further their education. The percentage of teachers returning from the previous year is approximately 89.5%. The average attendance rate for the Heritage faculty was 92.0%. The Heritage faculty does not see a lot of turnover. With our smaller student body this past year, the school did lose quite a few positions.

Here is a snapshot of our staff:

- 2 full time speech teacher
- 10 Instructional assistants
- 1 Greenville Mental Health Counselor

- 1 Literacy Coach
- 1 Instructional Coach/IB Coordinator
- 2 PreK teachers

- 1 traveling Gifted and Talented teacher
- 2 Administrators
- 2.5 RTI teachers
- 1 Guidance Counselor
- 4 Related Arts Specialists
- 4 traveling Related Arts Specialists
- 1 Nurse

- 1 Self-Contained Special Education teacher
- 3 Kindergarten teachers
- 5 First grade teachers
- 5 Second grade teachers
- 5 Third grade teachers
- 4 Fourth grade teachers
- 4 Fifth grade teachers
- 1 Media Specialist

New Teacher Mentoring Program

With the new hire of teachers at Heritage, a new teacher mentoring program was established. The mentoring program called, "M & M's," meets once a month on a variety of topics. During the meetings, the principal, assistant principal, instructional coach, mentors and mentees meet to discuss these topics. These include, but are not limited to, PAS-T notebooks, assessment, and rituals.

Decision Making Process

Staff meetings, grade level planning, professional learning communities, Faculty Council, PTA Board, vertical teams, and the School Improvement Committee (SIC) are all used to communicate the results of research data and to generate ideas about integrating the school's vision across the curriculum. PTA meetings, teacher web sites and weekly newsletters communicate pertinent information to the community. Faculty Council and the School Improvement Committee each meet once a month to discuss important issues and to implement plans to achieve desired results. Grade level planning is held weekly for teachers to plan, articulate, and share decisions on the grade level. Professional learning communities are held at least once a month with the instructional coach and another time with the principal. Staff meetings are held on the first Wednesday after school hours. The PTA board also meets once a month to discuss and vote on any pertinent issues. Many of the items that took staff time previously are now communicated through email, newsletters, and educational social networking.

Student Population

Who we are:

Total: 634 students

521 White Students	1 Native Hawaiian or Other Pacific Islander Student
44 African American Students	55.5% Free and Reduced Lunch

22 Hispanic/Latino Students	69.04% Poverty Index
9 Asian Students	
37 Multi-Racial Students	

Based on the 2018 data, the student attendance rate in our school is 95.3%. The school still had a better attendance rate than the state objective 94.0%. The school had a retention rate of 0.3% which is down from the previous year. We have 13.6% of our student population who is served by the gifted and talented program. We have 23% of our student population who attends Heritage on special permission. We have 146 students in grades K3-5 (21.7%) receive special education services. This includes a pre-school class, as well as a self-contained multi-categorical class. Of the 146 students, 123 are served through inclusion, pull out resource, or speech pull out models. Heritage Elementary has three subgroups: students who are African American, students who receive free and reduced lunch, and students who receive special education services. The school also has a K3/K4 Special Education/Developmental Preschool class that serves students with developmental delays, autism, and other identified needs.

Student classifications of primary disabilities include:

- 62 Speech Only
- 45 Specific Learning Disability
- 5 Other Health Impairment
- 3 Multiple Disabilities
- 1 Intellectual Disability (Mild)
- 15 Developmental Delay
- 1 Orthopedically impaired
- 14 Autism
- Inclusion classes exist in grades 4-5 (4 classrooms)
- 37 students receive Gifted and Talented instruction
- Reading intervention services are offered in grades K5-3 by certified teachers

Academic and Behavioral Features

Heritage Elementary also offers an OnTrack Academic Team who looks at students who are struggling academically and/or with behavior. Some students may attend a reading intervention class to receive more help in reading. Reading intervention services are offered in grades K5-2nd grade by certified teachers. A book club for advanced readers is run by the assistant principal and meets every other week.

Heritage works closely with the OLLI group at Furman University. The school receives adult volunteers from OLLI that work with students once per week on reading fluency. The school has a morning/afternoon tutoring/homework help program called Pioneer Prep that meets four

times a week. There are fifty-four students who attend the program. The program began in September and ended in May. The program is provided for identified students in fourth and fifth grade.

Other Programs and Features of the School:

Heritage Elementary is proud of its International Baccalaureate program. There are many instructional programs that Heritage uses to help and challenge the students daily. Some of those include:

• International Baccalaureate Primary Years Program • Daily Spanish instruction • RAZ Kids Reading Program • Volunteer Tutors on All Grade Levels • Promethean Boards in All Classrooms • Terrific Kids Program • Art Works Day • CATCH Program • Challenge Program (Gifted and Talented) • Character Education Program • Chorus • Cliff's Resident Outreach Volunteers • Computer Lab • Early Reading Intervention • Extended Aftercare Program (2:30-6:00) • Fountas and Pinnell Balanced Literacy Instruction • Student Council • Career Day with G+ initiative • After School Enrichment Programs (Art, Lego Club, Programming Club, Running Club, Tae Kwon Do, Good News Club)	• Field Day • Technology in all classrooms (laptops, Chromebooks, and IPads) • Competition at the district Battle of the Books Ceremony • National Board Certified Teachers • School Safety Patrol Program • Inquiry-Based Instruction • Response to Intervention Program • Pioneer Prep Tutoring Club • Science hands on kits • Inquiry Fair in the winter • Virtual Field Trips

Mission, Vision, and Beliefs

Our Mission

The mission of Heritage Elementary is to provide high quality academic, social, and life experiences that help develop young children into successful, independent adults.

Our Vision

We inspire our students to become lifelong learners by implementing best practices in a safe and nurturing environment.

Our Values and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about work and how we think it should operate.

We believe…

- Caring teachers, administrators, and support staff must have high expectations of all students in both their academic performance and their social behavior.
- Communication is essential to foster a successful partnership between parents, students, and staff.
- Students should feel confident, and emotionally and physically safe while at Heritage Elementary School.
- The curriculum, instruction, and assessment should be efficient, informative, and instructionally driven.
- Curriculum and instruction must meet the needs of all students and prepare each student for success.
- Education is the shared responsibility of students, home, school, business, and community.
- Early reading and mathematical thinking are the foundations for educational success.

Motto

"Hometown School—World Class Education"

Data Analysis and Needs Assessment

The Heritage Elementary School goals correlate to the Greenville County School District's goals. Our goal at Heritage Elementary School is excellence for all students. We aspire to achieve this excellence through offering a well-rounded curriculum in our IB-PYP program. Students not only study the core academics of reading, writing, mathematics, science and social studies, but also Spanish, PE, Music, and Art. Through this rich curriculum, students find ways to excel in areas that are unique to their abilities and interests. The Heritage Staff have offered a variety of enrichment opportunities to students throughout the year.
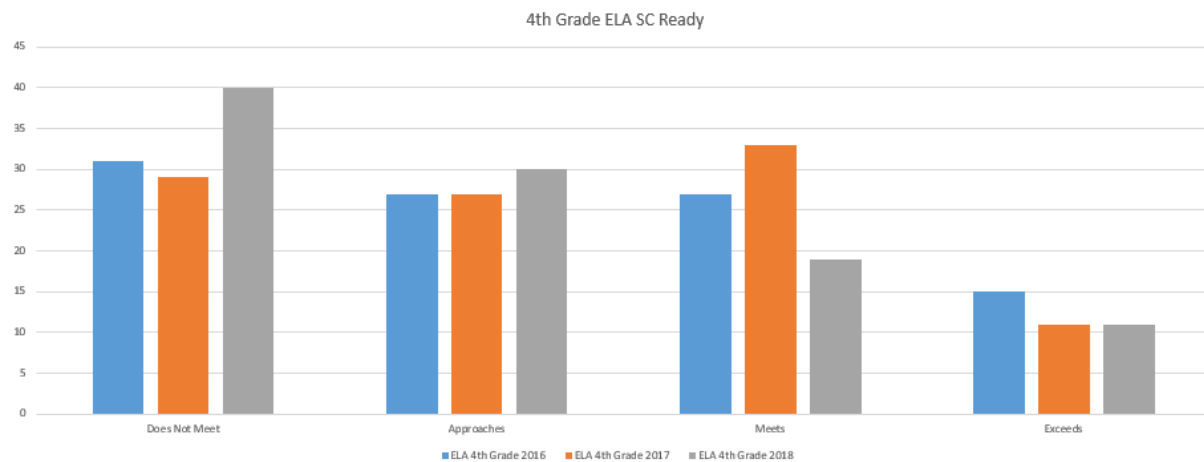
Student Achievement Needs Assessment

- On SC READY ELA:
  - In Grade 3, we decreased the % of students scoring Does Not Meet by 5%.
  - In Grade 5, we decreased the number of students scoring Does Not Meet by 7%.
  - The total percentage of students meeting or exceeding expectations in grades 3-5 was 34%. The individual grade level percentages meeting/exceeding expectations were: 3rd grade: 39.3%, 4th grade: 30%, and 5th grade: 33.1%.

