

# Heritage Elementary International Baccalaureate School

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*Mrs. Heather Hester, Principal*

*Greenville County Schools*

*Dr. W. Burke Royster, Superintendent*

*Five Year Strategic Action Plan*

*2013-2014 through 2017-2018*



## SCHOOL RENEWAL PLAN COVER PAGE

### SCHOOL INFORMATION AND REQUIRED SIGNATURES

**SCHOOL**        Heritage Elementary

**GREENVILLE COUNTY SCHOOL DISTRICT**

**SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018** (*five years*)

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2016-2017** (*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		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

#### SUPERINTENDENT

Dr. W. Burke Royster		3/23/2016
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

#### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Lisha Ferrell		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

#### PRINCIPAL

<b>Mrs. Heather Hester</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD**

<b>Mrs. Rima Dakhallallah</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

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

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

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

## STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

<u><b>POSITION</b></u>	<u><b>NAME</b></u>
1. PRINCIPAL	Mrs. Heather Hester
2. TEACHER	Mrs. Kristi Evans
3. PARENT/GUARDIAN	Mrs. Teresa Lightle
4. COMMUNITY MEMBER	Mrs. Rebecca Crown Cooper
5. SCHOOL IMPROVEMENT COUNCIL	Mrs. Lisha Ferrell
6. Read to Succeed Reading Coach	Mrs. Rima Dakhallah
7. School Read to Succeed Literacy Leadership Team Lead	Mrs. Rima Dakhallah
8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<b>Position</b>	<b>Name</b>
<b>Assistant Principal</b>	Mrs. Cindy Crouch
<b>Instructional Coach/IB Coordinator</b>	Mrs. Ashley LaRoche
<b>School Read to Succeed Literacy Leadership Team</b>	Mrs. Heather Hester

## **Faculty Council**

Mrs. Cindy Crouch

Mrs. Ashley LaRoche

Ms. Pam Atkinson

Mrs. Rima Dakhallallah

Mrs. Amy Grumbles

Mrs. Sarah Epps

Mrs. Donna Jent

Mrs. Mac Martin

Ms. Sallie Wham (K5)

Ms. Gabbie Goodman (1<sup>st</sup>)

Mrs. Rhonda Childs (3<sup>rd</sup>)

Mrs. Rima Dakhallallah (Literacy Coach)

Mrs. Carrie Lee (4<sup>th</sup>)

Ms. Shelley Styles (2<sup>nd</sup>)

Mrs. Sarah Epps (5<sup>th</sup>)

Ms. Shelly Bauer (Resource)

Mrs. Lu Wixon (Art)

Ms. Jeannie Gully (Guidance)

Mrs. Heather Hester

Mrs. Cindy Crouch

Mrs. Ashley LaRoche

**Teachers (Updated 2015-2016)**

Mark Danielson	Lu Wixon	Stacy Cunningham	Pam Atkinson
Shannon Cunningham	Stephanie Crain	Kim Cole	Brian McGuffee
Kristi Evans	Leslie Bowers	Shelley Woodard	Neely Ledford (PT)
Alison Auman	Mac Martin	Melissa Green (PT)	Christina Luther
Sallie Wham	Chelsea Ganke	Charissa Graves	Lindsey Grumbles
Erin Turner	Shelley Styles	Carrie Lee	Pam Moore
Donna Jent	Debbie Allen	Sharon Gillespie	Rhonda Childs
Amy Grumbles	Shelley Bauer	Amy Lyn Reeves	Nicole Lunghi
Becky Bridwell	Dana Crumley	Rima Dakhallallah	Adiranna Groot (PT)
Lynn Mills	Allison Perry	Brady Coyle-Smith	Jody Childs (PT)
Valerie Deyton	Devon Washburn	Sarah Epps	Brenda Lee (PT)

**Gabriel Goodman**

**Lynn Looper**

**Katie Allen**

**Kelsey Barton (PT)**

**Paraprofessionals (Updated 2015-2016)**

Stacy Shipman

Stacy Silvers

Betty Stretanski

Lisa Williams

Connie Parfitt

Donna Churray

Laura Holtzclaw

Tammy Kozic

**Other Staff Members (Updated 2015-2016)**

Debra Taylor-Secretary/Finances

Debbie Lee-Custodian

Chryse Walker-  
Attendance/Clerk/Receptionist

Dustin Snow-Custodian

Trisha Arnold (PT)- Clerk/Receptionist

Kim Kelly-Cafeteria Manager

Angie McCarson-Media/Office Assistant

Cricket Leopard-Cafeteria Staff

Meg Rigamonti-Greenville Health System  
Mental Health

Amy Bolin-Cafeteria Staff

Jeannie Gully-School Counselor

Latasha Anderson-Cafeteria Staff

Chris Harton-Plant Engineer

Sherry McConnell-Cafeteria Staff

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

X     **Academic Assistance, Grades 4–12**

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

X     **Parent Involvement**

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

X     **Technology**

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

**X** **Innovation**

The district 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** **Collaboration**

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

**Half-Day Child Development**

The district 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 district 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.

**X** **Parenting and Family Literacy**

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

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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## Introduction

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

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

The narrative is a reflection of the collaborative efforts of the school staff, School Improvement Council, and Parent Teacher Association. Much of the narrative content came from discussions of the staff in the process of evaluating our work, professional learning communities, surveys, committees, and grade level planning. Committees were created during the time of accreditation and change annually to fit the needs of the school. The following is a list of the teams:

Staff	Vertical Teams/Committees
Instructional Leadership Team (principal, assistant principal, and instructional coach)	Rotate
Wham, A. Grumbles, Martin, Cunningham, Epps, Gillespie, Dakhllallah	ELA Reading Team
Auman, Bridwell, Bowers, Looper, Luther, Crumley	ELA Writing Team
Turner, Goodman, Styles, Moore, Graves, K. Allen	Math 1 Team
Evans, Jent, Washburn, L. Grumbles, Ledford, Reeves	Math 2 Team

Sh. Cunningham, Mills, Ganske, McGuffee, Lee, Cole, D. Allen, Bauer, Gully

School Climate-Behavior Team

Danielson, Deyton, Crain, Childs, Lunghi, Wixon, Coyle-Smith

School Climate-Events Team

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

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



The Staff of Heritage Elementary School



## Executive Summary

Heritage Elementary School is a K3-5th grade public International Baccalaureate school that currently houses 667 students and 78 (including part-time and traveling related arts teachers) faculty and staff members.

