

# Heritage Elementary International Baccalaureate School

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*Mrs. Heather Hester, Principal*

*Greenville County Schools*

*Mr. W. Burke Royster, Superintendent*

*Five Year Strategic Action Plan*

*2013-2014 through 2017-2018*

## SCHOOL RENEWAL PLAN COVER PAGE

### (Mandated Component)

#### **REQUIRED - SCHOOL INFORMATION AND SIGNATURES**

**SCHOOL:** Heritage Elementary International Baccalaureate School

**DISTRICT:** Greenville County Schools

**SCHOOL RENEWAL PLAN FOR YEARS:** 2013-14 through 2017-18 (*five years*)

**SCHOOL RENEWAL ANNUAL UPDATE FOR:** 2014-15 (*one year*)

#### **Assurances**

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.


#### **CHAIRPERSON, BOARD OF TRUSTEES**

<b>Mr. Charles J. Saylors</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>


#### **SUPERINTENDENT**

<b>Mr. W. Burke Royster</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Mrs. Lisha Ferrell		3-26-14
PRINTED NAME	SIGNATURE	DATE

**PRINCIPAL**

Mrs. Heather Hester		3-26-14
PRINTED NAME	SIGNATURE	DATE

**SCHOOL ADDRESS: 1592 Geer Highway, Travelers Rest, SC 29690**

**SCHOOL'S TELEPHONE: (864) 355-6000**

**PRINCIPAL'S E-MAIL ADDRESS: [hhester@greenville.k12.sc.us](mailto:hhester@greenville.k12.sc.us)**

## STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

<b><u>POSITION</u></b>	<b><u>NAME</u></b>
1. PRINCIPAL	Mrs. Heather Hester
2. TEACHER	Mrs. Kristi Evans
3. PARENT/GUARDIAN	Ms. Jordyn Ward
4. COMMUNITY MEMBER	Mrs. Rebecca Cooper Crowne
5. SCHOOL IMPROVEMENT COUNCIL	Mrs. Lisha Ferrell
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<b><u>POSITION</u></b>	<b><u>NAME</u></b>
Assistant Principal	Mr. George Champlin
Instructional Coach/IB Coordinator	Mrs. Ashley LaRoche
SIC Member/Community Member	Mrs. Sherry Oates
PTA Presidents	Mrs. Cathy Hawkins

### Teachers (Updated 2013-2014)

Cameron Patton	Alison Auman	Marta Matthews
Stacy Cunningham	Mark Danielson	Debbie Allen (PT)
Rhonda Childs	Donna Jent	Nellie Ledford
Pam Moore	Abby Brown	Katie Allen (PT)
Rima Dakhallah	Kristi Evans	Cheslea Ganske
Lynn Looper	Mac Martin	Shelley Bauer
Sharon Gillespie	Gabriel Goodman	Dana Crumley
Brittany Kingsbury	Amy Grumbles	Nicole Lunghi-Mesropian
Carrie Lee	Becky Bridwell	Kelsey Barton (Travel Art)
Christina Luther	Lynn Mills	Brenda Lee (Travel Music)
Amy Lyn Reeves	Valerie Deyton	Jody Childs (Travel PE)
Sarah Epps	Sallie Wham	
Kim Cole	Erin Lynch	
Sherry Edwards	Miraim Youngblood	
Belle Jones	Shelley Styles	
Lu Wixon	Leah Stafford	
Stephanie Boyle (PT)	Stephanie Crain	
	Leslie Bowers	

### Paraprofessionals (Updated 2013-2014)

Lujean Bailey	Stacy Silvers	Betty Stretanski
Lisa Williams	Connie Parfitt	Donna Churray
Lisa Anderson	Tammy Kozic	

### Other Staff Members (Updated 2013-2014)

Debra Taylor-Secretary/Finances	Rhonda Kelly-Custodian
Cryse Walker-Attendance	Debbie Lee-Custodian
Clerk/Receptionist	Patricia Reed-Custodian
Darlee Shrum-Nurse	Kim Kelly-Cafeteria Manager

Angie McCarson-Media/Office Assistant Meg Rigamonti-Greenville Health System Mental Health Jeannie Gully-School Counselor Chris Harton-Plant Engineer Quetin Mashburn-Roving Custodian	Cricket Leopard-Cafeteria Staff Amy Bolin-Cafeteria Staff Latasha Anderson-Cafeteria Staff Sherry McConnell-Cafeteria Staff
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**\*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 PLAN

(Mandated Component)

### *Act 135 Assurances*

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

- |              |   |
|--------------|---|
| <u>  X  </u> | <b><u>Academic Assistance, PreK–3</u></b><br>The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).  |
| <u>  X  </u> | <b><u>Academic Assistance, Grades 4–12</u></b><br>The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).  |
| <u>  X  </u> | <b><u>Parent Involvement</u></b><br><br>The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children. |
| <u>  X  </u> | <b><u>Staff Development</u></b><br>The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised <i>Standards for Staff Development</i> .  |
| <u>  X  </u> | <b><u>Technology</u></b><br>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.   |
| <u> N/A </u> | <b><u>Innovation</u></b><br>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.   |
| <u>  X  </u> | <b><u>Recruitment</u></b>   |

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

**X**     **Collaboration**

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

**X**     **Developmental Screening**

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

**X**     **Half-Day Child Development**

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

**X**     **Developmentally Appropriate Curriculum for PreK–3**

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

           **Parenting and Family Literacy**

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process 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, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

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

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are



coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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## Introduction

Heritage Elementary 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 staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

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

The school and community members were involved in developing the narrative for our portfolio. The narrative is a reflection of the collaborative efforts of the school staff, School Improvement Council, and Parent Teacher Association. Much of the narrative content came from discussions of the staff in the process of evaluating our work, professional learning communities, surveys, committees, and grade level planning. Committees were created as we began to look at accreditation for the next five years. The instructional leadership team decided to create vertical teams during the 2013-2014 school year who worked on the school portfolio for the year and all of the material for the district accreditation plan. This comprehensive report 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.

### The Staff of Heritage Elementary School

**\*\*The Heritage Staff Planning Committees are listed on the next page.**

Staff	Vertical Team/School Portfolio Section	IB Self Study Team
Instructional Leadership Team	Rotate	Philosophy and Forms
<u>Dakhlallah</u> , Jent, Bridwell, Bowers, Cunningham, Luther, Woodard, Matthews, Grumbles	English/ Language Arts	Curriculum: Written Curriculum
<u>Edmonds/Pack</u> , Brown, Goodman, Lynch, Stafford, Kingsbury, Reeves, Crumley	Math	Curriculum: Assessment
<u>Lee</u> , Evans, Martin, Styles, Moore, Wixon, Gillespie	Science	Curriculum: Teaching and Learning
<u>Patton/Washburn</u> , Auman, Mills, Youngblood, Ganske, Edwards	Social Studies	Organization
<u>Bauer</u> , Danielson, Deyton, Crain, Childs, Looper, Epps, Gully, Jones, Wham, Cole	School Climate	Curriculum: Collaborative Planning

## Executive Summary

Heritage Elementary School is a K3-5th grade public International Baccalaureate school built in 1993 that currently houses 676 students and 76 (three traveling related arts teachers) faculty and staff members. The school was created out of necessity, when the former Travelers Rest Elementary School was suddenly declared to be unsafe and its students and teachers were re-located to nearby Gateway Elementary until a new facility could be constructed. In August of 1994, students and faculties from the former Ebenezer and Travelers Rest Schools joined to establish Heritage Elementary in a new facility located on Geer Highway, just across the road from Northwest Middle School.

Heritage has put many things in place, since the groundbreaking of the building, both academically and socially to help its students and the community.

Purpose is the aim of the organization; the reason for existence. The purpose is very important for creating the mission and the vision. The purpose of Heritage Elementary is to:

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

The school supports all students academically. A strong assistance team helps in the initial process of identifying students who may qualify for Special Education classes. Once placed, those students have Individualized Education Plans to direct instruction. They are mainstreamed into related arts classes and as other opportunities present themselves. Resource students are grouped by skill levels and are working in SRA, Wilson, and Fountas and Pinnell programs for both reading. This is the first year that the school participated in the special education inclusion model where our two special education resource teachers went into the regular education classrooms in third and fifth grade to work with the students they serve as well as regular education students. This model is very much like the model used in the middle schools. Currently, the school uses a modified balanced literacy program, Fountas and Pinnell. The model provides a balanced literacy program to meet the diverse needs of all students. The model is a multi-level, balanced literacy program that incorporates four different approaches each day to teach children how to become better readers, writers, and spellers. This model acknowledges that

not all children learn in the same way and provides substantial instruction to support the learning personalities of all students. Heritage has reading intervention fully in place in K5-1st grade. Students are pulled out for further reading instruction and will get more instruction on their level during their balanced literacy times. Students in first grade are also served in math intervention. All students served in reading or math intervention see the intervention teachers daily and get an extra dose of those subjects inside their classroom. All teachers use Compass Learning as a teaching tool and a way to progress monitor their students. Teachers use Khan Academy, “PrepDogs,” and other academic websites in the classroom to help students work on his/her academic level in all subjects. Inquiry drives the instruction in the building. The teachers use science kits, primary sources, textbooks, mentor texts, math manipulatives, the Internet, and arts integration. All classrooms are equipped with technology. Every classroom now has a promethean board and classroom Ipad. The Ipads are for the students to use. Now that we are fully immersed in the Fountas and Pinnell balanced literacy program, we have been able to fully build our leveled books library. Also since the standards are now Common Core State Standards, the school has worked to purchase nonfiction material for our school library.

Heritage staff members participate in many professional development opportunities. Some of the professional development included writing workshops, technology in the classroom, and behavior management techniques. The teachers have had the opportunity to work in PLC’s (Professional Learning Communities) with the Instructional Coach where the team could analyze test scores, students’ needs, and personalize instruction. After analyzing the test scores (both MAP and PASS) from this year, the academic leadership team decided that the school would focus on reading and writing. Teachers have been using the portal and their long range IB plans to be a guide for the instruction. All grade levels met to continue changing the IB program of inquiry. All teachers were apart in realigning the concepts and state standards to the overlying themes of IB: Who we are, where we are in place and time, how the world works, how we express ourselves, how we organize ourselves, and sharing the planet. Most faculty members have attended an IBO sponsored workshop and/or visited and observed an IB school. One of our main goals at Heritage is to be trained in the inquiry method by the International Baccalaureate Program specialists. We have five teachers who will be trained this summer in Atlanta. The school has spent much of the year working on the International Baccalaureate’s self-study for the upcoming verification. Heritage will have the visit from the IBO in fall 2014. All teachers have created websites and/or blogs which are updated weekly. The websites include homework, student work, and email links which improve parent communication. Tuesday folders with graded papers, class newsletters, and school wide news are sent home weekly.

