Heritage Elementary School



Scope Plan 2024-25 through 2028-29 Annual Update

Mrs. Heather Hester, Principal

1592 Geer Highway

Travelers Rest, SC 29690

Greenville County School District

Dr. W. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Heritage Elementary School

SCHOOL RENEWAL PLAN FOR YEARS 2025-26 through 2029-2030 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR 2025-2026 *(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	W Burke Royster	**03/09/2026**
PRINTED NAME	**SIGNATURE**	**DATE**

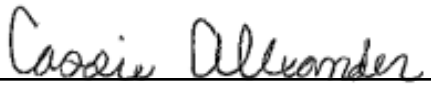
PRINCIPAL

Mrs. Heather Hester	Heather Hester	**03/09/2026**
PRINTED NAME	**SIGNATURE**	**DATE**

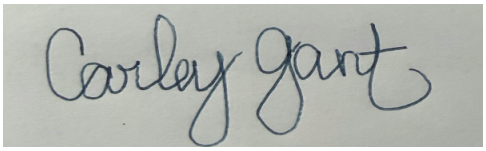
CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	Dr. Carolyn J. Styles	**03/09/2026**
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Cassie Alexander		**03/09/2026**
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Carley Gant		**03/09/2026**
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 Renewal

Position and Name

1. Principal: Mrs. Heather Hester
2. Teacher: Mrs. Kristi Evans
3. Parent/Guardian: Mrs. Brittany Levesque
4. Community Member: Officer Alex Payne
5. Paraprofessional: Ms. Mary Phillips
6. School Improvement Council Member: Ms. Jeannie Gully
7. Read to Succeed Reading Coach: Mrs. Carley Gant
8. School Read To Succeed Literacy Leadership Team Lead: Mrs. Carley Gant
9. School Read To Succeed Literacy Leadership Team Member: Mrs. Amy Lyn Reeves

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

** Must include the School Literacy Leadership Team for Read to Succeed

Instructional Leadership Team	School Read to Succeed Literacy Team
Mrs. Heather Hester, Principal Ms. Julie Kramer, Assistant Principal Mrs. Cassie Alexander, Instructional Coach Mrs. Carley Gant, Literacy Coach	Mrs. Heather Hester, Principal Ms. Julie Kramer, Assistant Principal Mrs. Cassie Alexander, Instructional Coach Mrs. Carley Gant, Literacy Coach Mrs. Jessica Zannini, Media Specialist Mrs. Amy Lyn Reeves, Interventionist Mrs. Christina Luther, Interventionist

Guiding Coalition 25-26

Mrs. Heather Hester
Ms. Julie Kramer
Mrs. Cassie Alexander
Mrs. Carley Gant
Mrs. Barb Bathon
Ms. Zannini
Mrs. Michaela S. Honeycutt
Mrs. Lynn Mills
Mrs. Stacey Silvers
Mrs. Leslie Bowers
Mrs. Regan Davis
Mrs. Sara Epps
Mrs. Devyn Washburn
Ms. Jeanie Gully

Heritage Elementary Faculty and Staff

2025-2026

Preschool & Kindergarten	1st Grade	2nd Grade
Rene Smoak Kristi Evans Kaelin Mlay Donna Jent Michaela Honeycutt Brittany Summers	Lynn Mills Amy Grumbles Samantha Massey Olivia Chambers Donna Hubbard Caroline Crenshaw	Gabriel Capps Leslie Bowers Mac Martin Donna Hubbard
3rd Grade	**4th Grade**	**5th Grade**
Pam Moore Shelley Kozic Regan Davis Stacey Cunningham	Sharon Gillespie Sarah Epps Lindsey Wilson	Kim Searcy Devon Washburn Gina Scott Amy Eldridge

Special Education	Related Arts	Specialists
Taryn Huber Amanda Robey Dana Crumley Nicole Lunghi Sabrea Brown Barbara Bathon Paulette Penuel	Brian McGuffee Ashlyn Cooper Jennifer Bishop Debbie Allen Wendy Bergquist Kim Cole Jessica Zannini (Media)	Lisa Williams Amy Lyn Reeves Christina Luther Lindsey Grumbles
Paraprofessionals	**Office Staff**	**Support Staff**
Stacy Silvers Amber Smith Maia Epps-Zagel Stacy Shipman Debbie Bell Crystal Talley Donna Churray Delia Amick Timberly Hatfield Connie Turner	Chryse Walker-Attendance Clerk Lindsey Hesketh-Greenville Mental Health Jeannie Gully-Guidance Counselor Patty Silver-School Nurse Mary Phillips-Secretary/Finances Wanda Casad-Office/Library	Plant Engineer: Dustan Snow Custodian(s): Patricia Glenn Robin Hawkins Rob Hitt Kam Watkins
Cafeteria Staff: Kim Kelley - Manager Tina Mundie - Assistant Manager Brianna Griffin Madison Barnett Tonya Bridges Cricket Leopard Ashley Diamond		

*REMINDER: **If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.**

ASSURANCES FOR SCHOOL RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))	
◉ Yes ○ No ○ N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
◉ Yes ○ No ○ N/A	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
◉ Yes ○ No ○ N/A	Parent Involvement 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.
◉ Yes ○ No ○ N/A	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
◉ Yes ○ No ○ N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

◉ Yes ○ No ○ N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
◉ Yes ○ No ○ N/A	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
◉ Yes ○ No ○ N/A	Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
○ Yes ○ No ◉ N/A	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
◉ Yes ○ No ○ N/A	Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
◉ Yes ○ No ○ N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
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Introduction

The motto of Heritage Elementary is "Preserving the past, pioneering the future" where we focus on our why…Every Child. Every Day. No Matter What.

The 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 school community 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. We strive to meet the needs of our students and our goal at Heritage Elementary School is excellence for all students. We make this our goal and we address student achievement, social and emotional needs, and community needs of the children at Heritage Elementary. 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 reflects 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.

The five categories utilized in this school portfolio are:

- **Executive Summary**

- **School Profile**
- **Mission, Vision, and Beliefs**
- **Data Analysis and Needs Assessment**
- **Action Plan**

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

Firmly rooted in the Travelers Rest community, Heritage is a hometown school. Our students' families live, work, and play in our community… and many families have been here for generations. Heritage also offers students a world class education through strong core instruction in academics, foreign language, and the arts. Heritage is a K3-5th grade public school that currently houses 541 students, with only one 4th grade student participating in the GCSD Virtual Program this year. Our goal at Heritage Elementary School is excellence for all students. We aspire to achieve this excellence through offering a well-rounded curriculum. Through this rich curriculum, students find ways to excel in areas that are unique to their abilities and interests. Teachers continue to use inquiry-based lessons in their classrooms.

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.

Summary of Student Achievement

Heritage Elementary has three subgroups: students who are African American, pupils in poverty, 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. Our student population continues to increase each year, and we anticipate a flurry of growth over the next decade in this part of Greenville County. Once our students enroll in Heritage, they tend to stay in the area, which keeps our population fairly stable.

Summary of the 2024-2025 School Year Assessments

In the 2025 SC READY assessment, the overall percentage of students meeting or exceeding expectations in ELA at Heritage Elementary increased from 75.6% in 2024 to 80.32% in 2025, surpassing the district average of 70.5%. At the grade level, third-grade performance increased from 72.5% in 2024 to 85.52% in 2025, it remained significantly higher than the district average (70.7%). Fourth grade slightly decreased from

78.1% in 2024 to 77.65% in 2025, outperforming the district average of 70.7%. Fifth-grade scores, however, increased from 70.5% in 2024 to 78.48% in 2025 and remained above the district average of 70.1%. While the school's overall performance improved and exceeded district averages, third and fifth grades saw notable growth. Fourth grade showed a slight decrease. Notable progress was made and the school exceeded its ELA goal of 75.6% with an overall average of 80.32%

In the 2025 SC READY assessment, the percentage of students meeting or exceeding expectations in math at Heritage Elementary decreased from 80.5% in 2024 to 77.5% in 2025, surpassing the district average of 53.6%. At the grade level, third-grade performance saw an increase from 81.3% in 2024 to 89.47% in 2025, and remained well above the district average of 66.4%. Fourth grade showed a decrease from 82.2% in 2024 to 68.08% in 2025, while still outperforming the district average of 64.5%. Fifth-grade scores also decreased from 71.8% in 2024 to 67.08% in 2025, maintaining a strong lead over the district average of 59.6%. Overall, the school made notable progress in math achievement, with gains in third grade. However, despite the improvement, the school remains slightly below its math goal of 77.5%.

