
Bethel Elementary School

111 Bethel School Road
Simpsonville, SC 29681



Matthew Critell, Principal

The School District of Greenville County

Dr. Burke Royster, Superintendent

Action Plan
2018-2019 through 2022-2023

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Bethel Elementary School

SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2021-2022 (*one year*)

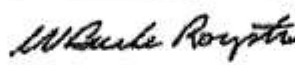
Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.


SUPERINTENDENT

Dr. W. Burke Royster		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

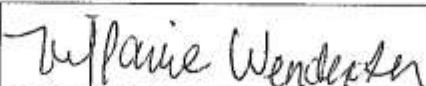
PRINCIPAL

Matthew Critell		April 13, 2021
PRINTED NAME	SIGNATURE	DATE


CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lynda Leventis-Wells		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Tiffanie Wenderoth		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mary Heaton		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 111 Bethel School Road Simpsonville, SC 29681

SCHOOL TELEPHONE: (864) 355-4100

PRINCIPAL E-MAIL ADDRESS: mcritell@greenville.k12.sc.us

Stakeholder Involvement for School Renewal

<u>Position</u>	<u>Name</u>
Principal	Matthew Critell
Teacher	Chelsea Stewart
Parent/Guardian	Carolyn Rutherford
Community Member	Tiffani Wenderoth
Paraprofessional	Kristine Lynch
School Improvement Council Member	Dana Glenn
Read to Succeed Reading Coach	Mary Heaton
School Read to Succeed Literacy Leadership Team Lead	Mary Heaton
School Read to Succeed Literacy Leadership Team Member	Jake Gambrell

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

** Must include the School Literacy Leadership Team for Read to Succeed

ASSURANCES FOR SCHOOL RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances

(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

Yes No N/A	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).
Yes No N/A	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).
Yes No N/A	Parent Involvement The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental 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.
Yes No N/A	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.
Yes No N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes No N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes No N/A	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).
Yes No N/A	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.
Yes No N/A	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. However, they may be housed at locations with other grade levels or completely separate from schools.

Yes No N/A	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.
Yes No N/A	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 how to be 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-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes No N/A	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 not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, 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.
Yes No N/A	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.

<p>Committee 1 (Math/Technology) Executive Summary</p> <p>Anna Abbott (5th) Susan Arnold (2nd) Erica Martin (K5) Shalonda Blakeney (Instructional Technology) Kathi Peer (Special Education) Melissa Bahia (K5) Sherri Jackson (Challenge) Stephanie Wood (Primary Multiage - 1st/2nd) Katie Jordan (Intermediate Multiage- 3rd/4th) Callie Sammons (1st) Jennifer Desing (3rd) Kimberly Sherbert (4th) Cynthia Hudson (Art)</p>	<p>Committee 2 (ELA) Executive Summary</p> <p>Mary Heaton (Literacy Coach) Chelsea Stewart (1st) Jill Tyner (Media Specialist) Jake Gambrell (Instructional Coach) Abby Aguirre (4th) Penny Spell-Knight (2nd) Sierra Owens (1st) Kim Pruette (2nd) Madelina Delgado (ESOL) Krista Hall (1st) Jeanette Burdette (Reading Interventionist) Dana Glenn (Guidance) Erin Jenkins (4th)</p>
<p>Committee 3 (Social Studies) School Profile</p> <p>Melissa Stallcup (3rd) Teri Hyer (3rd) Wanda Lumsden (1st) Sara Beth Gilbert (1st) Hope Edlin (5th) Rebecca Poole (Special Education) Susan Skelton (Assistant Principal) Shannon Bennett (2nd) Karla Goodman (PE) Sue Irick (Special Education)</p>	<p>Committee 4 (Science) Executive Summary</p> <p>Moriah Mullen (Special Education) Hannah Coleman (K5) Wendy Rodgers (4th) Emily Yow (5th) Carol Lynn McCuen (Assistant Principal) Leslie Cribb (3rd) Gambrell Burns (1st) Haley Cabaniss (K5) Megan Winter (Intermediate Multiage- 3rd/4th) Tracey Edenfield (Music)</p>

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 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 superhero theme accented the school environment throughout the year encouraging students, families, and staff to join together so our "Cardinals Fly High".

Needs Assessment Summary for Student Achievement

- 61% of students in grades 3-5 scored meets or exceeds in english language arts on the SCREADY assessment
- 64% of students in grades 3-5 scored meets or exceeds in math on the SCREADY assessment
- 72.8% of students in grade 4 scored meets or exceeds in science on the SCPASS assessment
- 86.0% of students in grade 5 scored meets or exceeds in social studies on the SCPASS assessment

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 principals, instructional coach, and instructional technology specialist.
 - 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, including special education, related arts, multiage, and guidance/speech
 - Discusses instructional and operational aspects of the school
 - Disseminates information to grade level teams
- **Grade Level Teams**
 - Consists of the team leader and teachers from the grade level
 - Collaborates to create lesson plans
 - Shares best practices

- Records minutes to be shared with the administrative team
- **Curriculum Committees (ELA, Math/Technology, Science/Health and Social Studies)**
 - Consists of curriculum committee chairperson, administrator, and teachers from each grade level
 - Disseminates information received from the district Academic Specialists
 - Discusses articles pertaining to their content area
 - Shares best practices related to the curriculum content area
 - Plans school wide, content-area focused activities (ie. Veterans Day, Black History Month, American Education Week, and Red Ribbon Week)

Needs Assessment Summary for School Climate

As visitors approach our school, 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 student work from a different grade level each month. Students, teachers and parents spend each day in an inviting facility where there is space to provide instruction and encourage learning. 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. Eye-catching murals decorate the walls throughout the building. 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. A butterfly garden provides additional opportunities to enhance instruction. Sun shades provide an area out of the sun for students and teachers to enjoy.

Our maintenance staff, including one plant engineer and four 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 instruct visitors 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.

School Awards and Accomplishments

- 2019 SC PTA Outstanding Principal of the Year, Nerissa Lewis
- 2018 SC PTA Outstanding Support Staff of the Year Finalist, Candy Lotowicz
- 2018 GCS Employee Spotlight Award Winner, Kim Lancaster, K5 Aide
- 2017 GCS Staff Member of the Year, Kim Brice, Instructional Coach
- 2016 National Blue Ribbon School of Excellence
- 2016 Palmetto Gold Award
- 2016-2017 Greenville County School's Teacher of the Year, Katie Saunders
- 2015-2016 American Heart Association Gold Fit-Friendly Worksite
- 2015-2016 Energy Star Rated Facility
- 2014-2015 National Beta Club School of Distinction
- 2014-2015 God's Pantry Certificate of Excellence and Appreciation
- 2014-2015 LiveWell Greenville Out of School Time Silver Award Winner (EDP)
- 2014-2015 SC PTA Award of Excellence in Membership Promotion

School Profile

School Community

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 safari motif accented the school environment throughout this year welcoming students, families, and staff to embrace “Our Wild World of Learning”.

Since 1997, multiage classes have been an innovative option to consider in lieu of a traditional classroom setting. Our Primary Multiage consists of first and second graders, while our Intermediate Multiage has third and fourth graders. Thematic projects, STEAM integration, literature circles, and cooperative learning centers are incorporated based on curriculum standards.

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. Students are served through our Response to Intervention (RtI) and special education programs.

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. While attending the program, students utilize computerized learning programs to impact academic achievement. Special events such as a talent show and outdoor water games are planned throughout the year.

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. Career Education is integrated into classroom lessons using SCOIS (SC Occupational Information System). Career interest inventories are completed and portfolios are created which expose students to career clusters.

Our Leaders

Mr. Matthew Critell was named principal at Bethel Elementary in June 2019. He holds a Bachelor's Degree in Early Childhood Education from Youngstown State University and a Master's Degree in Administration and Supervision from Furman University. He is a member of the South Carolina Association of School Administrators (SCASA). His previous experience includes program director of Dr. Phinnize J. Fisher Middle School, teacher, and interventionist.

Our intermediate 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 our primary assistant principal. She attended Furman University where she studied elementary and special education. Ms. McCuen graduated and began teaching for Greenville County Schools in 1996. She graduated again in June 2005 from Furman with a Master's 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 and Community 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 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.