Throughout the year, the Heritage Elementary teachers worked in the vertical planning model to plan for instruction. The vertical planning teams incorporated teachers from different grade levels to meet throughout the year to develop strategies to improve student performance. Much of this year’s focus has been on vocabulary and the implementation of strategies in the classroom to help students learn vocabulary. These groups have also worked on the self-study for IB. As a

result of having these teams, teachers now have a clear understanding of what they should do to prepare students for the next grade level. Moreover, teachers know what they should build upon from the previous grade levels. Vertical planning fosters learning between classes and across grade levels as noted in Phi Delta Kappa International website, ([www.pdkintl.org](http://www.pdkintl.org)).

Heritage parents are encouraged to participate in all facets of our program. Open house presentations, musical programs, and PTA meetings are widely advertised and have an overall high rate of attendance. 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. *Building Successful Partnerships: A Guide to Parent and Family Involvement Programs*, states “parent involvement in all aspects of a child’s life cannot be overstated.” Research proves that “children thrive when their parents devote time and loving attention to them.”

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 unpack 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. The PTA held their now annual “booster-thon” style event called the H3K. Prior to the event, students were given the opportunity to get a sponsor as they would be a part of a 3K. The school was about to raise over \$24,000 that was put directly back into the school. During the past year our SIC continued its mission to help the students in the school academically. They focused on raising student success and offered an Early Riser Club that was open on the computer lab on Monday afternoons for homework help, Tuesday mornings and Thursday mornings throughout the school year. Students who scored in the lower twenty-fifth percentile and were also classified as the “bubble kids” were offered a spot. Students were allowed to go on Compass Learning and play math games. Once the Spring MAP testing window closed, those students’ scores were analyzed and the program greatly benefited those students.

## Our Mission

The mission of Heritage Elementary is to foster lifelong learning in a global community by providing innovative, quality, inquiry-based educational experiences which emphasize critical and creative thinking.

## Our Vision

The following are the curriculum, instruction, assessment, and environmental factors that support effective learning for Heritage Elementary students:

- Curriculum related to the real world, integrated with technology, should match student abilities, should include global thinking, a reflection of standards and community expectations
- Instruction utilizes Best Practices based on research, addresses modalities and learning styles, uses multi-level instructions, adapts to the needs of students, applies to real-life situations, planned with inquiry-based techniques, and focuses on standards
- Assessed formal (teacher) and informal (self) methods, planned with the end results of application and transfer, reflects instruction, used by teacher for future modification in instruction, individualized according to students' needs, used to address weaknesses, provides a variety of assessments reflecting the six types of understanding
- Our environment creates a child-centered/community-centered atmosphere, provides a feeling of nurture and safety for children and adults, projects a sense of structure, order, and organization, and demonstrates a feeling of cooperation.

## 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. The staff was asked to brainstorm independently before we produced our core beliefs about what instruction, curriculum, and assessment will increase our students' learning.

We believe...

- Teachers must have high expectations of all students in both their academic performance and their social behavior.
- The curriculum of Heritage Elementary must provide an intellectually challenging environment.
- Assessment should be efficient, informative, and instruction  $\neg$ driven.
- Constant communication is a key factor in making sure that all areas of Heritage Elementary are aware of what is happening around them.
- Curriculum and instruction are aligned to South Carolina standards and are planned not only within grade levels, but across grade levels.
- Students should feel safe, emotionally and physically while at Heritage Elementary School.



- All teachers, students, families, and community are working together to ensure that the quality of instruction at Heritage Elementary is at its highest level.

## Summary of Student Learning Needs and Desired Results

Heritage teachers and students have benefited from the more focused professional development provided this year. All teachers in 5K-5th grade will teach six IB units and 3/4K will teach four units by the end of the school year. Teachers are using more inquiry-based lessons in their classrooms. Related arts teachers have collaborated with classroom teachers to incorporate IB principles, attitudes, and unit themes in their work, as well. Collegiality and a renewed sense of purpose have blossomed as the faculty has worked diligently together on this Strategic Plan.

### Student Achievement

After analyzing the results from the 2013 PASS administration and our 2013 Annual School Report Card, we did really well in ELA/reading and struggled in math. We have room to grow in social studies and science. We received all “0’s” in science so we can only improve at this point. Since we focused so much on reading and writing, math seemed to suffer. We saw an emphasis on vocabulary instruction in science and social studies as we built our conceptual understanding. We continue to push our students to reach their own goals and push the school to reach the goals for our new five year self-study. The school defined our goals by the percentage of students meeting proficient or advanced levels of learning in the content areas. After looking at the goals from the previous action plan and setting the goals for the new action plan, the school has a goal to close the achievement gap among a variety of populations in the school. Heritage again received an absolute rating of “Average” and a rating of “Average” in growth. Last year, the school began to receive a federal grade. Based on the results from 2012, Heritage received the grade of a “B” with 86.0%. Based on the 2013 PASS scores, the school once again received a “B” but our average was slightly lower with 82.1%. The school’s performance exceeded the state’s expectations. The school’s current performance goal #1 for the 2013-2018 plan focuses on student achievement.

### Teacher and Administrator Quality

As our staff continues to grow, the need for professional development in the International Baccalaureate program will be a concern. Many of Heritage teachers have not been to an IBO training since the school first was accredited in 2005-2006. The IB coordinator has a plan in place to “cycle” everyone back through the training as well as train any new faculty. This year, the school had to work with the new math curriculum, new balanced literacy program, as well as, complete a self-study on the school’s International Baccalaureate program. The teachers felt that a lot was going on all at the same time. Next year, the school will have to implement the new

science standards. The school continuously tried to provide professional development and assure that all staff in the building is highly qualified. Since the school received promethean boards in all of the classrooms, it was essential for teachers to get the training on how to properly use the promethean boards. The teachers were also trained in the Apple iPad since each classroom was bought an iPad. The school's current performance goal #2 for the 2013-2018 Strategic Plan focuses on teacher and administrator quality.

### School Climate:

Based on the evaluations given in 2013, 100% of the staff was satisfied with the learning environment, 100% satisfied with the social and physical environment, and 97.8% satisfied with the school-home relations. There were references to needing materials and supplies available for classroom and instructional use, a need for sufficient computers for instructional use, and a need for more parent support at home. These are all continuous needs. Heritage is also in severe need of mentors to help our fragile students. Overall, the staff was satisfied with the school.

Based on the evaluations given to the parents and students, 88.1% of the students and 93.5% of the parents were satisfied with the learning environment, 90.3% of the students and 90.5% of the parents were satisfied with the social and physical environment, and 79.6% of the students and 90.1% of the parents were satisfied with the school-home relations.

The school sees a need to build a better rapport with the parents and encourage the children to foster a desire to have their parents visit the school. This year the school added to the playground area. A fence was put up on the perimeter of the playground to add a sense of safety to the back area. This was purchased by the PTA. The PTA also purchased another backstop this is adjacent to the original backstop that is used by many of the classrooms. The PTA also plans to add a canopy over the sitting area to give some shade to the playground area.

In an effort to strengthen the comprehensive program at Heritage Elementary, all staff continues to support the Performance Goals and strategies established in the schools improvement plan.

### Awards:

- Graham Foundation Grant
- Wal-Mart Grant
- Golden Apple Award
- Red Carpet Award
- Web Master's Choice
- United Way Award
- Safe School Award
- Fully Accredited by AdvancED
- Fully Authorized International Baccalaureate Primary Years Program by the International Baccalaureate Organization (reauthorization in Fall 2014)

- Target Grant
- Palmetto Silver Award (2011-2012)
- PTA Mini Grants (2013)
- CATCH Grant
- MAC Grant for Art Works Day
- Donor's Choose

## Outstanding Initiatives and Programs

- International Baccalaureate Primary Years Program
- After School Enrichment Programs (Art, Lego Club, Early Risers Tutoring, Tae Kwon Do, Good News Club)
- Volunteer Tutors on All Grade Levels
- Promethean and one student iPad in All Classrooms
- Author's Tea
- Arts Works Day
- Field Day
- CATCH Program
- Challenge Program (Gifted and Talented)
- Character Education Program
- Chorus
- Cliff's Resident Outreach Volunteers
- Computer Lab and Science Lab
- Early Reading Intervention
- Extended Aftercare Program (2:30-6:00)
- Inquiry-Based Instruction
- Inquiry Fair
- Competition at the district level Science Fair and district Invention Convention
- National Board Certified Teachers
- North Greenville University Education Cohort School
- Response to Intervention Program
- School Safety Patrol Program
- Computer lab and library with N-computing
- School for Integration of the Arts
- Grow Healthy Kids Organic Community Garden
- After school science program
- Every Day Math Counts Calendar Math
- Highly used Internet programs: Compass Learning, Khan Academy, Edmodo-blogging, and teacher websites

- Student Council work: Hat Day to raise funds for Heavenly Hats to send hats to cancer patients...a canned food drive/coat drive for our local food bank...Pasta for Pennies which supports the Leukemia and Lymphoma Society of SC...a book drive supporting the Greenville Literacy Association. Also, the Student Council officers helped with H3K and they lead the annual "Walk at School Day" in March.

## Challenges

- Strategies are needed to close the achievement gap for low achieving students.
- Teachers need opportunities to study and reflect upon student work.
- All teachers on staff must be trained in IB PYP international workshops.
- Every teacher must go through another round of IB training to attain the new IB standards.
- Teachers need more training in integrating technology into their lessons, as well as teaching their students to use technology.
- More instruction in the inquiry method of instruction is needed in balanced literacy work stations/center.
- More emphasis must be made on project-based/exhibition assessment.
- IB Units must be continually evaluated across the curriculum and grade levels, both horizontally and vertically.

## School Profile



Heritage Elementary is located in Travelers Rest, Northern Greenville County. The students, parents, and staff enjoy a spectacular view of the Blue Ridge Mountains from our boasts tall trees and thick lawns. The facility's perimeters

show evidence of student landscaping efforts and provide an ever-changing array of colors with each season. The school hopes to one day have the Swamp Rabbit Trail run through the front yard as it extends up to the North Carolina state line. The facilities at Heritage consist of forty-four classrooms total.

The city of Travelers Rest, population 4,750, 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.

At one time, the majority of working parents in the Travelers Rest or Slater-Marietta communities would have been employed at local textile mills. However, due to the changing economy, now most of our parents must drive into Greenville for employment. In the area of leisure, our community is still centered on youth recreation leagues and local state parks. Heritage serves as the site for Cub Scouts and Girl Scouts. Local high school athletics is still a popular pastime for our community.

