

# Heritage Elementary International Baccalaureate School

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Scope Plan 2018-19 through 2022-23

Annual Update 2017-2018

*Mrs. Heather Hester, Principal*

*1592 Geer Highway*

*Travelers Rest, SC 29690*

*Greenville County Schools*

*Dr. W. Burke Royster, Superintendent*

# SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Heritage Elementary

SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019 (one year)


## Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

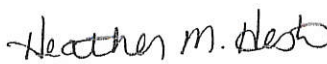
## Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

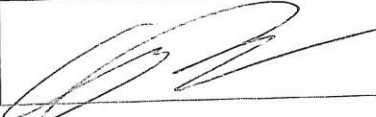
### SUPERINTENDENT

|                      |   |           |
|----------------------|---|-----------|
| Dr. W. Burke Royster |  | 8/15/2018 |
| PRINTED NAME         | SIGNATURE   | DATE      |


### PRINCIPAL

|                     |  |         |
|---------------------|--|---------|
| Mrs. Heather Hester |  | 7-30-18 |
| PRINTED NAME        | SIGNATURE  | DATE    |


### CHAIRPERSON, BOARD OF TRUSTEES

|                    |   |         |
|--------------------|---|---------|
| Charles J. Saylors |  | 8/28/18 |
| PRINTED NAME       | SIGNATURE   | DATE    |

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

|                    |   |         |
|--------------------|---|---------|
| Mrs. Cathy Hawkins |  | 7-30-18 |
| PRINTED NAME       | SIGNATURE   | DATE    |

### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

|                      |   |         |
|----------------------|---|---------|
| Mrs. Rima Dakhlallah |  | 7-30-18 |
| PRINTED NAME         | SIGNATURE   | DATE    |

SCHOOL ADDRESS: 1592 Geer Hwy, Travelers Rest, SC 29690

SCHOOL TELEPHONE: (864) 355-6000

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

## STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

- | <u><b>POSITION</b></u>  | <u><b>NAME</b></u>        |
|---|---------------------------|
| 1. PRINCIPAL  | Mrs. Heather Hester       |
| 2. TEACHER  | Mrs. Kristi Evans         |
| 3. PARENT/GUARDIAN  | Mrs. Sasha Conway         |
| 4. COMMUNITY MEMBER   | Mrs. Rebecca Crown Cooper |
| 5. PARAPROFESSIONAL   | Ms. Chryse Walker         |
| 6. SCHOOL IMPROVEMENT COUNCIL MEMBER  | Mrs. Cathy Hawkins        |
| 7. SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD   | Mrs. Rima Dakhallallah    |
| 8. SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM MEMBER   | Mrs. Christina Luther     |
| 9. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) |                           |

|  |   |
|--|---|
| <b>Assistant Principal</b><br><br>Cindy Crouch   | <b>Instructional Coach/IB Coordinator</b><br><br>Ashley LaRoche   |
| <b>School Read to Succeed Literacy Leadership Team</b><br><br>Ms. Pam Atkison<br>Mrs. Rima Dakhallallah<br>Mrs. Christina Luther<br>Mrs. Heather Hester<br>Mrs. Cindy Crouch<br>Mrs. Kim Cole<br>Mrs. Ashley LaRoche | <b>Faculty Council 2017-2018</b><br><br>Mrs. Heather Hester<br>Mrs. Cindy Crouch<br>Mrs. Ashley LaRoche<br>Ms. Jeannie Gully<br>Mrs. Alison Auman<br>Mrs. Gabby Capps<br>Mrs. Shelley Kozic<br>Mrs. Rhonda Childs<br>Mrs. Amy Lyn Reeves<br>Mrs. Kerry Gulyas<br>Mr. Brady Coyle-Smith<br>Mrs. Dana Crumley |

### **Heritage Elementary Teachers 2017-2018**

| <b><u>Preschool</u></b>  | <b><u>Kindergarten</u></b>   | <b><u>1<sup>st</sup> grade</u></b>  | <b><u>2<sup>nd</sup> grade</u></b>  | <b><u>3<sup>rd</sup> grade</u></b>  |
|--|--|---|---|---|
| Mark Danielson<br>Lauren Reed  | Amanda Loftis<br>Alison Auman<br>Donna Jent<br>Kristi Evans                          | Becky Bridwell<br>Anna Ludwig<br>Valerie Deyton<br>Lynn Mills<br>Gabriael Capps<br>Amy Grumbles<br>Carolina Crenshaw    | Stephanie Crain<br>Leslie Bowers<br>Shelley Kozic<br>Mac Martin<br>Chelsea Ganske | Rhonda Childs<br>Pam Moore<br>Lynn Looper<br>Devyn Washburn<br>Stacy Cunningham |
| <b><u>4<sup>th</sup> grade</u></b>                                     | <b><u>5<sup>th</sup> grade</u></b>   | <b><u>Special Education</u></b>   | <b><u>Specialists</u></b>   | <b><u>Related Arts</u></b>  |
| Celeste Schultz<br>Sharon Gillespie<br>Amy Lyn Reeves<br>Jenna Griffin | Sarah Epps<br>Kerry Gulyas<br>Lindsey Grumbles<br>Lindsey Buckley<br>Rachel Van Dame | Corrine Wickline<br>Missy Roth<br>Billy Chapman<br>Stefanie Khattab<br>Dana Crumley<br>Christi Beavers<br>Nicole Lunghi | Rima Dakhllallah<br>Pam Atkison<br>Christina Luther<br>Nellie Ledford (GT)        | Brian McGuffee<br>Brady Coyle-Smith<br>Lu Wixon<br>Debbie Allen                 |
| <b>Paraprofessionals (Updated 2017-2018)</b>                           |  |   |   |   |
| Stacy Shipman<br>Connie Parfitt<br>Debbie Bell                         | Julie Mueller<br>Tammy Kozic<br>Amber Smith  | Laura Holtzclaw<br>Donna Churray  | Stacy Silvers<br>Elizabeth Mills  |   |

### **Support Staff (Updated 2017-2018)**

| <b><u>Secretary/Finances</u></b>                     | <b><u>School Nurse</u></b>                       | <b><u>Guidance<br/>Counselor</u></b>     |
|--|--|--|
| Debra Taylor   | Patty Silver                                     | Jeannie Gully                            |
|  |  |  |
| <b><u>(PT)<br/>Clerk/Receptionist</u></b>            | <b><u>Cafeteria<br/>Manager</u></b>              | <b><u>Plant Engineer</u></b>             |
| Tricia Arnold  | Kim Kelley                                       | Chris Harton                             |
|  |  |  |
| <b><u>Greenville Mental<br/>Health Counselor</u></b> | <b><u>Attendance/Clerk/<br/>Receptionist</u></b> | <b><u>Media/Office<br/>Assistant</u></b> |
| Meg Rigamonti  | Chryse Walker                                    | Angie<br>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.



**Early Childhood Development and Academic Assistance Act (Act 135) Assurances**(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

|   |  |
|---|--|
| <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> N/A | <b>Academic Assistance, PreK–3</b><br>The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).  |
| <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> N/A | <b>Academic Assistance, Grades 4–12</b><br>The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).  |
| <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> N/A | <b>Parent Involvement</b><br>The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental 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. |
| <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> N/A | <b>Staff Development</b><br>The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.  |
| <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> N/A | <b>Technology</b><br>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.   |
| <input type="radio"/> Yes<br><input type="radio"/> No<br><input checked="" type="radio"/> N/A | <b>Innovation</b><br>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.  |
| <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> N/A | <b>Collaboration</b><br>The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).   |
| <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> N/A | <b>Developmental Screening</b><br>The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.   |

|   |  |
|---|--|
| <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> N/A | <b>Half-Day Child Development</b><br>The school provides half-day child development programs for <b>four-year-olds</b> (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.   |
| <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> N/A | <b>Developmentally Appropriate Curriculum for PreK–3</b><br>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.   |
| <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> N/A | <b>Parenting and Family Literacy</b><br>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be 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-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening. |
| <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> N/A | <b>Recruitment</b><br>The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, 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.   |
| <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> N/A | <b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b><br>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.  |

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## Introduction

Heritage Elementary school portfolio was developed to document the changes and progress our school has made while working continuously to improve our efforts.



The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

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

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

| Team 1   | Team 2   | Team 3  | Team 4   | Team 5  |
|--|--|---|--|---|
| Jent<br>A Grumbles<br>Deyton<br>Crain<br>Childs<br>Schultz<br>Epps<br>Luther<br>Atkison<br>*Dakhlallah | Loftis<br>Crenshaw<br>Bridwell<br>Bowers<br>*Looper<br>Reeves<br>Buckley<br>Allen<br>Chapman | Auman<br>Ludwig<br>Mills<br>*Ganske<br>Moore<br>Griffin<br>Gulyas<br>Ledford<br>Kozic | Evans<br>Capps<br>Martin<br>Wixon<br>*Gillespie<br>L Grumbles<br>Cole<br>McGuffee<br>Coyle-Smith | Khattab<br>Reed<br>*Washburn<br>Lunghi<br>Van Dame<br>Gully<br>Danielson<br>Beavers<br>Wickline<br>Crumley<br>Beavers<br>Roth |

2017-2018 Vertical Teams

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.

## Executive Summary

Heritage Elementary School is a K3-5th grade public International Baccalaureate school that currently houses 710 students. 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

### Needs Assessment for Student Achievement

Heritage Elementary now has three subgroups: students who are African American, students who receive free and reduced lunch, and students who receive special education services. Many of our students are raised by someone other than their parents. Many are raised by guardians, aunts/uncles, and even grandparents. Student achievement data from standardized state tests show that we increased our meets/exceeds category in ELA in all three grade levels. This encompassed reading and writing. With the implementation of the Fountas and Pinnell guided reading program and intensive small group instruction with the LLI kits, our students have grown. Once we had the opportunity to break down the scores further, we saw that our students seemed to be weaker in the area of writing and phonics. Reading seemed to be a stronger subject which has been challenging due to the fact that some of our students come to us in kindergarten never seeing a book or having anyone work with them at home. In looking at the data, we saw a small change in the gap between students who receive special education services and those who do not. In the area of math, we saw a decrease in the percentage of students scoring “does not meet”. In all three grade levels, we saw an increase in the percentage of students scoring meets/exceeds. This has been a goal to work on this school year as we feel our students are weak in the areas of fact fluency. Again, we saw a small change in the gap between students who receive special education services and those who do not. Students in fourth and

fifth grade were tested with SCPASS in the areas of science and social studies. In science, we saw a decrease in the percentage of students who scored meet/exceeds from the previous year. In social studies, we saw an increase in the percentage of students in the fourth grade who were categorized as meet/exceeds from the previous year while with our fifth grade students we saw a decrease in the percentage of students who scored met/exceeds from the previous school year. The school did implement interactive notebooking in both subjects and provided more hands on opportunities with materials in science. The instructional leadership team 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. 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 2017, three teachers were trained in the introductory level of IB. The IB coordinator has a plan in place to “cycle” everyone back through the training as well as train any new faculty. As funding becomes available, teachers will be given the opportunity to attend some updated IB trainings.

Professional development opportunities are provided throughout the year both in the school setting and at the district setting. Teachers have the opportunity to attend district trainings early in the summer. During year, 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 within the next two years. Some teachers had classrooms serve as “lab” settings in the area of technology and reading. Both our primary and intermediate reading mentors provided professional development for teachers in the area of literacy. Teachers also attended trainings at the school and district levels in the areas literacy, working with students with special needs, and using data to make informed decisions when it comes to planning and instructional delivery.