SC Ready Grade 3 ELA Results We decreased the % of students scoring Does Not Meet by 5%!

ELA 3rd Grade 2016 ELA 3rd Grade 2017 ELA 3rd Grade 2018
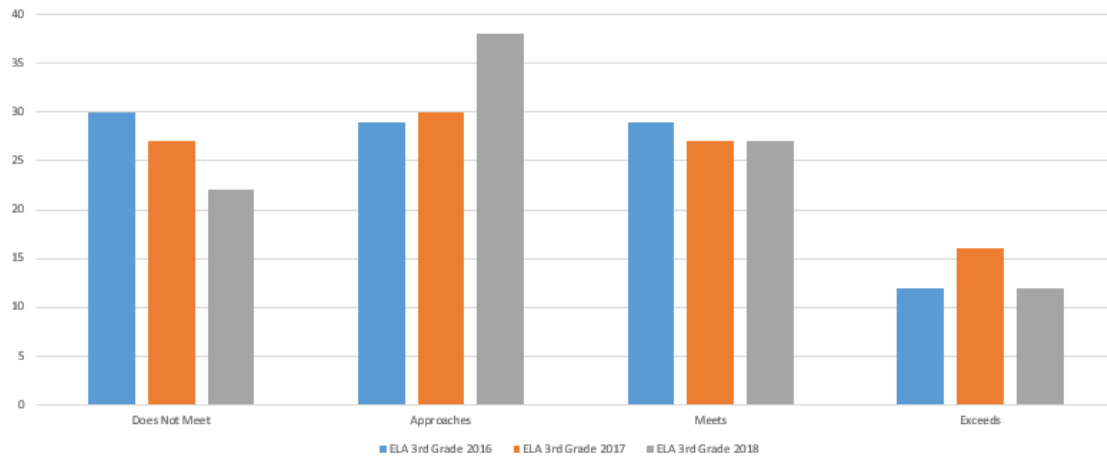
SC Ready Grade 4 ELA Results

4th Grade ELA SC Ready

ELA 4th Grade 2016 ELA 4th Grade 2017 ELA 4th Grade 2018

SC Ready Grade 5 ELA Results We decreased the number of students scoring Does Not Meet by 7%!
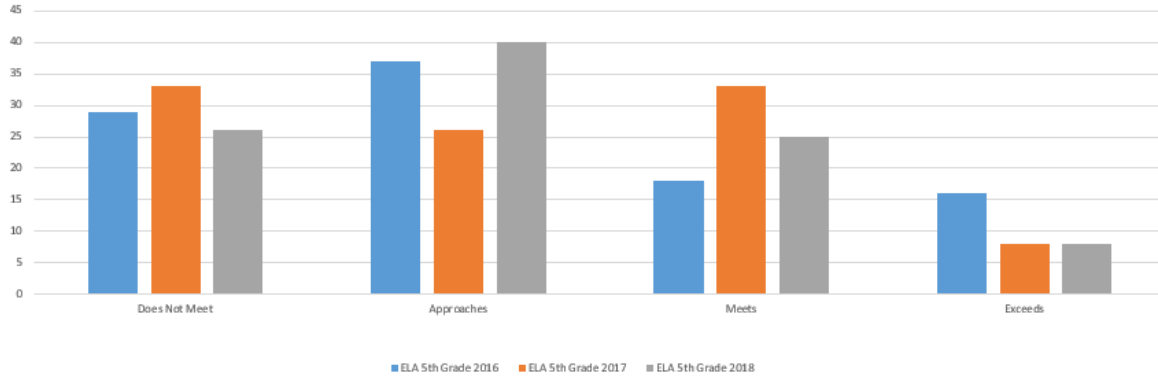
ELA 5th Grade 2016   ELA 5th Grade 2017   ELA 5th Grade 2018

- On SC READY Math:
  - In Grade 5, we decreased the number of students scoring Does Not Meet and Approaches, while increasing Meets/Exceeds.
  - The total percentage of students meeting or exceeding expectations in grades 3-5 was 44%. The individual grade level percentages meeting/exceeding expectations were: 3rd grade: 48.6%, 4th grade: 37.3%, and 5th grade: 43.85%.
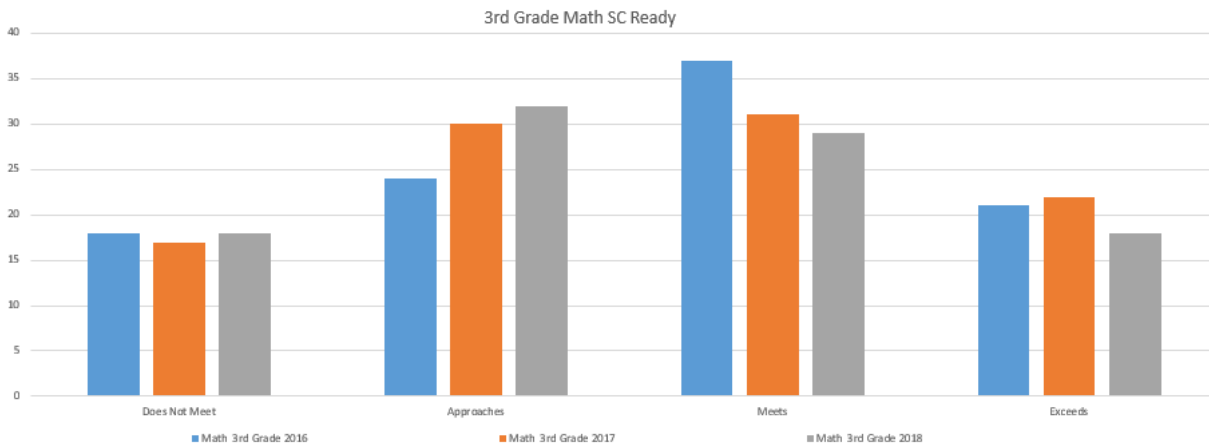
SC Ready Grade 3 Math Results

