Bethel Elementary School

111 Bethel School Road
Simpsonville, SC 29681

Brenda Byrd
Principal

Greenville County Schools

W. Burke Royster
Superintendent

Action Plan
2013-14 through 2017-2018

2013 Calendar Year

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Bethel Elementary School
SCHOOL DISTRICT: Greenville County Schools
SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 *(five years)*
SCHOOL RENEWAL ANNUAL UPDATE FOR: 2013-14 *(one year)*

Assurances
The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq*. (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylors		
PRINTED NAME	**SIGNATURE**	**DATE**

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kristi Nelson		
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Brenda Byrd		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 111 Bethel School Road, Simpsonville, SC 29681
SCHOOL TELEPHONE: (864) 355-4100
PRINCIPAL'S E-MAIL ADDRESS: bbyrd@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

POSITION	*NAME*
1. PRINCIPAL:	Brenda Byrd
2. TEACHER:	Jennifer King
3. PARENT/GUARDIAN:	Stephanie Yearwood
4. COMMUNITY MEMBER:	Michele Frazier
5. SCHOOL IMPROVEMENT COUNCIL:	Kristi Nelson

6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

POSITION	*NAME*
Assistant Principal	Susan Skelton
Administrative Assistant	Julie Cooke
Instructional Coach	Kim Brice

*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.

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

__X__ **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).

__X__ **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).

__X__ **Parent Involvement**
The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent 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.

__X__ **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*.

__X__ **Technology**
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

__X__ **Recruitment**
The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate

basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

_X_ 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).

_X_ 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.

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, although they may be housed at locations with other grade levels or completely separate from schools.

_X_ 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.

_X_ Parenting and Family Literacy
The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

_X_ Coordination of Act 135 Initiatives with Other Federal, State, and District Programs
The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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Introduction

The Bethel Elementary School self-study was conducted to evaluate our strengths and weaknesses in order to develop goals and strategies. The portfolio provides our school with an ongoing means for self-assessment, communication, continuous improvement, and accountability. The staff was organized into committees to complete the self-assessment and to determine strategies for improvement. Parent groups, such as PTA Board and School Improvement Council, provided input regarding the school improvement plan.

Committee 1 Purpose and Direction	Committee 2 Governance and Leadership	Committee 3 Teaching and Assessing Learning
Jennifer King* Farrah Stephen Jennifer Foster Susan Arnold Laura Kennedy Jennifer Reynolds Christina Donohue Becky Poole Sherri Jackson Ronda Smith Carol Shinpoch	Amanda Guest* Susan Skelton Holly Betsill Brittany Willis Mary Heaton Tara Richter Jessica Acor Hope Edlin Kim Phillips Barbara Douglas Diana Dailey	April Roberts* Brenda Byrd Rosie Overby Sharon Davis Christine Hendrix Stephanie Wood Melissa Bahia Nick King Barbara Key Susan Sutton Dana Glenn Sarah Meekins Sara Beth Fuller
Committee 4 **Resource and Support Systems**	**Committee 5** **Using Results for Continuous Improvement**	
Vicki Williams* Kim Brice Tainaka Seabrook Patti Ellis Callie Sammons Jeanette Burdette Katie Beebe Kathi Peer Linda Manley Elizabeth Warde Julianne Kaye Karla Goodman Karen Newton	Leslie Cribb* Julie Cooke Lucie Snyder Chelsea Ford Melissa Fairbanks Ashleigh Gregory Wendy Rodgers Sue Irick Sherrie Brookie Cynthia Hudson Brooke Kleinfelter	

PTA Board	School Improvement Council
Co-Presidents – Mandi Palmer & Stephanie Yearwood	**Elected Members** Chairperson – Kristi Nelson Parent – Rick Reames
Treasurer – Lindsey Wilkins	Teacher – Callie Sammons Parent – Jodi Ware
VP Volunteers – Lori Flaherty	Parent – Lindsay Wilkins Teacher – Brittany Willis
VP Services – Kelly Radecki	
VP Ways & Means – Kristi Nelson	**Appointed Members** Community Member – Tyron Cotton Community Member – Michele Frazier
Secretary – Amy Moore	Community Member – Lillie Lewis
Hospitality – Kerrie Ostrander	**Ex-officio Members** Principal – Brenda Byrd
Historian – Joni Puckett	Assistant Principal – Susan Skelton Administrative Assistant – Julie Cooke Instructional Coach – Kim Brice Guidance Counselor – Barbara Douglas Parent/Teacher Organization – Mandi Palmer Parent/Teacher Organization – Stephanie Yearwood

Executive Summary

Central to everything we do is the belief that all children are capable of learning. High expectations challenge students to reach their greatest potential. We not only emphasize academic achievements, but also the importance of outstanding character and personal responsibility. Our daily goal is to facilitate learning in our students' life-long journey to become responsible, caring individuals. Through the use of Continuous Quality Improvement, our students learn valuable problem solving techniques, enabling them to become productive citizens beyond the walls of our school.

Students benefit from a nurturing environment that addresses their social and emotional needs while encouraging them to take an active part in a variety of school activities. Numerous clubs and school events are available in which students can participate, fostering school pride within a community of learners. Each year a school-wide theme promotes cohesiveness within our school family. This theme is woven into curricular experiences, visuals throughout the building, and school-wide events. A culinary motif accented the school environment throughout the year encouraging students, families, and staff to cook up "A Recipe for Success."

Needs Assessment Summary for Student Achievement
- Received an Absolute rating of Excellent and an Overall rating of Excellent for the past three school years on the State of South Carolina Annual School Report Card
- Obtained an A (93.7)for the ESEA/Federal Accountability Rating System
- Earned a Palmetto Gold Award for Student Achievement on PASS testing

Needs Assessment Summary for Teacher and Administrator Quality
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, administrative assistant, and instructional coach
  - Reviews grade level minutes, 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
- **Faculty Council**
  - Consists of the administrative team, grade level leaders, special education, related arts, multiage, and guidance/speech
  - Discusses instructional and operational aspects of the school
  - Disseminate information to grade level teams
- **Grade Level Teams**
  - Consist of the team leader and teachers from the grade level
  - Collaborate to create lesson plans
  - Share best practices
  - Record minutes to be shared with the administrative team
- **Curriculum Committees (ELA, Math/Technology, Science/Health and Social Studies)**
  - Consist of curriculum committee chairperson, administrator, and teachers from each grade level
  - Disseminate information received from the district Academic Specialists

- o   Discuss articles pertaining to their content area
- o   Share best practices related to the curriculum content area

Needs Assessment Summary for School Climate

As visitors enter our school each day, they observe an attractive exterior, adorned with freshly planted flowers, seasonal wreaths and flags. The lobby is welcoming and comfortable. A bulletin board outside the front office displays upcoming events, student work, and/or quality tools used to enhance classroom instruction. Students, teachers and parents spend each day in an inviting facility where there is space to provide instruction and encourage learning. Sixty-three developmentally appropriate classrooms support daily instruction. The administration outlines expectations and provides regular feedback to staff regarding classroom environment. Quality student work labeled with title and standard is attractively displayed in the hallways, and the class mission statement is posted by each door. Classroom data centers are posted to track the overall progress of each class. Eye-catching murals decorate the walls throughout the building. Recently, a local artist painted inviting outdoor scenes in our cafeteria to create a warm, friendly environment. Playground equipment is inspected regularly to comply with safety codes. Students, staff, and the community use the paved walking track to improve physical fitness. The school's greenhouse, an outdoor classroom, and a butterfly garden provide additional opportunities to enhance instruction.

Our maintenance staff, including one plant engineer and six custodians, maintains our appealing building and grounds. This staff takes pride in keeping the building clean and all equipment in working order. Maintenance of the school grounds and landscaping are included in custodial duties. Inspection results from energy audits are provided to the staff to create an awareness of energy saving efforts. To further ensure all issues are addressed, we use custodial inspections and survey results on the overall cleanliness of the school to make necessary modifications and improvements. The custodial staff, as well as school personnel, immediately reports all safety concerns, both inside and outside the building. Our well maintained facility enables us to provide a safe learning environment for students and staff.

Our school utilizes the district Crisis Response Plan as well as daily operating plans to ensure the safety and well-being of students and staff. Evacuation maps are clearly posted in each room. Fire, lockdown, tornado, earthquake, and bus evacuation drills are held on a regular basis. Procedures are emphasized during classroom instruction on topics such as fire, bus, drug, personal, home and playground safety. Our school has several communication devices which contribute to a safe environment. For constant access, the administration, custodial and office personnel use two-way radios. A telephone is available in each room as well as a two-way intercom system with an emergency call button. Security measures are used to ensure safety in our facility daily. A zoned officer from the Mauldin Police Department patrols the school campus on a regular basis. Signs on all exterior doors state visitors are to report to the main office where they are required to sign in and out through Simple Track and receive a visitor's badge indicating a reason for the visit. Safety is assured with time-stamped video cameras, fire and motion detectors, security alarms, a weather radio, and a two-way radio linked directly to security at the central office. Establishing a safe, secure environment for our students and staff is a priority. As a result of our continued efforts, our school has continued to receive the Safe Schools Award.

Challenges

In an ever changing technological world, it is a challenge to provide the most current technology for our students. Due to the fact that we do not have wireless capabilities in our facility at this point, it limits our ability to provide the most up-to-date technology. We are fortunate to have Promethean boards in every classroom, multiple computer labs, ActivExpressions voting devices, Nooks, Hue cameras, Flip cameras, and

the capability to provide virtual field trips. We will continue to assess our needs and develop strategies to incorporate technology into the future.