### School Climate

Annually, teachers, students, and parents are surveyed and those results show up on the state report card for each school. In looking at the survey results, 84% of parents are satisfied with the learning environment and 100% of parents are satisfied with the social and physical environment. Parents agreed that 70.9% were satisfied with the school-home relations which will be an area to work on in the upcoming school year. The students’ results indicated 82% of

students were satisfied with the learning environment, 88% were satisfied with the social and physical environment, and 77.5% were satisfied with school-home relations. The teachers surveyed results showed more positive numbers. In both areas concerning the school environment, 100% of the teachers were satisfied while 93.5% were satisfied with the school-home relations. As for student attendance, there was a slight decrease from the prior year. Student attendance was at 95.3% versus the year before when it was 96.0%.

### **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 must be trained in IB PYP program.
- 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.
- 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
- Cliffs Outreach School
- National Board Certified Teachers
- 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
- MAC Grant for Art Works Day
- Donor's Choose
- Palmetto Silver Award (2011-12)
- Invention Convention 3<sup>rd</sup> 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. Our students' families live, work, and play in our community... and many families have been here for generations.

### *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 to 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. During the 2018-2019 school year, students in second thru fifth grade will be issued a chromebook. 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 1<sup>st</sup> 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. 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             | Shauna Biggerstaff |
| Assistant Principal | Cindy Crouch          | Vice President        | Jennifer Hale      |
| IC/IB Coordinator   | Ashley LaRoche        | Secretary             | Jennifer Wagnon    |
| Counselor           | Jeannie Gully         | Treasurer             | Kristin Blake      |
| Teacher             | Kristi Evans          | Memberships           | Ruby Jones         |
| Community Member    | Sherri Oates          | Communications        | Jess Bayne         |
|                     | Rebecca Crowne Cooper | Volunteer Coordinator | Rachel Seymour     |
| SIC Chairperson     | Cathy Hawkins         | Reflections           | Anne Wyatt         |
| Parents             | Teresa Lightle        | Sunshine              | Joanna Bayne       |
|                     | Brittany Brown        | Members At Large      |                    |
|                     | Heather Philpot       |                       |                    |
|                     | Sasha Conway          | Faculty Members       | Jeannie Gully      |
|                     | Deann Thompson        |                       | Chelsea Ganske     |
|                     |                       | 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 many 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.

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 continues to grow and with that growth comes time to hire more personnel. The school has very little turn over. The school has a total of seventy-three faculty and staff members including two administrators. There is not much diversity on the Heritage faculty. The school has four male professional staff (including part time staff) and forty-two female professional staff. Heritage does not have much ethnic diversity as well. The ethnic distribution of our faculty and staff is 99% Caucasian and 1% Jordanian.

When looking at the faculty, 68.2 percent of teachers have advanced degrees. This is up from the previous year as many of our faculty look to further their education. The percentage of teachers returning from the previous year is approximately 90%. The average attendance rate for the Heritage faculty was 92.4%, and the average number of professional development days per teacher is 15.4 days. The average of number of teachers returning to Heritage from the previous year was 89.7%. The Heritage faculty does not see a lot of turnover.

Here is a snapshot of our staff:

- |   |  |
|---|--|
| • 2 full time speech teacher              | • 1 Literacy Coach                     |
| • 10 Instructional assistants             | • 1 Instructional Coach/IB Coordinator |
| • 1 Greenville Mental Health Counselor    | • 2 PreK teachers                      |
| • 1 traveling Gifted and Talented teacher | • 1 Developmental Delay teacher        |
| • 2 Administrators                        | • 4 Kindergarten teachers              |
| • 2 RTI teachers                          | • 7 First grade teachers               |
| • 1 Guidance Counselor                    | • 5 Second grade teachers              |
| • 4 Related Arts Specialists              | • 5 Third grade teachers               |
| • 4 traveling Related Arts Specialists    | • 4 Fourth grade teachers              |
| • 1 Nurse                                 | • 5 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 2017 school report card data, the total enrollment of Heritage Elementary School was 710.

Who we are:

|                              |   |
|------------------------------|---|
| 585 White Students           | 1 Native Hawaiian or Other Pacific Islander Student |
| 54 African American Students | 60.1% Free and Reduced Lunch                        |
| 24 Hispanic/Latino Students  | 67.06% Poverty Index                                |
| 3 Asian Students             |   |
| 43 Multi-Racial Students     |   |

Based on the 2017 data, the student attendance rate in our school is 95.3%, down from 96.0% 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 0.6% which is down from the previous year. We have 8.9% of our student population who is served by the gifted and talented program. We have 16.9% of our student population who attends Heritage on special permission. We have 21.7% of our student population who receives special education services. Of the 21.7% who receive services, 88.9% are served through inclusion, pull out resource, or speech pull out models. Heritage Elementary has three subgroups: students who are African American, students who receive free and reduced lunch, and students who receive special education services.

Student classifications of primary disabilities include:

- 54 Speech Only
- 55 Specific Learning Disability

- 9 Other Health Impairment
- 1 Orthopedic Impairment
- 3 Multiple Disabilities
- 2 Intellectual Disability (Mild)
- 16 Developmental Delay
- 14 Autism

The school also has a K3/K4 Special Education/Developmental Preschool class that serves students with developmental delays, autism, and other identified needs.

## 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. Reading intervention services are offered in grades K5-5<sup>th</sup> grade by certified teachers. A book club for advanced readers is run by the assistant principal and meets

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 three times a week. There are twenty-one students who attend the program. The program began in September and ended in 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:

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• International Baccalaureate Primary Years Program</li> <li>• Daily Spanish instruction</li> <li>• RAZ Kids Reading Program</li> <li>• First In Math Program</li> <li>• Volunteer Tutors on All Grade Levels</li> <li>• Promethean Boards in All Classrooms</li> <li>• Terrific Kids Program</li> <li>• Art Works Day</li> <li>• CATCH Program</li> <li>• Challenge Program (Gifted and Talented)</li> <li>• Character Education Program</li> <li>• Chorus</li> </ul> | <ul style="list-style-type: none"> <li>• Career Day with G+ initiative</li> <li>• Fountas and Pinnell</li> <li>• Rubicon Atlas (instructional)</li> <li>• After School Enrichment Programs (Art, Lego Club, Running Club, Tae Kwon Do, Good News Club)</li> <li>• Arts Works Day</li> <li>• Field Day</li> <li>• Technology in all classrooms (laptops, Chromebooks, and iPads)</li> <li>• Competition at the district Battle of the Books Ceremony</li> <li>• National Board Certified Teachers</li> <li>• North Greenville University Education</li> </ul> |
|---|--|

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Cliff's Resident Outreach Volunteers</li> <li>• Computer Lab</li> <li>• Early Reading Intervention</li> <li>• Extended Aftercare Program (2:30-6:00)</li> <li>• Fountas and Pinnell Balanced Literacy Instruction</li> <li>• 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</li> </ul> | <ul style="list-style-type: none"> <li>• Cohort School</li> <li>• School Safety Patrol Program</li> <li>• Inquiry-Based Instruction</li> <li>• National Board Certified Teachers</li> <li>• Response to Intervention Program</li> <li>• School Safety Patrol Program</li> <li>• SIC Sponsored before school tutoring</li> <li>• Lego Robotics Club</li> <li>• Science hands on kits and science notebooking</li> <li>• Inquiry-Based Instruction</li> <li>• Inquiry Fair in the winter</li> <li>• Competition at the district level Science Fair and district Invention Convention</li> <li>• Virtual Field Trips</li> </ul> |
|---|--|

## Mission, Vision, and Beliefs

### ***Our Mission***

The mission of Heritage Elementary is to provide high quality academic, social, and life experiences that help develop young children into successful, independent adults.

### ***Our Vision***

We inspire our students to become lifelong learners by implementing best practices in a safe and nurturing environment.

### ***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.

We believe...

- Caring teachers, administrators, and support staff must have high expectations of all students in both their academic performance and their social behavior.
- Communication is essential to foster a successful partnership between parents, students, and staff.

- Students should feel confident, and emotionally and physically safe while at Heritage Elementary School.
- The curriculum, instruction, and assessment should be efficient, informative, and instructionally driven.
- Curriculum and instruction must meet the needs of all students and prepare each student for success.
- Education is the shared responsibility of students, home, school, business, and community.
- Early reading and mathematical thinking are the foundations for educational success.

***Motto***

“Hometown School—World Class Education”

## **Data Analysis and Needs Assessment**

The Heritage Elementary School goals correlate to the Greenville County School District’s goals. Our goal at Heritage Elementary School is excellence for all students. We aspire to achieve this excellence through offering a well-rounded curriculum in our IB-PYP program. Students not only study the core academics of reading, writing, mathematics, science and social studies, but also Spanish, PE, Music, and Art. Through this rich curriculum, students find ways to excel in areas that are unique to their abilities and interests. The Heritage Staff have offered a variety of enrichment opportunities to students throughout the year.

### **Student Achievement Needs Assessment**

#### **Highlights of State Assessments**

- We increased meets/exceeds in Grade 3 ELA on SC READY from 41% to 43%.
- On SC READY ELA, we increased meets/exceeds in both Grade 4 and Grade 5. In Grade 4, we increased the meets/exceeds from 42%-44% and in Grade 5, we increased meets/exceeds from 34% to 41%.
- We decreased the percentage of students scoring “Does Not Meet” in Grade 3 SC READY Math. We also increased the percentage of students scoring “Exceeds.”
- On SC READY Math, we increased meets/exceeds in both Grade 4 and Grade 5. In Grade 4, we increased the meets/exceeds by 1% and decreased our “Does Not Meet” by 7%. In Grade 5, we increased the percentage of students scoring meets/exceeds from 28% to 37%.
- On SCPASS Science, there was a slight decline in the percentage of students who scored met/exemplary from the previous year in both grade levels. When looking at the scores,

there was a difference in the scoring categories where in 2016, students scored in five categories but in 2017, there were only four categories.

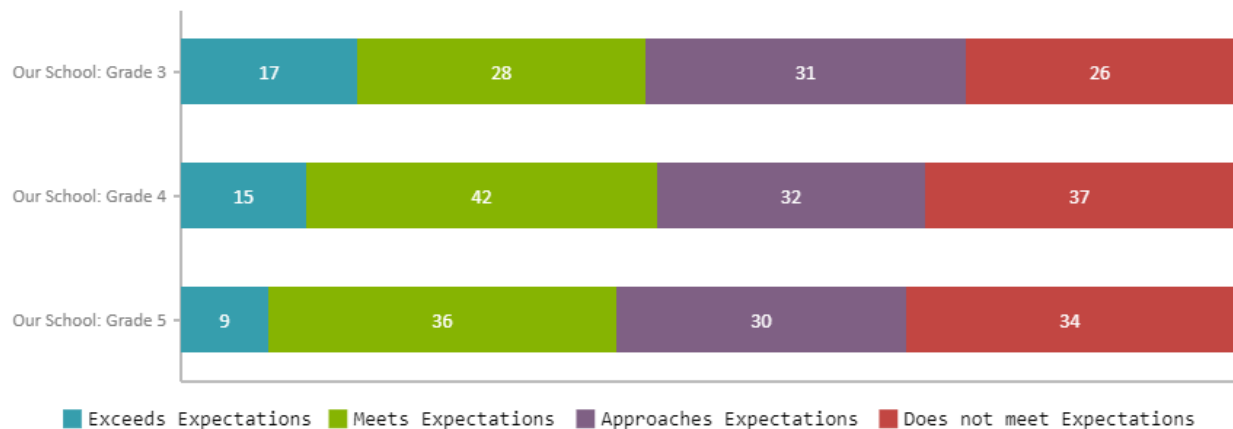
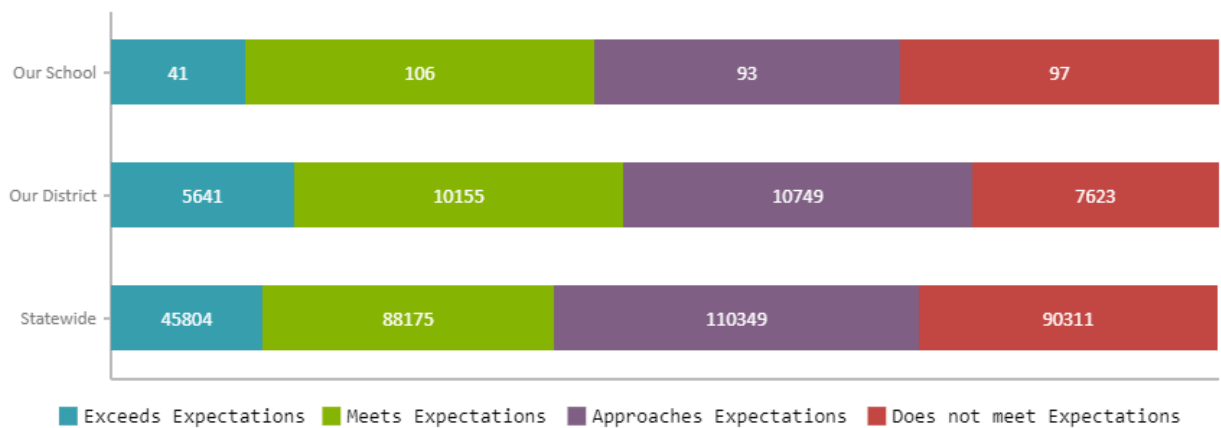
- In SCPASS Social Studies, Grade 4 saw an increase in the percentage of students who scored met/exemplary while Grade 5 saw a decrease in the percentage of students who scored met/exemplary.

