

# Heritage Elementary International Baccalaureate School

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*Mrs. Heather Hester, Principal*

*Greenville County Schools*

*Mr. W. Burke Royster, Superintendent*

*Five Year Strategic Action Plan*

*2013-2014 through 2017-2018*

## SCHOOL RENEWAL PLAN COVER PAGE

### (Mandated Component)

#### REQUIRED - SCHOOL INFORMATION AND SIGNATURES

**SCHOOL:** Heritage Elementary International Baccalaureate School

**DISTRICT:** Greenville County Schools

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

**SCHOOL RENEWAL ANNUAL UPDATE FOR:** 2015-16 (*one year*)

#### Assurances

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

#### CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

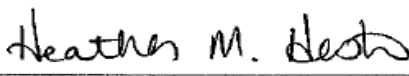
#### SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Mrs. Lisha Ferrell		3-18-15
PRINTED NAME	SIGNATURE	DATE

**PRINCIPAL**

Mrs. Heather Hester		3-18-15
PRINTED NAME	SIGNATURE	DATE

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

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

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

## STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

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

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

### Teachers (Updated 2014-2015)

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

### Paraprofessionals (Updated 2014-2015)

Stacy Shipman	Stacy Silvers	Betty Stretanski
Lisa Williams	Connie Parfitt	Donna Churray
Laura Holtzclaw	Tammy Kozic	

### Other Staff Members (Updated 2014-2015)

Debra Taylor-Secretary/Finances	Ashley Pruitt-Custodian
Chryse Walker- Attendance/Clerk/Receptionist	Debbie Lee-Custodian
Trisha Arnold (PT)- Clerk/Receptionist	Patricia Reed-Custodian
Darlee Shrum-Nurse	Kim Kelly-Cafeteria Manager
	Cricket Leopard-Cafeteria Staff

Angie McCarson-Media/Office Assistant Meg Rigamonti-Greenville Health System Mental Health Jeannie Gully-School Counselor Chris Harton-Plant Engineer Quetin Mashburn- Custodian	Amy Bolin-Cafeteria Staff Latasha Anderson-Cafeteria Staff Sherry McConnell-Cafeteria Staff
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**\*REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.**

## ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

### *Act 135 Assurances*

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

**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 school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.

**X**    **Technology**

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

**N/A**    **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 no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

**X**     **Collaboration**

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

**X**     **Developmental Screening**

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

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

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

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

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

               **Parenting and Family Literacy**

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

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

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



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

## Table of Contents

SCHOOL RENEWAL PLAN COVER PAGE.....	2
(Mandated Component) .....	2
Introduction.....	11
Executive Summary.....	13
Summary of Student Learning Needs and Desired Results.....	15
Student Achievement.....	16
Teacher and Administrator Quality .....	22
School Climate: .....	22
Awards (from past three years):.....	25
Outstanding Initiatives and Programs: .....	26
Challenges (from the past three years):.....	27
School Profile.....	27
School Personnel .....	29
New Teacher Mentoring Program .....	31
Decision Making Process.....	31
Student Population .....	31
Academic and Behavioral Features .....	33
Mission, Vision, and Beliefs .....	34
Data Analysis and Needs Assessment.....	35
MAP Testing Data (Fall 2010-Fall 2014) .....	36
PASS/SCPASS Testing Data (2010-2014) .....	37
Professional Development Calendar .....	40
Update to Action plan (2013-2014 data).....	45
Action Plan 2013/2014 through 2017/2018.....	61
Links to 2013/2014 School Report Card and ESEA Grade.....	86

## Introduction

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

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

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

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

### The Staff of Heritage Elementary School

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

Staff	Vertical Teams
Instructional Leadership Team (principal, assistant principal, and instructional coach)	Rotate
Wham, A. Grumbles, Martin, Cunningham, Ledford, Patton, Cole	ELA Reading Team
Auman, Bridwell, Bowers, Looper, Reeves, Crumley	ELA Writing Team
Lynch, Goodman, Youngblood, Dakhllallah, L. Grumbles, K. Allen	Math 1 Team
Evans, Jent, Moore, Epps	Math 2 Team
Brown, Mills, Ganske, Childs, Lee, Washburn, Jones, D. Allen, Bauer, Gully	School Climate-Behavior Team
Danielson, Deyton, Crain, Styles, Gillespie, Luther, Edwards, Wixon, Lunghi	School Climate-Events Team

## Executive Summary

Heritage Elementary School is a K3-5th grade public International Baccalaureate school built in 1993 that currently houses 674 students and 75 (including part-time and 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. This year is the 20<sup>th</sup> anniversary of the school.

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

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

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

The school supports all students academically. A strong assistance team helps in the initial process of identifying students who may qualify for Special Education classes. Once placed, those students have Individualized Education Plans to direct instruction. They are mainstreamed into related arts classes and as other opportunities present themselves. Resource students are grouped by skill levels and are working in SRA, Wilson, and Fountas and Pinnell programs for both reading. This is the first year that the school participated in the special education inclusion model where our two special education resource teachers went into the regular education classrooms in third and fifth grade to work with the students they serve as well as regular education students. This model is very much like the model used in the middle schools. Currently, the school uses a modified balanced literacy program, Fountas and Pinnell. The model provides a balanced literacy program to meet the diverse needs of all students. The model is a multi-level, balanced literacy program that incorporates four different approaches each day to teach children how to become better readers, writers, and spellers. This model acknowledges that not all children learn in the same way and provides substantial instruction to support the learning personalities of all students. Heritage has reading intervention fully in place in K5-1st grade. Students are pulled out for further reading instruction and will get more instruction on their level

during their balanced literacy times. Students in first grade are also served in math intervention. All students served in reading or math intervention see the intervention teachers daily and get an extra dose of those subjects inside their classroom. All teachers use Compass Learning as a teaching tool and a way to progress monitor their students. Teachers use Khan Academy, “PrepDogs,” MAP test prep, and other academic websites in the classroom to help students work on his/her academic level in all subjects. Inquiry drives the instruction in the building. The teachers use science kits, primary sources, textbooks, mentor texts, math manipulatives, the Internet, and arts integration. All classrooms are equipped with technology. Every classroom now has a promethean board and classroom Ipad. The Ipads are for the students to use. Now that we are fully immersed in the Fountas and Pinnell balanced literacy program, we have been able to fully build our leveled books library. The school has worked to purchase more nonfiction material for both the library and individual classrooms to foster standards that are college and career ready.

Heritage staff members participate in many professional development opportunities. Some of the professional development included writing workshops, technology in the classroom, and behavior management techniques. The teachers have had the opportunity to work in PLC’s (Professional Learning Communities) and data teams with the principal and 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. The academic leadership team would also look closely at science scores in the fourth and fifth grade due to the implementation of the virtual science lab. Teachers have been using the Rubicon 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 four teachers who will be trained this summer in Atlanta. The school recently went through the IB verification process in October and received one matter to be addressed (training) along with many commendations and recommendations. All teachers have created websites and/or blogs which are updated weekly. The websites include homework, student work, and email links which improve parent communication. Tuesday folders with graded papers, class newsletters, and school wide news are sent home weekly.

Throughout the year, the Heritage Elementary teachers worked in the vertical planning model to plan for instruction. The vertical planning teams incorporated teachers from different grade levels to meet throughout the year to develop strategies to improve student performance. The focus this year was to continue to look at achievement in ELA but to also look at math instruction in the school. The school had the opportunity to work with the district math specialist

throughout the year. As a result of having these teams, teachers now have a clear understanding of what they should do to prepare students for the next grade level. Moreover, teachers know what they should build upon from the previous grade levels.

Heritage parents are encouraged to participate in all facets of our program. Open house presentations, musical programs, and PTA meetings are widely advertised and have an overall high rate of attendance. The school envisions our families, staff, and community working together to help our children succeed. Heritage Elementary is committed to exploring and developing new strategies for our community, which will help the teachers and children meet the challenges of a fast paced, ever changing world. Heritage recognizes that parental involvement is one of the greatest contributors to student success in school. Building Successful Partnerships: A Guide to Parent and Family Involvement Programs, states “parent involvement in all aspects of a child’s life cannot be overstated.” Research proves that “children thrive when their parents devote time and loving attention to them.”

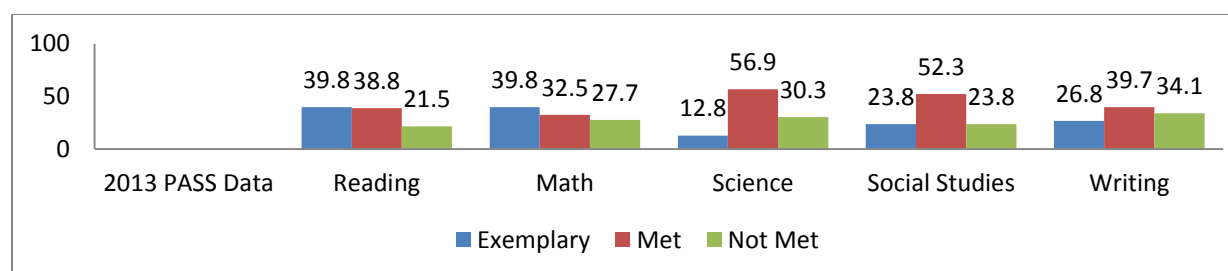
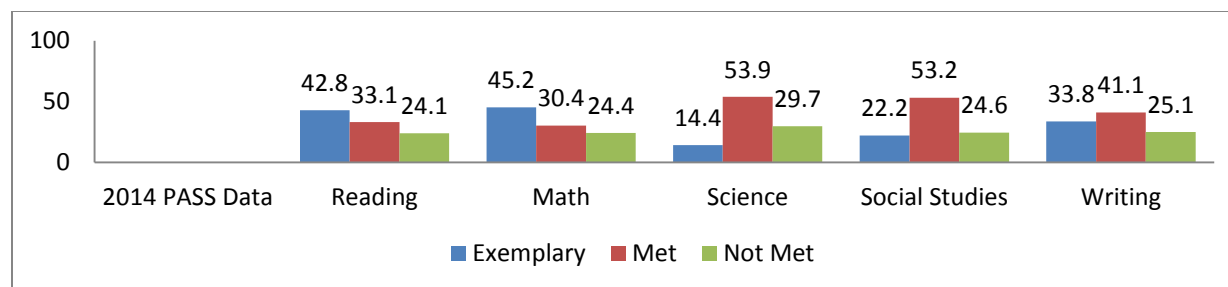
We have a very supportive Parent Teacher Association (PTA) and School Improvement Council (SIC). Our PTA has a Parent Volunteer Coordinator who ensures classroom teachers have volunteers when needed. Several parents come on a regular basis and are part of our School Improvement Council (SIC). Not all volunteers serve on committees. Some volunteers run copies, distribute newsletters, help shelve books in the school library, stock and organize the Fountas and Pinnell leveled library, read to students, tutor, and/or serve as room mom. Parent volunteers are actively helping teachers spend more time on academics. The PTA held their now annual “booster-thon” style event called the H3K. Prior to the event, students were given the opportunity to get a sponsor as they would be a part of a 3K. The school was about to raise over \$17,000 that was put directly back into the school. During the past year our SIC, partnered with the instructional coach, in efforts to continue its mission to help the students in the school academically. They focused on raising student success and offered a Pioneer Prep Club that was open on the computer lab on Tuesday, Thursday and Friday afternoons as well as Wednesday and Friday mornings. The club started in October and will end at the end of MAP testing in March. Students who scored in the lower twenty-fifth percentile and/or who were also classified as the “bubble kids” were offered a spot in grades 3-5. Students were able to get homework help in a small group setting on two of the afternoons as well as use Compass Learning, Khan Academy, and MAP test prep websites. Once the Spring MAP testing window closes, those students’ scores will be analyzed to see the benefits in the program.

