Heritage Elementary International Baccalaureate School

Scope Plan 2013-2018   Annual Update 2016-2017

Mrs. Heather Hester, Principal

1592 Geer Highway

Travelers Rest, SC 29690

Greenville County Schools

Dr. W. Burke Royster

Dr. W. Burke Royster, Superintendent

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 2017-2018 *(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

Dr. Crystal Ball O'Connor		
PRINTED NAME	**SIGNATURE**	**DATE**

SUPERINTENDENT

Dr. W. Burke Royster	*WBurke Royster*	**3/31/17**

2

PRINTED NAME	SIGNATURE	DATE
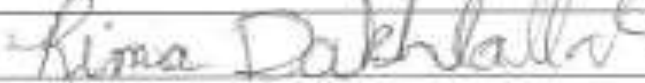
CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Cathy Hawkins	*Cathy Hawkins*	3/27/17
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mrs. Heather Hester	*Heather M. Hester*	3-27-17
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Rima Dakhlallah	*Rima Dakhlallah*	3/27/17
PRINTED NAME	SIGNATURE	DATE

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.

	POSITION	*NAME*
1.	PRINCIPAL	Mrs. Heather Hester
2.	TEACHER	Mrs. Kristi Evans
3.	PARENT/GUARDIAN	Mrs. Sasha Conway
4.	COMMUNITY MEMBER	Mrs. Rebecca Crown Cooper
5.	SCHOOL IMPROVEMENT COUNCIL	Mrs. Cathy Hawkins
6.	Read to Succeed Reading Coach	Mrs. Rima Dakhlallah
7.	School Read to Succeed Literacy Leadership Team Lead	Mrs. Rima Dakhlallah

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

Position	Name	Position	Name
Assistant Principal	Mrs. Cindy Crouch	Instructional Coach/IB Coordinator	Mrs. Ashley LaRoche
School Read to Succeed Literacy Leadership Team	Mrs. Heather Hester Mrs. Cindy Crouch Mrs. Ashley LaRoche Ms. Pam Atkison Mrs. Rima Dakhlallah	Faculty Council 2016-2017	Mrs. Heather Hester Mrs. Cindy Crouch Mrs. Ashley LaRoche Mrs. Rima Dakhlallah Mrs. Sarah Epps

	Mrs. Amy Grumbles Mrs. Sarah Epps Mrs. Christina Luther Mrs. Donna Jent Mrs. Kim Cole		Ms. Sallie Wham Mrs. Gabriael Capps Mrs. Rhonda Childs Mrs. Amy Lyn Reeves Mrs. Shelley Kozic Ms. Debbie Allen Ms. Shelley Bauer Ms. Jeannie Gully

Heritage Elementary Teachers 2016-2017

Preschool	Kindergarten	1st grade	2nd grade	3rd grade
Mark Danielson Lauren Reed	Sallie Wham Erin Turner Alison Auman Donna Jent Kristi Evans	Becky Bridwell Anna Ludwig Valerie Deyton Lynn Mills Gabriael Capps	Stephanie Crain Leslie Bowers Shelley Kozic Mac Martin Chelsea Ganske	Rhonda Childs Pam Moore Lynn Looper Devyn Washburn Stacy Cunningham
4th grade	**5th grade**	**Special Education**	**Specialists**	**Related Arts**
Jarrod Darnell Kerry Gulyas Sharon Gillespie Charissa Graves Amy Lyn Reeves	Sarah Epps Katie Allen Lindsey Grumbles Lindsey Buckley	Shelley Bauer Shelly Woodard Billy Chapman Stefanie Khattab Dana Crumley Christi Beavers Nicole Lunghi	Rima Dakhlallah Pam Atkison Christina Luther Amy Grumbles Nellie Ledford (GT)	Brian McGuffee Brady Coyle-Smith Lu Wixon Debbie Allen Adrianna Groot (PT) Jody Childs (PT) Brenda Lee (PT) Ashley Bowman (PT)

Paraprofessionals (Updated 2016-2017)

Stacy Shipman	Stacy Silvers	LaTosha Anderson
Julie Mueller	Connie Parfitt	Donna Churray
Laura Holtzclaw	Tammy Kozic	Debbie Bell

Support Staff (Updated 2016-2017)

Secretary/Finances	**School Nurse**	**Guidance Counselor**
Debra Taylor	Hannah Dusch	Jeannie Gully
(PT) Clerk/Receptionist	**Cafeteria Manager**	**Plant Engineer**
Tricia Arnold	Kim Kelley	Chris Harton
Greenville Mental Health Counselor	**Attendance/Clerk/ Receptionist**	**Media/Office Assistant**
Meg Rigamonti	Chryse Walker	Angie McCarson

*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.

X___ 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.

Table of Contents

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
Jent, A. Grumbles, Deyton, Crain, Cunningham, Gulyas, Epps, Luther, Atkison, Dakhlallah	ELA Reading Team
Wham, Auman, Bridwell, Bowers, Looper, Reeves, Buckley, D. Allen	ELA Writing Team
Turner, Ludwig, Mills, Ganske, Moore, Graves, K. Allen, Ledford	Math Team
Evans, Capps, Martin, Washburn, Gillespie, L. Grumbles, Cole, Wixon, Coyle-Smith, McGuffee	STEAM Team
Khattab, Reed, Darnell, Kozic, Beavers, Lunghi, Childs, Bauer, Gully, Crumley, Danielson	Inclusive Practices 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 734 students and 90 (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 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. As a school in Greenville County, we align ourselves with the district goals for the students in our district. We hold our students to the same levels of excellence.

These goals are:

● Raise the academic challenges and performance of each student.

● Ensure quality personnel in all positions.

● Provide a school environment supportive of learning.

● Effectively manage and further develop necessary financial resources.

● Improve public understanding and support of public schools

Student Achievement

Last year was the first time our students saw the new testing with SCREADY. Based on the test data from the 2015-2016 school year, we saw our students score 40.3% in the area of ELA. This encompassed reading and writing. Once we had the opportunity to break down the score further, we saw that our students seemed to be weaker in the area of writing. Reading seemed to be a stronger subject which was a challenge as many of our students come to us in kindergarten never seeing a book or having work with them at home. Of the three grades tested, fourth grade scored the highest meeting or exceeding expectations. In SCREADY

math, students were required to explain more of their reasoning. Our students scored a 47.3% in this area with third grade students scoring the highest when it comes to meeting or exceeding expectations. This has been a goal to work on this school year as we feel our students are weak in the areas of fact fluency. Students in fourth and fifth grade were tested with SCPASS in the areas of science and social studies. Science has been very weak at our school for some time. Last year, the school joined in a cohort of school who received virtual science lab once a week. The school was still a part of that cohort this year. Our students scored 58.9% meeting or exceeding expectations. Fifth grade scored the highest in science. The students seem to be weak in vocabulary and application. With the new state standards in science and the new science kits that will be used, vocabulary and student application of the concepts will be something to watch moving forward. Science became a school goal this for Heritage as the scores have not jumped up. The school plans to implement interactive notebooking and implement more hands on opportunities with the materials. The school scored the highest in social studies with 67.4% of students meeting or exceeding expectations. The fourth grade scored the highest in this area as they spent much of their time writing and reading about social studies content.

The instructional leadership also began to wonder if student engagement and rigor were part of the reasons the students were not performing as well as we would like for them to do. The instructional leadership team met with the staff to discuss what an engaged classroom would look like. Moving forward, this will be an area to look at next year as well.

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 2016, three teachers were trained in the introductory level of IB. During the summer of 2017, six 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 writing. The school had the opportunity to work with Dr. Katie Stover again this school year writing with all grade levels in the school. Teachers were also chosen to go on a

school visit to Rudolph Gordon to look at their writing program and speak with their teachers and administrative team on the strengths of their writing program. The instructional coach and principal shared all items received at the IC/Principal meetings with staff. Teachers also met and scored students writing using the current rubric. Teachers traded writings vertically with the next grade level up so those teachers could see how the students below their grade were writing. After the exchange, the teachers shared strengths and weaknesses they saw in the writings with the grade level papers they scored.