The community offers potential resources and strengths. Our area is home to Furman University, a nationally recognized liberal arts college, and also North Greenville University, a growing Christian-oriented college. Furman works in close partnership with the School

District of Greenville County to provide course work necessary for teachers to meet the “Highly Qualified” status mandated by the No Child Left Behind Act passed in 2002. Also, many of the teachers at Heritage attend Furman to complete graduate work in a variety of areas. Heritage is quite fortunate to have many students from North Greenville University and Furman who fulfill classroom requirements on our campus. We also place several students from North Greenville University, Furman, Anderson, Converse, and Bob Jones University each year as student teachers.

Our SIC and PTA have been extremely active at Heritage over the past year. They have risen over \$24,000 with a fundraiser and help all of our students academically. They have both been a constant force in the school and helped the school get to where it is today.

### 2013-2014 SIC Members:

Heather Hester (HES-Principal)
George Champlin (HES-AP)
Ashley LaRoche (HES-Instructional Coach/IB Coordinator)
Jeannie Gully (HES-Counselor)
Kristi Evans (HES K5 Teacher)
Sherri Oates (TRHS/Community/past parent)
Teresa Lightle (parent)
Sandy Lawson (NW SIC/community/past parent)
Lisha Ferrell (Co-Chair/parent)
Heather Philpot (parent)
Jordyn Ward (parent)
Dana Lang (PTA Co-President)

Cathy Hawkins (PTA Co-President)
Sherry Edwards (HES-Related Arts Team Rep)
Rebecca Crowne Cooper (Community Member)

### 2013-2014 PTA Members:

Dana Lang, Co-President Cathy Hawkins, Co-President Dee Hickey, Secretary Tammy Erdley, Co-Treasurer Tracy Reynolds, Co-Treasurer Denise Smith, Membership Miranda Dotie, Membership	Heather Hester, Principal Sasha Conway, Communications Michalina Law, Volunteer Coordinator Julie Green, Reflections Tammy Moffitt, Sunshine Summer Mills, School Store Coordinator	Saundra Andrews, Member at Large Jennifer Edens, Member at Large Delia Amick, Member at Large Kim Cole, Faculty Representative Kristi Evans, Faculty Representative Angie McCarson, Faculty Representative
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### Our School's Leaders

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 nineteen 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. She was previously serving as the assistant principal at Buena Vista Elementary. She has been trained in International Baccalaureate Middle Years Program and will be trained in the Primary Years Program this summer.

Our assistant principal is Mr. George Champlin. Mr. Champlin served in the U.S. Navy from 1979-1981. He received Associates Degree from Tomlinson College and Bachelors of Education Degree from Lee University. In 1993, he received his Masters of Education Degree from Clemson University in Guidance and Counseling Services. He completed his post-graduate studies through Clemson University and received certification in Educational Leadership in 2007. Mr. Champlin entered administration in the fall of 2009, after serving as guidance counselor at Stone Academy. He is a National Board Certified Counselor and is a Licensed Professional Counselor in the state of South Carolina. Mr. Champlin's training at Heritage has

included Level 1 training in International Baccalaureate Primary Years Program (IB-PYP) and Level 2 training in Assessment and Level 3 training in Inquiry.

## School Personnel

The staff at Heritage Elementary continuously grows larger. The school has very little turn over. The school has a total of seventy-six faculty and staff members with 50 of them being certified and two administrators. These staff members have been working for Heritage for a variety of years and hold many different degrees. Heritage has 64.1% of its staff with advanced degrees. Currently, the average attendance rate is 93.5%.

Here is a snapshot of our staff:

- 1 part time speech teachers
- 8 instructional assistants
- 1 Greenville Mental Health Counselor
- 3 traveling Related Arts teachers (PE, Music, and Art)
- 1 traveling Spanish teacher
- 1 traveling Gifted and Talented teacher
- 71 females, 5 males
- 74 Caucasian, 1 Jordanian
- Years taught at Heritage Elementary (Faculty Members)
  - 0-5 years 13
  - 6-10 years 7
  - 11-15 years 9
  - 16-20 years 8
  - 20+ years 1
- 13.4 % of staff are National Board Certified
- 64.1% of the staff have advanced degrees
- 92.9% of teachers returning from the previous year

## New Teacher Mentoring Program

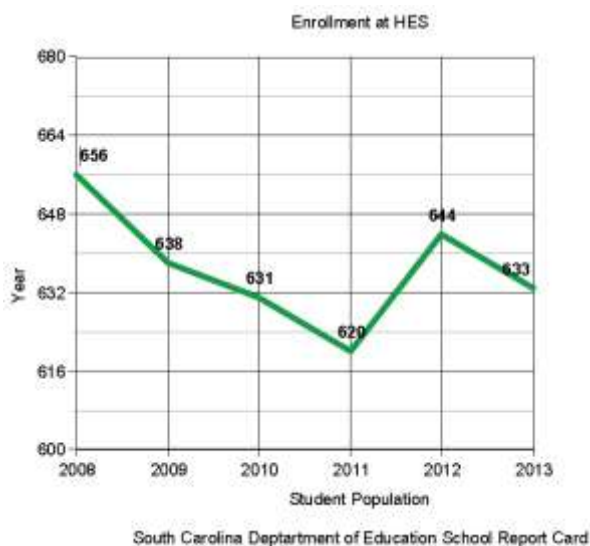
With the new hire of teachers at Heritage, a new teacher mentoring program was established. The mentoring program called, “M & M’s,” meets once a month on a variety of topics. During the meetings, the principal, assistant principal, instructional coach, mentors and mentees meet to discuss these topics.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

## Decision Making Process

Staff meetings, grade level planning, professional learning communities, Faculty Council, PTA Board, vertical teams, and the School Improvement Committee (SIC) are all used to communicate the results of research data and to generate ideas about integrating the school’s



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



## Student Population

Based on the 2013 data, the total enrollment of Heritage Elementary School was 633. This is down from the previous year of 644. As we end 2014, we have 680 students in attendance at Heritage.

Here is a snapshot from PowerSchool. (Enrollment Summary as of 3/20/2014)

Grade Level	Total in Grade	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Unclassified
-1	33 24 / 9	1 1 / 0	4 1 / 3	2 2 / 0	0 0 / 0	1 1 / 0	0 0 / 0	25 19 / 6	0 0 / 0
0	95 53 / 42	1 0 / 1	5 4 / 1	4 2 / 2	0 0 / 0	4 1 / 3	0 0 / 0	81 46 / 35	0 0 / 0
1	119 50 / 69	0 0 / 0	6 4 / 2	1 0 / 1	0 0 / 0	4 2 / 2	0 0 / 0	108 44 / 64	0 0 / 0
2	111 52 / 59	0 0 / 0	6 4 / 2	1 0 / 1	0 0 / 0	5 3 / 2	0 0 / 0	99 45 / 54	0 0 / 0
3	106 51 / 55	1 1 / 0	10 3 / 7	6 2 / 4	0 0 / 0	1 1 / 0	0 0 / 0	88 44 / 44	0 0 / 0
4	115 68 / 47	0 0 / 0	6 5 / 1	4 2 / 2	0 0 / 0	3 1 / 2	0 0 / 0	102 60 / 42	0 0 / 0
5	101 54 / 47	1 0 / 1	9 8 / 1	2 0 / 2	0 0 / 0	1 1 / 0	0 0 / 0	88 45 / 43	0 0 / 0
Total	680 352 / 328	4 2 / 2	46 29 / 17	20 8 / 12	0 0 / 0	19 10 / 9	0 0 / 0	591 303 / 288	0 0 / 0



Based on the 2013 data, the student attendance rate in our school is 95.4%, down from 95.7% from the previous year. The school still had a better attendance rate than the state objective 94.0%.

The operating expenditures per pupil according to The State of South Carolina Annual School Report Card for 2013 was \$6,208.00, up 3.3% from last year's tightened budget. Currently, our student population is not very diverse but continues to grow. The school retention rate has changed slightly from last year. Based on the 2013 School report card, the school had a retention rate of 2.2%, down 2.7% from the previous year. We have sixty-four students being served in our Gifted and Talented program with our traveling Gifted and Talented teacher. We have 148 students here on special permission which is one-fourth of our student population.

The school has one self-contained Intellectual Disability class that serves five students. The school also has a K3 Special Education/Developmental Preschool class that serves students with developmental delays, autism, and other identified needs.

#### Special Education Services at Heritage 2013-2014

Special Education Resource Periods Students are Served	
Served less than 1 period	2
Served 1 period	49
Served 2 periods	12
Served 3 periods	1

Grade Level	Speech Services	Resource Services	Other Services
K3	13		4-Occupational Therapy
K4/K5	12	1	
1 <sup>st</sup>	24	11	
2 <sup>nd</sup>	17	8	
3 <sup>rd</sup>	14	14	
4 <sup>th</sup>	8	17	2-Occupational Therapy
5 <sup>th</sup>	4	13	

#### Academic and Behavioral Features

- RTI/ERI (Reading Intervention) for K5-4<sup>th</sup> grade
- Technology based programs for all grade levels

- All grade levels have access to laptops, computers, and 1:1 iPads to work on as they complete programs like Compass Learning (all subjects), Khan Academy, HearBuilder, Star Fall, Earobics, and PrepDogs.
- Early Riser Club for identified students
  - A remediation program for students who are in grades 2<sup>nd</sup>-5<sup>th</sup> where they arrive at school early to work with a parent volunteer and Compass Learning and can stay after school to receive help on homework or to work on Compass Learning.
- Everyday Counts Calendar used at every grade level on the promethean or smart board.
- After School Programs: Tae Kwon Do, Art, Lego Club, Good News Club, Early Riser Tutoring, Science Club, and after school care.
- School wide Writing Day-(Winter Olympics 2014)
- Full implementation of the Primary Years International Baccalaureate Program in all grades K3-5<sup>th</sup> grade.
- IB PYP Exhibition in the 5<sup>th</sup> grade for students to culminate their IB PYP career.
- PLC's were implemented over the year to specialize the work between the teachers, the principal and instructional coach. The PLC's focused on analysis of data, strategies, and reflections on IB planners and long range plans.
- Vertical teams met throughout this year on a variety of topics. Many of the meetings focused on building a child's understandings of vocabulary in all subjects. These teams also met to work on the IB self-study.
- The school climate team has met to work on specialized themed days throughout the year and a school wide behavior system.
- CATCH school where students are active, learning why good health is important, and eating healthier food choices (Culinary Creations).