Needs Assessment Summary for Student Achievement

****Data from the 2024-25 state assessments and end of the year data (Met and Exceed)****

- 80.32% of students in grades 3-5 scored meets or exceeds in English language arts on the SCREADY assessment
- 74.5% of students in grades 3-5 scored meets or exceeds in math on the SCREADY assessment
- Based on the school report card, the overall rating for Heritage in 24-25 was **Good** with a score of 54.
- Based on the school report card breakdown, Heritage scored the following:
    - Academic Achievement: Excellent
    - Preparing for Success: Good
    - Student Progress: Unsatisfactory
- When looking at the breakdown, not all of our Meets/Exceeds students are increasing their individual cut scores, while still remaining meets/exceeds.

Needs Assessment Summary for Teacher and Administrator Quality

Our experiences and strengths vary, which allows us to provide a rigorous academic experience for our students. Our PLC (Professional Learning Community), which is based on our student-centered data, guides our practice and allows us to utilize teacher talents in developing and strengthening the curriculum. Quality staff development is provided on campus. Staff development is designed to help teachers maintain highly qualified certification. All of the Heritage administration and staff are classified as “highly qualified” per the State Department of Education.

The faculty is structured into teams and committees to involve all staff in decision making. These groups/committees are as follows:

- **Administrative Team**

    - Consists of the principal, assistant principal, instructional coach, and literacy coach
    - Reviews grade level minutes, data, information shared from the central office, lesson plans, student achievement, teacher evaluations, and school activities and events
    - Discusses instructional and operational issues to be addressed with grade level leaders, PTA, and SIC
- **Guiding Coalition**
    - Consists of the administrative team, grade level leaders, including special education, related arts, assistants, and guidance/speech
    - Discusses instructional and operational aspects of the school
    - Disseminates information to grade level teams
- **Grade Level Teams**
    - Consists of the team leader and teachers from the grade level
    - Collaborates to create lesson plans
    - Shares best practices
    - Records minutes to be shared with the administrative team
- **Data Team Committees**
    - Consists of grade level teachers, special educators, instructional coach, academic specialists within the building, and administration
    - Disaggregate data based on information generated from benchmark tests; both formative and summative assessments are reviewed
    - Identifies strengths and weakness of individual students, standards, and subject strands
    - Plans and adjusts instructional practices to meet the individual needs of students based on data
    - Creates a plan of action to identify and support struggling students using differentiated instruction

Based on the 2024-2025 school report card:

- Percent of teachers with advanced degrees: 59.4% which is down from 64.7%
- Percent of teachers on continuing contract: 100.0% which is no change from the previous year
- Percent of teachers returning from previous year (current year): 88.9% which is down from 94.6%
- Percent of teachers returning from previous year (three-year average): 92.6% which is down from 92.9%
- Prime instructional time: 88.1% which is up from 87.7%

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 professional development workshops early in the summer. The teachers have continued to use many of the skills they learned in the summer now as we are face to face for instruction. Much of the professional development in the past two years have centered around the Science of Reading.

NEEDS ASSESSMENT FOR SCHOOL CLIMATE

Each year teachers, students, and parents are surveyed and those results show up on the state report card for each school. Students, parents, and staff feel as if:

- 92.3% of parents, 100.0% of teachers, and 91.8% of students indicated satisfaction with the learning environment on the 2024-25 school report card survey.
- 100% of parents, 100% of teachers, and 94.2% of students indicated satisfaction with the social and physical environment on the 2024-25 school report card survey.
- 90.9% of parents, 100% of teachers, and 95.6% of students indicated satisfaction with the school-home relations on the 2024-25 school report card survey.
- Our annual student retention rate in 2024-2025 is 1.0% and has decreased from 1.6% in 2023-2024.
- Overall perceptions of school climate 8.31 out of 10.

Heritage Elementary receives an enormous amount of support for our school. However, significant challenges have presented themselves during the course of the past few school years.

Challenges (from the past three years):

- When looking at overall cut scores, not all of our Meets/Exceeds students are increasing their individual cut scores, while still remaining meets/exceeds.
- 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.
- More emphasis must be made on backwards design model to inform instruction
- In-depth training in the Science of Reading.

Awards and Accomplishments (from past three years):

- "Good" on State Report Card
- Highest academic growth from 2021-2022 of all Greenville County Schools elementary schools
- 100% PTA membership
- National Board Certified Teachers
- Early Literacy Program
- Artist in Residence Program
- Monthly G+ lessons on college and career readiness by our guidance department
- Safe School Award
- Donors Choose Grants
- Solution Tree Promising Practice School 2023-2024

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 relocated to nearby Gateway Elementary until a new facility could be constructed. In August of 1994, students and faculty 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 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 and a sensory classroom.

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 promote 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 Science of Reading school with a reading interventionist serving all grades. The teachers use science kits, primary sources, textbooks, mentor texts, math manipulatives, technology integration, and arts integration. All classrooms are equipped with technology. Our school is 1:1 in K4-5th grade. Currently we have a Spanish program for students in kindergarten thru fifth grade. This is part of the weekly Related Arts rotation.

The School Community: Outside Support



We couldn't do what we do each and every day without the wonderful support of our PTA, SIC, volunteers, and the Cliffs at Glassy. Each of these partners are instrumental in offering our students and staff support to ensure their success.

Heritage's PTA is designed to enrich the overall educational and social experience for all children. They coordinate events, raise money, plan and facilitate staff appreciation week, and help support the school. One of their biggest fund raisers is the Read-A-Thon, where students raise pledges for pages they read. Our PTA has a Parent Volunteer Coordinator who ensures classroom teachers have volunteers when needed. Not all volunteers serve on committees. Some volunteers run copies, distribute newsletters, help at the book fair, read to students, tutor, and/or serve as room mom. Parent volunteers are actively helping teachers spend more time on academics.

The Heritage SIC (School Improvement Council) meets monthly to discuss ways to improve the school climate, discuss community trends, and celebrate the successes of the students and teachers.

One group from the community that works with Heritage is the members of 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.

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. 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.





SIC	
Principal	Heather Hester
Assistant Principal	Julie Kramer
SIC Chairperson	Cassie Alexander
Counselor	Jeannie Gully
Teacher	Kristi Evans
Community Member	Sherri Oates Teresa Lightle
PTA Representative	Niki Reid
Parents	Brittany Levesque Melissa Sweet

PTA	
President	Kristie Walden and Niki Reid
Vice President	Lynsay Birckbickler
Secretary	Tennille Lee
Treasurer	Michella Allen and Sara Reinholz
Memberships	Niki Reid
Communications	Brittany Levesque
Read-A-Thon	PTA Board
Spirit Events	Niki Reid
Spirit Wear	Laura Johnson
Penny Wars	CeCe AMbrose
Members At Large	Open
Staff Appreciation Week	PTA Board
Holiday Shop	Brandi Champman
Reflections	Michelle Allen
Business Partners	Kristie Walden
MENtors	Freddie Sweet
School Store	Laura Johnson

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 Ms. Julie Kramer. This is Ms. Kramer's second year at Heritage. She was a classroom teacher for 13 years. She has taught in Georgia, Florida, and South Carolina. She graduated from The University of Georgia with a degree in Early Childhood Education and has her Master's in Administration from Clemson.

The Instructional Leadership Team

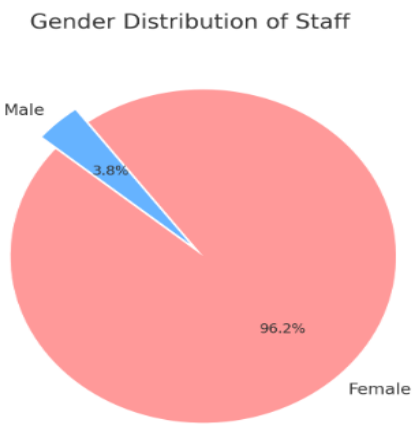
This team consists of the Principal, Assistant Principal, the Instructional Coach, and the Literacy Coach. The team meets to discuss ways to increase student achievement through analysis of data both formally and informally, as well as curriculum planning. This group collectively plans professional development throughout the year.