The school began a focus 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. This was in anticipation for the 1:1 roll out in two years. Some teachers were chosen to join the Discovery Ed Technology cohort where they learned new technology they could implement in the classroom. They received model lessons and training so next year, they will serve as lab classrooms for teachers to see the technology at work. Teachers will further develop their technology skills as they work with our teachers who were on the Discovery Ed technology team.

Since science is still an area of concern for our school, the school enlisted the help of the district science specialist to come and work with our fourth and fifth grade teachers. This professional development has been ongoing this school year.

School Climate
(All data from the 2015-2016 School Report Card)

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, 95% were satisfied with the learning environment at their child's school. This is a slight increase from the previous year of 91%.   When looking at student satisfaction with the learning environment, 83.1% were satisfied with the learning environment. This is a decrease from the previous year with 87.5%.   In regards to teacher satisfaction on the learning environment, 100.0% continue to be satisfied. In regards to safety, 90% of parents felt their child was safe as school, 84.3% 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 increase from the prior year. Student attendance in 2015-2016 was at 96% versus the year before when it was 95.6%.

Areas of Strengths and Challenges

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 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.
- Our student population is changing more and more and the amount support needed for these students continue to grow

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 2016
- Safe School Award
- Target Grant
- PTA Mini Grants
- MAC Grant for Art Works Day
- Donor's Choice
- 1 of 2 adopted schools by the Cliff's Outreach Program
- Invention Convention 3rd place overall school award

School Profile

The Community

The city of Travelers Rest is situated approximately nine miles north of the city of Greenville. In the recent census, it was found that Travelers Rest is one of the fastest growing areas in Greenville County. Heritage Elementary is expecting to benefit from this growth as numerous subdivisions are being proposed in close proximity to the school. Heritage also draws a sizable portion of its population from the Slater-Marietta area, which is farther north up Highway 276. Both the Heritage and Slater-Marietta communities are traditionally blue-collar, close-knit, and family oriented.

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

The school supports all students academically and makes student-centered decisions. Students receive instruction based on their needs. With our school moving to a more **inclusive environment**, our special education population is benefiting more. Heritage is a **balanced literacy school** with a literacy coach and two literacy mentors. Heritage has a reading interventionist 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 purchased carts of Chromebooks and IPads that can be checked out by classroom teachers. 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, students starting at 1st grade 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 has raised over $12,000 that was put directly back into the school. During the past year, our SIC, has worked to beautify our grounds, particularly the front entrance way. 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.

Principal	Heather Hester	President	Anny Wyatt
Assistant Principal	Cindy Crouch	Vice President	Shauna Biggerstaff
IC/IB Coordinator	Ashley LaRoche	Secretary	Jennifer Wagnon
Counselor	Jeannie Gully	Treasurer	Mary Pace
			Lisha Ferrell
Teacher	Kristi Evans	Memberships	Miranda Duty
Community Member	Sherri Oates	Communications	Lisha Ferrell
	Rebecca Crowne Cooper	Volunteer Coordinator	Sabrina Batycki
SIC Chairperson	Cathy Hawkins	Reflections	Michalina Law
Parents	Teresa Lightle	Sunshine	Joanna Bayne
	Lisha Ferrell	Members At Large	Tara Bermudez
	Heather Philpot		Hailey Taylor
	Sasha Conway	Faculty Members	Chelsea Ganske
	Deann Thompson		Angie McCarson
	Brittany Brown	Principal	Heather Hester

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.
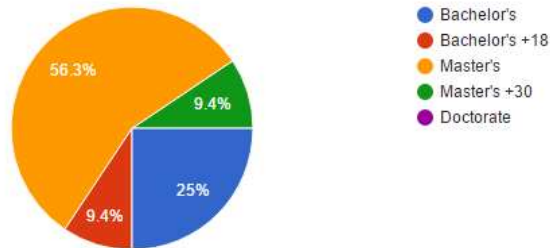
The staff at Heritage Elementary has grown quite a bit from last year. The school student population is the largest it has ever been and with that growth comes time to hire more personnel. The school has very little turn over. The school has a total of eighty-three faculty and staff members including two administrators. There is not much diversity on the Heritage faculty. The school has six male teachers (including part time staff) and forty-seven female teachers. Heritage does not have much ethnic diversity as well. Of the full time staff, the school has forty-eight Caucasian teachers and 1 Jordanian teacher.

Here is a snapshot of our staff:

How long have you been teaching? (32 responses)

- less than 1 year
- 1-5 years
- 6-10
- 11-15
- 16-20
- More than 20 years

28.1%
18.8%
25%
21.9%
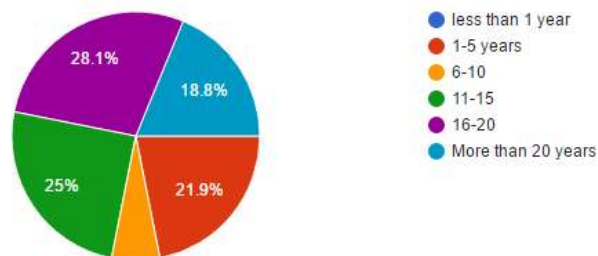
What is your highest education level? (32 responses)

- Bachelor's
- Bachelor's +18
- Master's
- Master's +30
- Doctorate

56.3%
9.4%
25%
9.4%

Are you National Board Certified? (32 responses)

- Yes
- No
- Working on it!

78.1%
21.9%

- 2 full time speech teacher
- 10 Instructional assistants
- 1 Greenville Mental Health Counselor
- 1 traveling Spanish teacher
- 1 traveling Gifted and Talented teacher
- 2 Administrators
- 4 RTI teachers
- 1 Guidance Counselor
- 4 Related Arts Specialists
- 3 traveling Related Arts Specialists
- 1 Nurse
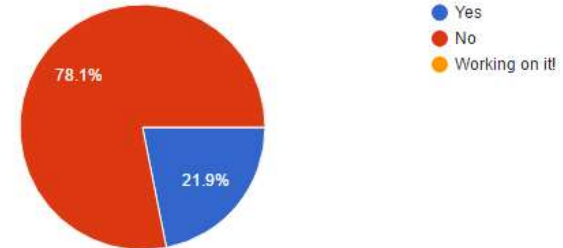
- 1 Literacy Coach
- 1 Instructional Coach/IB Coordinator
- 2 PreK teachers
- 1 Developmental Delay teacher
- 5 Kindergarten teachers
- 5 First grade teachers
- 5 Second grade teachers
- 5 Third grade teachers
- 5 Fourth grade teachers
- 4 Fifth grade teachers
- 1 Media Specialist

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 2016 school report card data, the total enrollment of Heritage Elementary School was 664. Currently the school has enrolled 733 students in the 2016-2017 school year.

