

Heritage Elementary International Baccalaureate School



Five Year Strategic Action Plan 2013-2018

*Mrs. Heather Hester, Principal
Mr. W. Burke Royster, Superintendent*

*1592 Geer Hwy.
Travelers Rest, SC 29690
Greenville County Schools*

Update for the 2012-2013 School Year

SCHOOL RENEWAL PLANS

COVER PAGE (Required)

School Name: Heritage Elementary School School Telephone: 864-355-6000

School Address: 1592 Geer Hwy. Travelers Rest, SC 29690

District Contact: Mrs. Ashley LaRoche, Instructional Coach and IB Coordinator

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Assurances

The school renewal plan, or annual update of the school renewal plan, includes components 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.

Required Printed Names and Signatures

Chairperson, Board of Trustees

Mr. Roger D. Meek

Printed Name

Signature

Date

Superintendent

Mr. W. Burke Royster

Printed Name

Signature

Date

School Principal

Mrs. Heather Hester

Printed Name

Signature

Date

Chairperson, School Improvement Council

Mrs. Heather Gatchell

Printed Name

Signature

Date

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS (Mandated Component)

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

Position	Name
Principal	Heather Hester
Teacher	Kristi Evans
Parent/Guardian	Lisha Ferrell
Community Member	Rebecca Cooper
School Improvement Council	Heather Gatchell (Chairperson)

Others*

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

Position	Name
Assistant Principal	George Champlin
Instructional Coach/IB Coordinator	Ashley LaRoche
PTA President (Co-Chairs)	Angye Stone and Cathy Hawkins
Parent	Heather Philpot

Teachers (Updated 2012-2013)

Cameron Patton	Alison Auman	Marta Matthews
Stacy Cunningham	Mark Danielson	Debbie Allen (PT)
Rhonda Childs	Vicki Fowler	Sherry Brookie (PT)
Pam Moore	Kelly Head	Cheslea Ganske
Bailey Edmonds	Donna Jent	Shelley Bauer
Rima Dakhallah	Kristi Evans	Dana Crumley

Lynn Looper	Courtney Cordell	Kelsey Deily (Travel Art)
Sharon Gillespie	Amy Grumbles	Brenda Lee (Travel Music)
Brittany Kingsbury	Becky Bridwell	Jody Childs (Travel PE)
Carrie Lee	Lynn Mills	
Christina Luther	Valerie Deyton	
Amy Lyn Reeves	Sallie Wham	
Sarah Epps	Erin Lynch	
Kim Cole	Miraim Youngblood	
Sherry Edwards	Shelley Styles	
Belle Jones	Leah Stafford	
Lu Wixon	Stephanie Crain	
Sara Rhyne (PT)	Leslie Bowers	
Connie Schmaltz (PT)		

Paraprofessionals (Updated 2012-2013)

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

Other Staff Members (Updated 2012-2013)

Debra Taylor-Secretary/Finances	Rhonda Kelly-Custodian
Cryse Walker-Attendance Clerk/Receptionist	Debbie Lee-Custodian
Darlee Shrum-Nurse	Patricia Reed-Custodian
Angie McCarson-Media/Office Assistant	Opal Rushton-Custodian
Meg Rigamonti-Greenville Health System Mental Health	Kim Kelly-Cafeteria Manager
Jeanie Gully-School Counselor	Cricket Leopard-Cafeteria Staff
Chris Harton-Plant Engineer	Amy Bolin-Cafeteria Staff
Quetin Mashburn-Roving Custodian	Latasha Anderson-Cafeteria Staff
	Sherry McConnell-Cafeteria Staff

ASSURANCES FOR SCHOOL RENEWAL PLANS (Mandated Component)

Act 135 Assurances

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

X Academic Assistance, PreK–3

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

X Academic Assistance, Grades 4–12

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

X Parent Involvement

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.

X Staff Development

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

X Technology

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

X Innovation

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.

X **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk" children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): 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.



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.

Signature of Superintendent

Date

Signature of Principal

Date

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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 academic instructional team decided to create vertical teams for the 2013-2014 school year and allow them to work on the school portfolio for this year. 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	IB Self Study Team	School Portfolio/District Accreditation team (minus early childhood teachers)
Instructional Leadership Team	Rotate	Philosophy and Forms	Standard 1: (Purpose and Direction) (3 indicators) The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning. Standard 2: (Governance and Leadership) (6 indicators) The school operates under governance and leadership that promote and support student performance and school effectiveness.
<u>Dakhlallah</u> , Jent, Wham, Bowers, Cunningham, Luther, Woodard, Matthews, Grumbles	English/ Language Arts	Curriculum: Written Curriculum	Standard 4: (Resource and Support) (7 indicators) The school has resources and provides services that support it purpose and direction to ensure success for all students.
<u>Edmonds</u> , Auman, Fowler, Lynch, Stafford, Kingsbury, Reeves, Crumley, Allen	Math	Curriculum: Assessment	Standard 5: (Data Analysis/Continuous Improvement) (5 indicators) The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.
<u>Lee</u> , Evans, Bridwell, Styles, Moore, Wixon, Gillespie	Science	Curriculum: Teaching and Learning	Standard 3: (Teaching and Assessment) (12 indicators) The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.
<u>Patton</u> , Cordell, Mills, Youngblood, Ganske, Edwards	Social Studies	Organization	
<u>Bauer</u> , Danielson, Deyton, Crain, Childs, Looper, Epps, Gully, Jones	PBIS	Curriculum: Collaborative Planning	Standard 5: (Data Analysis/Continuous Improvement) (5 indicators) The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.
All K3, K4, K5, 1st			Early Learning Standard (22 indicators) The program has resources and provides services that support its purpose and direction to ensure success for all children

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 now being grouped by skill levels and are working in SRA programs for both reading and mathematics. Currently, the school uses a modified balanced literacy/ Four Blocks Literacy Model. 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 K5-4th grade. Students are pulled out for further reading instruction and will get more instruction on their level during their balanced literacy times. Students in 1st 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 also use Khan Academy and “PrepDogs” in the classroom to help students work on his/her academic level in math. Inquiry drives the instruction in the building. The teachers use balanced literacy, leveled readers, science kits, primary sources, textbooks, mentor texts, math manipulative, the Internet, and arts integration. All classrooms are equipped with technology. The school just went through refresh so each classroom now has a promethean or smart board. All classrooms were given extra student laptops. The computer lab and library had N-computing added to the computers that were already in there. As new national and district initiatives are announced, the school is beginning to move in that direction. The whole school district will use Fountas and Pinnell Balanced Literacy next year as the reading model. Upon hearing this announcement, our school began to build our own Fountas and Pinnell leveled library. We were also able to purchase part of the whole leveled library from Scholastic. Some grade levels in the building also saw that there standards changed this past year. Kindergarten thru second grade started teaching with the new national Common Core standards. Third thru fifth grade began the transition this year keeping in mind that they still had to teach with the state standards due to the state testing.

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. This was the first year the teachers has the opportunity to attend professional development called, “Trigger You Rigor” where teachers had the opportunity to sit down together and discuss a variety of topics and give examples of what happens in their classroom. They also 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 six teachers who will be trained this summer in Atlanta and will only leave the school with a few teachers to be trained in 2013-2014. The school will also be going through the verification process again next year. Heritage will work on the IB self-study and will plan for a 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.

In the upcoming year, Heritage Elementary teachers will be using the vertical planning model to plan for instruction. The vertical planning teams will incorporate teachers from different grade levels to meet throughout the year to develop strategies to improve student performance. These groups will also work on the self-study for IB and be a part of the accreditation process in the 2012-2013 school year. As a result, teachers will have a clear understanding of what they should do to prepare students for the next grade level. Moreover, teachers know what they should teach to build upon what was taught in 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).

