Bethel Elementary School
111 Bethel School Road
Simpsonville, SC 29681

Nerissa Lewis
Principal

Greenville County Schools

W. Burke Royster
Superintendent

Action Plan
2015-16 through 2019-2020

2014 Calendar Year

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Bethel Elementary School
SCHOOL DISTRICT: Greenville County Schools
SCHOOL RENEWAL PLAN FOR YEARS: 2015-16 through 2019-20 *(five years)*
SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-16 *(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

Lori Flaherty		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Nerissa Lewis		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 111 Bethel School Road, Simpsonville, SC 29681

SCHOOL TELEPHONE: (864) 355-4100

PRINCIPAL'S E-MAIL ADDRESS: nqlewis@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:	Nerissa Lewis
2. TEACHER:	Jennifer Foster
3. PARENT/GUARDIAN:	Stephanie Yearwood
4. COMMUNITY MEMBER:	Dana Glenn
5. SCHOOL IMPROVEMENT COUNCIL:	Desiree Ishaqq Lori Flaherty

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
Assistant Principal	Carol Lynn McCuen
Instructional Coach	Kim Brice
Literacy Specialist	Mary Heaton

_____

_____

_____

*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.

TABLE OF CONTENTS

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
Presidents – Lori Flaherty	**Elected Members** Parent – Molli West Parent – Lyndsi Dreckman Parent – Jared Dreckmann Teacher – Christine Hendrix Teacher – Jennifer Foster
Treasurer – Stephanie Yearwood	
VP Volunteers – Kelli Pellerin	
VP Services – Michele Frazier	**Appointed Members** Chair Person – Desiree Ishaqq Community Member –Bryan Cox
VP Ways & Means – Lee Katherine Herczogh	
Secretary – Eric Cilli	**Ex-officio Members** Principal – Nerissa Lewis Assistant Principal – Susan Skelton Assistant Principal – Carol Lynn McCuen Instructional Coach – Kim Brice Speech Pathologist – Carol Shinpoch Parent/Teacher Organization – Stephanie Yearwood
Historian – Angie Hinds	

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 (95.3)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
  - Discuss articles pertaining to their content area
  - 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
- 2014- 2015   Greenville County School Safety Award Winner
- 2014-2015   National Beta Club School of Distinction Award
- 2014-2015   God's Pantry Certificate of Excellence and Appreciation
- 2014-2015   LiveWell Greenville Out of School Time Silver Award Winner (EDP)
- 2014-2015   SCPTA Award of Excellence in Membership Promotion
- 2013-2014   Palmetto Silver Award for Closing the Achievement Gap
- 2013-2014   South Carolina Art Educator of the Year Award – Cynthia Hudson
- 2013-2014   LiveWell Greenville Healthy Schools Award
- 2013-2014   South Carolina Elementary Principal of the Year
- 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 Profile
Bethel Elementary School was established between 1801 and 1810; the original school was housed in a one-room log 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. In 2015, we proudly celebrated our 50th Anniversary.

Currently, our school is one of nearly 100 schools in the county. We are located in a growing suburb in the Upstate. 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 PTA membership and dedicated volunteers.

Students benefit from a nurturing environment which addresses their social and emotional needs while encouraging them to take an active part in a variety of school activities. 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 superhero motif accented the school environment throughout this year encouraging students, families, and staff to embrace "Learning as Their Superpower."

Early identification and intervention of struggling students are critical components of student success. At the first sign of a struggling student, teachers intervene and develop strategies to assist the student. Intervention may include a change in delivery method to meet the student's learning style or additional remediation activities.

In addition, students who demonstrate higher skills or aptitude need opportunities to grow and accelerate their learning. Challenge, the gifted and talented program, is designed to meet the needs of academically gifted and talented students. In order to qualify for the program, students must meet the state criteria in aptitude, achievement, and academic performance. This pull-out enrichment program encourages inquiry, flexibility, creativity, and critical thinking. Third grade students attend Challenge for 125 minutes each week. Fourth and fifth grade students attend for 200 minutes each week. The program currently serves 133 students at Bethel.

The Extended Day program offers a service to the school community and provides enriching, structured care for children. It is offered to students in all grade levels from 2:30-6:00 on school days. Students are provided homework assistance, recreational activities, snack, arts and crafts, and access to educational technology. Students utilize Compass Learning in reading and math while attending the program in order to impact academic achievement. Special events such as a talent show and outdoor water games are planned throughout the year. 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 Culinary Creations Menu was adopted in the cafeteria and students are encouraged to take advantage of the healthier options. Teachers infuse brain breaks 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, Greenville County Safety Award, and Greenville County Elementary Healthy School of the Year Award.

Our Leaders

Ms. Nerissa Lewis was named principal at Bethel Elementary in July 2014. She holds a Bachelor's Degree in Elementary Education from Winthrop University and a Master's Degree in Administration and Supervision from Furman University. She is a member of the South Carolina Association of School Administrators (SCASA). Her previous experience includes principal of Mitchell Road Elementary and Baker's Chapel Elementary, assistant principal, administrative assistant, and teacher.

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.

Carol Lynn McCuen is one of our assistant principals at Bethel Elementary School. She grew up in Norway, South Carolina, which is about 40 miles south of Columbia. Ms. McCuen moved to Greenville in 1992 to attend Furman University. She was an elementary education and special education major at Furman. Ms. McCuen graduated and began teaching for Greenville County Schools in 1996. She graduated again in June 2005 from Furman with my Masters degree in School Leadership and Administration. She taught elementary aged students for nine years at Lake Forest Elementary, Grove Elementary, and Armstrong Elementary. Ms. McCuen has been an elementary school administrator over the past ten years at Lake Forest, Welcome, and Bethel.