## Mission, Vision, and Beliefs

### Our Mission

The mission of Heritage Elementary is to foster lifelong learning in a global community by providing innovative, quality, inquiry-based educational experiences which emphasize critical and creative thinking.

### Our Vision

The following are the curriculum, instruction, assessment, and environmental factors that support effective learning for Heritage Elementary students:

- Curriculum related to the real world, integrated with technology, should match student abilities, should include global thinking, a reflection of standards and community expectations
- Instruction utilizes Best Practices based on research, addresses modalities and learning styles, uses multi-level instructions, adapts to the needs of students, applies to real-life situations, planned with inquiry-based techniques, and focuses on standards
- Assessed formal (teacher) and informal (self) methods, planned with the end results of application and transfer, reflects instruction, used by teacher for future modification in instruction, individualized according to students' needs, used to address weaknesses, provides a variety of assessments reflecting the six types of understanding
- Our environment creates a child-centered/community-centered atmosphere, provides a feeling of nurture and safety for children and adults, projects a sense of structure, order, and organization, and demonstrates a feeling of cooperation.

### 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. The staff was asked to brainstorm independently before we produced our core beliefs about what instruction, curriculum, and assessment will increase our students' learning.

We believe...

- Teachers must have high expectations of all students in both their academic performance and their social behavior.
- The curriculum of Heritage Elementary must provide an intellectually challenging environment.
- Assessment should be efficient, informative, and instruction  $\neg$ driven.
- Constant communication is a key factor in making sure that all areas of Heritage Elementary are aware of what is happening around them.
- Curriculum and instruction are aligned to South Carolina standards and are planned not only within grade levels, but across grade levels.
- Students should feel safe, emotionally and physically while at Heritage Elementary School.
- All teachers, students, families, and community are working together to ensure that the quality of instruction at Heritage Elementary is at its highest level.

## **Data Analysis and Needs Assessment**

### **General Testing Information**

#### **South Carolina Palmetto Assessment of State Standards (SC-PASS)**

The SC-PASS is a state-level assessment program aligned with the state curriculum standards for English language arts (ELA), mathematics, science, and social studies in grades 3–8. The writing test, administered in March, includes one extended writing item and multiple-choice items and will only be administered to students in the 3<sup>rd</sup>-8<sup>th</sup> grades in 2013. The ELA (reading and research), mathematics, science, and social studies tests are administered in May and consist of multiple-choice items only. SC-PASS test results are reported in terms of total scale scores and performance levels for each test: Exemplary, Met, and Not Met. Standard level results will be provided at the student, class, school and district levels. For SC-PASS and all statewide assessments, students who have documented disabilities participate in the assessment with accommodations or in the alternate assessment as specified by the Individual Education Program (IEP).

#### **Iowa Test of Basic Skills (ITBS)**

The Iowa Test of Basic Skills is a norm -referenced test that assesses student achievement in reading, language, and mathematics. Norm-referenced tests are used to determine how well a student is performing as compared to a particular group called the “norm” group. The ITBS is a nationally normed test, which means that Greenville County students are being compared to children across the nation who is of the same age and grade and tested at the same time in the school year. Greenville County Schools administers the ITBS in the fall to second grade students. The scores obtained from these tests reflect first grade student achievement due to the timing of the test. The primary reason these tests are administered is to identify students for our Gifted and Talented Challenge program.

#### **Cognitive Abilities Test (Cog-AT)**

The Cognitive Abilities Test measures verbal, quantitative, and nonverbal abilities. This test is administered to all second grade students in the fall of the year. Again, the primary reason these tests are administered is to identify students for our Gifted and Talented Challenge Program.

#### **Measures of Academic Progress**

NWEA developed Measures of Academic Progress (MAP), a computerized adaptive assessment program that provides educators with information they can use to improve teaching and learning immediately. MAP data can be used to:

- Identify the skills and concepts individual students have learned
- Diagnose instructional needs
- Monitor academic growth over time
- Make data driven decisions at the classroom and school levels
- Place new students into appropriate instructional programs
- Given to students in grades 2<sup>nd</sup>-5<sup>th</sup>
- Administration in K5-1<sup>st</sup> is optional
- Common Core aligned

### MAP Testing Data (Fall 2008-Fall 2013)

\*\*Fall 2013 was when the new Common Core aligned MAP testing began\*\*

#### Reading

Year	2 <sup>nd</sup> Grade		3 <sup>rd</sup> Grade		4 <sup>th</sup> Grade		5 <sup>th</sup> Grade	
	Heritage Mean	National Norm Mean	Heritage Mean	National Norm Mean	Heritage Mean	National Norm Mean	Heritage Mean	National Norm Mean
Spring 2008	180	188	196.6	198	201.7	205	207.1	211
Fall 2008	171.5	179.7	186.4	191.6	193.8	199	203.5	206
Spring 2009	188.3	189.6	194.3	199	201.8	205	211.1	211
Fall 2009	171.5	179.7	188.5	191.6	196.3	200.1	203.8	206.7
Spring 2010	187.5	189.6	197.5	199	203.3	205.8	209.8	211.1
Fall 2010	175.3	179.5	188.4	192.1	198.1	200.1	204.9	206.7
Spring 2011	189.4	189.6	197.1	199	206.7	205.8	211.3	211.1
Fall 2011	176.6	175.9	190	189.9	199.5	199.8	206.6	207.1
Spring 2012	186.2	189.6	198.2	199.2	204.4	206.7	210.3	212.3
Fall 2012	174.0	175.9	189.1	189.9	198.2	199.8	205.0	207.1
Spring 2013	189.2	189.6	196.8	199.2	205.6	206.7	210.5	212.3
*Fall 2013	166.2	175.9	187.5	189.9	194.2	199.8	205.6	207.1

#### Math

Year	2 <sup>nd</sup> Grade		3 <sup>rd</sup> Grade		4 <sup>th</sup> Grade		5 <sup>th</sup> Grade	
	Heritage Mean	National Norm Mean	Heritage Mean	National Norm Mean	Heritage Mean	National Norm Mean	Heritage Mean	National Norm Mean
Spring 2008	186.2	191	203	202	208.3	210	216.6	218
Fall 2008	175	179.5	189.9	192.1	198.2	203	211.2	211.7
Spring 2009	189	190.8	197	202.4	208.4	211.4	216.7	219.2
Fall 2009	177.6	179.5	191.9	192.1	200.5	203	211.8	211.7
Spring 2010	191.6	190.5	202.9	202.4	208.5	211.4	220.8	219.2
Fall 2010	179.2	179.5	193.5	192.1	202.7	203	211	211.7
Spring 2011	194.7	190.8	204.1	202.4	211.2	211.4	217.1	219.2
Fall 2011	176.6	178.2	194	192.1	202.9	203.8	214.4	212.9

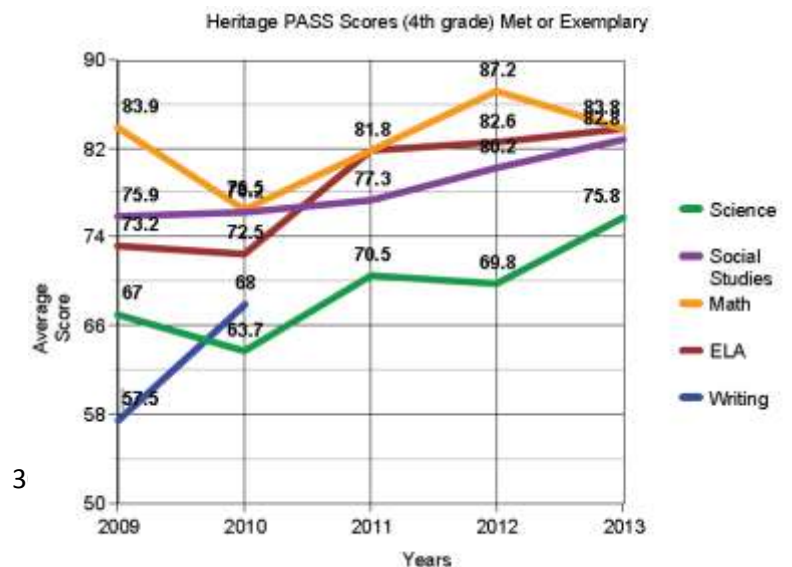
Spring 2012	190.9	191.3	205	203.1	211.0	212.5	219.8	221.0
Fall 2012	177.4	178.2	192.0	192.1	202.9	203.8	211.8	212.9
Spring 2013	189.5	191.3	203.1	203.1	217.0	212.5	219.2	221.0
Fall 2013	171.0	178.2	188.9	192.1	198.8	203.8	213.0	212.9

After meeting with the teachers and analyzing the data for the 2013-2014 school year, we saw areas of concern again in building vocabulary in reading. With the introduction of the new balanced literacy program, we knew we had to work on vocabulary in all subjects. This became a focus in our vertical team meetings. During those times when the vertical teams met, the math group focused on what was essential for students to know to advance to the next grade and areas of concerns. Oddly enough, this trend as the school continues to be a concern. The students who tested in MAP saw a noticeable change to the testing with the alignment to the new Common Core standards. In reading, the students found longer passages and in math, a variety of strands were covered.

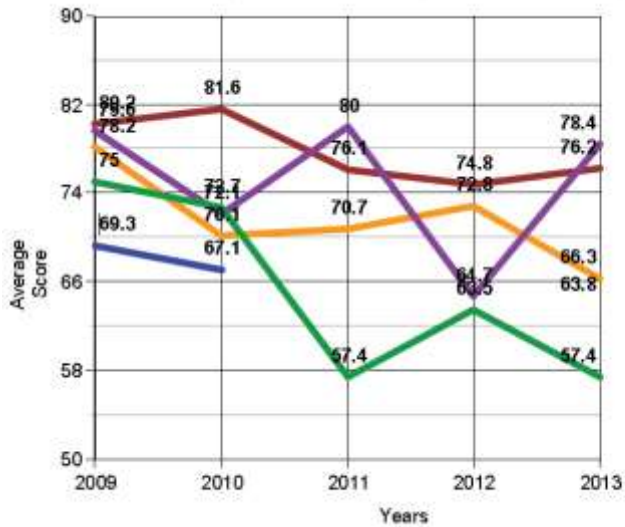
The students who performed in the bottom 25 percentile (2<sup>nd</sup> -5<sup>th</sup> grade) were invited to attend the Early Riser Club to receive some remediation in all areas that they were weak in. We tried something new this year opening the club up to second graders and offering an afternoon session once a week where students could receive help on homework, as well as, attend tutoring. We struggled many times during the year to get volunteers to lead the group. We are looking to continue this next week with more morning help sessions and more afternoon help sessions.