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, read to students, tutor, and/or serve as room mom. Parent volunteers are actively helping teachers spend more time on academics. During the past school year, the school had a parent volunteer that not only helped teachers pack up their classrooms during the renovation process, but also helped create and organize the school’s Fountas and Pinnell leveled library. The PTA held for the first time a “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 \$20,000 that was put directly back into the school. During the past year, our SIC recreated itself with a purpose and grew more members. They focused on raising student success and offered an Early Riser Club that was open on the computer lab on Tuesdays and Thursdays during the second semester. Students who scored in the lower twenty-fifth percentile 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 2012 PASS administration and our 2012 Annual School Report Card, we have areas to grow. We continue to push our students to reach their own goals and push the school to reach the goals for our 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. The goals for the 2008-2013 strategic plan are lofty and when setting these goals, the school aimed to close the achievement gap among a variety of populations in the school. We missed the mark of reaching 100% in our academic performance goals. Heritage received an absolute rating of “Average” and a rating of “Average” in growth. The schools did not receive an AYP rating this year as ESEA Federal Accountability Rating system began. Under the new system, schools would be given a grade from “A” to “F.” Heritage received the grade of a “B” with 86.0%. The school’s performance exceeded the state’s expectations. The school’s current performance goals #1, #2, #3 for the 2008-2013 Strategic Plan focus 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. With the new initiatives next year from the district and state, continuous professional development will

need to be done on the new balanced literacy program and state standards. The school continuously tried to provide professional development and assure that all staff in the building is highly qualified. The school's current performance goal #4 for the 2008-2013 Strategic Plan focuses on teacher and administrator quality.

School Climate:

Based on the evaluations given in 2012, 100% of the staff was satisfied with the learning environment, 100% satisfied with the social and physical environment, and 97.4% 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. Overall, the staff was satisfied with the school. Based on the evaluations given to the parents and students, 87.2% of the students and 95.5% of the parents were satisfied with the learning environment, 90.5% of the students and 97.7% of the parents were satisfied with the social and physical environment, and 91.9% of the students and 88.6% 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. The school's current performance goals #5 and #6 for the 2008-2013 Strategic Plan focus on school climate.

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.

Performance Goal 1: The percentage of students scoring MET and above on the PASS English/Language Arts test will increase from 76.6% in 2008-09 to 100% in 2012-13.

GOAL NOT MET

Performance Goal 2: The percentage of students scoring MET and above on the PASS Math test will increase from 80.4% in 2008-09 to 100% in 2012-13.

GOAL NOT MET

Performance Goal 3: The percentage of fifth grade students scoring Met and above on the PASS Writing test will increase from 73.6% to 100% in 2012-13.

GOAL NOT MET

Performance Goal 4: 100% of all Heritage teachers will be considered Highly Qualified as defined by NCLB and remain so through 2012-2013. *GOAL MET*

Performance Goal 5: Heritage faculty will develop and maintain a strong and meaningful partnership with the parents of Heritage students which will be evident through the school report card, survey, parent conference documentation and volunteer hours. *GOAL NOT MET*

Performance Goal 6: The percentage of the students' attendance rate will increase from 94.5% in 2007-2008 to 97% in 2012-2013. *GOAL NOT MET*

Awards:

- Graham Foundation Grant
- Wal-Mart Grant
- 100% PTA membership
- Early Literacy Program
- 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)

Outstanding Initiatives and Programs

- International Baccalaureate Primary Years Program
- After School Enrichment Programs (Art, Lego Club, Tae Kwon Do, Good News Club)
- Volunteer Tutors on All Grade Levels
- Promethean or Smart Boards 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)
- Balanced Reading in 1st - 5th Grade
- 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
- Secret Gardens
- Computer lab and library with N-computing
- School for Integration of the Arts
- Grow Healthy Kids Organic Community Garden
- 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 continuous training in new standards of differentiated instruction and brain-based learning strategies.
- 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 42 classrooms, a multipurpose room, a science lab, media center, a challenge room, and a computer lab.



We are currently going through renovations that began in September. The renovations are to control a humidity issue in the building. Every three to four weeks, a grade level or pod has been moved into a group of portables while their section was renovated. The project will conclude over the summer and the portables will be removed from the school front yard.

The city of Travelers Rest, population 4,680, 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 managed to raise over \$20,000 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.

2012-2013 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)
Heather Gatchell (Co-Chair/parent)
Heather Philpot (parent)
Lisha Ferrell (parent)
Angye Stone (PTA Co-President)
Cathy Hawkins (PTA Co-President)
Sherry Edwards (HES-Related Arts Team Rep)
Rebecca Crown Cooper (Community Member)

2012-2013 PTA Members:

Angye Stone, Co-President Cathy Hawkins, Co-President Dana Lang, Vice President Delia Amick, Secretary Tammy Erdley, Co-Treasurer Tracy Reynolds, Co-Treasurer Rachel Seymour, Membership	Heather Hester, Principal Sasha Conway, Communications Michalina Law, Volunteer Coordinator Julie Green, Reflections Tammy Moffitt, Sunshine Rebecca Johnson, School Store Coordinator	Saundra Andrews, Member at Large Jennifer Edens, Member at Large Katherine Geran, Member at Large Leslie Bowers, Faculty Representative Becky Bridwell, Faculty Representative Chelsea Ganske, Faculty Representative Sallie Wham, Faculty Representative
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Our School's Leaders

At the end of the last school year, Heritage was in search of a new principal. The previous principal who had been at Heritage for over eleven years retired. The school was lucky to find a new principal before the end of the school year and she is a great match to the school.

Our new 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 17 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 72 faculty and staff members with 43 of them being certified and 2 administrators. These staff members have been working for Heritage for a variety of years and hold many different degrees. Heritage has 60.5% of its staff with advanced degrees. Currently, the average attendance rate is 94.3%.

Here is a snapshot of our staff:



- 2 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
- 68 female, 4 males
- 67 Caucasian, 1 Jordanian
- Years taught at Heritage Elementary
 - 0-5 years 27.9%
 - 6-10 years 32.6%
 - 11-15 years 25.6%
 - 16-20 years 14.0%
 - 20+ years 0.0%
- 15.4 % of staff are National Board Certified
- 60.5% of the staff have advanced degrees
- 92.9% of teachers returning from the previous year

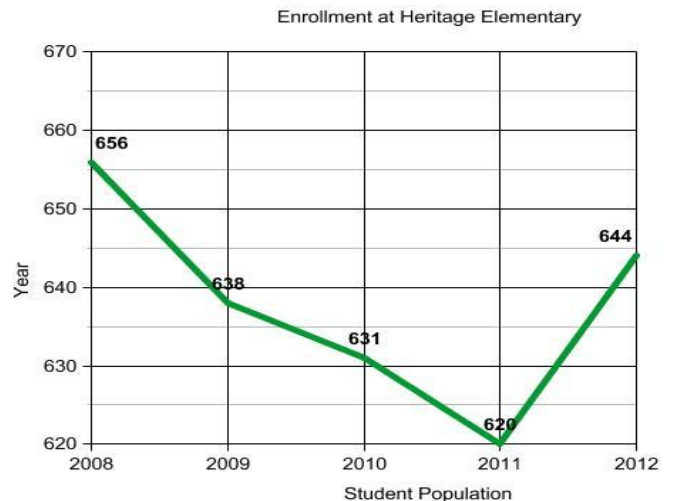
Decision Making Process

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. 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 2012 data, the total enrollment of Heritage Elementary School is 644. This is down from the previous year of 658. As we end 2013, we have 678 students in attendance at Heritage.