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 Parent Teacher Association (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 and open to the public. The SIC assists with developing the school improvement plan, the School Report Card narrative, Report to the Parents, and with 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 also used to monitor communication efforts, program effectiveness, and community input.
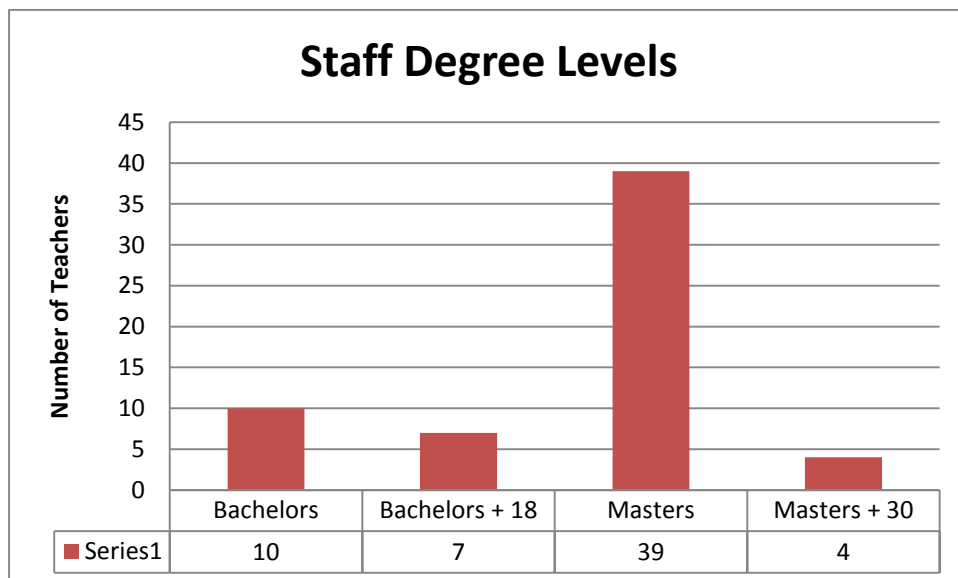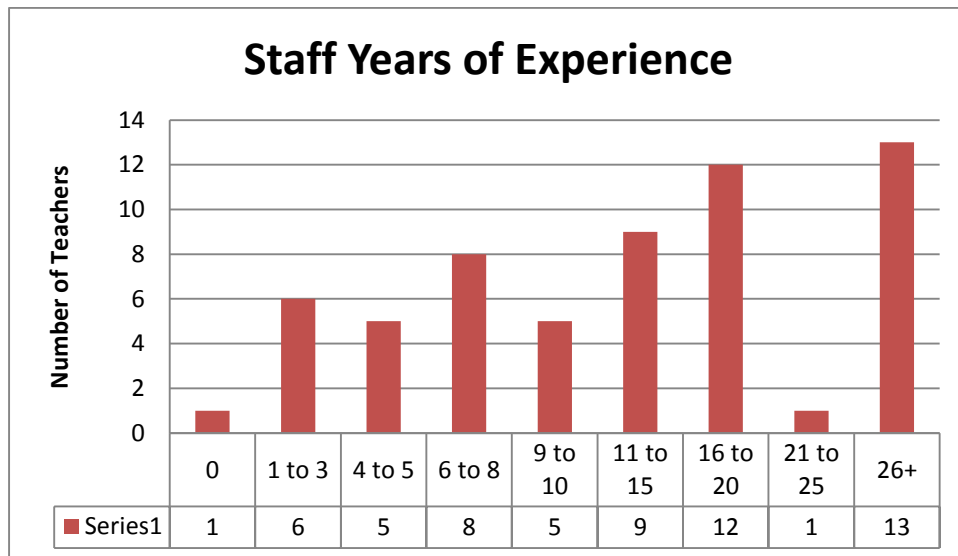
Partnerships

Active community involvement and strong parental support are essential to our school's mission of providing "a nurturing environment which encourages students to be productive citizens." Local retail stores provide financial support. Community speakers present "Lunch and Learn" parenting workshops through our guidance department. Workshop topics include study skills, learning disabilities, middle school registration, and testing programs. Through Junior Achievement, local business partners provide students an understanding of our world through consumer awareness. We are fortunate to work alongside a supportive community to benefit our school.

Several mentoring programs support students academically and socially by providing one-on-one tutoring and positive role models. Mentoring programs are designed to support students' self-esteem, behavior choices, character, and academic success. Service Learning and Big Brother/Big Sister programs utilize high school students who assist in the classroom weekly. Kid's Hope is a national mentoring program in which our school pairs a dedicated adult from a local church with a child in need. The mentors spend quality time, one-on-one, with students who need positive adult role models.

School Personnel

Our staff consists of forty-three 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, one literacy specialist, 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	6	5	8	5	9	12	1	13

(Number of Teachers)

Staff Degree Levels

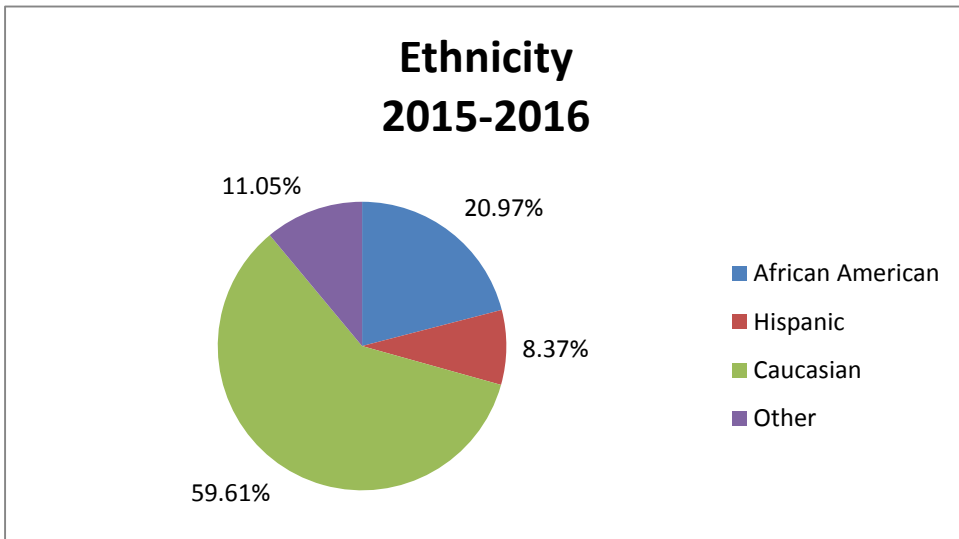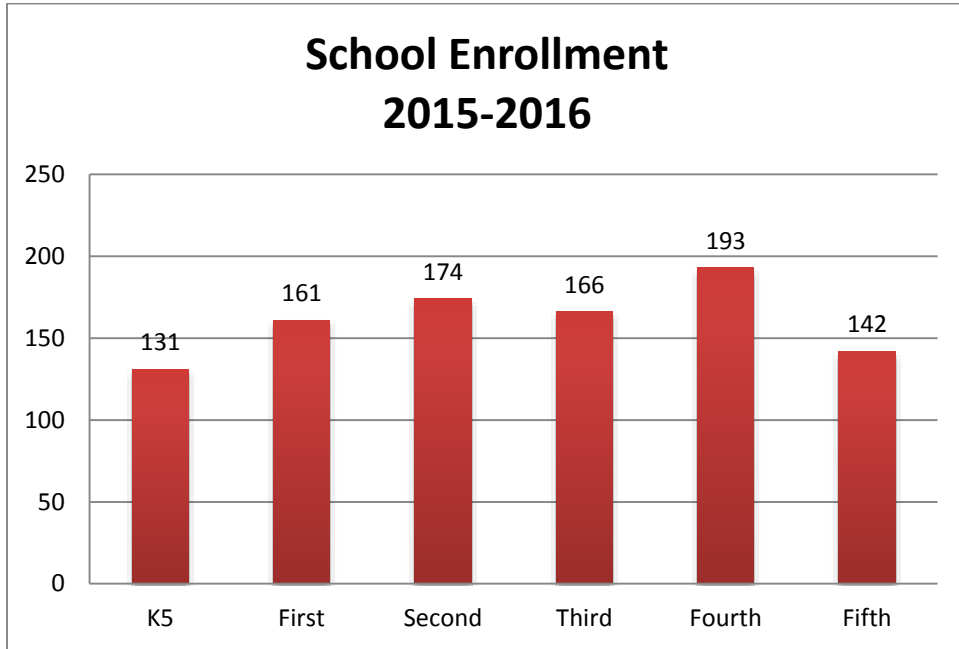|	Bachelors	Bachelors + 18	Masters	Masters + 30
Series1	10	7	39	4