Here is a snapshot from PowerSchool. (Enrollment Summary as of 3/9/2017)

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	9 8 / 1	0 0 / 0	1 1 / 0	1 1 / 0	0 0 / 0	0 0 / 0	0 0 / 0	7 6 / 1	0 0 / 0
-1	24 13 / 11	0 0 / 0	2 2 / 0	2 1 / 1	0 0 / 0	2 1 / 1	0 0 / 0	18 9 / 9	0 0 / 0
0	124 63 / 61	0 0 / 0	8 8 / 0	6 3 / 3	0 0 / 0	9 5 / 4	0 0 / 0	101 47 / 54	0 0 / 0
1	110 61 / 49	2 1 / 1	7 5 / 2	3 2 / 1	0 0 / 0	7 5 / 2	0 0 / 0	91 48 / 43	0 0 / 0
2	111 60 / 51	0 0 / 0	12 7 / 5	1 1 / 0	0 0 / 0	5 3 / 2	0 0 / 0	93 49 / 44	0 0 / 0
3	108 61 / 47	1 0 / 1	5 3 / 2	4 2 / 2	0 0 / 0	6 3 / 3	0 0 / 0	92 53 / 39	0 0 / 0
4	133 55 / 78	0 0 / 0	12 8 / 4	2 1 / 1	0 0 / 0	2 0 / 2	1 0 / 1	116 46 / 70	0 0 / 0
5	114 50 / 64	0 0 / 0	4 3 / 1	1 0 / 1	0 0 / 0	4 2 / 2	0 0 / 0	105 45 / 60	0 0 / 0
Total	733 371 / 362	3 1 / 2	51 37 / 14	20 11 / 9	0 0 / 0	35 19 / 16	1 0 / 1	623 303 /	0 0 / 0

Who we are:

623 White Students	1 Native Hawaiian or Other Pacific Islander Student
51 African American Students	362 Female Students
20 Hispanic/Latino Students	371 Male Students
3 Asian Students	63.25% Free and Reduced Lunch
35 Multi-Racial Students	72.83% Poverty Index

Based on the 2016 data, the student attendance rate in our school is 96%, up from 95.6% from the previous year. The school still had a better attendance rate than the state objective 94.0%. The school had a retention rate of 1.1% which was no change from the previous year.

We have fifty-six students in third-fifth grade being served in our Gifted and Talented program with our traveling Gifted and Talented teacher. We have 157 students here on special permission. We have 163 students (22.2% of student population) receive special education services.

Student classifications of primary disabilities include:

- 50 Speech Only
- 56 Specific Learning Disability
- 12 Other Health Impairment
- 1 Orthopedic Impairment
- 2 Multiple Disabilities
- 1 Intellectual Disability (Mild)
- 25 Developmental Delay
- 15 Autism

The school also has a K3/K4 Special Education/Developmental Preschool class that serves students with developmental delays, autism, and other identified needs. The school has special education inclusion classes that exist in second-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, 150 students receive ERI/RTI reading intervention:

- 39 K5 students attend ERI daily
- 43 First grade students attend RTI daily
- 37 Second grade students attend RTI daily
- 31 Third-Fifth grade students attend RTI daily

Heritage works closely with the OLLI group at Furman University. The school receives adult volunteers from OLLI that work with students once per week on reading fluency. The school also has a morning tutoring/homework help program called Pioneer Prep that meets four times a week. There are eighteen students who attend the program. The program began in September and will end at the end of May. The program is provided for identified students in third thru fifth grade.

Other Programs and Features of the School:

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:

- Technology Based programs (First in Math, RAZ Kids, Prep Dog, Compass, etc.)
- Career Day with G+ initiative
- Fountas and Pinnell
- Rubicon Atlas (instructional)
- Walkabouts
- Implementation of literacy coach and RTI in every grade level
- After School Enrichment Programs (Art, Lego Club, Running 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
- Cliff's Resident Outreach Volunteers
- Computer Lab and Virtual Science Lab
- Extended Aftercare Program (2:30-6:00)
- Science hands on kits and science notebooking
- Inquiry-Based Instruction
- Inquiry Fair in the winter
- 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

- Field Day
- CATCH Program
- Spanish instruction in grades 1-5
- Challenge Program (Gifted and Talented)
- Character Education Program that is a part of the IB program
- Chorus
- Technology in all classrooms (laptops, Chromebooks, and IPads)
- IB PYP Exhibition in the 5th grade (culmination to PYP program)

- Every Day Math Counts Calendar Math
- Virtual Field Trips
- 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

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.
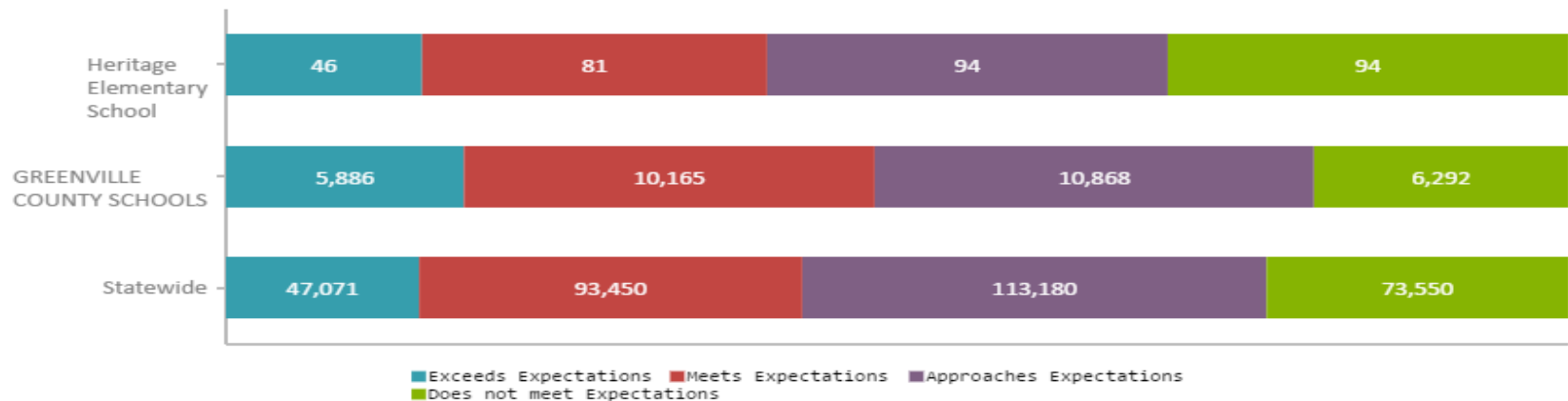
State Assessments

During the 2015-2016 school year, the State of South Carolina adopted a new assessment for the areas of Reading, Math, English, and Writing. The assessment was called SCREADY. Students in fourth and fifth grade continued to take SCPASS in science and social studies and students in the second grade continued to take COGAT and IOWA testing.

SCREADY

All data was taken from the 2016 State Report Card: http://ed.sc.gov/data/report-cards/state-report-cards/2016/knowledge/SC-Ready/?d=2301&s=107&t=E&y=2016#english)

ELA (Reading and Writing)

	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does not meet Expectations
Heritage Elementary School	46	81	94	94
GREENVILLE COUNTY SCHOOLS	5,886	10,165	10,868	6,292
Statewide	47,071	93,450	113,180	73,550

In the area of ELA, Heritage Elementary had 40. 3% of the students in 3rd-5th grade who scored meet or exceeded expectations. When looking at the breakdown of the students who were tested, 32% of the male population scored meet or exceed on SCREADY while 44% of the female population scored meet or exceed on SCREADY. When looking at race, 40% of Caucasian students scored meet or