Several programs support students academically, socially, and physically. Mentoring programs provide 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 classrooms 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. Backpack Blessings is a volunteer-based, donation-driven organization that provides bags of food to students each week.

Our school uses a variety of methods to effectively communicate with all stakeholders in a timely and continuous manner. Bethel Bulletin and Calendar News are school-wide PTA publications routinely distributed to families. They include details about upcoming events, contact information for the school, and times for all school activities. Located at the front of the school, an electronic marquee displays upcoming activities, opportunities, and student/faculty recognition. Classroom newsletters are also sent home and accessible through teacher's websites. Our school also utilizes social media, such as Facebook, Instagram, and Twitter, to communicate with the community. On Mondays, a phone blast is sent to parents, communicating all the events happening within our school that week. In addition to the phone blast, the script from the announcement is posted to the school's Facebook page and emailed to parents each week as well. Parents can also download the Bethel app, provided by PTA, to find pertinent information.

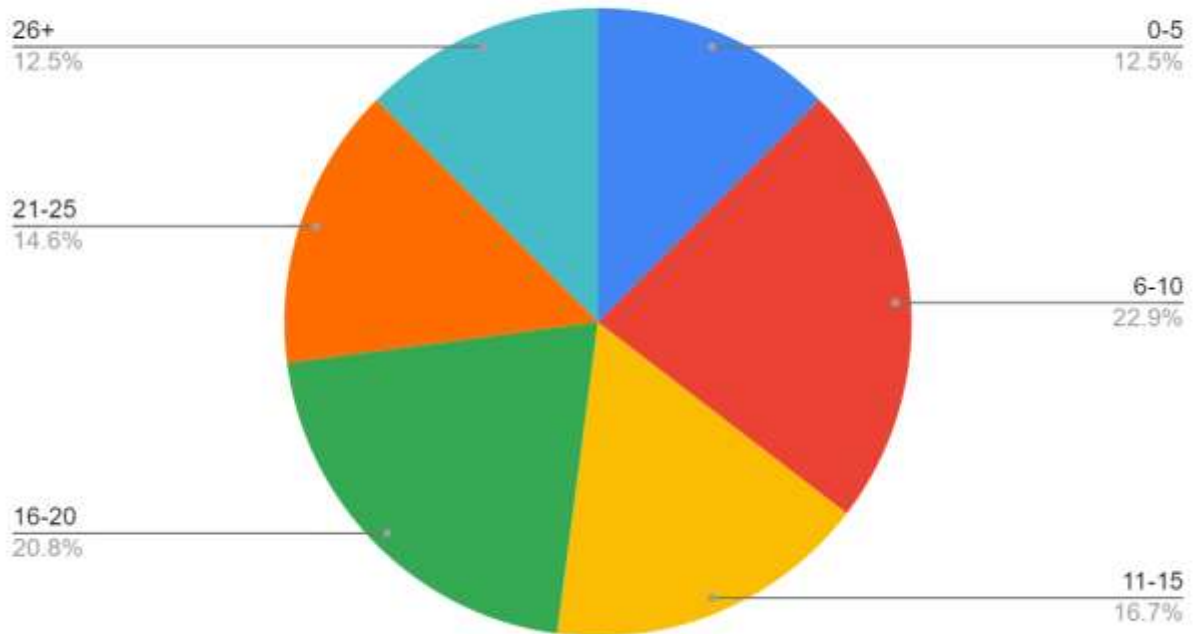
Our school website provides an extensive source of information for students, parents, and the community. Information is included regarding current school announcements, special recognitions, school newsletters, PTA and SIC information, school calendar, and a link to our Facebook page.

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 businesses provide financial support. Community speakers present "Lunch and Learn" parenting workshops through our guidance department. Workshop topics include study skills, Internet Safety, and middle school registration. Through Junior Achievement, local business partners provide students an understanding of our world through consumer awareness. Our student shirts, uniquely designed for each classroom, are sponsored by Wenderoth Orthodontics. We are fortunate to work alongside a supportive community to benefit our school.

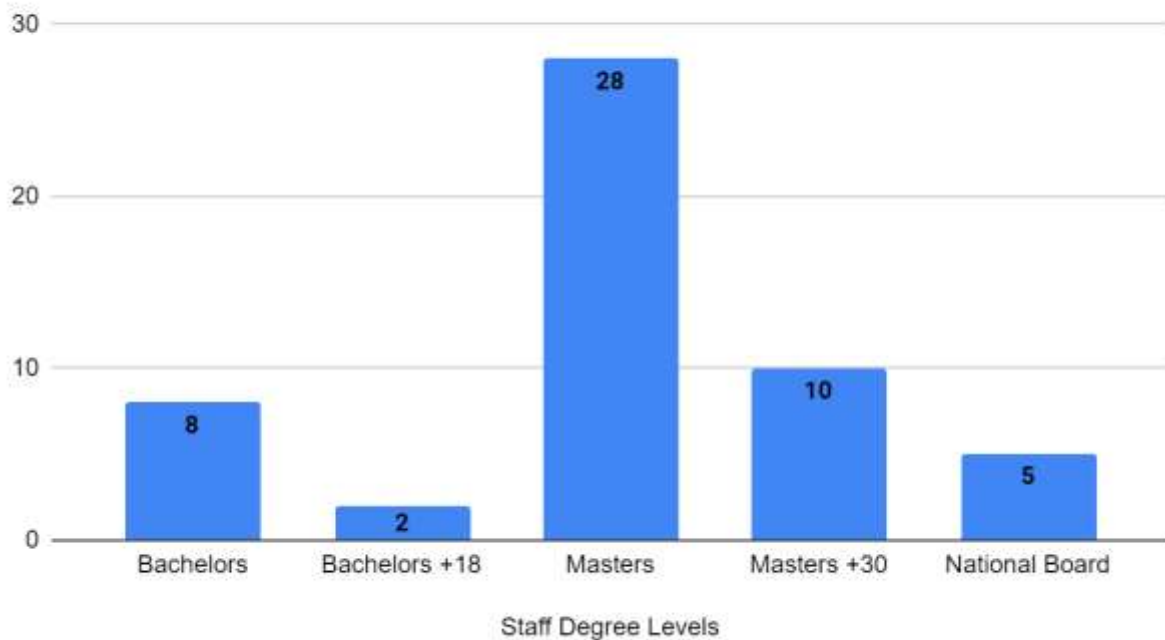
School Personnel

Our staff consists of forty-two classroom teachers. We have six related arts teachers, three of those are full time and three that are part time. There is a STEAM Lab teacher who serves first through fifth grade students and an Innovation Lab teacher that serves Kindergarten and 2nd through fifth grade students. Our special education department consists of three resource teachers, two speech teachers, and two self-contained classes that serve students with neurological and developmental disorders. Other support staff includes a gifted and talented teacher, a reading specialist, a full time and a part time reading interventionist, instructional coach, instructional technology specialist, two guidance counselors, an ESOL teacher, and a media specialist.