(Number of Teachers)

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.
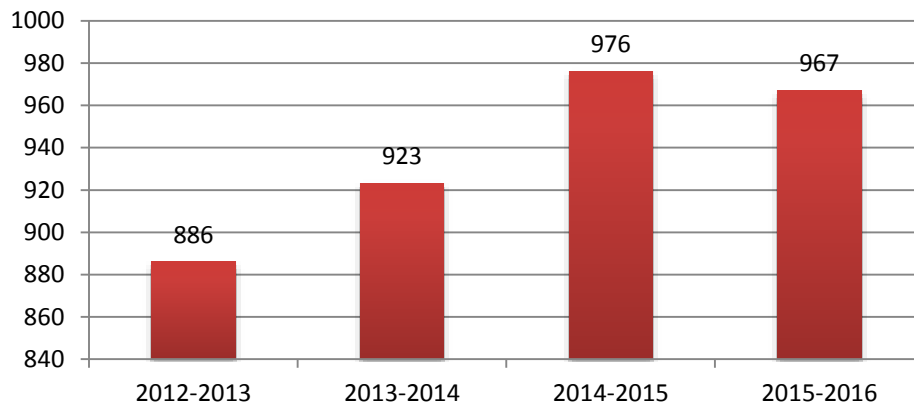
Teacher Attendance	
2015-2016	TBD
2014-2015	95.4
2013-2014	94.9
2011-2012	95.7
2010-2011	94.5
2009-2010	96.6

Additional personnel include three office personnel, computer lab manager, two school nurses, a plant engineer, five custodians, nine assistants, media center clerk, cafeteria manager, and six food services workers. We have two people 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.
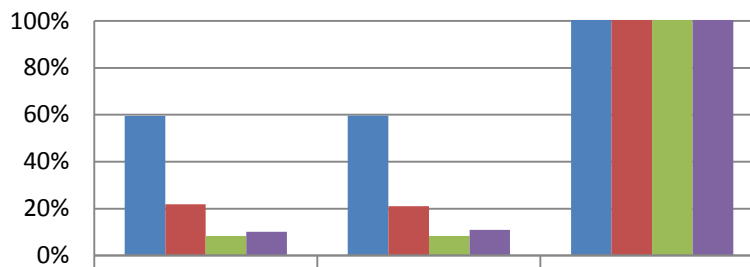
Student Population

School Enrollment 2015-2016

Grade	Enrollment
K5	131
First	161
Second	174
Third	166
Fourth	193
Fifth	142

Ethnicity 2015-2016

- African American: 20.97%
- Hispanic: 8.37%
- Caucasian: 59.61%
- Other: 11.05%

Enrollment Over Time
2012-2016

Year	Enrollment
2012-2013	886
2013-2014	923
2014-2015	976
2015-2016	967

Enrollment by Ethnicity Over Time
2014-2016

	2014	2015	2016
Caucasian	59.50%	59.66%	59.61
African American	21.90%	20.99%	20.97
Hispanic	8.40%	8.37%	8.37
Other	10.10%	10.96%	11.05

Student Attendance	
2015-2016	TBD
2014-2015	96.7
2013-2014	97.3
2012-2013	97.1
2011-2012	97.4

Special Education Placement 2015-2016

Category	Value
Speech	73
Developmentally...	4
OHI- Other Health...	15
Multiple Disabilities	0
LD- Learning Disabled	38
AU- Autistic	22
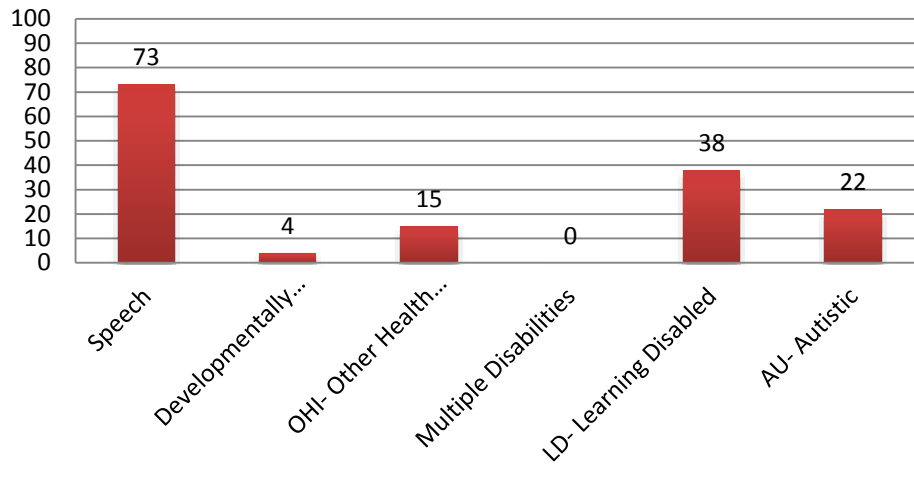
Percentage of Students Qualifying for Gifted & Talented 2013-2016

	2013-2014	2014-2015	2015-2016
Series1	32	31	27
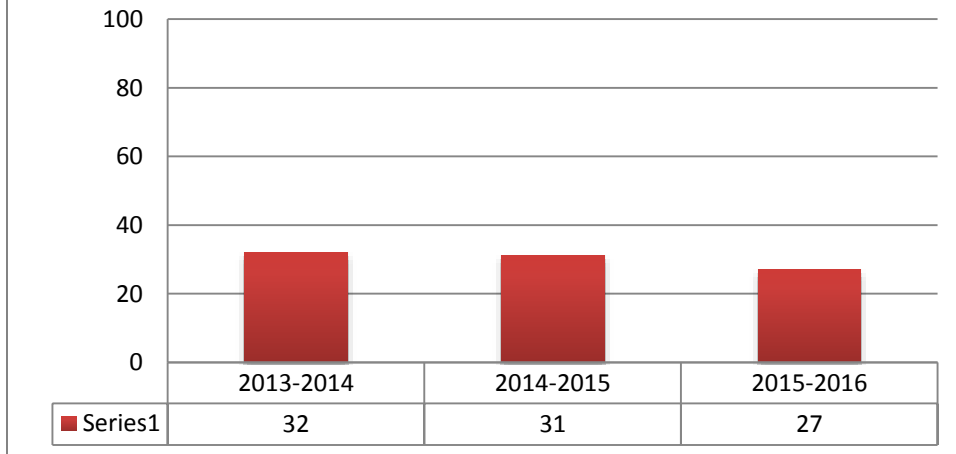
Student Lunch Status
2013-2016
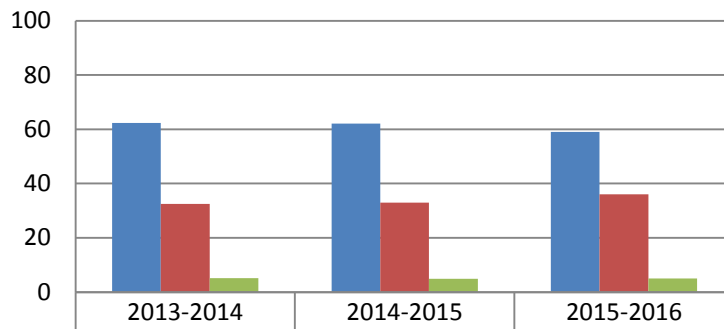
	2013-2014	2014-2015	2015-2016
■ % Paid Lunch	62.4	62.1	59
■ % Free Lunch	32.5	33	36
■ % Reduced Lunch	5.1	4.9	5

