

Heath Springs Elementary
SIC Report to the People
2023-2024

Heath Springs Elementary School is committed to helping all students develop the World Class Skills and life and career characteristics of the Profile of the SC Graduate by providing opportunities for students to master grade level standards across the curriculum through project or problem based learning experiences. We provide these experiences through an implementation of our school vision: Change Your Mindset, Expand Your World! We demonstrate this vision by challenging our students with best practices and professional development for our teachers. These learning experiences will emphasize STEAM activities, encourage creativity, innovation, critical thinking and collaboration. These experiences will also promote self-direction, perseverance, tolerance and a positive work ethic as new windows are opened to global perspective. We have a STEAM lab which includes a science lab, drama room with a dance floor, and pottery room. Teachers use the state STEAM Continuum to evaluate and plan for improvements in our STEAM initiative each year. We have two computer labs, computers in the classrooms, and are one-to-one in 4K--5th grades. We facilitate the development of engineering and math through opportunities with building and design activities with LEGO blocks and sets, KEVA planks, project design, and coding.

Heath Springs Elementary School's curriculum emphasizes the whole child education, reading and writing across the curriculum, and the response to intervention (RTI) protocol. Our faculty and staff study and use data results to develop instructional goals and plans to meet each and every child's needs through Tiers 1,2, and 3. (MTSS)

After carefully analyzing data from the 2023 school year, HSE has determined strategic steps to follow a multi-tiered system of support in order to meet the needs of all students. The MTSS process will ensure that students' academic needs, as well as, social and emotional needs are addressed. We recognize the need for increased professional development. Heath Springs Elementary (HSE) uses data to drive instructional practices to set goals for improvement. The latest data suggests that 62% or more of our K-2 students are meeting or exceeding grade level expectations in math. 65% of kindergarten students are on grade level based on MAP Fluency. The impact Covid has had on all facets of the educational sector continues to have a negative impact on student learning that has continued into the 23-24 school year. As more normalcy occurs, the number of students meeting or exceeding on MAP assessment is likely to increase. Since reverting back to almost normal structures, HSE will move forward with more opportunities for teachers to grow their knowledge and practice of Tiers 2 and 3 instruction which will result in improved student performance. This will help with students' exposure to rigorous assessments that resemble MAP, CASE, and SC Ready. Teachers have access to many resources such as CASE assessments, IXL and MasteryConnect to assess the students using a variety of DOK questions. During recent professional development days, teachers learned how to use UFLI and Numeracy Consultants as resources for tiered instruction and how to use assessments for progress monitoring. Teachers are encouraged to use these in the classroom to get students accustomed to testing vocabulary and rigorous questioning, as well as, using the data to plan tiered instruction.

The latest Reading data suggests that 33.2% of our 3rd-5th grade students are scoring meeting or exceeding grade level expectations 49% of 3rd-5th grade students are meeting or exceeding grade level expectations in Math. The impact Covid has had on all facets of the educational sector continues to have a negative impact on student learning. As more normalcy occurs, the number of students meeting or exceeding on the SC Ready assessments is likely to increase. Since reverting back to almost normal structures, HSE will move forward with more opportunities for teachers to grow their knowledge and practice of tier 2 and 3 instruction which will result in improved student performance. This will help with students' exposure to rigorous assessments that

resemble MAP, CASE, and SC Ready. Teachers have access to many resources such as CASE assessments, IXL, and Mastery Connect to assess the students using a variety of DOK questions. During recent professional development days, teachers learned how to use UFLI and Numeracy Consultants as resources for tiered instruction and progress monitoring. Teachers are encouraged to use these in the classroom to get students accustomed to testing vocabulary and rigorous questioning, as well as, using the data to plan tiered instruction.

Report Card Designation- Additional Targeted Support And Improvement

Our disabled children are in the bottom 5% of disabled children tested with SC READY. HSES has been given ATSI, an ESSA designation on our School Report Card, meaning we are in need of additional and targeted support based on performance outcomes of our disabled subgroup. Our 3rd-5th grade learning disabled, African American, and economically disabled students have been identified as underperforming. Teachers and coaches will analyze MAP scores to plan reading and math instruction for underperforming disabled students in Tier 2 and 3 (MTSS) in the classroom. An interventionist will meet with grade-level data teams and the Leadership Team to determine strategies to close the gap for underperforming disabled students in read and math. Teachers and coaches will analyze MAP scores to plan reading and math instruction for underperforming African American students and economically disabled students in Tier 2 and 3 (MTSS) in the classroom. The Leadership team will meet with grade-level data teams to determine strategies to close the gap for underperforming African American and economically disabled students in reading and math.

School Culture

Based on the SC 22-23 state department survey, 93.6% of parents indicated that they were satisfied with the home/school relations and 93.1% of parents were satisfied with the learning environment. 98.2% of parents were satisfied with the social and physical environment. Teachers will update plans for instructional learning at least weekly on Google Classroom and Remind to keep parents notified of assignments. Teachers will send at least one positive note home to parents for each student monthly. These actions will help improve home/school relationships and keep parents informed of the learning environment.

We are an arts infused school. We receive funding through ABC-Arts In Basic Curriculum and DAP-Distinguished Arts Program grants. The teachers coordinate opportunities for the arts to be blended across the curriculum. We had artists in residency which included Vicky McLain with oil paintings for grades k-5, Caroline Hoadley and dance with 4th grade,, Porkchop Productions, Tim Davis with Hidden Pictures for Highlights, as well as artist Bob Doster.r We applied for and received certification as an ABC Arts School in March, 2023.

[School Report Card Link](#)