In addition to challenges with technology, we recently experienced a change in our population due to students being rezoned. Approximately 150 of our students were rezoned due to the opening of a new elementary school, and we received 80 students from surrounding elementary schools. We implemented new strategies to assist families in making the transition to a new school. Our school will continue to address the needs of our growing student population.

Awards
- 2012-2013   Greenville County Administrator of the Year Award
- 2012-2013   Energy Star Rated Facility
- 2012-2013   Greenville County Elementary Healthy School of the Year Award
- 2012-2013   American Heart Association's Fit-Friendly Worksite Gold Achievement
- 2010-2013   Palmetto Gold Award
- 2010-2013   South Carolina Red Carpet Award
- 2010-2013   Safe Kids Award
- 2010-2011   Palmetto's Finest Award
- 2010-2011   Greenville County Assistant Administrator of the Year Award
- 2010-2012   100% PTA Membership
- Six National Board Certified Teachers

School Profile

School Community

School History

Bethel Elementary School was established between 1801 and 1810, the original school was housed in a one-room logged building. In 1916, a two-room school replaced the original building, and the deed was transferred to the Board of Trustees. The school was built on its present site in 1964 to educate 477 students. Today, the school sits in the heart of the fastest growing region of South Carolina. Cornfields have given way to housing developments, country roads to highways. The tiny sand colored school was enlarged to three times its original size in a $6 million expansion in 1995.

Currently, our school is one of nearly 100 schools in the county. We are located in a growing suburb (population 23,000) in the Upstate of South Carolina. This area is served by four major universities and numerous private and charter schools. Some of the largest employers in our area include Cryovac Division of Sealed Air Corporation and KEMET Electronics. Other major industries in the area include Michelin Tire Corporation, General Electric, and BMW. Other occupations include management, professional, sales, office, service, construction, and maintenance positions.

Our reputation of providing a quality education, caring faculty, and outstanding student achievement is a reflection of the high expectations of our stakeholders. Parents and community value education as evidenced by 30 continuous years of 100% PTA membership and dedicated volunteers. In order to meet the transportation needs of our students, we have thirteen bus routes. In addition, over twenty local day care facilities pick up students each afternoon, and approximately 130 students attend our Extended Day Program to meet the needs of working families. While our community is comprised mostly of middle income families, we have 35.7% of our student population qualifying for free or reduced lunch. Student attendance continues to remain steady at 97.15%. We serve students from neighborhoods in close proximity to the school, a Hispanic community, a children's group home, and three minority communities located outside of the immediate area of the school.

Our Leaders

Mrs. Brenda D. Byrd has been the principal at Bethel Elementary since 2006. She holds a Bachelor's Degree in Elementary Education and a Master's Degree in Administration and Supervision from Clemson University. Mrs. Byrd has twenty-five years of experience as a classroom teacher and administrator. She is a member of the South Carolina Association of School Administrators (SCASA) and the National Association of Elementary School Principals (NAESP). Mrs. Byrd was named as a finalist for the South Carolina PTA Principal of the Year in 2011, a finalist for the SCASA Elementary Principal of the Year in 2012, and she received the Greenville County Schools Administrator of the Year Award in 2013. She has presented at local, state, and national education conferences, and she enjoys mentoring new principals in Greenville County.

Our assistant principal, Susan Skelton, has been at Bethel for twenty years. She has a Bachelor's Degree in Elementary Education, a Master's Degree in Curriculum and Instruction, and an Educational Specialist Degree in Elementary/Middle School Administration and Supervision. She has thirty years of experience in education, and fifteen of these have been in administration. She is a member of the South Carolina Association of School

Administrators. Ms. Skelton was named Greenville County Schools Assistant School Administrator of the Year in 2011.

Our administrative assistant at Bethel Elementary School is Julie Cooke. Mrs. Cooke grew up in the Greenville area. She attended Taylors Elementary, Hillcrest Middle, and Mauldin High School. She went to the University of South Carolina Upstate for her Bachelor's Degree in Elementary Education. She attended Clemson University, where she earned a Master's Degree in School Administration and Supervision. Mrs. Cooke has taught for seven years. She is a member of South Carolina Association of School Administrators. She won Support Staff Person of the Year for 2012-2013 school year.
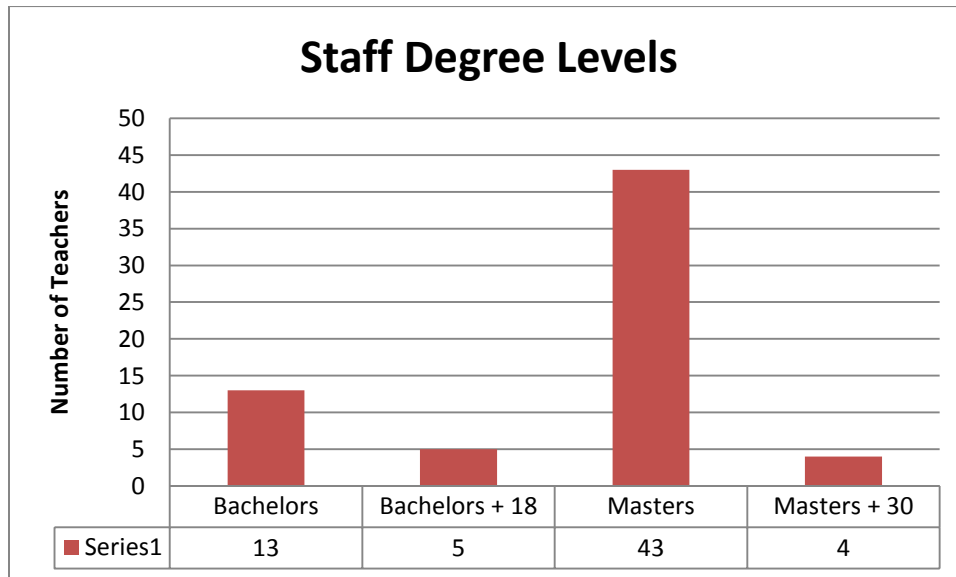
Parental Involvement

Our administrators, teachers, and community are involved in the process of gathering data that encourages continuous improvement. Community and parent volunteers are an ever-present source of support. The School Improvement Council (SIC) and PTA Board are both comprised of community members, parents, teachers, and administrators providing leadership through which many decisions are made that impact the school. Meeting dates are published for the community, and meetings are open to the public. Decisions and school events impacted by community involvement include a wellness initiative, Boosterthon, and the school carnival. The SIC assists with developing the school improvement plan, the School Report Card narrative, Report to the Parents, and identifying strengths and strategies for effective school improvement. School Report Card surveys are administered to students, teachers, and parents to evaluate all aspects of the school program. Results are used to monitor communication efforts, program effectiveness, and community input.

Partnerships

Partnerships are essential to our school's mission by supporting "a nurturing learning environment and to provide a quality education." Local retail stores (Bi-Lo, Publix, Target, Moe's, Fuddruckers, Chick-fil-A) provide financial support. Numerous churches support our school, providing mentoring, food to disadvantaged students, use of their facilities and equipment, and support for teacher appreciation. Several area churches sponsor an after school Good News Club for students in first through fifth grades. Community speakers provide "Lunch and Learn" parenting workshops and classroom presentations related to the curriculum. Mauldin High School provides service learning students to work with our children who need extra assistance. We are fortunate to work alongside a supportive community to benefit our school.

School Personnel

Our staff consists of forty-two classroom teachers; two of those are self-contained classes for students with neurological disorders. We also have six related arts teachers, three of those are full time and three are part time. We have three resource teachers, two speech teachers, and two gifted and talented teachers. We also have two guidance counselors, one ESOL teacher, and a media specialist.

Staff Years of Experience

	0	1 to 3	4 to 5	6 to 8	9 to 10	11 to 15	16 to 20	21 to 25	26+
Series1	1	7	3	11	4	10	5	7	13

Staff Degree Levels

	Bachelors	Bachelors + 18	Masters	Masters + 30
Series1	13	5	43	4

All of our teachers are highly qualified in the area in which they teach. We have 72% of our staff with advanced degrees, and there are six teachers that have received National Board Certification.

Teacher Attendance	
2011-2012	95.7
2010-2011	94.5
2009-2010	96.6

Additional personnel include three office personnel, computer lab manager, two school nurses, a plant engineer, six custodians, eleven assistants, media center clerk, cafeteria manager, and seven food services workers. We have one person who provides autism services to students. We also have an extended day program with a director and ten additional workers. Bus drivers also provide services to our students. Other district personnel serve as support to the instructional program and are available to assist in meeting the needs of the Bethel Elementary population.