Core Curriculum

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 South Carolina State Standards and correlating support documents, district-developed units of study, and supportive instructional materials. Students attend classes in the media center and computer labs, where research and technology skills are reinforced.

A Balanced Literacy Model is used to provide instruction in Guided Reading, Independent Reading, and Word Study. Approximately two hours of instruction is allocated to the Balanced Literacy model each day. The Leveled Library, along with the Houghton-Mifflin Harcourt Basal Reading Series, is used to support the curriculum and the development of strategic readers. Teachers benchmark students in the fall to determine their instructional and independent reading levels. Groups are then formed to provide small group guided reading instruction focused on each student's level. Students are also provided their Lexile range as a result of Measures of Academic Progress testing and are encouraged to select books within their range.

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 many ways through individual or student created books, class displays, school-wide writing projects, and as a part of local and state contests. Three times a year students respond to district writing prompts that focus on specific types of writing - opinion, narrative, and informational.

Our mathematics program is academically challenging. It is active, relevant, and integrated with other curriculum areas. 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 Houghton Mifflin Mathematics series is used in all grades 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, 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 and Core Bites are warm-up activities used to spiral the curriculum. Hands-On Equations are used with our gifted and talented students as an introduction to algebra.

A wide variety of instructional materials are utilized to support the science curriculum. Teachers channel student interests into inquiry-based lessons addressing physical science, earth science, and life science. The Macmillan McGraw-Hill series is used in all grades. District science kits are 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, Riverbanks Zoo, Paris Mountain, Lake Conestee, 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. Student created interactive notebooks are a valuable tool used to facilitate the social studies curriculum. The Scott Foresman textbook is a resource used by teachers as a supplemental material. Various publications, such as Social Studies Weekly, provide additional curriculum resources. Our fifth grade students participate in real-life learning experiences such as Hooverville and Immigration Day. 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.

We implement an array of support services to address students performing above and below grade level. We provide services for English Language Learners through a pull-out program designed to assist them with overcoming language barriers. Students scoring below grade level in reading and math on the MAP assessment have the opportunity to participate in a before-school tutoring program. Students who are struggling to read in kindergarten, first, and second grades may participate in a Response to Intervention program where they receive small group instruction daily. Kindergarten teachers use the Sounds and Motion program to increase student learning. Gifted and talented students receive enrichment in all academic areas. These programs are data driven in order to identify the needs and best placements for students.

Instructional Methods and Interventions
We believe that learning is actively constructed as children are engaged in meaningful experiences. Student placement is achieved by matching individual needs with teachers who are trained to use a variety of teaching methods to meet the diverse needs of students. Differentiated instruction is provided to meet the needs of students with varying ability levels. Programs used are Compass Learning, Response to Intervention (RtI), multiage classrooms, inclusion services, and our before-school tutorial, Breakfast Club.

Our school provides a comprehensive program through assessment, instruction, and intervention while maintaining a focus on the individual student. A variety of teaching methods are used to deliver instruction. Teachers incorporate hands-on activities, science experiments, learning centers, field trips, guest speakers, and instructional technology to enhance student learning.

RtI is used to provide intensive reading instruction to students scoring below grade level in primary grades. Every student is screened three times a year to determine current reading skills. Qualifying students are provided small group instruction for thirty minutes each day by trained paraprofessionals or the RtI teacher. The groups are flexible and based on student progress, which is monitored every 10-15 days.

An Assistance Team (A-Team) process is provided for students who are not successful after implementation of interventions. Specific strategies are provided for teachers, and students are screened to determine the need for additional testing. We serve students through our special education program in the areas of speech/language, learning disabilities, mental disabilities (EMD/Neuro), and other disabilities.

Special education teachers utilize programs, such as *Touch Math*, *SRA*, and *EdMark*, to provide instruction for students based on Individualized Education Plan (IEP) goals and objectives. Teachers collaborate to develop strategies that assist students in achieving success in the least restrictive environment. The teachers focus on the academic goals as outlined by each student's IEP and give attention to developing the emotional and social behaviors of students. We serve as an autism satellite school, where students with an educational autism classification are provided indirect and/or direct social skills training as needed through the support of a student support aide. For students with Limited English Proficiency, we have a teacher of English Language Learners. Small group instruction is provided based on students' scores on the WIDA assessment.

Technology is used to differentiate instruction through Compass Learning, a research-based program. Individualized learning activities are derived as a result of students' scores on MAP testing. All classes access Compass Learning weekly in the computer lab. They provide grade-appropriate content and can be accessed at school and home.

Assessment for Instruction and Learning and Sharing Assessment Results
Our school effectively establishes and maintains a clearly defined and comprehensive student assessment system. Staff members continuously collect and analyze a range of data sources. In the fall and spring, teachers administer Measurements of Academic Progress (MAP) to all students in second through fifth grade. MAP creates a personalized assessment experience that adapts to each student's learning level. Students receive a Rasch Unit (RIT) score, and goals are set for each student to attain on their spring testing. MAP scores are analyzed at the beginning and end of the school year through data teams. Individual student scores are displayed on a teacher data wall. Teachers are able to use these scores to differentiate instruction. Teachers collaborate to find ways to improve student achievement. MAP scores are used by our guidance counselors at the beginning of the year to identify students who may benefit from additional services. Counselors meet once a week with these small groups to help improve specific academic skills. At the end of each school year, teachers in each grade level with the highest percentage of students meeting their target RIT in reading and math receive an award.

Each year, teachers administer our state assessment. Last year, students were given ACT Aspire. This year students will be taking a new assessment, SC READY. Both of these assessments evaluate students in the areas of reading, writing, and math. Students are also given the South Carolina Palmetto Assessment of State Standards (SC PASS) which reflects their learning of the science and social studies curriculum. The scores of these assessments are analyzed by grade level, teacher, and subject area. Trend data is analyzed to establish how grade levels perform over time. Teachers are provided with a detailed report showing how each student performed and results are discussed through grade level meetings. Curriculum committees discuss their subjects to determine strands that are strengths and weaknesses of each grade level.