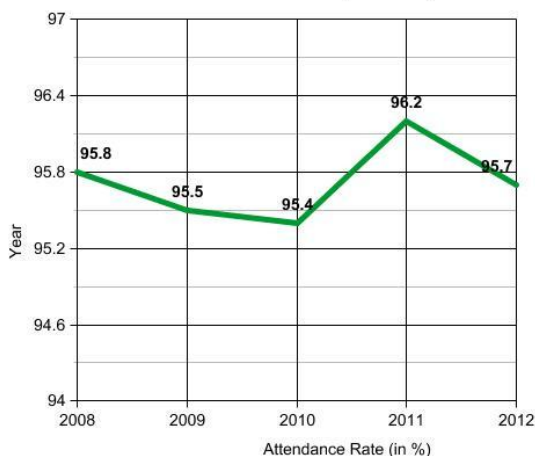


South Carolina Dept. of Education School Report Card

Here is a snapshot from PowerSchool. (Enrollment Summary as of 5/10/2012)

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	2 1 / 1	2 2 / 0	0 0 / 0	0 0 / 0	0 0 / 0	28 20 / 8	0 0 / 0
0	113 48 / 65	0 0 / 0	4 4 / 0	2 0 / 2	0 0 / 0	5 2 / 3	0 0 / 0	102 42 / 60	0 0 / 0
1	111 53 / 58	0 0 / 0	5 3 / 2	1 0 / 1	0 0 / 0	6 4 / 2	0 0 / 0	99 46 / 53	0 0 / 0
2	109 51 / 58	1 1 / 0	8 2 / 6	5 2 / 3	1 1 / 0	0 0 / 0	0 0 / 0	94 45 / 49	0 0 / 0
3	115 68 / 47	0 0 / 0	7 5 / 2	4 2 / 2	0 0 / 0	3 1 / 2	0 0 / 0	101 60 / 41	0 0 / 0
4	105 56 / 49	1 0 / 1	7 6 / 1	2 0 / 2	0 0 / 0	1 0 / 1	0 0 / 0	94 50 / 44	0 0 / 0
5	92 46 / 46	1 1 / 0	8 2 / 6	2 1 / 1	0 0 / 0	1 0 / 1	1 0 / 1	79 42 / 37	0 0 / 0
Total	678 346 / 332	4 3 / 1	41 23 / 18	18 7 / 11	1 1 / 0	16 7 / 9	1 0 / 1	597 305 / 292	0 0 / 0

Attendance (2008-2012)



Based on the 2012 data, the student attendance rate in our school is 95.7%, down from 96.2% from the previous year. The school still had a better attendance rate than the state objective 94.0%.

We have 58% of students participate in the free or reduced priced lunch program. The operating expenditures per pupil according to The State of South Carolina Annual School Report Card for 2012 was \$6,012.00, down 7.1% from last year's totals due to a tighter 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 2012 School report card, the school had a retention rate of 2.7%, up 1.3% from the previous year. We have fifty four students being served in our Gifted and Talented program with our traveling Gifted and Talented teacher. We have 136 students here on special permission.

The school has one self-contained Intellectual Disability class that serves eight 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 2012-2013

Grade Level	Speech Services	Resource Services	Other Services
K5	12	5	1-Autism
1 st	19	3	
2 nd	11	9	1 Autism 1 Hearing Impaired
3 rd	4	12	
4 th	3	10	
5 th	4	9	

Academic and Behavioral Features

- RTI/ERI (Reading Intervention) for K5-4th grade
 - The school had 126 students served over the year. The students were identified with the use of AIMS Web and Fall Reading MAP scores.
- Technology based programs for all grade levels
 - All grade levels have access to laptops and computers to work on as they program 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 3rd-5th where they arrive at school early to work with a parent volunteer and 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, and after school care.
- Fully implemented school-wide discipline plan (THINK system)
- Full implementation of the Primary Years International Baccalaureate Program in all grades K4-5th grade.

- IB PYP Exhibition in the 5th grade for students to culminate their IB PYP career.
- PLC's were implemented over the year to specialize the work between the teachers and instructional coach. The PLC's focused on analysis of data, strategies, and reflections on IB planners and long range plans.
- Vertical teaming was put in place for the upcoming year. The vertical teams consist of academic vertical teams, IB self-study team, and accreditation team. All of the members will stay the same in each team.
- 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 -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 (PASS)

The 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 the 5th and 8th grade students in 2011. The ELA (reading and research), mathematics, science, and social studies tests are administered in May and consist of multiple-choice items only. 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 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 (CogAT)

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 2nd-5th
- Administration in K5-1st is optional

MAP Testing Data (Fall 2007-Spring 2013)

Reading

Year	2 nd Grade		3 rd Grade		4 th Grade		5 th Grade	
	Heritage Mean	National Norm Mean	Heritage Mean	National Norm Mean	Heritage Mean	National Norm Mean	Heritage Mean	National Norm Mean
Fall 2007	168.5	177	184.9	190	196.9	199	204.8	206
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

Math

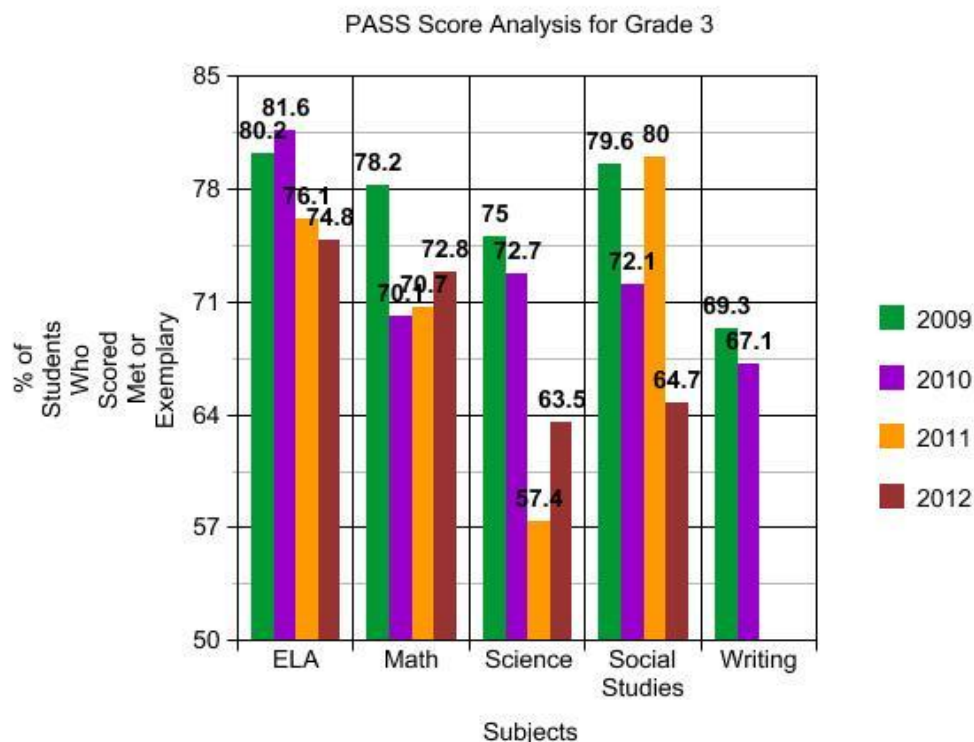
Year	2 nd Grade		3 rd Grade		4 th Grade		5 th Grade	
	Heritage Mean	National Norm Mean	Heritage Mean	National Norm Mean	Heritage Mean	National Norm Mean	Heritage Mean	National Norm Mean
Fall 2007	173.7	179	189.1	192	201.4	203	208.9	211
Spring 2008	186.2	191	203	202	208.3	210	216.6	218
Fall 2008	175	179.5	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		221.0