Teaching Experience for Certified Staff



Certified Staff Degree Levels



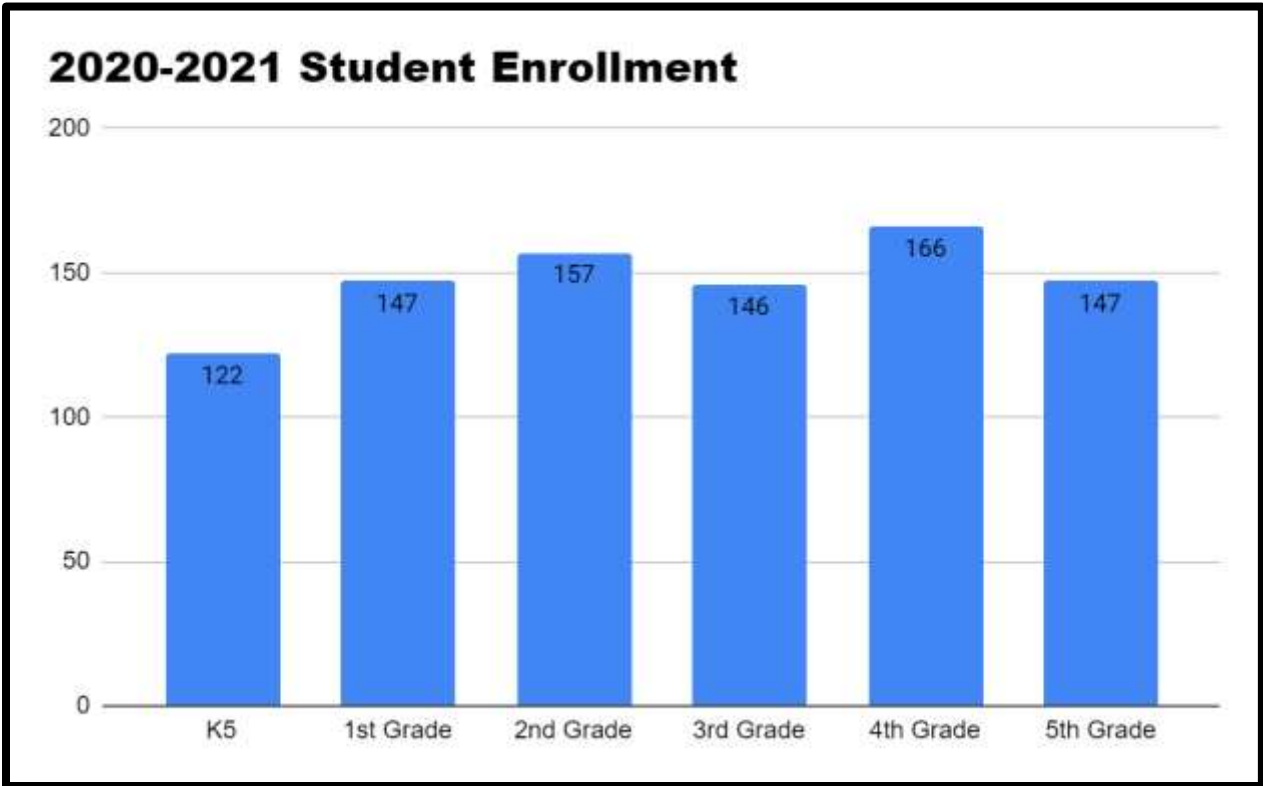
All of our teachers are highly qualified in the area in which they teach. We have 68% of our staff members that hold advanced degrees, and there are six teachers that have received National Board Certification.

Teacher Attendance	
2020-2021	95
2019-2020	95.7
2018-2019	92.8
2017-2018	92.8

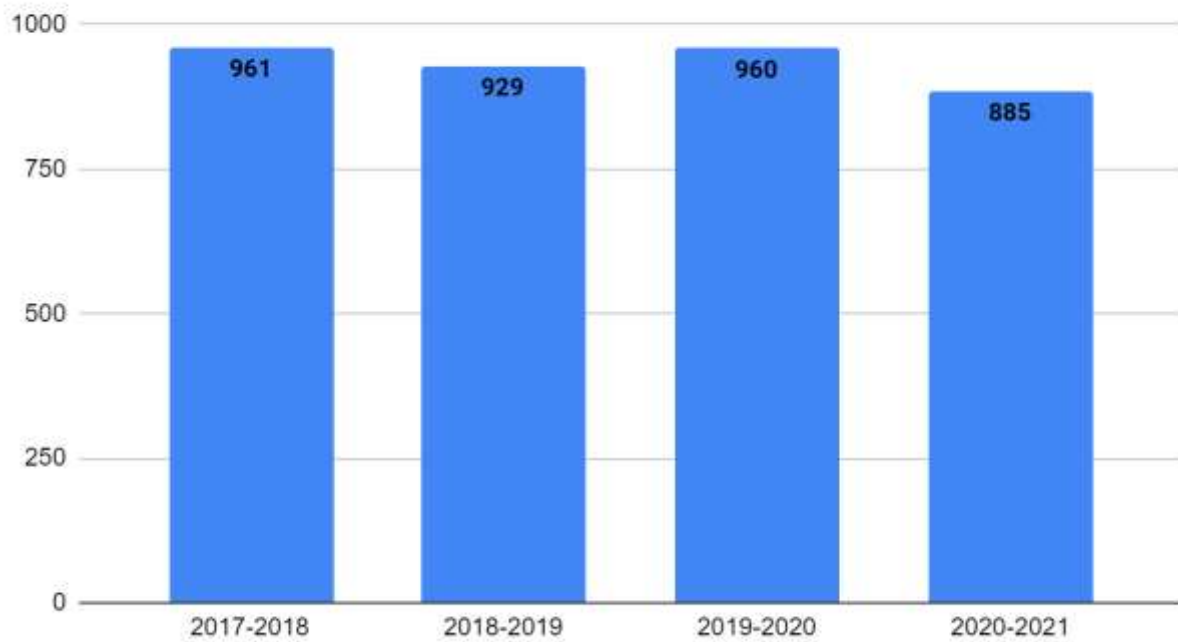
Additional personnel include four office personnel, two school nurses, a plant engineer, four custodians, ten paraprofessionals, media center clerk, cafeteria manager, and eight food services workers. We have an extended day program with a director and thirteen staff members. Nine bus drivers (two special education) provide transportation services to our students. Other district personnel, such as the school psychologist and physical and occupational therapists serve as support to the instructional program and are available to assist in meeting the needs of the Bethel Elementary population.

Teachers have received grants totaling \$3,900.00 to enhance instruction in their classrooms. The grants were used to purchase books, technology, and to advertise art education in South Carolina.