## Student Achievement (5 year span)

### PASS Testing Data (2009-2013)

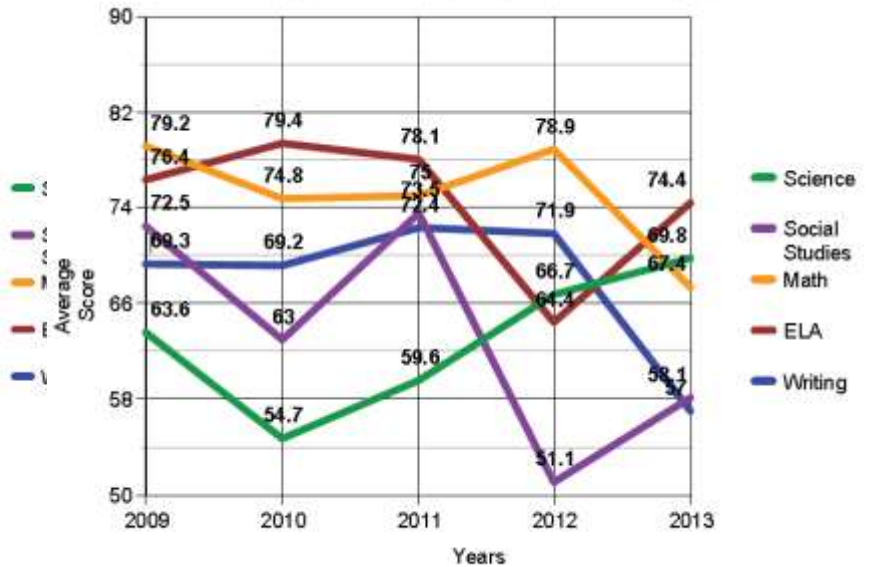


Heritage PASS Scores (3rd grade) Met or Exemplary



South Carolina Dept. of Education Annual School Report Card

Heritage PASS Scores (5th grade) Met or Exemplary



South Carolina Dept. of Education Annual School Report Card

After looking at the data from last year, the school saw a slight rise in reading but saw a decline in math. The school continued to see needs to improve in science and the fifth grade saw areas in improve in writing. Last year was one that would show a slight difference in scores. Much of the school year, the teachers and students were uprooted and placed in portable classrooms as the school went through a humidity cleanup. An emphasis was placed on reading and writing. The principal met with teachers individually and then as a team with the instructional coach to discuss the strengths and weaknesses of each of the teachers within the grade level.

After looking at all of the PASS Data and MAP data, some trends are evident. The school still needs to focus on the core subject areas but spend a little bit more time on science and social studies. Writing across the curriculum will greatly help this task. The new national standards call for more of an emphasis in elementary school on balancing the amount of fictional and nonfictional texts that the students have access of. Most of the science and social studies content is nonfiction related.

Under the new administration of our principal, simplicity was the key. New technologies were introduced and encouraged in the classroom. Vertical teams were created to discuss concerns in the core subjects vertically. The principal gave each team key items to discuss and strategies to put in place. Vocabulary was something that was emphasized throughout the year. The school (2013-2014) went through the new balanced literacy program, Fountas and Pinnell, and began a new textbook series in math. Heritage has also implemented inclusion in the



regular education classroom with our special education students. We are hoping these changes will help our performance next year on MAP and PASS.

With the teachers working on their IB units and moving to more of a conceptual base, all subjects will get an equal amount of focus and the emphasis on focusing on one or two programs or subject areas can be done through professional development. All students in 2<sup>nd</sup>-5<sup>th</sup> grade will be tested on MAP in the fall and spring per district mandate and identified students in K5 and 1<sup>st</sup> will be tested in the spring. Teachers will analyze data and will have access to a database called ENRICH next year. This will put the data right at the fingertip of all of the teachers. The professional learning communities held with the instructional coach will also focus on the student body in each grade level and as a whole.

Looking at the new strategic plan, the goals are attainable and growth amongst years will be more consistent. This new plan will be discussed with all stakeholders and will not be the sole job of one person on the staff. The plan will be analyzed continuously and data kept current.

### ESEA: Federal School Accountability Rating

In July 2012, the South Carolina Department of Education was granted a waiver that allowed schools to receive a letter grade and score for their yearly performance instead of achieving the Adequate Yearly Progress (AYP) title.

Data from 2013

#### 2013 - ESEA / Federal Accountability System

GREENVILLE

GREENVILLE > DISTRICT

Overall Weighted Points Total	85.8
Overall Grade Conversion	B
Points Total - Elementary Grades	91.1
Points Total - SC-ALT Elementary Grades	100
Points Total - Middle Grades	86.1
Points Total - SC-ALT Middle Grades	100
Points Total - High School Grades	68

#### 2013 - ESEA / Federal Accountability System

GREENVILLE > HERITAGE ELEMENTARY

Overall Weighted Points Total	82.1
Overall Grade Conversion	B
Points Total - Elementary Grades	82.1

#### Matrix Key

1 = Met State Objective

0 = Did not meet State Objective

0.1-0.9 = Level of Improvement between previous year and current year

TITLE	ELA	Math	Science	Social	ELA	Math
	Proficiency	Proficiency	Proficiency	Studies Proficiency	Percent	Percent



	Met/Improved	Met/Improved	Met/Improved	Met/Improved	Tested	Tested
ALL STUDENTS	1	1	0	0.9	1	1
Male	1	1	0	1	1	1
Female	1	1	0	0.4	1	1
White	1	1	0	1	1	1
African-American						
Asian / Pacific Islander						
Hispanic						
American Indian / Alaskan						
Disabled	0	0	0	0.3	1	1
LEP						
Subsidized Meals	1	1	0	0.9	1	1
<hr/>						
<b>Total Number of Points</b>	<b>5</b>	<b>5</b>	<b>0</b>	<b>4.5</b>	<b>6</b>	<b>6</b>
<b>Total Number of Objectives</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>
<b>Percent of Objectives Met</b>	<b>83.33</b>	<b>83.33</b>	<b>0</b>	<b>75</b>	<b>100</b>	<b>100</b>
<b>Weight</b>	<b>0.35</b>	<b>0.35</b>	<b>0.05</b>	<b>0.05</b>	<b>0.1</b>	<b>0.1</b>
<b>Weighted Points Subtotal</b>	<b>29.17</b>	<b>29.17</b>	<b>0</b>	<b>3.75</b>	<b>10</b>	<b>10</b>
<b>Points Total</b>	<b>82.1</b>					

### ITBS (Fall 2013)

After analyzing the data from the recent ITBS/Cog-At scores for Fall 2013, Heritage is showing some of the same needs as shown in the MAP data and PASS data concerning vocabulary and areas in math. The second grade students at our school take the test. At first, we were a little worried about our math scores but after looking at the district scores, we all need to improve in math. With the full implementation of the new Common Core standards, we all should see improvements.

### Teacher/Admin Quality

The faculty has maintained the classification of Highly Qualified deemed by the South Carolina State Board of Education. The faculty keeps all of their certificates up to date and receives the required amount of hours to recertify themselves during their five year cycles. The faculty is observed twice a year in an informal/formal setting depending on the year by the administration and has walk-through observations weekly. The faculty also keeps their technology certification up to date and attends required trainings to keep their certification. The school continues to need International Baccalaureate Primary Years training for all of its new faculty members in order to meet IB requirements for the five year program evaluation. The faculty who has already received initial training or one or more higher level trainings needs to “cycle” through the IB trainings again as a refresher course. The faculty received training on the new Fountas and Pinnell balanced literacy program during the summer and have had the opportunity to participate in specialized professional learning communities that were key to each grade level. Many of the Wednesday meetings that were focused on professional development centered on reflection of the IB program.

## Professional Development Calendar

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. During this time, faculty members can either take the classes or sessions for points toward recertification or exchange day credit (a day off).

Planned Wednesday Meetings: (ALL SUBJECT TO CHANGE)

1<sup>st</sup> Wednesday: Faculty Meeting

2<sup>nd</sup> Wednesday: Faculty Council and Committee Meetings

3<sup>rd</sup> Wednesday: Professional Development

4<sup>th</sup> Wednesday: Grade Level Planning/Mentors and Mentees Meeting (M & M)

5<sup>th</sup> Wednesday: Open/Showers

PLC Mondays with the principal: 4<sup>th</sup>, 5<sup>th</sup>, and 2<sup>nd</sup> grade (1<sup>st</sup>-3<sup>rd</sup> Mondays)

PLC Fridays with the principal: 3<sup>rd</sup>, K5, and 1<sup>st</sup> grade (1<sup>st</sup>-3<sup>rd</sup> Fridays)

PLC's with instructional coach: 4<sup>th</sup> week of the month

**2013-2014 School Year**

Meeting topics:

Fountas and Pinnell balanced literacy training (Initial)	Nov./Dec. IB Self Study Policies and Rubrics
Autism in the classroom	IB Self-Study January Session-Survey and Policies
Using Atlas for Curriculum Mapping	Special Education and our school
2013-2014 PLC's	IB Self-Study February Session
Fountas and Pinnell-Tricks of the Trade	PASS Prep
IB...the Cliff Notes Version (new teachers)	IB Self-Study March Session
Activotes in the Classroom (Initial Training)	IB Self-Study April/May Session (report to faculty)
Balanced Literacy F & P Year 1 Study (Intermediate)	Class Roll set up
Balanced Literacy F & P Year 1 Study (Primary)	IB Planner Help and Reflect Session First Semester
IB Self-Study Sept. 25	Balanced Literacy F & P Year 1 Study (Intermediate)
CCSS Writing: Getting in the zone	Balanced Literacy F & P Year 1 Study (Primary)
Outside the Library Walls	IB Planner Help and Reflect Session First Semester
Hands On iPad Training	Balanced Literacy F & P Year 1 Study (Intermediate)
IB Self-Study October 23rd	CCSS Writing: Getting in the zone
MAPping your kids progress with NWEA	Balanced Literacy F & P Year 1 Study (Primary)

Looking ahead to 2014-2015:

Planned Wednesday Meetings: (ALL SUBJECT TO CHANGE)

1<sup>st</sup> Wednesday: Faculty Meeting

2<sup>nd</sup> Wednesday: Faculty Council and Committee Meetings

3<sup>rd</sup> Wednesday: Professional Development

4<sup>th</sup> Wednesday: Grade Level Planning/Mentors and Mentees Meeting (M & M)

5<sup>th</sup> Wednesday: Open/Showers

PLC Mondays with the principal: 4<sup>th</sup>, 5<sup>th</sup>, and 2<sup>nd</sup> grade (1<sup>st</sup>-3<sup>rd</sup> Mondays)