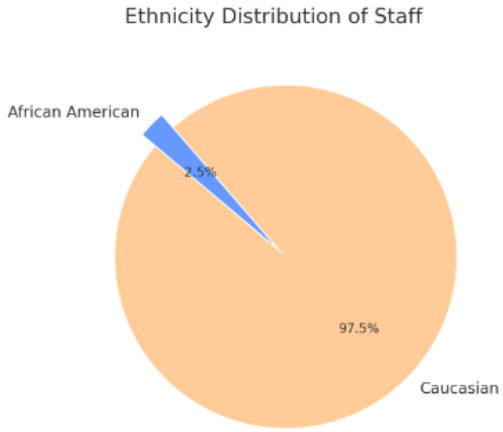
Guiding Coalition (Faculty Council)

This is a vertical team/professional learning community composed of teachers from each grade, special education, and related arts. This team meets with the Leadership Team one Wednesday out of each month. The team discusses everything from schedules, professional development, curriculum, and assessment. This vertical team also attends a summer retreat where the goals and events are planned for the upcoming school year

Instructional Staff

The school has a total of seventy-six faculty and staff members including two administrators. There is not much diversity on the Heritage faculty. Heritage does not have much ethnic diversity as well.





Here is a snapshot of our staff:

• 2 Administrators • 2 full time speech teachers • 10 Instructional assistants • 1 Greenville Mental Health Counselor • 1 Gifted and Talented teacher • 3 RTI teachers • 1 Guidance Counselor • 6 Related Arts Specialists • 1 Nurse	• 1 Literacy Coach • 1 Instructional Coach • 2 PreK teachers • 2 Self-Contained Special Education teachers • 4 Kindergarten teachers • 6 First grade teachers • 4 Second grade teachers • 4 Third grade teachers • 3 Fourth grade teachers • 4 Fifth grade teachers • 1 Media Specialist

New Teacher Mentoring Program

With the new hire of teachers at Heritage, a new teacher mentoring program was established. The mentoring program called, "Newcomers," meets once a month on a variety of topics. During the meetings, the principal, assistant principal, instructional coach, literacy specialist, 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, Guiding Coalition, PTA Board, vertical teams, and the School Improvement Council (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. The Guiding Coalition and the School Improvement Council 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 week with at least one member of the Instructional Leadership Team. Staff meetings are held on the second Wednesday after school hours. The PTA board also meets once a month to discuss and vote on any pertinent issues.

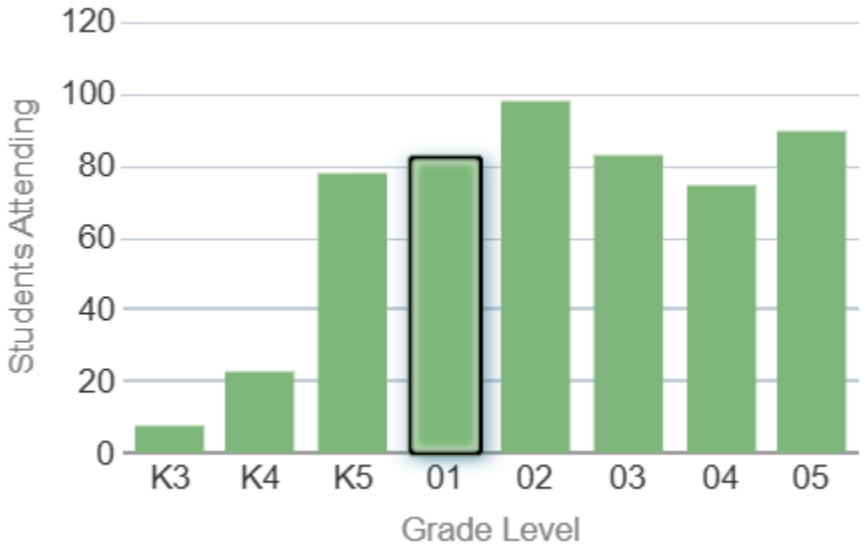
Student Population

Who We Are	
Total Number of Students Enrolled at Heritage	535 Gender Breakdown Male: 59.33% Female: 40.47%
Students Enrolled in Brick and Mortar	535
Students Enrolled in Virtual	0
Students Receiving Special Education Services	96
Students Receiving Gifted and Talented Services	35
Students Enrolled in Virtual	0
Pupils in Poverty	69%
Student Race Breakdown	
Caucasian	412
African American	44
Hispanic/Latino	36
Two or More Races	38
American Indian/Alaskan Native	2
Native Hawaiian or Other Pacific Islander	1

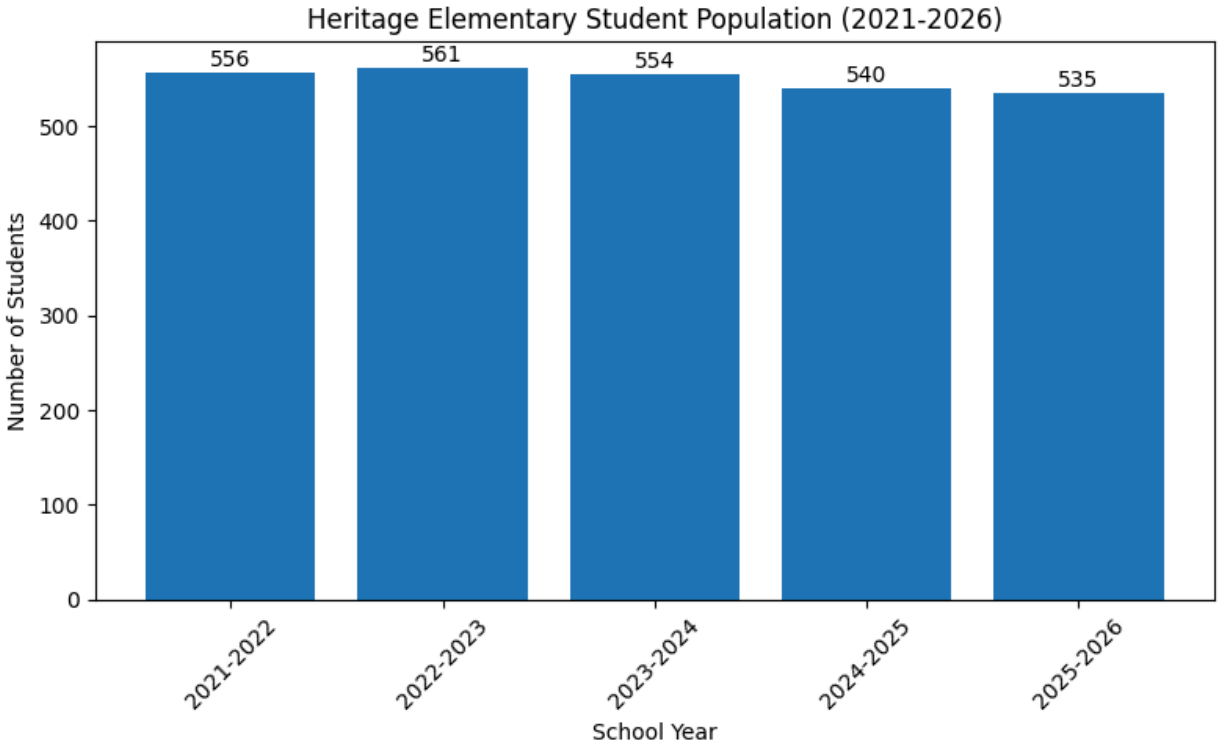
Asian	2

Membership by Grade Level

Grade Level	Members	% of total
K3	8	1.5%
K4	23	4.3%
K5	78	14.6%
1st Grade	82	15.3%
2nd Grade	98	18.3%
3rd Grade	83	15.5%
4th Grade	74	13.8%
5th Grade	89	16.6%
Total	535	100%



Student population over the past five years



The bar graph illustrates the student population at Heritage Elementary over the last five school years, from 2021-2022 to 2025-2026. The data shows a gradual decline in enrollment, with the population decreasing from 556 students in 2021-2022 to 535 students in 2025-2026.

While there was a slight fluctuation in 2022-2023, where enrollment increased to 561 from the previous year's 556, the overall trend indicates a steady decrease. The most significant drop occurred between the 2023-2024 and 2024-2025 school years, with a reduction of 14 students.

This declining enrollment trend may have implications for resource allocation, staffing, and instructional planning. Monitoring these shifts can help inform future decisions to support student needs effectively.

Based on the 2024-2025 (180 days) data, the student attendance rate in our school is 94.71%. Heritage Elementary has three subgroups: students who are African American, pupils of poverty, and students with disabilities. The school also has a K3/K4 Special Education/Developmental Preschool class that serves students with developmental delays, autism, and other identified needs. Over the past few years, our demographics have changed. A quarter of our student population attends Heritage Elementary on special permission.

Academic and Behavioral Features

Heritage Elementary also offers an OnTrack Academic Team who looks 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 K5-5th grade by certified teachers.