We use a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level. Teachers meet monthly to analyze data from common formative assessments in both reading and math. These discussions identify students' strengths, weaknesses, and areas of growth and progress. Strategies discussed are implemented in the classroom to improve student learning.

Our leadership team effectively monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. Parents and students receive standardized test results with information explaining how to read and interpret the data. The Parent Portal can be accessed by parents to monitor their student's progress throughout the year.

Counseling and Other Student Support Services
Our counseling staff provides a high level of support services for our students. These services include school-wide character education, parent education, mentoring programs, classroom instruction, and small group and individual counseling. The school counselors conduct monthly classroom guidance lessons that are based on Sean Covey's book, The 7 Habits of Happy Kids. This curriculum teaches children seven principles that focus on social-leadership skills, problem solving, and successful communication. Fourth and fifth grade students explore and investigate careers using SCOIS (SC Occupational Information System). Career interest inventories are completed and portfolios are created which expose students to career clusters.

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 classes have been an innovative option to consider in lieu of a traditional classroom setting. Our Primary Multiage consists of 43 first and second graders, while our Intermediate Multiage has 48 third and fourth graders. Thematic projects, literature circles, and cooperative learning centers are incorporated based on curriculum standards.

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

Mission

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

Beliefs

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.
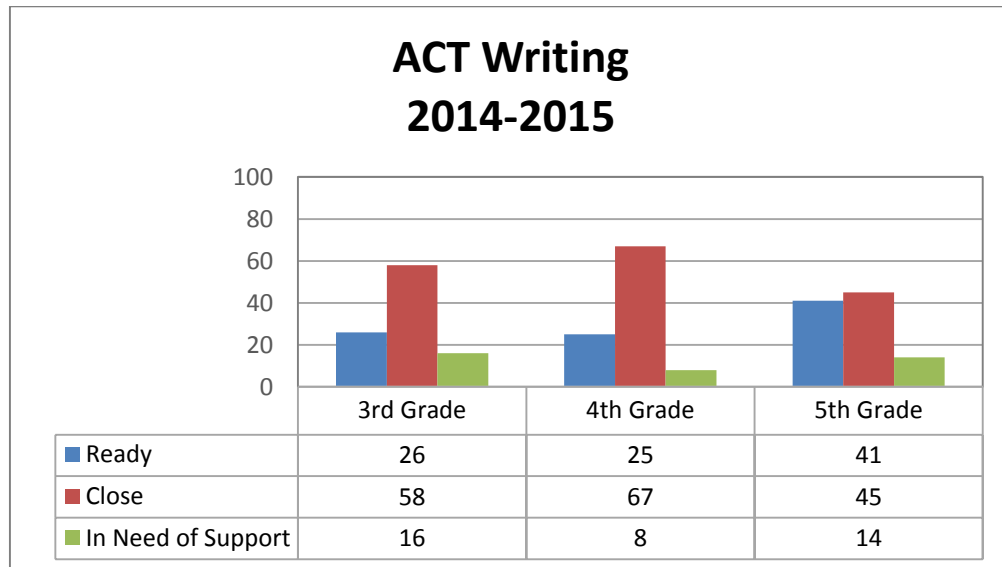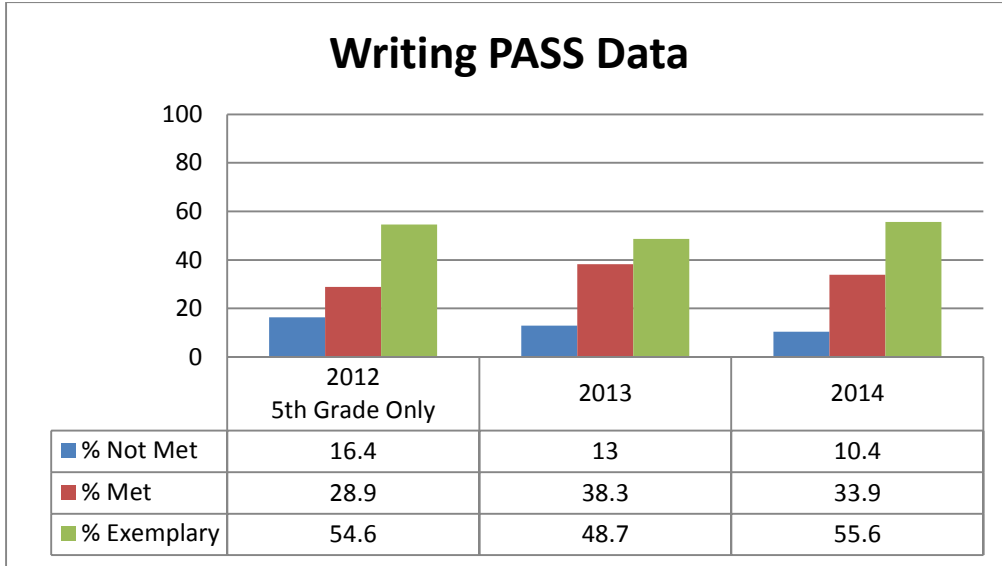
The following chart shows the percentage of students who met their target growth goals each year from 2013-2014 to 2015-2016.

MAP Data 2013-2016

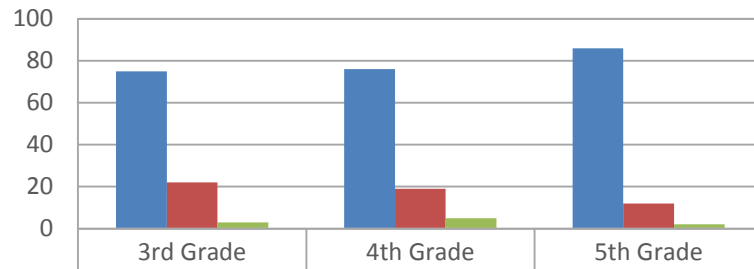|	2013-2014	2014-2015	2015-2016
Reading	56.1	50.8	43.5
Math	63.4	50.3	32.6
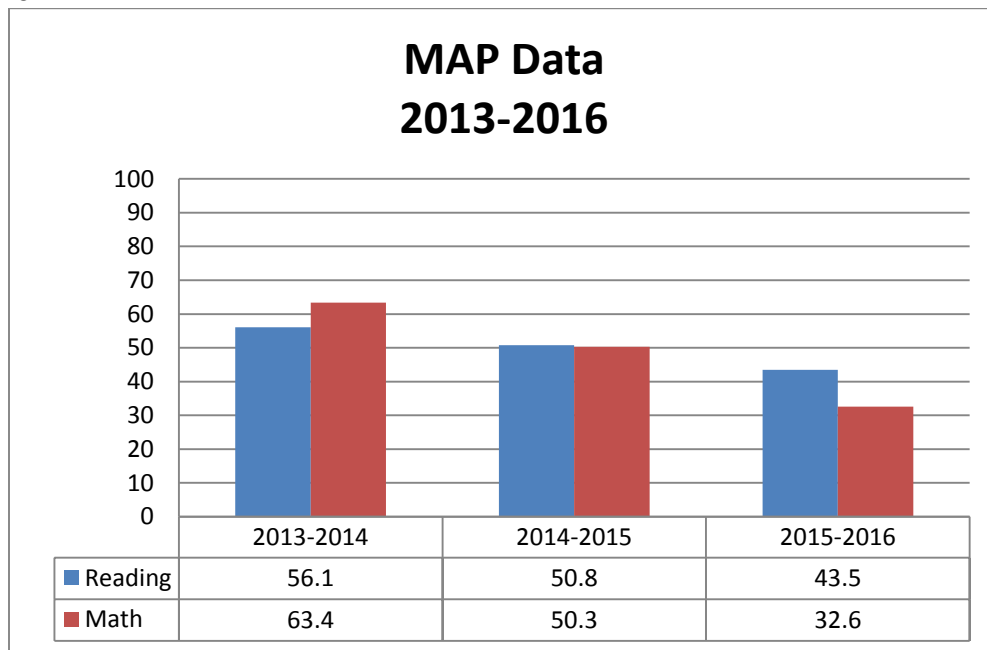
As seen in the graph above, our scores in both reading and math declined during the 2015-2016 school year. NWEA established new norms and that could have an effect on the number of students meeting their target RIT.