Student Population

School Enrollment 2012-2013

Grade	Enrollment
K5	147
First	160
Second	143
Third	146
Fourth	130
Fifth	160

Ethnicity 2012-2013

- African American: 20.80%
- Hispanic: 8.50%
- Caucasian: 59.80%
- Other: 10.90%

Enrollment Over Time
2010-2013

Year	Enrollment
2010-2011	1048
2011-2012	993
2012-2013	886
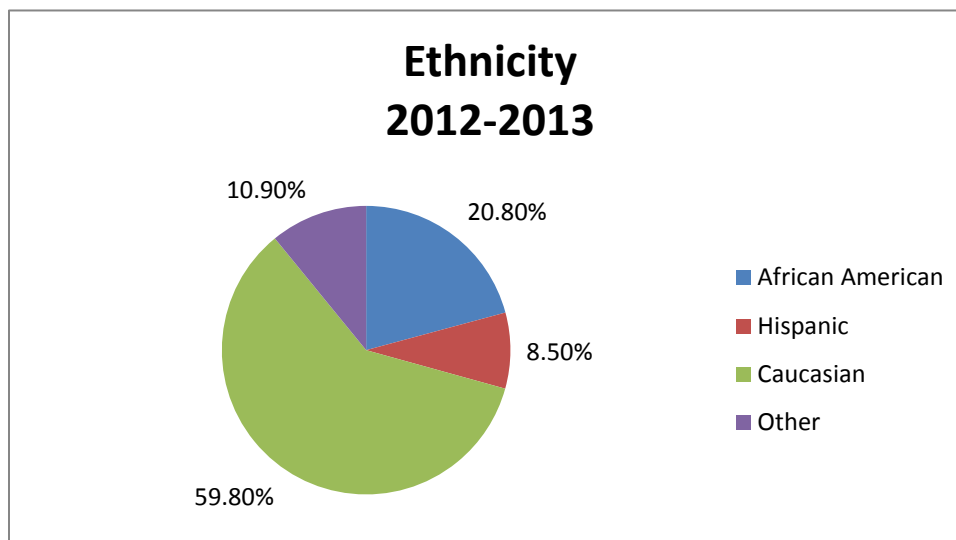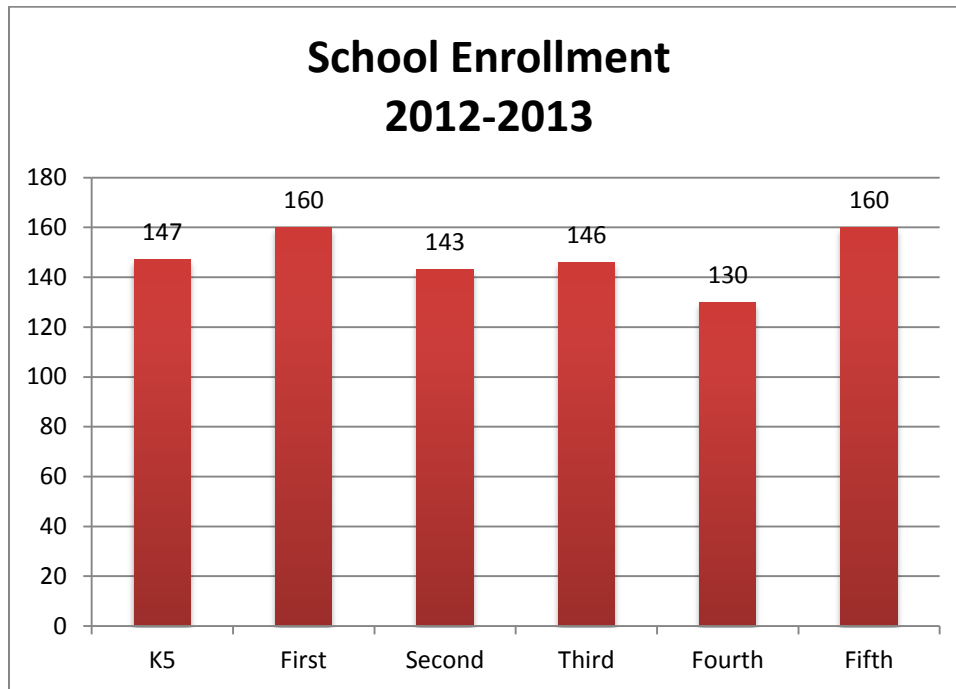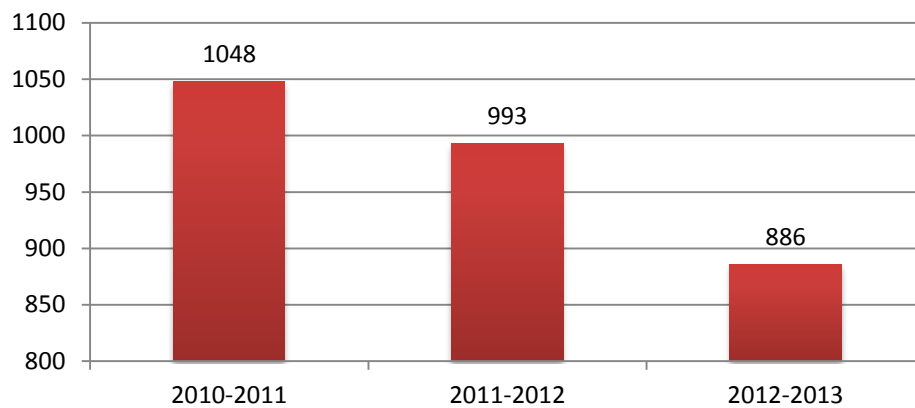
Enrollment by Ethnicity Over Time
2010-2012

	2010	2011	2012
Caucasian	66.50%	65.20%	59.80%
African American	19.90%	17.10%	20.70%
Hispanic	6.40%	7.50%	8.40%
Other	7.00%	10.20%	10.90%
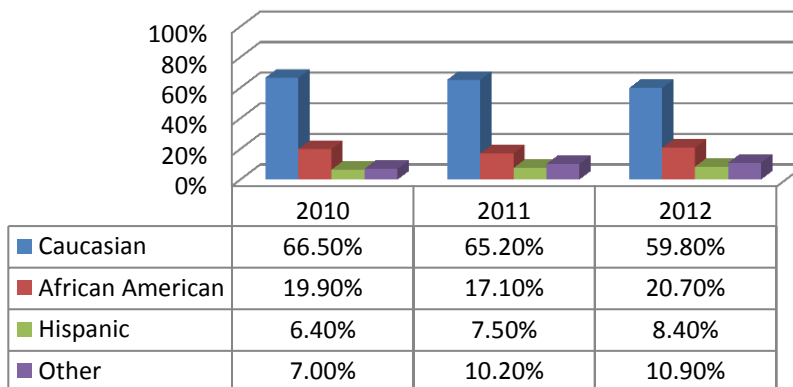
Student Attendance	
2011-2012	97.4
2010-2011	97.4
2009-2010	97.2

Special Education Placement
2012-2013

Category	Value
Speech	62
Developmentally Delayed	5
OHI- Other Health Impaired	15
EH- Emotionally Handicapp	2
LD- Learning Disabled	25
AU- Autistic	16

Enrollment Over Time
2010-2013

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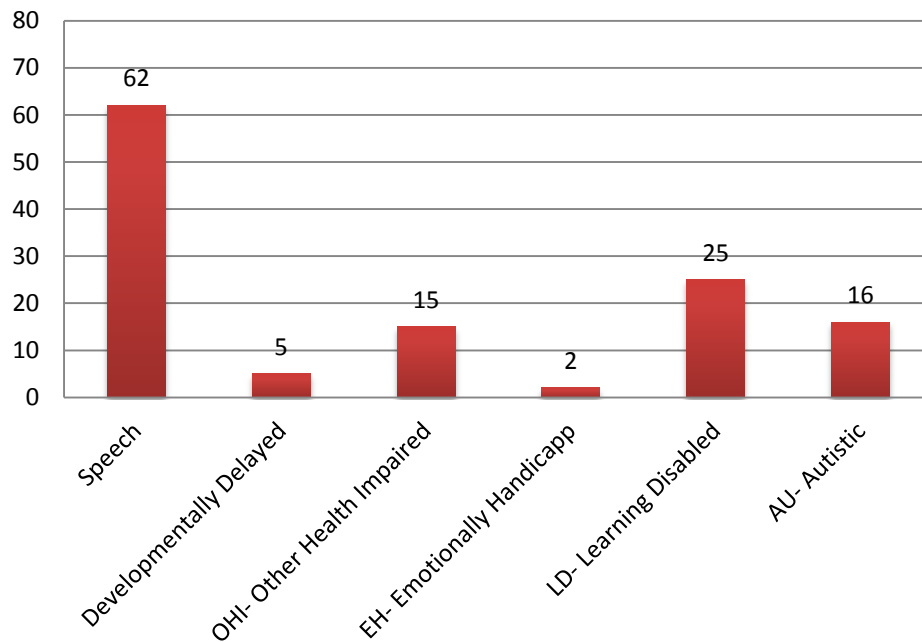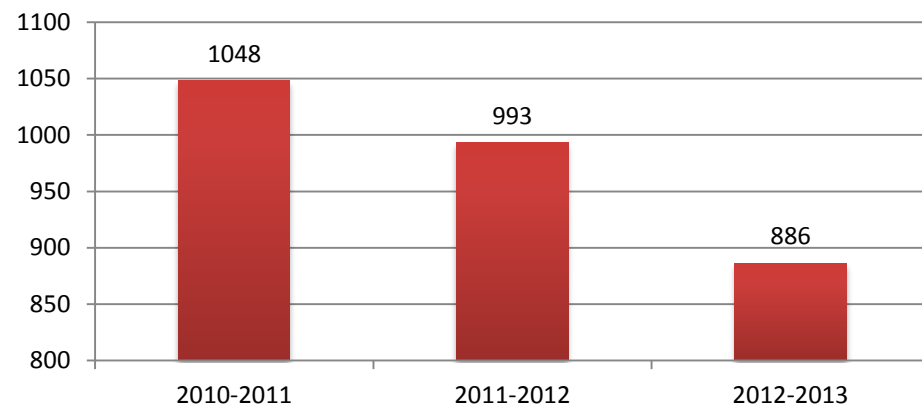
Percentage of Students Qualifying for Gifted & Talented
2010-2013

