

2012-2014 COMPREHENSIVE PLAN (Heritage Elementary) REPORT *data*



● GOAL MET
 ● GOAL NOT MET/PROGRESS
 ● GOAL NOT MET/NO PROGRESS

INDICATOR	2011-2012	2012-2013	% Change	<div style="display: flex; flex-direction: column; align-items: center; justify-content: center;"> ● ● ● </div>	NOTES
ACHIEVEMENT	GRADUATION RATE	N/A	N/A		
	ADV./AP/DUAL ENROLLMENT	N/A	N/A		
	PALS pass rate (2nd grade only)	94%	75%	-20%	<div style="color: red; font-size: 2em; margin-bottom: 5px;">●</div> EIRI Word Study with a focus on phonemic awareness LLI Leveled Readers
	SOLS (see page 5)	SEE PAGE 4	SEE PAGE 4		<div style="display: flex; align-items: center; justify-content: center;"> <div style="color: green; font-size: 2em; margin-right: 10px;">●</div> <div> <p>Heritage Elementary School is currently Accredited with Warning in the areas of reading and math. HES met all federal Annual Measurable Objectives in both reading and math for all gap groups. This is noted as an improvement as we have been identified as a focus school due to not meeting the AMOs for Gap Group 1 (Economically disadvantaged, Special Education, and ELL students) and Gap Group 2 (Black students) in the area of reading.</p> <ul style="list-style-type: none"> - Datacation is used to review student data. - PLCs are used to review student data. - First Team (Leadership/School Improvement teams) - LCS Academic Coaching & HES .5 Academic Coach - LCS Gifted Teachers are used to support instruction. - Updated pacing guides correlate to new SOLs - Laptop initiative for teachers - Newly adopted reading material with integration of word study </div> </div>

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BEHAVIOR	STUDENT ATTENDANCE	31%	14%	55% decrease	●	-Elementary security/truancy clerk addressing concerns with families -Provided the parents with literature regarding truancy -Form-filled absence excuse notes for parents -Parents can send absence excuses electronically -Recognition for attendance -School social worker supports attendance concerns
	SUSPENSION	11%	7%	36% decrease	●	PBIS team looks at data and develops plans to address referrals/ suspensions: - Identified and created a flowchart to distinguish behaviors for minor and major infractions - Behavior conduct forms for minor infractions - Created and implemented routines for morning arrival and afternoon dismissal






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CULTURE	STAFF ATTENDANCE	563	521.5	41.5 day decrease	●	<ul style="list-style-type: none"> - Addressing attendance patterns with individual teachers as needed - Attendance is apart of Summative Evaluations - 2011-2012 FML = 2 - 2012-2013 FML = 7
	PARENT INVOLVEMENT	122	195	60% increase	●	<ul style="list-style-type: none"> -Give Me Five Initiative -Parental Involvement Activities: Parent Management Team (PMT), Superintendent Parent Advisory -What's New: Raptor System -Give Me Five for Students and Parents

2012-2014 COMPREHENSIVE PLAN | (Heritage Elementary) REPORT SOL data

INDICATOR	2011-2012	2012-2013	DIFFERENCE		NOTES
MATH (new test 2012)	44%	56%	+12%		<ul style="list-style-type: none"> - ST Math - After-School Tutorial - I-Ready Assessments - Interactive Achievement
READING (new test 2013)	77%	62%	-15%		<ul style="list-style-type: none"> - New Reading SOL Test & Writing SOL Test - New HMH Reading Series - Additional Leveled Readers - In-Depth PD with reading series trainers - LLI intervention for Title I - After School Tutorial
SCIENCE (new test 2013)	88%	67%	-21%		<ul style="list-style-type: none"> -New Science Test -Hands on Science kits -Collaboration between 4th and 5th grades -Gifted Teachers to support instruction
SOCIAL STUDIES (new test 2011)	58%	84%	+26%		<ul style="list-style-type: none"> - New Social Studies textbooks were adopted and used - Collaboration between 4th and 5th grades

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strategies

INDICATOR	Tasks	How they relate to division's Comprehensive Plan with strategies around Achievement, Behavior and Culture
ACHIEVEMENT	<p>TA01 (mandatory) Identification</p> <ul style="list-style-type: none"> - PALS - 2012-13 SOL Results - I Ready (Math and Reading) - Interactive Achievement (Math and Reading) - Professional Development 	<p>The tasks outlined as a part of the achievement indicator TA01 relates directly to the division's comprehensive plan as it offers a system which identifies students needing additional support.</p>
	<p>TA02 (mandatory) Interventions</p> <ul style="list-style-type: none"> - ST Math - After School Program - LLI - EIRI - Imagine Learning - I Ready Math instructional program - Professional Development (.5 Academic Coach) 	<p>The tasks outlined as a part of the achievement indicator TA02 relates directly to the division's comprehensive plan as it provides tiered interventions for students who need additional support.</p>
	<p>TA03 (mandatory) Monitoring</p> <ul style="list-style-type: none"> - Weekly PLC data meetings - Datacation - ST Math reports - PALS reports - LLI progress monitoring reports - Imagine Learning data - I Ready reports for reading and math - Interactive Achievement Data - Child Study Team meetings - Professional development 	<p>The tasks outlined as a part of the achievement indicator TA03 relates directly to the division's comprehensive plan as it allows for the monitoring of the tiered interventions.</p>

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INDICATOR	Tasks	How they relate to division's Comprehensive Plan with strategies around Achievement, Behavior and Culture
<p>IIIC10 All teachers will reinforce classroom rules and procedures by positively teaching them.</p>	<ul style="list-style-type: none"> - Implementation of PBIS (Positive Behavior Intervention Supports/Systems) - Schoolwide behavior acronyms, charts, chants, incentives and signs will be used consistently by all faculty and staff members. - Consistent behavior management system including the clip up and down behavior ladder. - Behavior conduct forms for minor infractions - Training of bus drivers with PBIS expectations - Pioneer Pride Passes 	<p>The tasks outlined as a part of the indicator for behavior relates directly to the division's comprehensive plan as it supports achievement, behavior, and culture. This is accomplished through a new school-wide behavior plan which supports a proactive approach designed to recognize positive student behaviors; therefore, reducing student referrals and increases instructional time.</p>

BEHAVIOR

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strategies



	INDICATOR	Tasks	How they relate to division’s Comprehensive Plan with strategies around Achievement, Behavior and Culture
CULTURE	IVD06 - The school sponsors all-school events (e.g. family night, open house) that include parent, students, and teachers and focus on the parent’s role in their student’s learning (e.g. learning standards, Compact, homework policy, “curriculum of the home”)	<ul style="list-style-type: none"> - Early Registration for families living at James Crossing Apartment Complex - Back to School night - Fall & Winter parent/teacher conferences - Holiday Performance will showcase all students at HES - FAST program (Families and Schools Together) - Pioneer Pride Assemblies held each quarter - Parents of Power (POP) workshops held at James Crossing - Field Trips - Field Day 	<p>The tasks outlined as a part of this indicator relates directly to the division’s comprehensive plan as it supports culture and behavior. This is completed within the building through student involvement, recognition, and providing opportunities for parents to be involved in activities at school.</p>