

Heritage Elementary School



Scope Plan 2018-19 through 2022-23

Annual Update

Mrs. Heather Hester, Principal

1592 Geer Highway

Travelers Rest, SC 29690

Greenville County School District

Dr. W. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Heritage Elementary School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2021-2022 (*one year*)

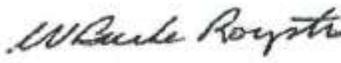
Required Signature Page

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		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

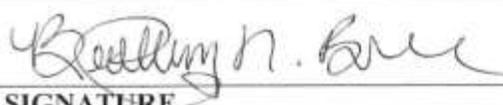
PRINCIPAL

Heather Hester		3-5-2021
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lynda Leventis-Wells		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Brittany Brown		3/1/2021
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Rima Dakhlallah		3-5-2021
PRINTED NAME	SIGNATURE	DATE

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

SCHOOL TELEPHONE: (864) 355-6000

PRINCIPAL EMAIL ADDRESS: hhester@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL RENEWAL

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	Mrs. Tammy Kozic
6. School Improvement Council Member	Mrs. Brittany Brown
7. Read to Succeed Reading Coach	Mrs. Rima Dakhallallah
8. School Read To Succeed Literacy Leadership Team Lead	Mrs. Rima Dakhallallah
9. School Read To Succeed Literacy Leadership Team Member	Ms. Pam Atkison

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the School Literacy Leadership Team for Read to Succeed

<p>Assistant Principal</p> <p>Mrs. Cindy Crouch</p>	<p>Instructional Coach</p> <p>Mrs. Ashley LaRoche</p>
<p>School Read to Succeed Literacy Leadership Team</p> <p>Ms. Pam Atkison Mrs. Rima Dakhallallah Mrs. Heather Hester Mrs. Cindy Crouch Mrs. Kim Cole Mrs. Ashley LaRoche</p>	<p>Faculty Council 2020-2021</p> <p>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. Pam Moore Mrs. Sharon Gillespie Mrs. Devon Washburn Mr. Brady Coyle-Smith Mrs. Dana Crumley</p>

Heritage Elementary Teachers 2020-21

<u>Preschool</u>	<u>Kindergarten</u>	<u>1st grade</u>	<u>2nd grade</u>	<u>3rd grade</u>
Alison Auman Claire Poulin	Amanda Loftis Donna Jent Kristi Evans Caroline Crenshaw	Valerie Deyton Lynn Mills Gabriael Capps Amy Grumbles	Stephanie Crain Leslie Bowers Anna Ludwig	Mac Martin Pam Moore Shelley Kozic
<u>4th grade</u>	<u>5th grade</u>	<u>Special Education</u>	<u>Specialists</u>	<u>Related Arts</u>
Lindsey Buckley Sharon Gillespie Stacy Cunningham	Devyn Washburn Amy Eldridge Matt DeHart	Taryn Laven Alex Zimmerman Dana Crumley Nicole Lunghi Michelle Wickiser	Rima Dakhllallah Pam Atkison Mackenzie Huntman Nellie Ledford (GT)	Brian McGuffee Brady Coyle-Smith Jennifer Bishop Debbie Allen Wendy Bergquist Kim Cole (Media)

Paraprofessionals and Support Staff (Updated 2020-21)

Paraprofessionals	Virtual Teachers	Office Staff	Support Staff
Stacy Silvers Amber Smith Stacy Shipman Debbie Bell Hannah Fluke Crystal Talley Connie Parfitt Tammy Kozic Donna Churray Kam Watkins Kayla Baskins	Becky Bridwell Amy Lyn Reeves Lynn Looper Sarah Epps Lindsey Grumbles Abbey Fowler Stefanie Khattab Christina Luther	Chryse Walker-Attendance Clerk Abbey Bragg-Greenville Mental Health Jeannie Gully-Guidance Counselor Patty Silver-School Nurse Mary Phillips-Secretary/Finances	Plant Engineer: Chris Harton Custodian(s): Larry Bryant Patricia Glenn Brendan Harris Dustan Snow Media Clerk/Office Assistance Wanda Casad Cafeteria Manager Kim Kelley Cafeteria Staff: Delia Amick Cricket Leopard Heather Holt Tina Mundi

***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.**

ASSURANCES FOR SCHOOL RENEWAL PLANS

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

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

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

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

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

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

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

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

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

- Collaboration**

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

× Developmental Screening

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

Half-Day Child Development

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

× Developmentally Appropriate Curriculum for PreK–3

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

× Parenting and Family Literacy

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

× Recruitment

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

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

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

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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 reflects 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 2020-21

Team 1	Team 2	Team 3
Evans Mills Bowers Gillespie Eldridge Laven Cole Bishop	Jent Loftis Capps Deyton Ludwig Kozic Martin DeHart Ledford	Crenshaw Grumbles Crain Moore Cunningham Buckley Washburn McGuffee Allen Coyle-Smith

Executive Summary

Heritage Elementary School is a K3-5th grade public school that currently houses 564 students (133 virtual and 430 brick and mortar). This year has definitely been challenging during the worldwide pandemic. Due to the pandemic, we have seen a significant drop in enrollment and the birth of the GCSD Virtual Program. While in brick and mortar, teachers are using inquiry-based lessons in their classrooms. 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

****Much of the data below is based on the 2019 results due to the closure of school and the worldwide pandemic. End of the year district and state testing was suspended. On March 27, 2020, the U.S. Department of Education approved the SC Department of Education’s request to waive statewide assessment, accountability, and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.**

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 the 2019 state assessments, Heritage had the top gain in the district! Heritage had a 25+ point combined growth in ELA and Math! Heritage also had growth in Science and growth within a cohort of students in Social Studies.
- Heritage Elementary received a score of “EXCELLENT” on the 2019 State Report Card.
- Within the state rankings, Heritage is ranked number 69 out of 667 Elementary Schools in the state!

Strengths

****Data from the 2019 state assessments and end of the year data****

- 3rd grade ELA 39% up to 46.5%
- 3rd grade Math 47% up to 64.4%
- 4th grade ELA 30% up to 46.5%
- 4th grade Math 36% up to 64.4%
- 5th grade ELA 33% up to 43.2%
- 5th grade Math 43% down to 40.5% (*** cohort of students grew from 36% in 4th grade up to 40.5% in 5th grade***)
- F&P beginning levels are higher than they have been in the past (% of students on/above grade level).
- We also had more students qualify for the Gifted and Talented Enrichment class than ever before, so many that we had to add an additional 4th grade class.
- Fewer students are at risk in 1st grade, showing that the core instruction in K5 is working!
- School wide, our % of SPED decreased, while the % in Challenge increased.

Areas of Growth/Opportunity

- 5th grade math was significantly lower than 3rd and 4th grade math

- A continued emphasis on backward design, assessment development, teaching the language of assessment (content vocabulary)

**Prior to the closure in March, Heritage was ontrack to continue making gains in both reading and math based on the MasteryConnect/TE21 Data.

Based on the beginning of the 2020-2021 school year:

- Data from 3rd grade Fall F&P indicate that Heritage Elementary was 9th in the district when ranking the % of students below grade level entering 3rd grade.
- Data from LEAP week indicate that Heritage outscored the district average in 4th grade math
- TE21 Benchmark 1 data indicate that we were above the district average in 3rd grade ELA and 5th grade math. We were exactly at the district average in 4th grade ELA. Our overall average in ELA has already exceeded the school goal of 51.4%.