	2010-2011	2011-2012	2012-2013
Series1	28.9	27.8	34
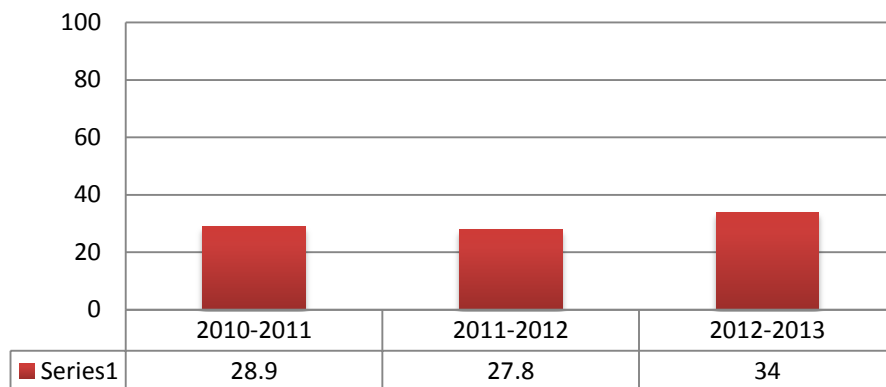
Student Lunch Status
2010-2013

	2010-2011	2011-2012	2012-2013
% Paid Lunch	69.6	70.1	64.3
% Free Lunch	26.9	25.5	30.2
% Reduced Lunch	3.5	4.4	5.5
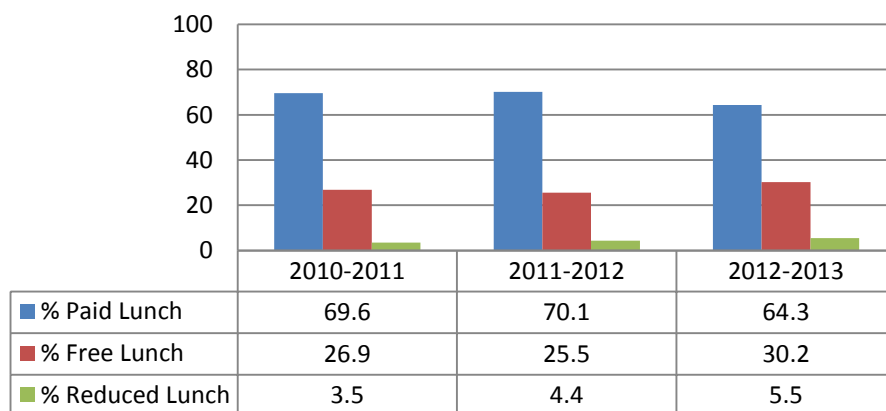
Curriculum, Instruction, and Assessment

The core curriculum provides rigorous learning activities in the areas of reading, math, science, and social studies. Essential learning is facilitated through the use of the Common Core and South Carolina State Standards and correlating support documents, district-developed units of study, and supportive instructional materials. Students receive 30-45 minutes of weekly instruction in each of the following areas: art, music and physical education. Students attend classes in the media center and computer labs, where research and technology skills are reinforced.

A wide variety of instructional materials are utilized to support the curriculum. In Reading, the Four-Blocks Literacy Model is used to provide instruction in Guided Reading, Self-Selected Reading, Writing, and Working with Words. Approximately two hours of instruction is allocated to the Four Blocks model each day. The Houghton-Mifflin Harcourt Basal Reading Series is used in grades 1-5 to support the curriculum and the development of strategic readers. Students are provided their Lexile range as a result of MAP testing, and they are encouraged to select books within their range. Beginning in the 2013-2014 school year, we will become a balanced literacy school, utilizing the Fountas and Pinnell model for language arts instruction.

Writing is the tie that binds the curriculum and is integrated throughout other subject areas. The writing process is used to guide students from brainstorming to a published piece. Student work is published in individual or class books, on wall displays, in school-wide writing projects, and as a part of local and state contests. Twice a year all students respond to district writing prompts. The Wee Deliver postal system offers authentic ways to communicate with students and faculty throughout the school.

Our mathematics program is academically challenging. It is active, relevant, and integrated with other curriculum areas. All teachers have received training in *Everyday Counts Calendar Math*, which provides lessons and activities to preview, review, practice, and discuss critical math concepts and skills. The Macmillan McGraw-Hill Mathematics series is used in grades K-5 to support the curriculum. Approximately one hour is scheduled for math each day. Students capitalize on previously learned knowledge, focusing on building number sense, basic numeric operations, and algebraic concepts, geometric patterns and relationships, measurement, logical reasoning, probability and statistics. Our instruction emphasizes problem-solving and hands-on strategies, which allow students the opportunity to make connections between classroom learning and real-life experiences. Daily Oral Math, Fantastic Five, Sunshine Math, Hands-On Equations, and manipulatives offer students the opportunity to work with computational procedures and reasoning skills.

A wide variety of instructional materials are utilized to support the science curriculum. Our teachers channel student interests, aligned to South Carolina standards into inquiry-based lessons addressing physical science, earth science, and life science. The Macmillan McGraw-Hill series is used in grades K-5. District science kits are also incorporated to provide a more hands-on approach to science. Students are encouraged to showcase their knowledge of science through participation in our Science Fair. Teachers supplement science instruction through field trips to Roper Mountain Science Center, The Riverbanks Zoo, Paris Mountain, and Table Rock.

The social studies curriculum integrates research, writing, and presentation skills as students are introduced to various aspects of our physical and social world. Teachers utilize the South Carolina standards, state support documents, and district curriculum guides to drive instruction. The Scott Foresman textbook is a valuable resource in the social studies classroom. Various publishing companies provide additional curriculum resources for social studies. The curriculum is also supplemented through the integration of novels and field

trips to Columbia, Charleston, and Washington, DC. The amount of time allocated for both science and social studies instruction varies by grade level due to integration into other subjects through thematic units.

Counseling and Other Student Support Services
Our counseling staff provides a high level of support services for students at Bethel. Such services include school-wide character education, parent education, classroom instruction, and small group and individual counseling. Our guidance counselors provide classroom and small group instruction in study skills.

School Initiatives

Our vision focuses on Continuous Quality Improvement (CQI) for the students and staff at our school. Eight years ago our staff was approached by the Carolina First Center for Excellence (CFCE) regarding the possibility of joining the Quality initiative. Staff members from CFCE provided professional development for our faculty, and they modeled the use of quality tools. Our school staff spent much of the 2006-2007 school year increasing our knowledge of Continuous Improvement and understanding the benefits it could provide. At the conclusion of this process, our principal asked all staff members to provide individual feedback regarding the use of Continuous Quality Improvement. As a result, our staff expressed strong support for this initiative. We agreed that CQI would provide a unified vision, and it would create a vehicle for increased student responsibility and achievement. Over the past several years, our school has grown in the use of Quality enabling our students to monitor their progress and set goals for continued success. Recently we established Bethel Elementary's identity as A School of Quality to emphasize our use of CQI.

Since 1997, multiage has been an innovative option to consider in lieu of a traditional classroom setting. Our Primary Multiage classroom consists of a combination of first and second graders, while our Intermediate Multiage classroom has third and fourth grade students. Admittance to the multiage program involves an application process and selection by lottery. Thematic projects, literature circles, and cooperative learning centers are incorporated based on curriculum standards. Assessment is often times open-ended and respects differences in learning abilities, as well as levels.

Breakfast Club is a before school tutorial program offered to students scoring Not Met on PASS testing. Students attend forty-five minute sessions twice a week in the areas of math and/or reading, based on students' PASS performance. PASS Practice sessions are open to all third through fifth graders and meet once a week after school during the ten weeks prior to PASS testing. Teachers emphasize test taking strategies in math, reading, and writing.

Recently, Bethel has promoted a healthier school climate for students and employees. A team of staff members received training for CATCH (Coordinated Approach to Child Health). Strategies are implemented to support the CATCH program. A new Culinary Creations Menu was adopted in the cafeteria and students are encouraged to take advantage of the healthier options. Teachers infuse movement into their daily instruction. The PTA assists in our efforts by encouraging parents to provide healthier food options during class parties and student incentives. As a result our school has received numerous awards: American Heart Association's Fit-Friendly Worksite Gold Achievement and Greenville County Elementary Healthy School of the Year Award. Along with the Healthy School Award, we received $1,250.00 to be used toward future wellness initiatives.

Enrichment Programs
Our school offers a wide variety of enrichment opportunities to enhance students' academic skills and school experience. Academically, our program for the gifted and talented, serves 149 students in grades three through five. Students in kindergarten through fifth grades may participate in Sunshine Math, a take home

enrichment program, published by Creative Concern Publications. This program is designed to teach problem-solving skills, and critical and creative thinking, and responsibility. The SEEDS (Starting Early Enrichment Designs for Students) program exposes kindergarten through third grade students to a wide variety of authentic literature and encourages the development of higher order thinking skills. Through Junior Achievement, local business partners from our community provide students an understanding of our world through consumer awareness.