### 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

#### SCPASS

In the area of SCPASS, it was only administered to the students in the fourth and fifth grade. Heritage uses inquiry to drive the instruction but somehow is falling short when it comes to the testing. Last year, the school was given an opportunity to start a virtual science lab with the fourth and fifth grade students. It was the first year to have something like that in the school. The students worked on inquiry based science activities and science vocabulary. Moving ahead, the school still will emphasize science vocabulary and look at areas to help students in the area of science. This year, the teachers in the 4<sup>th</sup> and 5<sup>th</sup> grade work with a virtual lab teacher once a week and continue with what is taught in the lab in the classroom throughout the week. The teachers correlate their weekly plans with the virtual lab teacher.

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%	58.8%			

\*Only 4<sup>th</sup> and 5<sup>th</sup> grade students were tested.

Heritage saw a slight decrease in the area of social studies 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. We are looking at ways to coordinate our literacy block with our social studies block so we can make the social studies content richer.

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%	71.3%			

\*Only 4<sup>th</sup> and 5<sup>th</sup> grade students were tested.

After analyzing the results from the 2015 SCPASS administration, we are seeing a decline in scores from our fifth grade students in both areas. From the spring of 2015, our fifth grade students' scores decreased in social studies by 4.8%. The fifth grade science scores declined by 14.3%. Our fourth grade students seem to be academically getting stronger in social studies, but have suddenly decreased in science. In social studies, they grew by 2.1% and declined in science by 11.2%.

Students did not take PASS in the areas of Reading, Writing, Math, and English. The students took ACT Aspire as the state test in these areas. The ACT Aspire test was used to compare our students to students nationally.

### **ACT Aspire-3rd-5th grades (tests were timed)**

The Heritage Elementary students scored very close to what students of the same age scored districtwide and statewide in the areas of math, reading, English, and writing. Last year, the school's focus was on math and reading. That focus is the same this school year. We still have a need of making sure the students who are academically strong are still challenged. Heritage continues to have a goal to close the achievement gap between our two subgroups: FARMS (Free and Reduced Meal Status) and our special education population. This may begin to happen next year as the school will be more inclusive with our special education population. Since we changed testing last year, we cannot compare the data from the ACT Aspire test to that of SCPASS. The terminology for the ACT Aspire scores was different from SCPASS.

### **IOWA Assessments**

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. When looking at the reading comprehension and the math percentile rank of the Heritage Elementary second graders compared to the national student norms, the Heritage students consistently perform above 50% in the area of reading with the 2014-2015 score of 55% in reading. In math, the students received the same percentage as in the previous year of 45% in math. There seems to be a current trend in the area of math where students are not as experienced. We do not know if it is in math computation which has been a weakness across the school for years or if it was problem solving.

## Teacher and Administrator Quality

Heritage Elementary is part of the International Baccalaureate continuum in the northern part of Greenville County. It is essential that all faculty are trained in the introductory level of IB while working at the school. As 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:**

All of the full time faculty who have not received category 1 IB PYP training will be provided the appropriate training through the IB organization. During the summer of 2015, four teachers were trained in the introductory level of IB. During the summer of 2016, three more teachers will be trained. The IB coordinator has a plan in place to “cycle” everyone back through the training as well as train any new faculty.

Teachers went through the year with a focus on professional development that correlated with reading and writing. The school had the opportunity to work with Dr. Katie Stover on reading and writing with all grade levels in the school. She held professional development as well as modeled lessons for the teachers to see.

The school also focused on professional development that centered on technology. The teachers were able to learn the basics of Google and some exciting activities to try in the classroom like virtual field trips and blogging. The Assistant Principal and Instructional Coach led a series called Curriculum Chat monthly and the school was involved in student centered learning and inclusive practices.

## School Climate

The only two subgroups at Heritage Elementary are the students with Free and Reduced Lunches and those in the Special Education program. Many of our students are raised by someone other than their parents. Many are raised by guardians, aunts/uncles, and even grandparents. In regards to the learning environment at Heritage Elementary, of the parent surveys returned, 91% were satisfied with the learning environment at their child’s school. This is a slight decline from the previous year of 97.1%. When looking at student satisfaction with the learning environment, 87.5% were satisfied with the learning environment. This is a slight decrease from the previous year with 88.5%. In regards to teacher satisfaction on the learning environment, 100.0% continue to be satisfied. In regards

to safety, 91% of parents felt their child was safe at school, 88.9% of students felt safe during the school day, while 100.00% of teachers felt safe at Heritage. As for student attendance, there was a slight decrease from the prior year. Student attendance in 2014-2015 was at 95.6% versus the year before when it was 96.2%.

## Areas of Strengths and Challenges

### Strengths

1. Heritage Elementary is proud of its International Baccalaureate program. There are many instructional programs that Heritage uses to help and challenge the students daily. Some of those include:
  - Khan Academy
  - RAZ Kids
  - Prep Dog
  - Fountas and Pinnell
  - Rubicon Atlas (instructional)
  - WalkAbout
  - Implementation of literacy coach and RTI in every grade level
  - After School Enrichment Programs (Art, Lego Club, Pioneer Prep Tutoring Club, Tae Kwon Do, Good News Club)
  - Volunteer Tutors/Mentors on All Grade Levels
  - Promethean, Chromebooks, one student iPad in All Classrooms, and iPad lab for checkout
  - Author's Tea
  - Arts Works Day
  - Field Day
  - CATCH Program
  - 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
  - School Safety Patrol Program
  - School for Integration of the Arts
  - Grow Healthy Kids Organic Community Garden
  - Every Day Math Counts Calendar Math
  - Virtual Field Trips

- Challenge Program (Gifted and Talented)
- Character Education Program that is a part of the IB program
- Chorus
- Professional Learning Communities where student data is analyzed and discussed
- 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

2. Teacher morale has continued to grow this year with a variety of activities from the assistant principal like periodic duty free lunch days, spirit days, afterschool curriculum chats, and lunch bunch with the high readers in grades one thru five.

### **Challenges (from the past three years):**

- Strategies are needed to close the achievement gap for low achieving students and strategies to continue to challenge the academically strong students.
- Teachers need opportunities to study and reflect upon student work.
- 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.
- 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.