3rd Grade Math SC Ready

Math 3rd Grade 2016   Math 3rd Grade 2017   Math 3rd Grade 2018

SC Ready Grade 4 Math Results

4th Grade Math SC Ready
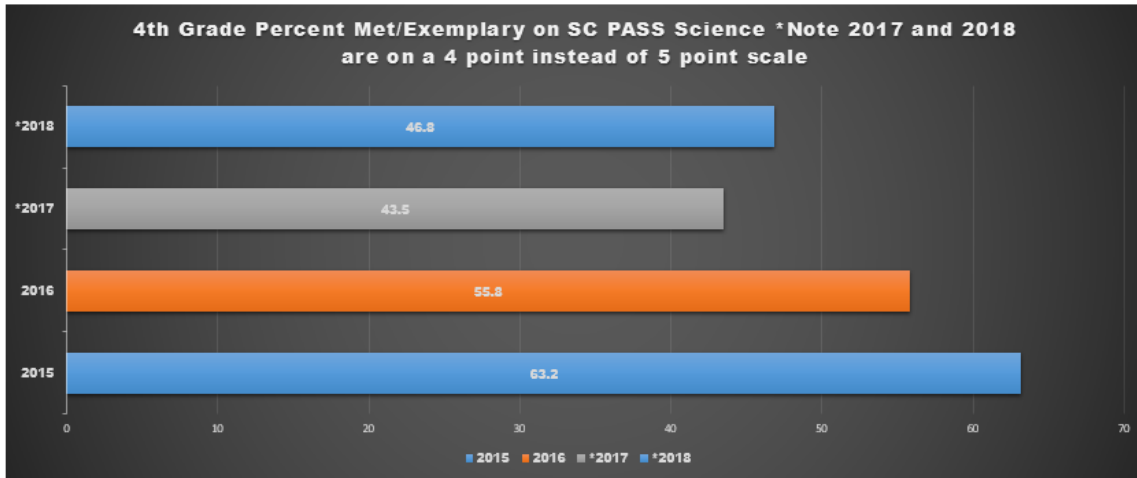

Math 4th Grade 2016 ■ Math 4th Grade 2017 ■ Math 4th Grade 2018
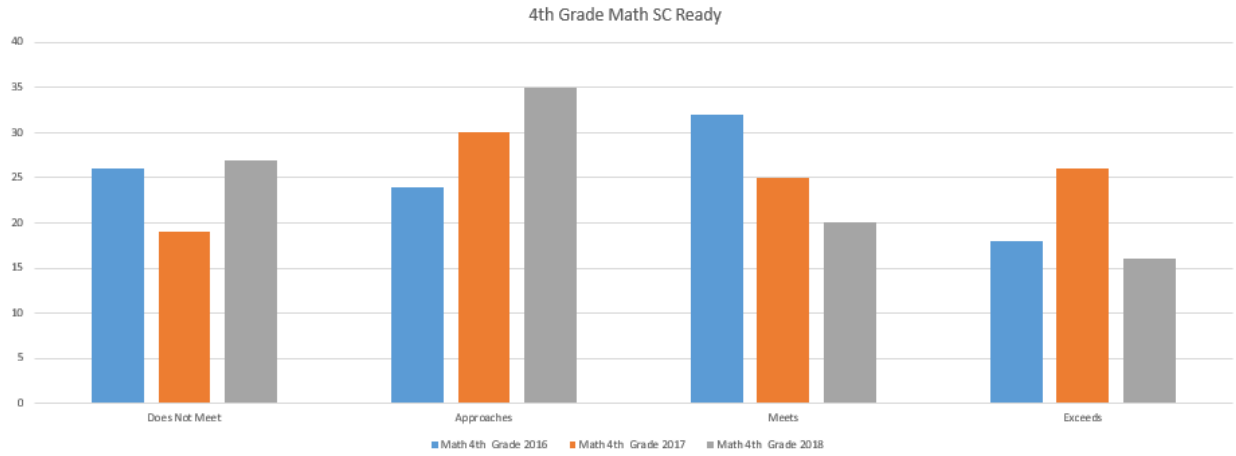
SC Ready Grade 5 Math Results: We decreased the number of students scoring DNM and Approaches, while increasing Meets/Exceeds!

Math 5th Grade 2016 ■ Math 5th Grade 2017 ■ Math 5th Grade 2018
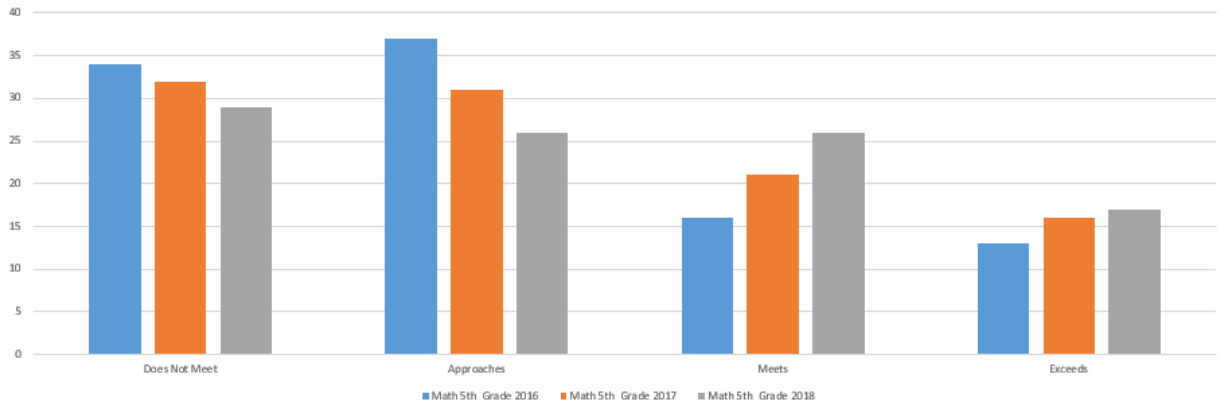
- On SCPASS Science, we saw a 3.3% increase on Met/Exemplary.

SC PASS Science Results: We saw a 3.3% increase on Met/Exemplary.

4th Grade Percent Met/Exemplary on SC PASS Science *Note 2017 and 2018 are on a 4 point instead of 5 point scale

- On SCPASS Social Studies, we saw a 9.9% increase in Met/Exemplary.

SC PASS Social Studies Results: We saw a 9.9% increase in Met/Exemplary!

5th Grade Percent Met/Exemplary SC PASS Social Studies
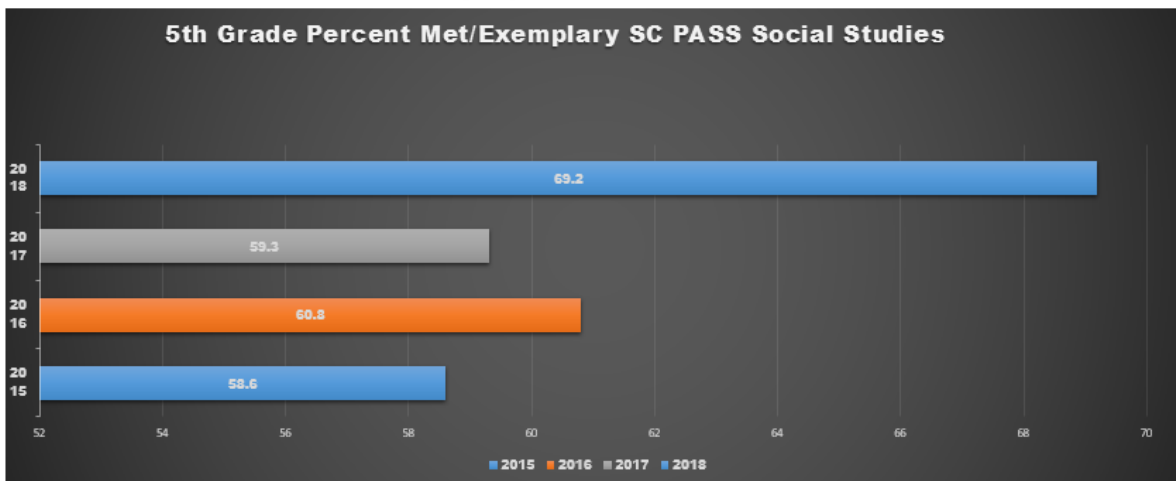
Highlights of State Assessments

A Deeper Dive into the Data

Heritage Elementary School Report Card:
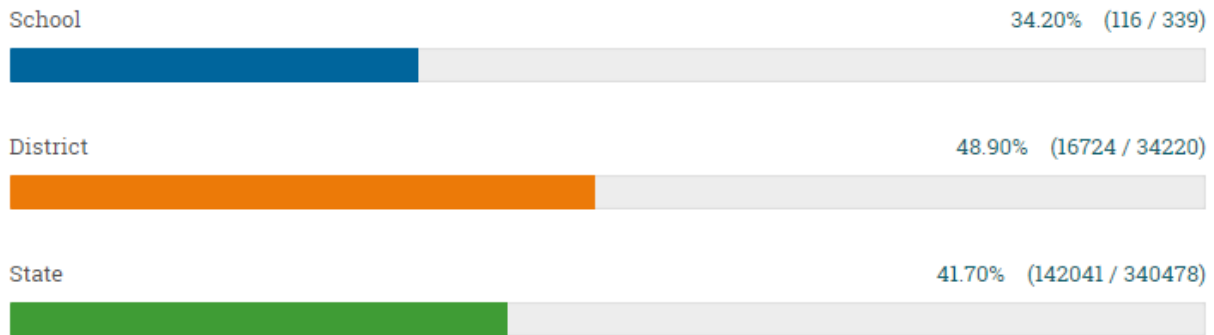https://screportcards.com/overview/?q=eT0yMDE4JnQ9RSZzaWQ9MjMwMTEwNw

SC READY 2018

ELA

SC Ready English Language Arts and Mathematics

English Language Arts (Reading and Writing) - Percent met and exceeding

School   34.20%   (116 / 339)

District   48.90%   (16724 / 34220)

State   41.70%   (142041 / 340478)

In the spring 2018 SC READY ELA test, the total percentage of students meeting or exceeding expectations in grades 3-5 was 34%. The individual grade level percentages meeting/exceeding expectations were: 3rd grade: 39.3%, 4th grade: 30%, and 5th grade: 33.1%.