In addition, there is a variety of opportunities in place at Bethel Elementary to enhance the school experience.
- Clubs for third through fifth grade are provided during school hours to ensure that all of our students can attend a club of their choice. Some examples of these clubs are gardening, drama, technology, and sign language.
- Students in grades second through fifth may participate in Bethel's Running Club. This club meets weekly to promote an active lifestyle through running, teach goal setting, encourage self-discipline, and give students opportunities to participate in local races.
- Students in Cardinal Chorus were chosen through vocal auditions. They perform annually for special community events such as Spring Sing, the Greenville County all-district chorus, and Rotary Night.
- To develop effective communication skills, fourth and fifth grade students may apply for jobs on the Broadcasting Team in our multimedia production center. Daily morning news is broadcast school-wide, with fifth grade students serving as news anchors.
- Fifth grade students are chosen to help oversee the safety of our students as safety patrols.
- Student Council provides fourth and fifth graders the opportunity to serve their school. We have a representative and alternate for each fourth and fifth grade class.
- Instruction in all areas is enriched through the use of our computer labs. We currently have five computer labs. All labs serve kindergarten through fifth grade students on a rotating basis. Students learn keyboarding skills and use educational software programs to supplement basic skills. A global connection is made as our students access the Internet to acquire information on a variety of subjects and use that information to create reports and presentations.
- Our media specialist emphasizes the joy of reading by discussing South Carolina Book nominees, hosting two book fairs each year, celebrating National Children's Book Week, and inviting special authors to visit. During the 2012-2013 school year, Cynthia Lord, an award winning children's book author, spoke to our students.
- Instructional trips include traveling to the Peace Center, farms and orchards, Walnut Grove, Roper Mountain Science Center, the State Capitol in Columbia, Greenville Children's Museum, Charleston, Camp Greenville, and Washington, DC.

Mission and Beliefs

<u>Mission</u>
The mission of Bethel Elementary School is to engage children in a nurturing learning environment and to provide a quality education.

<u>Beliefs</u>
We believe that:
- All children can learn.
- All children deserve equal educational opportunities.
- All children have individual strengths and needs.
- Children learn best in a stimulating and challenging environment that is safe and nurturing.
- Students have the responsibility to be active learners and to achieve individual goals.
- Students' active use of technology prepares them for 21st century skills.
- Successful students are good decision makers and critical thinkers.
- Education is a partnership between home, school, and community.
- A quality education creates responsible citizens, strong character, and a desire for life-long learning.

Data Analysis and Needs Assessment

Student Achievement

Measures of Academic Progress (MAP)
One method used by Bethel Elementary to track student progress is through MAP- Measures of Academic Progress. MAP is a district –wide assessment for second through fifth grade to assess student achievement. It is an optional assessment for first grade. Students are tested in the fall, winter, and spring in the areas of reading and math.

Teachers meet in the fall, winter, and spring to analyze data obtained from these tests and to guide instruction. The scores are analyzed according to grade level norms and student growth. Teachers used the information obtained from the results to guide instruction and focus on student's strengths and weaknesses.

The following chart shows the percentage of students who met their target growth goals each year from 2009-2010 to 2012-2013.

MAP Data 2010-2013

	2010-2011	2011-2012	2012-2013
■ Reading	57	67.3	51.8
■ Math	56.1	58.3	65
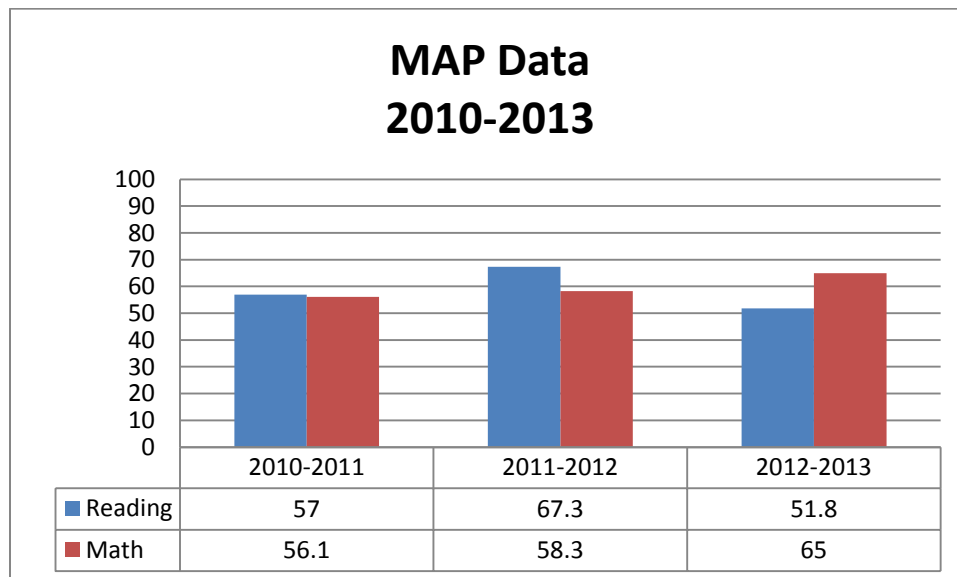
As seen in the graph above, our school has shown continuous gains in MAP data in the area of math from 2010 to 2013. Reading scores declined for the 2012-2013 school year. This decline could be attributed to the current MAP test not being aligned to Common Core Standards.

Grade	Math 2010-2011 Percentage Meeting Growth Target	Math 2011-2012 Percentage Meeting Growth Target	Math 2012-2013 Percentage Meeting Growth Target		Reading 2010-2011 Percentage Meeting Growth Target	Reading 2011-2012 Percentage Meeting Growth Target	Reading 2012-2013 Percentage Meeting Growth Target
2	57.4	50.9	64.2		64.1	58.4	62.5
3	40.4	61.5	65.4		57.3	61.3	54.4
4	53.5	67.4	71.8		59.1	58.9	43.5
5	71.4	72.8	80.8		55.2	54.6	60.5

When following a cohort of students from third to fifth grade in math, 40.4% met Target RIT in 2011, 67.4% in 2012, and 80.8% in 2013, an increase of 40.4%. For the same cohort of students in reading, 57.3% met Target RIT in 2011, 58.9% in 2012, and 60.5% in 2013, an increase of 3.2%. Goal setting, student-teacher conferencing, *CompassLearning*, and quality tools have made a positive impact on student achievement. The use of the Des Cartes alignment with MAP testing is used to aide teachers in assessing and providing differentiation in their classrooms.

Writing PASS Data

	2010	2011 5th Grade Only	2012 5th Grade Only
% Not Met	16.4	12	16.4
% Met	30	32.2	28.9
% Exemplary	53.6	55.8	54.6

ELA PASS Data

	2010	2011	2012
% Not Met	10.2	10.1	11.7
% Met	29.6	31.2	28.1
% Exemplary	60.1	58.7	60.2

Math PASS Data

	2010	2011	2012
■ % Not Met	14.9	13.1	11.7
■ % Met	33.2	28.4	28.1
■ % Exemplary	51.9	58.5	60.2