Trend Data

When looking at SC READY and MasteryConnect Data Comparisons with Student Cohorts (2018-2020* Prior to school closure)

MasteryConnect Data - ELA - 2020 School Goal = 51.4%					
Student Cohort	2018-2019 SC READY ELA	2018-2019 MC #3	2019-2020 MC Benchmark #1	2019-2020 MC Benchmark #2	2019-2020 MC Benchmark #3
Second Grade	----	50.5%	----	59.3%	%
Third Grade	46.5%	68.0%	63.5%	71.4%	%
Fourth Grade	46.5%	52.5%	51.9%	54.8%	%
Fifth Grade	43.2%	56.5%	53.6%	64.8%	%
School % projected proficiency			56.4	63.7	

MasteryConnect Data - Math- 2020 School Goal = 61.25%					
Student Cohort	2018-2019 SC READY Math	2018-2019 MC #3	2019-2020 MC Benchmark #1	2019-2020 MC Benchmark #2	2019-2020 MC Benchmark #3
Second Grade	----	48.6%	----	67.1%	%
Third Grade	64.4%	68%	81%	81.9%	%
Fourth Grade	64.4%	69.3%	72.9%	71.0%	%
Fifth Grade	40.5%	41.3%	47.2%	56.2%	%
School % projected proficiency			67.0	69.7	

In comparing fall pre-test data from MAP and TE21 (given during LEAP Week September 2020), we have identified the following strengths and weaknesses:

- 1st grade students scored higher than expected, attributed to the extension lessons offered by the K5 teachers during the spring eLearning
- 2nd and 3rd grade students scored lower, and those two grades relied primarily on the district paper choice boards. 2nd grade math is an area of great concern and will be one of our first coaching opportunities.
- 4th grade students out scored the district in both ELA and Math, attributed to the phenomenal extension activities provided by the 3rd grade teachers during the closure.
- 5th grade students are the weakest, and this cohort has the most students with specific learning disabilities. Collaborative work with our SPED teachers, coaching, and pioneer prep will focus on closing the gaps in this grade.

Summary of Teacher and Administrator Quality

Our experiences and strengths vary, which allows us to provide a rigorous academic experience for our students. Our PLC (Professional Learning Community), which is based on our student centered data, guides our practice and allows us to utilize teacher talents in developing and strengthening the curriculum. 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.

Based on the 2019 school report card:

- Percent of teachers with advanced degrees: 74.4% which is up from 70.5%
- Percent of teachers on continuing contract: 92.3% which is up from 88.6%
- Percent of teachers returning from previous year: 86.8% which is down from 89.5%.
- Prime instructional time: 88.3% which is up from 87.0%

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 professional development workshops early in the summer. Prior to the school closure in March, professional development occurred face to face all over the district. Since March of 2020, any professional development that has been offered has been virtual. Many of our teachers attended technology based professional development as we prepared for the idea of hybrid learning in the fall of 2020. The teachers have continued to use many of the skills they learned in the summer now as we are face to face for instruction. Due to the social distancing in the classrooms, many of the student interaction apps and Google Education Suite continue to be used.

School Climate

Based on the 2019 school report card (the survey was suspended for the spring of 2020):

Each year teachers, students, and parents are surveyed and those results show up on the state report card for each school. Students, parents, and staff feel as if:

- 77.8% of parents, 96.9% of teachers, and 87.4% of students indicated satisfaction with the learning environment on the 2019 school report card survey.
- 83.9% of parents, 96.9% of teachers, and 87.4% of students indicated satisfaction with the social and physical environment on the 2019 school report card survey.
- 79.2% of parents, 100% of teachers, and 77.2% of students indicated satisfaction with the school-home relations on the 2019 school report card survey.
- Student attendance rate remains steady at around 95%.
- Our annual student retention rate has increased from 0.3 in 2018 to 1.4 in 2019.

Heritage Elementary receives an enormous amount of support for our school. However, significant challenges have presented themselves during the course of the past few school years.

Challenges (from the past three years):

- Score of “Unsatisfactory” on State Department’s School Report Card
- 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 backwards design model to inform instruction
- In-depth training in the GCSD Balanced Literacy Program
- Use of the Our student population is changing more and more and the amount support needed for these students continue to grow
- In Spring 2020, all schools were closed for the remainder of the school year due to the worldwide COVID pandemic. During the closure, students were asked to participate in eLearning for the remainder of the school year.
- Students started school in Fall 2020 under a hybrid model where students would attend school part time in the school building and part time online. This hybrid model continued until November 2020 with grade levels staggered entering brick and mortar full time.

Awards and Accomplishments (from past three years):

- “Excellent” on State Report Card (2019)
- Graham Foundation Grant
- Walmart Grant
- 100% PTA membership
- National Board Certified Teachers
- Early Literacy Program
- Fully Accredited by AdvancED
- United Way Award
- School leaders for DLC (Digital Leader Corps)

- PEP Literacy Grant Recipient
- Artist in Residence Program
- Monthly G+ lessons on college and career readiness by our guidance department
- Safe School Award
- Target Grant
- MAC Grant for Art Works Day
- Donors Choose Grants

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 relocated to nearby Gateway Elementary until a new facility could be constructed. In August of 1994, students and faculty 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 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 and a sensory classroom.

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 to 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 promote 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 in the primary grades. **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**. Our school is 1:1 in grades 2-5 and 1:3 in K5 and 1st grade. 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. Currently we have a Spanish program for students in the 1st grade thru fifth grade. Heritage has two classrooms set for Spanish instruction. This is part of the weekly Related Arts rotation. We have also added a STEAM lab this year. This is also part of the Related Arts rotation. 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 work 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 2020-21		PTA 2020-21	
Principal	Heather Hester	President	Jennifer Young
Assistant Principal	Cindy Crouch	Vice President	
IC	Ashley LaRoche	Secretary	Tiffany Jones
Counselor	Jeannie Gully	Treasurer	Brittany Levesque and Matt Levesque
Teacher	Kristi Evans	Memberships	Open
Community Member	Sherri Oates Rebecca Crowne Cooper	Communications	Jess Bayne
		Volunteer Coordinator	Crystal Hensley

		Boosterthon	Jennifer Young
SIC Chairperson	Brittany Brown	Reflections	Heather Delgado
Parents	Teresa Lightle Pam Sammons	Members At Large	Laurie Jewell Tennille Lee Ruby Cogar Jones Emily Ballew
		Staff Appreciation Week	Michelle Allen
		Holiday Shop	Kristin Blake & Jennifer Wagnon

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 Instructional Leadership Team

This team consists of the principal, assistant principal, and the instructional coach. At times, the literacy coach and adjunct instructional coach meet with the Instructional Leadership Team. 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 composed 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 a total of sixty-seven faculty and staff members including two administrators. There is not much diversity on the Heritage faculty. The school has three male professional staff and thirty female professional staff. Heritage does not have much ethnic diversity as well.

Race/Ethnicity	Admin		Other				Teacher				Employed	% of
	F		F		M		F		M			
Asian							1	3.1%			1	1.5%
Caucasian	2	100.0%	22	84.6%	4	100.0%	30	93.8%	3	100.0%	61	91.0%
Hispanic							1	3.1%			1	1.5%
Other			4	15.4%							4	6.0%
Grand Total	2	100.0%	26	100.0%	4	100.0%	32	100.0%	3	100.0%	67	100.0%

When looking at the faculty, 74.4% 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 86.8%. The average attendance rate for the Heritage faculty was 93.6%. 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:

<ul style="list-style-type: none"> • 2 full time speech teachers • 11 Instructional assistants • 1 Greenville Mental Health Counselor • 1 traveling Gifted and Talented teacher • 2 Administrators • 2.5 RTI teachers • 1 Guidance Counselor • 5 Related Arts Specialists • 1 Nurse 	<ul style="list-style-type: none"> • 1 Literacy Coach • 1 Instructional Coach • 1 Adjunct Instructional Coach • 2 PreK teachers • 1 Self-Contained Special Education teacher • 4 Kindergarten teachers • 4 First grade teachers • 3 Second grade teachers • 3 Third grade teachers • 3 Fourth grade teachers • 3 Fifth grade teachers • 1 Media Specialist • 7 Virtual Teachers
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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