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

- Fully Authorized International Baccalaureate Primary Years Program by the International Baccalaureate Organization
- Graham Foundation Grant
- Walmart Grant
- 100% PTA membership
- Early Literacy Program
- Golden Apple Award

- Fully Accredited by AdvancED
- United Way Award
- Battle of the Books District Winners
- Safe School Award
- Target Grant
- PTA Mini Grants
- CATCH Grants
- MAC Grant for Art Works Day
- Donor's Choose
- 1 of 2 adopted schools by the Cliff's Outreach Program
- Culinary Creations School

## School Profile



### *The Community*

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.

### *The School Community: Heritage Elementary Historical Events and Facilities*

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

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

The 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 and makes student-centered decisions. Students receive instruction based on their needs. With our school moving to a more **inclusive environment**, our special education population is benefiting more. Heritage is a **balanced literacy school** with a literacy coach and two literacy mentors (both will be added in the 2016-2017 school year). Heritage has a reading interventionist at every grade level and the assistant principal pulls those students who have high reading levels and works with them. **Inquiry** drives the instruction in the building. The teachers use science kits, primary sources, textbooks, mentor texts, math manipulatives, the Internet, a variety of educational computer based programs, and arts integration. All classrooms are equipped with **technology**. Every classroom now has a promethean board, classroom iPad, a few laptops, and a few Chromebooks for the students to use. The school has worked to purchase more nonfiction material for both the library and individual classrooms to foster standards that are college and career ready. Since Heritage is an IB school, all students, starting at K5, attend a Spanish class. Students in the primary grades attend Spanish once a week while students in the intermediate grades attend Spanish twice a week. Heritage has two classrooms set for Spanish instruction. Teachers get to have student centered conversations based on data with the instructional leadership team in the data room which houses the data from these meetings as well as Fountas and Pinnell levels for the entire school.

### *The School Community: Outside Support*

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

We have a very supportive Parent Teacher Association (PTA) and School Improvement Council (SIC). Our PTA has a Parent Volunteer Coordinator who ensures classroom teachers have volunteers when needed. Several parents come on a regular basis and are part of our School Improvement Council (SIC). Not all volunteers serve on committees. Some volunteers run copies, distribute newsletters, help shelve books in the school library, stock and organize the Fountas and Pinnell leveled library, read to students,

tutor, and/or serve as room mom. Parent volunteers are actively helping teachers spend more time on academics. 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 \$12,000 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 and Thursday afternoons, as well as Monday and Wednesday mornings. The club started in September and ended 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.

Two other groups from the community that works with Heritage are the members of OLLI at Furman and the Cliff’s Outreach Program. They provide financial support, academic help, and mentorship. These folks give of their time and wallets to help our students be more successful. The groups of volunteers work with the school’s literacy coach to set up times to work with students throughout the school. Some volunteers work with the school’s youngest learners with concepts of print and letter recognition while others read with the students and help read tests allowed to students.



### 2015-2016 SIC Members:

Heather Hester (HES-Principal)
Cindy Crouch (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)
Lisha Ferrell (Chair/parent)
Heather Philpot (parent)
Brittany Brown (parent)
Deeann Thompson (parent)
Cathy Hawkins (PTA Co-President)
Rebecca Crowne Cooper (Community Member)

### 2015-2016 PTA Members:

PTA Officer Positions	Names
President	Kristan Futrell
Vice President	Anne Wyatt
Secretary	Jennifer Wagnon
Treasurer	Mary Pace and Lisha Ferrell
Memberships	Miranda Duty
Communications	Denise Smith
Volunteer Coordinator	Saundra Andrews

Reflections

Michalina Law

Sunshine

Joanna Bayne

Members at Large

Tara Bermudez, Hailey Taylor

Heritage Faculty Representatives

Angie McCarson

## School Personnel

### *Heritage Leadership and Administration*



Our principal is Mrs. Heather Hester. She is originally from Minnesota. She holds an undergraduate degree in Elementary Education and Spanish from Concordia College in Moorhead, MN. She also holds a Master's in Educational Leadership from Furman University. She has been affiliated with Greenville County Schools for nineteen years in a variety of capacities. She has taught both elementary and middle school and has served as an administrator in both levels, as well. Her teaching experience includes Bilingual (Spanish/English) 1st Grade in Irving, TX; Spanish, Language Arts, and Study Skills at Tanglewood Middle; and 1st Grade at Slater-Marietta Elementary School. Her administrative experience includes working as an Administrative Assistant at Northwest Middle, and Assistant Principal at Greer Middle, Blythe Academy of Languages, and Buena Vista Elementary School. She was previously serving as the assistant principal at Buena Vista Elementary. She has been trained in International Baccalaureate Middle Years Program and will be trained in the Primary Years Program this summer.



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

experience in grades 1st-4th. This is her first year as the assistant principal at Heritage and her fifth year as an administrator.

The staff at Heritage Elementary continuously grows larger. The school has very little turn over. The average years that teachers have taught at Heritage are 9.23 years. The school has a total of seventy-eight faculty and staff members including two administrators. These staff members have been working for Heritage for a variety of years and hold many different degrees. Heritage has 61.5% of its staff with advanced degrees. Currently, the average teacher's attendance rate is 92.7%. There is not much diversity on the Heritage faculty. The school has four male teachers (including part time staff) and forty-five female teachers. Heritage does not have much ethnic diversity as well. The school has forty-eight Caucasian teachers and 1 Jordanian teacher.

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
- 2 RTI teacher
- 1 Guidance Counselor
- 4 Related Arts Specialists
- 3 traveling Related Arts Specialists
- 1 Self-Contained Multi-Age 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
- 4 Fifth grade teachers
- 1 Media Specialist

### **New Teacher Mentoring Program**

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

## Decision Making Process

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

## Student Population

Based on the 2015 data, the total enrollment of Heritage Elementary School was 659. Currently the school has enrolled 667 students in the 2015-2016 school year.