SC READY Performance by Grade Level

English Language Arts (Reading and Writing)

Percent Met or Exceeding
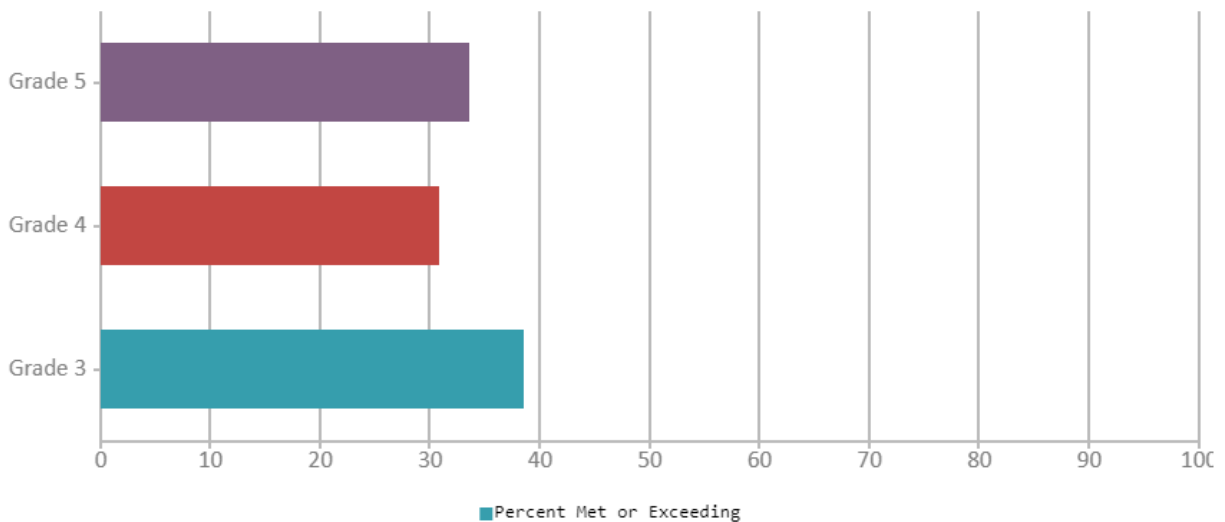
Math

Mathematics - Percent met and exceeding

School   42.50%   (144 / 339)

District   52.50%   (17969 / 34218)

State   44.60%   (151716 / 340466)

In the spring 2018 SC READY Math test, the total percentage of students meeting or exceeding expectations in grades 3-5 was 44%. The individual grade level percentages meeting/exceeding expectations were: 3rd grade: 48.6%, 4th grade: 37.3%, and 5th grade: 43.85%.
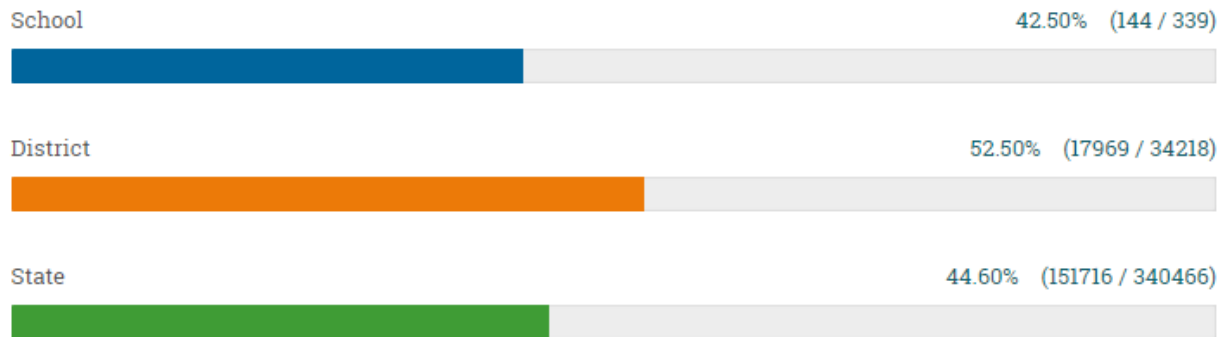
Mathematics

■Percent Met or Exceeding
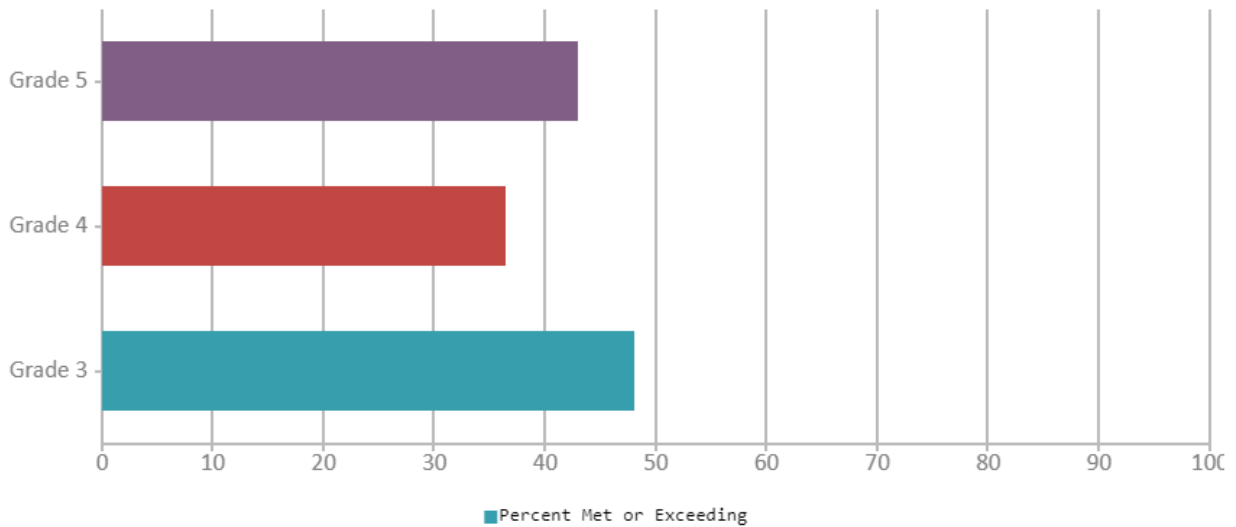
Assessment Trends

2018 SC READY ELA Percentage of Students Scoring "Meets or Exceeds Expectations"(with subgroup data)

RACE	African American				Hispanic				White			
SC READY ELA 2018	Does Not Meet and Approaches		Meets and Exceeds		Does Not Meet and Approaches		Meets and Exceeds		Does Not Meet and Approaches		Meets and Exceeds	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Heritage Elementary	23	82%	5	18%	8	80%	2	20%	192	65%	105	35%

GENDER	Female				Male			
SC READY ELA 2018	Does Not Meet and Approaches		Meets and Exceeds		Does Not Meet and Approaches		Meets and Exceeds	
	Count	%	Count	%	Count	%	Count	%
Heritage Elementary	110	61%	71	39%	119	72%	47	28%