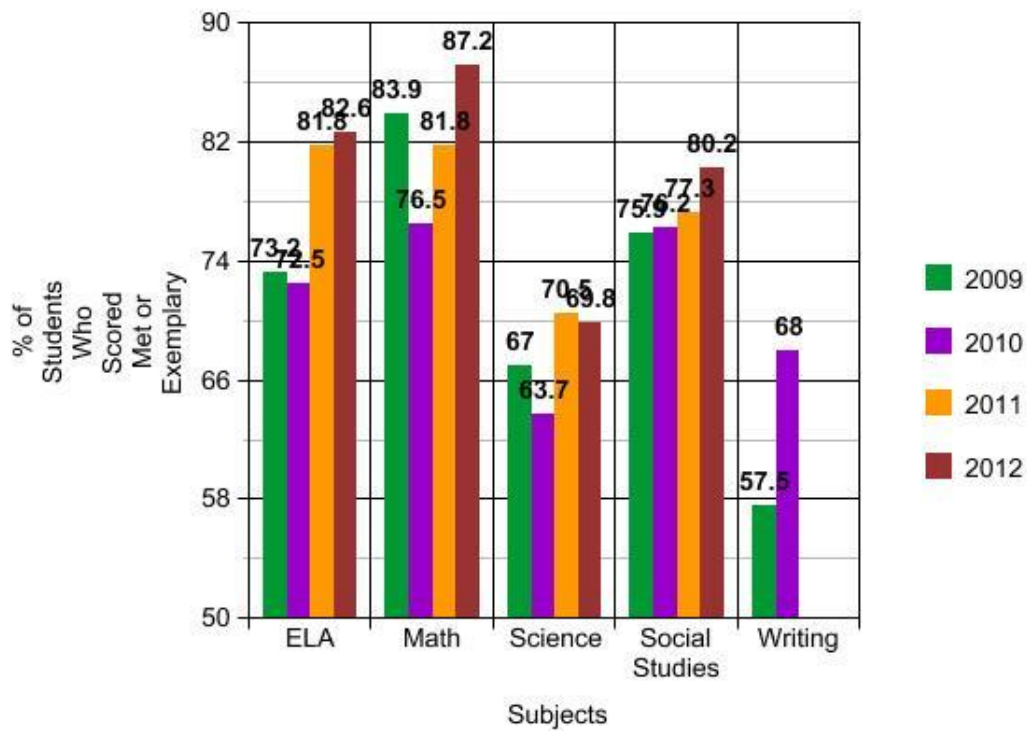
After meeting with the teachers and analyzing the data for the 2012-2013 school year, we saw areas of concern in building vocabulary in reading and numbers and operations in math. This has been a trend as the school saw the same areas concern last year. Even though this was an area of concern again this year, the need is smaller. Numbers and operations is something that is always challenging to students and with the implementation of Common Core standards, this should change. Knowing that building vocabulary was an area to work on, the teachers spent time working on vocabulary development and exposing the students to all genres of reading. This helped the school close the gap in this area. With the new Common Core standards being fully implemented from K5-5th grade, the school will see changes in the MAP data as MAP aligns with Common Core.

The students who performed in the bottom 25 percentile (3rd-5th grade) were invited to attend the Early Riser Club to receive some remediation in all areas that they were weak in. Looking forward to next year, the school will implement the program after administering the fall MAP test and the “club” will be opened to any students scoring in the bottom 25th percentile in 2nd-5th grade.

PASS Testing Data (Fall 2007-Spring 2013)

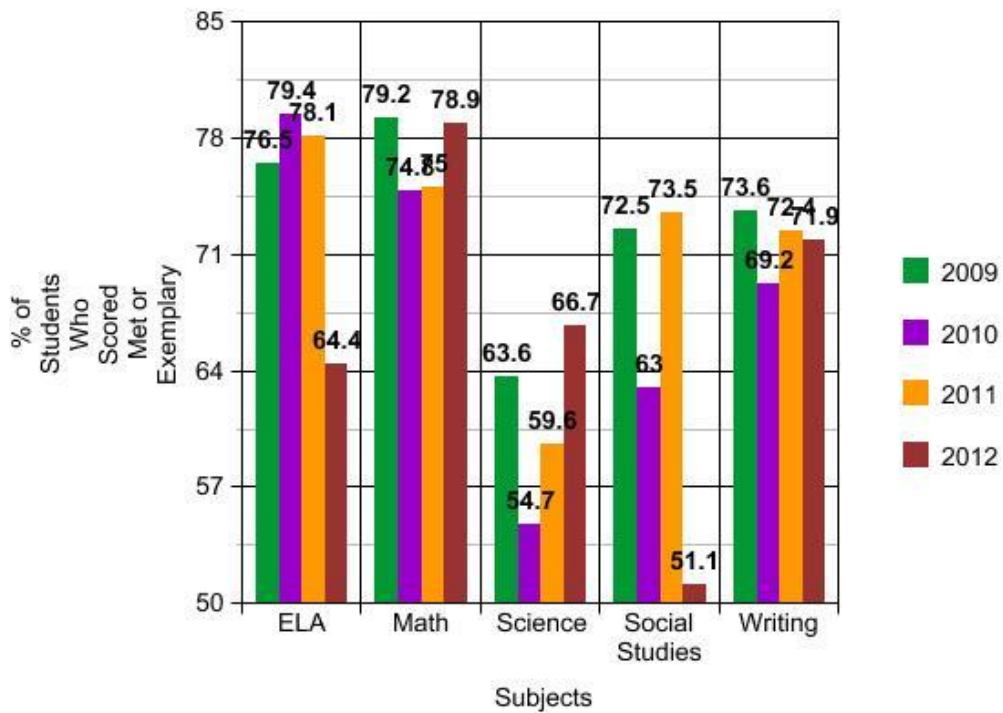


PASS Score Analysis for Grade 4

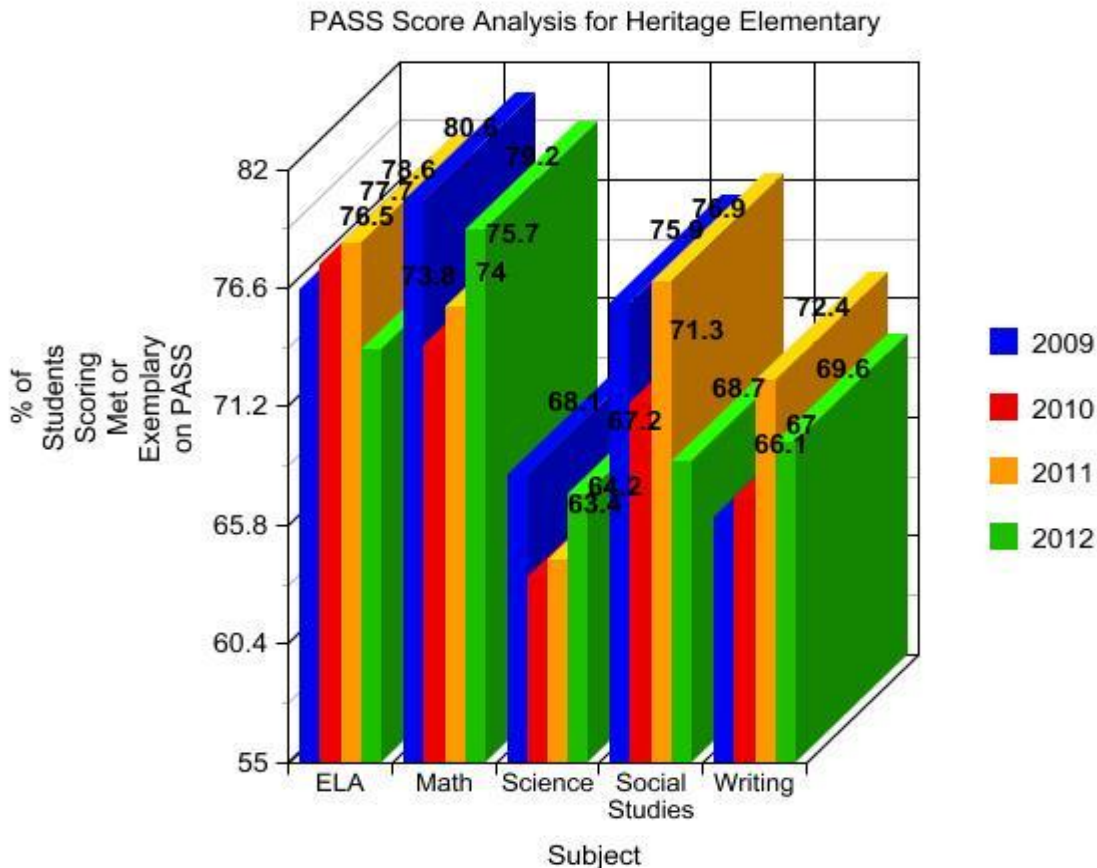


South Carolina Dept. of Education

PASS Score Analysis for 5th Grade



South Carolina Dept. of Education



Initially after looking at the data, it seems as though the school's teachers really focus on the components dealing with Math and English/Language Arts but fall a little short in the area of Science and Social Studies. Each year since 2009, the school has opted to focus on a major academic area. In the past, it was math. The school's achievement began to rise in the area of math so the school started focusing on reading and writing. That was the case during this current school year as Heritage preps for the new Fountas and Pinnell reading program that will be implemented during the 2013-2014 school year. Since this program will be implemented next year, the school will focus on Reading as the groundwork is laid in this new program. Ultimately, this will help students achieve in all of the other academic areas. Also the implementation of the new national standards will help raise achievement in those areas.