- Structured Literacy: Structured Literacy is designed to provide differentiated teaching that supports students in developing reading and writing proficiency. This model allows for children to be taught in a way that is intended to be more focused on their specific needs while accelerating their progress. This is a district wide initiative.
- Response to Intervention (RTI) in grades K5-5th: The overall goal of RTI is to accelerate children's reading ability by increasing their ability to use phonics skills in order to improve their reading fluency and comprehension.
- Gifted and Talented Program: Our program serves identified students in grades 3-5 who have been identified using the criteria established by the State Board of Education.
- OnTrack: The OnTrack team is made of members of the administrative team as well as guidance counselors, interventionists and the school's social worker. The team meets to discuss students who teachers or staff members are concerned about when it comes to attendance, behavior or academics.
- WIN (What I Need) Time: During WIN (What I Need) Time, students are provided with targeted support tailored to their individual needs. This time allows for flexible grouping, where students receive either remediation, enrichment, or tier 2 and/or tier 3 instruction based on their current academic levels.

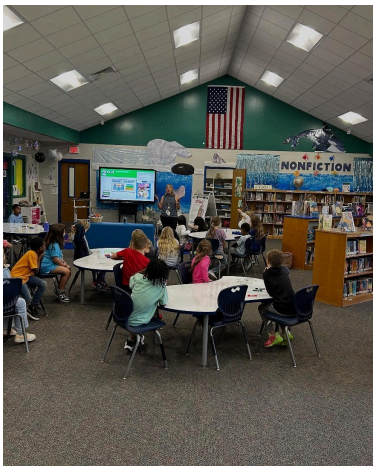
Teachers use data from assessments and observations to determine which students will benefit from specific interventions, ensuring that each child is supported in a way that addresses their unique challenges or promotes further growth. By aligning instruction with students' specific needs during this dedicated time, educators can offer more focused and personalized support, ultimately fostering academic success for all learners.

Outstanding Features/Program of Heritage

• 1-1 Chromebooks for all students • CATCH Program • Challenge Program (Gifted and Talented) • Character Education Program (H.E.A.R.T) • Chorus • Cliff's Resident Outreach Volunteers • Daily Spanish instruction • Early Reading Intervention • Extended Day Program (2:15-6:00) • Science of Reading based ELA Instruction • IXL Math, Reading, Science, and Social Studies • United Way Award • Reading All Star Award	• National Board Certified Teachers • Good News Club • Art Club • Promethean Boards in All Classrooms • RAZ Kids Reading Program • Reflex Math • Response to Intervention Program • School Safety Patrol Program • ALEKS • Vex Robotics/Programming Club • STEAM Lab • Sensory Room • Battle of the Books • Safety Patrol • Pioneer Press







Mission, Vision, and Beliefs

Our Mission

Our mission is to cultivate a nurturing and joyful learning environment where every child feels valued, supported, and inspired to pioneer their path in an ever-changing world.

Our Vision

Our vision is to create a vibrant and supportive learning community where every child is empowered to pioneer their own path, fostering a deep sense of self worth and the courage to challenge themselves to reach new heights. We aim to inspire lifelong learners who are confident, compassionate, and ready to make a positive impact on the world.

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…

- We believe the school must provide a safe, caring environment that encourages and supports students in reaching their potential.
- We believe the school must provide an intellectually challenging environment in which students can develop a vision for their futures.
- We believe that educating our children must be a cooperative effort of students, home, school and community.
- We believe that the school must instill basic values and knowledge to function successfully at work, at home and at play

Motto

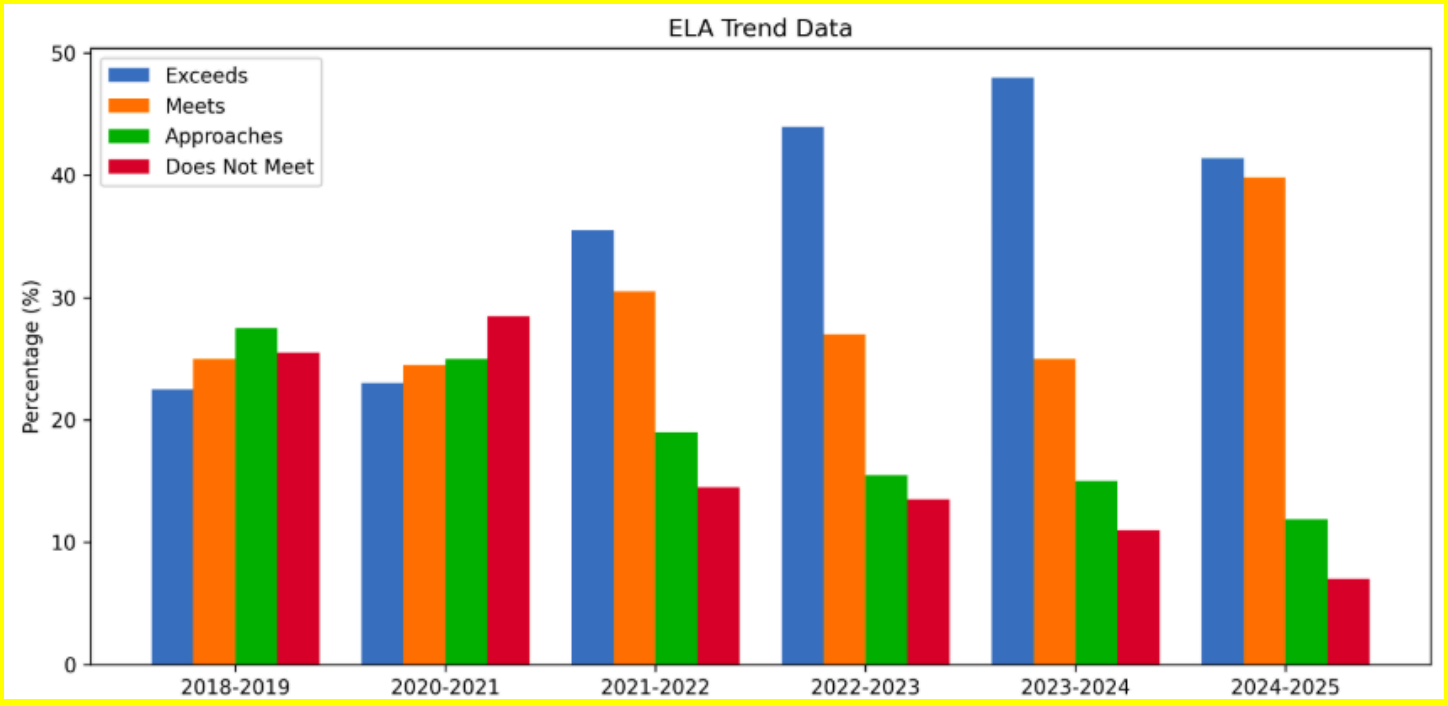
Preserving the past, pioneering the future.

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. 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.