## 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



PASS School Score Percentages from South Carolina Dept. of Education

After analyzing the results from the 2014 PASS administration and our 2014 Annual School Report Card, we did better in having more students score in the exemplary category from 2013 to 2014 in reading, math, science, and writing. We had a larger number of students scoring “not met” in reading and in social studies. We still have room to grow in all subjects. With science scores still needing improvement, we are lucky to receive a virtual science lab where students would have the opportunity once a week to work with a virtual teacher on science concepts. We are hoping to see the science scores increase in the 2014-2015 school year. Since we focused so much on reading and writing, math seemed to suffer. We are hoping to see changes in our math scores in the 2014-2015 school year as we will work with the district math specialist throughout the year. We saw an emphasis on vocabulary instruction in science and social studies as we built our conceptual understanding. We continue to push our students to reach their own goals and push the school to reach the goals for our new five year self-study. The school defined our goals by the percentage of students meeting proficient or advanced levels of learning in the content areas. We still have a goal to close the achievement gap between our two subgroups: FARMS (Free and Reduced Meal Status) and our special education population.



Below is the percentage of students who met standard (Met or Exemplary) in **WRITING** as measured by the SCPASS (South Carolina Palmetto Assessment of State Standards from **71.9 %** in 2012 to **81.9 %** in 2018. We had the goal to increase our performance by 2% each year.

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

**\*Notes that only 5<sup>th</sup> grade took the Writing portion of the PASS test during that school year.**

	<b>Baseline 2011-12*</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Actual	71.9%	65.5%	74.9%				

Below is the percentage of students who met standard (Met or Exemplary) in ELA (**English/Language Arts**) as measured by the SCPASS (South Carolina Palmetto Assessment of State Standards from **74 %** in 2012 to **84 %** in 2018. We had the goal to increase our performance by 2% each year.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14**</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Actual	74.0%	78.1%	75.9%				

**\*\*This was the first year of implementation of the Fountas and Pinnell Balanced Literacy Program.**

**The Passing Average AMO for ELA:** 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).

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

<b>ELA - School</b>	<b>Baseline</b>	<b>Planning</b>	<b>2013-14</b>	<b>2014-</b>	<b>2015-</b>	<b>2016-</b>	<b>2017-18</b>
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	<b>2011-12</b>	<b>Year 2012-13</b>		<b>15</b>	<b>16</b>	<b>17</b>	
Projected Performance	630	635	640	645	650	655	660
Actual Performance of all students*	660.5	657.4	641.3				

\*We only have two subgroups for testing at Heritage. Both subgroups did not meet AMO in 2014.

Below is the percentage of students who met standard (Met or Exemplary) in **MATH** as measured by the SCPASS (South Carolina Palmetto Assessment of State Standards from **79.2 %** in 2012 to **86.7 %** in 2018. We had the goal to increase our performance by 1.5% each year.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Actual	79.2%	72.5%	75.6%				

**The Passing Average AMO for Math:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in Mathematics as measured by the Palmetto Assessment of State Standards (PASS).

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

<b>Math - School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660

Actual Performance of all Students	660.8	651.6	643.5				
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Both subgroups did not meet AMO in 2014.

Below is the percentage of students who met standard (Met or Exemplary) in **SCIENCE** as measured by the SCPASS (South Carolina Palmetto Assessment of State Standards from **67.2 %** in 2012 to **77.2 %** in 2018. We had the goal to increase our performance by 2% each year.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Actual	67.2%	67.7%	70.3%				

The school continues to struggle in this area even though we had a slight increase in scores. Heritage uses inquiry to drive the instruction but somehow is falling short when it comes to the testing. Since scores are slowly growing and we have already emphasized the idea of fluency in science vocabulary, the district decided to give Heritage a virtual science teacher for the fourth and fifth grade for the 2014-2015 school year. We will be excited to see what scores look like after this implementation.

**The Passing Average AMO for Science:** By grade band (elementary), 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

<b>Science - School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660

Actual Performance of all students	623.7	634.0	621.4				
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The school did not meet AMO for kids in 3<sup>rd</sup>-5<sup>th</sup> grade for 2014.

Below is the percentage of students who met standard (Met or Exemplary) in **SOCIAL STUDIES** as measured by the SCPASS (South Carolina Palmetto Assessment of State Standards) from **68.7 %** in 2012 to **78.7 %** in 2018. We had the goal to increase our performance by 2% each year.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Actual	68.7%	73.1%	75.4%				

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

**The Passing Average AMO for Social Studies:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in Social Studies as measured by the Palmetto Assessment of State Standards (PASS).

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

<b>Social Studies - School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660

Actual Performance of all students	625.8	634.0	631.6				
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The school did not meet AMO for kids in 3<sup>rd</sup>-5<sup>th</sup> grade for 2014. We fill this is an area that we will have to continue to work on especially in the area of vocabulary. Even though the students have exposure to this, they need to be fluent in the vocabulary. It would also be essential to focus on a timeline of activities that happened in history for these grade levels.

### **ITBS**

Students annually take this test in the second grade in combination with the Cog-At test. The goal is to 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-Fall 2013 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 Actual	53.28	52.9	54				
Mathematics Concepts Actual	50.98	50.42	45				
Mathematics Problems Actual	50.22	50.62	53				

The numbers noted above are in percentiles. The students met the norm percentile of 50% in each area except the mathematics concepts. This is an area even in MAP testing is seen as a concern across the grade levels at Heritage.

Heritage again received an absolute rating of “Average” and a rating of “Average” in growth. Based on the 2014 PASS scores, the school once again received a “B” but our average was higher than last year with 87%. The grade last year was 82.1%. The school did better but we are still working hard to get an “A.” The school’s performance exceeded the state’s expectations.

## 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.

### Professional Development (IB):

All teaching staff who has not received category 1 IB PYP training will be provided the appropriate training through the IB organization.

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

The IB coordinator has a plan in place to “cycle” everyone back through the training as well as train any new faculty. The teachers felt that a lot was going on all at the same time. The school went through the IB verification visit as well as implemented new strategies in math and writing. The school continued to work on professional development in balance literacy. Next year, the school will have to implement the new science standards. The academic leadership team began meeting with the grade levels in incremental data meetings to have the teachers really analyze assessment data and to discuss how to help students who seemed to struggle with certain concepts. These meetings were held once a month and teachers would chart and discuss assessment data from a formative and summative assessment in both reading and math with the academic leadership team. The school continuously tried to provide professional development and assure that all staff in the building is highly qualified.

## School Climate:

### Student Attendance

We want to provide a school environment supportive of learning. We want to achieve an annual student attendance rate of 95%.

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

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

		<b>2012-13</b>					
School Actual	95.7%	95.4%	96.2%				

Based on the evaluations given in 2014 (per the school report card), 100% of the staff was satisfied with the learning environment, 97.3% satisfied with the social and physical environment, and 97.2% satisfied with the school-home relations. There were references to needing materials and supplies available for classroom and instructional use, a need for sufficient computers for instructional use, and a need for more parent support at home. These are all continuous needs. Heritage has been blessed to have volunteers and mentors this year from the Cliffs Outreach Community and OLLIE at Furman. Overall, the staff was satisfied with the school.

Based on the evaluations given to the parents and students, 88.5% of the students and 97.1% of the parents were satisfied with the learning environment, 88.4% of the students and 95.6% of the parents were satisfied with the social and physical environment, and 92.0% of the students and 80.6% of the parents were satisfied with the school-home relations. Of those polled for the survey, 87 students participated in the survey and 68 parents participated in the survey. Each year, we work to get more parents to participate in the survey. 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.

## **NEEDS ASSESSMENT BREAKDOWN FOR SCHOOL CLIMATE**

### **Learning Environment:**

We want to increase PARENT SATISFACTION with the learning environment from **91.6%** in 2012 to **98.1%** by 2018.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Actual	96.1%	93.5%	97.1%				

We want to increase STUDENT SATISFACTION with the learning environment from **87.2%** in 2012 to **89.7%** by 2018.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Actual	87.2%	88.1%	88.5%				

We want to increase TEACHER SATISFACTION with the learning environment from **100.0%** in 2012 to **100.0%** by 2018.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Actual	100.0%	100.0%	100%				

## Safety

We want to increase the percent of PARENTS who indicate that their child feels safe at school from **95.5%** in 2012 to **96.7%** by 2018.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Actual	95.5%	87.3%	98.5%				



We want to increase the percent of STUDENTS who feel safe at school during the school day from **88.3%** in 2012 to **90.3%** by 2018.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Actual	88.3%	91.7%	89.6%				

We want to maintain the percent of TEACHERS who feel safe at school during the school day from **100.0%** in 2012 to **100.0%** by 2018.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Actual	100.0%	100.0%	97.1%				

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

### **Awards (from past three years):**

- Graham Foundation Grant
- Wal-Mart Grants
- United Way Award
- Safe School Award
- Fully Accredited by AdvancED
- Fully Authorized International Baccalaureate Primary Years Program by the International Baccalaureate Organization
- Target Grant
- Palmetto Silver Award (2011-2012)
- PTA Mini Grants (2013)
- CATCH Grants

- MAC Grant for Art Works Day
- Donor's Choose

### Outstanding Initiatives and Programs:

- Implementation of literacy coach and RTI in the second grade
- International Baccalaureate Primary Years Program
- After School Enrichment Programs (Art, Lego Club, Computer Programing, Pioneer Prep Tutoring Club, Tae Kwon Do, Good News Club)
- Volunteer Tutors/Mentors on All Grade Levels
- Promethean, one student iPad in All Classrooms, and iPad lab for checkout
- 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 Virtual Science Lab
- Early Reading Intervention (5K)
- Extended Aftercare Program (2:30-6:00)
- Inquiry-Based Instruction
- Inquiry Fair
- Competition at the district level Science Fair and district Invention Convention
- Competition at the district Battle of the Books Ceremony
- National Board Certified Teachers
- North Greenville University Education Cohort School
- Response to Intervention Program
- School Safety Patrol Program
- Computer lab and library with N-computing
- School for Integration of the Arts
- Grow Healthy Kids Organic Community Garden
- After school science program
- Every Day Math Counts Calendar Math
- Highly used Internet programs: Compass Learning, Khan Academy, blogging, and teacher websites, virtual field trips
- 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 (from the past three years):

- Strategies are needed to close the achievement gap for low achieving students.
- Teachers need opportunities to study and reflect upon student work.
- All teachers on staff must be trained in IB PYP international workshops.
- Every teacher must go through another round of IB training to attain the new IB standards.
- Teachers need training in Google Apps and other iPad related sites.
- More instruction in the inquiry method of instruction is needed in balanced literacy work stations/center.
- More emphasis must be made on project-based learning.
- IB Units must be continually evaluated across the curriculum and grade levels, both horizontally and vertically.
- Teachers needing opportunity to fully analyze formative and summative assessments.