Data Analysis and Reflection of Five Strategic Plan

Action Plan Ending in 2013: Heritage Elementary Performance Goals

Goal 1: The percentage of students scoring Met and above on the PASS English/Language Arts test will increase from 76.6% in 2008-09 to 100% in 2012-13.

Goal 2: The percentage of students scoring Met and above on the PASS mathematics test will increase from 80.4 % in 2008-09 to 100% in 2012-13.

Goal 3: The percentage of 5th grade students scoring Met and above on the PASS writing test will increase from 73.6% in 2008-09 to 100% in 2012-13.

Goal 4: 100% of all Heritage teachers will be considered Highly Qualified as defined by NCLB and remain so through 2012-2013.

Goal 5: Heritage faculty will develop and maintain strong and meaningful partnerships with the parents of Heritage students which will be evident through the school report card, surveys, parent conference documentation, and volunteer hours.

Goal 6: The percentage of the students' attendance rate will increase from 94.5% in 2007-2008 to 97% in 2012-2013.

Strategic Action Plan (2008-09 through 2012-13) (Updated May 2013)

Student Achievement

GOAL AREA:

☒ Student Achievement and Healthy Schools, etc.) ☐ Teacher/Admin Quality ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐ Other Priority

PERFORMANCE GOAL 1: The percentage of students scoring Met and above on the PASS English/Language Arts test will increase from 50.4% in 2008-09 to 100% in 2012-13.

Goal Not Met

	2008-09 Baseline	2009-10	2010-11	2011-12	2012-13
Projected Performance		78%	79.4%	89.7%	100%
Actual Performance	50.4%	76.6%	77.8%	78.7%	73.9%

GOAL AREA:☒ Student Achievement
and Healthy Schools, etc.)☐ Teacher/Admin Quality
☐ Other Priority☐ School Climate (Parent Involvement, Safe

PERFORMANCE GOAL 2: The percentage of students scoring Met and above on the PASS Mathematics test will increase from 54.8% in 2008-09 to 100% in 2012-13.

Goal Not Met

	2008-09 Baseline	2009-10	2010-11	2011-12	2012-13
Projected Performance		83.0%	86.5%	89.5%	100%
Actual Performance	54.8%	80.4%	73.8%	75.8%	79.2%

GOAL AREA:☒ Student Achievement
and Healthy Schools, etc.)☐ Teacher/Admin Quality
☐ Other Priority☐ School Climate (Parent Involvement, Safe

PERFORMANCE GOAL 3: The percentage of students scoring Met and above on the PASS Writing test will increase from 66.8% in 2009-10 to 100% in 2012-13.

***Only 5th grade students were tested per state requirements**

Goal Not Met

	2008-09 Baseline	2009-10	2010-11	2011-12	2012-13
Projected Performance		78%	79.4%	89.7%	100%
Actual Performance		66.8%	68.1%	*72.4%	*71.9%

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 previous administration, our school was very open to trying new programs and a variety of strategies. The school was so open to this task that it was hard for many teachers to focus on just one strategy and perfect it. This is evident in the data. Now under a new administration, simplicity is the key. Focusing on one or two strategies/programs has been the motto for the 2012-2013 school year. Upon looking over all of the grade levels tested with

PASS, there is some inconsistency in the scores. Vertical Academic teams have been put in place at the beginning of the second semester of the 2012-2013 school year. During these vertical team meetings that will begin during the 2013-2014 school year, teachers can have conversations of what is expected at each grade level in one content area, strategies to use with the students, and that the same verbiage is used for certain concepts. Consistency will be created and will level out the inconsistency in the scores.

When reflecting on the strategic plan for the past five years, it can be agreed that consistency and realism was needed when setting the goals for 2008-2013. The projected performance growth was to steadily increase over a certain number throughout the five year plan. This consistency was not evident leaving the projected goal at a 100% mark by the time of the 2012-2013 school year. The school was unable to attain the goal of 100% of students who scored Met or Exemplary on PASS in Math, Reading, and Writing. When looking at the actual student performance data, the school continues to grow in writing. At first, all tested grades were tested on PASS but that changed over two years ago when only fifth grade students were tested. During the 2013 PASS administration, all tested grade levels were tested in writing again. Math and reading balanced each other out. Whenever there was an emphasis on math, the overall performance in reading fell slightly and whenever the emphasis was on reading, the overall performance in math fell slightly.

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 2nd-5th grade will be tested on MAP in the fall and spring per district mandate and identified students in K5 and 1st 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.

As the school begins to write a new strategic plan, the goals will be attainable and growth amongst years will be more consistent. The plan will be provided by the district so every school will have the same layout but the numbers will be different in the goal areas. The 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.

Greenville County School District		Heritage Elementary School				
Overall Weighted Points Total	88.3	Overall Weighted Points Total	86			
TITLE				Social		
	ELA	Math	Science	Studies	ELA	Math
	Proficiency	Proficiency	Proficiency	Proficiency	Percent	Percent
	Met/Improved	Met/Improved	Met/Improved	Met/Impro	Tested	Tested
ALL STUDENTS	1	1	0.5	0	1	1
Male	1	1	0.7	0	1	1
Female	1	1	0.5	0	1	1
White	1	1	0.5	0	1	1
African-American						
Asian / Pacific Islander						
Hispanic						
American Indian / Alaskan						
Disabled	0.9	0	0.2	0	1	1
LEP						
Subsidized Meals	1	1	0.5	0	1	1
Total Number of Points	5.9	5	2.9	0	6	6
Total Number of Objectives	6	6	6	6	6	6
Percent of Objectives Met	98.33	83.33	48.33	0	100	100
Weight	0.35	0.35	0.05	0.05	0.1	0.1
Weighted Points Subtotal	34.42	29.17	2.42	0	10	10
Points Total	86					
Note:						
SC-ALT scores were included in the calculations where appropriate.						
* - 4 = Insufficient sample size (fewer than 30 students)						
* - 6 = There is no available test data for this school						

Teacher/Admin Quality

GOAL AREA:

☐ Student Achievement and Healthy Schools, etc.)
 ☒ Teacher/Admin Quality
 ☐ School Climate (Parent Involvement, Safe
 ☐ Other Priority

PERFORMANCE GOAL 4: 100% of all Heritage teachers will be considered Highly Qualified as defined by NCLB and remain so through 2012-2013.

Goal Met

	2008-09 Baseline	2009-10	2010-11	2011-12	2012-13
Projected Performance	100%	100%	100%	100%	100%
Actual Performance	100%	100%	100%	100%	100%

The faculty and staff at Heritage have continued to grow over the past five years. 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 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 will also receive training this summer and during the 2013-2014 school year on the new district initiated reading program, Fountas and Pinnell.