Science PASS Data

	2010	2011	2012
■ % Not Met	15.2	17.7	13.6
■ % Met	49.5	50.6	59.3
■ % Exemplary	35.3	31.7	27.2
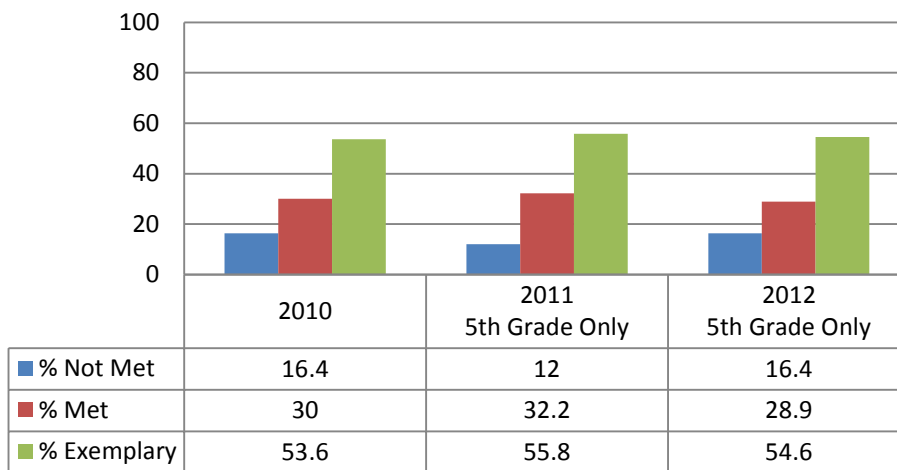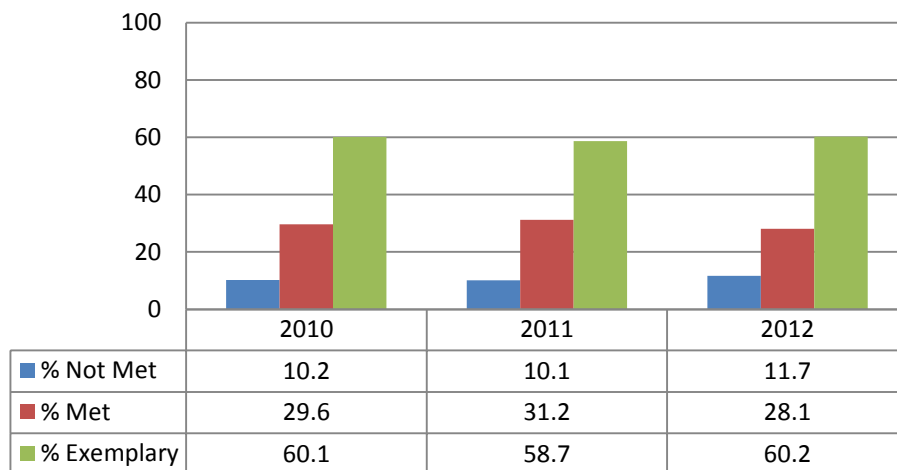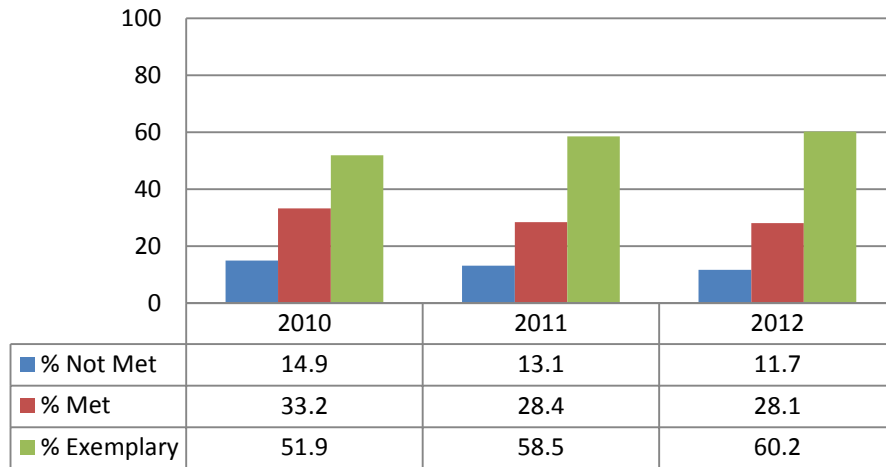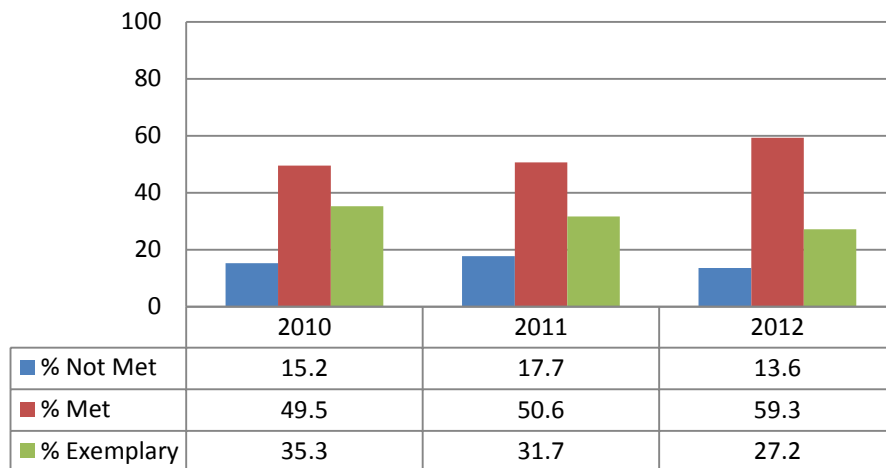
Social Studies PASS Data

	2010	2011	2012
■ % Not Met	12.6	11.1	12.4
■ % Met	46.2	37	37.8
■ % Exemplary	41.2	51.9	49.8
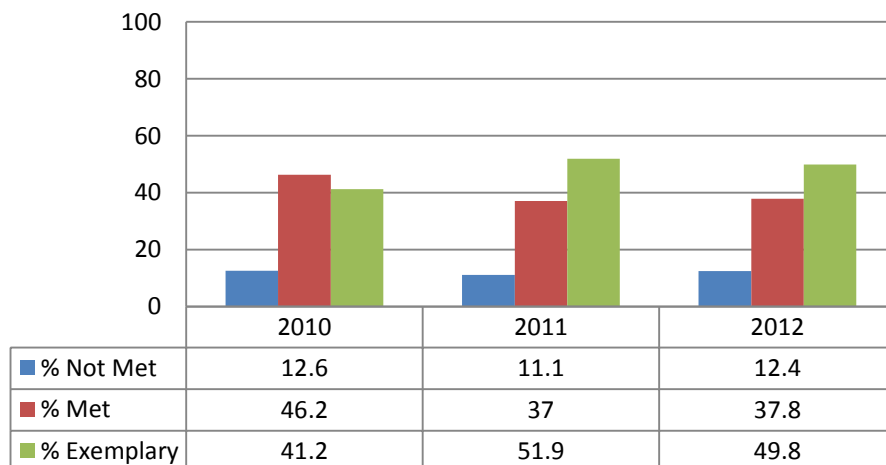
PASS Comparison 2011-2012

Writing

	3rd			4th			5th		
	Bethel	Greenville	SC	Bethel	Greenville	SC	Bethel	Greenville	SC
% Not Met	n/a	n/a	n/a	n/a	n/a	n/a	17.8	21.7	26.5
% Met	n/a	n/a	n/a	n/a	n/a	n/a	28.2	38.5	38.7
% Exemplary	n/a	n/a	n/a	n/a	n/a	n/a	54.0	39.8	34.9

English Language Arts (ELA)

	3rd			4th			5th		
	Bethel	Greenville	SC	Bethel	Greenville	SC	Bethel	Greenville	SC
% Not Met	14	16.7	19.7	11.6	17.9	21.8	13	20.5	23.5
% Met	16.6	19.3	22.1	33.3	35.3	36.1	34.6	39.1	39.9
% Exemplary	69.4	64	58.2	55	46.9	42.1	52.5	40.3	36.6

Math

	3rd			4th			5th		
	Bethel	Greenville	SC	Bethel	Greenville	SC	Bethel	Greenville	SC
% Not Met	18.5	22.7	27.4	10.1	16.8	21.6	10.5	18.6	23.9
% Met	28	28.3	29.5	28	37.5	38.5	29	41.2	41.9
% Exemplary	53.5	49	43	61.9	45.7	39.9	60.5	40.1	34.2

Science

	3rd			4th			5th		
	Bethel	Greenville	SC	Bethel	Greenville	SC	Bethel	Greenville	SC
% Not Met	23.4	32.7	39.3	12.7	21.3	26.2	13.8	24.4	28.3
% Met	35.1	37.4	36.8	68.8	64.1	60.7	53.8	51.4	49.6
% Exemplary	41.6	29.9	23.9	18.5	14.5	13.1	32.5	24.2	22.1

Social Studies

	3rd			4th			5th		
	Bethel	Greenville	SC	Bethel	Greenville	SC	Bethel	Greenville	SC
% Not Met	22.5	19.7	25.4	7.9	16.1	19.1	19.5	23.4	30.1
% Met	28.8	37.2	37.9	45.5	47.2	49.4	28	39.5	38.7
% Exemplary	48.8	43.1	36.7	46.6	36.7	31.5	52.4	37.1	31.2

This table shows a comparison of Bethel, Greenville County Schools, and South Carolina. Close examination reveals that Bethel students consistently outperform Greenville County and South Carolina. Test results are analyzed to identify strengths and weaknesses in order to meet the needs of our students.

Teacher and Administrator Quality

Professional development is determined by student achievement, district initiatives, teacher evaluations, and staff surveys. Some offerings are required by the school and/or district, while others are optional in order to meet the needs of individual teachers. A professional development calendar is given to teachers indicating training opportunities offered at our school.

School-Based Professional Development Calendar
2012-2013

Bethel Professional Development Calendar 2012-2013							
Principal- Brenda Byrd Administrative Assistant- Julie Cooke					Assistant Principal- Susan Skelton Instructional Coach- Kim Brice		
Date	Time	Title	Presenter	Description	Where	Audience	Points
8/14/2012	9:00-12:00	New Teacher Orientation	Brenda Byrd, Kim Brice, and April Roberts	Overview of school policies and procedures	Conference Room	New Teachers	2
8/14/2012	1:00-3:00	Quality Staff Development for New Teachers	Abbey Bell and Jennifer King	Overview of Quality Tools, Data Centers, and Data Notebooks	Media Center	New Teachers	2
8/16/2012		Staff Bus Tour of Bethel Neighborhoods	Susan Skelton and Julie Cooke	Tour attendance area		Staff Members	N/A
8/20/2012	9:00-10:00	Promethean Overview	Kim Brice	Overview of basic tools to use on the Promethean Board	Room 319	New Teachers	1
8/21/2012	1:00-3:00	Paving the Way for Common Core	Paula Burgess	Common Core Overview	Cafeteria	Certified Staff Members	2
8/29/2012	3:00-4:00	MAP Training	Kim Brice	Overview of MAP testing and procedures	Cafeteria	Teachers administering MAP	1
9/11/2012	3:00-5:00	Promethean Training	Monica Brackett	Teachers will learn how to utilize the Promethean Board for classroom instruction	Media Center	New Teachers	2
9/19/2012	3:00-4:00	Curriculum Committees	Curriculum Chairs	Discuss article, best practices, and pertinent information	Various Classrooms	Teachers, Administrators, and Instructional Coach	1
9/25/2012	3:00-5:00	Promethean Training	Monica Brackett	Teachers will learn how to utilize the Promethean Board for classroom instruction	Media Center	New Teachers	2
9/26/2012	3:00-4:00	Technology Tidbits	Chris Burras	Teachers will learn how to use Edmodo	Computer Lab	All Staff Members	1
10/2/2012	3:00-5:00	Promethean Training	Monica Brackett	Teachers will learn how to utilize the Promethean	Media Center	New Teachers	2