### School Profile



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

show evidence of student landscaping efforts and provide an ever-changing array of colors with each season. The school hopes to one day have the Swamp Rabbit Trail run through the front yard as it extends up to the North Carolina state line. The facilities at Heritage consist of forty-four classrooms total. The school will celebrate its 20<sup>th</sup> anniversary during the 2014-2015 school year.



The city of Travelers Rest, population 4,605, 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. Also, many of the teachers at Heritage attend Furman to complete graduate work in a variety of areas. Heritage is quite fortunate to have many students from North Greenville University and Furman who fulfill classroom requirements on our campus. We also place several students from North Greenville University, Furman, Anderson, Converse, and Bob Jones University each year as student teachers.

Our SIC and PTA have been extremely active at Heritage over the past year. They have risen over \$17,000 with our annual fundraiser 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.



### 2014-2015 SIC Members:

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

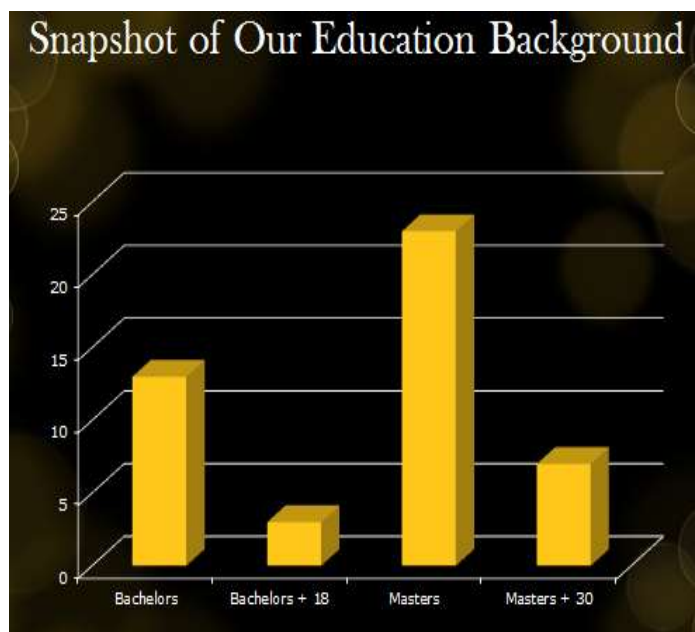
Heather Philpot (parent)
Brittany Brown (parent)
Dana Lang (PTA Co-President)
Cathy Hawkins (PTA Co-President)
Sherry Edwards (HES-Related Arts Team Rep)
Rebecca Crowne Cooper (Community Member)

### 2014-2015 PTA Members:

Cathy Hawkins - President Dana Lang - Vice President Neely Ledford - Secretary Lisha Ferrell - Treasurer Miranda Duty - Membership Sasha Conway - Communications	Michalina Law - Reflections Judy Bryant - Sunshine Mary Page - Member at Large Denise Smith - Member at Large Jennifer Edens - Member at Large	Kristan Futrell - Member at Large Saundra Andrews - Volunteer Coordinator Kim Cole - Teacher Rep Angie McCarson - Teacher Rep
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### School Personnel

The staff at Heritage Elementary continuously grows larger. The school has very little turn over. The school has a total of sixty-five faculty and staff members with two administrators. These staff members have been working for Heritage for a variety of years and hold many different degrees. Heritage has 61.0% of its staff with advanced degrees. Currently, the average attendance rate is 93.6%.

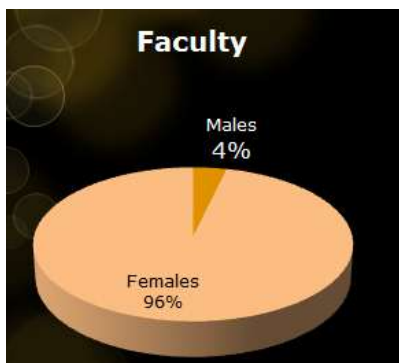


Here is a snapshot of our staff:

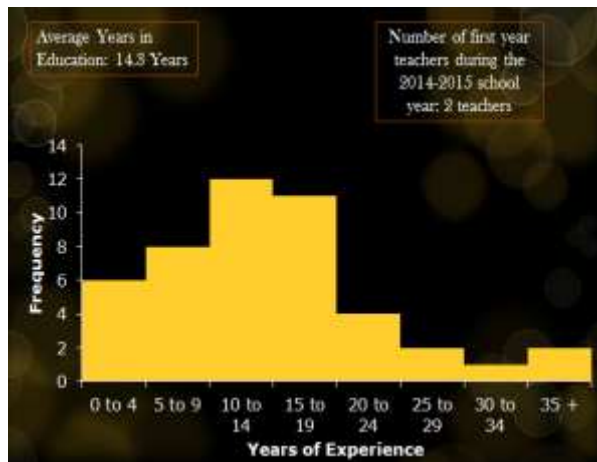
- 1 full time/ 1 part time speech teacher
- 8 instructional assistants
- 1 Greenville Mental Health Counselor
- 1 traveling Spanish teacher
- 1 traveling Gifted and Talented teacher
- 2 administrators
- 1 RTI teacher
- 1 Literacy Coach
- 1 Instructional Coach/IB Coordinator

- 2 PreK teachers
- 5 Kindergarten teachers
- 5 First grade teachers
- 5 Second grade teachers
- 5 Third grade teachers
- 4 Fourth grade teachers
- 5 Fifth grade teachers
- 1 Guidance Counselor
- 4 Related Arts Specialists

Gender Dynamics of the Faculty/Staff

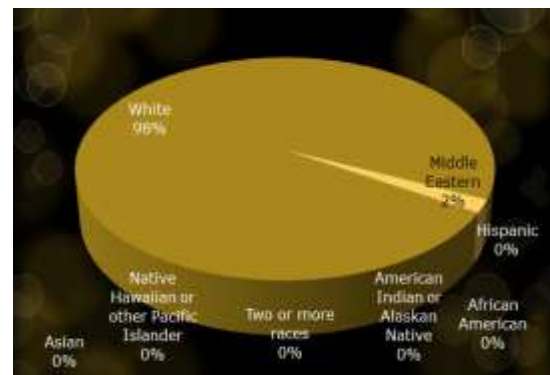


The Faculty's Years in the Education Field

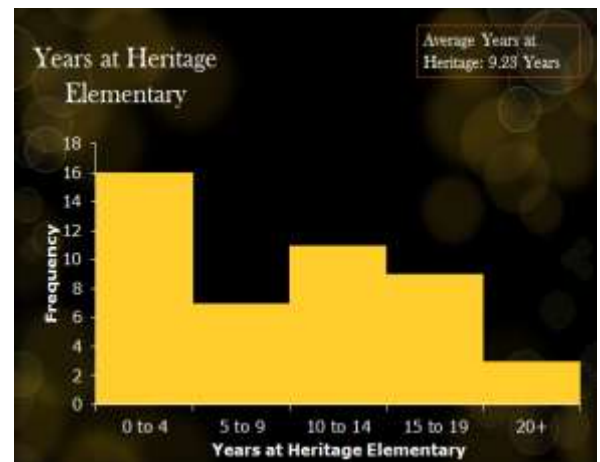


Other Information about the Faculty/Staff

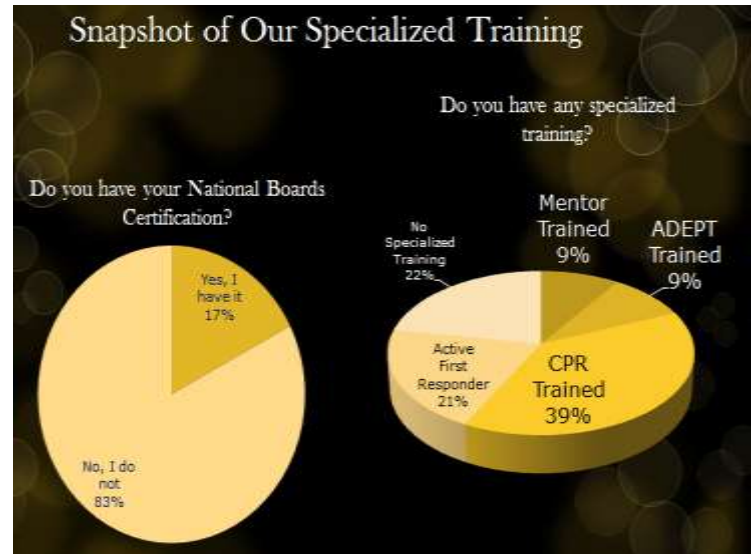
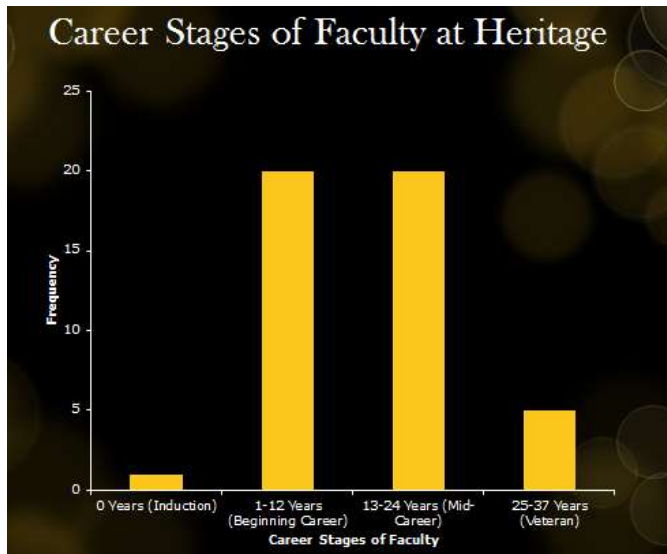
Racial Demographics of the Heritage Faculty



Years at Heritage Elementary







## New Teacher Mentoring Program

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

## Decision Making Process

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

## Student Population

Based on the 2014 data, the total enrollment of Heritage Elementary School was 666. This is up from the previous year of 633. Currently the school has enrolled 681 students in the 2014-2015 school year.