PLC Fridays with the principal: 3<sup>rd</sup>, K5, and 1<sup>st</sup> grade (1<sup>st</sup>-3<sup>rd</sup> Fridays)

PLC's with instructional coach: 4<sup>th</sup> week of the month

## 2014-2015 School Year

Writing across the curriculum

Math in the classroom (emphasis on strands and strategies)

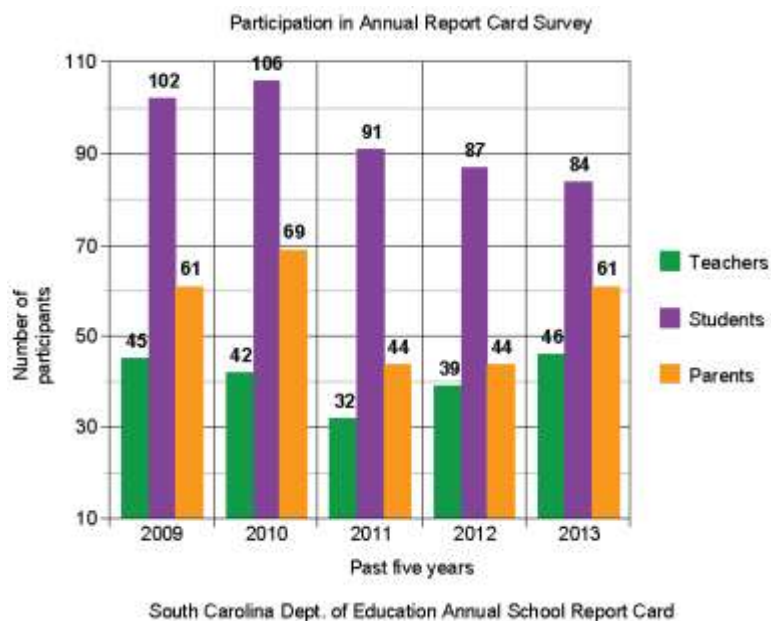
Vocabulary across the curriculum

IB planner "re-write" time

IB planner reflections

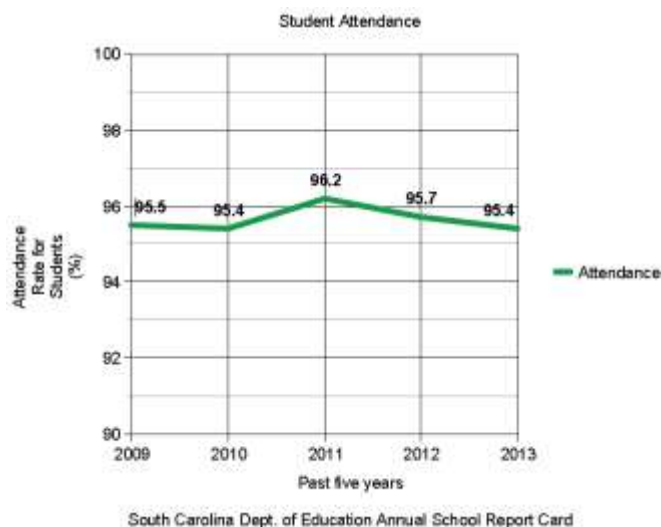
Conceptual thinking

## School Climate



The school report card survey is only given to the fifth grade students, fifth grade parents, and all of the staff. The school did not meet the projected goal set forth at the beginning of the five year study. While the goal was attainable, the number of participants greatly impacted the results. The school has not had 100% of the fifth grade parents participating in the survey. All fifth grade students participated in

the survey each year and most, if not all, of the teachers participated each year from 2009. The survey is given via a website code to teachers and a paper copy to students and students' parents. Participation in the survey for the parents and students is strongly encouraged but not mandatory. The school could offer an incentive for parents to complete the survey and turn it back in. The 5<sup>th</sup> grade teachers could offer an incentive for the students to encourage their parents to complete the survey and turn it back in to the school.



The attendance rates of the students at Heritage Elementary have been pretty consistent over the past five years. In the past, the guidance counselor would have a week called the “Attendance Blitz” where the school was in a competition to have perfect attendance all week. Those weeks have now vanished and students are strongly encouraged to attend school. The principal holds attendance conferences with parents after students have missed a certain numbers of days from school. Attendance for school was on the increase but has

dropped with the school being hit with the stomach virus and flu that caused most of the school to stay home, including the faculty and staff. This hurt the attendance rating for last year.

## PASS % WRITING

### SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**GOAL AREA 1:** Raise the academic challenge and performance of each student.

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in writing and English Language Arts each year.

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 71.9% in 2012 to 81.9% in 2018.

**ANNUAL OBJECTIVE:** Annually increase by 2 percentage point(s) students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	Baseline	Planning	2013-	2014-	2015-	2016-	2017-
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	<b>2011-12</b>	<b>Year 2012-13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
School Projected	X	X	73.9	75.9	77.9	79.9	81.9
School Actual	71.9	65.5					
District Projected	X	X	78.8	79.8	80.8	81.8	82.8
District Actual	77.8	78.9					

The school participated in a school writing day during the winter months. Students were given a writing prompt and were asked to have sustained time to write. Looking ahead, the ELA vertical team will discuss ways to have writing happening throughout the day in all subjects. Students will also work on writings dealing with opinions and editing passages.

### **PASS % ELA**

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from 74% in 2012 to 84% in 2018.

**ANNUAL OBJECTIVE:** Increase by 2 percentage point(s) annually students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
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School Projected	X	X	76.0	78.0	80.0	82.0	84.0
School Actual	74.0	78.1					
District Projected	X	X	79.0	80.0	81.0	82.0	83.0
District Actual	78.0	80.2					

The school performed better in ELA. Students were given more opportunities to read fiction and nonfiction pieces. The school began to build an extensive Fountas and Pinnell library in the anticipation that the program would start the following year. The school focused on ELA during the school year and it worked.

### PASS AVG. ELA

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

ELA - School	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014 -15	2015- 16	2016 -17	2017- 18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	660.5	657.4					
Male	652.9	652.5					
Female	668.0	663.4					
White	663.7	660.1					
African-	N/A	N/A					

American							
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	N/A					
American Indian/ Alaskan	N/A	N/A					
Disabled	613.8	597.1					
Limited English Proficient	N/A	N/A					
Subsidized Meals	649.4	649.2					



<b>ELA - District - Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	671.1	672.0					
Male	665.7	666.7					
Female	676.8	677.6					
White	685.1	684.6					
African-American	644.4	648.3					
Asian/Pacific Islander	696.1	697.5					
Hispanic	650.8	653.4					
American Indian/Alaskan	688.2	677.3					
Disabled	614.9	618.2					
Limited English Proficient	654.9	657.2					
Subsidized Meals	649.2	652.2					

### **PASS % MATH**

☒ Student Achievement  
 ☐ Teacher/Administrator Quality  
 ☐ School Climate  
 ☐ Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from 79.2% in 2012 to 86.7% in 2018.

**ANNUAL OBJECTIVE:** Increase by 1.5 percentage point(s) annually students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	80.7	82.2	83.7	85.2	86.7
School Actual	79.2	72.5					
District Projected	X	X	78.4	79.4	80.4	81.4	82.4
District Actual	77.4	77.0					

The school's scores declined slightly in math. The school put an emphasis on ELA and with that, math decreased slightly. The MAP data throughout much of the year showed that numbers and operations was an area of concern for our students. When looking at the PASS scores, we can only assume that was the same problem. In the upcoming years, the school will look at the strands to see the areas of concerns for each kid so the teachers will know what to work on during the year.

**PASS AVG. MATH**

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

<b>Math - School</b>	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
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Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	660.8	651.6					
Male	659.7	649.5					
Female	661.9	654.1					
White	663.6	654.4					
African-American	N/A	N/A					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	598.2	593.3					
Limited English Proficient	N/A	N/A					
Subsidized Meals	644.4	642.2					

<b>Math - District Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	664.8	664.0					
Male	665.3	663.6					
Female	664.3	664.4					
White	677.8	677.3					
African-American	636.8	634.5					
Asian/Pacific Islander	703.1	701.1					
Hispanic	649.0	650.6					
American Indian/Alaskan	668.4	674.6					
Disabled	607.9	606.9					
Limited English Proficient	656.1	657.6					
Subsidized Meals	643.6	643.0					

### PASS % TESTED

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

**ANNUAL OBJECTIVE:** Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

<b>% Tested ELA – School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	100.0					
Male	100.0	100.0					
Female	100.0	100.0					
White	100.0	100.0					
African-American	N/A	N/A					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	100.0	100.0					
Limited English Proficient	N/A	N/A					
Subsidized Meals	100.0	100.0					

<b>% Tested ELA District Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.9	99.9					
Male	99.9	99.9					
Female	99.9	100.0					
White	99.9	100.0					
African-American	99.8	99.9					
Asian/Pacific Islander	99.8	100.0					
Hispanic	99.9	99.8					
American Indian/Alaskan	100.0	100.0					
Disabled	99.2	99.6					
Limited English Proficient	99.8	99.8					
Subsidized Meals	99.8	99.9					

<b>% Tested Math – School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	99.7					
Male	100.0	99.4					
Female	100.0	100.0					
White	100.0	99.6					
African-American	N/A	N/A					
Asian/Pacific Islander	N/A	N/A					

Hispanic	N/A	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	100.0	97.9					
Limited English Proficient	N/A	N/A					
Subsidized Meals	100.0	99.5					

<b>% Tested Math – District – Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	100.0					
Male	99.9	99.9					
Female	100.0	100.0					
White	100.0	99.9					
African-American	99.9	99.9					
Asian/Pacific Islander	100.0	100.0					
Hispanic	99.9	100.0					
American Indian/Alaskan	100.0	100.0					
Disabled	99.8	99.7					
Limited English Proficient	99.9	100.0					
Subsidized Meals	99.9	100.0					

## PASS % SCIENCE

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in science each year.

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 67.2% in 2012 to 77.2% in 2018.

**ANNUAL OBJECTIVE:** Increase by 2 percentage point(s) annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	69.2	71.2	73.2	75.2	77.2
School Actual	67.2	67.7					
District Projected	X	X	76.9	77.9	78.9	79.9	80.9
District Actual	75.9	76					

The school continues to struggle in this area even though we had a slight increase in scores. Heritage uses inquiry to drive the instruction but somehow is falling short when it comes to the testing. Once the PASS data was analyzed, an emphasis needs to be placed on vocabulary. The students understand the overall concept but are having trouble with the correct language. Currently during the 2013-2014 school year, the science vertical team worked together to analyze the vocabulary used at each grade level and to look for commonalities amongst the grade levels.