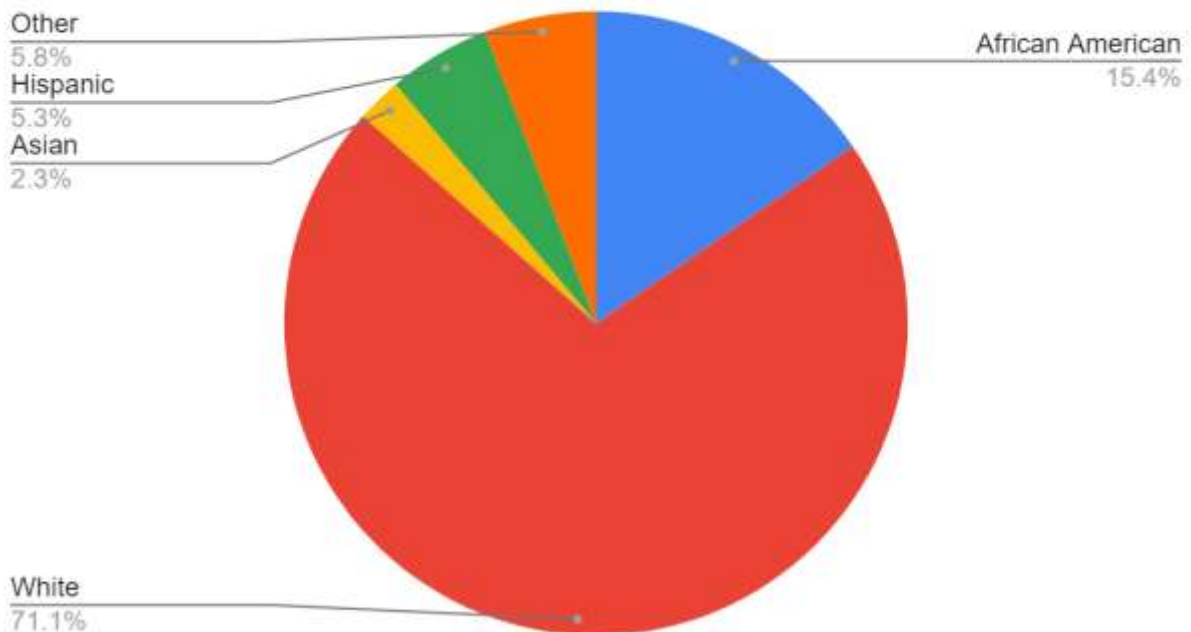
Student Population



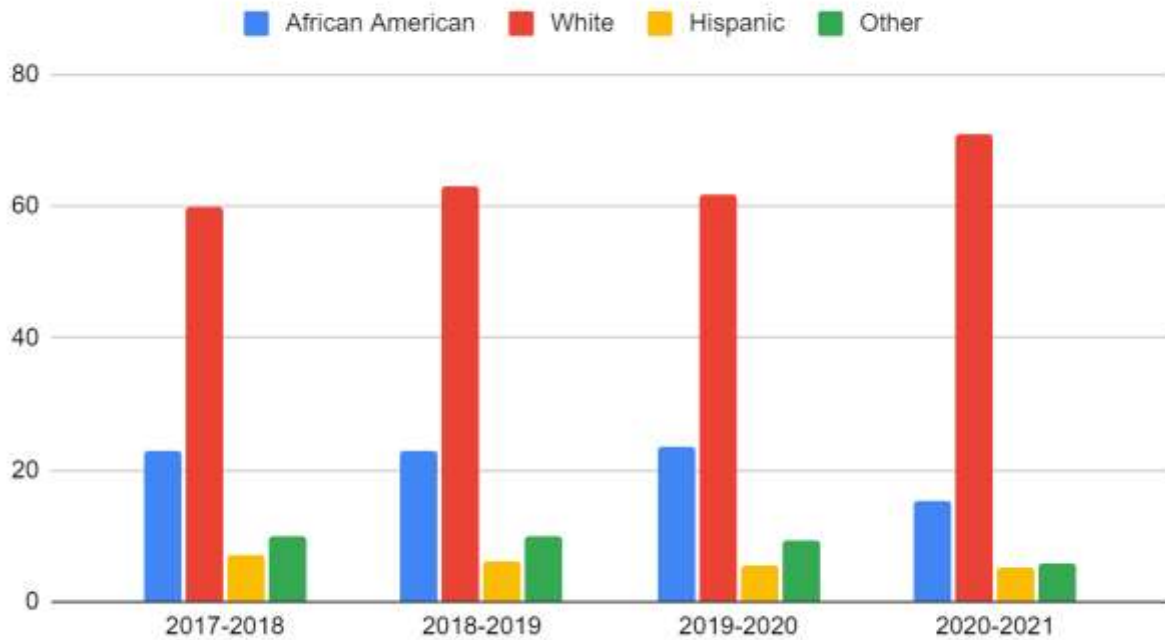
Student Enrollment Over Time



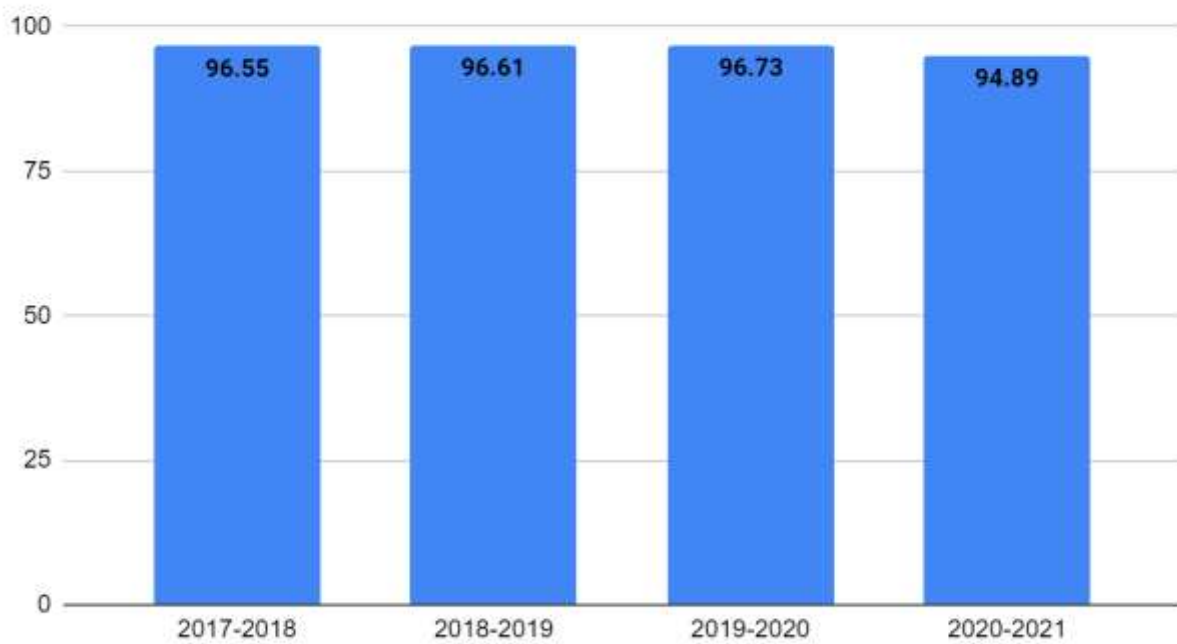
2020-2021 Ethnicity



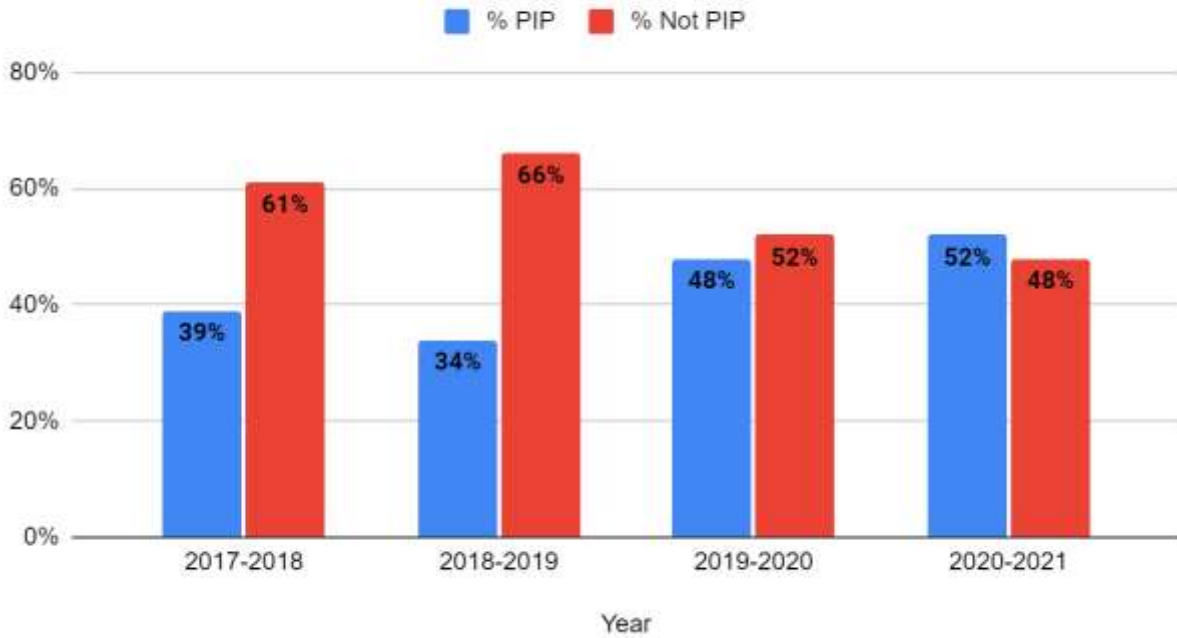
Enrollment by Ethnicity Over Time



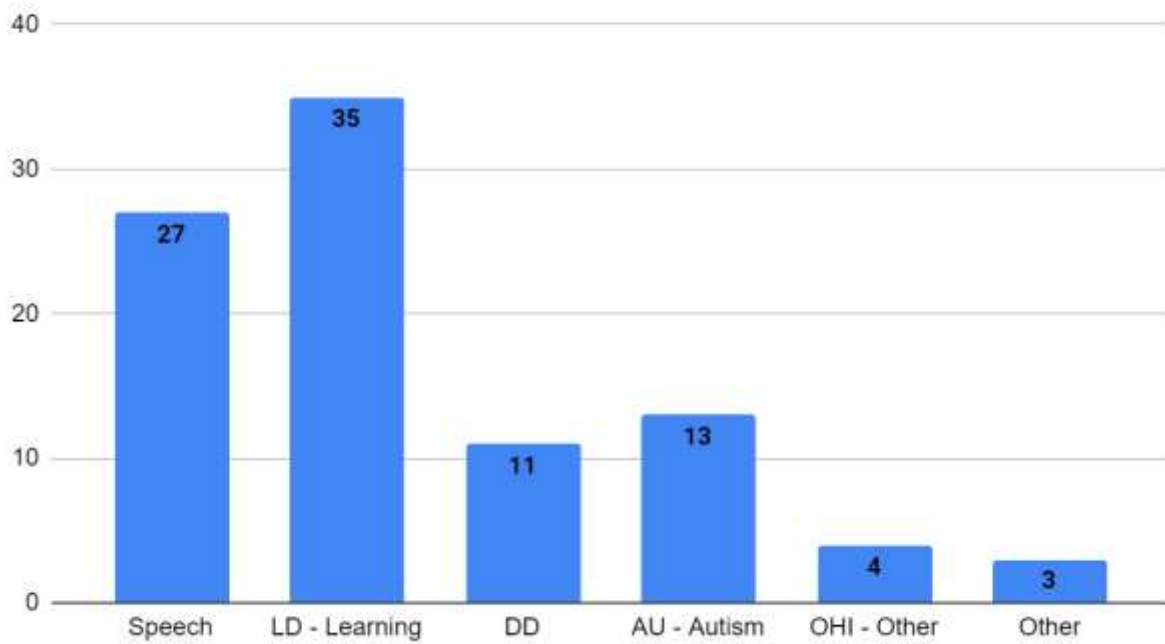
Student Attendance

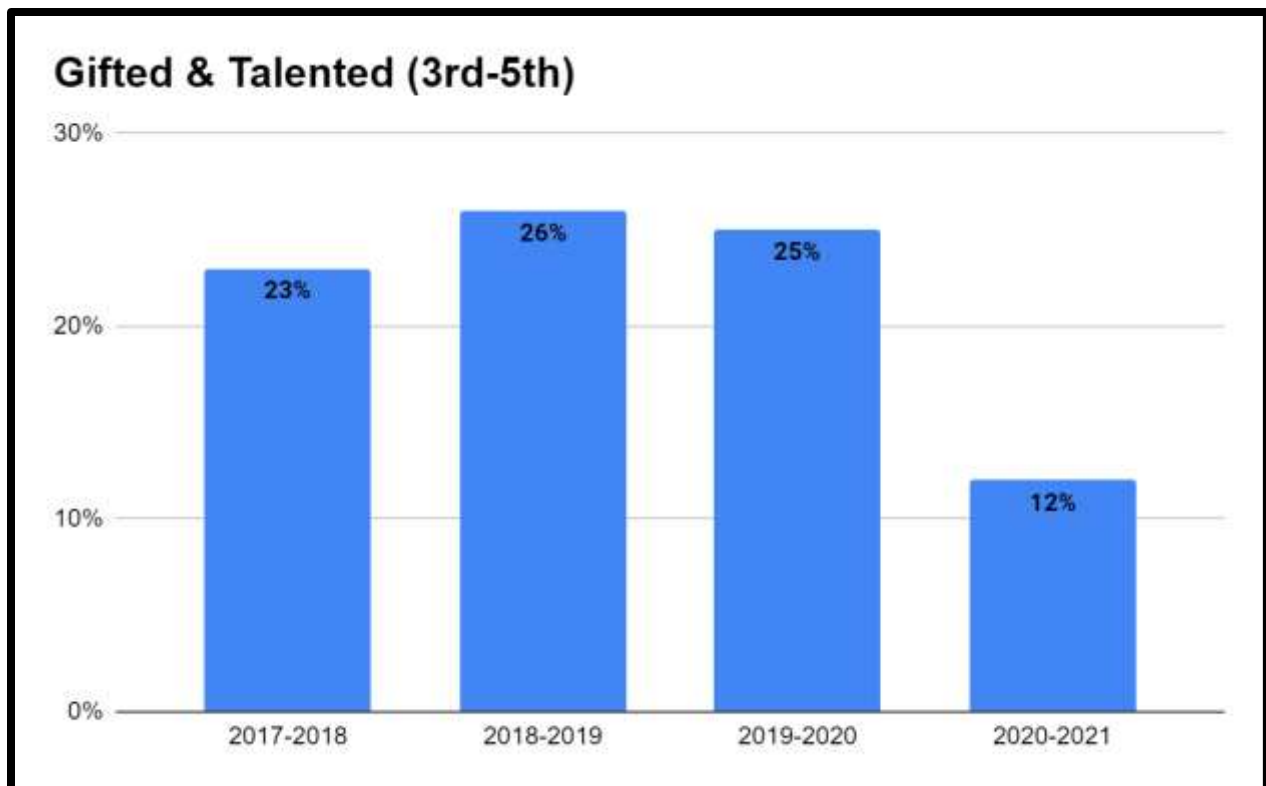


Student Lunch Status 2020-2021



Special Education Placement 2020-2021





Academic and Behavior Programs

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 College and Career Ready Standards and correlating support documents, district-developed units of study, and supportive instructional materials. Twenty-first century learning skills are reinforced through student use of the media center, STEAM lab, and available technology.

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.

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, and as a part of local and state contests. Lucy Calkins Units of Study are utilized to enhance writing instruction and support student responses 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. 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 Pearson 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, The Children's Museum of the Upstate, Riverbanks Zoo, Paris Mountain, Lake Conestee, and Cedar Falls Park.

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 Pearson 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, Atlanta, 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 in kindergarten through second grade who read significantly below grade level participate in a Response to Intervention (RtI) program. Students in RtI receive 30 minutes of supplemental instruction daily in a small group setting that supports core classroom instruction. 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.

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

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.

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

Bethel offers many programs to enhance the educational experiences of all students. Among those offered are art, music, physical education, clubs, Lego Blast, strings, chorus, and Challenge. These programs play an integral part in students' growth and development and are based on state and national standards. Kindergarten students receive 30 minutes of instruction while first through fifth grade students receive 45 minutes of instruction in related arts three times a week.

In music, students participate in a variety of skills including singing, playing instruments, dancing, composing, improvising, and listening to music. These skills are not only important in allowing all students to be lifelong consumers of music but also in their education beyond the music classroom. Music can often help students remember facts in their academic subjects. There is also a direct correlation between songs and historical events. Performance opportunities reinforce intrapersonal development of students' intelligence.

Additionally, students in fourth and fifth grade can participate in chorus. This ensemble meets weekly before school for 45 minutes. Cardinal Chorus performs concerts during the school year and for community events such as the all-district chorus and Rotary Night. Students in fourth and fifth grade are invited to participate in an after school strings program where they learn important note reading skills and how to play an instrument.