Grade	Math 2013-2014 Percentage Meeting Growth Target	Math 2014-2015 Percentage Meeting Growth Target	Math 2015-2016 Percentage Meeting Growth Target		Reading 2013-2014 Percentage Meeting Growth Target	Reading 2014-2015 Percentage Meeting Growth Target	Reading 2015-2016 Percentage Meeting Growth Target
2	58.6	39.1	36		56.1	47.4	51
3	61.3	52.2	30		55.5	45.0	36
4	64.9	55.9	34		49	52.8	45
5	76.5	55.2	30		61.9	60.1	41

Palmetto Assessment of State Standards (PASS) and ACT Data

Writing PASS Data

	2012 5th Grade Only	2013	2014
■ % Not Met	16.4	13	10.4
■ % Met	28.9	38.3	33.9
■ % Exemplary	54.6	48.7	55.6

ACT Writing 2014-2015

	3rd Grade	4th Grade	5th Grade
■ Ready	26	25	41
■ Close	58	67	45
■ In Need of Support	16	8	14

ACT English 2014-2015

	3rd Grade	4th Grade	5th Grade
■ Ready	75	76	86
■ Close	22	19	12
■ In Need of Support	3	5	2

ELA PASS Data
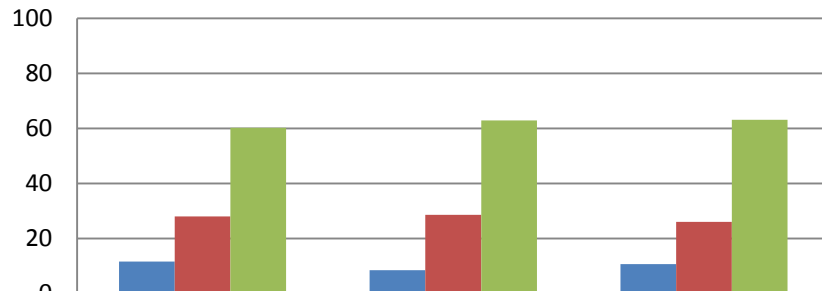
	2012	2013	2014
■ % Not Met	11.7	8.6	10.7
■ % Met	28.1	28.6	26.1
■ % Exemplary	60.2	62.9	63.2

ACT Reading 2014-2015
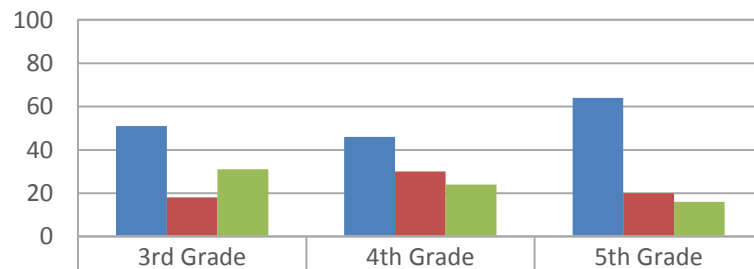
	3rd Grade	4th Grade	5th Grade
■ Ready	51	46	64
■ Close	18	30	20
■ In Need of Support	31	24	16

Math PASS Data

	2012	2013	2014
% Not Met	11.7	11.6	9.9
% Met	28.1	24.5	28.7
% Exemplary	60.2	63.9	61.4

ACT Math
2014-2015

	3rd Grade	4th Grade	5th Grade
Ready	70	66	74
Close	23	26	21
In Need of Support	7	8	4
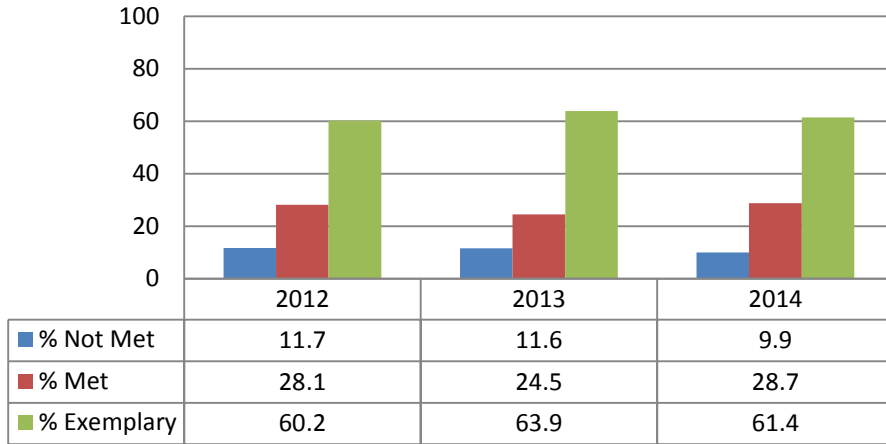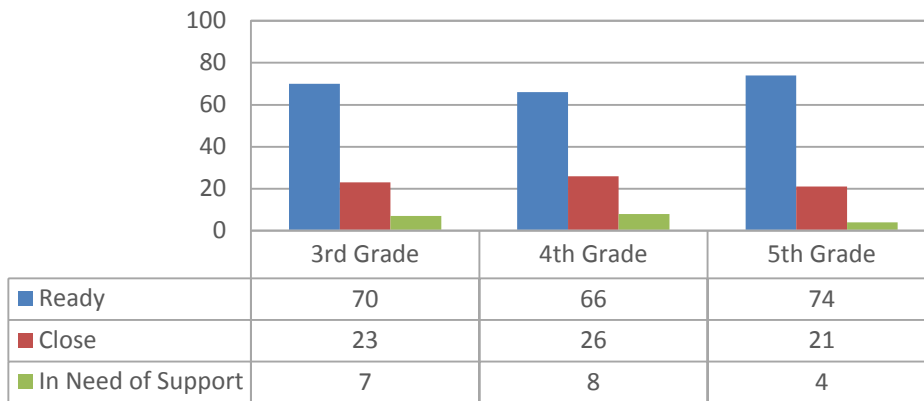
Science PASS Data
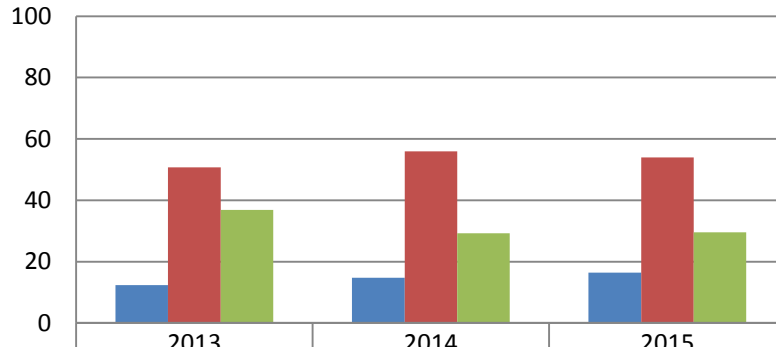
	2013	2014	2015
■ % Not Met	12.4	14.8	16.4
■ % Met	50.7	55.9	54
■ % Exemplary	36.9	29.3	29.6