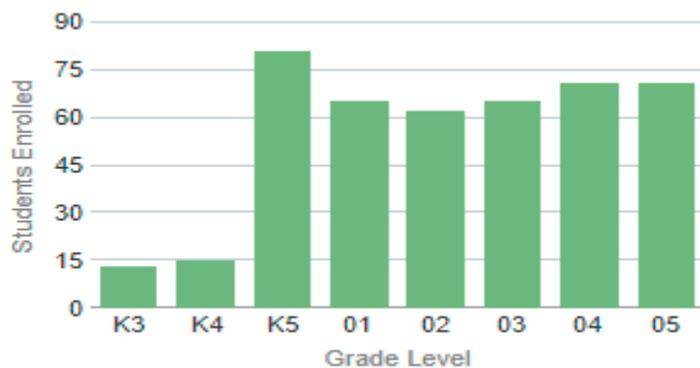
Staff meetings, grade level planning, professional learning communities, Faculty Council, PTA Board, vertical teams, and the School Improvement Committee (SIC) are all used to communicate the results of research data and to generate ideas about integrating the school’s vision across the curriculum. PTA meetings, teacher web sites and weekly newsletters communicate pertinent information to the community. The 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 Number of Students At Heritage	564	Gender	Male 52% Female 48%
Students Enrolled in Brick and Mortar	430	Student Race breakdown	
		Caucasian	471
Students Enrolled in Virtual	133	African American	36

Pupils in Poverty	63.4%	<table border="1"> <tr> <td>Hispanic</td> <td>22</td> </tr> <tr> <td>Asian</td> <td>5</td> </tr> <tr> <td>American Indian/Alaskan Native</td> <td>2</td> </tr> <tr> <td>Native Hawaiian or Other Pacific Islander</td> <td>2</td> </tr> <tr> <td>Two or More Races</td> <td>26</td> </tr> </table>	Hispanic	22	Asian	5	American Indian/Alaskan Native	2	Native Hawaiian or Other Pacific Islander	2	Two or More Races	26
Hispanic	22											
Asian	5											
American Indian/Alaskan Native	2											
Native Hawaiian or Other Pacific Islander	2											
Two or More Races	26											
Students who receive special education services	98	We have 53 students who are served in the Gifted and Talented Program. Of those students, 38 are brick and mortar students and 15 are virtual students.										

Grade Level Breakdown:



**Of the 564 students enrolled at Heritage this year, 8 students are repeating.

Based on the 2019-2020 (180 days) data, the student attendance rate in our school is 96.59%. The school still had a better attendance rate than the state objective 94.0%. 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. Over the past few years, our demographics have changed. A quarter of our student population attends Heritage Elementary on special permission.

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 K5-3rd 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 an afternoon reading tutoring program called Pioneer Prep that meets twice a week. The program has four teachers who serve six to seven students in a small group setting for an hour afterschool working on comprehension and fluency. The program began in September and ended in May. The program is provided for identified students in third, fourth, and fifth grade. Our Literacy Coach also pulls third grade students to work with them on fluency and sight words before school.

New to this school year, the school received CARES ACT funding. With that funding, the school was able to offer tutoring to students in grades 3-5 to boost their grades. Many of the students had failing grades during the first quarter due to the school opening under the hybrid model. The tutoring occurred in December and January and was specially tailored to each grade level in the area of math and reading. Students were able to bring their grades up and receive passing grades.

There are many instructional programs that Heritage uses to help and challenge the students daily. Some of those include:

- Balanced Literacy – Balanced Literacy is designed to provide differentiated teaching that supports students in developing reading and writing proficiency. This model allows for children to be taught in a way that is intended to be more focused on their specific needs while accelerating their progress. This is a district wide program.
- Response to Intervention (RTI) in grades K5-2nd – The overall goal of RTI is to accelerate children’s reading ability by increasing their ability to use phonics skills in order to improve their reading fluency and comprehension.
- Gifted and Talented Program – Our program serves identified students in grades 3-5 who have been identified using the criteria established by the State Board of Education.
- OnTrack – The OnTrack team is made of members of the administrative team as well as guidance counselors, interventionists and the school’s social worker. The team meets to discuss students who teachers or staff members are concerned about when it comes to attendance, behavior or academics.

<ul style="list-style-type: none">• 1-1 Chromebooks for all students• After School Enrichment Programs• Art Works Day	<ul style="list-style-type: none">• Inquiry-Based Instruction• iXL Math, Reading, Science, and Social Studies
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<ul style="list-style-type: none"> ● CATCH Program ● Challenge Program (Gifted and Talented) ● Character Education Program ● Chorus ● Cliff's Resident Outreach Volunteers ● Daily Spanish instruction ● Early Reading Intervention ● Extended Day Program (2:15-6:00) ● Fountas and Pinnell Balanced Literacy Instruction 	<ul style="list-style-type: none"> ● Lego Robotics Club ● National Board Certified Teachers ● Pioneer Prep before and after school tutoring ● Programming Club ● Promethean Boards in All Classrooms ● RAZ Kids Reading Program ● Reflex Math ● Response to Intervention Program ● Running Club ● School Safety Patrol Program ● Terrific Kids Program ● Volunteer Tutors on All Grade Levels
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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

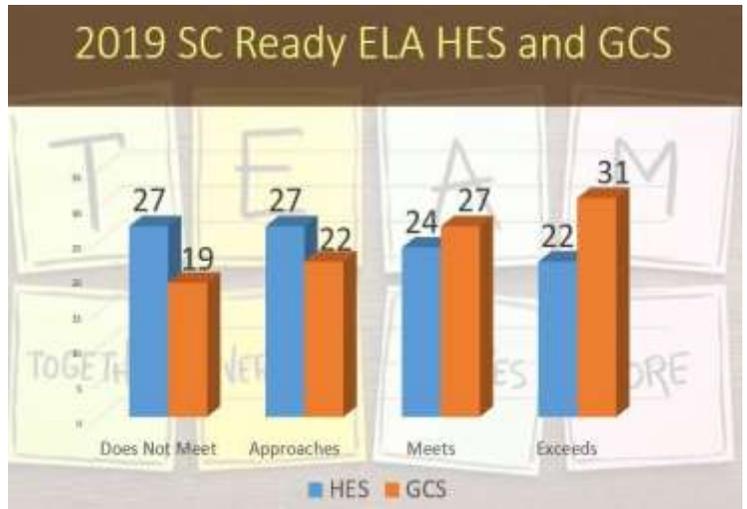
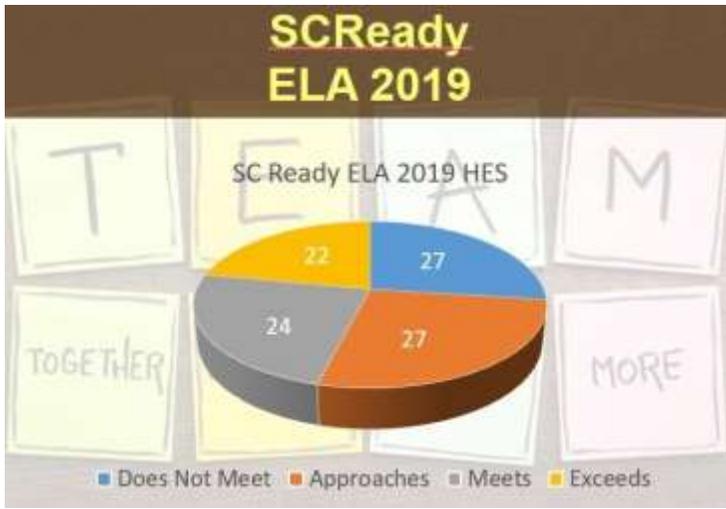
The Heritage Elementary School goals correlate to the Greenville County School District’s goals. Our goal at Heritage Elementary School is excellence for all students. We aspire to achieve this excellence through offering a well-rounded curriculum. Students not only study the core academics of reading, 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