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
-2	6 6 / 0	0 0 / 0	2 2 / 0	0 0 / 0	0 0 / 0	1 1 / 0	0 0 / 0	3 3 / 0	0 0 / 0
-1	28 19 / 9	0 0 / 0	4 4 / 0	1 1 / 0	0 0 / 0	3 1 / 2	0 0 / 0	20 13 / 7	0 0 / 0
0	100 55 / 45	2 1 / 1	7 6 / 1	2 1 / 1	0 0 / 0	4 3 / 1	0 0 / 0	85 44 / 41	0 0 / 0
1	97 49 / 48	0 0 / 0	9 4 / 5	1 1 / 0	0 0 / 0	4 3 / 1	0 0 / 0	83 41 / 42	0 0 / 0
2	109 61 / 48	1 0 / 1	6 4 / 2	4 2 / 2	0 0 / 0	6 2 / 4	0 0 / 0	92 53 / 39	0 0 / 0
3	120 49 / 71	0 0 / 0	10 7 / 3	1 0 / 1	0 0 / 0	2 0 / 2	1 0 / 1	106 42 / 64	0 0 / 0
4	110 48 / 62	0 0 / 0	5 3 / 2	1 0 / 1	0 0 / 0	3 2 / 1	0 0 / 0	101 43 / 58	0 0 / 0
5	97 43 / 54	1 1 / 0	11 3 / 8	4 1 / 3	0 0 / 0	1 0 / 1	0 0 / 0	80 38 / 42	0 0 / 0
Total	667 330 / 337	4 2 / 2	54 33 / 21	14 6 / 8	0 0 / 0	24 12 / 12	1 0 / 1	570 277 / 293	0 0 / 0

Here is a snapshot from PowerSchool.  
(Enrollment Summary as of 3/24/2016)

Who we are:

- 570 White Students
- 54 African American Students
- 15 Hispanic/Latino Students
- 5 Asian Students

- 24 Multi-Racial Students
- 337 Female Students
- 330 Male Students
- 64 % Free and Reduced Lunch
- 76.71% Poverty Index

Based on the 2015 data, the student attendance rate in our school is 95.6%, 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 2015 were \$8,951.00. 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 2015 School report card, the school had a retention rate of 1.1% which is up from the previous year but still in line with schools like Heritage.

We have fifty-five students in third-fifth grade being served in our Gifted and Talented program with our traveling Gifted and Talented teacher. We have 115 students here on special permission. We have 140 students (20.7% of student population) receive special education services with 14 of the 140 students being served in two self-contained classrooms. Student classifications of primary disabilities include:

- 48 Speech Only
- 55 Specific Learning Disability
- 16 Other Health Impairment
- 3 Multiple Disabilities
- 3 Intellectual Disability (Mild)
- 11 Developmental Delay
- 4 Autism

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. The school has inclusion classes that exist in third-fifth grade.

## Academic and Behavioral Features

Heritage Elementary also offers an Academic Team to look at students who are struggling academically and/or with behavior. Some students may attend a reading intervention class to receive more help in reading.

At Heritage, 136 students receive ERI/RTI reading intervention:

40 K5 students attend ERI daily (taught by trained teacher assistants)

34 First grade students attend RtI daily (taught by a certified 1st grade teacher)

32 Second grade students attend RtI daily (taught by a certified teacher/Literacy Coach)

10 Third grade students attend RtI daily (taught by certified 0.5 teacher)

10 Fourth grade students attend RtI daily (taught by certified 0.5 teacher)

10 Fifth grade students attend RtI daily (taught by certified 0.5 teacher)

Heritage works closely with the OLLI group at Furman University. The school receives sixteen adult volunteers from OLLI that work with students once per week on reading fluency. The school also has a morning and afternoon tutoring/homework help program that meets twice a week in the morning and twice a week after school. There are forty-two who attend the program. The program began in September and will end at the end of March. The program is provided for identified students in third thru fifth grade.

## Other Programs and Features of the School:

- 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.
- 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
- Career Day with G+ initiative
- 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 and common grade level planning that 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.
- 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).
- Fountas and Pinnell Balanced Literacy (K5-5<sup>th</sup>)
- Walkabout (K4-2<sup>nd</sup>)
- Spanish instruction in K5-5<sup>th</sup> grades (amounts of time per week vary among grade levels)
- RAZ Kids for all students
- School-wide behavior chart that aligns with the International Baccalaureate Student Learner Profile (principled, open-minded, balanced, inquirer, caring, reflective, thinker, knowledgeable, and communicator)

## 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 Needs Assessment

## State Assessments

In the spring of 2015, the State of South Carolina adopted a new assessment for the areas of Reading, Math, English, and Writing. The assessment was ACT Aspire. Students were given a score based on the following qualifications: Ready, Close, and In Need of Support.

## ACT Aspire

### 3rd Grade ACT Aspire Scores

N=113	Score	Level	Percentile	Female	Male	White	African American	Other Ethnicity
<b>English</b>	416	Ready	61%	71%	50%	63%	38%	

<b>Reading</b>	412	Close	35%	41%	30%	37%	25%
<b>Writing</b>	422	Close	18%	24%	12%	19%	13%
<b>Math</b>	414	Ready	66%	76%	56%	68%	50%

When compared to other 3<sup>rd</sup> graders nationwide, the Heritage 3<sup>rd</sup> graders scored (National Percentile Rank)

<b>Math</b>	84 <sup>th</sup>
<b>Writing</b>	63 <sup>rd</sup>
<b>English</b>	56 <sup>th</sup>
<b>Reading</b>	54 <sup>th</sup>

#### 4th Grade ACT Aspire Scores

<b>N= 98</b>	<b>Score</b>	<b>Level</b>	<b>Percentile</b>	<b>Female</b>	<b>Male</b>	<b>White</b>	<b>African American</b>	<b>Other Ethnicity</b>
<b>English</b>	419	Ready	61%	63%	59%	59%	73%	
<b>Reading</b>	415	Close	35%	33%	37%	36%	27%	
<b>Writing</b>	416	Ready	14%	22%	4%	13%	20%	
<b>Math</b>	424	Close	47%	33%	41%	49%	27%	

When compared to other 4<sup>th</sup> graders nationwide, the Heritage 4<sup>th</sup> graders scored (National Percentile Rank)

<b>Math</b>	65 <sup>th</sup>
<b>Writing</b>	55 <sup>th</sup>
<b>English</b>	52 <sup>nd</sup>
<b>Reading</b>	51 <sup>st</sup>