In visual arts, students study a variety of media including painting, mixed media, collage, printmaking and sculpture. Students understand an assortment of materials can be used for self-expression and that sculpture can be created for multiple purposes. Art allows students the opportunity to express themselves, be creative, and solve problems. Students make natural connections between the visual arts and other areas of the curriculum. They learn about art history and their connection to historical events.

Our physical education program is critical for children to develop fundamental motor skills. Motor skills strengthen social, cognitive and physical development, and increase the likelihood of participation in physical activity. While students are moving, they improve brain function, and as

a result, classroom learning is enhanced. Classroom curriculum is integrated into physical education lessons whenever possible. In an effort to encourage physical activity and fitness, an Archery Club has been established for students in third through fifth grade.

Annually, the related arts team showcase their programs for the students and parents with an "All Arts Night." This event is a culmination of what students have learned throughout the year. "All Arts Night" allows students and parents the experience of learning about the arts and how a meaningful arts curriculum positively impacts the lives of students. The Principal's Art Gallery is also revealed showcasing selected artwork from students in all grades. Students in strings and chorus perform during event. The art teachers showcase the student's artwork in the hallways and include a fun scavenger hunt.

All classes have access to four computer labs twice a week where they work on a variety of educational activities and websites. Students utilize Chromebooks to work on research and other assignments. The media center promotes technology with the use of iPads and Nooks. The media specialist and instructional technology teacher work with teachers and students to support creative ways to share their ideas and research through technology. Our computer lab manager gives an Internet safety presentation annually to all students. This presentation includes suggestions for being safe while using the Internet at school or home. On Tuesdays, we share Internet safety tips on the morning news.

Bethel's media center provides over 14,000 books to support students as they become lifelong readers and users of information. Primary grades visit the library once a week for 30 minutes which includes a lesson and book check-out. Intermediate grades visit the library biweekly. The media specialist collaborates on a flexible schedule with teachers on projects, research, and technology.

To develop effective communication skills, rising fifth grade students audition for the Bethel Broadcasting News Team. The media specialist sponsors the Bethel News Crew and the "Battle of the Books" team. The Scholastic Book Fair is held in the fall and spring.

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 118 students at Bethel.