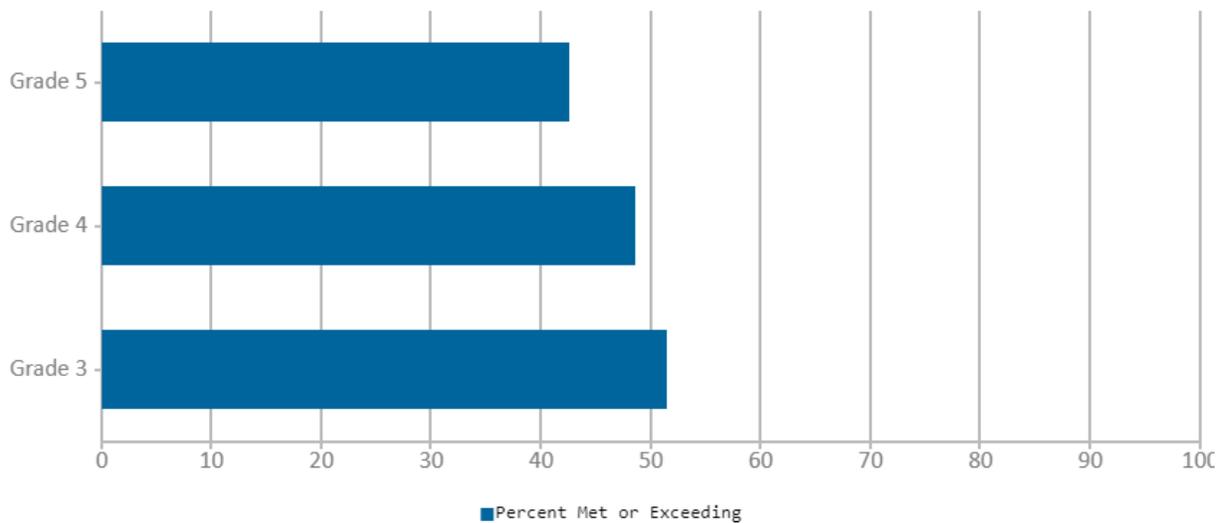
SC READY ELA (2019 data)

- **Strengths**
 - 3rd grade ELA 39% up to 46.5%
 - 4th grade ELA 30% up to 46.5%
 - 5th grade ELA 33% up to 43.2%

- F&P beginning levels are higher than they have been in the past (% of students on/above grade level).
- Fewer students are at risk in 1st grade, showing that the core instruction in K5 is working!
- **Areas of Growth/Opportunity**
 - A continued emphasis on backward design, assessment development, teaching the language of assessment (content vocabulary)



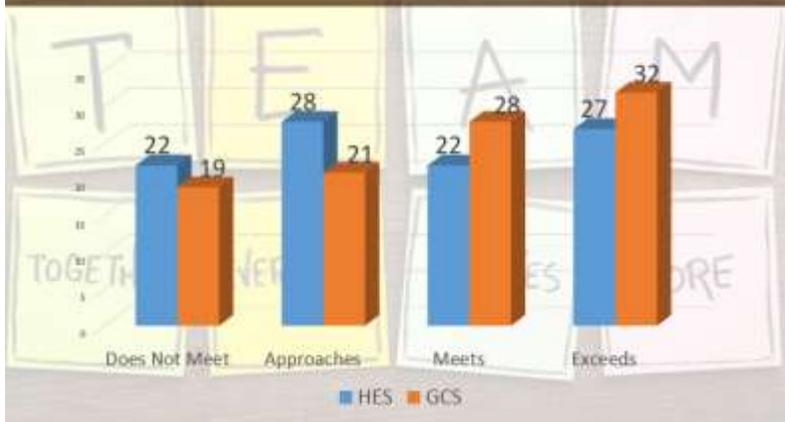
SC READY Performance by Grade Level
English Language Arts (Reading and Writing)



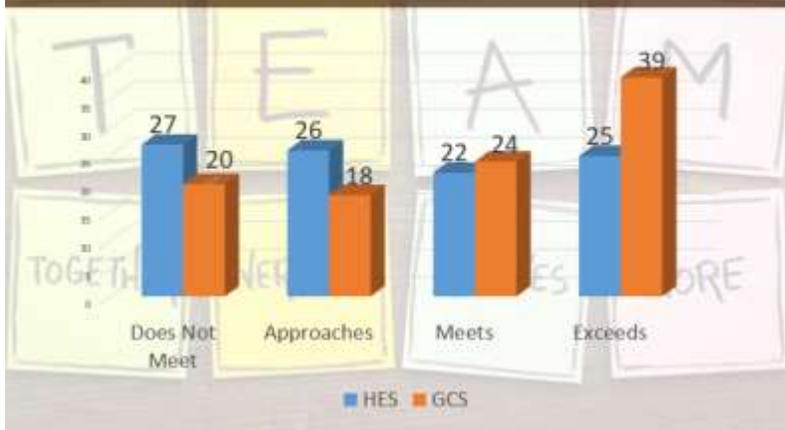
In the spring 2019 SC READY ELA test, the total percentage of students meeting or exceeding expectations in grades 3-5 was 46.4%. The individual grade level percentages meeting/exceeding expectations were: 3rd grade: 51.5%, 4th grade: 48.5%, and 5th grade: 42.6%.

A closer breakdown per grade level:

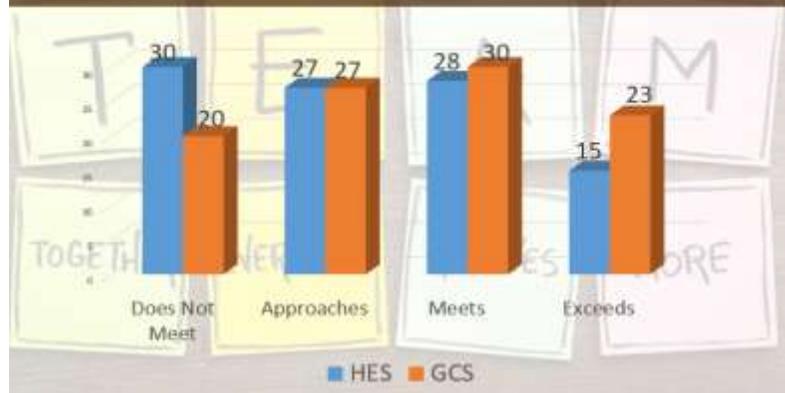
2019 3rd Grade SC Ready ELA



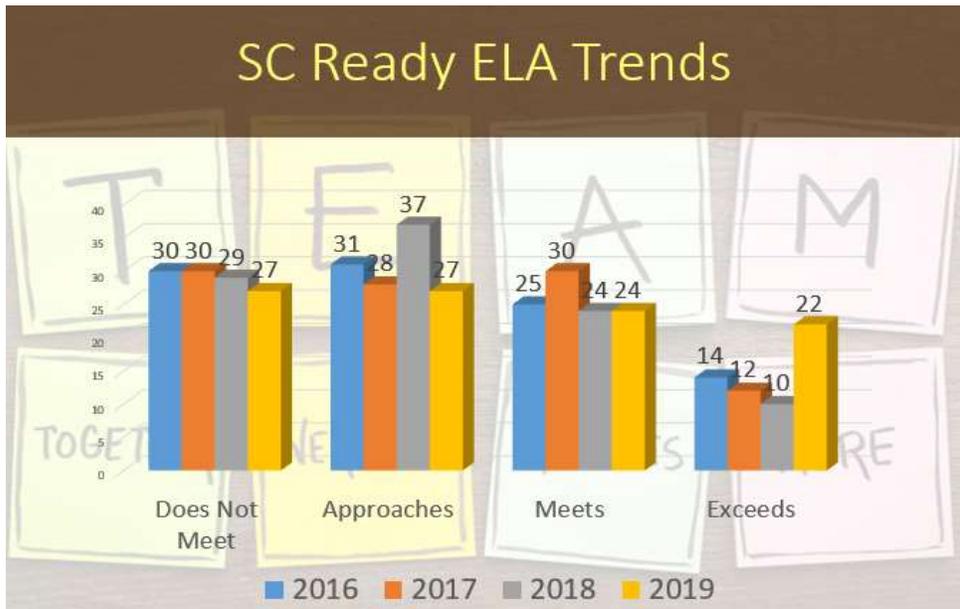
2019 4th Grade SC Ready ELA



2019 5th Grade SC Ready ELA

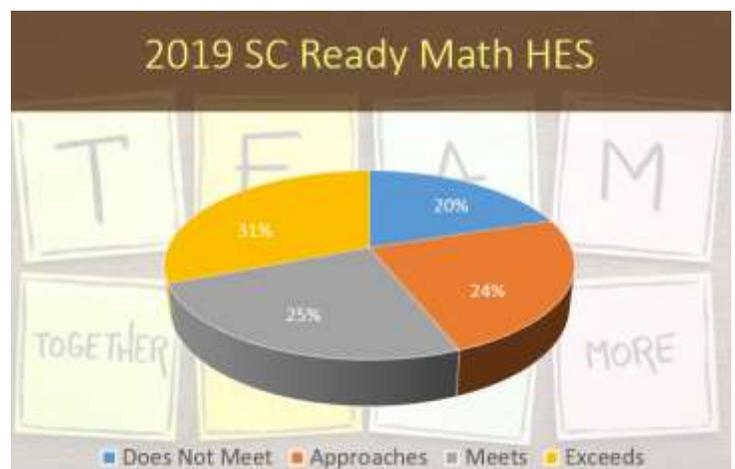
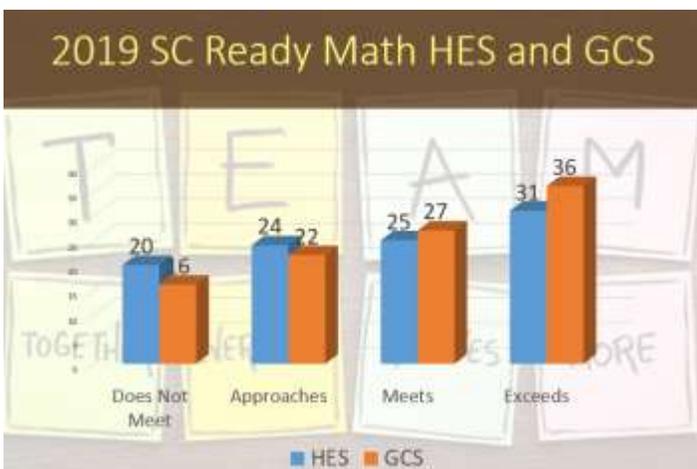


Trends over three years (SC READY ELA)

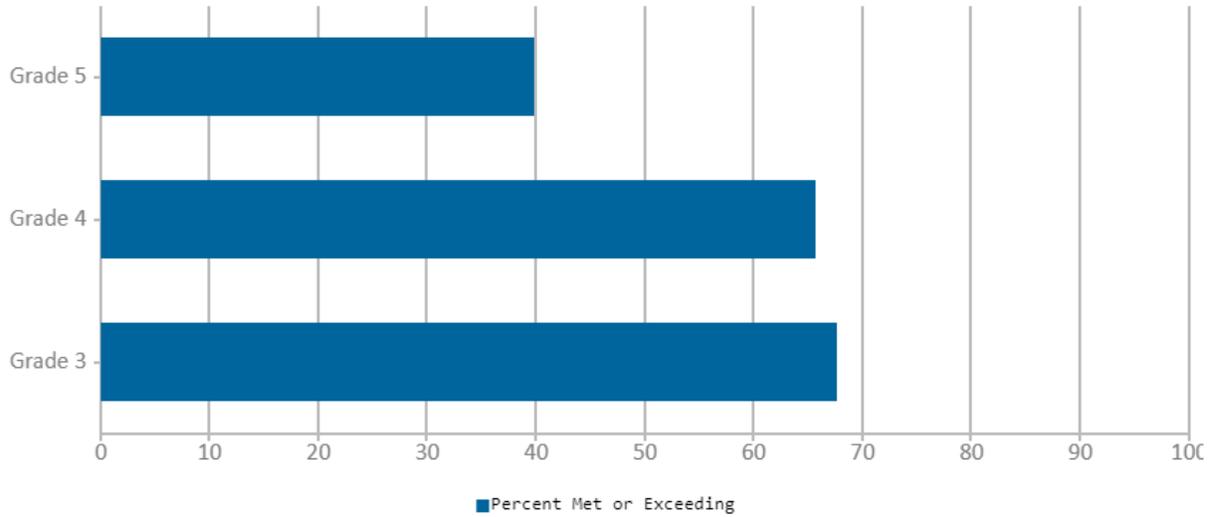


SC READY Math (2019)

- **Strengths**
 - 3rd grade Math 47% up to 64.4%
 - 4th grade Math 36% up to 64.4%
 - 5th grade Math 43% down to 40.5% (***) cohort of students grew from 36% in 4th grade up to 40.5% in 5th grade***)
- **Areas of Growth/Opportunity**
 - 5th grade math was significantly lower than 3rd and 4th grade math
 - A continued emphasis on backward design, assessment development, teaching the language of assessment (content vocabulary)

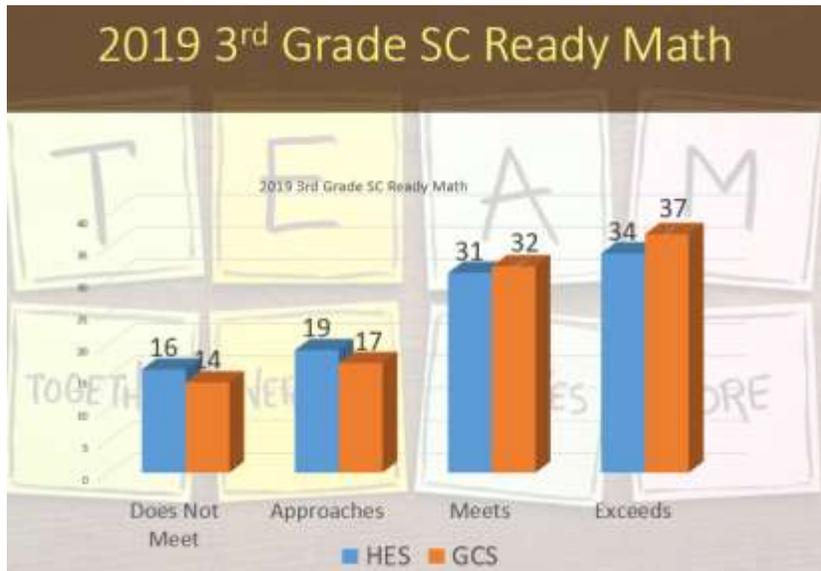


Mathematics

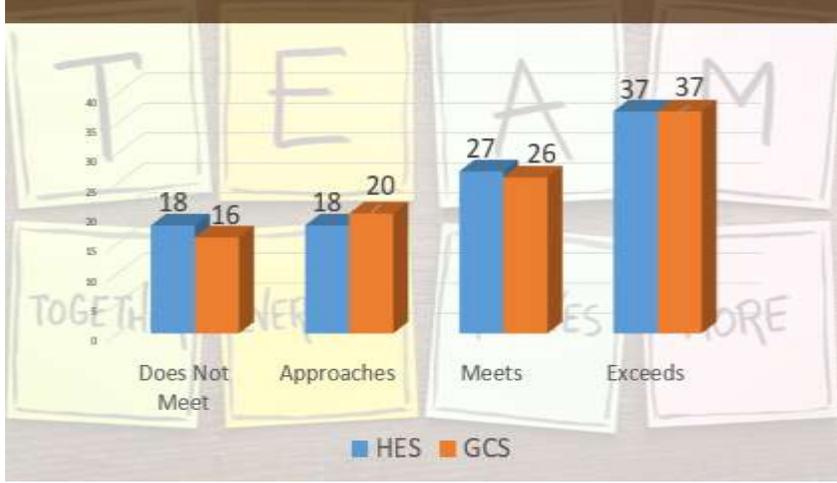


In the spring 2019 SC READY Math test, the total percentage of students meeting or exceeding expectations in grades 3-5 was 56.5%. The individual grade level percentages meeting/exceeding expectations were: 3rd grade: 67.6%, 4th grade: 65.7%, and 5th grade: 39.8%.