### 5th Grade ACT Aspire Scores

N= 104	Score	Level	Percentile	Female	Male	White	African American	Other Ethnicity
<b>English</b>	421	Ready	65%	86%	51%	67%	50%	
<b>Reading</b>	415	Close	22%	30%	16%	25%	13%	
<b>Writing</b>	422	Close	8%	10%	7%	8%	13%	
<b>Math</b>	417	Close	38%	40%	36%	39%	50%	

When compared to other 5<sup>th</sup> graders nationwide, the Heritage 5<sup>th</sup> graders scored (National Percentile Rank)

<b>Math</b>	50 <sup>th</sup>
<b>Writing</b>	58 <sup>th</sup>
<b>English</b>	52 <sup>nd</sup>
<b>Reading</b>	49 <sup>th</sup>

All ACT Aspire scores for the school stated that the students were either close or are ready based on the ACT readiness levels. The students in the third grade scored the highest percentage when looking at national rankings. ACT Aspire ranked the subjects based on overall proficiency of the grade levels tested. Overall, Heritage Elementary students performed better on English, then math, reading, and finally writing. Writing was the weakest point based on the testing. The school will look to make writing stronger moving ahead.

(Data taken from ACT Aspire Summative reports from July 16, 2015-[www.DiscoverACTAspire.org](http://www.DiscoverACTAspire.org))

## SCPASS Testing Data (2014-2015)

### 4th Grade SCPASS Science Score

N= 98	Female	Male	White	African American	Total Students
	(%)	(%)	(%)	(%)	
<b>Exemplary or Met</b>	34%	29%	54%	4%	62
<b>Not Met</b>	19%	17%	30%	5%	36

### 4th Grade SCPASS Social Studies Score

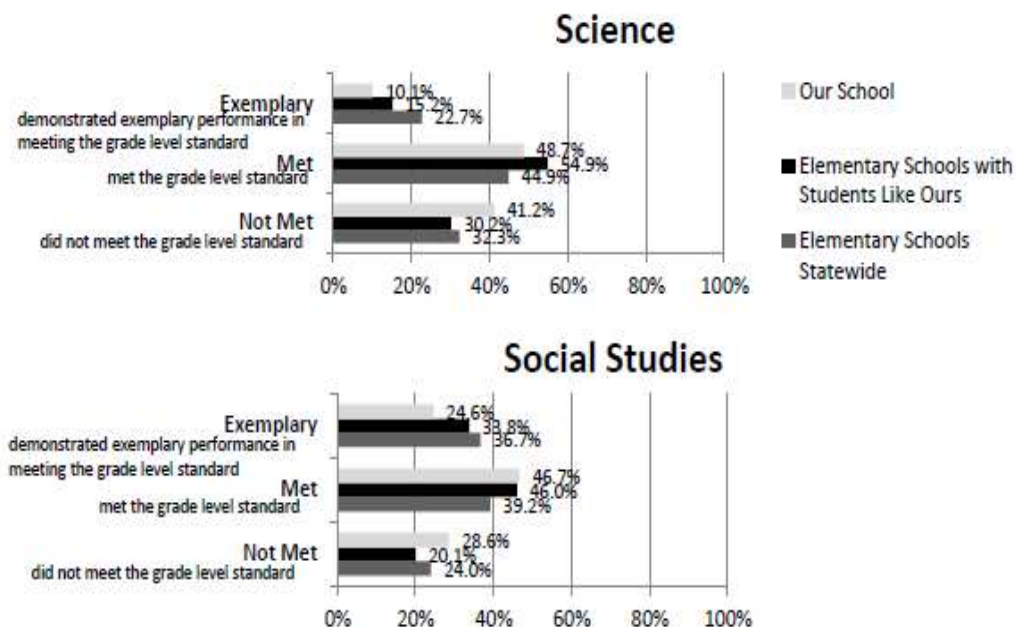
N= 98	Female	Male	White	African American	Total Students
	(%)	(%)	(%)	(%)	
<b>Exemplary or Met</b>	43%	40%	68%	8%	82
<b>Not Met</b>	10%	6%	14%	1%	16

### 5th Grade SCPASS Science Score

<b>N= 104</b>	<b>Female</b>	<b>Male</b>	<b>White</b>	<b>African American</b>	<b>Total Students</b>
	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>	
<b>Exemplary or Met</b>	25%	29%	52%	2%	56
<b>Not Met</b>	30%	17%	38%	5%	48

### 5th Grade SCPASS Social Studies Score

<b>N=104</b>	<b>Female</b>	<b>Male</b>	<b>White</b>	<b>African American</b>	<b>Total Students</b>
	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>	
<b>Exemplary or Met</b>	28%	31%	53%	4%	61
<b>Not Met</b>	13%	28%	36%	2%	43



When first looking at the SCPASS data, only two grade levels are listed as only two grade levels took the SCPASS. When looking at each grade level, 63.5% of those tested in the 4<sup>th</sup> grade met or exceeded the requirements for the 4<sup>th</sup> grade level test in science. In social studies, 84.4% of those tested in the 4<sup>th</sup> grade met or exceeded the requirements. In the 5<sup>th</sup> grade, 54.4% met or exceeded the 5<sup>th</sup> grade level requirements on science and 59.2% on social studies. When looking at the school's performance, Heritage had lower numbers in the "exemplary" category and higher numbers in the "not met" category with 48.7% of the students meeting the grade level science standard. With the implementation of the virtual science lab, hopefully these numbers will change. In social studies, the numbers were slightly different. The scores showed more

"exemplary" scores with smaller number of students scoring "not met." Overall the school scored 46.7% of students met the grade level standard.