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

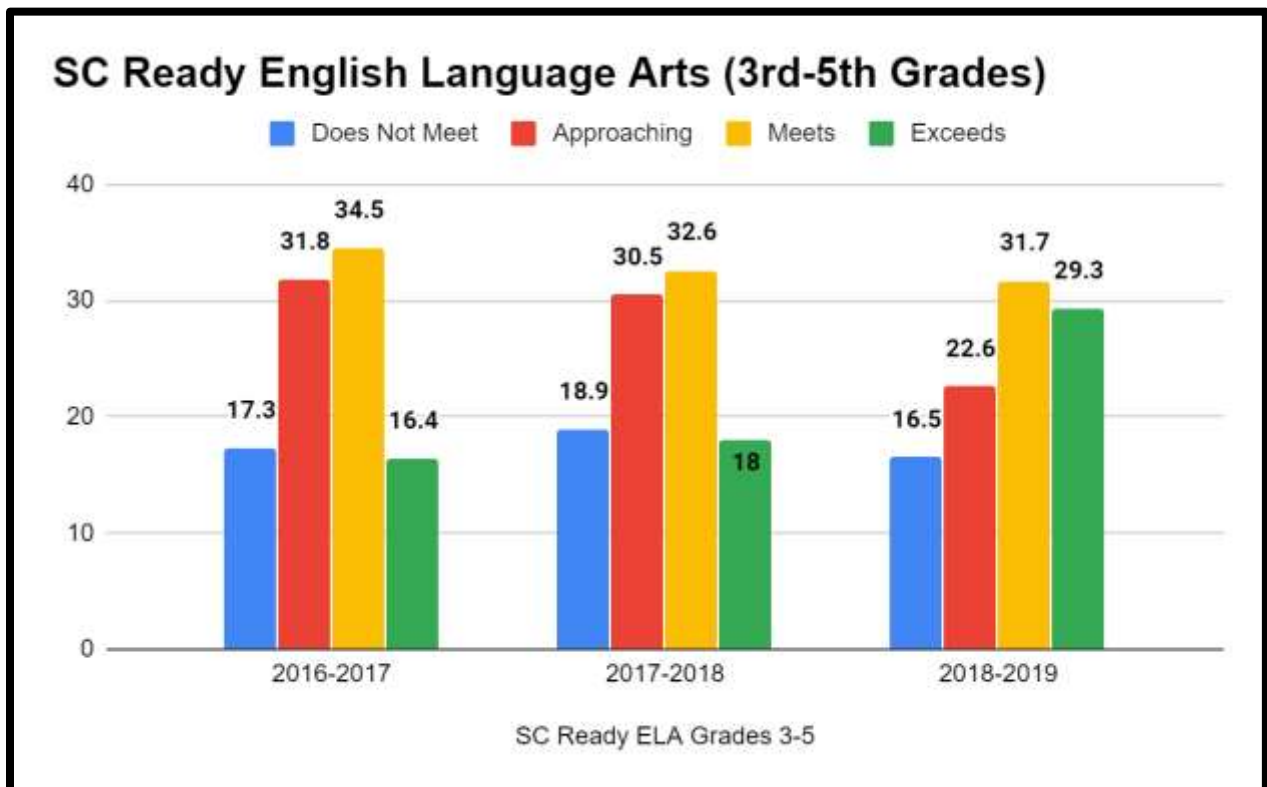
We believe that:

- Students achieve best in a safe and inviting environment where they are engaged in learning.
- Students must have highly competent and caring teachers, principals, and support staff.
- Students must have equitable and high-quality educational opportunities that evolve and change to reflect the world around them.
- A successful educational culture empowers students to communicate and collaborate effectively, solve problems competently, think critically and creatively, and act responsibly.
- A successful educational culture develops students who are empathetic, respectful, resilient, and act with integrity.
- Embracing diversity and inclusion leads to mutual respect and breaks down barriers.
- Education is the shared responsibility of students, home, school, business, and community.
- Curriculum and instruction must meet the needs of all students and prepare each student for success.
- Early reading and mathematical thinking are the foundations for educational success.
- Our educational organization prepares students to value learning and contribute to society, which has a lasting positive impact on our communities.

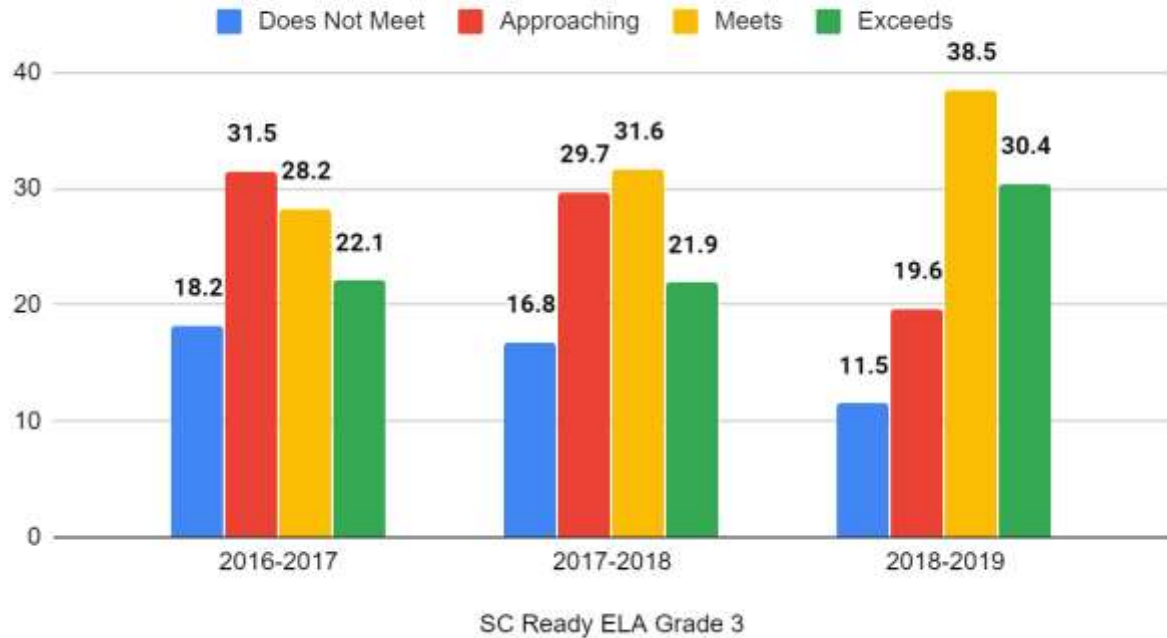
Data Analysis and Needs Assessment

Student Achievement Needs Assessment

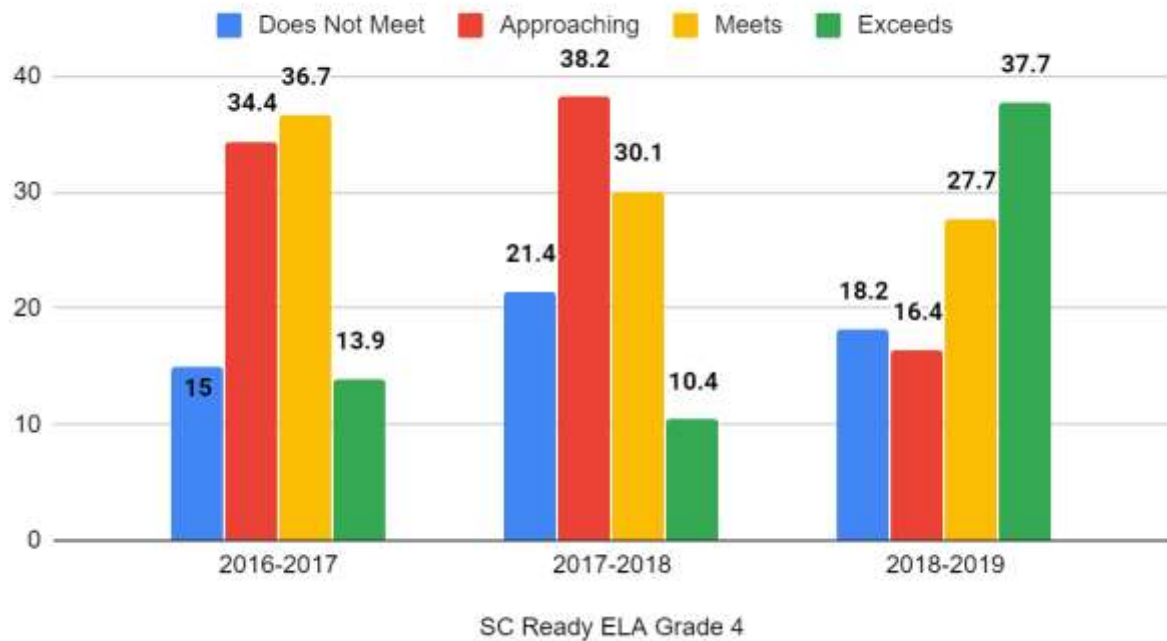
South Carolina College-and Career-Ready Assessment (SC READY) Grades 3-5 SC READY assessment was first administered during the 2015-2016 school year. Data reflects percentage of students at each level.