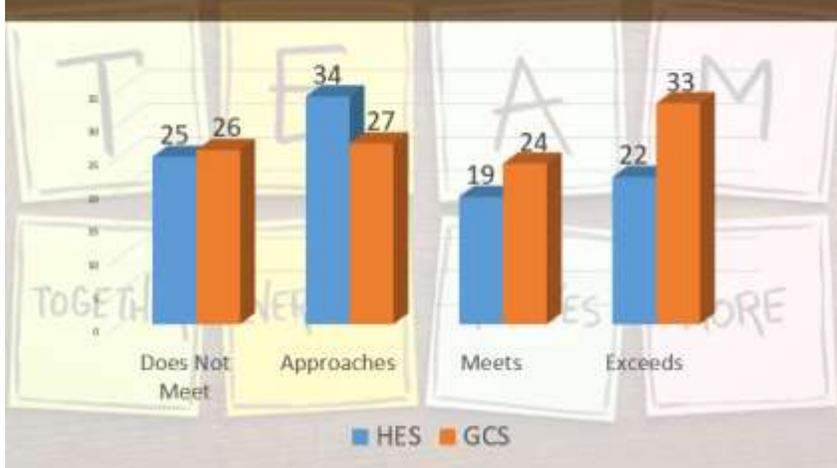
A closer breakdown per grade level:



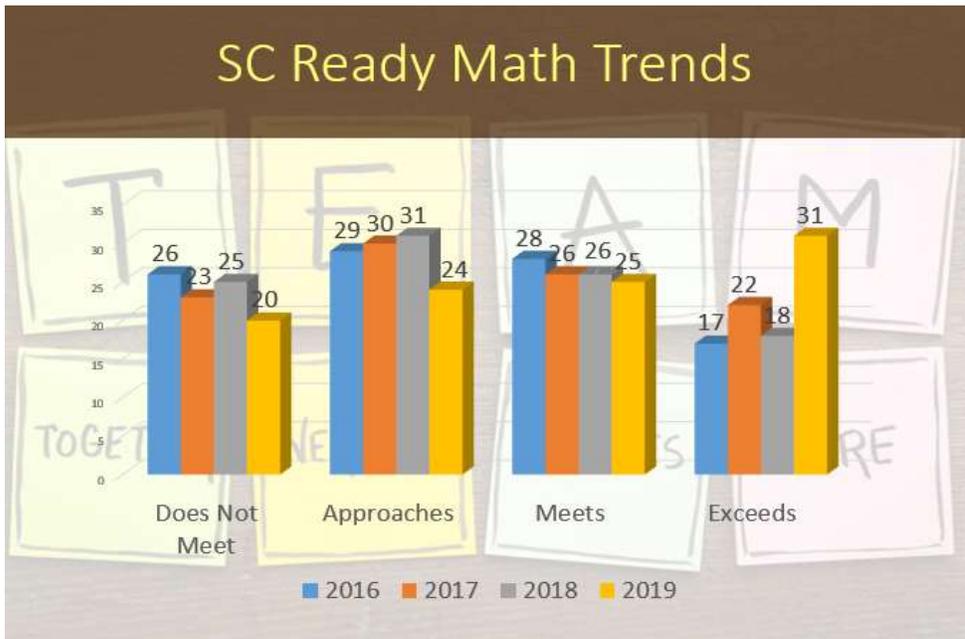
2019 4th Grade SC Ready Math



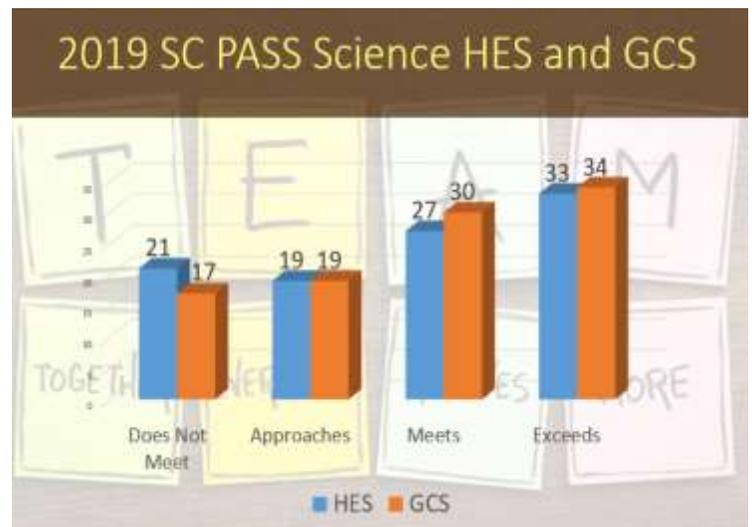
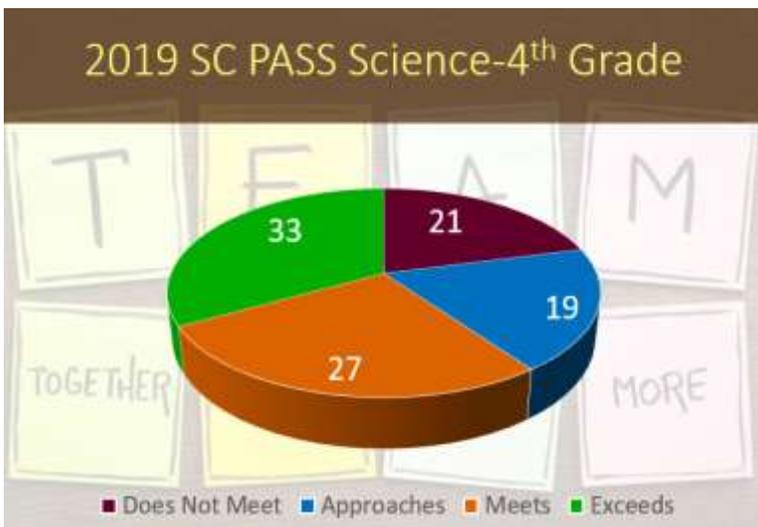
2019 5th Grade SC Ready Math



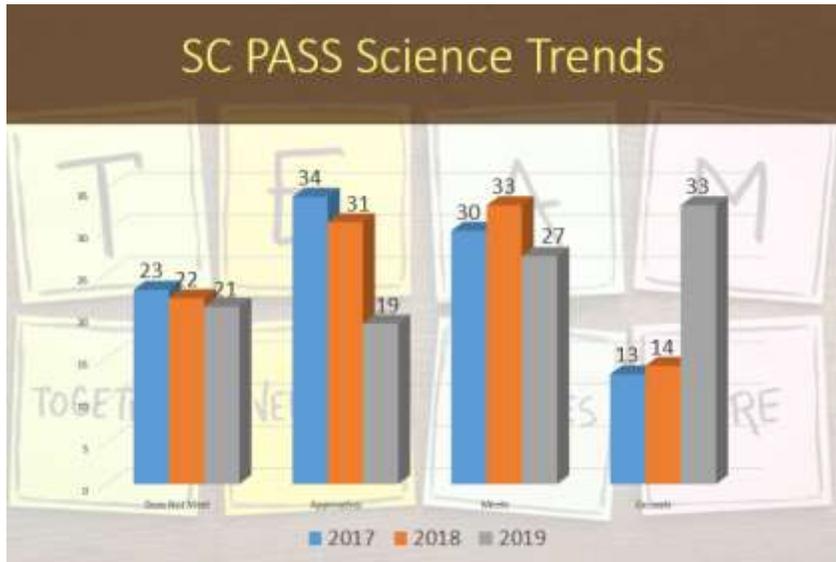
Trends over three years (SC READY Math)



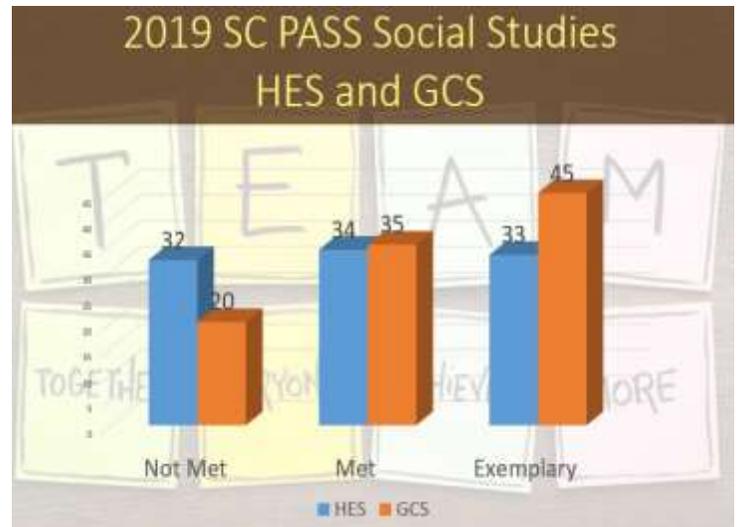
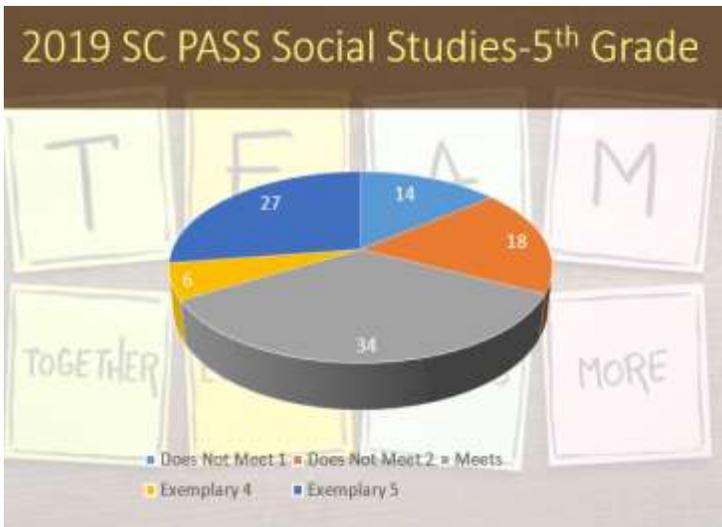
SCPASS Science (4th Grade only) (2019 data)