Here is a snapshot from PowerSchool. (Enrollment Summary as of 3/5/2015)

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 21 / 12	1 1 / 0	5 4 / 1	1 1 / 0	1 0 / 1	0 0 / 0	0 0 / 0	25 15 / 10	0 0 / 0
0	103 54 / 49	0 0 / 0	13 6 / 7	1 1 / 0	0 0 / 0	5 4 / 1	0 0 / 0	84 43 / 41	0 0 / 0
1	105 56 / 49	1 0 / 1	6 5 / 1	4 2 / 2	0 0 / 0	3 1 / 2	0 0 / 0	90 48 / 42	1 0 / 1
2	118 43 / 75	0 0 / 0	10 6 / 4	1 0 / 1	0 0 / 0	3 0 / 3	0 0 / 0	104 37 / 67	0 0 / 0
3	117 57 / 60	0 0 / 0	8 6 / 2	1 0 / 1	0 0 / 0	4 3 / 1	0 0 / 0	104 48 / 56	0 0 / 0
4	100 47 / 53	1 1 / 0	11 4 / 7	4 1 / 3	0 0 / 0	1 0 / 1	0 0 / 0	83 41 / 42	0 0 / 0
5	105 63 / 42	0 0 / 0	7 6 / 1	4 2 / 2	0 0 / 0	2 1 / 1	0 0 / 0	92 54 / 38	0 0 / 0
Total	681 341 / 340	3 2 / 1	60 37 / 23	16 7 / 9	1 0 / 1	18 9 / 9	0 0 / 0	582 286 / 296	1 0 / 1

Based on the 2014 data, the student attendance rate in our school is 96.2%, up from 95.4% from the previous year. The school still had a better attendance rate than the state objective 94.0%.

The operating expenditures per pupil according to The State of South Carolina Annual School Report Card for 2013 was \$6,208.00, up 3.3% from last year's tightened budget. Currently, our student population is not very diverse but continues to grow. The school retention rate has changed slightly from last year. Based on the 2014 School report card, the school had a retention rate of 0.9%, down 2.2% from the previous year.

We have fifty-seven students being served in our Gifted and Talented program with our traveling Gifted and Talented teacher. We have 120 students here on special permission. We have sixty-five students served in resource with one or multiple periods along with inclusion. We have ninety-seven students served in speech. We have RTI in our first and second grade. We have thirty-six students served in RTI in the first grade and 27 students served in RTI in the second grade.

The school has one self-contained Intellectual Disability class that serves four students. The school also has a K3 Special Education/Developmental Preschool class that serves students with developmental delays, autism, and other identified needs. Heritage Elementary also offers an Academic Team to look at students who are struggling academically and/or with behavior. Currently, we have the following:

K-2 Grade	3-5 <sup>th</sup> Grade
Evaluation: 5 In the process with interventions: 15	Evaluation: 3 In the process with interventions: 15



<p>**Speech only Evaluation: 2 In the process with interventions: 1</p>	
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## Academic and Behavioral Features

- RTI/ERI (Reading Intervention) for K5-2<sup>nd</sup> grade
- Technology based programs for all grade levels
  - All grade levels have access to laptops, computers, and 1:1 iPads to work on as they complete programs like Compass Learning (all subjects), Khan Academy, HearBuilder, Star Fall, Earobics, and PrepDogs.
- Pioneer Prep Tutoring Club for identified students
  - A remediation program for students who are in grades 3<sup>rd</sup>-5<sup>th</sup> where they arrive at school early to work with a parent volunteer and Compass Learning and can stay after school to receive help on homework or to work on Compass Learning.
- Everyday Counts Calendar used at every grade level on the promethean or smart board.
- After School Programs: Tae Kwon Do, Art, Lego Club, Good News Club, Early Riser Tutoring, Science Club, and after school care.
- School wide Writing Day-(Winter Olympics 2014)
- Full implementation of the Primary Years International Baccalaureate Program in all grades K3-5<sup>th</sup> grade.
- IB PYP Exhibition in the 5<sup>th</sup> grade for students to culminate their IB PYP career.
- PLC's were implemented over the year to specialize the work between the teachers, the principal and instructional coach. The PLC's focused on analysis of data, strategies, and reflections on IB planners and long range plans.
- Vertical teams met throughout this year on a variety of topics. Many of the meetings focused on building a child's understandings of vocabulary in all subjects. These teams also met to work on the IB self-study.
- The school climate team has met to work on specialized themed days throughout the year and a school wide behavior system.
- CATCH school where students are active, learning why good health is important, and eating healthier food choices (Culinary Creations).

## Mission, Vision, and Beliefs

### Our Mission

The mission of Heritage Elementary is to provide high quality inquiry based experiences that empower tomorrow's leaders.

### 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

### Student Achievement (5 year span)

*The State Report Card Annual Report*

Year	Absolute Rating	Growth Rating
2010	Average	Average
2011	Average	Average
2012	Average	Average
2013	Average	Average
2014	Average	Average

*ESEA Grade (Federal Accountability Grade):*

Year	Grade	Percentage
2012	B	86.0%
2013	B	82.1%
2014	B	87.0%

*ITBS*

**DATA SOURCE(S):** Fall 2011-Fall 2014 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	53.28%tile	52.9%tile	54 <sup>th</sup> %tile	55 <sup>th</sup> %tile			

Actual							
Mathematics Concepts Actual	50.98 %tile	50.42%tile	45%tile	45 <sup>th</sup> %tile			
Mathematics Problems Actual	50.22%tile	50.62%tile	53%tile				

\*Reporting changed slightly this year when the students started taking the new form of the test.

## MAP Testing Data (Fall 2010-Fall 2014)

### Reading

Year	2 <sup>nd</sup> Grade		3 <sup>rd</sup> Grade		4 <sup>th</sup> Grade		5 <sup>th</sup> Grade	
	Heritage Mean	National Norm Mean	Heritage Mean	National Norm Mean	Heritage Mean	National Norm Mean	Heritage Mean	National Norm Mean
Fall 2010	175.3	179.5	188.4	192.1	198.1	200.1	204.9	206.7
Spring 2011	189.4	189.6	197.1	199	206.7	205.8	211.3	211.1
Fall 2011	176.6	175.9	190	189.9	199.5	199.8	206.6	207.1
Spring 2012	186.2	189.6	198.2	199.2	204.4	206.7	210.3	212.3
Fall 2012	174.0	175.9	189.1	189.9	198.2	199.8	205.0	207.1
Spring 2013	189.2	189.6	196.8	199.2	205.6	206.7	210.5	212.3
*Fall 2013	166.2	175.9	187.5	189.9	194.2	199.8	205.6	207.1
Spring 2014	184.0	189.6	197.7	199.2	203.2	206.7	209.9	212.3
Fall 2014	172.9	175.9	186.9	189.9	199.3	199.8	204.2	207.1

### Math

Year	2 <sup>nd</sup> Grade		3 <sup>rd</sup> Grade		4 <sup>th</sup> Grade		5 <sup>th</sup> Grade	
	Heritage Mean	National Norm Mean	Heritage Mean	National Norm Mean	Heritage Mean	National Norm Mean	Heritage Mean	National Norm Mean
Fall 2010	179.2	179.5	193.5	192.1	202.7	203	211	211.7
Spring 2011	194.7	190.8	204.1	202.4	211.2	211.4	217.1	219.2
Fall 2011	176.6	178.2	194	192.1	202.9	203.8	214.4	212.9
Spring 2012	190.9	191.3	205	203.1	211.0	212.5	219.8	221.0
Fall 2012	177.4	178.2	192.0	192.1	202.9	203.8	211.8	212.9
Spring 2013	189.5	191.3	203.1	203.1	217.0	212.5	219.2	221.0
Fall 2013	171.0	178.2	188.9	192.1	198.8	203.8	213.0	212.9
Spring 2014	190.6	191.3	199.6	203.1	211.4	212.5	217.8	221.0
Fall 2014	175.3	178.2	190.0	192.1	202.2	203.8	211.4	212.9

After meeting with the teachers and analyzing the data for the 2013-2014 school year, we saw areas of concern again in building vocabulary in reading. With the introduction of the new balanced literacy program, we knew we had to work on vocabulary in all subjects. This became a focus in our vertical team meetings. During those times when the vertical teams met, the math group focused on what was essential for students to know to advance to the next grade and areas of concerns. Oddly enough, this trend as the school continues to be a concern.

The students who performed in the bottom 25 percentile (3<sup>rd</sup> -5<sup>th</sup> grade) were invited to attend the Pioneer Prep Tutoring Club to receive some remediation in all areas that they were weak in. We tried something new this year opening the club up to second graders and offering an afternoon session once a week where students could receive help on homework, as well as, attend tutoring. We struggled many times during the year to get volunteers to lead the group. We are looking to continue this next week with more morning help sessions and more afternoon help sessions.

### PASS/SCPASS Testing Data (2010-2014)

#### A Closer Look at the Tested Grades' Performance

##### PASS/SCPASS ELA (Grades 3-5)

Year	Exemplary	Met	Not Met
2010	36.5	41.2	22.3
2011	39.1	39.5	21.4
2012	44.4	29.4	26.2
2013	39.8	38.8	21.5
2014	42.8	33.1	24.1

##### PASS/SCPASS Math (Grade 3-5)

Year	Exemplary	Met	Not Met
2010	32.1	41.9	26
2011	38	37.7	24.3
2012	44.8	34.4	20.8
2013	39.8	32.5	27.7
2014	45.2	30.4	24.4

##### PASS/SCPASS Science (Grades 3-5)

Year	Exemplary	Met	Not Met
2010	11.6	51.8	36.7
2011	13.7	50.5	35.7
2012	20.8	46.4	32.8
2013	12.8	56.9	30.3
2014	14.4	55.9	29.7

##### PASS/SCPASS Social Studies (Grades 3-5)

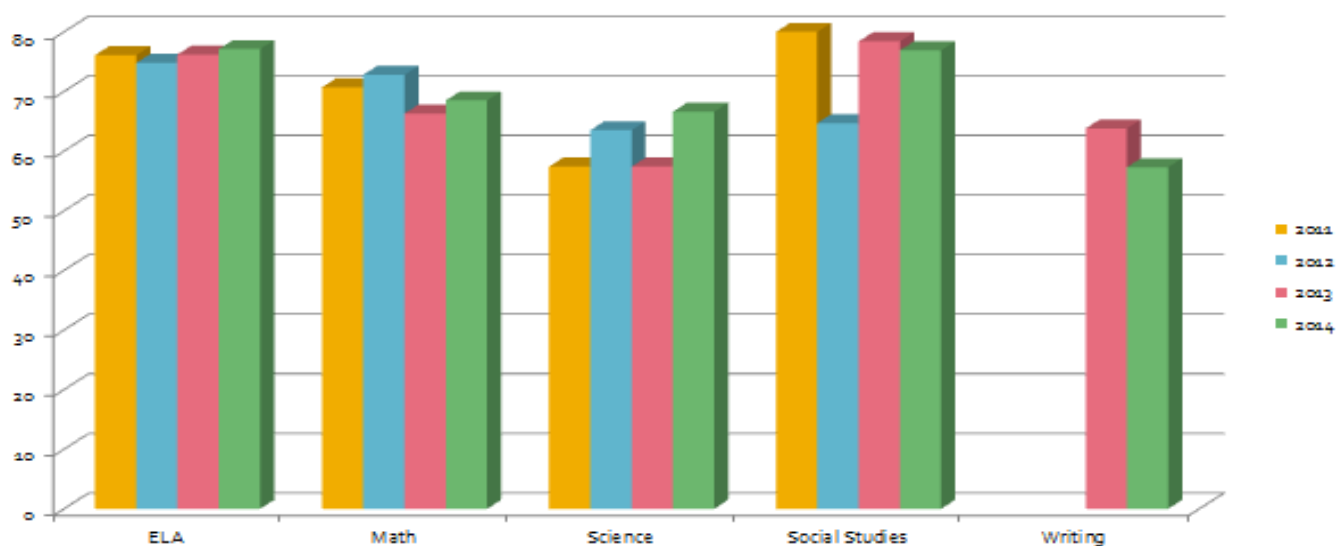
Year	Exemplary	Met	Not Met
2010	24.6	46.7	28.6
2011	28	48.9	23.1
2012	19.2	49.5	31.3
2013	23.8	52.3	23.8
2014	22.2	53.2	24.6