exceed while 27% of African Americans scored meet or exceed on SCREADY.   In the area of disability, 49% of non-disabled students scored meet or exceed while 7% of disabled students scored meet or exceed on SCREADY.
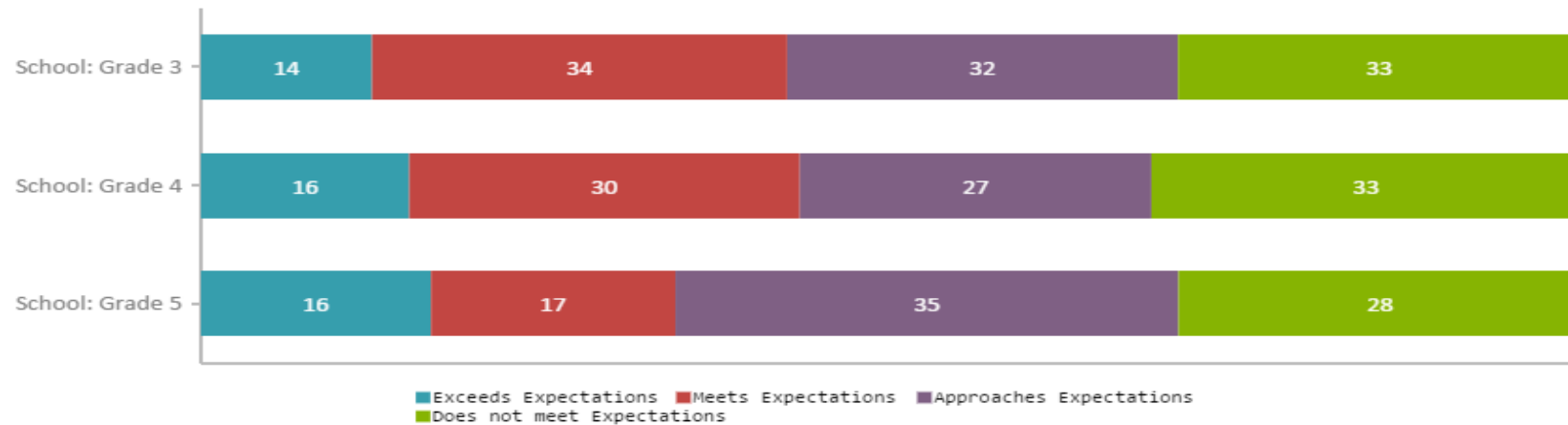
When looking further at the data, the 3rd grade had 42.5% of students score met or exceeding expectations. Students in 4th grade had 43.3% score met or exceeding expectations and students in 5th grade scored 34.4% in met or exceeding expectations. The SCREADY ELA test can be broken down into strands. The strands are broken down further into low, middle, and high. The chart below represents the percentage of students who scored low, middle, and high in each strand.

|		Reading - Literary Text			Literary Text - Meaning and Context			Literary Text - Language, Craft, and Structure			Reading - Informational Text			Informational Text - Meaning and Context			Informational Text - Language, Craft, and Structure		
		low	middle	high	low	middle	high	low	middle	high	low	middle	high	low	middle	high	low	middle	high
ELA Grade	3	43%	33%	24%	45%	46%	9%	38%	42%	20%	43%	33%	24%	49%	29%	22%	45%	39%	16%
	4	52%	22%	26%	44%	31%	25%	46%	49%	5%	48%	26%	25%	51%	40%	9%	38%	40%	22%
	5	60%	23%	18%	59%	15%	26%	44%	43%	12%	56%	22%	23%	53%	27%	21%	46%	32%	22%

 Students in the third and fourth grade last year seemed to have a weakness with meaning and context in informational text. Students in the fifth grade seemed to have a weakness with meaning and context in literacy text. With that in mind, the teachers this year began

watching data from their formative assessment and MAP testing to see if the trend continued and catered their small group lessons in guided reading to match what they were seeing.
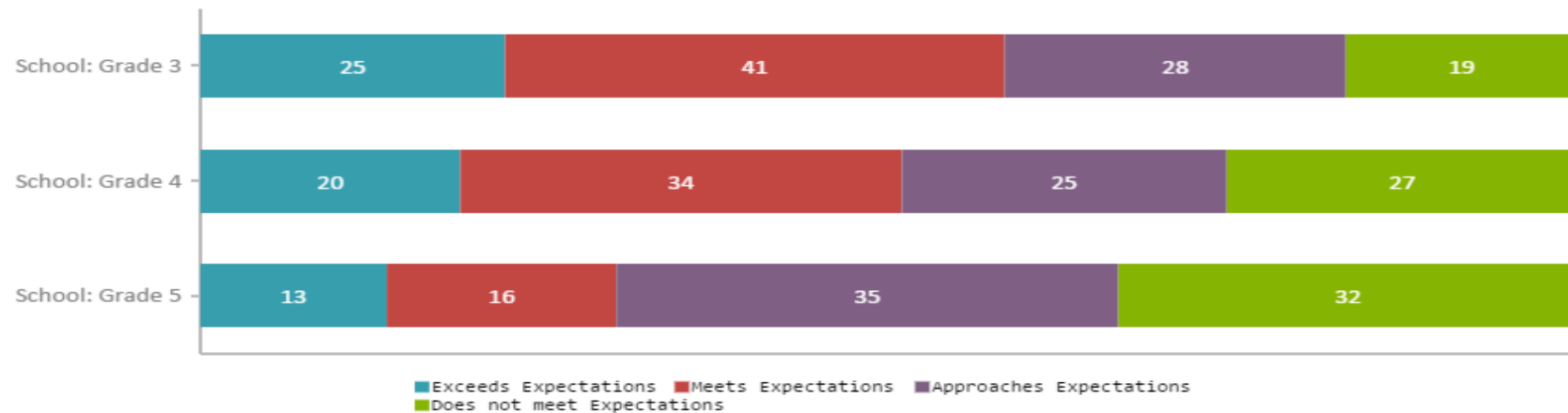
		Writing			Writing - Meaning, Context, and Craft			Writing - Language			Inquiry		
		low	middle	high	low	middle	high	low	middle	high	low	middle	high
	3	52%	25%	23%	47%	34%	19%	40%	47%	13%	36%	51%	13%
ELAGrade	4	45%	25%	30%	45%	39%	16%	45%	45%	10%	46%	39%	15%
	5	55%	22%	24%	53%	33%	14%	34%	51%	15%	33%	36%	31%

Students were tested with text dependent analysis on the SCREADY test in the area of writing. This was the first time students and teachers really worked with this type of questioning. Students in third and fifth grade seemed to have a weakness in the area of meaning, context, and craft in writing while fourth grade seemed to have a weakness in the area of inquiry. To prepare students this year, teachers began to analyze their students writing further with the state writing rubrics and gave students more access and practice with text dependent analysis.

Math

31
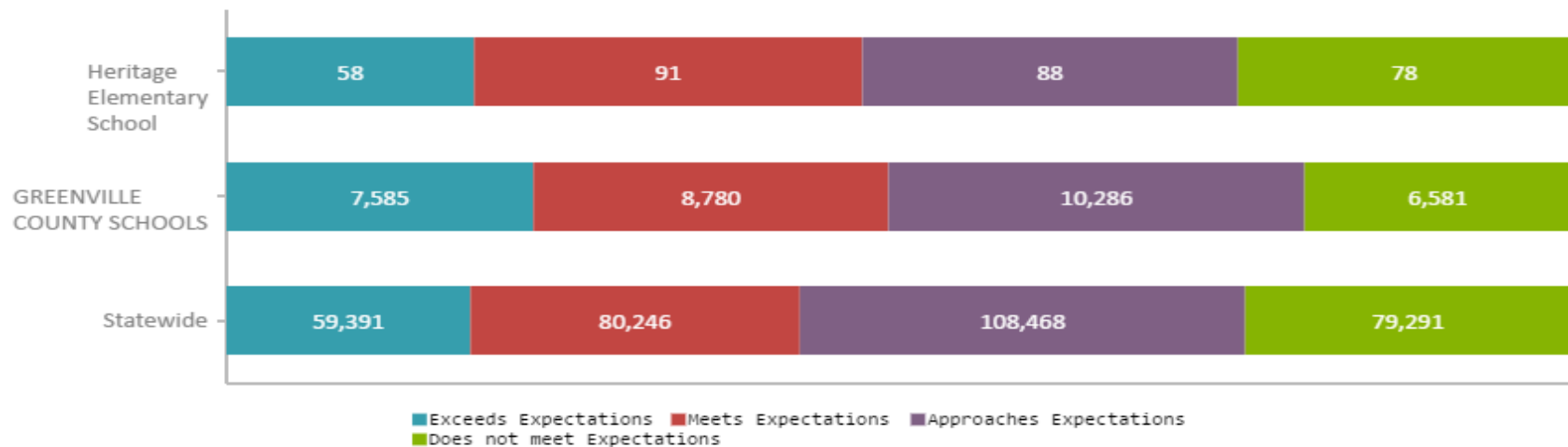
In the area of Math, Heritage Elementary had 47. 3% of the students in 3rd-5th grade who scored meet or exceeded expectations. When looking at the breakdown of the students who were tested, 41% of the male population scored meet or exceed on SCREADY while 51% of the female population scored meet or exceed on SCREADY. When looking at race, 49% of Caucasian students scored meet or exceed while 31% of African Americans scored meet or exceed on SCREADY. In the area of disability, 58% of non-disabled students scored meet or exceed while 12% of disabled students scored meet or exceed on SCREADY.

