



Delmae Heights Elementary School

2020-2021 Report to Parents

The mission of Delmae Heights Elementary is to Educate, Prepare and Inspire students to become productive and contributing members of society. This mission statement was created as a result of the school community coming to the consensus that the school's mission statement should reflect the district's overall mission. Members of our APT (Association of Parents and Teachers), our SIC (School Improvement Council), and our staff were all involved in this decision. Our vision for our school is to provide an environment where we teach the head, the heart and the hand. Our vision and goal is for our students to develop self-discipline and self-confidence so that they learn to think, explore, create and ultimately experience academic success. Our staff has a commitment to achievement and academic excellence for all students through a process of on-going and continuous improvement that involves collaboration with both internal and external stakeholders. Our school's mission ensures that our students will benefit from a rigorous and well developed standard driven curriculum that will prepare them for not only the next level, but for life. Delmae's belief statements are indicative of our commitment to high expectations for all students and of a committed community of learners and stakeholders working together for success through continuous improvement:

- All stakeholders are responsible for student success
- Instruction must be rigorous, standards-driven, based on mandated state standards and implemented with research based curriculum and programs
- Student success in meeting high standards requires input and support from the home and community
- Provisions for the academic success of all students should be provided in a caring and safe environment

Delmae Heights Elementary School is located within the city limits of Florence, South Carolina. Our school is located in a community that has a diverse population (both economically and racially) small businesses, residential homes, a church, and apartment complexes. The school was once a neighborhood school but now includes students from within the neighborhood as well as other areas of the city. Our school has a very diverse population. Our study body of 874 consists of students of Asian (54), African American (385), Hispanic or Latino (73), White (293), and Bi-racial (69)

ethnicities. We have 430 male students and 444 females. A total of 14 different languages are spoken by our 60 ESOL students. The highly qualified faculty and staff at Delmae are comprised of 96.5% females and 3.5% (males). The ethnicity of our staff is 55% White and 45% African-American.

Delmae's vision is for our students to become life-long learners and productive members of society. We strive for all of our students to excel in academics, social skills and extracurricular activities. Students at Delmae have made gains in all subject areas. Our gains can be contributed to early intervention, use of data to drive instructional decisions, curriculum choices, school wide accountability, on-going professional development, constructive use of professional learning communities, technology and school home relationships.

Delmae Heights has a goal to accomplish the expectations of our district and school Strategic Renewal Plans. This includes student achievement, school climate and teacher and administrative quality goals:

- By 2023-24, 75% of our 4th graders will score "Meets or Exceeds" on SC Ready ELA and Math as measured by Winter and Spring LinkIt scores and SC Report Card scores.
- By the 2023-24 school year the percentage of parents indicating that they are satisfied with Home-School Relations will increase from 84.1% to 94% as measured by the School Report Card Survey.
- By the year 2023-24, Prime instructional time will increase from 62% to 90% as measured by the school report card..

Our teachers have weekly grade level meetings as well as meetings with grade level administrators -Principal (Special Needs, Second and Third Grades), Assistant principal (Kindergarten and First Grade) Assistant Principal (Related Arts, Fourth and Fifth Grades) to discuss student progress. District subject area coordinators are also a part of staff development. In addition, our school wide vertical teams (Math, Science, Social Studies, Reading, Writing, Technology and Data) meet twice a month. Through these meetings, analysis of student data and collaborations, we are able to identify areas needing improvement as well as students needing either remediation or enrichment.

Our Instructional Leadership Team is composed of the school principal, assistant principals, Curriculum Technology Coach, Reading Coach, Language Immersion Coach, Reading Interventionist and our guidance counselor.

Our school offers several programs and activities to address the needs of both of these groups. Flexible grouping and differentiating instruction in the classroom, use of programs such as, Reading Renaissance, Lexia, Dreambox, Reflex Math, Ortin-Gillingham, Touch Math Error Analysis and Note-booking are some of the tools used to address the academic needs of all of our students, regardless of their

performance levels. Before and After School Programs, Test Prep Days and the use of STAR and Linkit testing are also used to target specific skills for individual student needs.

At Delmae Elementary School, preparing our students for a successful future is our top priority! Our Spanish Language Immersion Program allows students to acquire a second language while further developing their native language. Providing the opportunity to learn a second language ensures that our students are growing to become responsible, productive members of our global community.