PASS/SCPASS Writing (Grades 3-5\*) Grade 3-4 began taking the writing test in 2013

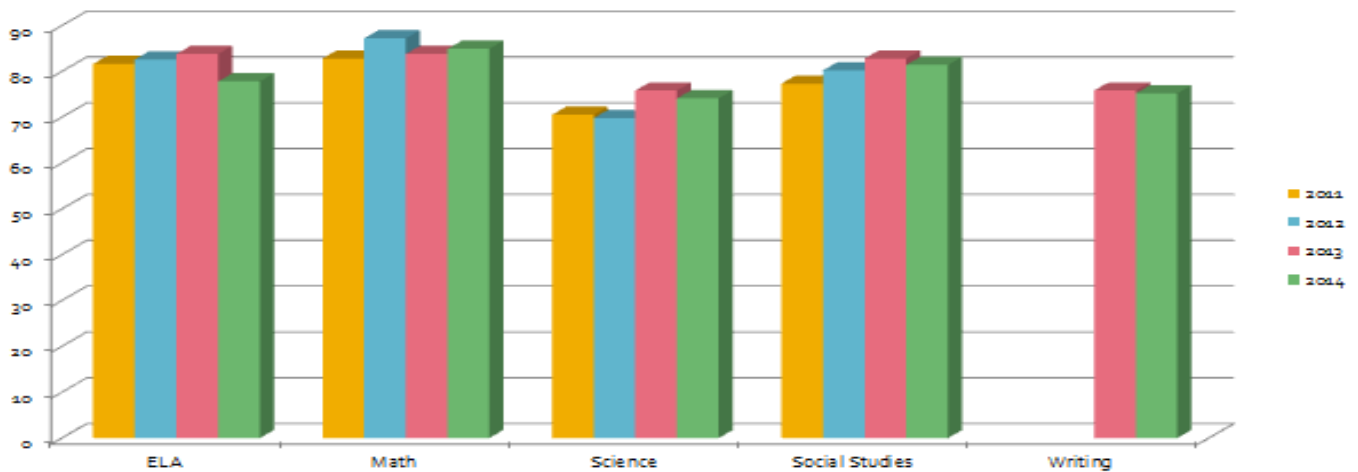
Year	Exemplary	Met	Not Met
2010	34	33	33
2011	21.4	51	27.6
2012	27.2	42.4	30.4
2013	26.2	39.7	34.1
2014	33.8	41.1	25.1

### A Breakdown of PASS/SCPASS Results per Grade Level based on Met or Exemplary

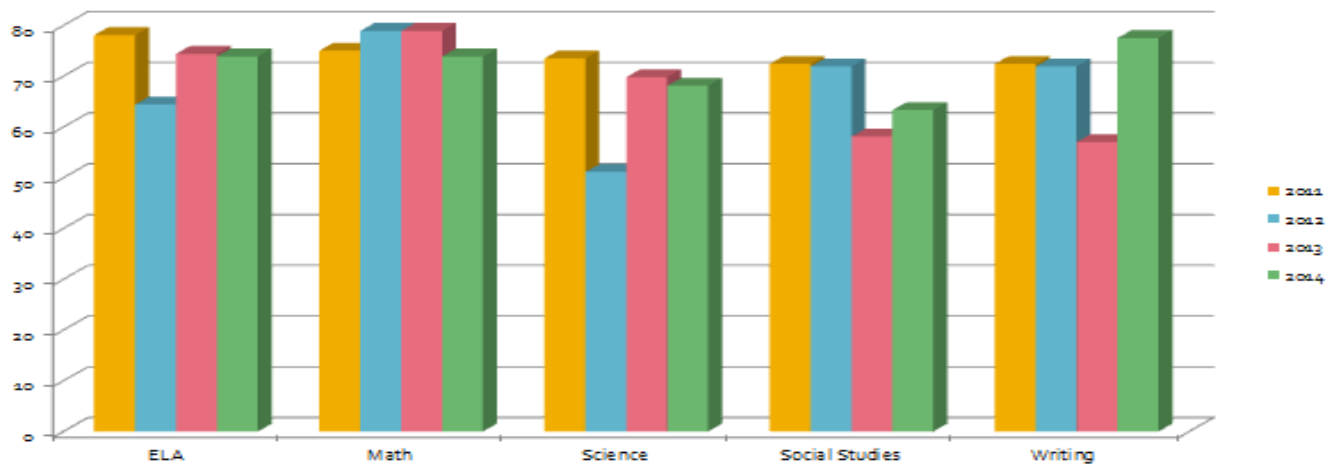
PASS Score Analysis for Grade 3  
% Scored Met or Exemplary



### PASS Score Analysis for Grade 4 % Scored Met or Exemplary



### PASS Score Analysis for Grade 5 % Scored Met or Exemplary



During the summer of each school year, the instructional leadership team meet together to analyze the state assessment data and create charts like these above to we can look at groups of students as they travel through each grade level. We will look at one group of students over a period of a couple of years as well as the students in each grade level each year.

Looking at the PASS/SCPASS data for the past five years within each grade level, we have one grade level that stands out the most. The fourth grade students seem to do the best on the state assessments consistently. We see that something happens in the third and fifth grade. We have started having conversations in vertical planning to discuss these concerns. The vertical teams then took the concerns and created a focus for the school year. In the vertical team process, we have focused on building and becoming fluent in vocabulary in a variety of subjects, implemented a virtual science lab for the fourth and fifth grade students, math spiral review of math concepts and computations, and have looked at social studies chronologically.

The instructional leadership team first analyzes the state assessment scores along with the MAP data. We then take the data to the teachers to begin the process of looking at the students attached to the data. This year, we have begun holding incremental data team meetings where teachers analyze student performance on a classroom basis, as well as, an individual basis when it comes to formative and summative assessments in reading and math. At the beginning of the school year, the data that was shared was the SCPASS scores and the MAP data.

### **Teacher/Admin Quality**

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

The school continues to need International Baccalaureate Primary Years training for all of its new faculty members in order to meet IB requirements for the five year program evaluation. The faculty who has already received initial training or one or more higher level trainings needs to “cycle” through the IB trainings again as a refresher course.

This year, the faculty continued to receive training on the new Fountas and Pinnell balanced literacy program, specialized training in math instruction, and technology training. At the beginning of the school year, many of the faculty meetings focused on our IB self-study and the verification visit that would be in October. The rest of the year, we have spent time looking at data, focusing on technology, student centered coaching, and sharing best practices in the classroom.

### **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)

Instructional Leadership Team: Weekly

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

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

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

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

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

PLC's with instructional leadership team: Once a month

IB PLC's: Once a month

## 2014-2015 School Year

Heritage Elementary Planned Meetings 2014-2015

September 2014

Weeks/Dates	Meeting	Meeting Topic
Week 1/Sept. 3	Faculty Meeting	
Week 2/Sept. 10	Vertical Team Meeting	
Week 3/Sept. 17	M&M Meeting/Grade Level Meetings	Pas-T, PowerTeacher, PTA...mind your P's and Q's
Week 4/Sept. 24	Professional Development	IB Evaluation visit preparation and presentation of IB PYP 5 year action plan

October

Weeks/Dates	Meeting	Meeting Topic
Week 1/Oct. 8	Faculty Meeting	
Week 2/Oct. 15	M&M Meeting/Grade Level Meetings	Report Cards, Parent Conferences, & Goal Setting
Week 3/Oct. 22	Professional	IB unit planners

	Development	
Week 4/Oct. 29	Vertical Team Meeting	

## November

Weeks/Dates	Meeting	Meeting Topic
Week 1/Nov. 5	Faculty Meeting	
Week 2/Nov. 12	Vertical Team Meeting	
Week 3/Nov. 19	M&M Meeting/Grade Level Meetings	Traditions & IB Units
Week 4/Nov. 26	Thanksgiving Break	

## December

Weeks/Dates	Meeting	Meeting Topic
Week 1/Dec. 3	Faculty Meeting	
Week 2/Dec. 10	Professional Development	Emphasis on Writing: Lucy Calkins Make and Take Teachers Teaching Teachers
Week 3/Dec. 17	Grade Level Meetings	
Week 4/5	Winter Break	

## January 2015

Weeks/Dates	Meeting	Meeting Topic
Week 1/Jan. 7	Faculty Meeting	
Week 2/Jan. 14	Vertical Team Meeting	
Week 3/Jan. 21	M&M Meeting/Grade Level Meetings	Now What? Second Semester Preparations
Week 4/Jan. 28	Professional Development	Math Centers (Make and Take)

## February

Weeks/Dates	Meeting	Meeting Topic
Week 1/Feb. 4	Faculty Meeting	
Week 2/Feb. 11	Vertical Team Meeting (Each team had their own agenda)	
Week 3/Feb. 18	M&M Meeting/Grade Level Meetings	Testing is Around the Corner & Expectations

## March

Weeks/Dates	Meeting	Meeting Topic
Week 1/Mar. 4	Faculty Meeting	
Week 2/Mar. 11	Vertical Team Meeting (Each team had their own agenda)	
Week 3/Mar. 18	M&M Meeting/Grade Level Meetings	You've Almost Made It, Prepare for Spring Craziiness

## April

Weeks/Dates	Meeting	Meeting Topic
Week 1/Apr. 8	Faculty Meeting	
Week 2/Apr. 15	Vertical Team Meeting	
Week 3/Apr. 22	M&M Meeting/Grade Level Meetings	State Testing Preparation, IEP's, & EOY Record Keeping
Week 4/Apr. 29	Professional Development	TBD (possible reading center make and take)

## May

Weeks/Dates	Meeting	Meeting Topic
Week 1/May 6	Faculty Meeting	
Week 2/May 13	Vertical Team Meeting	EOY Items
Week 3/May 20	Professional Development	TBD

## June

Weeks/Dates	Meeting	Meeting Topic
Week 1/June 3	Faculty Meeting	EOY

## Technology Tuesdays

Sept. 16 <sup>th</sup>	Learn 360 (offering #1)
Sept. 23 <sup>rd</sup>	Follett Training
Oct. 7 <sup>th</sup>	Aurasma
Oct. 14 <sup>th</sup>	Khan Academy in the classroom-student accounts
Oct. 21 <sup>st</sup>	Learn 360 (offering #2)
Nov. 11 <sup>th</sup>	Rubicon Atlas
February 2015	E-Portfolio

## Heritage Elementary Professional Development Focus for the 2015-2016 School Year

### IB

- We will send three new teachers and one veteran teacher to IB category 1 Intro to the PYP Curriculum training in the June of 2015.
- We have a plan in place to send current Heritage Elementary teachers to category 2 and 3 trainings over the next five years.
- We will plan to send any new hires to IB category 1 trainings in the 2015-2016 school year.
- We will continue to work on the following next year:
  - The Program of Inquiry
  - Assessments
  - A deeper level of inquiry in the classrooms
  - Concepts and transdisciplinary learning

### Data

- Continue grade level PLC's to analyze assessment data and utilize information for instructional decisions
- Faculty council members will complete a book study on the The Data Team Experience.