	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does not meet Expectations
School: Grade 3	25	41	28	19
School: Grade 4	20	34	25	27
School: Grade 5	13	16	35	32

When looking at the data, the 3rd grade had 58.4% of students score met or exceeding expectations. Students in 4th grade had 51% score met or exceeding expectations and students in 5th grade scored 30.2% in met or exceeding expectations. The SCREADY Math test can be broken down into strands. The strands are broken down further into low, middle, and high. The chart below represents the percentage of students who scored low, middle, and high in each strand.

		Number Sense and Base Ten			Number Sense and			Algebraic Thinking and			Geometry			Measurement and Data		
		low	middle	high	low	middle	high	low	middle	high	low	middle	high	low	middle	high
	3	45%	34%	21%	18%	59%	24%	29%	34%	37%	24%	36%	39%	28%	39%	33%
	4	40%	30%	30%	37%	40%	23%	35%	34%	31%	45%	30%	25%	35%	40%	25%
	5	47%	41%	11%	56%	30%	14%	52%	33%	15%	60%	30%	10%	41%	42%	16%

Students in the third grade last year seemed to have a weakness in number sense and base ten use. Students in the fourth and fifth grade seemed to have a weakness in geometry. With that in mind, some teachers have begun to do guided math this year and the school purchased licenses to First in Math to help students in all areas of math.

SCPASS

All data was taken from the 2016 State Report Card: http://ed.sc.gov/data/report-cards/state-report-cards/2016/knowledge/SC-Ready/?d=2301&s=107&t=E&y=2016#english)
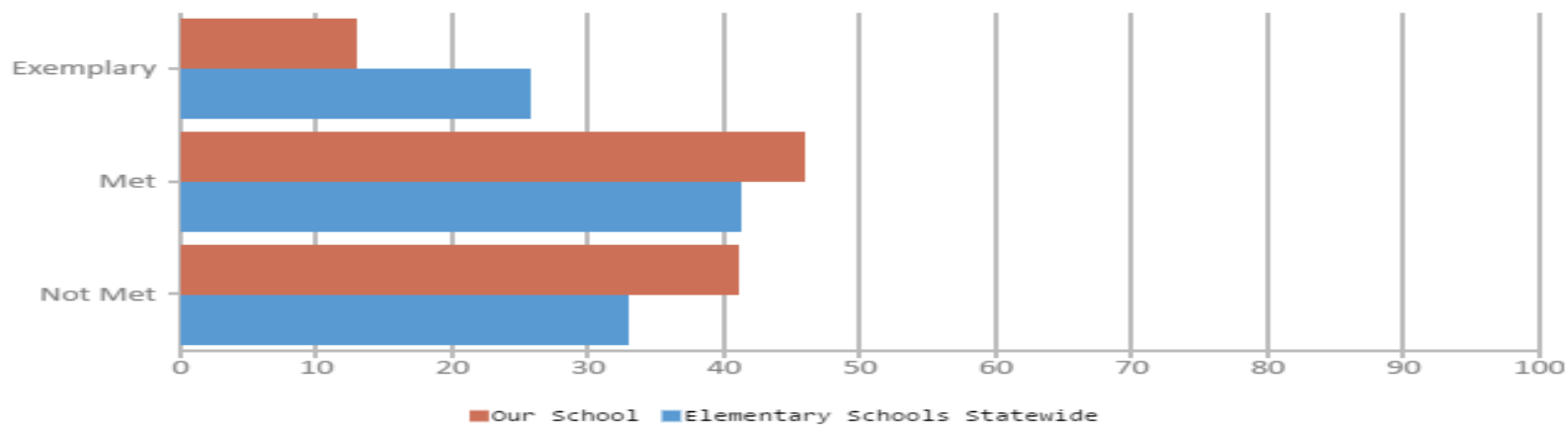
Science

In the area of Science, Heritage Elementary had 47. 3% of the students in 4th-5th grade who scored exemplary or met. When looking at the breakdown of the students who were tested, 57% of the male population scored exemplary or met while 60% of the female population scored exemplary or met on SCPASS Science. When looking at race, 60% of Caucasian students scored exemplary or met. In the area of disability, 70% of non-disabled students scored exemplary or met while 18% of disabled students scored exemplary or met on SCPASS. The two grade levels were broken down further. In fourth grade, 56.6% of the students tested scored exemplary or met while in fifth grade, 61.5% scored exemplary or met in science. Our students' scores are still well below the district average. Last year, our school was allowed to join a cohort of schools who have a science lesson once a week virtually. That continued this year with the addition of the district science specialist working with our teachers in fourth and fifth grade, school visits to look specifically at science, and the implementation of using interactive notebooking in those grade levels.

Social Studies
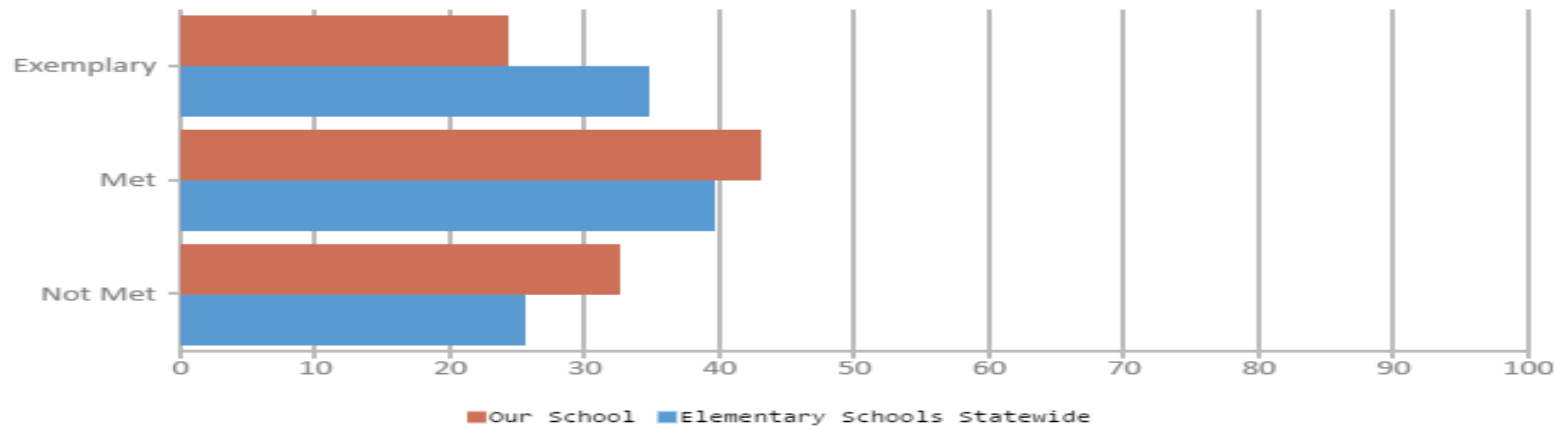
In the area of Social Studies, the school had 67.4% of the students in 4th-5th grade who scored exemplary or met. When looking at the breakdown of the students who were tested, 69% of the male population scored exemplary or met while 64% of the female population scored exemplary or met on SCPASS Social Studies. When looking at race, 68% of Caucasian students scored exemplary or met. In the area of disability, 74% of non-disabled students scored exemplary or met while 41% of disabled students scored exemplary or met on SCPASS. The two grade levels were broken down further. In fourth grade, 73.6% of the students tested scored exemplary or met while in fifth grade, 60.4% scored exemplary or met in science. Our students did better in the area of social studies when compared to science. Moving into this school year, teachers feel that making notes more interactive would help our students perform even better on the state test and be able to remember the content.