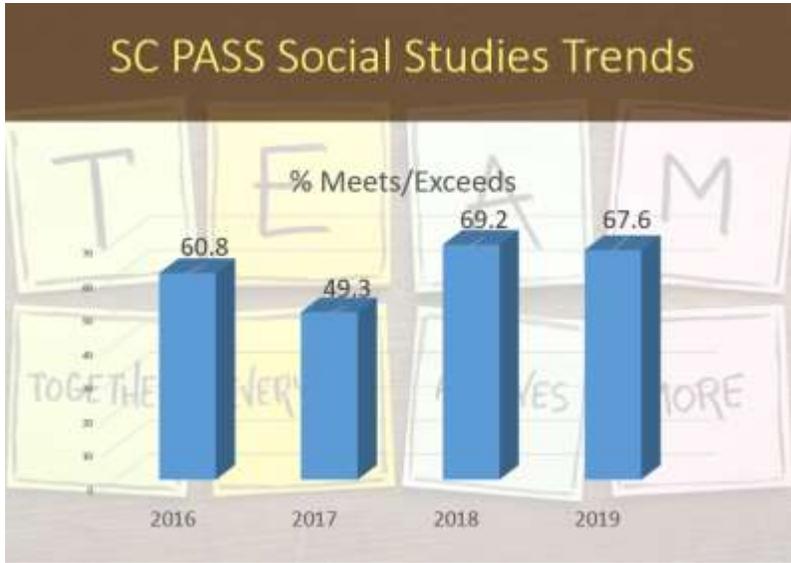
Trends over three years (SCPASS Science)



SCPASS Social Studies (5th Grade only)



Trends over three years (SCPASS Science)



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.

Heritage Elementary School Report Card:

<https://screportcards.ed.sc.gov/overview/?q=eT0yMDIwJnQ9RSZzaWQ9MjMwMTEwNw>

Teacher and Administrator 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.

	2016	2017	2018	2019
Percentage of teachers with advanced degrees	62.5	68.2	70.5	74.4

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. Due to the change in population, we had to make staff changes.

	2016	2017	2018	2019
Percentage of teachers that return to Heritage	89.7	89.7	89.5	86.8

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. At the end of the school year, our teacher received a “reboot” of the primary and intermediate literacy framework with balanced literacy. 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 (2020-21)

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:

- Grade Level Teams: Varied days
- Instructional Leadership Team: Tuesdays
- OnTrack Assistance Team: Friday

Wednesday Meeting Schedule: (ALL SUBJECT TO CHANGE)

- First Wednesday: Grade Level Planning
- Second Wednesday: Faculty Meetings
- Third Wednesday: Mentor/Mentee Meetings (M & M's)
- Fourth Wednesday: Faculty Council
- Fifth Wednesday: Rotating PD/Grade Level Planning

Monthly Meeting Schedule (some Bi-Monthly)

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

2020-2021 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 2020	All offerings in the summer were virtual: Grade Level Planning Days, Upstate Tech Conference, Summer Academy, Instructional Technology Mini workshops, Faculty Council Retreat

**Most of the offerings during the school year were virtual via Zoom or Google Meet.

Throughout the school year 2020-21

- Instructional Rounds
- Learning Explorer Virtual Instruction
- Grade level specific professional development (math and reading)
- MasteryConnect and MAP training (1st grade)
- Big Ideas Math Training
- eLearning guidelines and ticks of the trade for virtual/hybrid learning
- Social Emotional Learning

School Climate (2019 data)

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.

	<u>Teachers</u>	<u>Students*</u>	<u>Parents*</u>
Number of surveys returned	33	111	56
Percent satisfied with learning environment	96.9%	87.4%	77.8%
Percent satisfied with social and physical environment	96.9%	87.4%	83.9%
Percent satisfied with school-home relations	100.0%	77.2%	79.2%

Source: 18-19 SDE Heritage Elementary School Report Card

Student levels of engagement in school



Domains of School Engagement



Source: 18-19 SDE Heritage Elementary School Report Card

Safe Schools

Evaluations By Parents 	Percent Agree/Strongly Agree	Total Responses
"My child feels safe at school."	87.3	56
"My child's teachers and school staff prevent or stop bullying at school."	60.0	56
Evaluations By Teachers 	Percent Agree/Strongly Agree	Total Responses
"I feel safe at my school before and after hours."	97.0	33
"The rules for behavior are enforced at my school."	66.6	33

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.

Action Plan

SCHOOL RENEWAL PLAN FOR 2018-19 through 2022-23

Impact of COVID-19:

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

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

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

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

- Grade 10 PSAT

- Ready to Work
- ACT, SAT
- AP, IB, Cambridge International

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	52.7	57.7	62.7	67.7
		School Actual Elementary 34.2	47.2	<i>waiver</i>			
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	58	<i>waiver</i>			
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ACTION PLAN FOR STRATEGY #1: Student Achievement ELA					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
R43-205 Greenville County Schools requests a waiver to increase the number of students served in each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each class, we can increase the number of preschool students served by 15% without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or instructional implementation.	2020-2021	Director of Early Intervention and Student Support			Waiver
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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • FastBridge benchmark data (including progress monitoring) • LLI assessment reports
3. Provide coaching cycles to improve common planning and instruction	2018-2023	Instructional leadership team, literacy coach	\$0	NA	<ul style="list-style-type: none"> • Coaching protocol • Coaching schedule • Student data from coached classrooms

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
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SC READY Math SDE website and School Report Card	47.2 % Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary	52.2	57.2	62.2	67.2	72.2
		School Actual Elementary 42.5	57.3	<i>waiver</i>			
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 57	62	64	66	68	69
		District Actual Elementary 60	63	<i>waiver</i>			

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. Teachers 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	<ul style="list-style-type: none"> • IXL usage reports • Vertical team meeting minutes reflecting math fact fluency • Classroom observations • Lesson plans

<p>2. Teachers will utilize common formative assessments to inform their instructional practices and monitor student performance at higher Depth of Knowledge (DOK) levels.</p>	<p>2018-2023</p>	<p>Teachers, SPED teachers, instructional leadership team</p>	<p>None</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Examples of assessments • Examples of assessment results • Lesson plans • Minutes from grade level planning • MasteryConnect Trackers and Reports
<p>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)</p>	<p>2018-2023</p>	<p>Teachers, SPED teachers, instructional leadership team</p>	<p>Cost of any small group supplies</p>	<p>Local Funds</p>	<ul style="list-style-type: none"> • Pre/post assessments from math • Lesson plans • Minutes from grade level planning • Classroom observations
<p>4. Provide coaching cycles to improve common planning and instruction</p>	<p>2018-2023</p>	<p>Instructional leadership team</p>	<p>\$0</p>	<p>NA</p>	<ul style="list-style-type: none"> • Coaching protocol • Coaching schedule • Student data from coached classrooms
<p>5. Enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary</p>	<p>2018-2023</p>	<p>Teachers, SPED teachers, instructional leadership team</p>	<p>\$0</p>	<p>NA</p>	<ul style="list-style-type: none"> • Observations • Lesson plans • Professional development • Classroom evidence of content

					vocabulary instruction
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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 / *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	59.6	waiver			
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	64	<i>waiver</i>			
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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. Provide coaching cycles to improve common planning and instruction	2018-2023	Instructional leadership team	\$0	NA	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 4: 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
		School Actual Hispanic 38	38	<i>waiver</i>			
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	40	<i>waiver</i>			