### Technology

- Google Sites
- Google Apps

### Math

- Math differentiation

### Writing

- Lucy Calkins
- Power Writing

### Inclusion

- Inclusive practice for all

### Reading

- Fountas and Pinnell (Year 3)

## School Climate

The school report card survey is only given to the fifth grade students, fifth grade parents, and all of the staff. The school did not meet the projected goal set forth at the beginning of the five year study. While the goal was attainable, the number of participants greatly impacted the results. The school has not had 100% of the fifth grade parents participating in the survey. All fifth grade students participated in the survey each year and most, if not all, of the teachers participated each year since 2010. Participation in the survey for the parents and students is strongly encouraged but not mandatory. The school could offer an incentive for parents to complete the survey and turn it back in. The 5<sup>th</sup> grade teachers could offer an incentive for the students to encourage their parents to complete the survey and turn it back in to the school.

Student Attendance (2010-2014)				
2010	2011	2012	2013	2014
95.4%	96.2%	95.7%	95.4%	96.2%

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.

Evaluations by Teachers, Students, and Parents			
	Teachers	Students	Parents
% Satisfied with the Learning environment	100%	88.5%	97.1%
% Satisfied with social and physical environment	97.3%	88.4%	95.6%
% Satisfied with school-home relations	97.2%	92.0%	80.6%

From the evaluations, the parents and teachers seem to be more satisfied with the school’s learning environment and the social and physical environment. On the other hand, the students seem to be more satisfied with the school-home relations. This year, we were able to retain 78% of the surveys back from the parents. This is a good number of returns for the first time in years.

**SCPASS % WRITING**

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

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

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

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

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

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

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

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	73.9	75.9	77.9	79.9	81.9
School Actual	71.9	65.5	74.9				
District Projected	X	X	78.8	79.8	80.8	81.8	82.8
District Actual	77.8	78.9	79.9				

The school participated in a school writing day during the winter months. Students were given a writing prompt and were asked to have sustained time to write. Looking ahead, the ELA vertical team will discuss ways to have writing happening throughout the day in all subjects. Students will also work on writings dealing with opinions and editing passages. The school wide writing day really helped the kids stay focused and students began to show an interest in writing again.

**SCPASS % ELA**

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

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

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

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

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	76.0	78.0	80.0	82.0	84.0
School Actual	74.0	78.1	75.9				
District Projected	X	X	79.0	80.0	81.0	82.0	83.0
District Actual	78.0	80.2	78.6				

The school did not perform as well in 2014 on the ELA portion on the test. Students were given more opportunities to read fiction and nonfiction pieces. The school continued to build an extensive Fountas and Pinnell library as the school was still in the early part of the program. The school continued to focus on ELA during the school year as the teachers went deeper into the strategies that Fountas and Pinnell recommended.

### SCPASS AVG. ELA

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

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

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

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

<b>ELA - School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014 -15</b>	<b>2015-16</b>	<b>2016 -17</b>	<b>2017- 18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	660.5	657.4	641.3				
Male	652.9	652.5	634.8				
Female	668.0	663.4	648.3				
White	663.7	660.1	643.6				
African-American	N/A	N/A	N/A				
Asian/Pacific Islander	N/A	N/A	N/A				
Hispanic	N/A	N/A	N/A				
American Indian/Alaskan	N/A	N/A	N/A				
Disabled	613.8	597.1	588.1				
Limited English Proficient	N/A	N/A	N/A				
Subsidized Meals	649.4	649.2	629.4				



<b>ELA - District - Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	671.1	672.0	653.2				
Male	665.7	666.7	648.2				
Female	676.8	677.6	658.6				
White	685.1	684.6	667.1				
African-American	644.4	648.3	627.0				
Asian/Pacific Islander	696.1	697.5	682.1				
Hispanic	650.8	653.4	635.0				
American Indian/Alaskan	688.2	677.3	658.7				
Disabled	614.9	618.2	605.9				
Limited English Proficient	654.9	657.2	638.0				
Subsidized Meals	649.2	652.2	632.4				

### SCPASS % MATH

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

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

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

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

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

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	80.7	82.2	83.7	85.2	86.7
School Actual	79.2	72.5	75.6				
District Projected	X	X	78.4	79.4	80.4	81.4	82.4
District Actual	77.4	77.0	77.5				

The school's scores showed a slight increase in math. The school really worked on the students understanding the vocabulary and the students had multiple ways to answer the math computation problems. The MAP data throughout much of the year showed that numbers and operations was an area of concern for our students. When looking at the PASS scores, we can only assume that was the same problem. In the upcoming years, the school will look into differentiation in math for students in centers, homework, and instruction. Teachers will look into spiraling content for review and continue an emphasis on vocabulary and fact fluency.

**SCPASS AVG. MATH**

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

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

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

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

<b>Math - School</b>	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
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Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	660.8	651.6	643.5				
Male	659.7	649.5	649.6				
Female	661.9	654.1	637.0				
White	663.6	654.4	647.6				
African-American	N/A	N/A	N/A				
Asian/Pacific Islander	N/A	N/A	N/A				
Hispanic	N/A	N/A	N/A				
American Indian/Alaskan	N/A	N/A	N/A				
Disabled	598.2	593.3	591.9				
Limited English Proficient	N/A	N/A	N/A				
Subsidized Meals	644.4	642.2	629.3				

<b>Math - District Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	664.8	664.0	656.8				
Male	665.3	663.6	656.6				
Female	664.3	664.4	657.0				
White	677.8	677.3	672.0				
African-American	636.8	634.5	624.4				
Asian/Pacific Islander	703.1	701.1	699.7				
Hispanic	649.0	650.6	640.4				
American Indian/Alaskan	668.4	674.6	663.3				
Disabled	607.9	606.9	602.3				
Limited English Proficient	656.1	657.6	648.1				
Subsidized Meals	643.6	643.0	632.1				

### SCPASS % TESTED

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

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

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

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

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

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

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

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

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

## SCPASS % SCIENCE

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

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

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

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

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

	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	67.7	70.3				
District Projected	X	X	76.9	77.9	78.9	79.9	80.9
District Actual	75.9	76	75.5				

The school performed better on the science portion of the SCPASS but the school still continues to struggle in this area. The science vertical team really focused on pulling out key vocabulary for each grade level to learn but we still feel a little short from the district average. The teachers have met as grade levels to look over key vocabulary and concepts and have made sure they are covered in each unit and each IB unit.

## SCPASS 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

<b>Science - School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	623.7	634.0	621.4				
Male	620.9	638.7	623.0				
Female	626.8	628.7	619.5				
White	625.7	636.0	622.4				
African-American	N/A	N/A	N/A				
Asian/Pacific Islander	N/A	N/A	N/A				
Hispanic	N/A	N/A	N/A				
American Indian/Alaskan	N/A	N/A	N/A				
Disabled	580.8	590.4	578.6				
Limited English Proficient	N/A	N/A	N/A				
Subsidized Meals	612.7	626.3	612.7				

<b>Science - District – Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	632.8	633.0	635.5				
Male	633.7	633.6	636.6				
Female	631.8	632.4	634.3				
White	645.2	646.2	650.8				
African-American	607.3	606.2	607.2				
Asian/Pacific Islander	655.9	660.5	661.2				
Hispanic	617.0	616.2	616.0				
American Indian/Alaskan	640.3	644.0	638.6				
Disabled	585.9	587.2	592.0				
Limited English Proficient	620.7	620.9	620.5				
Subsidized Meals	614.1	613.8	614.4				

### SCPASS % SOCIAL STUDIES

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

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

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

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

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

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	70.7	72.7	74.7	76.7	78.7
School Actual	68.7	73.1	75.4				
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9	79.4	80.8				

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

### SCPASS AVG. SOCIAL STUDIES

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

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

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

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

<b>Social Studies - School</b>	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	625.8	634	631.6				

Male	626.8	638.7	628.8				
Female	624.8	628.7	634.8				
White	627.5	636.0	633.5				
African-American	N/A		N/A				
Asian/ Pacific Islander	N/A		N/A				
Hispanic	N/A		N/A				
American Indian/ Alaskan	N/A		N/A				
Disabled	588.1	590.4	600.8				
Limited English Proficient	N/A		N/A				
Subsidized Meals	616.1	626.3	624.6				

<b>Social Studies - District Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	649.2	655.6	654.3				
Male	651.8	658.3	655.4				
Female	646.6	652.6	653.2				
White	661.3	667.6	665.7				
African-American	626.1	631.1	631.6				
Asian/Pacific Islander	676.9	683.5	682.9				
Hispanic	632.8	640.0	640.4				
American Indian/Alaskan	655.8	660.8	662.8				
Disabled	605.3	611.2	615.3				
Limited English Proficient	637.7	644.9	642.9				
Subsidized Meals	629.0	635.6	634.8				

## **ACTION PLAN 2013-14 through 2017-18 (Updated March 2015)**

### **ACT ASPIRE WRITING**

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

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

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

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

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in writing as measured by ACT Aspire.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in writing as measured by ACT Aspire.

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

	<i>Baseline 2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
<b>School Projected</b>	X			
<b>School Actual</b>				
<b>District Projected</b>	X			
<b>District Actual</b>				

\*Baseline data to be established in 2014-15.\*

## ACT ASPIRE ENGLISH

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

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

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in English as measured by ACT Aspire.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in English as measured by ACT Aspire.

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

	<i>Baseline 2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
<b>School Projected</b>	X			
<b>School Actual</b>				
<b>District Projected</b>	X			
<b>District Actual</b>				

\*Baseline data to be established in 2014-15.\*

## ACT ASPIRE READING

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

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

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in reading as measured by ACT Aspire.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in reading as measured by ACT Aspire.

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

	<i>Baseline</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
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	<i>2014-15</i>			
<b>School Projected</b>	<i>X</i>			
<b>School Actual</b>				
<b>District Projected</b>	<i>X</i>			
<b>District Actual</b>				

\*Baseline data to be established in 2014-15.\*

## ACT ASPIRE MATH

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

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

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in mathematics as measured by ACT Aspire.