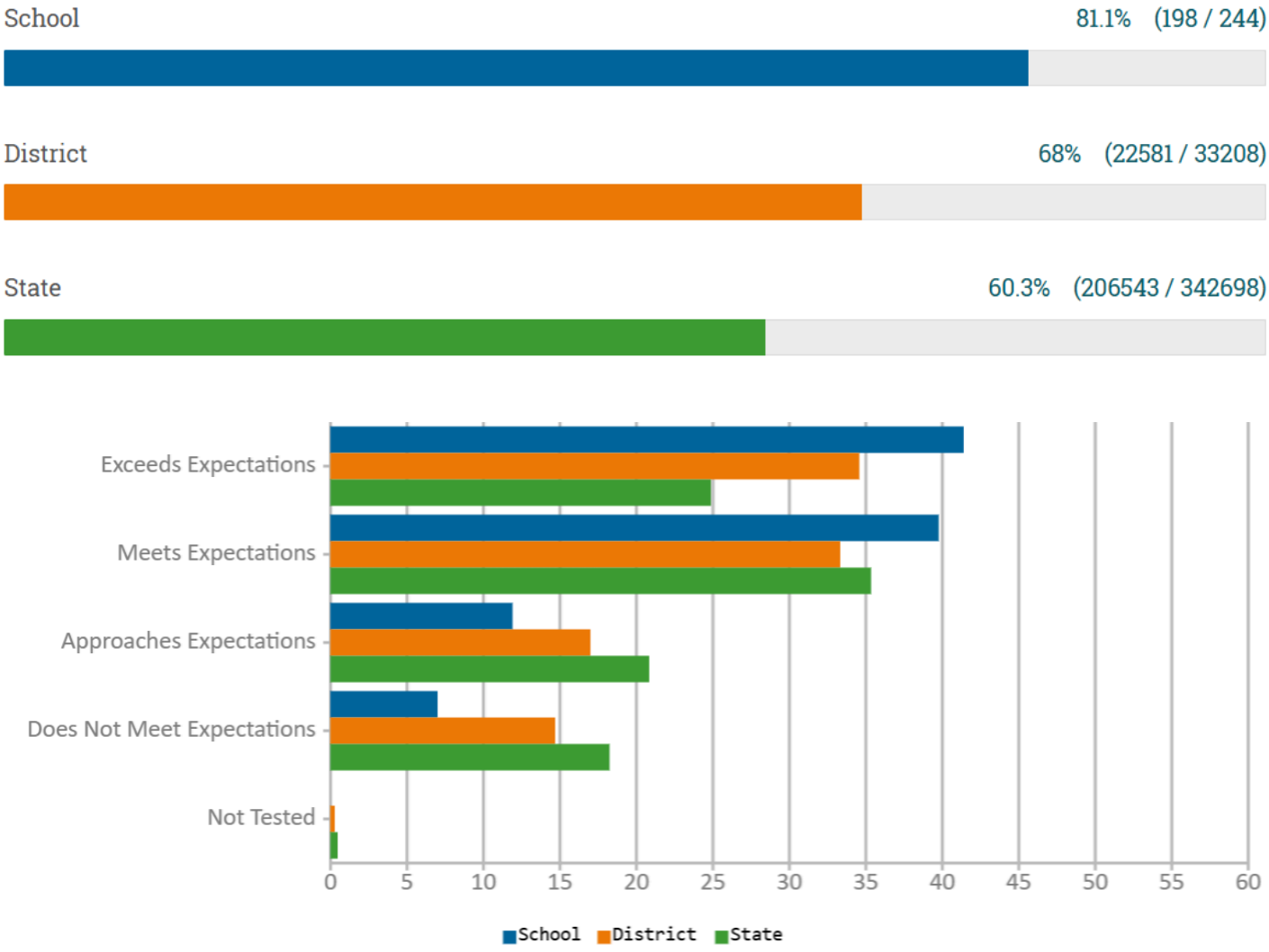
Student Achievement Needs Assessment

ELA SC READY Trend Chart

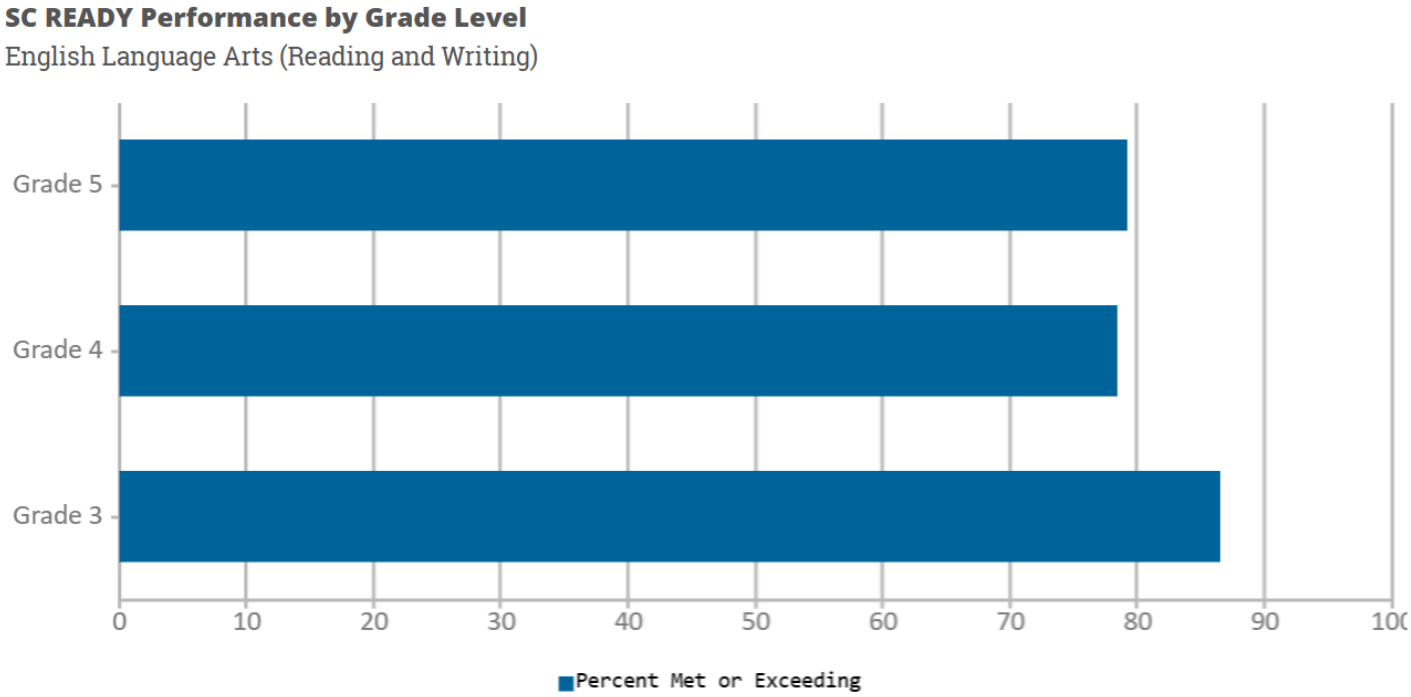


We continue to decrease Exceeds and Does Not Meet in ELA. We increased our met students.

SC READY ELA (2025 data)

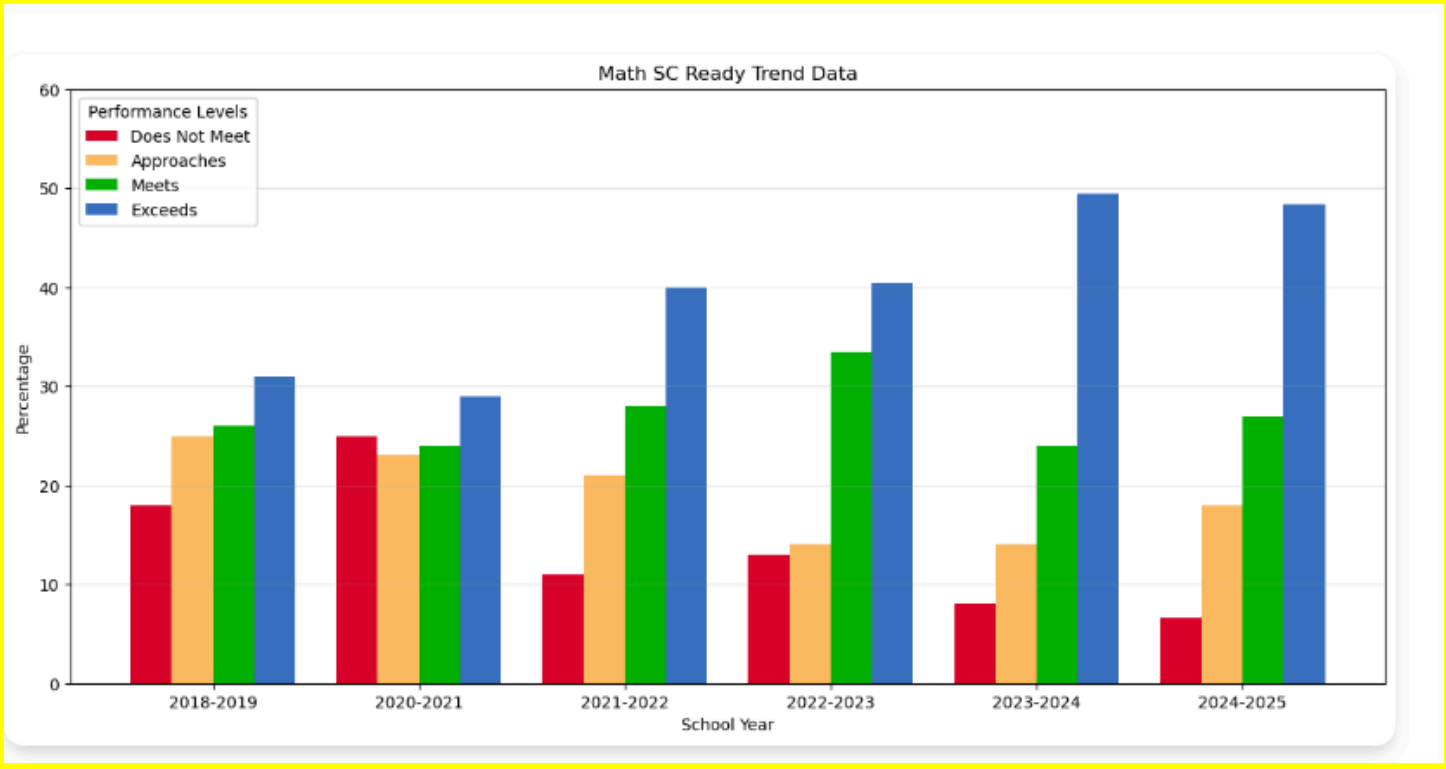


- **Strengths**
  - **o** Heritage overall scored 73.6% met or exceeding in the area of ELA. This is better than the district's average of 61.7% and state's average of 54.1%.
- **Areas of Growth/Opportunity**
  - o Third grade: Slight decline from 73.0% in 2023 to 71.5% in 2024, but still higher than district average (61.7%).
  - o Fifth grade: Decline from 74.4% in 2023 to 70.0% in 2024, though still above district average (63.4%).
  - o The school did not meet its ELA goal of 74%, signaling a need for further improvement.