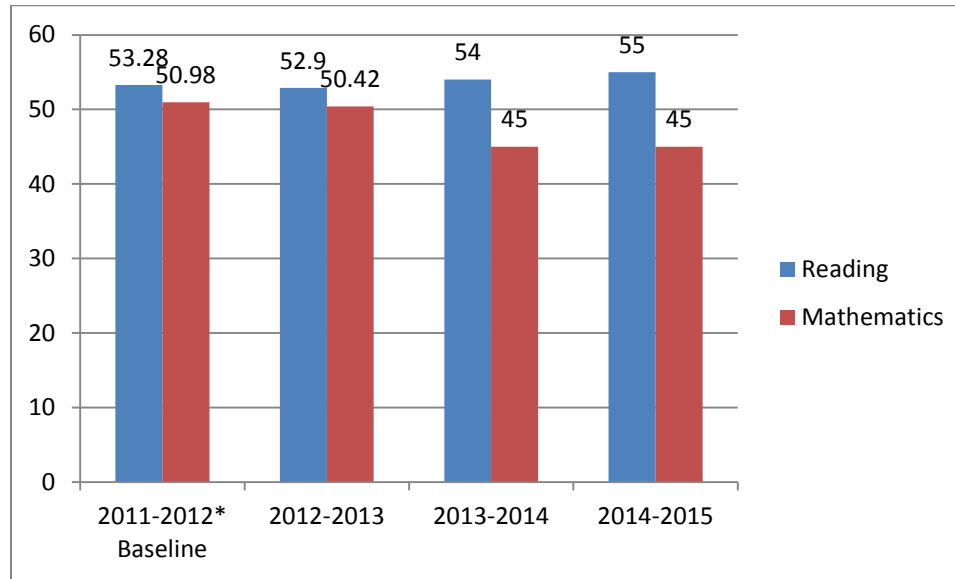
(Data taken from SDE School Report Card-<https://ed.sc.gov/data/report-cards/>)

### IOWA Assessments (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 IOWA Test/CogAT report produced by Riverside Publishing

### Reading Comprehension and Mathematics Percentile Rank of Average SS: National Student Norms



There seems to be a current trend in the area of math where students are not as experienced. This testing does correlate to the NWEA MAP test the students took at the beginning of the year. Students needed more instruction in the areas of math computation. This year, the students at Heritage who needed extra support in reading received services with the literacy coach. She worked strictly worked with during the school year.

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. 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 were 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, ACT Aspire (SCReady-2016), IOWA Assessments (ITBs) 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 balanced literacy program, student centered learning, and technology training.

### **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: Grade Level Planning/Mentors and Mentees Meeting (M & M)

4<sup>th</sup> Wednesday: Professional Development

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

Bi-Quarterly PLC Meetings

Weekly: Grade level planning and Instructional Leadership Meeting

Additional Offerings: Techno Tuesdays/Thursdays and IB planner reflections

## 2015-2016 School Year

\*\*Prior to the beginning of school, grade levels and specialists met together to plan for the upcoming school year. This happened over a two day period.

\*\*Teachers also attended virtual math workshops throughout the year

### SEPTEMBER

Meeting	Meeting Topic
Faculty Meeting	
Vertical Team Meeting	
M&M Meeting/Grade Level Meetings	Pas-T, PowerTeacher, PTA...mind your P's and Q's
Professional Development	SLO Training Balanced Literacy for Intermediate

### OCTOBER

Meeting	Meeting Topic
Vertical Team Meeting	
Faculty Meeting	
M&M Meeting/Grade Level Meetings	Report Cards, Parent Conferences, & Goal Setting
Professional Development	IB Unit Planners Curriculum Chat: Common

Grades  
 Google Sites  
 Google Docs  
 Curriculum Chat: “What’s for homework?”  
 Student Centered Learning  
 IB Training: Conceptual Learning

Formative Assessments  
 Inclusive Practices  
 Student Centered Learning

## NOVEMBER

Meeting	Meeting Topic
Faculty Meeting	
Vertical Team Meeting	
M&M Meeting/Grade Level Meetings	Traditions & IB Units
Professional Development	Curriculum Chat: Integrating IB Literacy for Primary Grades (Dr. Stover visit)

## DECEMBER

Meeting	Meeting Topic
Vertical Team Meeting	
Faculty Meeting	
Grade Level Meetings	
Professional Development	Inclusive Practices
	Literacy for Primary Grades Followup (Dr. Stover visit)
	Student Centered Learning

## **JANUARY 2016**

Meeting	Meeting Topic
Faculty Meeting	
Vertical Team Meeting	
M&M Meeting/Grade Level Meetings	Now What? Second Semester Preparations
Professional Development	Curriculum Chat: Challenging High Fliers
	Student Centered Learning
	Literacy with Dr. Stover
	RAZ Kids
	Skyping in the Classroom

## **MARCH**

Meeting	Meeting Topic
Faculty Meeting	

## **FEBRUARY**

Meeting	Meeting Topic
Vertical Team Meeting	
Faculty Meeting	
M&M Meeting/Grade Level Meetings	Testing is Around the Corner & Expectations
Professional Development	Curriculum Chat: Pinterest for Educators
	Student Centered Learning
	Getting into the Literacy Playbook
	A Passport to the World (Virtual field trips)

## **APRIL**

Meeting	Meeting Topic
Vertical Team Meeting	

## Vertical Team Meeting

M&M Meeting/Grade Level Meetings      You've Almost Made It, Prepare for Spring Craziness

Professional Development      Furman Consortia: "The Other Components to Reading Workshop"  
Skype in the Classroom

## Faculty Meeting

M&M Meeting/Grade Level Meetings      State Testing Preparation, IEP's, & EOY Record Keeping

Professional Development      Curriculum Chat: End of Year Activities and Lessons

## MAY

Meeting      Meeting Topic

Faculty Meeting

M&M Meeting/Grade Level Meetings

Vertical Team Meeting      EOY Items

Professional Development      TBD

## JUNE

Meeting      Meeting Topic

Faculty Meeting      EOY

## Heritage Elementary Professional Development Focus for the 2016-2017 School Year

IB

- We will send new teachers IB category 1 Intro to the PYP Curriculum training in the June of 2016.
- 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 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

#### Technology

- More Google applications and other forms of communication

#### Math

- Math differentiation

#### Writing

- Continuation and further look at items from 2015-2016 PD with Dr. Katie Stover from Furman

### 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 all 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. Looking ahead, the 5<sup>th</sup> grade teachers plan to offer an incentive for the students to encourage their parents to complete the survey and turn it back in to the school.

#### **Student Attendance (2010-2015) \*Based on school report card**

<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
95.4%	96.2%	95.7%	95.4%	96.2%	95.6%

The attendance rates of the students at Heritage Elementary have been pretty consistent over the past five years with the school remaining above 95% student attendance. 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 numbers of days from school.