### A Deeper Dive into the Data

Heritage Elementary School Report Card: <https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?d=2301&s=107&t=E&y=2017>

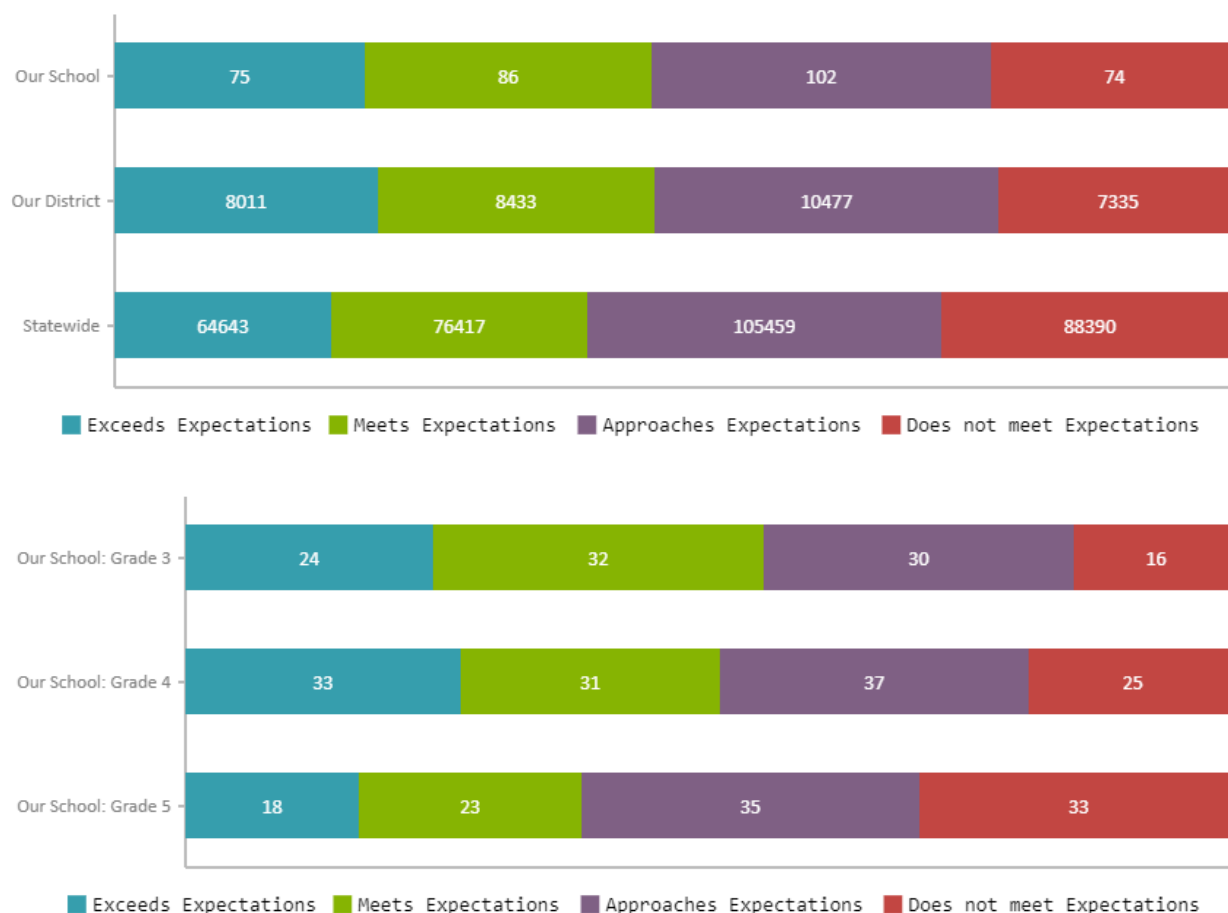
SC READY 2017

### **ELA**



In the spring of 2017 SC READY ELA test, the total percentage of students meeting or exceeding expectations in grades 3-5 was 43.7%. The individual grade level percentages meeting/exceeding expectations were: 3<sup>rd</sup> grade: 44.2%, 4<sup>th</sup> grade: 45.2%, and 5<sup>th</sup> grade: 40.7%.

## Math



In the spring of 2017 SC READY Math test, the total percentage of students meeting or exceeding expectations in grades 3-5 was 47.8%. The individual grade level percentages meeting/exceeding expectations were: 3<sup>rd</sup> grade: 54.9%, 4<sup>th</sup> grade: 50.8%, and 5<sup>th</sup> grade: 37.6%.

## Assessment Trends

2017 SC READY Percentage of Students Scoring “Meets or Exceeds Expectations”(with subgroup data)

| SC READY ELA |  | Male | Female |  | Caucasian | African American |  | Students with Disabilities |  | Students in Poverty |
|--------------|--|------|--------|--|-----------|------------------|--|----------------------------|--|---------------------|
| Grade 3      |  | 33.3 | 55.3   |  | 39.6      | N/A              |  | 4.8                        |  | 39                  |
| Grade 4      |  | 34.5 | 51.3   |  | 47.4      | 25               |  | 19.4                       |  | 36                  |

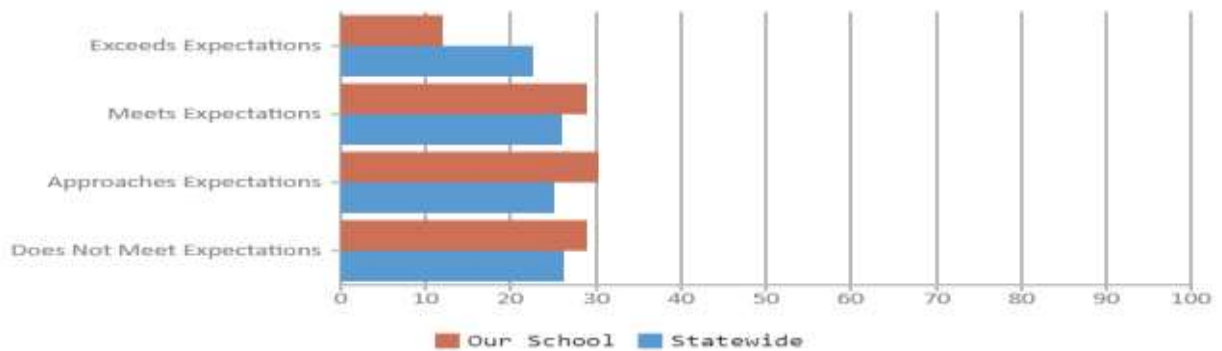
|               |  |      |        |  |           |                  |  |                            |  |                     |
|---------------|--|------|--------|--|-----------|------------------|--|----------------------------|--|---------------------|
| Grade 5       |  | 32.7 | 46.9   |  | 41        | N/A              |  | 4.2                        |  | 38.2                |
| SC READY Math |  | Male | Female |  | Caucasian | African American |  | Students with Disabilities |  | Students in Poverty |
| Grade 3       |  | 53.3 | 53.2   |  | 53.8      | N/A              |  | 9.5                        |  | 50.6                |
| Grade 4       |  | 45.5 | 55.3   |  | 54.4      | 25               |  | 22.2                       |  | 41.9                |
| Grade 5       |  | 36.7 | 37.5   |  | 37.1      | N/A              |  | 4.2                        |  | 29.4                |

### Two Year Trends

| SC READY 2015 |      |      |  | SC READY 2016 |      |      |  | SC READY 2017 |      |      |
|---------------|------|------|--|---------------|------|------|--|---------------|------|------|
|               | ELA  | Math |  |               | ELA  | Math |  |               | ELA  | Math |
| School        | 63.1 | 51.6 |  | School        | 40.3 | 47.3 |  | School        | 43.7 | 47.8 |
| District      | 72.8 | 54.0 |  | District      | 48.3 | 49.2 |  | District      | 46.2 | 48.0 |
| State         | 67.9 | 46.7 |  | State         | 43.0 | 42.6 |  | State         | 40.0 | 42.1 |
|               |      |      |  |               |      |      |  |               |      |      |
| Grade 3       | 61.7 | 69.1 |  | Grade 3       | 42.5 | 58.4 |  | Grade 3       | 44.2 | 54.9 |
| Grade 4       | 61.5 | 46.9 |  | Grade 4       | 43.4 | 51   |  | Grade 4       | 45.2 | 50.8 |
| Grade 5       | 66   | 37.9 |  | Grade 5       | 34.4 | 30.2 |  | Grade 5       | 41.3 | 37.6 |

After the dip in scores from 2016, the school has increased the percentage of students scoring meets/exceeds in both the areas of ELA and Math. Over the past two years, Grade 3 has seen a decline in math scores. During the 2017-2018 school year, the school focused on math based on the spring 2017 scores. The ELA scores continue to improve due to the implementation of balanced literacy to teach reading. Writing is integrated throughout the curriculum. When comparing to the scores of the state, Heritage has remained close to the state percentages if not exceeding them.

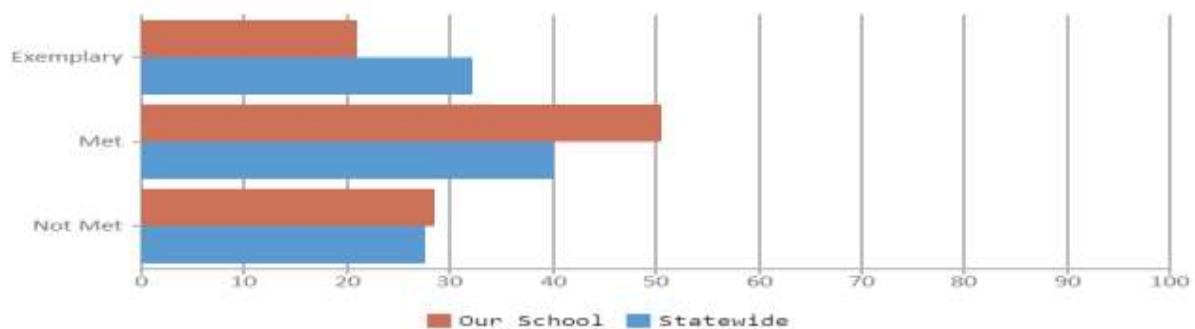
## SCPASS 2017 (Science)



Our School: Percent Met and Above for each grade level

| 4th Grade | 5th Grade |
|-----------|-----------|
| 42.9      | 38.5      |

## SCPASS 2017 (Social Studies)



Our School: Percent Met and Above for each grade level

| 4th Grade | 5th Grade |
|-----------|-----------|
| 81.0      | 60.6      |

Teachers continue to raise the rigor in science and social studies. Students have interactive notebooks in both subjects that include key vocabulary and concepts. Teachers included more hands on activities in the classroom to supplement the curriculum.