Our school has a variety of opportunities for parent and community involvement. Some of these include All Pro Dads, Community and Faith-Based Volunteer initiatives, Partnership with Francis Marion University, Title One Parent Academies and our APT Family Nights. In addition, our students are involved in service projects throughout the year (Operation Christmas Child, Harvest Hope Food Collection, Pennies for Patients, Jump Rope for Heart, etc.).

Delmae Heights strives to help our students reach their fullest potential by offering a variety of programs, extra-curricular activities (Art, Science and Technology Clubs, 4H, Mad Science, Chorus, Robotics, Taekwondo), and involving the community in all we do.

Student Achievement

The major challenges our school has faced over the past three years has been

- Closing the achievement gap for students with special needs
- Increasing the number of students reading on grade level by the end of third grade

Programs such as Title One have been an important part of academic instruction at Delmae. A major portion of the funds we received from Title One are used to hire additional staff in an effort to decrease class sizes and provide additional classified support to the classroom teacher to assist with small group instruction.

Implementation of the RTI process to identify students needing interventions is an additional tool we use to address the academic needs of our students. This process addresses both academic and behavioral needs.

The academic achievement gap between traditionally high and low performing students continues to be a challenge for us. While all of our students have shown growth academically as measured by state and district assessments, the gap still exists with students receiving free and reduced lunch and African American students presenting the biggest challenge. Goals set by classroom teachers for evaluation (GBE) are

designed to address this. In addition, the professional goal of the building level principal targets this challenge. Our RTI process provides opportunities for early intervention with students who are struggling. Parent academies provide parents with resources and suggestions for assisting at home. The After School Daycare provides tutors, mentors and school volunteers are assigned to work with many of these students. and Teachers are addressing the individual needs of these students through data driven instructional decisions.

Implementing the Read to Succeed state mandate helps to ensure that our students are on grade level by the end of third grade as they transition from learning to read to reading to learn. While the challenges are there, the academic performance of our students over the past three state tested years indicate that we are making progress towards addressing them.

The professional goal of the building level principal targets reading on grade level by third grade. It is evident that we are making progress toward increasing the academic success of traditionally low achieving populations. We are however, increasing the academic achievement of our traditionally high achieving students as well. As a result both groups are experiencing academic success but the gap between regular education and students with special needs remains. The challenge is to close the gap while still ensuring the academic growth and success of all of our students.

Teacher/Administrator Quality

Delmae Heights Elementary School has a highly qualified faculty and staff. All faculty and staff are Highly Qualified according to standards set forth by No Child left behind. The highly qualified faculty and staff at Delmae are comprised of 95.6% females and 4.4% (males. The ethnicity of our staff is 55% White and 45% African-American. More than 64% of our teachers have advanced degrees with several others working on them presently. 84% of our teachers are returning with very little turnover from one year to the next.

School Climate

Our school has a variety of opportunities for parent and community involvement. Some of these include All Pro Dads, Community and Faith-Based Volunteer initiatives, Partnership with Francis Marion University, Title One Parent Academies and our APT Family Nights. In addition, our students are involved in service projects throughout the year (Operation Christmas Child, Harvest Hope Food Collection, Pennies for Patients, Jump Rope for Heart, etc.).

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According to our parent and community survey, our school:

- Is clearly focused on student success
- Involves parents in decision making
- Has goals and a plan for improvement
- Communicates well with stakeholders

Our students are respectful and well behaved. Our attendance rate is 95.6% for students and 96.8% for teachers. Our promotion rate is 92% with fewer than 3 students in grades three and four (our highest grades) being retained. Our students meet or exceed state and district levels on state assessments.

Delmae Heights Elementary School has many things to be proud of. Being the recipient of several Palmetto Gold and /or Silver Awards for student achievement is something we are proud of. Being the recipient of the School Award from NNPS (National Network of partnership Schools) is something we are proud of. Being recognized as an Emerging School of Character is something we are proud of. Having four National Board Certified staff members is something we are proud of. Having our principal receive Principal of the Year and having four of our teachers of the year become Honor Roll (Top Five) teachers for the District is something we are proud of. Receiving several regional and state awards for our Lego Robotics Team over the past years is something we are proud of. Delmae is also an AdvancEd STEM Certified School. Being the recipient of two major School Foundation Grants is something we are proud of. We are however, most proud of the family atmosphere and commitment to the success of all of our children that is exhibited by our school community on a daily basis. All stakeholders in our school play a role in the success we have experienced over the past few years.

Through the use of data to drive instruction, research based instructional strategies and programs, extra-curricular activities, parent and community involvement we continue to educate, inspire and prepare students to become life-long learners and productive members of society.