Students with Disabilities	Non-SWD				SWD			
SC READY ELA 2018	Does Not Meet and Approaches		Meets and Exceeds		Does Not Meet and Approaches		Meets and Exceeds	
	Count	%	Count	%	Count	%	Count	%
Heritage Elementary	165	59%	114	41%	64	94%	4	6%

2018 SC READY Math Percentage of Students Scoring "Meets or Exceeds Expectations"(with subgroup data)

RACE	African American				Hispanic				White			
SC READY Math 2018	Does Not Meet and Approaches		Meets and Exceeds		Does Not Meet and Approaches		Meets and Exceeds		Does Not Meet and Approaches		Meets and Exceeds	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Heritage Elementary	21	75%	7	25%	6	60%	4	40%	164	55%	133	45%

GENDER	Female				Male			
SC READY Math 2018	Does Not Meet and Approaches		Meets and Exceeds		Does Not Meet and Approaches		Meets and Exceeds	
	Count	%	Count	%	Count	%	Count	%
Heritage Elementary	98	54%	83	46%	99	60%	67	40%

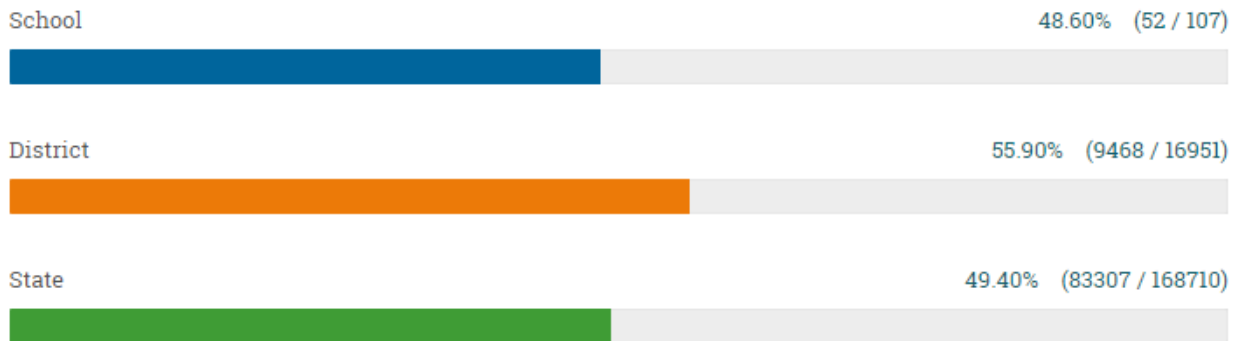| Students with Disabilities	Non-SWD				SWD			
SC READY Math 2018	Does Not Meet and Approaches		Meets and Exceeds		Does Not Meet and Approaches		Meets and Exceeds	
	Count	%	Count	%	Count	%	Count	%
Heritage Elementary	133	48%	146	52%	64	94%	4	6%

SC READY 2016			SC READY 2017			SC READY 2018		
	ELA	Math		ELA	Math		ELA	Math
School	40.3	47.3	School	43.7	47.8	School	34.2	42.5
District	48.3	49.2	District	46.2	48.0	District	48.9	52.5
State	43.0	42.6	State	40.0	42.1	State	41.7	44.6
Grade 3	42.5	58.4	Grade 3	44.2	54.9	Grade 3	38.5	48.1
Grade 4	43.4	51	Grade 4	45.2	50.8	Grade 4	30.5	36.4
Grade 5	34.4	30.2	Grade 5	41.3	37.6	Grade 5	33.6	43

Looking at the SC READY results from the past three years, the school had started an upward trend and then had a drop in score last school year. In both areas of reading and math, the student achievement on the SCREADY test decreased. The district and the state saw some of the same results until last when there results increased from the previous school year. Overall, the students in the fourth grade had the lowest scores in reading and math, followed by the fifth grade and then the third grade. After reviewing the results, plans were put in place to take the school and the students' performance on assessment on an upward trend.

SC PASS 2018 (Science)

SCPASS Science and Social Studies
Science - Percent Met or Exceeding

School   48.60% (52 / 107)

District   55.90% (9468 / 16951)

State   49.40% (83307 / 168710)

SC PASS 2018 (Social Studies)

Social Studies - Met or Exemplary

School   69.50%   (89 / 128)

District   74.60%   (8478 / 11360)

State   68.60%   (78230 / 114033)

In Science, we saw a 3.3% increase on Met/Exemplary.   In Social Studies, we saw a 9.9% increase in Met/Exemplary! Fourth grade was responsible for taking science and fifth grade was responsible for taking social studies.

Two Year Trends

Percentage of students scoring "Meets or Exceeds/Exemplary Expectations"

SCPASS 2016 Results				SCPASS 2017 Results				SCPASS 2018 Results		
	Science	Social Studies			Science	Social Studies			Science	Social Studies
Grade 4	56.6	73.6		Grade 4	42.9	81		Grade 4	48.6	
Grade 5	61.5	60.4		Grade 5	38.5	60.6		Grade 5		69.5

Teachers continue to raise the rigor in science and social studies. Students have interactive notebooks in both subjects that include key vocabulary and concepts. Teachers included more hands on activities in the classroom to supplement the curriculum and the implementation of MasteryConnect. With a better understanding of MasteryConnect and the use of formative assessment, the student performance on the end of the year assessments should continue to improve.

Teacher/Admin Quality

 The faculty has maintained the classification of Highly Qualified deemed by the South Carolina State Board of Education. The faculty keeps all of their certificates up to date and receives the required amount of hours to recertify themselves during their five year cycles. The faculty is observed twice a year in an informal/formal setting depending on the year by the administration

and has walk-through observations weekly. Classrooms are also observed during Instructional Walk-throughs. The faculty keeps their technology certification up to date and attends required trainings to keep their certification. Teachers also have begun to work on their Literacy Endorsement which is mandatory for all teachers in a classroom. Many began working on other graduate work as well during this school year. Over the past few years as the economy has started improving, teachers have been able to work on graduate level courses.

	2015	2016	2017	2018
Percentage of teachers with advanced degrees	61.5	62.5	68.2	70.5

Heritage Elementary has not had a lot of turnover. Teachers stay at Heritage as many grew up in the community around the school. They raise families in the community around the school. Over the past few years, some of the veterans of the school has retired.

	2015	2016	2017	2018
Percentage of teachers that return to Heritage	93.7	89.7	89.7	89.5

The school continues to need Balanced Literacy training as the previous training was not sufficient for the needs of the students. The teachers over the past few years have received bits and pieces from different trainings both at school and at the district level but need to get a complete "reboot" of the primary and intermediate literacy framework with balance literacy. Technology was also another need this year as the school went 1:1 in second thru fifth grade. First grade will be 1:1 by the end of the 2018-2019 school year as well. Teachers spent many sessions over the course of the year becoming more acquainted with the Google Apps for Education and began using them in the classroom. Over the past year, teachers not only attended workshops on technology, but also on literacy, TE-21 benchmarks, and a new computer assessment program called MasteryConnect.

Professional Development Calendar (2018-2019)

Each year, the faculty and staff of Heritage Elementary attend professional development in and out of school. These opportunities help the staff to maintain the highly qualified status that is required of all Greenville County employees. Faculty and staff have professional development offered during the school year and during the summer at Summer Academy and the Upstate Technology Conference.

Weekly Meeting Schedule:

- Mondays: 3:00-3:30 5th Grade Data Teams

- Wednesdays: 3:00-3:30 (Non-Faculty Meeting Days) 3rd and 4th Grade Data Teams
- Fridays: 7:30-8:00 SPED Team Meetings
- Fridays: Planning, K-1-2 Data Team Meetings (TBD)
- Weekly: Grade level planning and Instructional Leadership Meeting
- Instructional Leadership Team: Thursdays
- OnTrack Assistance Team: Thursdays

Wednesday Meeting Schedule: (ALL SUBJECT TO CHANGE)

- First Wednesday: Grade Level Planning
- Second Wednesday: Faculty Meetings
- Third Wednesday: Faculty Council
- Fourth Wednesday: Rotating between PD, Data Teams, and Vertical Teams
- Fifth Wednesday: Open

Monthly Meeting Schedule (some Bi-Monthly)

- SIC
- PTA
- Focus Schools with GCSD Academics Staff
- Instructional Rounds with HES and GCSD Academics Staff

2018-2019 School Year

Prior to the beginning of school, grade levels and specialists met together to plan for the upcoming school year.