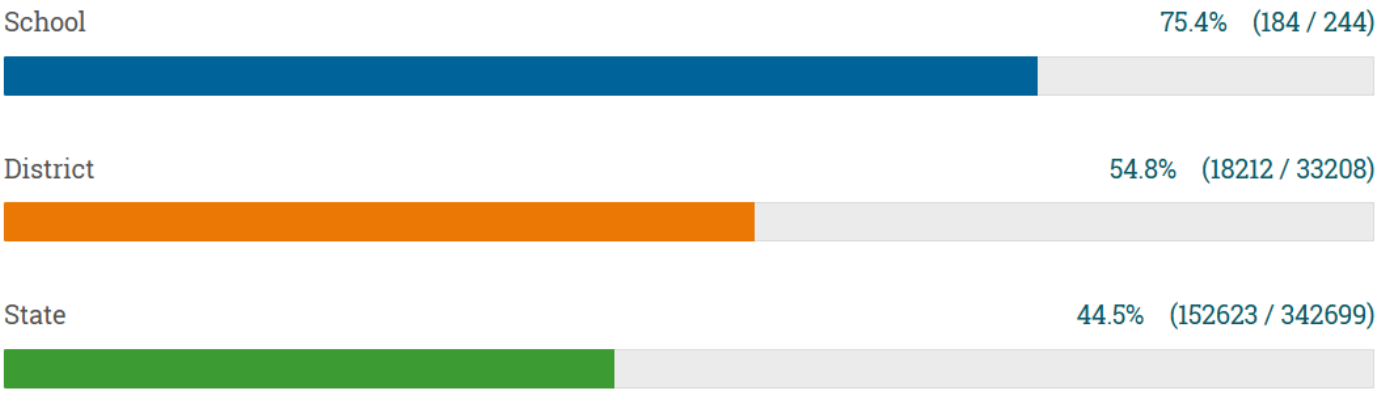
In the spring 2024 SC READY ELA test, the total percentage of students meeting or exceeding expectations in grades 3-5 was 73.6%. The individual grade level percentages meeting/exceeding percentages were: 3rd grade: 71.6%, 4th grade: 77.9%, and 5th grade: 70.0%.

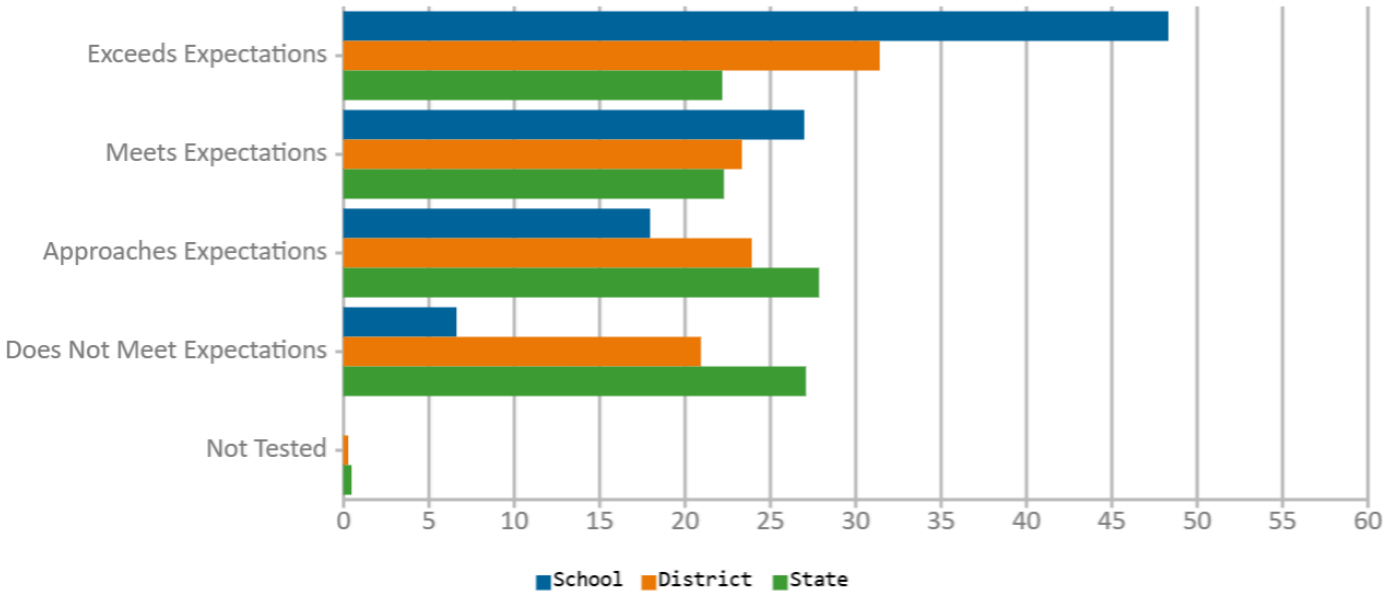
Math SC READY Trend Chart



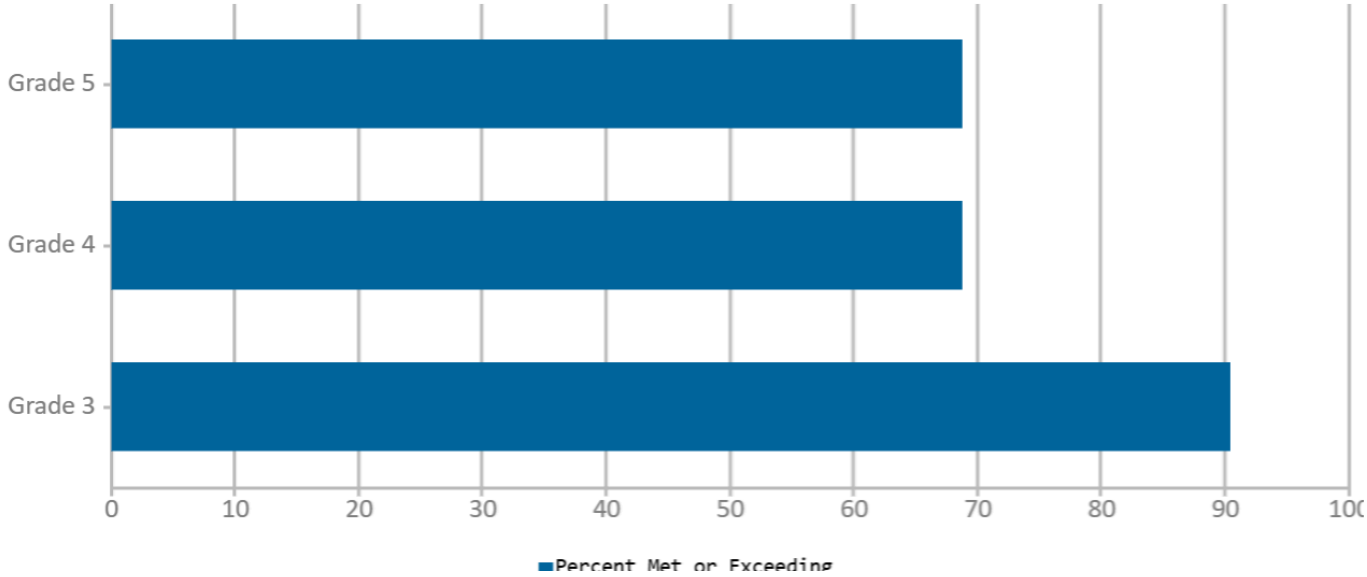
We increased Meets and exceeds and decreased approaches and does not meet in Math

SC READY Math (2025 data)





- **Strengths**
  - **o** Heritage overall scored 78.5% met or exceeding in the area of Math. This is better than the state's average of 42.8% and the district's average of 53.3%
- **Areas of Growth/Opportunity**
  - o Third Grade Math Performance: Decline from 87.8% in 2023 to 78.0% in 2024. Though still above the district average of 65.0%, this decline suggests a need to identify and address factors contributing to the drop.
  - o Sustain Fourth Grade Success: Continue to support and enhance strategies that led to significant growth.
  - o Fifth Grade: Build upon incremental gains to further improve proficiency levels.