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

Second grade students this past fall scored in the 42nd percentile rank in reading, 26th percentile rank in vocabulary, and the 37th percentile rank in math. Students were closest to the national norm in reading even though their vocabulary skills were below that score. Teachers in the second grade have really began focusing on vocabulary with the students in all subjects. While that is going on at the second grade level, kindergarten and first grade are also beefing up their strategies when it comes to vocabulary to so that when the students reach the second grade, those teachers can continue to build on the foundation.

Throughout the year, the teachers have met in data teams to discuss they results along with the results of formative assessments. Teachers not only discuss the results but create a plan of action to ensure all students success no matter what level academically they are performing at.

<p align="center"><u>Teacher/Admin Quality</u></p>

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 writing and the school really looked at the program or pieces of a program that is already implemented. Teachers were chosen to go on a school visit to watch writing in action and to talk with those teachers about what writing looks like in their building. The teachers also met to analyze students writing samples. Teachers in the fourth and fifth grade received training in science notebooking and had the opportunity to go and observe another school as they

taught science. The fourth grade teachers went a step further and met to plan with one of the lead teachers from that school on one of their science units. The fifth grade looked at putting more hands on opportunities in the classroom. The teachers underwent training using the new Windows program when the school went through Refresh earlier in the fall. Teachers have been learning more and more about Google school apps. Some teachers were even chosen to work with Discovery Ed Digital Leader Corps and become lead technology teachers. After a year of training, these teachers' classrooms will become lab classrooms to see technology in action as the school moves to 1:1 in two years.

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

1st Wednesday: Faculty Meeting

2nd Wednesday: Vertical Team Meetings

3rd Wednesday: Grade Level Planning/Mentors and Mentees Meeting (M & M) and Faculty Council

4th Wednesday: Professional Development or Data Teams (1st Q-1 meeting, 2nd Q-2 meetings, 3rd Q-2 meetings, 4th Q-1 meeting)

5th Wednesday: Open

Weekly: Grade level planning and Instructional Leadership Meeting

Additional Offerings: Techno Tuesdays/Thursdays and IB planner reflections

2016-2017 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. Two teachers (one primary and one intermediate) were chosen to work as the school's Balanced Literacy Mentors. These teachers, along with the instructional coach, went to training throughout the school year with district staff on balanced literacy.

**Teachers also attended virtual math workshops throughout the year

Summer 2016	- IB training for 3 new teachers 2 Grade Level Planning Days - Upstate Tech Conference - Summer Academy - Digital Leader Corps - Balanced Literacy Mentor Training - Faculty Council Retreat	January 2017	- Ed Camp - M & M Meeting (Mentor and Mentee) - Writing Professional Development - Grade Level Meetings - Digital Leader Corp - SIC - Faculty Council - Data Teams
August 2016	- M & M Meeting (Mentor and Mentee) - Inclusion Meeting - Beginning of Year Procedural Meeting - Writing Professional Development - MAP Training	February 2017	- Faculty Meeting - Grade Level Meetings - Digital Leader Corp - SIC - Vertical Team Meeting - Faculty Council - Data Teams
September 2016	- Faculty Meeting - M & M Meeting (Mentor and	March 2017	M & M Meeting (Mentor and Mentee)

	Mentee) • Grade Level Meetings • Technology Meeting • SIC • Vertical Team Meeting • Faculty Council • Data Teams • Interactive Notebooking in Science for 4th and 5th grade		• Grade Level Meetings • SIC • Faculty Council • Data Teams
October 2016	• Faculty Meeting • M & M Meeting (Mentor and Mentee) • Grade Level Meetings • SIC • Faculty Council • CogAt/Iowa Testing Prep (2nd grade) • Balanced Literacy Leadership Meeting • Digital Leader Corp Training	April 2017	• SCREADY and SCPASS Training • M & M Meeting (Mentor and Mentee) • Grade Level Meetings • SIC • Faculty Council • Data Teams
November 2016	• Faculty Meeting • M & M Meeting (Mentor and Mentee) • Grade Level Meetings • Windows 8 Professional Development • Rubicon Atlas Focus Group • SIC • Faculty Council • Data Teams • 504 Training	May 2017	• Faculty Meeting • M & M Meeting (Mentor and Mentee) • Grade Level Meetings • SIC • Vertical Team Meeting • Faculty Council

December 2016	• Vertical Teams • Digital Leader Corp	Summer 2017	IB training for 6 new teachers 2 Grade Level Planning Days Upstate Tech Conference Summer Academy 1:1 Technology Roll-out training Faculty Council Retreat

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 2017.
- 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

Technology

- More Google applications and other forms of communication to get the school ready for 1:1 rollout in 2018-2019.

Math

- Math differentiation (Guided Math)

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.

	Teachers					5th Grade Students					5th Grade Parents				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
% satisfied with learning environment	100	100	100	100	100	87.2	88.1	88.5	87.5	83.1	95.5	93.5	97.1	90.9	95
% satisfied with social and physical environment	100	100	97.3	100	100	90.5	90.3	88.4	85.8	84.3	97.7	90.5	95.6	90.9	90
% satisfied with school-home relations	97.4	97.8	97.2	92.3	97.1	91.9	79.6	92.0	86.7	94.1	88.6	90.1	80.6	81.8	75

The numbers from the surveys this year are slightly different from last year in the areas of school-home relations. As the community changes around the school, so will the positive and negative energy towards the school. Parents felt that the school-home relations were less positive even though the school has worked harder to invite the community and parents into the school with afterschool activities and events. Efforts were made again 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. The social and physical environment did not seem to drop as much as it has in the past as a more student friendly theme was chosen this year and everything in

the school went to a more student centered environment. Of the surveys sent to parents of the fifth graders, only 20 of surveys were returned. In the future, the fifth grade teachers have decided to give incentives to get more surveys returned from the parents.

Student Attendance (2011-2015) *Based on school report card

2011	2012	2013	2014	2015	2016
96.2%	95.7%	95.4%	96.2%	95.6%	96%

 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. During the 2016-2017 school year, the instructional leadership team really wanted to focus on the tardy issue at the school. Starting during the 2nd semester, students were tardy were tracked and truancy letters were sent home with students who were continuously late and missing instruction.

Action Plan

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

SC READY ELA

☒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 ELA as measured by SC Ready.

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

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

	Baseline 2015-16	2016-17	2017-18
School Projected	X	44.3	49.3
School Actual	39.3		
District Projected	X	53	56
District Actual (ES only)	50		

Baseline data to be established in 2015-16.

☒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

	Baseline *2015-16*	*2016-17*	*2017-18*
School Projected	*X*	*51.9*	*56.0*
School Actual	*46.9*		
District Projected	*X*	*59*	*63*
District Actual (ES only)	*56*		

Baseline data to be established in 2015-16.

☒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 SCREADY.

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

% Tested ELA – School	*Baseline* *2015-16*	*2016-17*	*2017-18*
Projected Performance	*95.0*	*95.0*	*95.0*
Actual Performance	*100*		
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 data for 2015-16.

% Tested ELA – District Grades 3-5	Baseline 2015-16	2016-17	2017-18
Projected Performance	*95.0*	95.0	95.0
Actual Performance			
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 data for 2015-16.

% Tested Math – School	Baseline 2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0
Actual Performance	100		
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 data for 2015-16.

% Tested Math – District –	Baseline	2016-17	2017-18

Grades 3-5	2015-16		
Projected Performance	*95.0*	95.0	95.0
Actual Performance			
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 data for 2015-16.

☒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: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 58.8 %

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 58.8%.