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	25	<i>waiver</i>			
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	District Projected AA 25	25	28	31	34	37
SC READY ELA SC SDE Website		District Actual AA 25	31	<i>waiver</i>			
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	11	<i>waiver</i>			
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	District Projected SWD 14	14	17	20	23	26

SC READY ELA SC SDE Website		District Actual SWD 12	21	<i>waiver</i>			
SC READY ELA SC SDE Website	NA % Meets Expectations and Exceeds Expectations	School Projected LEP	NA	NA	NA	NA	NA
SC READY ELA SC SDE Website		School Actual LEP NA	NA	<i>waiver</i>			
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	44	<i>waiver</i>			
SC READY ELA SC SDE Website	38 % Meets Expectations and Exceeds Expectations	School Projected PIP 40	40	43	46	49	52
SC READY ELA SC SDE Website		School Actual PIP 27	45	<i>waiver</i>			

SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected PIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual PIP 33	45	<i>waiver</i>			
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	75	<i>waiver</i>			
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51
SC READY Math SC SDE Website		District Actual Hispanic 42	43	<i>waiver</i>			
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	33	<i>waiver</i>			
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	30	<i>waiver</i>			
SC READY Math SC SDE Website	11 % Meets Expectations and Exceeds Expectations	School Projected SWD 12.3	12.3	13.6	14.9	16.2	17.5
SC READY Math SC SDE Website		School Actual SWD 6	23	<i>waiver</i>			
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30
SC READY Math SC SDE Website		District Actual SWD 16	20	<i>waiver</i>			

SC READY Math SC SDE Website	NA % Meets Expectations and Exceeds Expectations	School Projected LEP	NA	NA	NA	NA	NA
SC READY Math SC SDE Website		School Actual LEP NA	NA	<i>waiver</i>			
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40	40	43	46	49	52
SC READY Math SC SDE Website		District Actual LEP 42	46	<i>waiver</i>			
SC READY Math SC SDE Website	40 % Meets Expectations and Exceeds Expectations	School Projected PIP 43	43	46	49	52	55
SC READY Math SC SDE Website		School Actual PIP 38	53	<i>waiver</i>			
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected PIP 36	36	39	42	45	48

SC READY Math SC SDE Website		District Actual PIP 38	43	<i>waiver</i>			
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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	<ul style="list-style-type: none"> • Examples of assessments • Examples of assessment results • Lesson plans • Minutes from grade level planning • MasteryConnect Trackers and Reports
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. The school will utilize GCSource data to identify school-wide trends and determine strategies to increase	2018-2020	Instructional leadership team, Ontrack teams	\$0	\$0	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team

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

Gifted and Talented Requires 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 the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, FastBridge, MAP, and other measures.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	School Projected		Kindergarten through Grade 5 = 77.65%	Kindergarten through Grade 5 = 80.65%	Kindergarten through Grade 5 = 83.65%	Kindergarten through Grade 5 = 86.65%
	Meets and Exceeds	School Actual	Kindergarten through Grade 5 = 74.65%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	School Projected		Kindergarten = 44% Grade 1 = 69%	Kindergarten = 47% Grade 1 = 72%	Kindergarten = 50% Grade 1 = 75%	Kindergarten = 53% Grade 1 = 78%

	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more accurately read words per minute (40 th percentile)	School Actual	Kindergarten = 41% Grade 1 = 66%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
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: 53 % Grade 5: 50%	Grade 2: 56 % Grade 5: 53%	Grade 2: 59 % Grade 5: 56%	Grade 2: 62 % Grade 5: 59%
South Carolina MAP Linking Study – February 2018	2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile	School Actual	Grade 2: 50 % Grade 5: 47%	Grade 2: 49 % Grade 5: 58 %	Grade 2: 34 % <i>5th grade data point not available - School Board decision to waive 5th grade testing</i>		
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	District Projected		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		District Actual	K-5 69%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	District Projected		5K – 52% or above Grade 1 – 57% or above	5K – 54% or above Grade 1 – 59% or above	5K – 56% or above Grade 1 – 61% or above	5K – 58% or above Grade 1 – 63% or above

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

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

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. R43-205 Greenville County Schools requests a waiver to increase the number of students served in each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each class, we	2020-21	Director of Early Intervention and Student Support			Waiver

can increase the number of at-risk students served by 15% without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or instructional implementation.					
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	<ul style="list-style-type: none"> ● Examples of assessments ● Examples of assessment results ● Lesson plans ● Minutes from grade level planning ● MasteryConnect Trackers and Reports
3. 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)

<p>4. Provide intentional support for consistently scheduled, sustained independent reading</p>	<p>2018-2023</p>	<p>Teachers, SPED teachers, instructional leadership team, literacy coach, RTI teachers</p>	<p>\$0</p>	<p>NA</p>	<ul style="list-style-type: none"> ● 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).
<p>5. Implement Balanced Literacy with fidelity across all schools.</p>	<p>2018-2023</p>	<p>Teachers, SPED teachers, instructional leadership team, literacy coach</p>	<p>\$0</p>	<p>TBD</p>	<ul style="list-style-type: none"> ● Observations, anecdotal notes, and lesson plans. ● Instructional Observations and Instructional Rounds ● Increased number of

					students reading on grade level by 3 rd grade
6. 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

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> 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		School Projected			Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain
GCS Human Resources Department	Baseline established in 2019-2020	School Actual		Gender Diversity = yes /no Ethnic Diversity = yes/ no			
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity = 100% Ethnic Diversity = 97%		

ACTION PLAN FOR STRATEGY #1:Hiring candidates with diversity					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Develop a recruitment plan that will be used at the 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	91.9	<i>waiver</i>			
SC SDE School Report Card Survey	95.2	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 95	97	<i>waiver</i>			

SC SDE School Report Card Survey	87.2	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 90	87.3	<i>waiver</i>			
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	<i>waiver</i>			
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	<i>waiver</i>			
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		District Actual Parents 88	89	<i>waiver</i>			
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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

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	0.001	0			
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0

GCS Expulsion Report		District Actual 0.8	1.5	0.9			
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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	0	0			
	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		District Actual .04	.10	.03			

ACTION PLAN FOR STRATEGY #1: Student Behavior	EVALUATION
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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

<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1</i> <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> 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 Cognia 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
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	95	95	95	95	95
		School Actual 95	93	93	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>		
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	90	90	90	90	90
		District Actual 89	90	92	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>		

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
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
180 th day Attendance Report		School Actual 95.2	94.9	96.6* School closed for in-person instruction in March 2020.			
	(2016-17) 95	District Projected	95	95	95	95	95
180 th day Attendance Report		District Actual 95	95	96			

ACTION PLAN FOR STRATEGY #1: 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	<ul style="list-style-type: none"> • 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	2018-2023	OnTrack Coordinator and team	\$0	NA	Intervention Connection System reports for truant

truant and chronically absent students.		Social Worker Attendance Clerk			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

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 / *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 Cognia 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):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	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 ≤ 5 Lonely ≤ 10 Angry ≤ 10	Afraid ≤ 8 Lonely ≤ 13 Angry ≤ 10	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
Cognia Climate & Culture Student Survey	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 – 5% Lonely – 10% Angry – 7%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	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. Consistently meet as an OnTrack group 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	2018-2023	Principal	\$0	NA	Fair takes place on Meet the Teacher Night

school level for staff and parents					
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: <ul style="list-style-type: none"> ● classroom conversations and reflections to support problem solving occur across the school day. ● classroom conversations and reflections occur

					<p>across the components of the GCS Secondary Literacy Framework.</p>
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- established classroom norms, expectations, and procedures.

- students exercising autonomy and respect for peers and adults.