### Assessment Trends

2017 SCPASS Percentage of Students Scoring “Meets or Exceeds/Exemplary Expectations”(with subgroup data)



| SCPASS Science        | Male | Female | Caucasian | African American | Students with Disabilities | Students in Poverty |
|-----------------------|------|--------|-----------|------------------|----------------------------|---------------------|
| Grade 4               | 43.6 | 43.4   | 45.6      | 25               | 13.9                       | 31.4                |
| Grade 5               | 34.7 | 40.6   | 38.1      | N/A              | 4.2                        | 32.4                |
| SCPASS Social Studies | Male | Female | Caucasian | African American | Students with Disabilities | Students in Poverty |
| Grade 4               | 81.8 | 80.3   | 85.1      | 41.7             | 63.9                       | 75.6                |
| Grade 5               | 57.1 | 60.9   | 61        | N/A              | 29.2                       | 51.5                |

### Two Year Trends

| SCPASS 2015 |         |                | SCPASS 2016 |         |                | SCPASS 2017 |         |                |
|-------------|---------|----------------|-------------|---------|----------------|-------------|---------|----------------|
|             | Science | Social Studies |             | Science | Social Studies |             | Science | Social Studies |
| Grade 4     | 63.5    | 84.4           | Grade 4     | 56.6    | 73.6           | Grade 4     | 42.9    | 81             |
| Grade 5     | 54.4    | 59.2           | Grade 5     | 61.5    | 60.4           | Grade 5     | 38.5    | 60.6           |

Even though there has been improvement over a year in science, Grade 4 and 5 continue to decrease the percentage of students who meet/exceed expectations. Heritage was one of the school who implemented a virtual science lab to correlate with the instruction going on in class. Still, scores did not overly improve. With the implementation of interactive notebooking and work with the district science specialists, scores should increase.

### Teacher/Admin Quality

The faculty has maintained the classification of Highly Qualified deemed by the South Carolina State Board of Education. The faculty keeps all of their certificates up to date and receives the required amount of hours to recertify themselves during their five year cycles. The faculty is observed twice a year in an informal/formal setting depending on the year by the administration and has walk-through observations weekly. Classrooms are also observed during Instructional Walk-throughs. The faculty keeps their technology certification up to date and attends required trainings to keep their certification. Teachers did participate in Google for Education training throughout the school year and will continue to receive technology training at the school level as the school moves to 1:1 in 2018-2019 in grades 2-5. Teachers also began to work on their Literacy Endorsement that is mandatory for all teachers in the classroom. Many began working on other graduate work as well during this school year. Over the past few years

as the economy has started improving, teachers have been able to work on graduate level courses.

|  | 2014 | 2015 | 2016 | 2017 |
|--|------|------|------|------|
| Percentage of teachers with advanced degrees | 61.0 | 61.5 | 62.5 | 68.2 |

Heritage Elementary has not had a lot of turnover. Teachers stay at Heritage as many grew up in the community around the school. They raise families in the community around the school. Over the past few years, some of the veterans of the school has retired.

|  | 2014 | 2015 | 2016 | 2017 |
|--|------|------|------|------|
| Percentage of teachers that return to Heritage | 93.6 | 93.7 | 89.7 | 89.7 |

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. Since the cost is rather high per workshop, the school sends smaller pockets of teachers to training as funding becomes available. The IB Coordinator works with other IB schools’ coordinators to hold trainings at the school level to supplement the larger IB workshops that are offered nationwide. Over the past year, teachers not only attended workshops on technology, but also on literacy, TE-21 benchmarks, and Mastery Connect.

|   | 2014 | 2015 | 2016 | 2017 |
|---|------|------|------|------|
| The average number of professional development days per teacher | 10.1 | 10.1 | 16.3 | 15.4 |

## 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.

Planned Wednesday Meetings: (ALL SUBJECT TO CHANGE)

Instructional Leadership Team: Weekly

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

2<sup>nd</sup> Wednesday: Vertical Team Meetings

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

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

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

Weekly: Grade level planning and Instructional Leadership Meeting

## 2017-2018 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.

| Month          | Professional Development Activity  |
|----------------|--|
| Summer 2017    | IB training for new teachers, 2 Grade Level Planning Days, Upstate Tech Conference, Summer Academy, Digital Leader Corps, Faculty Council Retreat  |
| August 2017    | M & M Meeting (Mentor and Mentee), Inclusion Meeting, Beginning of Year Procedural Meeting, PowerTeacher Training, B.O.Y Reading Engagement in the classroom , Balanced Literacy Leadership Meeting, MasteryConnect  |
| September 2017 | Faculty Meeting, M & M Meeting (Mentor and Mentee), Grade Level Meetings, Google Apps for Education, SIC , Vertical Team Meeting, Faculty Council, Inclusion Workshop, FastBridge Training, Google Websites, Writing Workshop, MasteryConnect                        |
| October 2017   | CPI Training, Faculty Meeting, M & M Meeting (Mentor and Mentee), Grade Level Meetings, SIC, Faculty Council, Google Apps for Education, CogAt/Iowa Testing Prep (2 <sup>nd</sup> grade), Digital Leader Corp Training, Google Websites, Data Team, TE-21 Benchmarks |
| November 2017  | Faculty Meeting, TE-21 Benchmark Data, M & M Meeting (Mentor and Mentee), Grade Level Meetings, Google Apps for Education, Primary Lit Mentor Workshop, SIC , Faculty Council, 504 Training  |
| December 2017  | Grade Level Meetings, Digital Leader Corp, Faculty Meeting   |
| January 2018   | M & M Meeting (Mentor and Mentee), Writing Professional Development, Grade Level Meetings, Digital Leader Corp, SIC, Faculty Council, Data Teams   |
| February 2018  | Faculty Meeting, Grade Level Meetings, Digital Leader Corp, SIC, Vertical Team Meeting, Faculty Council  |

|             |   |
|-------------|---|
| March 2018  | M & M Meeting (Mentor and Mentee), Grade Level Meetings, SIC, Faculty Council, Data Teams   |
| April 2018  | SC READY and SCPASS Training, M & M Meeting (Mentor and Mentee), Grade Level Meetings, SIC, Faculty Council, Data Teams                                       |
| May 2018    | Faculty Meeting, M & M Meeting (Mentor and Mentee), Grade Level Meetings, SIC, Vertical Team Meeting, Faculty Council   |
| Summer 2018 | IB training for 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 2018-2019 School Year

### IB

- We will send teachers to IB training during the summer for initial training.
- The school will begin the self-study in preparation for the IB Accreditation visit in fall 2019.

### Technology

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

### Literacy

- Work with phonics in the primary levels and an intensive look at the reading workshop in the intermediate grades.

## School Climate

The school report card survey is only given to the fifth grade students, fifth grade parents, and all of the staff. Participation in the survey for the parents and students is strongly encouraged but not mandatory.

| Survey Results   | Teachers | Students | Parents |
|--|----------|----------|---------|
| Number of Surveys Returned                             | 31       | 100      | 25      |
| Percent satisfied with learning environment            | 100%     | 82%      | 84%     |
| Percent satisfied with social and physical environment | 100%     | 88%      | 100%    |
| Percent satisfied with school-home relations           | 93.5%    | 77.5%    | 70.9%   |

Source: 16-17 SDE Heritage Elementary School Report Card

**Survey Response (Strengths):**

| Evaluation | Statement   |
|------------|---|
| Parents    | <ul style="list-style-type: none"> <li>• My child's school schedule activities at times I can attend.</li> <li>• My child's teachers encourage my child to learn.</li> <li>• My child's teachers give homework that helps my child learn.</li> <li>• My child's teachers care about my child as an individual.</li> <li>• My child feels safe at school.</li> </ul>   |
| Students   | <ul style="list-style-type: none"> <li>• My teachers want me to understand what I am learning, not just remember facts.</li> <li>• My teachers expect students to learn.</li> <li>• My classes are interesting and fun.</li> <li>• Students from different backgrounds get along well at my school.</li> </ul>  |
| Teachers   | <ul style="list-style-type: none"> <li>• My school provides challenging instructional programs for students.</li> <li>• Teachers at my school effectively implement the State Curriculum Standards.</li> <li>• Teachers at my school focus instruction on understanding, not just memorizing facts.</li> <li>• Student assessment information is effectively used by teachers to plan instruction.</li> </ul> |

**Survey Response (Ways to Improve):**

| Evaluation | Statement  |
|------------|--|
| Parents    | <ul style="list-style-type: none"> <li>• My child's teachers contact me to say good things about my child.</li> <li>• My child's teachers invite me to visit my child's classrooms during the school day.</li> <li>• My child's school considers changes based on what parents say.</li> </ul> |
| Students   | <ul style="list-style-type: none"> <li>• The hallways at my school are kept clean.</li> <li>• I have seen or know of another students being bullied.</li> <li>• My parents know how well I am doing at school.</li> </ul>  |
| Teachers   | <ul style="list-style-type: none"> <li>• Our school has sufficient computers for instructional use.</li> <li>• I feel comfortable raising issues and concerns that are important to me.</li> <li>• My class size allow me to meet the educational needs of my students.</li> </ul>             |

**Safe Schools**

| Group    | Survey Question                                   | Percentage of satisfaction |
|----------|---|----------------------------|
| Parents  | "My child feels safe at school."                  | 87.2                       |
| Students | "I feel safe at my school during the school day." | 91.6                       |

|          |   |      |
|----------|---|------|
| Teachers | "I feel safe at my school during the school day." | 95.2 |
|----------|---|------|

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 25 of surveys were returned. In the future, the fifth grade teachers have decided to give incentives to get more surveys returned from the parents.

|                          | 2014 | 2015 | 2016 | 2017 |
|--------------------------|------|------|------|------|
| Student Attendance Rates | 96.2 | 95.6 | 96   | 95.3 |

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 2<sup>nd</sup> 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 2018-19 through 2022-23**

**Performance Goal Area:**    ☒ Student Achievement\*    ☐ Teacher/Administrator Quality\*    ☐ School Climate  
(Parent Involvement, Safe and Healthy Schools, etc.)\* (\* *required*)    ☐ District Priority

*Gifted and Talented Requires*    ☐ Gifted and Talented: Academic    ☐ Gifted and Talented: Artistic    ☐ Gifted and Talented: Social and Emotional    *1 Academic Goal and 1 Additional Goal*    ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 1** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from \_42.7\_% in 2016-17 to \_50.3\_% in 2022-23.

*Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by \_1.52\_% annually.

| DATA SOURCE(s):                      | AVERAGE BASELINE   |                               | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|--------------------------------------|--|-------------------------------|---------|---------|---------|---------|---------|
| SC READY ELA SC READY test data file | % Meets Expectations and Exceeds Expectations<br>42.7<br>(2016-17) | School Projected Elementary   | 44.2    | 47.7    | 47.3    | 48.8    | 50.3    |
|                                      | 43.7   | School Actual Elementary      |         |         |         |         |         |
| SC READY ELA SC READY test data file | % Meets Expectations and Exceeds Expectations<br>49<br>(2016-17)   | District Projected Elementary | 52      | 55      | 58      | 61      | 64      |
|                                      | 46.2   | District Actual Elementary    |         |         |         |         |         |

| ACTION PLAN FOR STRATEGY #1: Student Achievement ELA         |                                   |                           |                       |                 | EVALUATION   |
|--|-----------------------------------|---------------------------|-----------------------|-----------------|--|
| ACTIVITY   | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE        | ESTIMATED COST        | FUNDING SOURCE  | INDICATORS OF IMPLEMENTATION   |
| 1. School will host a Literacy Night in the winter that will | Fall 2018                         | Reading Interventionists, | TBD based on families | Cliffs Outreach | <ul style="list-style-type: none"> <li>• Invitation letter</li> <li>• Correspondence with</li> </ul> |

| ACTION PLAN FOR STRATEGY #1: Student Achievement ELA   |  |                                   |   |   |   | EVALUATION   |  |
|--|--|-----------------------------------|---|---|---|--|--|
| ACTIVITY   |  | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE  | ESTIMATED COST  | FUNDING SOURCE  | INDICATORS OF IMPLEMENTATION   |  |
| showcase literacy strategies that parents can do with their kids. Families will also be provided supper for the night.   |  |                                   | Classroom Teachers, Instructional Leadership Team   | who RSVP the invitation   | are sponsoring the event                                    | Cliffs outreach group who is sponsoring the event <ul style="list-style-type: none"><li>List of possible activities that will be done that night</li><li>SIC and PTA agendas</li><li>Write up and showcase on district website</li></ul>   |  |
| 2. Teachers will utilize common formative assessments to inform their instructional practices.   |  | 8/2018-6/2019                     | Teachers, literacy coach, SPED teachers, instructional leadership team                            | None  | N/A   | <ul style="list-style-type: none"><li>Examples of assessments</li><li>Examples of assessment results</li><li>Lesson plans</li><li>Minutes from grade level planning</li></ul>  |  |
| 3. A variety of Tier 2 and 3 interventions will be used to address students scoring approaches and not met. (Reading Interventionists, LLI instruction, summer reading camp for identified students) |  | 6/2018-6/2019                     | Teachers, SPED teachers, literacy coach, reading interventionist, summer reading camp instructors | Cost of summer reading camp (materials, supplies, salaries)<br><br>LLI kits | Local Funds and funds provided by Cliffs Outreach Community | <ul style="list-style-type: none"><li>Summer reading camp attendance</li><li>Summer reading camp pre and post Fountas and Pinnell levels for each student who attended</li><li>Summer Reading Camp students portfolios</li><li>Pre/post assessments from reading interventionists</li><li>LLI assessment reports</li></ul> |  |
|  | 4. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels. | 2018-2023                         | Teachers, SPED teachers, instructional leadership team  | \$0   | NA  | MasteryConnect Report  |  |
|  | 5. Implement coaching cycles to improve common   | 8/2018-                           | Instructional leadership team,  | \$0   | NA  | Coaching Cycle artifact coaching cycle schedul   |  |



| ACTION PLAN FOR STRATEGY #1: Student Achievement ELA   |                                   |  |                      |                | EVALUATION   |
|--|-----------------------------------|--|----------------------|----------------|--|
| ACTIVITY   | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE                                 | ESTIMATED COST       | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION   |
|  | planning and instruction          | 6/2019   | literacy coach       |                | schools  |
| 6. Primary grade teachers will use a research-based phonics program to lay the foundation for reading in the upper grades. | 8/2018-6/2019                     | Teachers, reading interventionists, literacy coach | Cost of phonics kits | District funds | <ul style="list-style-type: none"> <li>Implementation of phonics program noted in lesson plans</li> <li>Grade level planning meetings</li> <li>Classroom observations</li> <li>Agendas from professional development opportunities with phonics</li> </ul> |

**Performance Goal Area:** ☒ Student Achievement\* ☐ Teacher/Administrator Quality\* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐ 1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 2** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 47.2% in 2016-17 to 53.7% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 1.27% annually.

| DATA SOURCE(s):                       | AVERAGE BASELINE  |                             | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---------------------------------------|---|-----------------------------|---------|---------|---------|---------|---------|
| SC READY Math SC READY test data file | % Meets Expectations and Exceeds Expectations<br><u>47.2</u><br>(2016-17) | School Projected Elementary | 48.5    | 49.8    | 51.1    | 52.4    | 53.7    |

|  |  |  |           |           |           |           |           |
|--|--|--|-----------|-----------|-----------|-----------|-----------|
|  | 47.8   | <b>School<br/>Actual<br/>Elementary</b>      |           |           |           |           |           |
| SC READY<br>Math SC<br>READY test<br>data file | % Meets<br>Expectations<br>and Exceeds<br>Expectations<br><b>54</b><br>(2016-17) | <b>District<br/>Projected<br/>Elementary</b> | <b>57</b> | <b>60</b> | <b>63</b> | <b>66</b> | <b>69</b> |
|  | 48   | <b>District<br/>Actual<br/>Elementary</b>    |           |           |           |           |           |

| <b>ACTION PLAN FOR STRATEGY #1: Student Achievement Math</b>  |   |  |                                  |                           |   | <b>EVALUATION</b> |
|---|---|--|----------------------------------|---------------------------|---|-------------------|
| <b>ACTIVITY</b>   | <b>TIMELINE<br/>(Start and<br/>End<br/>Dates)</b> | <b>PERSON<br/>RESPONSIBLE</b>                          | <b>ESTIMATED<br/>COST</b>        | <b>FUNDING<br/>SOURCE</b> | <b>INDICATORS OF<br/>IMPLEMENTATION</b>   |                   |
| 1. Teacher will offer additional practice opportunities for math facts mastery throughout the school year.  | 8/2018-6/2019                                     | Teachers, SPED teachers, instructional leadership team | Cost of IXL program              | District funds            | <ul style="list-style-type: none"> <li>• IXL usage reports</li> <li>• Vertical team meeting minutes reflecting math fact fluency</li> <li>• Classroom observations</li> <li>• Lesson plans</li> </ul> |                   |
| 2. Teachers will utilize common formative assessments to inform their instructional practices.  | 8/2018-6/2019                                     | Teachers, SPED teachers, instructional leadership team | None                             | N/A                       | <ul style="list-style-type: none"> <li>• Examples of assessments</li> <li>• Examples of assessment results</li> <li>• Lesson plans</li> <li>• Minutes from grade level planning</li> </ul>            |                   |
| 3. A variety of Tier 2 and 3 interventions will be used to address students scoring approaches and not met. (small group guided math instruction) | 6/2018-6/2019                                     | Teachers, SPED teachers, instructional leadership team | Cost of any small group supplies | Local Funds               | <ul style="list-style-type: none"> <li>• Pre/post assessments from math</li> <li>• Lesson plans</li> <li>• Minutes from grade level planning</li> </ul>   |                   |

| ACTION PLAN FOR STRATEGY #1: Student Achievement Math  |                                   |  |                |                | EVALUATION   |
|--|-----------------------------------|--|----------------|----------------|--|
| ACTIVITY   | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE                                     | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION   |
|  |                                   |  |                |                | <ul style="list-style-type: none"> <li>Classroom observations</li> </ul>   |
| 4. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.                                     | 2018-2023                         | Teachers, SPED teachers, instructional leadership team | \$0            | NA             | MasteryConnect Reports   |
| 5. Implement coaching cycles to improve common planning and instruction  | 8/2018-6/2019                     | Instructional leadership team                          | \$0            | NA             | Coaching Cycle artifacts and coaching cycle schedule from schools  |
| 6. Implement tasks that promote reasoning and problem solving  | 2018-2023                         | Teachers, SPED teachers, instructional coach           | \$0            | NA             | Observations of problem solving and reasoning  |
| 7. Enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary                              | 2018-2023                         | Teachers, SPED teachers, instructional leadership team | \$0            | NA             | Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction   |
| 8. Scaffold student thinking through modeling and think alouds to support independence as mathematicians who are conceptual and critical thinkers. | 2018-2023                         | Teachers, SPED teachers, instructional leadership team | \$0            | NA             | <p>Intentional collaborative planning based on student thinking</p> <p>Evidence of teacher modeling and think alouds</p> <p>Evidence of students engaging in collaborative conversations and independent problem solving</p> |

|  |
|--|
| <b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority |
| <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented:  |

|  |
|--|
| Social and Emotional    1 Academic Goal and 1 Additional Goal <input type="checkbox"/> Gifted and Talented: Other  |
| <b>PERFORMANCE GOAL: 3</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23. |
| <b>INTERIM PERFORMANCE GOAL:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by _____% annually. (TBD)  |

| DATA SOURCE(s):                         | AVERAGE BASELINE                                     |                               | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|--|-------------------------------|---------|---------|---------|---------|---------|
| SCPASS Science<br>SCPASS test data file | Baseline will be established in 2017-18 Grade 4 only | School Projected Elementary   | TBD     | TBD     | TBD     | TBD     | TBD     |
|   |  | School Actual Elementary      |         |         |         |         |         |
| SCPASS Science<br>SCPASS test data file | Baseline will be established in 2017-18 Grade 4 only | District Projected Elementary | TBD     | TBD     | TBD     | TBD     | TBD     |
|   |  | District Actual Elementary    |         |         |         |         |         |

| ACTION PLAN FOR STRATEGY #1: Student Achievement Science |                                   |                    |                |                | EVALUATION                   |
|--|-----------------------------------|--------------------|----------------|----------------|------------------------------|
| ACTIVITY   | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
|  |                                   |                    |                |                |                              |

| ACTION PLAN FOR STRATEGY #1: Student Achievement Science   |                                   |  |  |                | EVALUATION   |
|--|-----------------------------------|--|--|----------------|--|
| ACTIVITY   | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE                                     | ESTIMATED COST   | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION   |
| 1. Teachers will utilize common formative assessments to inform their instructional practices.   | 8/2018-6/2019                     | Teachers, SPED teachers, instructional leadership team | None   | N/A            | <ul style="list-style-type: none"> <li>• Examples of assessments</li> <li>• Examples of assessment results</li> <li>• Lesson plans</li> <li>• Minutes from grade level planning</li> </ul> |
| 2. Teachers (Grades 3-5) will use interactive notebooking in science and hands on investigations in their grade level specific curriculum. | 8/2018-6/2019                     | Teachers, SPED teachers, instructional leadership team | Supplies for hands on activities that are not a part of the district approved science kits | Local funds    | <ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Minutes from grade level planning</li> <li>• Classroom observations</li> </ul>  |
| 3. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.                             | 2018-2023                         | Teachers, SPED teachers, instructional leadership team | \$0  | NA             | MasteryConnect Reports   |