*For the 2014-2015 school year, only 4th and 5th graders were tested.

Social Studies PASS Data
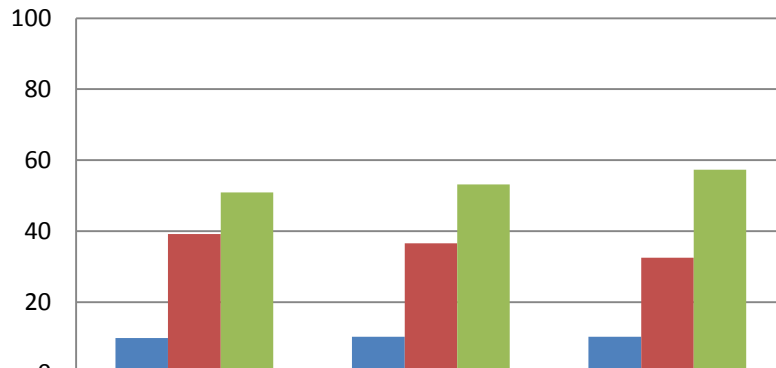
	2013	2014	2015
■ % Not Met	9.9	10.2	10.2
■ % Met	39.2	36.6	32.5
■ % Exemplary	50.9	53.2	57.3

*For the 2014-2015 school year, only 4th and 5th graders were tested.

PASS Comparison 2013-2014

Writing

	3rd			4th			5th		
	Bethel	Greenville	SC	Bethel	Greenville	SC	Bethel	Greenville	SC
% Not Met	11.2	18.1	21.9	11.8	18.7	22.9	9.7	15.1	19.2
% Met	30.4	30.1	31.4	38.6	37.8	38.3	33.1	36.1	40.0
% Exemplary	58.4	51.8	46.7	49.7	43.5	38.8	57.3	48.8	40.8

English Language Arts (ELA)

	3rd			4th			5th		
	Bethel	Greenville	SC	Bethel	Greenville	SC	Bethel	Greenville	SC
% Not Met	14.3	16.7	21.1	7.1	19.2	23.4	12.9	15.3	19.9
% Met	19.8	21.3	23.8	25.3	32.2	34.3	35.5	41.0	43.6
% Exemplary	65.9	62.0	55.1	67.5	48.6	42.2	51.6	43.7	36.5

Math

	3rd			4th			5th		
	Bethel	Greenville	SC	Bethel	Greenville	SC	Bethel	Greenville	SC
% Not Met	8.7	21.4	28.4	10.3	19.7	24.6	13.6	18.2	24.5
% Met	28.6	24.2	26.0	31.0	35.3	36.8	28.0	33.3	35.2
% Exemplary	62.7	54.4	45.6	58.7	45.0	38.6	58.4	48.4	40.3

Science

	3rd			4th			5th		
	Bethel	Greenville	SC	Bethel	Greenville	SC	Bethel	Greenville	SC
% Not Met	17.2	29.9	36.5	18.2	24.9	30.1	11.1	22.9	31.6
% Met	45.3	39.2	37.3	57.1	54.3	52.1	58.7	49.5	46.7
% Exemplary	37.5	30.9	26.1	24.7	20.8	17.7	30.2	27.6	21.8

Social Studies

	3rd			4th			5th		
	Bethel	Greenville	SC	Bethel	Greenville	SC	Bethel	Greenville	SC
% Not Met	14.5	18.3	22.8	7.1	12.5	16.3	11.3	20.7	28.0
% Met	45.2	39.5	42.6	39.6	43.7	46.8	25.8	35.2	36.3
% Exemplary	40.3	42.2	34.6	53.2	43.7	36.9	62.9	44.2	35.7

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
2015-2016

Bethel Professional Development Calendar 2015-2016							
Principal- Nerissa Lewis Assistant Principal – Carol Lynn McCuen					Assistant Principal- Susan Skelton Instructional Coach- Kim Brice		
Date	Time	Title	Presenter	Description	Where	Audience	Points
8/12/2015	8:30-9:30	ESOL Workshop	Becky Johnson	Teachers will receive instruction on how to accommodate the needs of ELL students.	Bethel Elementary	Teachers and Staff Members	1
8/13/2015	9:00-10:00	Google Chrome	Lori Larsen	Teachers will learn how to use Google Chromebooks	Media Center	All Teachers	1
8/14/2015	8:30-9:30	Website Training	Kim Brice	Teachers will learn how to create slideshows in Google Slides and link it to their website.	Main Computer Lab	All Teachers	1
8/17/2015	9:00-10:00	iPAD Training	Lori Larsen	Teachers will receive iPads and learn the basics.	Media Center	Teachers	1
9/10/2015	3:00-4:00	Quarters with Kim	Kim Brice	New Teachers meet to discuss various topics.	IC's Office	New Teachers	1
9/11/2015	8:00-2:00	Data Team Meetings	Kim Brice	Grade levels meet with the admin team to discuss assessment data for math and reading.	IC's Office	Teachers	1
9/15/2015	3:00-4:00	iPad Training	Lori Larsen	Teachers will learn the best apps to use with their class to	Media Center	Teachers	1