Month	Professional Development Activity
Summer 2018	Grade Level Planning Days, Upstate Tech Conference, Summer Academy, Digital Leader Corps, Faculty Council Retreat
First Semester 2018	Beginning of Year Procedural Meeting, PowerTeacher Training, Balanced Literacy Leadership Meeting, MasteryConnect and Curriculum Maps, Exploring IXL, SC Discus/PebbleGo, Google Drawings, Google Slides, QR Codes, AdvancED Accreditation, SLO Goal Reset, Phonics Word Study-Kindergarten, OnTrack and 504 Training, Digital Leader Corp, and F & P Benchmark Refresher
Second Semester 2019	Using Learning Targets to Drive Instruction, Screencastify, Flipgrid & Padlet, Balanced Literacy: Interactive Read Alouds, Balanced Literacy: Minilessons, SCREADY and SCPASS Training
Summer 2019	2 Grade Level Planning Days, Upstate Tech Conference, Summer Academy, Balanced Literacy Boot Camp, Faculty Council Retreat

Heritage Elementary Professional Development Focus for the 2019-2020 School Year

Literacy

- Continue work with phonics in the primary levels and a continued intensive look at the reading workshop in the intermediate grades
- Comprehensive look at Writing workshop school wide

<u>School Climate</u>

The school report card survey is only given to the fifth grade students, fifth grade parents, and all of the staff. Participation in the survey for the parents and students is strongly encouraged but not mandatory.

	Teachers	Students*	Parents*
Number of surveys returned	42	25	41
Percent satisfied with learning environment	100.00%	96.00%	90.30%
Percent satisfied with social and physical environment	100.00%	92.00%	87.20%
Percent satisfied with school-home relations	85.70%	88.00%	79.50%

Source: 17-18 SDE Heritage Elementary School Report Card

Student levels of engagement in school

Percentage of Student Scoring "Committed" on Student Engagement Survey — 63.70%

Domains of School Engagement

Cognitive — 66.10%

Behavioral — 58.60%

Emotional — 66.50%
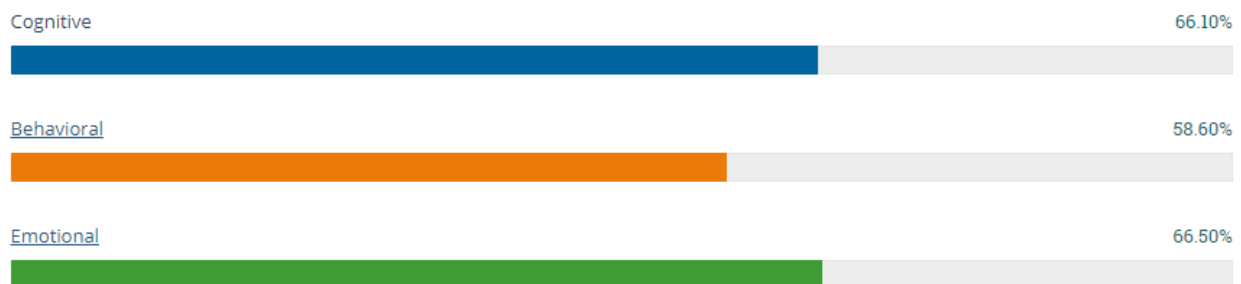
Source: 17-18 SDE Heritage Elementary School Report Card

<u>Safe Schools</u>

Evaluations By Parents ❓	Percent Agree/Strongly Agree	Total Responses
"My child feels safe at school."	87.20	41
"My child's teachers and school staff prevent or stop bullying at school."	71.00	41

Evaluations By Teachers ❓	Percent Agree/Strongly Agree	Total Responses
"I feel safe at my school before and after hours."	97.60	42
"The rules for behavior are enforced at my school."	97.60	42

The numbers from the surveys this year are slightly different from last year in the areas of school-home relations. As the community changes around the school, so will the positive and negative energy towards the school.

Link to Heritage Elementary School Report Card:

https://screportcards.com/overview/?q=eT0yMDE4JnQ9RSZzaWQ9MjMwMTEwNw

Action Plan
SCHOOL RENEWAL PLAN FOR 2018-19 through 2022-23

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 42.7% in 2016-17 to 67.7% 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 __5__% annually.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SDE website and School Report Card	42.7% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary 47.5**	**47.5**	**52.7**	**57.7**	**62.7**	**67.7**
		School Actual Elementary 34.2					
SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	**District Projected Elementary 52**	**52**	**55**	**58**	**61**	**64**
		District Actual Elementary 52					

ACTION PLAN FOR STRATEGY #1: Student Achievement ELA					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Teachers will utilize common formative assessments to inform their instructional practices and monitor student performance at higher Depth of Knowledge (DOK) levels.	2018-2023	Teachers, literacy coach, SPED teachers, instructional leadership team	None	N/A	- Examples of assessments - Examples of assessment results - Lesson plans - Minutes from grade level planning - MasteryConnect Trackers and Reports
2. A variety of Tier 2 and 3 interventions will be used to address students scoring approaches and not met. (Reading Interventionists, researched based instruction of students with IEPs)	2018-2023	Teachers, SPED teachers, literacy coach, reading interventionist, summer reading camp instructors	Cost of summer reading camp (materials, supplies, salaries) LLI kits	Local Funds and funds provided by Cliffs Outreach Community	- FastBridge benchmark data (including progress monitoring) - LLI assessment reports
3. Implement coaching cycles to improve common planning and instruction	2018-2023	Instructional leadership team, literacy coach	$0	NA	- Coaching protocol - Coaching schedule - Student data from coached classrooms
4. Primary grade teachers will use a research-based phonics program to lay the foundation for reading in the upper grades.	2018-2020	Teachers, reading interventionists, literacy coach	Cost of phonics kits	District funds	- Implementation of phonics program noted in lesson plans - Grade level planning meetings - Classroom observations - Agendas from professional development opportunities with phonics

ACTION PLAN FOR STRATEGY #1: Student Achievement ELA					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
5. Teachers will attend professional development on the Reading Workshop: Interactive Read Alouds and Mini-lessons	2018-2023	Principal, District Personnel	Cost of substitutes	PD funds	• Agenda from professional development opportunities • Lesson plans with implementation of new strategies • Results from Instructional Rounds

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 47.2% in 2016-17 to 72.2% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by __5___% annually.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SDE website and School Report Card	47.2% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary 52.2**	**52.2**	**57.2**	**62.2**	**67.2**	**72.2**
		School Actual Elementary 42.5					

SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	**District Projected Elementary 57**	**57**	**60**	**63**	**66**	**69**
		District Actual Elementary 60					

ACTION PLAN FOR STRATEGY #1: Student Achievement Math					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Teacher will offer additional practice opportunities for math facts mastery throughout the school year.	2018-2023	Teachers, SPED teachers, instructional leadership team	Cost of IXL program	District funds	• IXL usage reports • Vertical team meeting minutes reflecting math fact fluency • Classroom observations • Lesson plans
2. Teachers will utilize common formative assessments to inform their instructional practices and monitor student performance at higher Depth of Knowledge (DOK) levels.	2018-2023	Teachers, SPED teachers, instructional leadership team	None	N/A	• Examples of assessments • Examples of assessment results • Lesson plans • Minutes from grade level planning • MasteryConnect Trackers and Reports
3. A variety of Tier 2 and 3 interventions will be used to address students scoring approaches and not met. (small group guided math instruction)	2018-2023	Teachers, SPED teachers, instructional leadership team	Cost of any small group supplies	Local Funds	• Pre/post assessments from math • Lesson plans • Minutes from grade level planning • Classroom observations

ACTION PLAN FOR STRATEGY #1: Student Achievement Math					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
4. Implement coaching cycles to improve common planning and instruction	2018-2023	Instructional leadership team	$0	NA	- Coaching protocol - Coaching schedule - Student data from coached classrooms
5.Enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary	2018-2023	Teachers, SPED teachers, instructional leadership team	$0	NA	- Observations - lesson plans - professional development - classroom evidence of content vocabulary instruction