**Performance Goal Area:** ☒ Student Achievement\* ☐ Teacher/Administrator Quality\* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 4** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by \_\_\_\_\_% annually. (TBD)

| <b>DATA SOURCE(s):</b>                         | <b>AVERAGE BASELINE</b>                              |                                      | <b>2018–19</b> | <b>2019–20</b> | <b>2020–21</b> | <b>2021–22</b> | <b>2022–23</b> |
|--|--|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| SCPASS Social Studies<br>SCPASS test data file | Baseline will be established in 2017-18 Grade 5 only | <b>School Projected Elementary</b>   | <b>TBD</b>     | <b>TBD</b>     | <b>TBD</b>     | <b>TBD</b>     | <b>TBD</b>     |
|  |  | <b>School Actual Elementary</b>      |                |                |                |                |                |
| SCPASS Social Studies<br>SCPASS test data file | Baseline will be established in 2017-18 Grade 5 only | <b>District Projected Elementary</b> | <b>TBD</b>     | <b>TBD</b>     | <b>TBD</b>     | <b>TBD</b>     | <b>TBD</b>     |
|  |  | <b>District Actual Elementary</b>    |                |                |                |                |                |

| <b>ACTION PLAN FOR STRATEGY #1: Student Achievement Social Studies</b>                         |  |  |                       |                       |  | <b>EVALUATION</b> |
|--|--|--|-----------------------|-----------------------|--|-------------------|
| <b>ACTIVITY</b>  | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>                              | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>  |                   |
| 1. Teachers will utilize common formative assessments to inform their instructional practices. | 8/2018-6/2019                            | Teachers, SPED teachers, instructional leadership team | None                  | N/A                   | <ul style="list-style-type: none"> <li>• Examples of assessments</li> <li>• Examples of assessment results</li> <li>• Lesson plans</li> <li>• Minutes from grade level planning</li> </ul> |                   |

| ACTION PLAN FOR STRATEGY #1: Student Achievement Social Studies  |                                   |  |                |                | EVALUATION  |
|--|-----------------------------------|--|----------------|----------------|---|
| ACTIVITY   | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE                                     | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION  |
| 2. Teachers (Grades 3-5) will use interactive notebooking and informational text in instruction.               | 8/2018-6/2019                     | Teachers, SPED teachers, instructional leadership team | None           | N/A            | <ul style="list-style-type: none"> <li>Lesson plans</li> <li>Minutes from grade level planning</li> <li>Classroom observations</li> </ul> |
| 3. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels. | 2018-2023                         | Teachers, SPED teachers, instructional leadership team | \$0            | NA             | MasteryConnect Reports  |

**Performance Goal Area:** ☒ Student Achievement\* ☐ Teacher/Administrator Quality\* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL:** 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| DATA SOURCE(s): | AVERAGE BASELINE |  | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|-----------------|------------------|--|---------|---------|---------|---------|---------|
|-----------------|------------------|--|---------|---------|---------|---------|---------|

|   |  |                               |   |      |      |      |      |
|---|--|-------------------------------|---|------|------|------|------|
| SC READY<br>ELA SC<br>READY test<br>data file | % Meets<br>Expectations<br>and Exceeds<br>Expectations<br>_50_<br>(2016-17)  | <b>Projected<br/>Hispanic</b> | 51.5  | 53.0 | 54.5 | 56.1 | 57.6 |
| SC READY<br>ELA SC<br>READY test<br>data file | % Meets<br>Expectations<br>and Exceeds<br>Expectations<br>_50_<br>(2016-17)  | <b>Actual<br/>Hispanic</b>    |   |      |      |      |      |
| SC READY<br>ELA SC<br>READY test<br>data file | % Meets<br>Expectations<br>and Exceeds<br>Expectations<br>_25_<br>(2016-17)  | <b>Projected AA</b>           | 26.5  | 28.0 | 29.5 | 31.1 | 32.6 |
| SC READY<br>ELA SC<br>READY test<br>data file | % Meets<br>Expectations<br>and Exceeds<br>Expectations<br>_25_<br>(2016-17)  | <b>Actual AA</b>              |   |      |      |      |      |
| SC READY<br>ELA SC<br>READY test<br>data file | % Meets<br>Expectations<br>and Exceeds<br>Expectations<br>_8_<br>(2016-17)   | <b>Projected<br/>SWD</b>      | 9.5   | 11   | 12.6 | 14.1 | 15.6 |
| SC READY<br>ELA SC<br>READY test<br>data file | % Meets<br>Expectations<br>and Exceeds<br>Expectations<br>_8_<br>(2016-17)   | <b>Actual SWD</b>             |   |      |      |      |      |
| SC READY<br>ELA SC<br>READY test<br>data file | % Meets<br>Expectations<br>and Exceeds<br>Expectations<br>_____<br>(2016-17) | <b>Projected<br/>LEP</b>      | Baseline will<br>be established<br>in 2017-18 |      |      |      |      |
| SC READY<br>ELA SC<br>READY test<br>data file | % Meets<br>Expectations<br>and Exceeds<br>Expectations<br>_____<br>(2016-17) | <b>Actual LEP</b>             |   |      |      |      |      |
| SC READY<br>ELA SC<br>READY test<br>data file | % Meets<br>Expectations<br>and Exceeds<br>Expectations<br>_____<br>(2016-17) | <b>Projected SIP</b>          | Baseline will<br>be established<br>in 2017-18 |      |      |      |      |



|  |  |                               |   |      |      |      |      |
|--|--|-------------------------------|---|------|------|------|------|
| SC READY<br>ELA SC<br>READY test<br>data file  | % Meets<br>Expectations<br>and Exceeds<br>Expectations<br>_____<br>(2016-17) | <b>Actual SIP</b>             |   |      |      |      |      |
| SC READY<br>Math SC<br>READY test<br>data file | % Meets<br>Expectations<br>and Exceeds<br>Expectations<br>_44_<br>(2016-17)  | <b>Projected<br/>Hispanic</b> | 45.3  | 46.6 | 47.9 | 49.2 | 50.1 |
| SC READY<br>Math SC<br>READY test<br>data file | % Meets<br>Expectations<br>and Exceeds<br>Expectations<br>_44_<br>(2016-17)  | <b>Actual<br/>Hispanic</b>    |   |      |      |      |      |
| SC READY<br>Math SC<br>READY test<br>data file | % Meets<br>Expectations<br>and Exceeds<br>Expectations<br>_22_<br>(2016-17)  | <b>Projected AA</b>           | 23.3  | 24.6 | 25.9 | 27.2 | 28.5 |
| SC READY<br>Math SC<br>READY test<br>data file | % Meets<br>Expectations<br>and Exceeds<br>Expectations<br>_22_<br>(2016-17)  | <b>Actual AA</b>              |   |      |      |      |      |
| SC READY<br>Math SC<br>READY test<br>data file | % Meets<br>Expectations<br>and Exceeds<br>Expectations<br>_11_<br>(2016-17)  | <b>Projected<br/>SWD</b>      | 12.3  | 13.6 | 14.9 | 16.2 | 17.5 |
| SC READY<br>Math SC<br>READY test<br>data file | % Meets<br>Expectations<br>and Exceeds<br>Expectations<br>_11_<br>(2016-17)  | <b>Actual SWD</b>             |   |      |      |      |      |
| SC READY<br>Math SC<br>READY test<br>data file | % Meets<br>Expectations<br>and Exceeds<br>Expectations<br>_____<br>(2016-17) | <b>Projected<br/>LEP</b>      | Baseline will<br>be established<br>in 2017-18 |      |      |      |      |
| SC READY<br>Math SC<br>READY test<br>data file | % Meets<br>Expectations<br>and Exceeds<br>Expectations<br>_____<br>(2016-17) | <b>Actual LEP</b>             |   |      |      |      |      |

|  |   |                               |   |  |  |  |  |
|--|---|-------------------------------|---|--|--|--|--|
| SC READY<br>Math SC<br>READY test<br>data file | % Meets<br>Expectations<br>and Exceeds<br>Expectations<br><br>(2016-17) | <b>Projected SIP</b>          | Baseline will<br>be established<br>in 2017-18 |  |  |  |  |
| SC READY<br>Math SC<br>READY test<br>data file | % Meets<br>Expectations<br>and Exceeds<br>Expectations<br><br>(2016-17) | <b>Actual SIP</b>             |   |  |  |  |  |
| SCPASS<br>Science<br>SCPASS test<br>data file  | Baseline will<br>be established<br>in 2017-18<br>Grades 4 only          | <b>Projected<br/>Hispanic</b> |   |  |  |  |  |
| SCPASS<br>Science<br>SCPASS test<br>data file  | Baseline will<br>be established<br>in 2017-18<br>Grades 4 only          | <b>Actual<br/>Hispanic</b>    |   |  |  |  |  |
| SCPASS<br>Science<br>SCPASS test<br>data file  | Baseline will<br>be established<br>in 2017-18<br>Grades 4 only          | <b>Projected AA</b>           |   |  |  |  |  |
| SCPASS<br>Science<br>SCPASS test<br>data file  | Baseline will<br>be established<br>in 2017-18<br>Grades 4 only          | <b>Actual AA</b>              |   |  |  |  |  |
| SCPASS<br>Science<br>SCPASS test<br>data file  | Baseline will<br>be established<br>in 2017-18<br>Grades 4 only          | <b>Projected<br/>SWD</b>      |   |  |  |  |  |
| SCPASS<br>Science<br>SCPASS test<br>data file  | Baseline will<br>be established<br>in 2017-18<br>Grades 4 only          | <b>Actual SWD</b>             |   |  |  |  |  |
| SCPASS<br>Science<br>SCPASS test<br>data file  | Baseline will<br>be established<br>in 2017-18<br>Grades 4 only          | <b>Projected<br/>LEP</b>      |   |  |  |  |  |

|  |  |                               |  |  |  |  |  |
|--|--|-------------------------------|--|--|--|--|--|
| SCPASS<br>Science<br>SCPASS test<br>data file        | Baseline will<br>be established<br>in 2017-18<br>Grades 4 only | <b>Actual LEP</b>             |  |  |  |  |  |
| SCPASS<br>Science<br>SCPASS test<br>data file        | Baseline will<br>be established<br>in 2017-18<br>Grades 4 only | <b>Projected SIP</b>          |  |  |  |  |  |
| SCPASS<br>Science<br>SCPASS test<br>data file        | Baseline will<br>be established<br>in 2017-18<br>Grades 4 only | <b>Actual SIP</b>             |  |  |  |  |  |
| SCPASS Social<br>Studies<br>SCPASS test<br>data file | Baseline will<br>be established<br>in 2017-18<br>Grades 5 only | <b>Projected<br/>Hispanic</b> |  |  |  |  |  |
| SCPASS Social<br>Studies<br>SCPASS test<br>data file | Baseline will<br>be established<br>in 2017-18<br>Grades 5 only | <b>Actual<br/>Hispanic</b>    |  |  |  |  |  |
| SCPASS Social<br>Studies<br>SCPASS test<br>data file | Baseline will<br>be established<br>in 2017-18<br>Grades 5 only | <b>Projected AA</b>           |  |  |  |  |  |
| SCPASS Social<br>Studies<br>SCPASS test<br>data file | Baseline will<br>be established<br>in 2017-18<br>Grades 5 only | <b>Actual AA</b>              |  |  |  |  |  |
| SCPASS Social<br>Studies<br>SCPASS test<br>data file | Baseline will<br>be established<br>in 2017-18<br>Grades 5 only | <b>Projected<br/>SWD</b>      |  |  |  |  |  |
| SCPASS Social<br>Studies<br>SCPASS test<br>data file | Baseline will<br>be established<br>in 2017-18<br>Grades 5 only | <b>Actual SWD</b>             |  |  |  |  |  |

|  |  |                      |  |  |  |  |  |
|--|--|----------------------|--|--|--|--|--|
| SCPASS Social Studies<br>SCPASS test data file | Baseline will be established in 2017-18<br>Grades 5 only | <b>Projected LEP</b> |  |  |  |  |  |
| SCPASS Social Studies<br>SCPASS test data file | Baseline will be established in 2017-18<br>Grades 5 only | <b>Actual LEP</b>    |  |  |  |  |  |
| SCPASS Social Studies<br>SCPASS test data file | Baseline will be established in 2017-18<br>Grades 5 only | <b>Projected SIP</b> |  |  |  |  |  |
| SCPASS Social Studies<br>SCPASS test data file | Baseline will be established in 2017-18<br>Grades 5 only | <b>Actual SIP</b>    |  |  |  |  |  |

| ACTION PLAN FOR STRATEGY #1: Student Achievement Demographic Subgroups                         |   |                                   |  |                |                | EVALUATION   |  |
|--|---|-----------------------------------|--|----------------|----------------|--|--|
| ACTIVITY   |   | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE                                     | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION   |  |
| 1. Teachers will utilize common formative assessments to inform their instructional practices. |   | 8/2018-6/2019                     | Teachers, SPED teachers, instructional leadership team | None           | N/A            | <ul style="list-style-type: none"> <li>Examples of assessments</li> <li>Examples of assessment results</li> <li>Lesson plans</li> <li>Minutes from grade level planning</li> </ul> |  |
|  | 2. Provide support for implementing data driven reflective conversations to improve teaching practice (school and individual data). | 2018-2023                         | Instructional leadership team                          | \$0            | NA             | Evidence of data driven conversations from meetings (grade level planning minutes and team minutes)  |  |
|  | 3. The school will implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in     | 2018-2023                         | Instructional leadership team, OnTrack teams           | \$0            | NA             | Evidence of EWRS intervention logs and regular team meetings the school-based EV   |  |

| ACTION PLAN FOR STRATEGY #1: Student Achievement Demographic Subgroups |   |                                   |   |                |                | EVALUATION                   |  |
|--|---|-----------------------------------|---|----------------|----------------|------------------------------|--|
| ACTIVITY   |   | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE                          | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |  |
|  | order to provide needed support.  |                                   |   |                |                |                              | team   |
| 4.   | The school will utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups. | 2018-2020                         | Instructional leadership team,OnTrack teams | \$0            | \$0            |                              | Evidence of EWRS intervention logs and regular team meeting the school-based EV team |