#### **Evaluations by Teachers, Students, and Parents**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
% Satisfied with the Learning environment	100%	88%	91%
% Satisfied with social and physical environment	100%	86%	91%
% Satisfied with school-home relations	92%	87%	82%

The numbers from the surveys this year are slightly different from last year in the areas of social and physical environment and school-home relations. As the community changes around the school, so will the positive and negative energy towards the school. Parents felt that the school-home relations are better as the school works harder to invite the community and parents into the school

with afterschool activities and events. Looking ahead concerning the social and physical environment, a friendly competition within the school or a more kid friendly theme may help in this area. Efforts were made this year to raise the moral in the building among the adults and children with Heritage Heroes and spirit days. This is something that will continue and evolve when the new school year begins. Of the surveys sent to parents of the fifth graders this year, only 46% of surveys were returned. In the future, the fifth grade teachers have decided to give incentives to get more surveys returned from the parents.

## Action Plan

SC READY 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 SC Ready.

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

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

	<i>Baseline 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 2015-16.\*

## SC READY 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 SC READY.

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

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

	<i>Baseline 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 2015-16.\*

**SC READY 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 SC READY.

**ANNUAL OBJECTIVE:** Meet or exceed the standard in mathematics as measured by SC READY.

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

	<i>Baseline 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 2015-16.\*

**SC READY % 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 SC READY.

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

**DATA SOURCE(S):** ESSA 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>	<i>95.0</i>	<i><b>95.0</b></i>	<i><b>95.0</b></i>	<i><b>95.0</b></i>
<b>Actual Performance</b>	<i>X</i>			
All Students	<i>*</i>			
Male	<i>*</i>			
Female	<i>*</i>			
White	<i>*</i>			
African-American	<i>*</i>			
Asian/Pacific Islander	<i>*</i>			
Hispanic	<i>*</i>			
American Indian/Alaskan	<i>*</i>			
Disabled	<i>*</i>			

Limited English Proficient	*			
Students in Poverty	*			

\*SC SDE did not provide baseline data for 2014-15.\*

<b>% Tested ELA – 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>	95.0	95.0	95.0	95.0
<b>Actual Performance</b>	X			
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

\*SC SDE did not provide baseline data for 2014-15.\*

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

Students in Poverty	*			
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\*SC SDE did not provide baseline data for 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>	95.0	<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	*			
Students in Poverty	*			

\*SC SDE did not provide baseline data for 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):** ESSA 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>	58.8			
<b>District Projected</b>	X			
<b>District Actual</b>	72.9			

\*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):** ESSA Federal Accountability and SDE School Report Card

	<b><i>Baseline 2014-15</i></b>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
<b>School Projected</b>	<i>X</i>			
<b>School Actual</b>	<i>71.3</i>			
<b>District Projected</b>	<i>X</i>			
<b>District Actual</b>	<i>81.2</i>			

\*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>
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	62 <sup>nd</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	51 <sup>st</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>
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				

\*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				

STRATEGY (Activity)	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<i>Indicators of Implementation</i>
SCReady Test Prep booklets will be purchased for 3 <sup>rd</sup> -5 <sup>th</sup> grade. Teachers will use and have students work with the books.	March-April	Principal	\$9000.00	Local funds	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Teacher's lesson plans</li> </ul>
Students will participate in a school-wide writing day using a theme in the lower grades and writing to a prompt using text based evidence that still centers around the theme in the upper grades.	1 day	ELA-Writing team (planning process)	None	n/a	<ul style="list-style-type: none"> <li>• Writing team's notes from meetings</li> <li>• Teacher's lesson plans</li> <li>• Students' writings</li> </ul>
4 <sup>th</sup> and 5 <sup>th</sup> grade students will continue to attend virtual science lab	All Year	School district	None	n/a	<ul style="list-style-type: none"> <li>• Email between virtual lab teacher and classroom teachers</li> <li>• Students' science notebooks</li> <li>• Teachers' lesson plans</li> </ul>
A variety of websites including Compass Odyssey, Khan Academy, and RAZ Kids will be utilized weekly to provide students with individualized lessons based on MAP results in reading and math.	All Year	Teachers, IC	None	n/a	<ul style="list-style-type: none"> <li>• Students' reports</li> <li>• Observations</li> <li>• Teacher's lesson plans</li> </ul>
Implement research based instructional delivery models	All Year	Teachers , Instructional	None	n/a	<ul style="list-style-type: none"> <li>• Teacher's lesson plans</li> <li>• Observations</li> <li>• Grade level planning</li> </ul>

<ul style="list-style-type: none"> <li>• Learning Focused</li> <li>• Balanced Literacy with leveled readers</li> <li>• Inquiry-Based Learning using the IB model</li> <li>• Inclusive practices and differentiation throughout the building</li> <li>• Daily 5</li> <li>• Calendar Math/Everyday Counts</li> </ul>		Leadership Team			<ul style="list-style-type: none"> <li>• Students' work</li> </ul>
The Response to Intervention (RTI) program will be implemented in grades K5-5 <sup>th</sup> grade for students who have been identified as at-risk in the area of Reading based on the AIMSWeb screening instrument in the primary grades and state/district reading test in the intermediate grades.	All year	RTI teachers, Classroom teachers, Instructional Leadership Team, ERI teachers	.5 RTI teacher position with benefits	Flex money	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Intervention plans</li> <li>• Data results</li> <li>• RTI teachers' lesson plans</li> <li>• Correspondence between RTI and classroom teachers</li> </ul>
Pioneer Prep Tutoring Program for 3 <sup>rd</sup> -5 <sup>th</sup> grade who have been identified	September-March	IC, Teachers	None	n/a	<ul style="list-style-type: none"> <li>• Yearly Assessment data (MAP, SCPASS, State tests)</li> <li>• Attendance records</li> </ul>
Examine and analyze MAP and PASS results, reading benchmarks, common assessments, and quizzes to determine student needs and plan instruction. This will be done in a PLC setting.	All Year	Instructional Leadership Team, Teachers	None	n/a	<ul style="list-style-type: none"> <li>• Meeting minutes from PLCs and grade level meetings</li> <li>• Observations</li> <li>• Spreadsheets</li> <li>• Lesson Plans</li> <li>• Data Analysis Worksheets</li> </ul>
Research Skills, Primary and Secondary Sources, important dates, and social studies IB related concepts will be taught by the	All Year	Teachers, Media Specialists, IC	None	n/a	<ul style="list-style-type: none"> <li>• Teachers' lesson plans</li> <li>• Observations</li> <li>• Grade level planning</li> </ul>

classroom teacher and reinforced by the Media Specialists and Instructional Coach.					meetings
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## PROFESSIONAL DEVELOPMENT

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

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

**FIVE YEAR PERFORMANCE GOAL:** To improve personnel quality by ensuring 100% of teaching staff will be trained in the IB PYP Category 1 Introduction to the PYP curriculum model or be retrained by the IB PYP program by 2018.