## PASS AVG. SCIENCE

☒ Student Achievement  
 ☐ Teacher/Administrator Quality  
 ☐ School Climate  
 ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

Science - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	623.7	634.0					
Male	620.9	638.7					
Female	626.8	628.7					
White	625.7	636.0					
African-American	N/A	N/A					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	580.8	590.4					
Limited English Proficient	N/A	N/A					
Subsidized Meals	612.7	626.3					

<b>Science - District – Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	632.8	633.0					
Male	633.7	633.6					
Female	631.8	632.4					
White	645.2	646.2					
African-American	607.3	606.2					
Asian/Pacific Islander	655.9	660.5					
Hispanic	617.0	616.2					
American Indian/Alaskan	640.3	644.0					
Disabled	585.9	587.2					
Limited English Proficient	620.7	620.9					
Subsidized Meals	614.1	613.8					

### **PASS % SOCIAL STUDIES**

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 68.7% in 2012 to 78.7% in 2018.

**ANNUAL OBJECTIVE:** Increase by 2 percentage point(s) annually students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	70.7	72.7	74.7	76.7	78.7
School Actual	68.7	73.1					
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9	79.4					

Heritage saw a slight increase in the area of social studies. Currently, many of our IB planners are built around language arts and social studies. Many of the non-fiction stories and novels that our students are reading are centered on social studies concepts and vocabulary. We will continue to work on raising the rigor in this area.

### **PASS AVG. SOCIAL STUDIES**

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

<b>Social Studies - School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	625.8	634.0					
Male	626.8	638.7					
Female	624.8	628.7					
White	627.5	636.0					
African-American	N/A	N/A					
Asian/ Pacific Islander	N/A	N/A					
Hispanic	N/A	N/A					
American Indian/ Alaskan	N/A	N/A					
Disabled	588.1	590.4					
Limited English Proficient	N/A	N/A					
Subsidized Meals	616.1	626.3					

<b>Social Studies - District Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	649.2	655.6					
Male	651.8	658.3					
Female	646.6	652.6					
White	661.3	667.6					
African-American	626.1	631.1					
Asian/Pacific Islander	676.9	683.5					
Hispanic	632.8	640.0					
American Indian/Alaskan	655.8	660.8					
Disabled	605.3	611.2					
Limited English Proficient	637.7	644.9					
Subsidized Meals	629.0	635.6					

## ITBS

☒ Student Achievement  
 ☐ Teacher/Administrator Quality  
 ☐ School Climate  
 ☐ Other Priority

**PERFORMANCE STATEMENT:** Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).

**FIVE YEAR PERFORMANCE GOAL:** Annually meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

**ANNUAL OBJECTIVE:** Annually meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

**DATA SOURCE(S):** Fall 2011-Fall 2013 ITBS/CogAT report produced by  
Riverside Publishing

<b>School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
Reading Comprehension Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Reading Comprehension Actual	53.28%tile	52.9%tile	54 <sup>th</sup> %tile				
Mathematics Concepts Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Mathematics Concepts Actual	50.98 %tile	50.42%tile	45%tile				
Mathematics Problems Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Mathematics Problems Actual	50.22%tile	50.62%tile	53%tile				

<b>District</b>	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
Reading Comprehension Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Reading Comprehension Actual	67 <sup>th</sup> %tile	66 <sup>th</sup> %tile	67 <sup>th</sup> %tile				
Mathematics Concepts Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Mathematics Concepts Actual	52 <sup>nd</sup> %tile	50 <sup>th</sup> %tile	49 <sup>th</sup> %tile				
Mathematics Problems Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Mathematics Problems Actual	58 <sup>th</sup> %tile	55 <sup>th</sup> %tile	57 <sup>th</sup> %tile				

<b><u>STRATEGY Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
STRATEGY: Differentiation of instruction (Remediation, Enrichment, Enhancement)					
<b>All Core Areas</b> Early Risers Club: At Risk students (based on PASS and MAP scores) will attend Early Risers for ELA remediation using Compass learning software.	Beginning in October and ending in May	SIC chair, Principal, and Instructional Coach	None	None Needed	<ul style="list-style-type: none"> <li>Letters to parents</li> <li>Student Attendance</li> <li>Spring MAP scores of 2-5<sup>th</sup> graders</li> <li>Reflections from participating parents, kids, and teachers</li> </ul>
<b>Reading, Social Studies, and Science</b> Fountas and Pinnell reading program will be implemented in all grade levels. A variety of texts will be used.	Ongoing	Classroom Teachers	None	None	<ul style="list-style-type: none"> <li>Teacher lesson plans</li> <li>Rigby Benchmarks</li> <li>MAP scores in reading</li> <li>Feedback from teachers</li> <li>Feedback from parents</li> <li>Feedback from students</li> </ul>
<b>Reading</b> Reading Intervention Program - Small group reading remediation for students with lowest AIMSWeb scores (gr. K-2)	Ongoing for primary grades	Academic Leadership Team, RTI Lead, and primary classroom teachers	None	Special Ed funds as available	<ul style="list-style-type: none"> <li>AIMSWeb Reports</li> <li>Agenda of RTI leadership meetings</li> </ul>
<b>Reading</b> Teachers implement a balanced literacy method in the classroom where students visited centers during their reading block.	Ongoing	Teachers	None	None	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Anecdotal records</li> <li>Pictures</li> </ul>
<b>All Core Areas</b> Tutors working with younger students (book buddies, teacher cadet programs, local college students, parents, and The Cliffs residents)	Ongoing	Academic Leadership Team and Classroom Teachers	None	None	<ul style="list-style-type: none"> <li>Observations</li> <li>Classroom performance</li> </ul>
<b>Math</b> Small grouping for math intervention that	Ongoing	Classroom Teachers	None	None	<ul style="list-style-type: none"> <li>Teacher lesson plans</li> <li>MAP scores in math</li> <li>Math pretest</li> </ul>



is continually restructured based on pretest and MAP scores					
<b>Writing</b> Teachers implement cross curricular writing and will hold a Time to Write Day prior to the PASS writing in March.	Ongoing	Academic Leadership Team and Classroom Teachers	None	None	<ul style="list-style-type: none"> <li>• Student writings</li> <li>• School wide theme</li> </ul>

<b><u>STRATEGY Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
<b>All Core Areas</b> Inquiry Fair Night/PTA meeting	Ongoing, once a year	IC, Principal, and teachers	None	None	<ul style="list-style-type: none"> <li>Flyer from Inquiry Fair Night</li> <li>Agenda from PTA meeting</li> <li>Pictures from event</li> </ul>
<b>Science</b> Hands-on standards based instruction with science kits	Ongoing as long as funded by district	IC and classroom teachers	None	Funded by district	<ul style="list-style-type: none"> <li>Teacher lesson plans</li> <li>PASS scores</li> <li>Grade level long range plans</li> </ul>
<b>All Core Areas</b> Students will use manipulatives and will participate in hands on activities where applicable	Daily Ongoing	Classroom Teachers	None	None	<ul style="list-style-type: none"> <li>Classroom Observation</li> <li>Teacher's lesson plans</li> </ul>
<b>Math</b> Teachers use Everyday Counts Calendar Math daily	Daily Ongoing	Classroom Teachers	None	Funded by the district	<ul style="list-style-type: none"> <li>Classroom Observation</li> </ul>
<b>All Core Areas</b> Collaborative planning with the use of PLCs and vertical teams to allow teachers to focus their instruction, analyze data, and long range plans	Monthly Ongoing	Academic Leadership Team and Classroom Teachers	None	None	<ul style="list-style-type: none"> <li>MAP and PASS Data</li> <li>Agenda from meetings</li> <li>Grade Level Long Range Plans</li> </ul>
<b>All Core Areas</b> Teacher implementation and completion of grade level IB planners	Ongoing	Classroom Teachers and IB Coordinator	None	None	<ul style="list-style-type: none"> <li>Completed planners with reflections</li> <li>Student portfolio entries</li> <li>Correspondence with IB Coordinator</li> </ul>
<b>All Core Areas</b> Direct, standards-based instruction (use of textbooks, authentic literature, leveled readers, and other supplemental resources)	Ongoing	Classroom Teachers	None	None	<ul style="list-style-type: none"> <li>Portal Test Results</li> <li>Unit test results</li> <li>Writing prompt rubric scores</li> </ul>
<b>Reading</b> Students in 3 <sup>rd</sup> -5 <sup>th</sup> grade participate in the Greenville Drive	Ongoing	Classroom Greenville Drive Outreach Program IC/Media Specialist	None	None	<ul style="list-style-type: none"> <li>Completed student forms</li> <li>School Newsletters</li> <li>Report to school</li> </ul>

Reading All Stars program. Students must complete five books on their level.					
<b>STRATEGY: Use of Technology (Remediation, Enrichment, Enhancement)</b>					
<b>All Core Areas</b> Student use of a variety of websites (Khan Academy, Starfall, Comapss Learning, Promethean Planet, and Hearbuilder)	Ongoing	Classroom Teachers	None	None	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Spring MAP scores</li> <li>• Classroom performance</li> </ul>
<b>All Core Areas</b> Teachers will use tools such as, ActiveVotes, Active Expressions, Promethean Boards, Smartboards, flip and digital cameras, classroom computers and computer labs	Ongoing	Classroom Teachers and Academic Leadership Team	Flip Camera (\$400) Promethean Board (\$1300) Student response systems (\$600-\$1000)	PTA, Grants, District funds	<ul style="list-style-type: none"> <li>• Classroom Observation</li> <li>• Teacher lesson plans</li> </ul>
<b>All Core Areas</b> Teachers and students will interact and communicate using email, websites, and blogging. (Edmodo)	Ongoing	Classroom Teachers, students, and Academic Leadership Team	None	None	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Teacher feedback</li> <li>• Teacher website analysis</li> </ul>
<b>Social Studies and Science</b> Virtual Field Trips	Ongoing	Classroom Teachers, District Virtual Field Trip Division	Virtual Field Trips have various prices	PTA funds and students will be charged for the "trip"	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Products from student participation</li> </ul>

## PROFESSIONAL DEVELOPMENT

☐ Student Achievement   
 ☒ Teacher/Administrator Quality   
 ☐ School Climate   
 ☐ Other Priority

**GOAL AREA 2:** Ensure quality personnel in all positions.

**FIVE YEAR PERFORMANCE GOAL:** All teaching staff will have IB PYP Level 1 training.

**ANNUAL OBJECTIVE:** Any teaching staff who has not received Level 1 IB PYP training will be provided appropriate training opportunities.