**Performance Goal Area:** ☒ Student Achievement\* ☐ Teacher/Administrator Quality\* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐ 1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 6 Annually** increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, FastBridge, MAP, and other measures.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| DATA SOURCE(s):     | AVERAGE BASELINE |                  | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---------------------|------------------|------------------|---------|---------|---------|---------|---------|
| Fountas and Pinnell | TBD              | School Projected | TBD     | TBD     | TBD     | TBD     | TBD     |
|                     |                  | School Actual    |         |         |         |         |         |
| FastBridge          | TBD              | School Projected | TBD     | TBD     | TBD     | TBD     | TBD     |

|                     |     |                    |     |     |     |     |     |
|---------------------|-----|--------------------|-----|-----|-----|-----|-----|
|                     |     | School Actual      |     |     |     |     |     |
| MAP                 | TBD | School Projected   | TBD | TBD | TBD | TBD | TBD |
|                     |     | School Actual      |     |     |     |     |     |
| Fountas and Pinnell | TBD | District Projected | TBD | TBD | TBD | TBD | TBD |
|                     |     | District Actual    |     |     |     |     |     |
| FastBridge          | TBD | District Projected | TBD | TBD | TBD | TBD | TBD |
|                     |     | District Actual    |     |     |     |     |     |
| MAP                 | TBD | District Projected | TBD | TBD | TBD | TBD | TBD |
|                     |     | District Actual    |     |     |     |     |     |

|  |                   |
|--|-------------------|
| <b>ACTION PLAN FOR STRATEGY #1: Increase in Reading Level in K-5</b> | <b>EVALUATION</b> |
|--|-------------------|

| ACTIVITY   |   | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE   | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION  |
|--|---|-----------------------------------|--|----------------|----------------|---|
| 1. Teachers will utilize common formative assessments to inform their instructional practices. |   | 8/2018-6/2019                     | Teachers, SPED teachers, instructional leadership team                               | None           | N/A            | <ul style="list-style-type: none"> <li>• Examples of assessments</li> <li>• Examples of assessment results</li> <li>• Lesson plans</li> <li>• Minutes from grade level planning</li> </ul>  |
|  | 2. Provide support for implementing data driven reflective conversations to improve teaching practice (school and individual data). | 2018-2023                         | Instructional leadership team  | \$0            | NA             | Evidence of data driven conversations from meetings (grade level planning minutes and team minutes)   |
|  | 3. Implement Balanced Literacy with fidelity across all schools.  | 2018-2023                         | Teachers, SPED teachers, instructional leadership team, literacy coach               | \$0            | TBD            | <p>Observations, anecdotal notes, and lesson plans</p> <p>Instructional Observations and Instructional Rounds</p> <p>Increased number of students reading on level by 3<sup>rd</sup> grade</p>  |
|  | 4. Support comprehension and effective communication through intentional planning and authentic use of vocabulary                   | 2018-2023                         | Teachers, SPED teachers, instructional leadership team, literacy coach, RTI teachers | \$0            | NA             | Classroom evidence of content vocabulary in lesson plans; assessment of classroom work as indicated by classroom observations and Instructional Rounds  |
|  | 5. Provide intentional support for consistently scheduled, sustained independent reading  | 2018-2023                         | Teachers, SPED teachers, instructional leadership team, literacy coach, RTI teachers | \$0            | NA             | <p>Classroom libraries with wide selection of texts that reflect students' interests and needs.</p> <p>Teachers lead focus on reading conferences and small group work.</p> <p>Students can articulate and demonstrate progress toward their reading goals.</p> |

| ACTION PLAN FOR STRATEGY #1: Increase in Reading Level in K-5  |                                   |                    |  |                |                              | EVALUATION   |
|--|-----------------------------------|--------------------|--|----------------|------------------------------|--|
| ACTIVITY   | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST   | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |  |
|  |                                   |                    |  |                |                              | goal(s).   |
| 6. Scaffold student thinking through modeling, think alouds, and/or guided practice to support stamina, decision making, and understanding of content. |                                   | 2018-2023          | Teachers, SPED teachers, instructional leadership team, literacy coach, RTI teachers | \$0            | NA                           | <p>Evidence of teacher modeling and think</p> <p>Evidence of scaffold thinking including v thought prompts, and question stems</p> <p>Students articulate a scaffolds to answer questions and solve problems</p> |
| 1. Coach teachers in instructional best practices for Tier 2 and Tier 3 classroom interventions  |                                   | 2018-2023          | Instructional leadership team, literacy coach  | \$0            | NA                           | <p>Implementation of coaching events with level teams and reflection practices.</p> <p>Evidence of Tier 2 and Tier 3 interventions classrooms as noted observations and Instructional Round</p>                  |
| 2. Implement the MTSS framework and intervention guidelines with fidelity  |                                   | 2018-2020          | SPED teachers, teachers, Instructional leadership team                               | \$0            | NA                           | Formative and summ assessments to inform about the focus, duration and effectiveness of intervention.  |

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| <b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority |
| <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional   |
| <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other   |
| <b>PERFORMANCE GOAL: 1</b> The school will have qualified, diverse teachers (gender and ethnicity) by 2023.  |



**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| DATA SOURCE(s):   | AVERAGE BASELINE              |                    | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|-------------------|-------------------------------|--------------------|---------|---------|---------|---------|---------|
| Employment report | % of diverse teachers 2017-18 | School Projected   | TBD     | TBD     | TBD     | TBD     | TBD     |
|                   |                               | School Actual      |         |         |         |         |         |
| Employment report | % of diverse teachers 2017-18 | District Projected | TBD     | TBD     | TBD     | TBD     | TBD     |
|                   |                               | District Actual    |         |         |         |         |         |

| ACTION PLAN FOR STRATEGY #1: Hiring candidates with diversity   |                                   |                               |                |                | EVALUATION  |
|---|-----------------------------------|-------------------------------|----------------|----------------|---|
| ACTIVITY  | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE            | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION                        |
| 1. Develop recruitment plan that will be used at Shining Stars event in spring to attract diverse candidates. | 2018-2023                         | Instructional leadership team | \$0            | NA             | Plans in place for schools                          |
| 2. Work with district recruitment staff to identify diverse candidates when there are staff openings.         | 2018-2023                         | principal                     | \$0            | NA             | Email correspondence between principal and district |

**Performance Goal Area:** ☐ Student Achievement\* ☐ Teacher/Administrator Quality\* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 1** Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| DATA SOURCE(s):               | AVERAGE BASELINE |                           | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|-------------------------------|------------------|---------------------------|---------|---------|---------|---------|---------|
| SDE School Report Card Survey | 91.6             | School Projected Students | ≥ 90    | ≥ 90    | ≥ 90    | ≥ 90    | ≥ 90    |
|                               |                  | School Actual Students    |         |         |         |         |         |
|                               | 95.2             | School Projected Teachers | ≥ 90    | ≥ 90    | ≥ 90    | ≥ 90    | ≥ 90    |
|                               |                  | School Actual Teachers    |         |         |         |         |         |
|                               | 87.2             | School Projected Parents  | ≥ 90    | ≥ 90    | ≥ 90    | ≥ 90    | ≥ 90    |
|                               |                  | School Actual Parents     |         |         |         |         |         |

|                               |    |                             |      |      |      |      |      |
|-------------------------------|----|-----------------------------|------|------|------|------|------|
| SDE School Report Card Survey | 91 | District Projected Students | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
|                               |    | District Actual Students    |      |      |      |      |      |
|                               | 94 | District Projected Teachers | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
|                               |    | District Actual Teachers    |      |      |      |      |      |
|                               | 88 | District Projected Parents  | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
|                               |    | District Actual Parents     |      |      |      |      |      |

| ACTION PLAN FOR STRATEGY #1: School Safety  |  |                                   |                    |                |                | EVALUATION   |  |
|---|--|-----------------------------------|--------------------|----------------|----------------|--|--|
| ACTIVITY  |  | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION                         |  |
| 1. Communicate clearly and effectively with all stakeholders that schoolwide emergency response plans are in place and include explanations of the training and drills that take place at each location |  | 2018-2023                         | Principal          | \$0            | NA             | Newsletters, Social Media Posts, SIC and PTA Agendas |  |
| 2. Continue to utilize social media, tip lines, phone blasts and media  |  | 2018-2023                         | Principal          | \$0            | NA             | Tips received from multiple stakeholders             |  |

| ACTION PLAN FOR STRATEGY #1: School Safety   |   |                                   |                    |                         |                  | EVALUATION                   |                            |
|--|---|-----------------------------------|--------------------|-------------------------|------------------|------------------------------|----------------------------|
| ACTIVITY   |   | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST          | FUNDING SOURCE   | INDICATORS OF IMPLEMENTATION |                            |
|  | outlets to encourage parents, students, teachers and community members to report any concerns or issues |                                   |                    |                         |                  |                              | groups                     |
|  | 3. Continued use of the Level I and Level II background checks.   |                                   | Ongoing            | Principal, office staff | Changes annually | General Fund                 | Volunteer checks completed |
| 4. School will have more secure measures in place with installation of new cameras schoolwide and new secure front entrance. |   | 6/2018-8/2018                     | Principal          | Based on construction   | District funding | Pictures of school           |                            |

**Performance Goal Area:** ☐ Student Achievement\* ☐ Teacher/Administrator Quality\* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 2** The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

**PERFORMANCE GOAL: 3** The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

Percent Recommended for Expulsion

| DATA SOURCE(s):  | AVERAGE BASELINE |                  | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|--|------------------|------------------|---------|---------|---------|---------|---------|
| ESSA Federal Accountability and SDE School Report Card | (2016-17)        | School Projected | ≤1.0    | ≤1.0    | ≤1.0    | ≤1.0    | ≤1.0    |

|  |                         |                           |             |             |             |             |             |
|--|-------------------------|---------------------------|-------------|-------------|-------------|-------------|-------------|
|  | 0                       | <b>School Actual</b>      |             |             |             |             |             |
| ESSA Federal Accountability and SDE School Report Card | (2016-17)<br><b>0.7</b> | <b>District Projected</b> | <b>≤1.0</b> | <b>≤1.0</b> | <b>≤1.0</b> | <b>≤1.0</b> | <b>≤1.0</b> |
|  |                         | <b>District Actual</b>    |             |             |             |             |             |