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)

1st Wednesday: Faculty Meeting

2nd Wednesday: Faculty Council and Committee Meetings

3rd Wednesday: Professional Development

4th Wednesday: Grade Level Planning

5th Wednesday: Open/Showers

2012-2013 School Year

Date	PD Opportunity	Date	PD Opportunity
8/16/12	Teacher Workday	12/11/12	Trigger Your Rigor PD (Literacy Centers)
8/17/12	Teacher Workday	12/12/12	Faculty Council
8/20/12	Teacher workday/ Meet the Teacher	1/2/13	Faculty Meeting
8/21/12	Teacher Workday	1/9/13	Flipping the Classroom PD
8/29/12	Faculty Meeting	1/15/13	Faculty Council
9/5/12	Faculty Meeting	1/16/13	Getting to the Core of Common Core
9/12/12	Faculty Council	1/22-25/13	January PLC's (Science Fair Discussion and RTI)
9/24-28/12	September PLC's (Discuss with all grade levels particularly tested grades about model lessons in the class (what is needed))	1/31/13	Trigger Your Rigor (Research)
9/26/12	Grade Level Planning	2/6/13	Faculty Meeting
9/27/12	IB PYP "Show Me PYP" COLLABORATION FALL 2012 (1 st and 2 nd grade)	2/7/13	IB: Show Me PYP 3 rd grade style
10/3/12	Faculty Meeting	2/12/13	Promethean Boot Camp Class 4
10/10/12	Engaging Students in Reading Using Technology	2/13/13	Faculty Council
10/9/12 and 10/11/12	PROMETHEAN BOOT CAMP Class 1	2/19/13	ENRICH training
10/16/12	HES Edmodo 101 PD	2/25-28/13	February PLC's IB reflections
10/17/12	IB Teachers Teaching Teachers PYP Style	2/27/13	Grade Level Planning
10/24/12	Faculty Council	3/5/13	Trigger Your Rigor (writing)
10/25/12	October PLC's (Compass Learning Training)	3/6/13	Faculty Meeting
10/30/12 and 11/1/12	Promethean Boot Camp Class 2	3/12/13	Faculty Council
11/7/12	Blogging: Another Way to Communicate	3/13/13	Teachers Teaching Teachers (Writing)
11/14/12	Faculty Council	3/25-28/13	March PLC's (IB planner work and reflections)
11/19/12	ETV Streamline: Beyond the Basics	3/27/13	Grade Level Planning
11/26-30/12	November PLC's (Analyze MAP data and Fall Writing samples)	4/10/13	Faculty Meeting, meet with new vertical teams, and begin AdvancED work

12/4/12 and 12/6/12	Promethean Boot Camp Class 3	4/17/13	AdvancEd Work
12/5/12	Faculty Meeting	4/24/13	Grade Level Planning
		4/22-26/13	April PLC's (IB planner work)
		5/1/13	AdvancEd Work
		5/15/13	AdvancEd Work
		5/22/13	Class Roll Setup and Grade Level Planning
		6/7/13	Last Teacher Workday

Proposed Plan for 2013-2014 School Year

Planned Wednesday Meetings: (ALL SUBJECT TO CHANGE)

1st Wednesday: Faculty Meeting

2nd Wednesday: Goal Team Meetings

3rd Wednesday: Grade Level Meetings/Mentor & Mentee Meetings (M & M)

4th Wednesday: Professional Development

5th Wednesday: Open/Showers

Date	PD Opportunity	Date	PD Opportunity
8/14/13	Teacher Work Day	12/11/13	Goal Team Meeting
8/15/13	Teacher Work Day	1/8/14	Faculty Meeting
8/16/13	Teacher Work Day	1/15/14	Goal Team Meeting
8/19/13	Teacher Work Day/Meet the Teacher Night	1/17/14	Teacher Workday/Exchange Day
8/20/13	Teacher Work Day	1/21/14	Faculty Council
8/28/13	MAP Training	1/22/14	M & M Meeting/ Grade Level Planning
9/4/13	Faculty Meeting	1/29/14	Professional Development
9/11/13	Goal Team Meeting	1/30/14	PLC's Primary
9/17/13	Faculty Council	1/31/14	PLC's Intermediate
9/18/13	M & M Meeting/Grade Level Planning	2/5/14	Faculty Meeting
9/25/13	Professional Development	2/12/14	Goal Team Meetings
9/26/13	PLC's Primary	2/18/14	Faculty Council
9/27/13	PLC's Intermediate	2/19/14	M & M Meeting/Grade Level Planning
10/2/13	Faculty Meeting	2/26/14	Professional Development
10/9/13	Goal Team Meeting	2/27/14	PLC's Primary

10/15/13	Faculty Council	2/28/14	PLC's Intermediate
10/16/13	Grade Level Planning	3/5/14	Faculty Meeting
10/17/13	Teacher Workday	3/11/14	Faculty Council
10/18/13	Teacher Workday/Exchange #1	3/12/14	Goal Team Meeting
10/23/13	Professional Development	3/19/14	M & M Meeting/Grade Level Planning
10/24/13	PLC's Primary	3/26/14	Professional Development
10/25/13	PLC's Intermediate	3/27/14	PLC's Primary
11/6/13	Faculty Meeting	3/28/14	PLC's Intermediate
11/13/13	Goal Team Meeting	4/2/14	Faculty Meeting
11/19/13	Faculty Council	4/8/14	Faculty Council
11/20/13	M & M Meeting/Grade Level Planning	4/9/14	Goal Team Meeting
11/21/13	PLC's Primary	4/23/14	M & M Meeting/Grade Level Planning
11/22/13	PLC's Intermediate	4/24/14	PLC's Primary
12/4/13	Faculty Meeting	4/25/14	PLC's Intermediate
		4/30/14	Professional Development
		5/7/14	Faculty Meeting
		5/14/14	Goal Team Meeting
		5/20/14	Faculty Meeting
		5/21/14	M & M Meeting/Grade Level Planning

School Climate

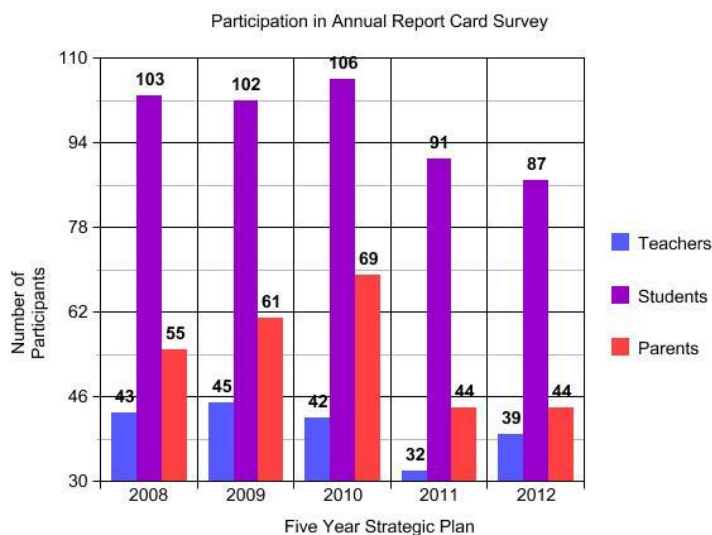
GOAL AREA:

☐ Student Achievement and Healthy Schools, etc.)
 ☐ Teacher/Admin Quality
 ☒ School Climate (Parent Involvement, Safe
 ☐ Other Priority

PERFORMANCE GOAL 5: Heritage faculty will develop and maintain a strong and meaningful partnership with the parents of Heritage students which will be evident through the school report card, survey, parent conference documentaton and volunteer hours

Goal Not Met

	2008-09 Baseline	2009-10	2010-11	2011-12	2012-13
Projected Performance	96.6%	96.7%	96.8%	96.9%	97%
Actual Performance	85.5%	93.3%	88.2%	86.0%	88.6%



South Carolina Dept. of Education Report Card

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 5th 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 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 2008. The survey is given via a website code to teachers and a paper copy to

GOAL AREA:

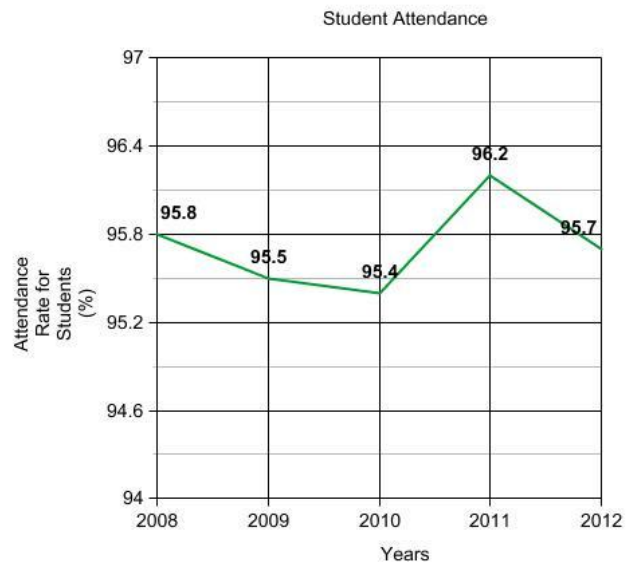
☐ Student Achievement and Healthy Schools, etc.) ☐ Teacher/Admin Quality ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐ Other Priority

PERFORMANCE GOAL 6: The percentage of the students' attendance rate will increase from 94.6% in 2008-2009 to 97% in 2012-2013.