Date	Time	Type	Presenter	Topic	Location	Audience	#
				Board for classroom instruction			
10/3/2012	3:00-4:00	Faculty Meeting	Kim Brice	ELA Common Core Overview	Cafeteria	All Staff Members	1
10/16/2012	3:00-5:00	Promethean Training	Monica Brackett	Teachers will learn how to utilize the Promethean Board for classroom instruction	Media Center	New Teachers	2
10/24/2012	3:00-4:00	Curriculum Committees	Curriculum Chairs	Discuss article, best practices, and pertinent information	Various Classrooms	Teachers, Administrators, and Instructional Coach	1
11/8/2012	3:00-4:00	Technology Tidbits	Kim Brice and Christina Donohue	Using Edmodo in the Classroom	Computer Lab	All Staff Members	1
11/28/2012	3:00-4:30	Pathways to Writing	Paula Burgess	Common Core Writing	Cafeteria	Certified Staff Members	2
12/5/2012	3:00-4:30	Faculty Meeting	Kim Brice	Smarter Balanced	Cafeteria and Computer Labs	All Staff Members	2
1/9/2013	3:00-4:00	Faculty Meeting	Kim Brice	Building Academic Vocabulary	Cafeteria	All Staff Members	1
1/23/2013	3:00-4:00	Curriculum Committees	Curriculum Chairs	Discuss article, best practices, and pertinent information	Various Classrooms	Teachers, Administrators, and Instructional Coach	1
1/30/2013	3:00-4:30	Pathways to Writing	Paula Burgess	Common Core Writing	Cafeteria	Certified Staff Members	2
2/6/2013	3:00-4:30	Faculty Meeting	Kim Brice and Jennifer King	Math Common Core and Mathematical Practices	Cafeteria	All Staff Members	2
2/20/2013	3:00-4:30	Curriculum Committees	Greenbriar Elementary Faculty	Fountas and Pinnell	Greenbriar Elementary Media Center	Teachers, Administrators, and Instructional Coach	2
2/26/2013	3:00-4:00	Technology Tidbits	Chris Burras	Power Teacher	Computer Lab	Teachers who assign grades	1
3/6/2013	3:00-4:00	Faculty Meetings	Kim Phillips	Accommodations and Modifications	Cafeteria	All Staff Members	1
3/20/2013	3:00-4:00	Curriculum Committees	Curriculum Chairs	Discuss article, best practices, and pertinent information	Various Classrooms	Teachers, Administrators, and Instructional Coach	1
3/27/2013	3:00-4:00	Technology Tidbits	Brittany Willis, Jeanette Burdette, Wendy Rodgers	Share technology best practices	Various Classrooms	All Staff Members	1

Date	Time	Title	Presenter	Description	Where	Audience	Points
4/10/2013	3:00-4:30	Pathways to Writing	Paula Burgess	Common Core Writing	Cafeteria	Certified Staff Members	2

Bethel Professional Development Calendar 2013-2014							
Principal- Brenda Byrd Administrative Assistant- Julie Cooke				Assistant Principal- Susan Skelton Instructional Coach- Kim Brice			
Date	Time	Title	Presenter	Description	Where	Audience	Points
6/12/2013	8:00-2:30	Foundations of Balanced Literacy	Linda Scott	Initial training for balanced literacy	Cafeteria	Kindergarten- 2nd grade teachers	6
6/13/2013	8:00-2:30	Foundations of Balanced Literacy	Linda Scott	Initial training for balanced literacy	Cafeteria	3rd-5th grade teachers	6
8/8/2013	9:00-11:00	Website Workshop	Kim Brice		Main Computer Lab	All Teachers and Staff	
8/15/2013		Technology Day	Kim Brice and Julianne Kaye	Technology Showcase and Presentation on Databases	Library	All Teachers and Staff	N/A
9/17/2013	8:00-2:45	Implementing Balanced Literacy	Linda Scott	Teachers will continue to learn about the key components of balanced literacy	TBA	K – 5th grade teachers	
9/18/2013	3:00-4:00	Curriculum Committees	Curriculum Chairs		Various Classrooms	Teachers	1
9/25/2013	3:00-4:00	Technology Tidbits	TBA	TBA			1
10/8/2013	8:00-2:45	Implementing Balanced Literacy	Linda Scott	Teachers will continue to learn about the key components of balanced literacy	TBA	K – 5th grade teachers	
10/16/2013	3:00-4:00	Curriculum Committees	Curriculum Chairs		Various Classrooms	Teachers	1
10/30/2013	3:00-4:00	Technology Tidbits	TBA	TBA			1
11/6/2013	8:00-2:45	Implementing Balanced Literacy	Linda Scott	Teachers will continue to learn about the key components of balanced literacy	TBA	K – 5th grade teachers	
11/20/2013	3:00-4:00	Curriculum Committees	Curriculum Chairs		Various Classrooms	Teachers	1
12/18/2013	3:00-4:00	Curriculum Committees	Curriculum Chairs		Various Classrooms	Teachers	1
1/14/20134	8:00-2:45	Implementing Balanced Literacy	Linda Scott	Teachers will continue to learn about the key components of balanced literacy	TBA	K – 5th grade teachers	
1/22/2014	3:00-	Curriculum	Curriculum		Various	Teachers	1

Date	Time	Topic	Lead	Description	Location	Audience	
	4:00	Committees	Chairs		Classrooms		
2/11/2014	8:00-2:45	Implementing Balanced Literacy	Linda Scott	Teachers will continue to learn about the key components of balanced literacy	TBA	K – 5th grade teachers	
2/19/2014	3:00-4:00	Curriculum Committees	Curriculum Chairs		Various Classrooms	Teachers	1
2/26/2014	3:00-4:00	Technology Tidbits	TBA	TBA			1
3/19/2014	3:00-4:00	Curriculum Committees	Curriculum Chairs		Various Classrooms	Teachers	1
4/23/2014	3:00-4:00	Curriculum Committees	Curriculum Chairs		Various Classrooms	Teachers	1
4/30/2014	3:00-4:00	Technology Tidbits	TBA	TBA			1

School Climate

School Climate Needs Assessment

Our school administers surveys to students, teachers, and parents for the yearly School Report Card. Below is a summary of the results from 2011-2012 survey.

Number of surveys returned (2011-2012)	Teachers 59	Students* 139	Parents* 85
Percent satisfied with learning environment	100%	92.8%	96.4%
Percent satisfied with social and physical environment	100%	95.7%	97.6%
Percent satisfied with home-school relations	100%	95.6%	92.9%

*Only students at the highest elementary school grade level and their parents were surveyed.

Parents, students, and teachers all reported high levels of satisfaction in all areas of the survey. After looking closely at the data for 2012, the following statements had lower rates of satisfaction and could be viewed as challenges:

Parents
- My child's teachers invite me to visit my child's classrooms during the school day. (23.2% disagreed)

Students
- Bathrooms are kept clean. (40.9% disagreed)
- Students at my school behave well in the hallways, in the lunchroom, and on the playground. (30.9% disagreed)

Based on this data, strategies have been developed to address these areas of concern. The Action Plan that follows includes strategies that will be implemented.

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in writing and English Language Arts each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 83.5% in 2012 to 88.5% in 2018.

ANNUAL OBJECTIVE: Annually increase by 1 percentage point(s) students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	84.5	85.5	86.5	87.5	88.5
School Actual	83.5						
District Projected	X	X	78.8	79.8	80.8	81.8	82.8
District Actual	77.8						

Baseline data from 2011-12 is based upon 5th and 8th grade scores only. Projected performance is based upon 3rd through 8th grade scores. *Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.*

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☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) at 88.3%.

ANNUAL OBJECTIVE: Maintain 88.3% annually students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	88.3	88.3	88.3	88.3	88.3
School **Actual**	88.3						
District Projected	X	X	79.0	80.0	81.0	82.0	83.0
District **Actual**	78.0						

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

ELA - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	682.4						
Male	681.2						
Female	683.4						
White	694.9						
African-American	644.6						
Asian/Pacific Islander	702.2						
Hispanic	655.1						
American Indian/Alaskan	N/A						
Disabled	616.6						

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Limited English Proficient	652.9						
Subsidized Meals	646.6						

ELA - District - Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	671.1						
Male	665.7						
Female	676.8						
White	685.1						
African-American	644.4						
Asian/Pacific Islander	696.1						
Hispanic	650.8						
American Indian/Alaskan	688.2						
Disabled	614.9						
Limited English Proficient	654.9						
Subsidized Meals	649.2						

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) at 88.3%.