In the spring 2024 SC READY Math test, the total percentage of students meeting or exceeding expectations in grades 3-5 was 78.5%. The individual grade level percentages meeting/exceeding percentages were: 3rd grade: 81.1%, 4th grade: 81.8%, and 5th grade: 71.3%.

Teacher and Administrator 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 number 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. Teachers continue to work on their Literacy Endorsement (4th and 5th grade and related arts) or completion of 2 years of LETRS training for teachers who work with any students in grades K5-3. 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.

There has been some change to the staff at Heritage in recent years. Not many teachers leave Heritage. Teachers stay at Heritage as many grew up in the community around the school. They raise families in the community around the school. With the change in population, the faculty also changed. Some teachers taught in the Virtual program the district offered. Some teachers left to pursue positions in other districts and some retired.

	2024	2025
Percentage of teachers that return to Heritage	94.6	88.9

In the past few years, the professional development centered around the Theory of Action that the Instructional Leadership Team creates at the beginning of the school year based on their learning walks. Learning walks are strictly for observational purposes where the team looks for what is going well and "wonderings." The team then meets back together to discuss observations and find the problem of student practice. The problem of practice then sets up what the focused professional development will be the rest of the year. Two years ago the staff focused around academic discourse which helped the test scores grow in both ELA and math. Last year, staff focused on creating and utilizing daily learning targets. In the 24-25 school year the Theory of Action and PD focused on higher order questioning and standards based feedback for students. The teachers over the past few years have received bits and pieces from different training both at school and at the district level. Over the past year, teachers participated in workshops on technology, as well as LETRS training, MVPA benchmark data dives, HMH, and Amira training.

Professional Development Calendar (2025-26)

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.

2025-2026 Heritage Professional Development Plan

Monthly Meeting Schedule						
Grade Level Planning	Faculty Meetings	Faculty Council	Newcomers	Professional Development	OnTrack	Instructional Leadership Meeting
K,1,3: Tuesdays 2,4,5: Thursdays	2nd Wednesday	3rd Wednesday	4th Wednesday	5th Wednesday or at another designated time	Wednesday	Fridays

Date	Type of PD	Focus	Agenda	Presenter(s)
Summer 2025 Various dates	Grade Level Sessions	Summer Grade Level Planning Days	• Beginning of the year procedures • Unit and lesson planning • Duty schedules • Team building	None
Semester 1				
6/23/25,8/5/25, 10/13/25	K-3, Interventionist, ILT Team	Phonics	LETRS Training Year 2	LETRS Trainer
TBD	Faculty/Grade Level PD	Math	New Math Standards/Textbook	TBD
TBD	Faculty PD	Theory of Action	TBD	TBD
Semester 2				
1/5/26	K-3, Interventionist, ILT Team	Phonics	LETRS Training Year 1	LETRS Trainer
TBD	Faculty PD	Theory of Action	TBD	TBD

**Much of the professional development will be decided at the beginning of the 2026 school year.

School Climate (2025 data)

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

	Teachers	Students	Parents
Number of surveys returned	35	237	15
Percent satisfied with learning environment	100%	91.8%	92.3%
Percent satisfied with social and physical environment	100%	94.2%	100%
Percent satisfied with school-home relations	100%	95.6%	90.9%

Source: 24-25 SDE Heritage Elementary School Report Card

School Climate Needs Assessment

Safe Schools-Student Safety

Evaluations By Parents	Percent Agree/Strongly Agree	Total Responses
"My child feels safe at school."	100	15
"My child's teachers and school staff prevent or stop bullying at school."	100	15
Evaluations By Teachers	**Percent Agree/Strongly Agree**	**Total Responses**
"I feel safe at my school before and after hours."	100	35
"The rules for behavior are enforced at my school."	100	35

Source: 24-25 SDE Heritage Elementary School Report Card

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.

Student Behavior

Based on the Unsafe Incident Information as reported in the 2024-2025 Incident Management System (IMS) on the 24-25 SDE Heritage Elementary School Report Card, Heritage's highest amount fell in the "Students with out of school suspensions" category with twenty four.

Student Attendance, absenteeism, and truancy

Chronic Absenteeism 2025 (data from the previous school year 23-24)	
Heritage	19%
District	22.5%.
State	22.3%

Heritage had 19% who are chronically absent which is down from the previous year where it was 19.43%. This was a huge jump from the 19-20 school year where it was 4.4%. The lingering effects of COVID-19 may have shifted families' attitudes toward school attendance, with some parents being more cautious about illness or viewing school as more flexible after experiencing virtual learning. Additionally, increased sickness due to flu, RSV, and COVID-19 variants may have led to more student absences throughout the year.

Chronic Absenteeism 2025 (data from the previous school year 23-24)	
Heritage	19.43%
District	22.83%.
State	23%

Parent/Teacher Conferences

There will be a scheduled conference between the child's teacher and parent at the end of the first 45 day reporting period for all students. Parents are encouraged to initiate conferences at any time by writing a note or calling the school office for an appointment with the child's teacher. When teachers observe the need for additional parent-teacher conferences, they will request that parents come in for special conferences. Although most conferences are in person, some circumstances call for a virtual or phone conference.

Volunteer Hours

Volunteer Hours Worked (Based on RAPTOR reports)	
2023-2024	4,676 hours
2024-2025	3,455 hours

Heritage has many volunteers who work at our school during the school year. As we continue to move away from the COVID era restrictions, the volunteer hours will continue to improve. Volunteers have to be approved

in order to work in the classrooms during the instructional day. Here are some of the areas where volunteers are needed yearly:

Teacher Work Room: Volunteers in the teacher workroom provide support for teachers by assisting with tasks such as making copies, laminating, cutting, and posting materials. Volunteers should check with teachers to see what needs to be done and to use the workroom to complete these tasks.

Holiday Shop: Volunteers can sign up for one of the many two-hour shifts. Responsibilities include helping students shop for gifts, wrapping presents, and assisting with crowd control. Volunteers are also needed for setting up before the event and cleaning up afterward.

Book Fairs: Volunteers can sign up with Mrs. Zannini to assist with various tasks. Available shifts include selling books, managing crowd control, and replenishing shelves as needed.

Library: Volunteers are always welcome in the media center to help with shelving books and keeping the space organized.

Backpack accounts/logins

Backpack data for 2025 YTD (03/10/2026)

# Students Attending	# Students with Backpack Contacts	% Students with Backpack Contacts	# Students (30 days)	% Students (30 days)	# Students (60 days)	% Students (60 days)
538	430	79.93%	256	47.58%	292	54.28%

Heritage Elementary School Report Card:

https://screportcards.com/overview/?q=eT0yMDI1JnQ9RSZzaWQ9MjMwMTEwNw

GOAL AREA 1 – Performance Goal 1

Performance Goal Area: ·Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* *(* required)*
Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 73.5% in 2022-23 to 80% in 2028-29.
Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 1% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (ES)	76%	77%	78%	79%	80%
	73.5%	78.5%	Actual (ES)	74.5%				
	59.9%	61.2%	Actual (District)	63.5%				

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	• Instructional Leadership Team (ILT team)	N/A	N/A	*Continue*
Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	• ILT Team and teachers	N/A	N/A	*Continue*
Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	• Instructional Coach and teachers	N/A	N/A	*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	• District Math Specialists, School Instructional Coach, and teachers	N/A	N/A	*Continue*
Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	• District Math Specialists, School Instructional Coach, and teachers	N/A	N/A	*Continue*
Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	• Instructional Coach and teachers	N/A	N/A	*Continue*
Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	• ILT team and teachers	N/A	N/A	*Continue*
Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	• Principal and Assistant Principal	N/A	N/A	
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	• ILT Team	N/A	N/A	*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	• Instructional Coach	N/A	N/A	*Continue*
Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	• ILT Team	N/A	N/A	*Continue*
Foster a collaborative relationship between schools and parents.	2024-2029	• Principal and Assistant Principal	N/A	N/A	*Continue*
Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	• ILT Team and teachers	TBD	TBD	*Continue*