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

	Baseline *2014-15*	*2015-16*	*2016-17*	*2017-18*
School Projected	*X*	*63.8*	*68.8*	*73.8*
School Actual	58.8	58.7		
District Projected	*X*	*73.9*	*74.9*	*75.9*
District Actual (ES & MS)	*72.9*	*71.4*		

*Beginning in 2014-15, grades 4-8 will take Science **and** 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: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above 71.3%.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above 71.3%.

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

	Baseline *2014-15*	*2015-16*	*2016-17*	*2017-18*
School Projected	*X*	*76.3*	*81.3*	*86.3*
School Actual	*71.3*	*67.3*		
District Projected	*X*	*82.2*	*83.2*	*84.2*
District Actual (ES & MS)	*81.2*	*78.8*		

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

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

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the IOWA Test.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the national norm of 50th percentile in each subtest of the IOWA Test in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the IOWA Test in grade 2.

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

Reading	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	55th percentile	52nd percentile	42nd percentile	

Mathematics	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	47th percentile	42nd percentile	37th percentile	

Reading	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	60th percentile	62nd percentile	60th percentile	

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	52nd percentile	51st percentile	48th percentile	

STRATEGY (Activity)	Timeline	Person Responsible	*Estimated Cost*	*Funding Sources*	*Indicators of Implementation*
ELA					
Teachers will incorporate the SCREADY Coach books into their weekly reading lesson plans.	Ongoing	Classroom Teachers	None	n/a	• Classroom observations • Teacher's lesson plans
Student writing samples will be reviewed using the state writing rubric and will be analyzed by grade level teachers from another grade level. Feedback will be given to classroom teachers regarding their students' work. This will be done as an afternoon meeting.	January	Classroom Teachers Instructional Leadership Team	None	n/a	• Observations • Teacher notes • Meeting Agenda
School will host a Literacy Night in the winter that will showcase literacy strategies that parents can do with their kids. Families will also be provided supper for the night.	March	Reading Interventionists, Classroom Teachers, Instructional Leadership Team	TBD based on families who RSVP the invitation	Cliffs Outreach are sponsoring the event	• Invitation letter • Correspondence with Cliffs outreach group who is sponsoring the event • List of possible activities that will be done that night • SIC and PTA agendas • Write up and showcase on district website

A variety of websites including Compass Odyssey and RAZ Kids will be utilized weekly to provide students with individualized lessons based on MAP results in reading.	All Year	Teachers, IC	None	n/a	• Students' reports • Observations • Teacher's lesson plans

Implement research based instructional delivery models
 	
  • Learning Focused
  • Balanced Literacy with leveled readers
  • Inquiry-Based Learning using the IB model
  • Inclusive practices and differentiation throughout the building
	All Year	Teachers , Instructional Leadership Team	None	n/a	• Teacher's lesson plans
					• Observations
					• Grade level planning
					• Students' work

Second grade and third grade teachers will go on school visits to see writing implementation in that school. Teachers will also get the opportunity to discuss writing with that school's teachers. (Rudolph Gordon)	February	Selected 2nd and 3rd grade teachers IC	Cost of subs	PD Fund	• Teacher notes from the day • Implementation in lesson plans • Correspondence with Rudolph Gordon in regards to writing
The Response to Intervention (RTI) program will be implemented in grades K5-5th grade for students who have been identified as at-risk in the area of Reading based on the AIMS Web 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	• Observations • Intervention plans • Data results • RTI teachers' lesson plans • Correspondence between RTI and classroom teachers

Pioneer Prep Tutoring Program for 3rd-5th grade who have been identified	September-May	IC, Teachers	None	n/a	• Yearly Assessment data (MAP, SCPASS, State tests) • Attendance records
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 data teams.	All Year	Instructional Leadership Team, Teachers	None	n/a	• Meeting minutes from PLCs and grade level meetings • Observations • Spreadsheets • Lesson Plans • Data Analysis Worksheets
Science					
4th and 5th grade students will continue to attend virtual science lab	All Year	School district	None	n/a	• Email between virtual lab teacher and classroom teachers • Students' science notebooks • Teachers' lesson plans
4th and 5th grade teachers will work with the district science specialists on incorporating more hands on opportunities and interactive notebooking in the classroom. Some notebook samples may have to be purchased. The Instructional Leadership Team will work to get materials for the teachers to use in the hands on learning opportunities.	September	4th and 5th grade teachers Instructional Leadership Team District Science Specialist	$ varies depending on the interactive notebook sample	Instructional Materials	• Teacher lesson plans • Classroom observations • Formative assessments • Student interactive science journals
4th and 5th teachers will go on a school visit (Pelham Road) to watch teachers teach science in their classrooms. The teachers will also have the opportunity to collaborate with	Winter 2017	4th and 5th grade teachers	Cost of sub	PD fund	• Teacher lesson plans • Classroom observations • Formative assessments • Student interactive science

those teachers on upcoming units.					• journals
Research Skills, Science Kits, and hands on activities, along with IB related concepts, will be taught by the classroom teacher and reinforced by the Media Specialist, Virtual Science Lab Teacher, and Instructional Coach.	All Year	Teachers, Media Specialist, IC, Virtual Science Lab Teacher	None	n/a	• Teachers' lesson plans • Observations • Grade level planning meetings

Math

Implement research based instructional delivery models
 	
  • Learning Focused
  • Inquiry-Based Learning using the IB model
  • Inclusive practices and differentiation throughout the building
  • Daily 5
  • Calendar Math/Everyday Counts
	All Year	Teachers , Instructional Leadership Team	None	n/a	• Teacher's lesson plans
					• Observations
					• Grade level planning
					• Students' work

A variety of websites including Compass Odyssey and First in Math will be utilized weekly to provide students with individualized lessons based on MAP results in reading.	All Year	Teachers, IC	None	n/a	• Students' reports • Observations • Teacher's lesson plans
Pioneer Prep Tutoring Program for 3rd-5th grade who have been identified	September-March	IC, Teachers	None	n/a	• Yearly Assessment data (MAP, SCPASS, State tests) • Attendance records

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 data teams.	All Year	Instructional Leadership Team, Teachers	None	n/a	• Meeting minutes from PLCs and grade level meetings • Observations • Spreadsheets • Lesson Plans • Data Analysis Worksheets
Teachers will incorporate the SCREADY Coach books into their weekly math lesson plans.	Ongoing	Classroom Teachers	None	n/a	• Classroom observations • Teacher's lesson plans

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	92%	94%	96%	98%	100%
Actual	88%	87%	91.1%	95%	95%		

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STRATEGY (Activity)	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Teachers (6) will receive IB PYP category 1 Intro to the PYP curriculum model.	June 2017	Principal, IB Coordinator	9000.00	Local IB/PD funds	• Successful completion of the training (certificate) • Classroom observations
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	• Observations • Teachers Teaching Teachers workshop
New Hires will attend training in the IB PYP category 1 Intro to the PYP curriculum model.	By July 2018	Principal, IB Coordinator	TBD on participants	Local IB/PD funds	• Successful completion of the training (certificate) • Classroom observations
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	• Successful completion of the training (certificate) • Classroom observations • Teachers' lesson plans • Grade level planning meetings • Teachers Teaching Teachers workshop

☐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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	95.7	95.4	96.2	95.6	96		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6	95.7		

☐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

	Baseline 2011-12	Planning Year 2012-13	*2013-14*	*2014-15*	*2015-16*	*2016-17*	*2017-18*
School Projected	X	X	96.5	96.9	**97.3**	**97.7**	**98.1**
School Actual	96.1	93.5	97.1	91.0	**95**		
District Projected	X	X	89.0	89.5	**90.0**	**90.5**	**91.0**
District Actual	88.0*	88.1	88.1	89.8	90.1		

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

☐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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	87.7	88.2	**88.7**	**89.2**	**89.7**
School Actual	87.2	88.1	88.5	87.5	83.1		
District Projected (ES, MS, and HS)	X	X	83.5	84.0	**84.5**	**85.0**	**85.5**
District Actual (ES and MS)	83.8	82.7	81.6	83.9 (ES, MS, & HS)	83.8 (ES, MS, & HS)		