Annual Expulsion Rate

| <b>DATA SOURCE(s):</b>                                 | <b>AVERAGE BASELINE</b> |                           | <b>2018–19</b> | <b>2019–20</b> | <b>2020–21</b> | <b>2021–22</b> | <b>2022–23</b> |
|--|-------------------------|---------------------------|----------------|----------------|----------------|----------------|----------------|
| ESSA Federal Accountability and SDE School Report Card | (2016-17)               | <b>School Projected</b>   | <b>≤ .07</b>   | <b>≤ .07</b>   | <b>≤ .07</b>   | <b>≤ .07</b>   | <b>≤ .07</b>   |
|  | 0                       | <b>School Actual</b>      |                |                |                |                |                |
| ESSA Federal Accountability and SDE School Report Card | (2016-17)               | <b>District Projected</b> | <b>≤ .07</b>   | <b>≤ .07</b>   | <b>≤ .07</b>   | <b>≤ .07</b>   | <b>≤ .07</b>   |
|  |                         | <b>District Actual</b>    |                |                |                |                |                |

|  |                   |
|--|-------------------|
| <b>ACTION PLAN FOR STRATEGY #1: Maintaining Student Behavior</b> | <b>EVALUATION</b> |
|--|-------------------|

| ACTIVITY  | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE   | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION                     |
|---|-----------------------------------|--|----------------|----------------|--|
| 1. Increase awareness of community based resources that families can reach out to for guidance and support.   | 2018-2023                         | OnTrack Team   | \$0            | NA             | Information disseminated and utilized            |
| 2. Disseminate through student handbooks, websites, PTA, and other means enhanced communication regarding the consequences of level III infractions.            | 2018-2023                         | Principal  | \$0            | NA             | Information disseminated through various formats |
| 3. Educate students, teachers and parents so they are able to identify changes in behavior for themselves and peers, which may signify a need for intervention. | 2018-2023                         | Instructional leadership team, guidance counselor, mental health counselor | TBD            | TBD            | Training implemented                             |
| 4. Develop buddy programs to help elementary students who are struggling to adjust.   | 2018-2023                         | Teachers, OnTrack Team, guidance counselor                                 | \$0            | NA             | Schools have programs in place                   |

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| <b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i> ) <input type="checkbox"/> District Priority             |
| <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional<br><i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other |
| <b>PERFORMANCE GOAL: 4</b> The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.   |
| <b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.  |

| DATA SOURCE(s): | AVERAGE BASELINE |  | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|-----------------|------------------|--|---------|---------|---------|---------|---------|
|-----------------|------------------|--|---------|---------|---------|---------|---------|

|                                    |    |                    |      |      |      |      |      |
|------------------------------------|----|--------------------|------|------|------|------|------|
| AdvancED Culture & Climate Surveys | 95 | School Projected   | ≥ 95 | ≥ 95 | ≥ 95 | ≥ 95 | ≥ 95 |
|                                    |    | School Actual      |      |      |      |      |      |
| AdvancED Culture & Climate Surveys | 89 | District Projected | 90   | 90   | 90   | 90   | 90   |
|                                    |    | District Actual    |      |      |      |      |      |

| ACTION PLAN FOR STRATEGY #1: Caring Environment |   |                                   |  |                |                | EVALUATION  |  |
|---|---|-----------------------------------|--|----------------|----------------|---|--|
| ACTIVITY  |   | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE   | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION  |  |
|   | 1. Expand mentoring program for students  | 2018-2023                         | Guidance Counselor, OnTrack team                                 | TBD            | Local          | Students assigned to adult at the school.   |  |
|   | 2. Provide opportunities for support staff to be inclusive in school culture.   | 2018-2023                         | Teachers, Instructional leadership team, Guidance Counselor, PTA | \$0            | NA             | Support staff included in decision making and support of students                     |  |
|   | 3. Include a “Kindness” Campaign for students, teachers, and staff to show ways of being kind to others throughout the day. | 2018-2019                         | Teachers, Instructional leadership team, staff,                  | \$0            | NA             | Name recognition on social media, school website, newsletter on display in the school |  |

| ACTION PLAN FOR STRATEGY #1: Caring Environment |                                   |                    |                    |                | EVALUATION                   |
|---|-----------------------------------|--------------------|--------------------|----------------|------------------------------|
| ACTIVITY  | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST     | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
|   |                                   |                    | Guidance Counselor |                |                              |

**Performance Goal Area:** ☐ Student Achievement\* ☐ Teacher/Administrator Quality\* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* *required*) ☐ District Priority

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

*1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 5 Achieve** and maintain a student attendance rate of 95% or higher.

**INTERIM PERFORMANCE GOAL:** Maintain an annual student attendance rate of 95% or higher.

| DATA SOURCE(s):  | AVERAGE BASELINE |                    | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|--|------------------|--------------------|---------|---------|---------|---------|---------|
| ESSA Federal Accountability and SDE School Report Card | (2016-17)        | School Projected   | ≥ 95    | ≥ 95    | ≥ 95    | ≥ 95    | ≥ 95    |
|  | 95.3             | School Actual      |         |         |         |         |         |
|  | (2016-17)<br>95  | District Projected | 95      | 95      | 95      | 95      | 95      |
|  |                  | District Actual    |         |         |         |         |         |



| ACTION PLAN FOR STRATEGY #1: Student Attendance |   |                                   |  |                |                | EVALUATION   |  |
|---|---|-----------------------------------|--|----------------|----------------|--|--|
| ACTIVITY  |   | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE   | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION   |  |
|   | 1. Consistently monitor attendance trends   | 2018-2023                         | Attendance Clerk<br>Instructional leadership team<br>Social Worker | \$0            | NA             | Attendance reports<br><br>Review of attendance policies                            |  |
|   | 2. Establish protocol for personal (via email, phone calls) contact to absent students                                    | 2018-2023                         | Instructional leadership team<br>Teacher<br>Attendance Clerk       | \$0            | NA             | Documented contact   |  |
|   | 3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students                              | 2018-2023                         | OnTrack Coordinator and team<br>Social Worker<br>Attendance Clerk  | \$0            | NA             | Students are identified and appropriate supports are assigned                      |  |
|   | 4. Use the Intervention Connection System to assign and monitor interventions for truant and chronically absent students. | 2018-2023                         | OnTrack Coordinator and team<br>Social Worker<br>Attendance Clerk  | \$0            | NA             | Intervention Connection System reports for truant and chronically absent students. |  |
|   | 5. Promote attendance with students and parents as an important component of school success                               | 2018-2023                         | Instructional leadership team,<br>guidance counselor               | \$0            | NA             | Teacher/school director contact with parents<br><br>Attendance charts              |  |

**Performance Goal Area:** ☐ Student Achievement\* ☐ Teacher/Administrator Quality\* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

*1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 6** The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| DATA SOURCE(s):                    | AVERAGE BASELINE                          |                    | 2018–19                                | 2019–20                                | 2020–21                                | 2021–22                               | 2022–23                               |
|------------------------------------|---|--------------------|--|--|--|---------------------------------------|---------------------------------------|
| AdvancED Culture & Climate Surveys | Afraid – 5%<br>Lonely – 15%<br>Angry – 8% | School Projected   | Afraid ≤ 5<br>Lonely ≤ 14<br>Angry ≤ 7 | Afraid ≤ 5<br>Lonely ≤ 12<br>Angry ≤ 7 | Afraid ≤ 4<br>Lonely ≤ 10<br>Angry ≤ 6 | Afraid ≤ 4<br>Lonely ≤ 8<br>Angry ≤ 6 | Afraid ≤ 4<br>Lonely ≤ 6<br>Angry ≤ 5 |
|                                    |   | School Actual      | Afraid ≤<br>Lonely ≤<br>Angry ≤        | Afraid ≤<br>Lonely ≤<br>Angry ≤        | Afraid ≤<br>Lonely ≤<br>Angry ≤        | Afraid ≤<br>Lonely ≤<br>Angry ≤       | Afraid ≤<br>Lonely ≤<br>Angry ≤       |
| AdvancED Culture & Climate Surveys | Afraid – 5%<br>Lonely – 10%<br>Angry – 8% | District Projected | Afraid ≤ 5<br>Lonely ≤ 9<br>Angry ≤ 7  | Afraid ≤ 5<br>Lonely ≤ 9<br>Angry ≤ 7  | Afraid ≤ 5<br>Lonely ≤ 8<br>Angry ≤ 6  | Afraid ≤ 5<br>Lonely ≤ 8<br>Angry ≤ 6 | Afraid ≤ 5<br>Lonely ≤ 7<br>Angry ≤ 5 |
|                                    |   | District Actual    | Afraid ≤<br>Lonely ≤<br>Angry ≤        | Afraid ≤<br>Lonely ≤<br>Angry ≤        | Afraid ≤<br>Lonely ≤<br>Angry ≤        | Afraid ≤<br>Lonely ≤<br>Angry ≤       | Afraid ≤<br>Lonely ≤<br>Angry ≤       |

| ACTION PLAN FOR STRATEGY #1: Environment that supports mental and social/emotional health   |  |                                   |                    |                |                | EVALUATION                   |  |
|---|--|-----------------------------------|--------------------|----------------|----------------|------------------------------|--|
| ACTIVITY  |  | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |  |
| 1. Implement the OnTrack process in the school, utilizing EWRS data and social-emotional survey results to match interventions to school-wide and student needs |  | 2018-2023                         | Principal          | \$0            | NA             | OnTrack meeting agendas      |  |

| ACTION PLAN FOR STRATEGY #1: Environment that supports mental and social/emotional health |   |                                   |   |                |                | EVALUATION   |  |
|---|---|-----------------------------------|---|----------------|----------------|--|--|
| ACTIVITY  |   | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE  | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION   |  |
|   | 2. Provide an annual community resource fair at the school level for staff and parents  | 2018-2023                         | Principal   | \$0            | NA             | Fair takes place on the Teacher Night  |  |
|   | 3. Increase opportunities for physical activity throughout the school day to include learning through movement and active brain breaks. | 2018-2023                         | Teachers, PE teacher, Instructional leadership team         | \$0            | NA             | More activity in school day  |  |
|   | 4. Train staff and students on the anonymous reporting process  | 2018-2023                         | Principals  | \$0            | NA             | Students and staff aware and able to report  |  |
|   | 5. Educate students on appropriate vs. inappropriate behaviors and the impact of their choices  | 2018-2023                         | Teachers, Guidance Counselor, Instructional Leadership team | \$0            | NA             | Discipline consequences highlighted in materials for distribution  |  |
|   | 6. The school will ensure its character education program (Kindness campaign) addresses bullying behaviors                              | 2018-2023                         | Principal   | TBD            | TBD            | Appropriate program utilized by school   |  |
|   | 7. Build a positive learning community supportive of all students   | 2018-2023                         | Teachers, staff, Instructional leadership team              | \$0            | NA             | Evidence of: <ul style="list-style-type: none"> <li>classroom conversations reflections to support problem solving occur during the school day</li> <li>classroom conversations reflections occur across the components of GCS Secondary Literacy Framework.</li> <li>established classroom norms expectations, and</li> </ul> |  |

| ACTION PLAN FOR STRATEGY #1: Environment that supports mental and social/emotional health |                                   |                    |                |                | EVALUATION   |
|---|-----------------------------------|--------------------|----------------|----------------|--|
| ACTIVITY  | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION   |
|   |                                   |                    |                |                | procedures. <ul style="list-style-type: none"> <li>• students exercise autonomy and respect for peers and adults.</li> </ul> |