**ANNUAL OBJECTIVE:** Meet or exceed the standard in mathematics as measured by ACT Aspire.

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

	<i>Baseline</i> <i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
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<b>School Projected</b>	X			
<b>School Actual</b>				
<b>District Projected</b>	X			
<b>District Actual</b>				

\*Baseline data to be established in 2014-15.\*

### ACT ASPIRE % TESTED

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

**FIVE YEAR PERFORMANCE GOAL:** Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

**ANNUAL OBJECTIVE:** Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

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

<b>% Tested ELA – School</b>	<i><b>Baseline 2014-15</b></i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
<b>Projected Performance</b>	95.0	95.0	95.0	95.0
<b>Actual Performance</b>				
All Students				
Male				

Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

<b>% Tested ELA – District Grades 3-5</b>	<b><i>Baseline 2014-15</i></b>	<b><i>2015-16</i></b>	<b><i>2016-17</i></b>	<b><i>2017-18</i></b>
<b>Projected Performance</b>	<b><i>95.0</i></b>	<b><i>95.0</i></b>	<b><i>95.0</i></b>	<b><i>95.0</i></b>
<b>Actual Performance</b>				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				

American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

<b>% Tested Math – School</b>	<b><i>Baseline 2014-15</i></b>	<b><i>2015-16</i></b>	<b><i>2016-17</i></b>	<b><i>2017-18</i></b>
<b>Projected Performance</b>	<b><i>95.0</i></b>	<b><i>95.0</i></b>	<b><i>95.0</i></b>	<b><i>95.0</i></b>
<b>Actual Performance</b>				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

<b>% Tested Math – District – Grades 3-5</b>	<i><b>Baseline 2014-15</b></i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
<b>Projected Performance</b>	<i>95.0</i>	<b>95.0</b>	<b>95.0</b>	<b>95.0</b>
<b>Actual Performance</b>				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

## SCPASS SCIENCE

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

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

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	<i>Baseline 2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
<b>School Projected</b>	X			
<b>School Actual</b>				
<b>District Projected</b>	X			
<b>District Actual</b>				

\*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.\*

## SCPASS 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:** Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	<i>Baseline 2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
<b>School Projected</b>	X			
<b>School Actual</b>				
<b>District Projected</b>	X			
<b>District Actual</b>				

\*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.\*

**ITBS**

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

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

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

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

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

<b>Reading</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
School Actual Performance	55 <sup>th</sup> percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

<b>Mathematics</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
School Actual Performance	45 <sup>th</sup> percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

<b>Reading</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
District Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
District Actual Performance	60 <sup>th</sup> percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

<b>Mathematics</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
District Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
District Actual Performance	52 <sup>nd</sup> percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

<b>STRATEGY Activity</b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><i>Indicators of Implementation</i></b>
<b>STRATEGY: Differentiation of instruction (Remediation, Enrichment, Enhancement)</b>					
<b>All Core Areas</b> Pioneer Prep Tutoring Club: At Risk students (based on PASS and MAP scores) will attend Pioneer Prep for ELA and Math remediation using Compass learning software, Khan Academy, and MAP test prep.	Beginning in October and ending in March	SIC chair, Principal, and Instructional Coach	None	None Needed	<ul style="list-style-type: none"> <li>Letters to parents</li> <li>Student Attendance</li> <li>Spring MAP scores of 3-5<sup>th</sup> graders</li> <li>Reflections from participating parents, kids, and teachers</li> </ul>
<b>Reading, Social Studies, and Science</b> Fountas and Pinnell reading program will be implemented in all grade levels. A variety of texts will be used.	Ongoing	Classroom Teachers	None	None	<ul style="list-style-type: none"> <li>Teacher lesson plans</li> <li>Rigby Benchmarks</li> <li>Fountas and Pinnell benchmarks</li> <li>MAP scores in reading</li> <li>Feedback from teachers, parents, and students</li> <li>Incremental Data Meetings</li> </ul>
<b>Reading</b> Reading Intervention Program - Small group reading remediation for students with lowest AIMSWeb scores (gr. K-2)	Ongoing for primary grades	Academic Leadership Team, RTI Lead, Literacy Coach, and primary classroom teachers	None	Special Ed funds as available	<ul style="list-style-type: none"> <li>AIMSWeb Reports</li> <li>Agenda of RTI leadership meetings</li> </ul>
<b>Reading</b> Teachers implement a balanced literacy method in the classroom where students visited centers during their reading block.	Ongoing	Teachers	None	None	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Anecdotal records</li> <li>Pictures</li> </ul>
<b>All Core Areas</b> Tutors working with students (book buddies, teacher cadet programs, local college students,	Ongoing	Academic Leadership Team and Classroom Teachers	None	None	<ul style="list-style-type: none"> <li>Observations</li> <li>Classroom performance</li> </ul>



parents, and The Cliffs residents)					
<b>Math</b> Small grouping for math intervention that is continually restructured based on pretest and MAP scores	Ongoing	Classroom Teachers	None	None	<ul style="list-style-type: none"> <li>Teacher lesson plans</li> <li>MAP scores in math</li> <li>Math pretest</li> <li>Incremental Data Meetings</li> </ul>
<b>Writing</b> Teachers implement cross curricular writing and will hold a Time to Write Day prior to the state testing.	Ongoing	Academic Leadership Team and Classroom Teachers	None	None	<ul style="list-style-type: none"> <li>Student writings</li> <li>School wide theme</li> </ul>
<b>All Core Areas</b> Inquiry Fair Night/PTA meeting	Ongoing, once a year	IC, Principal, and teachers	None	None	<ul style="list-style-type: none"> <li>Flyer from Inquiry Fair Night</li> <li>Agenda from PTA meeting</li> <li>Pictures from event</li> </ul>
<b>Science</b> Hands-on standards based instruction with science kits and the Virtual Science Lab	Ongoing as long as funded by district	IC, Virtual Science Lab Teacher, and classroom teachers	None	Funded by district	<ul style="list-style-type: none"> <li>Teacher lesson plans</li> <li>SCPASS scores</li> <li>Grade level long range plans</li> <li>Emails and interaction with Virtual Lab Teacher</li> </ul>
<b>All Social Studies, Math, and ELA Areas</b> Students will use manipulatives and will participate in hands on activities where applicable	Daily Ongoing	Classroom Teachers	None	None	<ul style="list-style-type: none"> <li>Classroom Observation</li> <li>Teacher's lesson plans</li> </ul>
<b>Math</b> Teachers use Everyday Counts Calendar Math daily	Daily Ongoing	Classroom Teachers	None	Funded by the district	<ul style="list-style-type: none"> <li>Classroom Observation</li> <li>Displays in the classroom based on what each grade level is recommended to have displayed</li> </ul>
<b>All Core Areas</b> Collaborative planning with the use of PLCs and vertical teams to allow teachers to focus their instruction, analyze data, and long range plans	Monthly Ongoing	Academic Leadership Team and Classroom Teachers	None	None	<ul style="list-style-type: none"> <li>MAP and PASS Data</li> <li>Agenda from meetings</li> <li>Grade Level Long Range Plans</li> <li>Incremental Data meetings</li> </ul>
<b>Math and Reading</b> Teachers will work with district	Ongoing thru March 2015	Instructional leadership team and classroom teachers	None	None	<ul style="list-style-type: none"> <li>Email reminders with teachers</li> <li>Notes from the meetings</li> </ul>

specialists in the areas of math and reading to gain knowledge of strategies for differentiated instruction					<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Teacher records</li> </ul>
<b>All Core Areas</b> Teacher implementation and completion of grade level IB planners	Ongoing	Classroom Teachers and IB Coordinator	None	None	<ul style="list-style-type: none"> <li>Completed planners with reflections</li> <li>Student portfolio entries</li> <li>Correspondence with IB Coordinator</li> </ul>
<b>All Core Areas</b> Direct, standards-based instruction (use of textbooks, authentic literature, leveled readers, and other supplemental resources)	Ongoing	Classroom Teachers	None	None	<ul style="list-style-type: none"> <li>Portal Test Results</li> <li>Unit test results</li> <li>Writing prompt rubric scores</li> <li>Grade level common assessments</li> </ul>
<b>Reading</b> Students in 3 <sup>rd</sup> -5 <sup>th</sup> grade participate in the Greenville Drive Reading All Stars program. Students must complete five books on their level.	Ongoing	Classroom Greenville Drive Outreach Program IC/Media Specialist	None	None	<ul style="list-style-type: none"> <li>Completed student forms</li> <li>School Newsletters</li> <li>Report to school</li> </ul>
<b>STRATEGY: Use of Technology (Remediation, Enrichment, Enhancement)</b>					
<b>All Core Areas</b> Student use of a variety of websites (Khan Academy, Starfall, Comapss Learning, Promethean Planet, and Hearbuilder)	Ongoing	Classroom Teachers	None	None	<ul style="list-style-type: none"> <li>Observations</li> <li>Spring MAP scores</li> <li>Classroom performance</li> </ul>
<b>All Core Areas</b> Teachers will use tools such as, ActiveVotes, Active Expressions, Promethean Boards, Smartboards, flip and digital cameras, classroom computers, iPads and computer labs	Ongoing	Classroom Teachers and Academic Leadership Team	Flip Camera (\$400) Promethean Board (\$1300) Student response systems (\$600-\$1000) iPads (\$600)	PTA, Grants, District funds	<ul style="list-style-type: none"> <li>Classroom Observation</li> <li>Teacher lesson plans</li> </ul>
<b>All Core Areas</b> Teachers and	Ongoing	Classroom Teachers,	None	None	<ul style="list-style-type: none"> <li>Classroom Observations</li> </ul>

students will interact and communicate using email, websites, and blogging. (Edmodo)		students, and Academic Leadership Team			<ul style="list-style-type: none"> <li>Teacher feedback</li> <li>Teacher website analysis</li> </ul>
<b>Social Studies and Science</b> Virtual Field Trips	Ongoing	Classroom Teachers, District Virtual Field Trip Division	Virtual Field Trips have various prices	PTA funds and students will be charged for the "trip"	<ul style="list-style-type: none"> <li>Observations</li> <li>Products from student participation</li> </ul>

### PROFESSIONAL DEVELOPMENT

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

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

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

**ANNUAL OBJECTIVE:** Any faculty who has not received Category 1 IB PYP training will be provided appropriate training opportunities.

**DATA SOURCE(S):** Teacher surveys, teacher needs assessment, IB PD 5 Year Plan

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
<b>Projected</b>	x	x	86.9	91.3	93.4	95.6	97.8
<b>Actual</b>	88.0	87.0	91.1				

We planned to have all of our new staff trained by the beginning of 2014-2015 school year. At the beginning of the 2014 school year, we had eight teachers who still needed initial training. Due to the budget, we were able to send four of the eight to Colorado in the Fall. We plan to send the remainder to Atlanta in the summer. We will have new hires going into the new school year and will have to work on training them in the Fall of 2015.