☐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

	Baseline 2011-12	Planning Year 2012-13	*2013-14*	*2014-15*	*2015-16*	*2016-17*	*2017-18*
School Projected	X	X	*100*	*100*	***100***	***100***	***100***
School Actual	100	100	*100*	*100*	100		
District Projected	X	X	92.5	93.0	**93.5**	**94.0**	**94.5**
District Actual	98.0	92.6	93.5	93.3	91.7		

☐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

	Baseline 2011-12	Planning Year 2012-13	*2013-14*	*2014-15*	*2015-16*	*2016-17*	*2017-18*
School Projected	X	X	95.7	95.9	**96.3**	**96.5**	**96.7**
School Actual	95.5	95.5	98.5	91.0	85		
District Projected	X	X	93.9	94.3	**94.7**	**95.1**	**95.5**
District Actual	93.5*	92.8	93.1	91.7	91.7		

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

☐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

	Baseline 2011-12	Planning Year 2012-13	*2013-14*	*2014-15*	*2015-16*	*2016-17*	*2017-18*
School Projected	X	X	88.7	89.1	**89.5**	**89.9**	**90.3**
School Actual	88.3	91.7	89.6	88.9	88.8		
District Projected	X	X	91.9	92.3	**92.7**	**93.1**	**93.5**
District Actual	90.9	90.2	89.2	91.3	91.1		

☐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

	Baseline 2011-12	Planning Year 2012-13	*2013-14*	*2014-15*	*2015-16*	*2016-17*	*2017-18*
School Projected	X	X	*100*	*100*	***100***	***100***	***100***
School Actual	100	100	*100*	*100*	100		
District Projected	X	X	98.5	98.5	**98.5**	**98.5**	**98.5**
District Actual	98.9	98.3	98.2	98.3	98.4		

STRATEGY (Activity)	Timeline	Person Responsible	*Estimated Cost*	*Funding Sources*	*Indicators of Implementation*
Attendance					
Attendance interventions meetings	Quarterly	Administration, Attendance Clerk, School Counselor	None	n/a	• Attendance rate • Daily attendance • GCSource attendance reports
Automated phone call to parents for every student absence	Daily	Attendance Clerk (Automated phone message)	None	District provided	• Daily attendance • Logs of phone calls
The Instructional Leadership Team will start tracking tardies in the mornings and work with the attendance clerk to send home truancy letters to parents.	Daily after the second semester begins	Instructional Leadership Team, Attendance Clerk	None	n/a	• Daily list of students who are late • Letters that are sent home
Environment					
Extracurricular Activities for students (During and After school) • Tae Kwon Do • Chorus (school day) • Art • Lego Builders • Good News Club • Student Council • Afterschool day care	Yearlong	Principal and afterschool specialist	Cost vary from activity to activity	Cost based on activity	• Listing in school newsletter and school website • Attendance list to activities
Encouraging school-parents relations • Inquiry Fair • Christmas Program • Grandparents Luncheons • Artworks Day	Various times during year	Principal, SIC, PTA, IC, and staff	None, but if some are needed it will be minimal	PTA and local funds	• Listing on school newsletter and school website • Flyer or agenda from event • Pictures from event

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• Field Day(s) • Mom's Breakfast • Dad's Breakfast • H3K Fundraiser/Event • "Meet the Teacher" • Literacy Night • H3K • Open House					
Providing classroom supplies for students in need	When needed	Mrs. Gully, SIC, PTA, and staff members	Varies	PTA funds and donations	• Pictures of what was purchased • "Thank you" notes for supplies • Emails about needed supplies
Essential Agreement on behavior in place school-wide and in individual classrooms	Updated annually	All Staff	N/A	N/A	• Posted in classrooms, in halls, and weekly newsletters • Published in student handbook
Providing snacks and clothes to students as needed	When needed	Staff, PTA, community members, and SIC members	Varies	Donations	• "Thank you" notes for items • Emails about needed items • Teacher newsletters
Staff Morale Boosters • Staff dress up Spirit Days • Duty Free lunch	All Year	Instructional Leadership Team	None	n/a	• Observations • Notes from teachers • Emails from Assistant Principal
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	• "Thank you" notes • Letters written by teachers • Roster of students who have paid for trip
Books given to students for their own personal library	Through the year	PEP Partners in Education	None	Donations	• "Thank you" notes • Pictures of students with their books
Student work sent home in Tuesday folders and agendas	Weekly	Classroom teachers	Varies	PTA funds pay for agendas and folders	• Tuesday folder • Agenda
Communication with the school and home are	Daily	Classroom teachers	None	n/a	• Emails

constant with email, websites, blogging, phone calls, notes, visits		and staff			• Print copy of blogging site or teacher website • School's Facebook page
Provide for volunteer opportunities • Room moms • Teacher workroom help • Field trip chaperone • Pioneer Prep Tutoring Club help	Daily	PTA	None	n/a	• List of work items • List of chaperone list for field trips • List of room moms • Pictures of volunteers helping school • Log of volunteer hours
Backpack food program	Twice a month	Counselor and Cliffs Outreach program	Cost of food for two weeks and initial purchase of backpacks	Donations	• Number of students in need of backpack program • Observations • Write up from school counselor
Continue student council projects to help others	varies	Student council and faculty representatives	None	n/a	• Flyers of actions • Calendar of events
CATCH school and culinary creations menu	Daily	Staff and students	N/A	Funded by the district	• Menu • Pictures of CATCH in action • Teacher lesson plans
All staff will keep their websites and blogs up to date with current information	Weekly	All staff	None	n/a	• Staff websites and logs
Provide opportunities for more guest speakers at the school from a variety of backgrounds and places	As needed	All staff	Could vary with speaking opportunities but will look for free options	n/a	• School/teacher newsletters • Correspondences with guest speakers • School/teacher websites
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	• Parent contact logs • Conference request forms • Conference reflection forms
Recognize students who are Heritage Heroes on the morning announcements	All Year	Staff	None	n/a	• Students' nomination • Students' pictures posted with nomination on board in cafeteria

More technology added to school for classroom checkout (2 Chromebook carts, 30 laptops for checkout, 5 devices in each classroom, 2 IPad crates)	October	Technology Team School District Refresh		School District Refresh	• New teachers laptops • Classroom observations • Teachers' lesson plans • Checkout log in library
Classroom resources added as the teachers have requested them: interactive notebook materials, science supplies, novel sets, book sets, and document cameras	As needed throughout the year	Principal		District and local funds	• Classroom observations • Teachers' lesson plans • Supply list and purchasing order
School report to the community	Annually	Instructional Leadership Team, SIC, PTA	None	n/a	• School website and district website • Report to the community
Safety					
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	• Badges worn in building
All visitors to the school, who are checked against a volunteer data base, 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	• Yellow badges from program • Log of visitors and volunteers • Correspondence from principal to staff
Increased police presence around the school	Daily	GCPD	N/A	District funding	• Observations of police • Police check in
Student buddy system when walking around in the school	Daily	Classroom teachers	None	n/a	• Observations • Classroom buddy list
Fire, Tornado, Earthquake Drill	Monthly or as required	Principal and Assistant Principal	N/A	N/A	• Log of drills
Lock Downs (partial and full)	Each type twice a year	Principal and Assistant Principal	N/A	N/A	• Log of drills
Continue to update the school crisis plan with best practices	Annually	Assistant Principal	None	n/a	• Updated plan
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	District funded	• Videos from cameras • observation

			software		
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	• Each student will be given a tag with a corresponding identifier • School wide list of students with identifier for dismissal

Website Link to the 2015-2016 School Report Card

http://ed.sc.gov/data/report-cards/state-report-cards/2016/view/?y=2016&d=2301&t=E&s=107