**ANNUAL OBJECTIVE:** Annually increase the number of trained staff by 2 percentage points.

**DATA SOURCE(S):** Teacher Surveys, IB PD 5 year plan, teacher needs assessment

	<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>
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<b>Projected</b>	x	x	92%	94%	96%	98%	100%
<b>Actual</b>	88%	87%	91.1%	95%			

STRATEGY (Activity)	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<i>Indicators of Implementation</i>
Teachers (3) will receive IB PYP category 1 Intro to the PYP curriculum model.	June 2016	Principal, IB Coordinator	6000.00	Local IB/PD funds	<ul style="list-style-type: none"> <li>• Successful completion of the training (certificate)</li> <li>• Classroom observations</li> </ul>
Identified teachers will attend Upstate PYP Show Me collaboration sessions throughout the year.	All year	Principal, IB coordinator, teachers	100.00	Local IB/PD funds	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Teachers Teaching Teachers workshop</li> </ul>
New Hires will attend training in the IB PYP category 1 Intro to the PYP curriculum model.	By July 2017	Principal, IB Coordinator	TBD on participants	Local IB/PD funds	<ul style="list-style-type: none"> <li>• Successful completion of the training (certificate)</li> <li>• Classroom observations</li> </ul>
Continue with reoccurring IB training for teachers and staff.	As funds are available (at least once in a five year span)	Principal, IB Coordinator	TBD on participants	IB General Funds, Local Funds	<ul style="list-style-type: none"> <li>• Successful completion of the training (certificate)</li> <li>• Classroom observations</li> <li>• Teachers' lesson plans</li> <li>• Grade level planning meetings</li> <li>• Teachers Teaching Teachers workshop</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	95.6			
<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	95.6			

## 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>	<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	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	91.0			
<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	89.8			

\*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>	2015- 16	2016- 17	2017- 18
<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	87.5			
<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	83.9 (ES, MS, & HS)			

## TEACHER SATISFACTION – LEARNING ENV.

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

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

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

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

	<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	100	100	<b>100</b>	<b>100</b>	<b>100</b>
<b>School Actual</b>	100	100	100	100			
<b>District Projected</b>	X	X	92.5	93.0	<b>93.5</b>	<b>94.0</b>	<b>94.5</b>
<b>District Actual</b>	98.0	92.6	93.5	93.3			

## 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>	<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	95.7	95.9	<b>96.3</b>	<b>96.5</b>	<b>96.7</b>
<b>School Actual</b>	95.5	95.5	98.5	91.0			
<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	91.7			

\*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>	<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	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	88.9			
<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	91.3			

## TEACHER SATISFACTION – SAFETY

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

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

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

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

	<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	100	100	<b>100</b>	<b>100</b>	<b>100</b>
<b>School Actual</b>	100	100	100	100			
<b>District Projected</b>	X	X	98.5	98.5	<b>98.5</b>	<b>98.5</b>	<b>98.5</b>
<b>District Actual</b>	98.9	98.3	98.2	98.3			

STRATEGY (Activity)	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<i>Indicators of Implementation</i>
<b>Attendance</b>					
Attendance interventions meetings	Quarterly	Administration, Attendance Clerk, School Counselor	None	n/a	<ul style="list-style-type: none"> <li>Attendance rate</li> <li>Daily attendance</li> <li>GCSOURCE attendance reports</li> </ul>
Automated phone call to parents for every student absence	Daily	Attendance Clerk (Automated phone message)	None	District provided	<ul style="list-style-type: none"> <li>Daily attendance</li> <li>Logs of phone calls</li> </ul>
<b>Environment</b>					
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> </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>

<ul style="list-style-type: none"> <li>• “Meet the Teacher”</li> <li>• Talent Show</li> <li>• H3K</li> <li>• Open House</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>
Staff Morale Boosters <ul style="list-style-type: none"> <li>• Staff dress up Spirit Days</li> <li>• Duty Free lunch</li> </ul>	All Year	Instructional Leadership Team	None	n/a	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Notes from teachers</li> <li>• Emails from Assistant Principal</li> </ul>
Field trips funded for students who cannot afford the trip	When needed	Staff, PTA, community members	Varies based on fee of trip	PTA funds, Donations	<ul style="list-style-type: none"> <li>• “Thank you” notes</li> <li>• Letters written by teachers</li> <li>• Roster of students who have paid for trip</li> </ul>
Books given to students for their own personal library	Through the year	PEP Partners in Education	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	n/a	<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	n/a	<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</li> </ul>

					<ul style="list-style-type: none"> <li>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	n/a	<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	n/a	<ul style="list-style-type: none"> <li>Staff websites and logs</li> </ul>
Provide opportunities for more guest speakers at the school from a variety of backgrounds and places	As needed	All staff	Could vary with speaking opportunities but will look for free options	n/a	<ul style="list-style-type: none"> <li>School/teacher newsletters</li> <li>Correspondences with guest speakers</li> <li>School/teacher websites</li> </ul>
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	n/a	<ul style="list-style-type: none"> <li>Parent contact logs</li> <li>Conference request forms</li> <li>Conference reflection forms</li> </ul>
Recognize students who are Heritage Heroes on the morning announcements	All Year	Staff	None	n/a	<ul style="list-style-type: none"> <li>Students' nomination</li> <li>Students' pictures posted with nomination on board in cafeteria</li> </ul>
School report to the community	Annually	Instructional Leadership Team, SIC, PTA	None	n/a	<ul style="list-style-type: none"> <li>School website and district website</li> <li>Report to the community</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	n/a	<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	n/a	<ul style="list-style-type: none"> <li>Observations</li> <li>Classroom buddy list</li> </ul>
Continue to update the school crisis plan with best practices	Annually	Assistant Principal	None	n/a	<ul style="list-style-type: none"> <li>Updated plan</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>
All students 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	n/a	<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>

Website Link to the 2014-2015 School Report Card

<http://ed.sc.gov/assets/reportCards/2015/elem/c/e2301107.pdf>