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 __5___% annually.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	**School Projected Elementary**	53.6	58.6	63.6	68.6	73.6

		School Actual Elementary 48.6					
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	**District Projected Elementary**	**63**	**66**	**69**	**72**	**75**
		District Actual Elementary 60					

ACTION PLAN FOR STRATEGY #1: Student Achievement Science					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1.Implement coaching cycles to improve common planning and instruction	2018-2023	Instructional leadership team	$0	NA	• Coaching protocol • Coaching schedule • Student data from coached classrooms
2. Teachers will utilize common formative assessments to inform their instructional practices and monitor student performance at higher Depth of Knowledge (DOK) levels.	2018-2023	Teachers, SPED teachers, instructional leadership team	None	N/A	• Examples of assessments • Examples of assessment results • Lesson plans • Minutes from grade level planning • MasteryConnect Trackers and Reports

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

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 percentage of students scoring Met and Exemplary on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of students scoring Met and Exemplary on SCPASS Social Studies will increase by __5___% annually.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SDE website and School Report Card	Baseline will be established in 2017-18 Grade 5 only	**School Projected Elementary**	**74.5**	**79.5**	**84.5**	**89.5**	**94.5**
		School Actual Elementary 69.5					
SCPASS Social Studies SDE website and School Report Card	Baseline will be established in 2017-18 Grade 5 only	**District Projected Elementary**	**81**	**84**	**87**	**90**	**93**
		District Actual Elementary 78					

ACTION PLAN FOR STRATEGY #1: Student Achievement Social Studies					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1.Implement coaching cycles to improve common planning and instruction	2018-2023	Instructional leadership team	$0	NA	- Coaching protocol - Coaching schedule - Student data from coached classrooms
2. Teachers will utilize common formative assessments to inform their instructional practices and monitor student performance at higher Depth of Knowledge (DOK) levels.	2018-2023	Teachers, SPED teachers, instructional leadership team	None	N/A	- Examples of assessments - Examples of assessment results - Lesson plans - Minutes from grade level planning - MasteryConnect Trackers and Reports

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):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC SDE Website	50% Meets Expectations and Exceeds Expectations	**School Projected Hispanic 51.5**	**51.5**	**53.0**	**54.5**	**56.1**	**57.6**
SC READY ELA SC SDE Website	■	**School Actual Hispanic 20**					
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected Hispanic 36**	**36**	**39**	**42**	**45**	**48**
SC READY ELA SC SDE Website	■	**District Actual Hispanic 34**					
SC READY ELA SC SDE Website	25 % Meets Expectations and Exceeds Expectations	**School Projected AA 26.5**	**26.5**	**28**	**29.5**	**31.1**	**32.6**
SC READY ELA SC SDE Website	■	**School Actual AA** 18					
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**					

SC READY ELA SC SDE Website	8 % Meets Expectations and Exceeds Expectations	**School Projected SWD 9.5**	**9.5**	**11**	**12.6**	**14.1**	**15.6**
SC READY ELA SC SDE Website	███	**School Actual SWD** 6					
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**					
SC READY ELA SC SDE Website	x % Meets Expectations and Exceeds Expectations	**School Projected LEP N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
SC READY ELA SC SDE Website	███	**School Actual LEP** N/A					
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	**District Projected LEP 35**	**35**	**38**	**41**	**44**	**47**
SC READY ELA SC SDE Website	███	**District Actual LEP 33**					
SC READY ELA SC SDE Website	38 % Meets Expectations and Exceeds Expectations	**School Projected SIP 40**	**40**	**43**	**46**	**49**	**52**

SC READY ELA SC SDE Website		**School Actual SIP** 27					
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	**District Projected SIP 38**	**38**	**41**	**44**	**47**	**50**
SC READY ELA SC SDE Website		**District Actual SIP 33**					
SC READY Math SC SDE Website	44 % Meets Expectations and Exceeds Expectations	**School Projected Hispanic** 45.3	**45.3**	**46.6**	**47.9**	**49.2**	**50.1**
SC READY Math SC SDE Website		**School Actual Hispanic** 40					
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**					
SC READY Math SC SDE Website	22 % Meets Expectations and Exceeds Expectations	**School Projected AA 23.3**	**23.3**	**24.6**	**25.9**	**27.2**	**28.5**
SC READY Math SC SDE Website		**School Actual AA** 25					

SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	**District Projected AA 27**	**27**	**30**	**33**	**36**	**39**
SC READY Math SC SDE Website	⬛	**District Actual AA 28**					
SC READY Math SC SDE Website	11 % Meets Expectations and Exceeds Expectations	**School Projected SWD**	**12.3**	**13.6**	**14.9**	**16.2**	**17.5**
SC READY Math SC SDE Website	⬛	**School Actual SWD** 6					
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**					
SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	**School Projected LEP**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
SC READY Math SC SDE Website	⬛	**School Actual LEP N/A**					
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**					
SC READY Math SC SDE Website	40 % Meets Expectations and Exceeds Expectations	**School Projected SIP**	**43**	**46**	**49**	**52**	**55**
SC READY Math SC SDE Website		**School Actual SIP 38**					
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected SIP 36**	**36**	**39**	**42**	**45**	**48**
SC READY Math SC SDE Website		**District Actual SIP 38**					

ACTION PLAN FOR STRATEGY #1: Student Achievement Demographic Subgroups					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Teachers will utilize common formative assessments to inform their instructional practices and monitor student performance at higher Depth of Knowledge (DOK) levels.	2018-2023	Teachers, literacy coach, SPED teachers, instructional leadership team	None	N/A	• Examples of assessments • Examples of assessment results • Lesson plans • Minutes from grade level planning • MasteryConnect Trackers and Reports

ACTION PLAN FOR STRATEGY #1: Student Achievement Demographic Subgroups					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 (school and individual data).	2018-2023	Instructional leadership team	$0	NA	Evidence of data driven conversations from school meetings (grade level planning minutes and data team minutes)
2. The school will implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support.	2018-2023	Instructional leadership team, Ontrack teams	$0	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team
3. The school will utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2020	Instructional leadership team, Ontrack teams	$0	$0	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team

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 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	Criterion Reference Measure	**School Projected**					

■		**School Actual**	**Baseline will be established in Spring 2019**				
Fastbridge	Norm Reference Measure	**School Projected**					
■		**School Actual**	**Baseline will be established in Spring 2019**				
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 – 43 % Grade 5 –28 %	Grade 2 – 43 % Grade 5 –28 %	Grade 2 – 43 % Grade 5 –28 %	Grade 2 – 43 % Grade 5 –28 %
South Carolina MAP Linking Study – December 2016	2ⁿᵈ grade criteria RIT = 189 62ⁿᵈ percentile 5ᵗʰ grade criteria RIT = 216 66ᵗʰ percentile	**School Actual**	Grade 2 – 38 % Grade 5 – 23 %				
Fountas and Pinnell		**District Projected**					
■		**District Actual**	**Baseline will be established in Spring 2019**				
Fastbridge		**District Projected**					

			Baseline will be established in Spring 2019				
		District Actual					
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 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above
South Carolina MAP Linking Study – December 2016	2nd grade criteria RIT = 189 62nd percentile 5th grade criteria RIT = 216 66th percentile	District Actual	Grade 2 – 40% Grade 5 – 42%				

ACTION PLAN FOR STRATEGY #1: Increase in Reading Level in K-5					EVALUATION
ACTIVITY	**TIMELINE (Start and End Dates)**	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Teachers will utilize common formative assessments to inform their instructional practices and monitor student performance at higher Depth of Knowledge (DOK) levels.	2018-2023	Teachers, SPED teachers, instructional leadership team	None	N/A	• Examples of assessments • Examples of assessment results • Lesson plans • Minutes from grade level planning • MasteryConnect Trackers and Reports

ACTION PLAN FOR STRATEGY #1: Increase in Reading Level in K-5					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
2. Provide support for implementing data driven reflective conversations to improve teaching practice (school and individual data).	2018-2023	Instructional leadership team	$0	NA	Evidence of data driven conversations from school meetings (grade level planning minutes and data team minutes)
3. Implement Balanced Literacy with fidelity across all schools.	2018-2023	Teachers, SPED teachers, instructional leadership team, literacy coach	$0	TBD	• Observations, anecdotal notes, and lesson plans. • Instructional Observations and Instructional Rounds • Increased number of students reading on grade level by 3rd grade
4. Support comprehension and effective communication through intentional planning and authentic use of vocabulary	2018-2023	Teachers, SPED teachers, instructional leadership team, literacy coach, RTI teachers	$0	NA	Classroom evidence of content vocabulary usage; lesson plans; assessments; classroom work as indicated by classroom observations and Instructional Rounds
5.Provide intentional support for consistently scheduled, sustained independent reading	2018-2023	Teachers, SPED teachers, instructional leadership team, literacy coach, RTI teachers	$0	NA	• Classroom libraries offer a wide selection of texts that reflect students' interests and needs. • Teachers lead focused reading conferences and small group work. • Students can articulate and demonstrate progress toward their reading goal(s).