				enhance instruction.			
9/16/2015	3:00-4:00	Curriculum Committees	Curriculum Chairs	Staff members discuss the core curriculum areas of math, ELA, science, and social studies	Various Classrooms	Teachers	1
9/24/2015	8:30-12:00	Furman Consortium: Writing Non-Fiction	Georgia Heard	Teachers will learn how to teach students to write nonfiction that informs and inspires.	Furman University	Teachers	4
10/15/2015	8:15-2:00	Data Team Meetings	Kim Brice	Grade levels meet with the admin team to discuss assessment data for math and reading.	IC's Office	Teachers	1
10/15/2015	9:00-11:00	iMovie Training	Lori Larsen	Teachers learn how to use iMovie in their classroom.	Media Center	Teachers	2
10/21/2015	3:00-4:00	Curriculum Committees	Curriculum Chairs	Staff members discuss the core curriculum areas of math, ELA, science, and social studies	Various Classrooms	Teachers	1
10/29/2015	8:30-12:00	Furman Consortium: Creating Digital Rich Classrooms	Meg Ormiston	Teachers will learn how to use digital tools to enhance and improve instruction.	Furman University	Teachers	4
11/12/2015	3:00-4:00	Quarters with Kim	Kim Brice	New Teachers meet to discuss various topics.	IC's Office	New Teachers	1
11/18/2015	3:00-4:00	Curriculum Committees	Curriculum Chairs	Staff members discuss the core curriculum areas of math, ELA, science, and social studies	Various Classrooms	Teachers	1
11/20/2015	8:15-2:00	Data Team Meetings	Kim Brice	Grade levels meet with the admin team to discuss assessment data for math and reading.	IC's Office	Teachers	1
1/19/2016	3:00-4:00	Google Classroom	Lori Larsen	Teachers will learn how to use	Media Center	Teachers	1

				Google Classroom with their students.			
1/20/2016	3:00-4:00	Curriculum Committees	Curriculum Chairs	Staff members discuss the core curriculum areas of math, ELA, science, and social studies	Various Classrooms	Teachers	1
1/29/2016	8:15-2:00	Data Team Meetings	Kim Brice	Grade levels meet with the admin team to discuss assessment data for math and reading.	IC's Office	Teachers	1
2/10/2016	8:30-12:00	Furman Consortium: Effective Instruction and Assessment for English Language Learners	Margarita Calderon	Teachers will learn numerous strategies for selecting and teaching key words/phrases that make content comprehensible for ELL students.	Furman University	Teachers	4
2/17/2016	3:00-4:00	Curriculum Committees	Curriculum Chairs	Staff members discuss the core curriculum areas of math, ELA, science, and social studies	Various Classrooms	Teachers	1
2/26/2016	8:15-2:00	Data Team Meetings	Kim Brice	Grade levels meet with the admin team to discuss assessment data for math and reading.	IC's Office	Teachers	1
3/16/2016	8:30-12:00	Furman Consortium: The Other Components of Reading Workshop	Karen Haag	Teachers will learn basic comprehension strategies needed by readers and share exercises that boost reading achievement in any content class K-12.	Furman University	Teachers	4
3/16/2016	3:00-4:00	Curriculum Committees	Curriculum Chairs	Staff members discuss the core curriculum areas of math, ELA,	Various Classrooms	Teachers	1

				science, and social studies			
3/18/2016	8:15-2:00	Data Team Meetings	Kim Brice	Grade levels meet with the admin team to discuss assessment data for math and reading.	IC's Office	Teachers	1
4/20/2016	3:00-4:00	Curriculum Committees	Curriculum Chairs	Staff members discuss the core curriculum areas of math, ELA, science, and social studies	Various Classrooms	Teachers	1
4/21/2016	8:15-2:00	Data Team Meetings	Kim Brice	Grade levels meet with the admin team to discuss assessment data for math and reading.	IC's Office	Teachers	
5/18/2016	3:00-4:00	Curriculum Committees	Curriculum Chairs	Staff members discuss the core curriculum areas of math, ELA, science, and social studies	Various Classrooms	Teachers	1

**Teachers are also attending professional development offered by the district throughout the school year.

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 2014-2015 survey.

Number of surveys returned (2014-2015)	Teachers 44	Students* 142	Parents* 82
Percent satisfied with learning environment	100%	88.7%	82%
Percent satisfied with social and physical environment	100%	85.6%	90.4%
Percent satisfied with home-school relations	100%	93.6%	91.7%

*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 2014-2015, the following statements had lower rates of satisfaction and could be viewed as challenges:

Parents
- My child's teacher invites me to visit my child's classrooms during the school day. (29.8% disagreed)

Students
- Bathrooms are kept clean. (54.3% 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 each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in writing as measured by SC Ready.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by SC Ready.

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

	Baseline 2015-16	**2016-17**	**2017-18**
School Projected	X		
School Actual			
District Projected	X		
District Actual			

Baseline data to be established in 2015-16.

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in reading as measured by SC READY.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by SC READY.

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

	Baseline 2015-16	**2016-17**	**2017-18**
School Projected	X		
School Actual			
District Projected	X		
District Actual			

Baseline data to be established in 2015-16.

39

☒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: Meet or exceed the standard in mathematics as measured by SC READY.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by SC READY.

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

	Baseline 2015-16	**2016-17**	**2017-18**
School Projected	X		
School Actual			
District Projected	X		
District Actual			

Baseline data to be established in 2015-16.

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

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on SC READY.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on SC READY.

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

% Tested ELA – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

Tested ELA – District Grades 3-5	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

% Tested Math – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

% Tested Math – District – Grades 3-5	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance	*			
All Students	*			
Male	*			
Female	*			

White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

☒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: Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	83.6			
District Projected	X			
District Actual	72.9			

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

☒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: Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X			
School Actual	89.8			
District Projected	X			
District Actual	81.2			

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

☒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: 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 ITBS/CogAT report produced by Riverside Publishing

Reading	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	60th percentile	62nd percentile		

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	52nd percentile	51st percentile		

Fall 2014 students began taking a new form of the ITBS

47

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

PROFESSIONAL DEVELOPMENT

☐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	38 hours	38 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
Continue training for all teachers on the Balanced Literacy model.	2013-2018	District Personnel, Literacy Mentors, and Instructional Coach	N/A	N/A	Certificate of Completion, 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, Google Apps for Education, 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 – School Profile page – Students section

	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			97.3	96.7			
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6			

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 93.1% in 2012 to 96.4% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually parents who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #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	93.1	93.5	95.1			
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8			

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: Increase the percent of students who are satisfied with the learning environment from 89.8% in 2012 to 92.8% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #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	89.8	92.2	89			
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	82.7	81.6	83.9 (ES, MS, & HS)			

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 98.3% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) until 100% is attained and then maintain annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #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	98.3	100	100			
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3			

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 97.1% in 2012 to 97.1% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 97.1% annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #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	97.1	94.8	93.9			
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.7			

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: Increase the percent of students who feel safe at school during the school day from 94% in 2012 to 95% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #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	94	94.8	92.9			
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3			

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from 100% in 2012 to 100% by 2018.

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

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #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	100	98.2	100			
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3			

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.