ANNUAL OBJECTIVE: Maintain 88.3 % annually of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	88.3	88.3	88.3	88.3	88.3
School Actual	88.3						
District Projected	X	X	78.4	79.4	80.4	81.4	82.4
District Actual	77.4						

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

Math - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	685.0						
Male	688.9						
Female	681.4						
White	698.4						
African-American	645.4						
Asian/Pacific Islander	713.7						
Hispanic	651.6						
American Indian/Alaskan	N/A						
Disabled	611.7						

Limited English Proficient	654.1						
Subsidized Meals	647.9						

Math - District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	664.8						
Male	665.3						
Female	664.3						
White	677.8						
African-American	636.8						
Asian/Pacific Islander	703.1						
Hispanic	649.0						
American Indian/Alaskan	668.4						
Disabled	607.9						
Limited English Proficient	656.1						
Subsidized Meals	643.6						

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

% Tested ELA – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100						
Male	100						
Female	100						
White	100						
African-American	100						
Asian/Pacific Islander	100						
Hispanic	100						
American Indian/Alaskan	N/Q						
Disabled	100						

Limited English Proficient	100						
Subsidized Meals	100						

% Tested ELA – District Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.9						
Male	99.9						
Female	99.9						
White	99.9						
African-American	99.8						
Asian/Pacific Islander	99.8						
Hispanic	99.9						
American Indian/Alaskan	100.0						
Disabled	99.2						
Limited English Proficient	99.8						
Subsidized Meals	99.8						

% Tested Math – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100						
Male	100						
Female	100						
White	100						
African-American	100						
Asian/Pacific Islander	100						
Hispanic	100						
American Indian/Alaskan	N/A						
Disabled	100						
Limited English Proficient	100						
Subsidized Meals	100						

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% Tested Math – District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0						
Male	99.9						
Female	100.0						
White	100.0						
African-American	99.9						
Asian/Pacific Islander	100.0						
Hispanic	99.9						
American Indian/Alaskan	100.0						
Disabled	99.8						
Limited English Proficient	99.9						
Subsidized Meals	99.9						

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in science each year.

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) at 86.5%.

ANNUAL OBJECTIVE: Maintain 86.5% annually of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	86.5	86.5	86.5	86.5	86.5
School Actual	86.5						
District Projected	X	X	76.9	77.9	78.9	79.9	80.9
District Actual	75.9						

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

Science - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	645.8						
Male	649.9						
Female	642.1						
White	656.2						
African-American	621.0						
Asian/Pacific Islander	646.6						
Hispanic	616.4						
American Indian/Alaskan	N/A						
Disabled	597.5						

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Limited English Proficient	615.0						
Subsidized Meals	618.6						

Science - District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	632.8						
Male	633.7						
Female	631.8						
White	645.2						
African-American	607.3						
Asian/Pacific Islander	655.9						
Hispanic	617.0						
American Indian/Alaskan	640.3						
Disabled	585.9						
Limited English Proficient	620.7						
Subsidized Meals	614.1						

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) at 87.6%.

ANNUAL OBJECTIVE: Maintain 87.6% annually of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	87.6	87.6	87.6	87.6	87.6
School Actual	87.6						
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9						

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

Social Studies - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	661.0						
Male	667.1						
Female	654.8						
White	674.1						
African-American	630.1						
Asian/Pacific Islander	678.7						
Hispanic	633.5						
American Indian/Alaskan	N/A						
Disabled	612.1						

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Limited English Proficient	637.2						
Subsidized Meals	631.1						

Social Studies - District Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	649.2						
Male	651.8						
Female	646.6						
White	661.3						
African-American	626.1						
Asian/Pacific Islander	676.9						
Hispanic	632.8						
American Indian/Alaskan	655.8						
Disabled	605.3						
Limited English Proficient	637.7						
Subsidized Meals	629.0						

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).

FIVE YEAR PERFORMANCE GOAL: Annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

DATA SOURCE(S): Fall 2011 and Fall 2012 ITBS/CogAT report produced by Riverside Publishing

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Reading Comprehension Actual	80%tile	72%tile					
Mathematics Concepts Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Mathematics Concepts Actual	64%tile	62%tile					
Mathematics Problems Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Mathematics Problems Actual	76%tile	63%tile					

District	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Reading Comprehension Actual	67th %tile	66th %tile					
Mathematics Concepts Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Mathematics Concepts Actual	52nd %tile	50th %tile					
Mathematics Problems Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Mathematics Problems Actual	58th %tile	55th %tile					

STRATEGY Activity	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
Implement Response to Intervention (RtI) in K-2 to provide Tier 2 reading interventions for at-risk students.	2013-2018	Teachers and RtI Team	N/A	District	AIMS Web Data
Provide academic assistance for at-risk students.(before school tutoring programs)	2013-2018	Teachers	$30 per hour	District	Student Attendance Documentation
Utilize technology software/hardware for instructional purposes. (Compass Learning, NWEA/MAP, interactive whiteboards, laptop carts, etc.)	2013-2018	Teachers	Varies	School, PTA, District	Lesson Plans, Program Reports
Incorporate Continuous Improvement strategies school-wide. (goal setting, data notebooks, data centers, etc.)	2013-2018	Teachers and Administration	N/A	N/A	Observations and Sample Documentation
Implement Balanced Literacy program in grades K-5.	2013-2018	Teachers and Instructional Coach		School, PTA, District	Observations, Lesson Plans
MAP (Measures of Academic Progress) data will be tracked and utilized to enhance instruction.	2013-2018	Teachers, Administration, and Instructional Coach	N/A	District	Data Reports
Incorporate Core Bites as a part of math instruction.	2013-2018	Teachers	$299 per teacher	School	Common Assessment Data
Promote the school-wide reading challenge.	2013-2018	Teachers, Administration, and Media Specialist	N/A	N/A	Quarterly Data Reports

☐Student Achievement   ☒Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: The amount of time teachers and administrators are engaged in professional development activities will meet or exceed the district minimum requirement of sixteen hours at the school level from 2013-14 to 2017-18.

ANNUAL OBJECTIVE: Teachers and administrators will participate in sixteen or more hours of professional development at the school level during the 2013-14 school year.

DATA SOURCE(S):   School wide professional development report from the district portal.

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	16	16	16	16	16
Actual		37 hours					

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Survey faculty to determine professional development needs.	2013-2018	Instructional Coach	N/A	N/A	Survey Results and Professional Development Plan
The leadership team will develop a professional development plan based on the results of the faculty PD survey.	2013-2018	Administration	N/A	N/A	Professional Development Plan
Train all teachers on the Balanced Literacy model.	2013-2018	District Personnel	N/A	N/A	Certificate of Completion, In-service credit, Observations, Lesson Plans
Train new staff in *Everyday Counts Calendar Math.*	2013-2018	District Personnel	N/A	N/A	In-service credit, Observations, Lesson Plans
Train new staff in *A.L.I.V.E.* (technology recertification)	2013-2018	District Personnel	N/A	N/A	Certificate of Completion
Provide training for new staff on Promethean Boards.	2013-2018	District Personnel	N/A	N/A	In-service credit
Provide technology training in various areas indicated by teachers on the survey. For example, Promethean, Edmodo, Presentation Tools, etc.	2013-2018	District Personnel, Instructional Coach, and Media Specialist	N/A	N/A	In-service credit
Provide ongoing staff development in Continuous Improvement.	2013-2018	Teachers and Instructional Coach	N/A	N/A	In-service credit, Observations, Lesson Plans
Provide ongoing staff development in *Learning-Focused* strategies*.*	2013-2018	Teachers and Instructional Coach	N/A	N/A	In-service credit, Observations, Lesson Plans
Provide ongoing staff development on *CompassLearning.*	2013-2018	District Personnel	N/A	N/A	In-service credit, Observations, Lesson Plans
Curriculum committees will be used to share best practices in each major academic area.	2013-2018	Teachers, Administration, Instructional Coach	N/A	N/A	In-service credit, Meeting Minutes

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	97.4						
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9						

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of parents who are satisfied with the learning environment at 96.4% from 2012 to 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 96.4% of parents annually who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #5

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	96.4	96.4	96.4	96.4	96.4
School Actual	96.4						
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*						

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students who are satisfied with the learning environment at 92.8% from 2012 to 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 92.8% of students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92.8	92.8	92.8	92.8	92.8
School Actual	92.8						
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8						

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of teachers who are satisfied with the learning environment at 100%.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 100% annually of teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #27

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	100	100	100	100	100
School Actual	100						
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0						

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of parents who indicate that their child feels safe at school at 96.5% from 2012 to 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 96.5% annually of parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	96.5	96.5	96.5	96.5	96.5
School Actual	96.5						
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*						

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of students who feel safe at school during the school day at 95% from 2012 to 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 95% annually of students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #30

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95	95	95	95	95
School Actual	95						
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9						

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of teachers who feel safe at school during the school day at 100%.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 100% annually of teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #39

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100						
District Projected	X	X	98.9	98.9	98.9	98.9	98.9
District Actual	98.9						

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Teachers will provide positive feedback to parents regarding student accomplishments. (Positive phone calls/notes/emails, weekly behavior updates, newsletters, class websites, etc.)	2013-2018	Teachers	N/A	N/A	Phone Calls, Emails, and Weekly Behavior Updates
The administrative team will recognize students for their academic and behavioral accomplishments (positive referrals, recognition on morning news, end of-year awards ceremonies, etc.).	2013-2018	Administrative Team	$1,000	PTA	Sample Documentation
Enhance parent involvement by inviting parents to student activities (student performances, parent conferences, PTA meetings, field day, awards ceremonies, school picnic, etc.).	2013-2018	Teachers and Administration	N/A	N/A	School Calendar
Invite parents to participate in PTA and SIC.	2013-2018	Administration	N/A	N/A	School Newsletters
Provide opportunities for parents to submit suggestions regarding school improvements.	2013-2018	Administration	N/A	N/A	Phone Calls, Emails, and Surveys

Please click on the picture below to be taken directly to our Annual School Report Card.

Bethel Elementary
111 Bethel School Road
Simpsonville, SC 29681

Grades	K-5 Elementary School
Enrollment	995 Students
Principal	Brenda D. Byrd	864-355-4100
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA
2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

http://ed.sc.gov
http://www.eoc.sc.gov