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<i>Indicators of Implementation</i>
STRATEGY: IB Training					
Staff Members (4) will receive Level 1 IB PYP training	June 2015	Principal and IB Coordinator	\$6000.00	Local PD funds	<ul style="list-style-type: none"> <li>Successful completion of Level 1 IB PYP training (certificate)</li> </ul>
Identified teachers will attend IB PYP Show Me collaboration sessions throughout the year.	Ongoing annually	IB Coordinator	\$80.00	Local PD funds	<ul style="list-style-type: none"> <li>Teachers will share acquired strategies with their colleagues at a faculty meeting (Teachers Teaching Teachers Session Agenda)</li> </ul>
New Hires will receive Level 1 IB PYP training	By June 2016	Principal and IB Coordinator	\$6000.00 (depending on how many new hires acquired)	Local PD funds	<ul style="list-style-type: none"> <li>Successful completion of Level 1 IB PYP training (certificate)</li> </ul>
STRATEGY: Professional Development					
PLC Work on Unit Planners	ongoing	IB Coordinator and Principal	None	N/A	<ul style="list-style-type: none"> <li>Completion of unit planners with reflections and long range plans</li> </ul>
Incremental Data Team Meetings 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"> <li>Data Wall</li> <li>Agendas from meetings</li> <li>Data Notebooks per grade level</li> </ul>
Technology training and refreshers for teachers as needed	Ongoing	Academic Leadership Team and Classroom Teachers	None	None	<ul style="list-style-type: none"> <li>Attendance to training</li> <li>Teacher participation and use with students</li> </ul>

## STUDENT ATTENDANCE

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

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

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

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

**DATA SOURCE(S):** SDE School Report Card – School Profile page – Students section

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<i>2013- 14</i>	<i>2014- 15</i>	<i>2015- 16</i>	<i>2016- 17</i>	<i>2017- 18</i>
<b>School Projected</b>	X	X	95.0	95.0	<b>95.0</b>	<b>95.0</b>	<b>95.0</b>
<b>School Actual</b>	95.7	95.4	96.2				
<b>District Projected</b>	X	X	95.0	95.0	<b>95.0</b>	<b>95.0</b>	<b>95.0</b>
<b>District Actual</b>	95.9	95.6	95.0				

## 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 – Parent Survey item #5

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
<b>School Projected</b>	X	X	96.5	96.9	<b>97.3</b>	<b>97.7</b>	<b>98.1</b>
<b>School Actual</b>	96.1	93.5	97.1				
<b>District Projected</b>	X	X	89.0	89.5	<b>90.0</b>	<b>90.5</b>	<b>91.0</b>
<b>District Actual</b>	88.0*	88.1	88.1				

\*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 – Student Survey item #18

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
<b>School Projected</b>	X	X	87.7	88.2	<b>88.7</b>	<b>89.2</b>	<b>89.7</b>
<b>School Actual</b>	87.2	88.1	88.5				
<b>District Projected (ES, MS, and HS)</b>	X	X	83.5	84.0	<b>84.5</b>	<b>85.0</b>	<b>85.5</b>
<b>District Actual (ES and MS)</b>	83.8	82.7	81.6				

## TEACHER SATISFACTION – LEARNING ENV.

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

**FIVE YEAR PERFORMANCE GOAL:** Increase 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 – Teacher Survey item #27

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



## 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 – Parent Survey item #18

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
<b>School Projected</b>	X	X	95.7	95.9	<b>96.3</b>	<b>96.5</b>	<b>96.7</b>
<b>School Actual</b>	95.5	95.5	98.5				
<b>District Projected</b>	X	X	93.9	94.3	<b>94.7</b>	<b>95.1</b>	<b>95.5</b>
<b>District Actual</b>	93.5*	92.8	93.1				

\*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 – Student Survey item #30

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
<b>School Projected</b>	X	X	88.7	89.1	<b>89.5</b>	<b>89.9</b>	<b>90.3</b>
<b>School Actual</b>	88.3	91.7	89.6				
<b>District Projected</b>	X	X	91.9	92.3	<b>92.7</b>	<b>93.1</b>	<b>93.5</b>
<b>District Actual</b>	90.9	90.2	89.2				

## TEACHER SATISFACTION – SAFETY

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

**FIVE YEAR PERFORMANCE GOAL:** Increase 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 – Teacher Survey item #39

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
<b>School Projected</b>	X	X	100.0	100.0	100.0	100.0	100.0
<b>School Actual</b>	100.0	100.0	97.1				
<b>District Projected</b>	X	X	98.5	98.5	98.5	98.5	98.5
<b>District Actual</b>	98.9	98.3	98.2				

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Environment					
Extracurricular Activities for students (During and After school) <ul style="list-style-type: none"> <li>• Tae Kwon Do</li> <li>• Chorus (school day)</li> <li>• Art</li> <li>• Lego Builders</li> <li>• Good News Club</li> <li>• Computer Programming Class</li> <li>• Student Council</li> <li>• Afterschool day care</li> </ul>	Yearlong	Principal and afterschool specialist	Cost vary from activity to activity	Cost based on activity	<ul style="list-style-type: none"> <li>• Listing in school newsletter and school website</li> <li>• Attendance list to activities</li> </ul>
Encouraging school-parents relations <ul style="list-style-type: none"> <li>• Inquiry Fair</li> <li>• Christmas Program</li> <li>• Grandparents Luncheons</li> <li>• ArtWorks Day</li> <li>• Field Day(s)</li> <li>• Mom's Breakfast</li> <li>• Dad's Breakfast</li> <li>• H3K Fundraiser/Event</li> <li>• "Meet the Teacher"</li> <li>• Talent Show</li> <li>• H3K</li> <li>• Open House</li> </ul>	Various times during year	Principal, SIC, PTA, IC, and staff	None, but if some are needed it will be minimal	PTA and local funds	<ul style="list-style-type: none"> <li>• Listing on school newsletter and school website</li> <li>• Flyer or agenda from event</li> <li>• Pictures from event</li> </ul>
Providing classroom supplies for students in need	When needed	Mrs. Gully, SIC, PTA, and staff members	Varies	PTA funds and donations	<ul style="list-style-type: none"> <li>• Pictures of what was purchased</li> <li>• "Thank you" notes for supplies</li> <li>• Emails about needed supplies</li> </ul>
Providing snacks and clothes to students as needed	When needed	Staff, PTA, community members, and SIC members	Varies	Donations	<ul style="list-style-type: none"> <li>• "Thank you" notes for items</li> <li>• Emails about needed items</li> <li>• Teacher newsletters</li> </ul>
Field trips funded for	When	Staff, PTA,	Varies based	PTA	<ul style="list-style-type: none"> <li>• "Thank you"</li> </ul>

students who cannot afford the trip	needed	community members	on fee of trip	funds, Donations	<ul style="list-style-type: none"> <li>notes</li> <li>Letters written by teachers</li> <li>Roster of students who have paid for trip</li> </ul>
Books given to students for their own personal library	Through the year	Staff and community members	None	Donations	<ul style="list-style-type: none"> <li>"Thank you" notes</li> <li>Pictures of students with their books</li> </ul>
Student work sent home in Tuesday folders and agendas	Weekly	Classroom teachers	Varies	PTA funds pay for agendas and folders	<ul style="list-style-type: none"> <li>Tuesday folder</li> <li>Agenda</li> </ul>
Communication with the school and home are constant with email, websites, blogging, phone calls, notes, visits	Daily	Classroom teachers and staff	None	None	<ul style="list-style-type: none"> <li>Emails</li> <li>Print copy of blogging site or teacher website</li> <li>School's facebook page</li> </ul>
Provide for volunteer opportunities <ul style="list-style-type: none"> <li>Room moms</li> <li>Teacher workroom help</li> <li>Field trip chaperone</li> <li>Pioneer Prep Tutoring Club help</li> </ul>	Daily	PTA	None	None	<ul style="list-style-type: none"> <li>List of work items</li> <li>List of chaperone list for field trips</li> <li>List of room moms</li> <li>Pictures of volunteers helping school</li> <li>Log of volunteer hours</li> </ul>
Backpack food program	Twice a month	Counselor and Cliffs Outreach program	Cost of food for two weeks and initial purchase of backpacks	Donations	<ul style="list-style-type: none"> <li>Number of students in need of backpack program</li> <li>Observations</li> <li>Write up from school counselor</li> </ul>
Continue student council projects to help others	varies	Student council and faculty representatives	None	None	<ul style="list-style-type: none"> <li>Flyers of actions</li> <li>Calendar of events</li> </ul>
CATCH school and culinary creations menu	Daily	Staff and students	N/A	Funded by the district	<ul style="list-style-type: none"> <li>Menu</li> <li>Pictures of CATCH in action</li> <li>Teacher lesson plans</li> </ul>
All staff will keep their websites and blogs up to date with current information	Weekly	All staff	None	None	<ul style="list-style-type: none"> <li>Staff websites and logs</li> </ul>
Provide opportunities for more guest speakers at the	As needed	All staff	Could vary with speaking	N/A	<ul style="list-style-type: none"> <li>School/teacher newsletters</li> <li>Correspondence</li> </ul>

school from a variety of backgrounds and places			opportunities but will look for free options		<ul style="list-style-type: none"> <li>s with guest speakers</li> <li>School/teacher websites</li> </ul>
All parents will be given the opportunity to participate in student led and teacher led conferences	Twice a Year and then as needed	Classroom teachers	None	None	<ul style="list-style-type: none"> <li>Parent contact logs</li> <li>Conference request forms</li> <li>Conference reflection forms</li> </ul>
<b>Safety</b>					
Teachers issued identity badges to wear at all times and serve as "keys" to get in the building	One time, when a new hire or new to the building	Principal	Cost of badges and computer system	District funding	<ul style="list-style-type: none"> <li>Badges worn in building</li> </ul>
All visitors to the school must have a yellow badge on visible to all staff The visitor will receive this upon checking in at the front office	Daily	Principal, office staff, and classroom teachers	None	None	<ul style="list-style-type: none"> <li>Yellow badges from program</li> <li>Log of visitors and volunteers</li> <li>Correspondence from principal to staff</li> </ul>
Increased police presence around the school	Daily	GCPD	N/A	District funding	<ul style="list-style-type: none"> <li>Observations of police</li> <li>Police check in</li> </ul>
Student buddy system when walking around in the school	Daily	Classroom teachers	None	None	<ul style="list-style-type: none"> <li>Observations</li> <li>Classroom buddy list</li> </ul>
Cameras are placed at certain spots of the playground and front entrance	Beginning of 2014	Principal, assistant principal, district personnel	Cost of the camera equipment and software	District funded	<ul style="list-style-type: none"> <li>Videos from cameras</li> <li>observation</li> </ul>
Students in the K-1 will be given a dismissal tag for the bus and car line. Students will be checked before loading the bus or car at dismissal time by an adult.	Daily	Classroom teachers, safety patrols, administration	None	None	<ul style="list-style-type: none"> <li>Each student will be given a tag with a corresponding identifier</li> <li>School wide list of students with identifier for dismissal</li> </ul>

Link to the 2013-2014 School Report Card

<http://ed.sc.gov/data/report-cards/2014/district.cfm?ID=2301> (follow the list to Heritage)

Link to the 2013-2014 ESEA Grade

<http://ed.sc.gov/data/esea/2014/school.cfm?SID=2301107>