Goal Not Met

	2008-09 Baseline	2009-10	2010-11	2011-12	2012-13
Projected Performance	94.6%	95.2%	95.8%	96.4%	97%
Actual Performance	95.8%	95.5%	95.4%	96.2%	95.7%

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 dropped on sharply last year with the school being hit with the stomach virus that caused most of the school to stay home, including the faculty and staff. This hurt the attendance rating for last year. During the 2012-2013 school year, the school was hit with less intensive sicknesses but still had a problem with students missing multiple days of school due to an illness.



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

Baseline data from 2011-12 is based upon 5th and 8th grade scores only. Projected performance is based upon 3rd through 8th grade scores.

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒ 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

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

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒ 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						
Male	652.9						
Female	668.0						
White	663.7						
African-American	N/A						
Asian/Pacific Islander	N/A						
Hispanic	N/A						
American Indian/Alaskan	N/A						
Disabled	613.8						
Limited English Proficient	N/A						
Subsidized Meals	649.4						

ELA - District - Grades 3-5	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	671.1						
Male	665.7						
Female	676.8						
White	685.1						
African-American	644.4						
Asian/Pacific Islander	696.1						
Hispanic	650.8						
American Indian/Alaskan	688.2						
Disabled	614.9						
Limited English Proficient	654.9						
Subsidized Meals	649.2						

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒ 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

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

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒ 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

Math - 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	660.8						
Male	659.7						
Female	661.9						
White	663.6						
African-American	N/A						
Asian/Pacific Islander	N/A						
Hispanic	N/A						
American Indian/Alaskan	N/A						
Disabled	598.2						
Limited English Proficient	N/A						
Subsidized Meals	644.4						

Math - District – Grades 3-5	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	664.8						
Male	665.3						
Female	664.3						
White	677.8						
African-American	636.8						
Asian/Pacific Islander	703.1						
Hispanic	649.0						
American Indian/Alaskan	668.4						
Disabled	607.9						
Limited English Proficient	656.1						
Subsidized Meals	643.6						

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒ 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

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

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

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

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

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒ 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

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

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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						
Male	620.9						
Female	626.8						
White	625.7						
African-American	N/A						
Asian/Pacific Islander	N/A						
Hispanic	N/A						
American Indian/Alaskan	N/A						
Disabled	580.8						
Limited English Proficient	N/A						
Subsidized Meals	612.7						

Science - District – Grades 3-5	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	632.8						
Male	633.7						
Female	631.8						
White	645.2						
African-American	607.3						
Asian/Pacific Islander	655.9						
Hispanic	617.0						
American Indian/Alaskan	640.3						
Disabled	585.9						
Limited English Proficient	620.7						
Subsidized Meals	614.1						

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

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

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

Social Studies - 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	625.8						
Male	626.8						
Female	624.8						
White	627.5						
African-American	N/A						
Asian/Pacific Islander	N/A						
Hispanic	N/A						
American Indian/Alaskan	N/A						
Disabled	588.1						
Limited English Proficient	N/A						
Subsidized Meals	616.1						

Social Studies - District Grades 3-5	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	649.2						
Male	651.8						
Female	646.6						
White	661.3						
African-American	626.1						
Asian/Pacific Islander	676.9						
Hispanic	632.8						
American Indian/Alaskan	655.8						
Disabled	605.3						
Limited English Proficient	637.7						
Subsidized Meals	629.0						

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒ 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 50th 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 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

DATA SOURCE(S): Fall 2011 and Fall 2012 ITBS/CogAT report produced by Riverside Publishing

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Reading Comprehension Actual	53.28% tile	52.9% tile					
Mathematics Concepts Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Concepts Actual	50.98 %tile	50.42% tile					
Mathematics Problem s Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Problem s Actual	50.22% tile	50.62% tile					

District	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Reading Comprehension Actual	67 th %tile	66 th %tile					
Mathematics Concepts Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Concepts Actual	52 nd %tile	50 th %tile					
Mathematics Problem s Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Problem s Actual	58 th %tile	55 th %tile					

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
STRATEGY: Differentiation of instruction (Remediation, Enrichment, Enhancement)					
All Core Areas 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"> Letters to parents Student Attendance Spring MAP scores of 2-5th graders Reflections from participating parents, kids, and teachers
All Core Areas Trigger Your Rigor Professional Development Sessions	Monthly as needed	Academic Leadership Team and Classroom Teachers	None	None	<ul style="list-style-type: none"> Meeting Agendas Teacher Feedback
Reading, Social Studies, and Science 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"> Teacher lesson plans Rigby Benchmarks Fall MAP scores in reading
Reading 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"> AIMSWeb Reports Agenda of RTI leadership meetings
Reading 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"> Lesson plans Anecdotal records Pictures
All Core Areas 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"> Observations Classroom performance
Math Small grouping for math intervention that is continually restructured based on pretest and Fall MAP scores	Ongoing	Classroom Teachers	None	None	<ul style="list-style-type: none"> Teacher lesson plans Fall MAP scores in math Math pretest
Writing Teachers implement cross curricular writing and will hold a Time to Write Day in March.	Ongoing	Academic Leadership Team and Classroom Teachers	None	None	<ul style="list-style-type: none"> Student writings

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
All Core Areas Inquiry Fair Night/PTA meeting	Ongoing, once a year	IC, Principal, and teachers	None	None	<ul style="list-style-type: none"> Flyer from Inquiry Fair Night Agenda from PTA meeting Pictures from event
Science 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"> Teacher lesson plans PASS scores Grade level long range plans
All Core Areas 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"> Classroom Observation
Math Teachers use Everyday Counts Calendar Math daily	Daily Ongoing	Classroom Teachers	None	Funded by the district	<ul style="list-style-type: none"> Classroom Observation
All Core Areas Collaborative planning with the use of PLCs 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"> Data walls Agenda from meetings Grade Level Long Range Plans
All Core Areas Teacher implementation and completion of grade level IB planners	Ongoing	Classroom Teachers and IB Coordinator	None	None	<ul style="list-style-type: none"> Completed planners with reflections Student portfolio entries
All Core Areas 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"> Portal Test Results Intergrated Theme test results Writing prompt rubric scores
Reading Book It Program offered through Pizze Hut and Scholastic Cats Vs. Dogs Program allow s for more participation among students	Ongoing	Classroom	None	None	<ul style="list-style-type: none"> Completed student forms Teacher New sletters
STRATEGY: Use of Technology (Remediation, Enrichment, Enhancement)					
All Core Areas 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"> Observations Spring MAP scores Classroom performance
All Core Areas 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"> Classroom Observation

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
All Core Areas 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"> • Classroom Observations • Teacher feedback • Teacher website analysis
Social Studies and Science 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"> • Observations • Products from student participation

☐ 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):

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

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
STRATEGY: IB Training					
New principal will receive Level 1 IB PYP training	June 2013	Principal and IB Coordinator	\$1600.00	District IB funds	<ul style="list-style-type: none"> Successful completion of Level 1 IB PYP training (certificate)
Staff Members (6) will receive Level 1 IB PYP training	June 2013	Principal and IB Coordinator	\$6000.00	Local PD funds	<ul style="list-style-type: none"> Successful completion of Level 1 IB PYP training (certificate)
Identified teachers will attend IB PYP Show Me collaboration sessions throughout the year.	2013-2014	IB Coordinator	\$80.00	Local PD funds	<ul style="list-style-type: none"> Teachers will share acquired strategies with their colleagues at a faculty meeting (Teachers Teaching Teachers Session Agenda)
STRATEGY: Professional Development					
PLC Work on Unit Planners	ongoing	IB Coordinator and Principal	None	N/A	<ul style="list-style-type: none"> Completion of unit planners with reflections and long range plans
PLCs to analyze data from PASS, MAP, and benchmarks to focus instruction and strategies	Start at beginning of school year and ongoing	Academic Leadership Team and Classroom Teachers	None	N/A	<ul style="list-style-type: none"> Data Wall Agendas from meetings
Trigger Your Rigor Professional Development Series	Monthly as needed	Academic Leadership Team and Classroom Teachers	None	None	<ul style="list-style-type: none"> Meeting Agendas Teacher Feedback
Technology training and refreshers for teachers as needed	Ongoing	Academic Leadership Team and Classroom Teachers	None	None	<ul style="list-style-type: none"> Attendance to training Teacher participation and use with students

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

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

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 91.6 % 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

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

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	87.7	88.2	88.7	89.2	89.7
School Actual	87.2						
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						

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						
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0						

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

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

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.