**DATA SOURCE(S):**

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
Projected	x	x	86.9	91.3	93.4	95.6	97.8
Actual	88.8	87.0	89.1				

We planned to have all of our new staff trained by the beginning of 2014. During the planned trip to Savannah for six of our teachers, we had a snow storm that disabled the state for days. Five out of the six of our teachers were unable to travel in February due to the snow. After much discussion with the IB organization, we received credit toward training. We plan to send the teachers who were not trained to Atlanta in the summer.

<b><u>STRATEGY Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
STRATEGY: IB Training					
Staff Members (5) will receive Level 1 IB PYP training	July 2014	Principal and IB Coordinator	\$6000.00	Local PD funds	<ul style="list-style-type: none"> <li>Successful completion of Level 1 IB PYP training (certificate)</li> </ul>
Identified teachers will attend IB PYP Show Me collaboration sessions throughout the year.	2014-2015	IB Coordinator	\$80.00	Local PD funds	<ul style="list-style-type: none"> <li>Teachers will share acquired strategies with their colleagues at a faculty meeting (Teachers Teaching Teachers Session Agenda)</li> </ul>
STRATEGY: Professional Development					
PLC Work on Unit Planners	ongoing	IB Coordinator and Principal	None	N/A	<ul style="list-style-type: none"> <li>Completion of unit planners with reflections and long range plans</li> </ul>
PLCs to analyze data from PASS,	Start at beginning of school	Academic Leadership Team and Classroom	None	N/A	<ul style="list-style-type: none"> <li>Data Wall</li> <li>Agendas from meetings</li> </ul>

MAP, and benchmarks to focus instruction and strategies	year and ongoing	Teachers			
Technology training and refreshers for teachers as needed	Ongoing	Academic Leadership Team and Classroom Teachers	None	None	<ul style="list-style-type: none"> <li>Attendance to training</li> <li>Teacher participation and use with students</li> </ul>

## STUDENT ATTENDANCE

☐ Student Achievement  
 ☐ Teacher/Administrator Quality  
 ☒ School Climate  
 ☐ Other Priority

**GOAL AREA 3:** Provide a school environment supportive of learning.

**FIVE YEAR PERFORMANCE GOAL:** Achieve an annual student attendance rate of 95%.

**ANNUAL OBJECTIVE:** Maintain an annual student attendance rate of 95% or higher.

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	95.7	95.4					
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6					

We continued to keep our attendance pretty stable minus the illnesses that occurred in the school.

## PARENT SATISFACTION – LEARNING ENV.

☐ Student Achievement    ☐ Teacher/Administrator Quality    ☒ School Climate  
☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who are satisfied with the learning environment from 96.1% in 2012 to 98.1% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.4 percentage point(s) annually parents who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #5

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	96.5	96.9	97.3	97.7	98.1
School Actual	96.1	93.5					
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1					

## STUDENT SATISFACTION – LEARNING ENV.

☐ Student Achievement    ☐ Teacher/Administrator Quality    ☒ School Climate  
☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who are satisfied with the learning environment from 87.2% in 2012 to 89.7% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.5 percentage point(s) annually students who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #18

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>

School Projected	X	X	87.7	88.2	88.7	89.2	89.7
School Actual	87.2	88.1					
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7					

### TEACHER SATISFACTION – LEARNING ENV.

☐ Student Achievement   
☐ Teacher/Administrator Quality   
☒ School Climate   
☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percent of teachers who are satisfied with the learning environment from 100 % in 2012 to 100 % by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, maintain 100 percentage point(s) annually teachers who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #27

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	100.0	100.0	100.0	100.0	100.0
School Actual	100.0	100.0					
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6					

### PARENT SATISFACTION – SAFETY

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who indicate that their child feels safe at school from 95.5 % in 2012 to 96.7 % by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.2 percentage point(s) annually parents who indicate that their child feels safe at school.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #18

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	95.7	95.9	96.3	96.5	96.7
School Actual	95.5	87.3					
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8					

### STUDENT SATISFACTION – SAFETY

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who feel safe at school during the school day from 88.3 % in 2012 to 90.3 % by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.4 percentage point(s) annually students who feel safe at school during the school day.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #30

	<b>Baseline 2011- 12</b>	<b>Planning Year</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
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	<b>12</b>	<b>2012-13</b>					
School Projected	X	X	88.7	89.1	89.5	89.9	90.3
School Actual	88.3	91.7					
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2					

### TEACHER SATISFACTION – SAFETY

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percent of teachers who feel safe at school during the school day from 100 % in 2012 to 100 % by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, maintain 100 percentage point(s) annually teachers who feel safe at school during the school day.

**DATA SOURCE(S):** SDE School Report Card Survey results – Question #39

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	100.0	100.0	100.0	100.0	100.0
School Actual	100.0	100.0					
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3					

<b><u>STRATEGY Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
Environment					
Extracurricular Activities for	Yearlong	Principal	Cost vary from activity to	Cost based on activity	<ul style="list-style-type: none"> <li>Listing in school newsletter and school</li> </ul>

students (During and After school) <ul style="list-style-type: none"> <li>• Tae Kwon Do</li> <li>• Chorus (school day)</li> <li>• Art</li> <li>• Lego Builders</li> <li>• Good News Club</li> <li>• Science Club</li> </ul>			activity		website <ul style="list-style-type: none"> <li>• Attendance list to activities</li> </ul>
Encouraging school-parents relations <ul style="list-style-type: none"> <li>• Inquiry Fair</li> <li>• Christmas Program</li> <li>• Grandparents Luncheons</li> <li>• ArtWorks Day</li> <li>• Field Day(s)</li> <li>• Mom's Breakfast</li> <li>• Dad's Breakfast</li> <li>• H3K Fundraiser/Event</li> <li>• "Meet the Teacher"</li> <li>• Talent Show</li> <li>• H3K</li> <li>• Open House</li> </ul>	Various times during year	Principal, SIC, PTA, IC, and staff	None, but if some are needed it will be minimal	PTA and local funds	<ul style="list-style-type: none"> <li>• Listing on school newsletter and school website</li> <li>• Flyer or agenda from event</li> <li>• Pictures from event</li> </ul>
Providing classroom supplies for students in need	When needed	Mrs. Gully, SIC, PTA, and staff members	Varies	PTA funds and donations	<ul style="list-style-type: none"> <li>• Pictures of what was purchased</li> <li>• "Thank you" notes for supplies</li> <li>• Emails about needed supplies</li> </ul>
Providing snacks and clothes to students as needed	When needed	Staff, PTA, community members, and SIC members	Varies	Donations	<ul style="list-style-type: none"> <li>• "Thank you" notes for items</li> <li>• Emails about needed items</li> <li>• Teacher newsletters</li> </ul>
Field trips funded for students who cannot afford the trip	When needed	Staff, PTA, community members	Varies based on fee of trip	PTA funds, Donations	<ul style="list-style-type: none"> <li>• "Thank you" notes</li> <li>• Letters written by teachers</li> <li>• Roster of students who have paid for trip</li> </ul>
Books given to students for their own personal library	Through the year	Staff and community members	None	Donations	<ul style="list-style-type: none"> <li>• "Thank you" notes</li> <li>• Pictures of students with their books</li> </ul>
Student work sent home in Tuesday folders and	Weekly	Classroom teachers	Varies	PTA funds pay for agendas and	<ul style="list-style-type: none"> <li>• Tuesday folder</li> <li>• Agenda</li> </ul>

agendas				folders	
Communication with the school and home are constant with email, websites, blogging, phone calls, notes, visits	Daily	Classroom teachers and staff	None	None	<ul style="list-style-type: none"> <li>Emails</li> <li>Print copy of blogging site or teacher website</li> </ul>
Provide for volunteer opportunities <ul style="list-style-type: none"> <li>Room moms</li> <li>Teacher workroom help</li> <li>Garden help</li> <li>Field trip chaperone</li> </ul>	Daily	PTA	None	None	<ul style="list-style-type: none"> <li>List of work items</li> <li>List of chaperone list for field trips</li> <li>List of room moms</li> <li>Pictures of volunteers helping school</li> <li>Log of volunteer hours</li> </ul>
Continue student council projects to help others	varies	Student council and faculty representatives	None	None	<ul style="list-style-type: none"> <li>Flyers of actions</li> <li>Calendar of events</li> </ul>
Backpack food program	Twice a month	Counselor and Cliffs Outreach program	Cost of food for two weeks and initial purchase of backpacks	Donations	<ul style="list-style-type: none"> <li>Number of students in need of backpack program</li> <li>Observations</li> <li>Write up from school counselor</li> </ul>
CATCH school and culinary creations menu	Daily	Staff and students	N/A	Funded by the district	<ul style="list-style-type: none"> <li>Menu</li> <li>Pictures of CATCH in action</li> <li>Teacher lesson plans</li> </ul>
All parents will be given the opportunity to participate in student led and teacher led conferences	Twice a Year and then as needed	Classroom teachers	None	None	<ul style="list-style-type: none"> <li>Parent contact logs</li> <li>Conference request forms</li> <li>Conference reflection forms</li> </ul>
All staff will keep their websites and blogs up to date with current information	Weekly	All staff	None	None	<ul style="list-style-type: none"> <li>Staff websites and logs</li> </ul>
Provide opportunities for more guest speakers at the school from a variety of backgrounds and places	As needed	All staff	Could vary with speaking opportunities but will look for free options	N/A	<ul style="list-style-type: none"> <li>School/teacher newsletters</li> <li>Correspondences with guest speakers</li> <li>School/teacher websites</li> </ul>
Safety					
Teachers issued identity badges to wear at all times and serve as "keys"	One time, at the beginning of the year	Principal	Cost of badges and computer system	District funding	<ul style="list-style-type: none"> <li>Badges worn in building</li> </ul>

to get in the building					
All visitors to the school must have a yellow badge on visible to all staff The visitor will receive this upon checking in at the front office	Daily	Principal, office staff, and classroom teachers	None	None	<ul style="list-style-type: none"> <li>• Yellow badges from program</li> <li>• Log of visitors and volunteers</li> <li>• Correspondance from principal to staff</li> </ul>
Student buddy system when walking around in the school	Daily	Classroom teachers	None	None	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Classroom buddy list</li> </ul>
Increased police presence around the school	Daily	GCPD	N/A	District funding	<ul style="list-style-type: none"> <li>• Observations of police</li> <li>• Police check in</li> </ul>

Link to the 2012-2013 School Report Card

<https://ed.sc.gov/data/report-cards/2013/elem/s/e2301107.pdf>

Link to the 2012-2013 ESEA Grade

<https://ed.sc.gov/data/esea/2013/school.cfm?SID=2301107>