ACTION PLAN FOR STRATEGY #1: Increase in Reading Level in K-5					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
6.Implement the MTSS framework and intervention guidelines with fidelity	2018-2020	SPED teachers, teachers, Instructional leadership team	$0	NA	Formative and summative assessments to inform about the focus, duration, and effectiveness or the intervention.

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

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

PERFORMANCE GOAL: 1 The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
Employment report	Baseline will be established at the end of the 2018-19 school year	**School Projected**		**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					

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Employment report	Baseline will be established at the end of the 2018-19 school year	District Projected		TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1: Hiring candidates with diversity					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Develop recruitment plan that will be used at Shining Stars event in spring to attract diverse candidates.	2018-2023	Instructional leadership team	$0	NA	Plans in place for schools
2. Work with district recruitment staff to identify diverse candidates when there are staff openings.	2018-2023	principal	$0	NA	Email correspondence between principal and district

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):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey	91.6	**School Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Students 92					
SC SDE School Report Card Survey	95.2	**School Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Teachers 95					
SC SDE School Report Card Survey	87.2	**School Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Parents 90					
SC SDE School Report Card Survey	**92**	**District Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Students **86**					

SC SDE School Report Card Survey	98	**District Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97					
SC SDE School Report Card Survey	91	**District Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88					

ACTION PLAN FOR STRATEGY #1: School Safety					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 school wide emergency response plans are in place and include explanations of the training and drills that take place at each location	2018-2023	Principal	$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas
2. 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	Principal	$0	NA	Tips received from multiple stakeholder groups
3. Continued use of the Level I and Level II background checks.	Ongoing	Principal, office staff	Changes annually	General Fund	Volunteer checks completed

ACTION PLAN FOR STRATEGY #1: School Safety					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
4. School will have more secure measures in place with installation of new cameras school wide and new secure front entrance.	6/2018-8/2018	Principal	Based on construction	District funding	Pictures of school

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

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

PERFORMANCE GOAL: 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):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) 0	**School Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		**School Actual** 0					

	(2016-17) **0.7**	**District Projected**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
GCS Expulsion Report		**District Actual 0.8**					

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) 0	**School Projected**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**
GCS Expulsion Report		**School Actual** 0					
	(2016-17) **.04**	**District Projected**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**
GCS Expulsion Report		**District Actual .04**					

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Increase awareness of community based resources that families can reach out to for guidance and support.	2018-2023	OnTrack Team	$0	NA	Information disseminated and utilized
2. Disseminate through student handbooks, websites, PTA, and other means enhanced communication regarding the consequences of level III infractions.	2018-2023	Principal	$0	NA	Information disseminated through various formats
3. Educate students, teachers and parents so they are able to identify changes in behavior for themselves and peers, which may signify a need for intervention.	2018-2023	Instructional leadership team, guidance counselor, mental health counselor	TBD	TBD	Training implemented
4. Develop buddy programs to help elementary students who are struggling to adjust.	2018-2023	Teachers, Ontrack Team, guidance counselor	$0	NA	Schools have program in place

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):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	**School Projected**	95	95	95	95	95
		School Actual 95					
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	**District Projected**	**90**	**90**	**90**	**90**	**90**
		District Actual 89	**90**				

ACTION PLAN FOR STRATEGY #1: Caring Environment					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Expand mentoring program for students	2018-2023	Guidance Counselor, Ontrack team	TBD	Local	Students assigned to an adult at the school.
2. Provide opportunities for support staff to be inclusive in school culture.	2018-2023	Teachers, Instructional leadership team, Guidance Counselor, PTA	$0	NA	Support staff included in decision making and support of students

ACTION PLAN FOR STRATEGY #1: Caring Environment					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
3. Include a "Kindness" Campaign for students, teachers, and staff to show ways of being kind to others throughout the day.	2018-2019	Teachers, Instructional leadership team, staff, Guidance Counselor	$0	NA	Name recognition on social media, school website, newsletter, and on display in the school

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	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) 95.3	**School Projected**	95	95	95	95	95
180th day Attendance Report		**School Actual** 95.2					
	(2016-17) **95**	**District Projected**	**95**	**95**	**95**	**95**	**95**

180th day Attendance Report		**District Actual 95**					

ACTION PLAN FOR STRATEGY #1: Student Attendance					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 Instructional leadership 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	Instructional leadership 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 and team Social Worker Attendance Clerk	$0	NA	Students are identified and appropriate supports are assigned
4. Use the Intervention Connection System to assign and monitor interventions for truant and chronically absent students.	2018-2023	OnTrack Coordinator and team Social Worker Attendance Clerk	$0	NA	Intervention Connection System reports for truant and chronically absent students.
5. Promote attendance with students and parents as an important component of school success	2018-2023	Instructional leadership team, guidance counselor	$0	NA	Teacher/school direct contact with parents Attendance charts

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		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Baseline established in 2017-18	**School Projected**	**Afraid ≤ 5 Lonely ≤ 14 Angry ≤7**	**Afraid ≤5 Lonely ≤12 Angry ≤7**	**Afraid ≤4 Lonely ≤10 Angry ≤6**	**Afraid ≤4 Lonely ≤8 Angry ≤6**	**Afraid ≤4 Lonely ≤6 Angry ≤5**
		School Actual Afraid –8 % Lonely – 15% Angry – 5%	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**
AdvancED Culture & Climate Surveys	Baseline established in 2017-18	**District Projected**	**Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7**	**Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7**	**Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6**	**Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6**	**Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5**
		District Actual Afraid – 5% Lonely – 10% Angry – 8%	**Afraid ≤5 Lonely ≤10 Angry ≤8**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**

ACTION PLAN FOR STRATEGY #1: Environment that supports mental and social/emotional health					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement the OnTrack process in the school, utilizing EWRS data and social-emotional survey results to match interventions to school-wide and student needs	2018-2023	Principal	$0	NA	Ontrack meeting agendas
2. Provide an annual community resource fair at the school level for staff and parents	2018-2023	Principal	$0	NA	Fair takes place on Meet the Teacher Night
3. Increase opportunities for physical activity throughout the school day to include learning through movement and active brain breaks.	2018-2023	Teachers, PE teacher, Instructional leadership team	$0	NA	More activity in school day
4. Educate students on appropriate vs. inappropriate behaviors and the impact of their choices	2018-2023	Teachers, Guidance Counselor, Instructional Leadership team	$0	NA	Discipline consequences highlighted in materials for distribution
5. The school will ensure its character education program (Kindness campaign) addresses bullying behaviors	2018-2023	Principal	TBD	TBD	Appropriate programs utilized by schools
6. Build a positive learning community supportive of all students	2018-2023	Teachers, staff, Instructional leadership team	$0	NA	Evidence of: • classroom conversations and reflections to support problem solving occur across the school day. • classroom conversations and reflections occur across the components of the GCS Secondary

ACTION PLAN FOR STRATEGY #1: Environment that supports mental and social/emotional health					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
					Literacy Framework. • established classroom norms, expectations, and procedures. • students exercising autonomy and respect for peers and adults.