GOAL AREA 1 – Performance Goal 2

Performance Goal Area: ·Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* *(* required)*
Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 71.0% in 2022-23 to 78% in 2028-29.
Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (ES)	74%	75%	76%	77%	78%
	71.0%	73.6%	Actual (ES)	80.32%				
	64.2%	63.2%	Actual (District)	*70.4%*				

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students have the skills and supports necessary to be reading on grade level by the end of 3rd grade.					
Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	• Instructional Leadership Team (ILT team)	N/A	N/A	*Continue*
Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	• ILT Team	N/A	N/A	*Continue*
Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments and classroom observations.	2024 - 2029	• ILT Team, classroom	N/A	N/A	*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
		teachers, interventionists			
Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.	2024-2029	• ILT Team, classroom teachers, interventionists	N/A	N/A	*Continue*
Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework.	2024-2029	• ILT Team and classroom teachers	N/A	N/A	*Continue*
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.					
Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	• ILT Team	N/A	N/A	*Continue*
Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	• District ELA Specialists, ILT Team, and teachers	N/A	N/A	*Continue*
Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	• ILT Team and teachers	N/A	N/A	*Continue*
Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	• Literacy Coach, interventionists, and SPED team	N/A	N/A	*Continue*
Implement a range of assessment methods that measure student understanding.	2024-2029	• ILT Team and teachers	N/A	N/A	*Continue*
Ensure vertical articulation of grade level content and practices.	2024-2029	• ILT Team and teachers	N/A	N/A	*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	• ILT Team and teachers	N/A	N/A	*Continue*
R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities. b. Promote school readiness activities with parents and community through GCCS web-based resources. c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.	2024-2025	• Director of Early Intervention and Student Support			Waiver
Action Plan for Strategy #3: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	• ILT Team and teachers	N/A	N/A	*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	• ILT Team and teachers	N/A	N/A	*Continue*
Utilize resources for differentiated support and acceleration for all students.	2024-2029	• ILT Team and teachers	N/A	N/A	*Continue*
Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	• ILT Team and teachers	N/A	N/A	*Continue*
Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	• ILT Team	N/A	N/A	*Continue*
Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	• ILT Team and teachers	N/A	N/A	*Continue*
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	• ILT Team	N/A	N/A	*Continue*
Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	• Principal and Assistant Principal	N/A	N/A	*Continue*
Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	• District ELA Specialists and ILT Team	N/A	N/A	*Continue*
Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	• ILT Team and teachers	N/A	N/A	*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	• ILT Team and teachers	N/A	N/A	*Continue*

GOAL AREA 2 – Performance Goal 1

Performance Goal Area: ☐Student Achievement* ·Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*
(required)*

Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	100%	100%	100%	100%	100%
	100%	100%	Actual (District)	100%	100%			
			Projected (School)	100%	100%	100%	100%	100%
	100%	100%	Actual (School)	100%	100%			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Share with students and community members on pathways and alternative pathways to education.	2024-2029	• Principal, PTA, and SIC	N/A	N/A	*Continue*
If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	N/A	N/A	N/A	*Continue*
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
Ensure elementary school career programs include teaching as a choice.	2024-2029	• District Recruitment Personnel	N/A	N/A	*Continue*

GOAL AREA 2 – Performance Goal 2

Performance Goal Area: ☐Student Achievement* ·Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* *(* required)*
Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	10.4%	10.1%	Actual (District)	10%				
			Projected (School)	2%	2%	2%	2%	2%
	2%	10%	Actual (School)	12%				

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Implement comprehensive support program tailored to address the diverse needs of educators, encompassing mentorship, professional development opportunities, and a supportive school culture.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Continued support through weekly team meetings, mentor programs for new teachers, and an active Faculty Council that allows for teacher input into decision making.	2024-2029	Principal	N/A	N/A	*Continue*

GOAL AREA 3 – Performance Goal 1

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ·School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*
(required)*

Performance Goal 1: Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS - Incidents			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.8%	60.1%	Actual (District)	61.3%				
			Projected (School)	29.71%	27.71%	25.71%	23.71%	21.71%
	39.11%	31.71%	Actual (School)	32.84%				

**On average, 21% of all students have misbehavior resulting in a disciplinary referral. Of those students, 60.5% receive additional behavior referrals.*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	• Principal and Assistant Principal	N/A	N/A	*Continue*
Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	• Principal, Assistant Principal, and teachers	N/A	N/A	*Continue*
Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	• ILT Team, Guidance Counselor, Greenville Mental Health Counselor	N/A	N/A	*Continue*
Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	• ILT Team, Guidance Counselor, Greenville Mental Health Counselor	N/A	N/A	*Continue*
Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	• ILT Team, Guidance Counselor, OnTrack Team	N/A	N/A	*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	• Guidance Counselor and Greenville Mental Health Counselor	N/A	N/A	*Continue*
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
Make home-school relationships a priority through frequent connection and communication.	2024-2029	• Principal and teachers	N/A	N/A	*Continue*
Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	• ILT Team and Guidance Counselor	N/A	N/A	*Continue*
Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	• ILT Team, Guidance Counselor, teachers, OnTrack Facilitator, School Psychologist	N/A	N/A	*Continue*
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	• Principal	TBD	TBD	*Continue*
Increase leadership opportunities within the school during the school day.	2024-2029	• ILT Team	TBD	TBD	*Continue*
Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	• ILT Team, Guidance	TBD	TBD	*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
		Counselor, SIC, and PTA			
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	• Principal, Assistant Principal, Guidance Counselor, Greenville Mental Health Counselor, and teachers	N/A	N/A	*Continue*
Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	• Principal, Assistant Principal, and Guidance Counselor	N/A	N/A	*Continue*
Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	• Principal, Assistant Principal, Guidance Counselor, Greenville Mental Health Counselor, and teachers	N/A	N/A	*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	• Principal, Assistant Principal, Guidance Counselor, Greenville Mental Health Counselor, and teachers	N/A	N/A	*Continue*
Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	• Principal, Assistant Principal, Guidance Counselor, Greenville Mental Health Counselor, and teachers	N/A	N/A	*Continue*

GOAL AREA 3 – Performance Goal 2

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ·School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*
(required)*

Performance Goal 2: By 2029, reduce the percentage of students who are chronically absent* by 10 points.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Student Services			Projected (District)	22%	20%	18%	16%	14%
	24%	24%	Actual (District	17%				
			Projected (School)	20%	18%	16%	14%	12%
	22.61%	19.43%	Actual (School	19.0%				

*A student is chronically absent when they miss 10% or more of the days they are enrolled at a school site, no matter the reason.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	• District Personnel, Principal and Assistant Principal	N/A	N/A	*Continue*
Implement the model framework and ensure the implementation of strategies.	2024-2029	• Principal and Assistant Principal	N/A	N/A	*Continue*
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	• Principal, Assistant Principal, Attendance Clerk	N/A	N/A	*Continue*
Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	• District Personnel	N/A	N/A	*Continue*
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	• Principal, Assistant Principal, Attendance Clerk	N/A	N/A	*Continue*
Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	• Principal and Assistant Principal	N/A	N/A	*Continue*
Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	• Principal, Assistant Principal, Attendance Clerk, and School Nurse	N/A	N/A	*Continue*

GOAL AREA 3 – Performance Goal 3

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ·School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*
(required)*

Performance Goal 3: Increase the engagement of families and community volunteers with school personnel, as measured by the number of school visitors and volunteers, by 3% annually.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Number of Visitors and Volunteers in Raptor System			Projected (District)	317,534	327,060	336,872	346,978	357,387
		308,285	Actual (District)	297,350				
			Projected (School)	2,183	2,248	2,315	2,384	2,455
		2,119	Actual (School)	2,133				

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
Increase parent and guardian utilization of Backpack.	2024-2029	• Principal, Assistant Principal, Attendance Clerk, Secretary, and Office Clerk	N/A	N/A	*Continue*
Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	• Principal, Assistant Principal, Attendance Clerk, Secretary, and Office Clerk	N/A	N/A	*Continue*
Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	• Principal, Assistant Principal, Media Specialists, and Technology Committee Lead	N/A	N/A	*Continue*
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					
Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	• Principal, Assistant Principal, Guidance Counselor, SIC, and PTA	N/A	N/A	*Continue*
Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	• Principal, Assistant Principal, Guidance Counselor, SIC, and PTA	N/A	N/A	*Continue*
Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	• Principal, Assistant Principal, Guidance Counselor, SIC, and PTA	N/A	N/A	*Continue*
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing).	2024-2029	• Principal, Assistant Principal, Guidance Counselor, and teachers	N/A	N/A	*Continue*
Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	• Principal, Assistant Principal, Guidance Counselor, and teachers	N/A	N/A	*Continue*
Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	• Principal	N/A	N/A	*Continue*