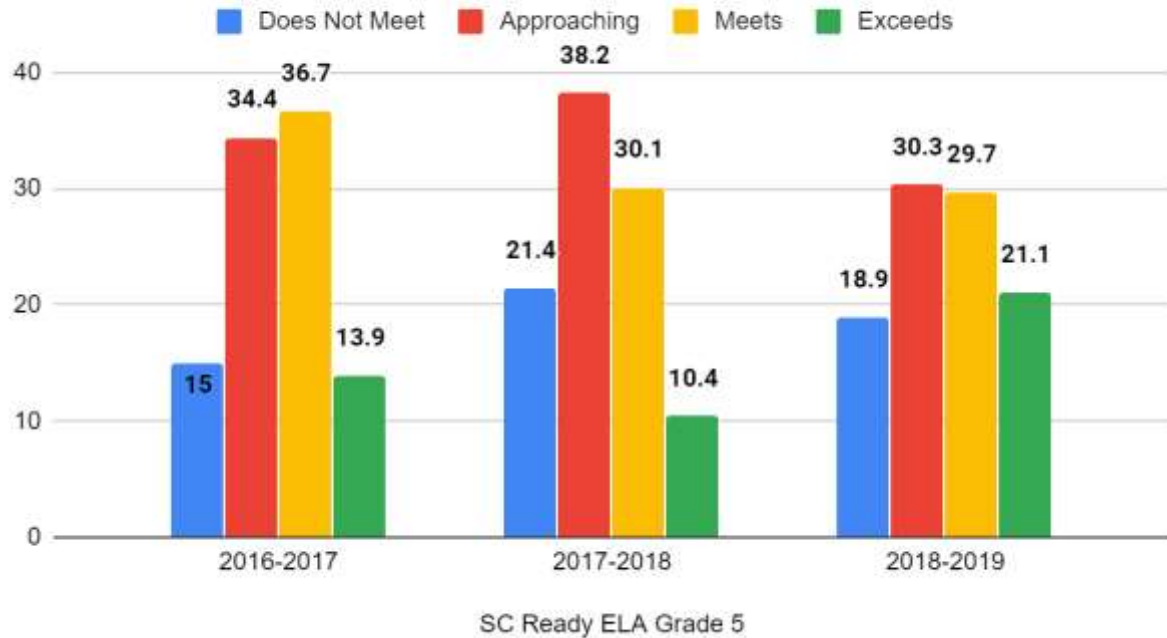
SC Ready English Language Arts (3rd Grade)



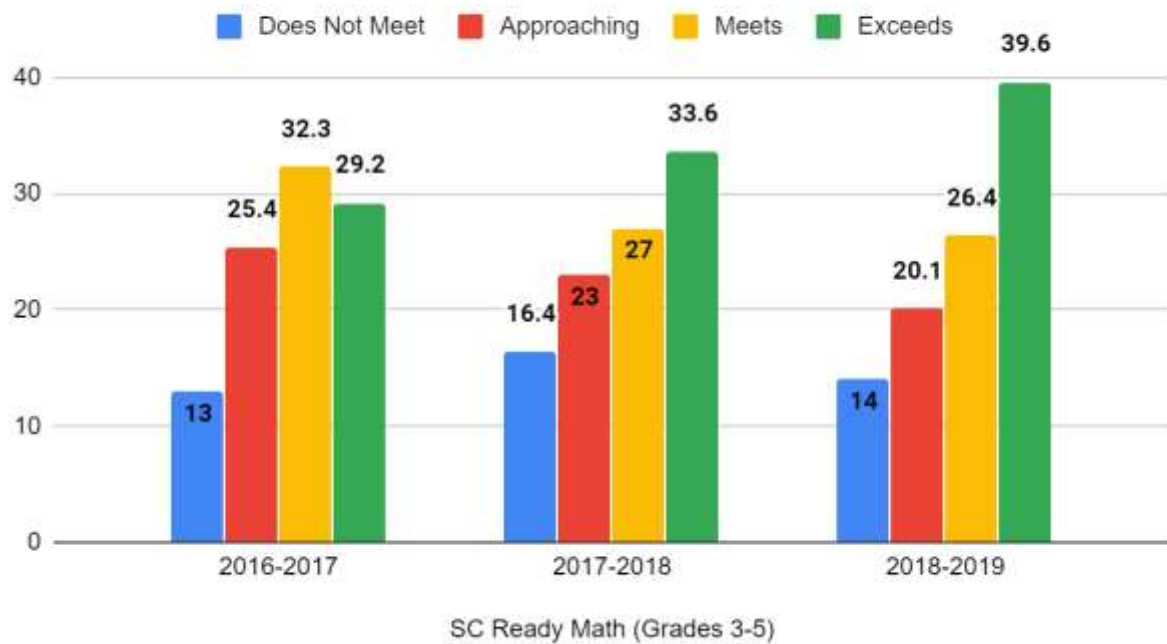
SC Ready English Language Arts (4th Grade)



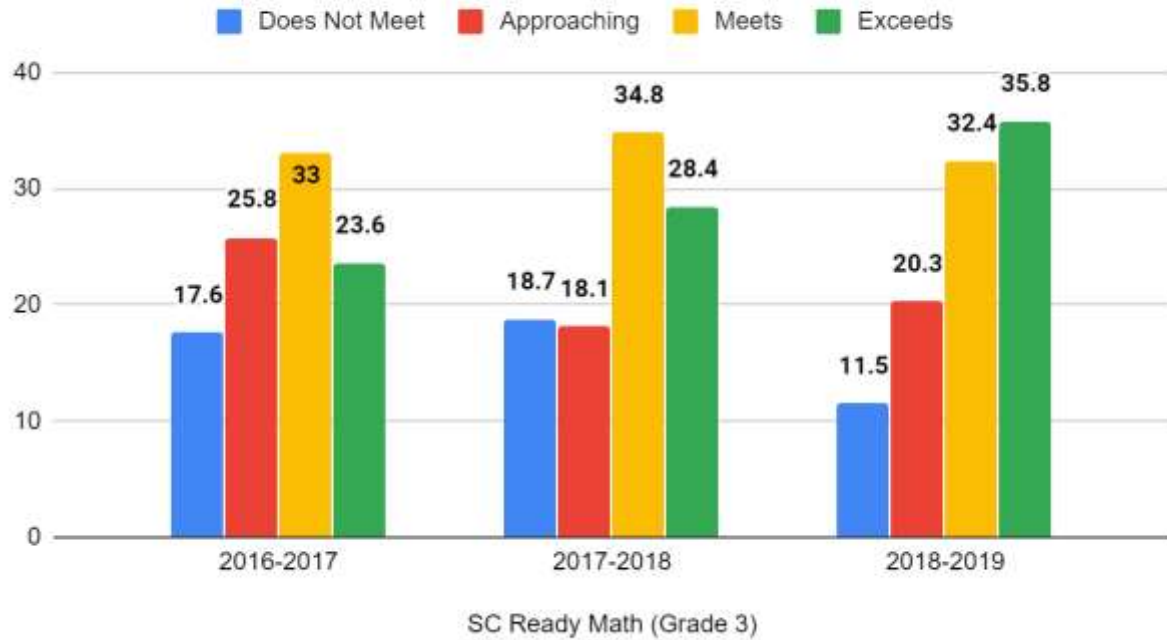
SC Ready English Language Arts (5th Grade)