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

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

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

	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						
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9						

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Environment					
Extracurricular Activities for students (During and After school) <ul style="list-style-type: none"> Tae Kwon Do Chorus (school day) Art Lego Builders Good News Club 	Yearlong	Principal	Cost vary from activity to activity	Cost based on activity	<ul style="list-style-type: none"> Listing in school newsletter and school website Attendance list to activities
Encouraging school-parents relations <ul style="list-style-type: none"> Inquiry Fair K4 & K5 Sip N' Sob Christmas Program Grandparents Luncheons ArtWorks Day Field Day(s) Mom's Breakfast Dad's Breakfast H3K Fundraiser/Event "Meet the Teacher" Open House 	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"> Listing on school newsletter and school website Flyer or agenda from event Pictures from event
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"> Pictures of what was purchased "Thank you" notes for supplies Emails about needed supplies
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"> "Thank you" notes for items Emails about needed items Teacher newsletters
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"> "Thank you" notes Letters written by teachers Roster of students who have paid for trip
Books given to students for their own personal library	Through the year	Staff and community members	None	Donations	<ul style="list-style-type: none"> "Thank you" notes Pictures of students with their books
Student work sent home in Tuesday folders and agendas	Weekly	Classroom teachers	Varies	PTA funds pay for agendas and folders	<ul style="list-style-type: none"> Tuesday folder Agenda
Communication with the school and home are constant with email, websites,	Daily	Classroom teachers and staff	None	None	<ul style="list-style-type: none"> Emails Print copy of blogging site

blogging, phone calls, notes, visits					or teacher website
Provide for volunteer opportunities <ul style="list-style-type: none"> Room moms Teacher workroom help Garden help Field trip chaperone 	Daily	PTA	None	None	<ul style="list-style-type: none"> List of work items List of chaperone list for field trips List of room moms Pictures of volunteers helping school Log of volunteer hours
Continue student council projects to help others	varies	Student council and faculty representatives	None	None	<ul style="list-style-type: none"> Flyers of actions Calendar of events
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"> Number of students in need of backpack program Observations Write up from school counselor
CATCH school and culinary creations menu	Daily	Staff and students	N/A	Funded by the district	<ul style="list-style-type: none"> Menu Pictures of CATCH in action Teacher lesson plans
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"> Parent contact logs Conference request forms Conference reflection forms
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"> Staff websites and logs
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"> School/teacher newsletters Correspondances with guest speakers School/teacher websites
Safety					
Teachers issued identity badges to wear at all times and serve as "keys" to get in the building	One time, at the beginning of the year	Principal	Cost of badges and computer system	District funding	<ul style="list-style-type: none"> Badges worn in building
New sign in program in the front office	Daily	Principal and office staff	Computer program cost	District funded	<ul style="list-style-type: none"> Log of sign in of volunteers, visitors, and faculty Yellow badges from program
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"> Yellow badges from program Log of visitors and volunteers Correspondance from principal to staff
Student buddy system when walking around in the school	Daily	Classroom teachers	None	None	<ul style="list-style-type: none"> Observations Classroom buddy list
Increased police presence around the school	Daily	GCPD	N/A	District funding	<ul style="list-style-type: none"> Observations of police Police check in



SC Annual School Report Card Summary

Heritage Elementary School
 Greenville County School District
 Grades: PK-5 Enrollment: 844
 Principal: Heather Hester
 Superintendent: Mr. Burke Royster
 Board Chair: Mr. Roger Meek

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of data, is available on www.sde.sc.gov and www.scsd.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATINGS	GROWTH RATINGS	PALMETTO GOLD AND SILVER AWARD		ESSEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESSEA Score	Accountability Indicator
2012	Average	Average	TBD	TBD	8	N/A
2011	Average	Average	Silver	NA	Not Met	N/A
2010	Average	Average	NA	NA	Met	N/A

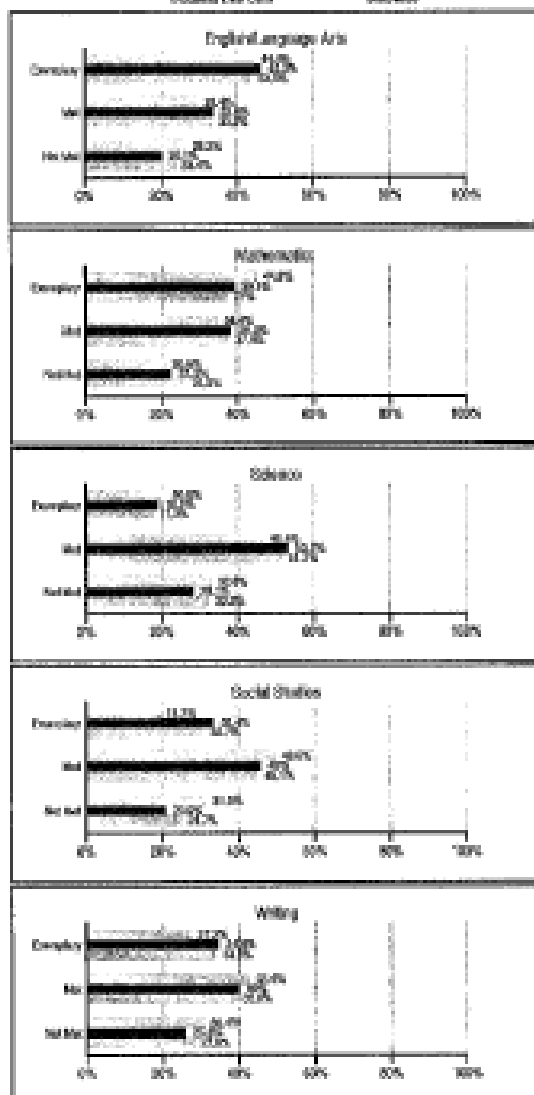
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
32	44	35	1	0

* Ratings are calculated with data available by 11/30/2012. Schools with Students Like Ours are Elementary Schools with Poverty Indexes at or no more than 2% above or below the index for this school.

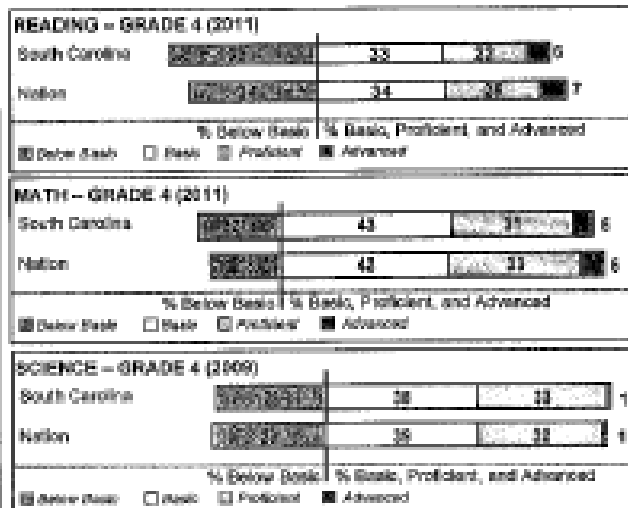
PASS PERFORMANCE

☐ Our School ☒ Elementary Schools with Students Like Ours ☐ Elementary Schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable NAW Not Available N/C Not Collected N/R Not Reported NS Insufficient Sample TBD To be determined