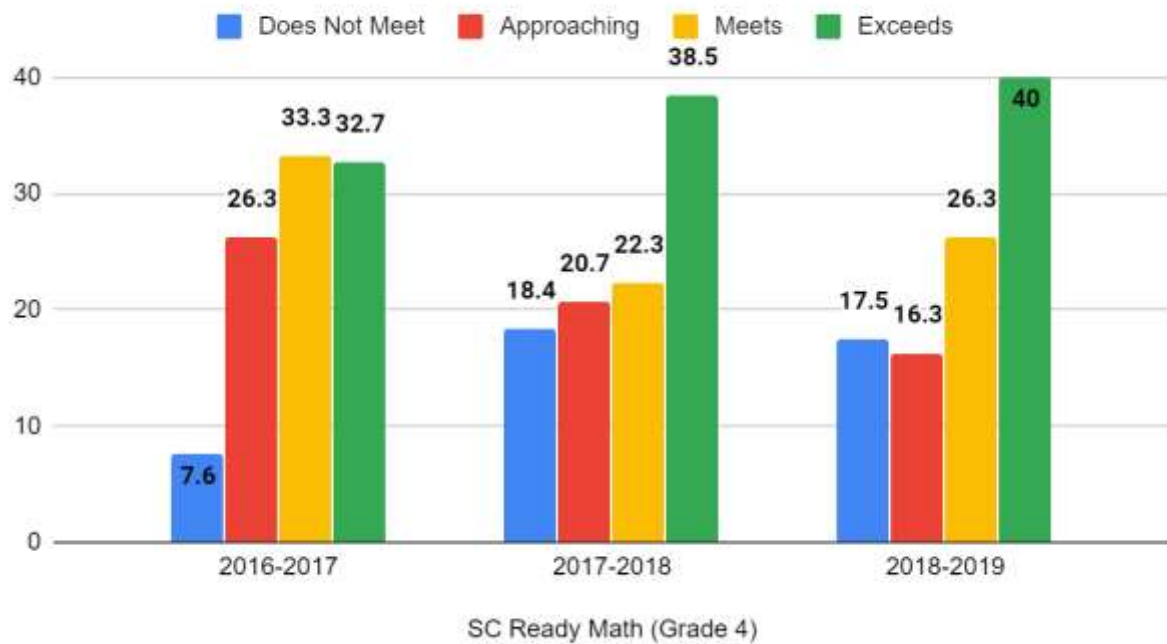
SC Ready Math (3rd-5th Grades)



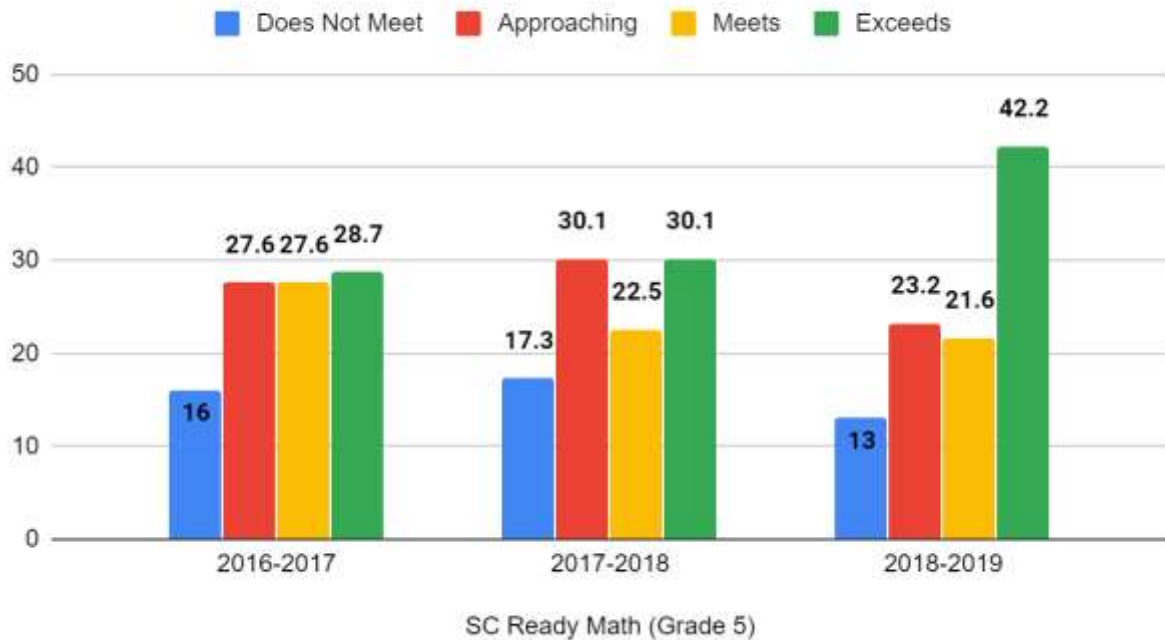
SC Ready Math (3rd Grade)



SC Ready Math (4th Grade)



SC Ready Math (5th Grade)



SC Ready Subgroup Data by Race % of Students Scoring Meets and Exceeds 2018-2019

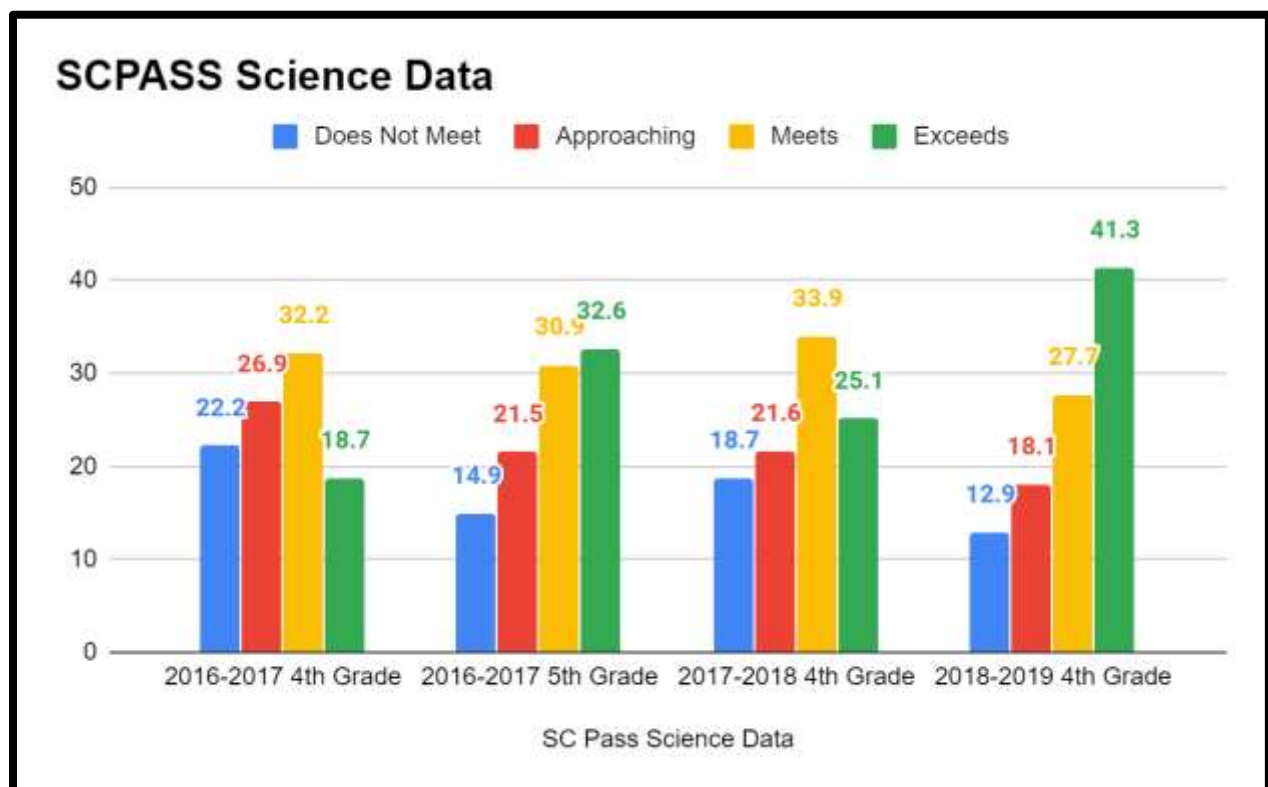
	ELA	Math
Asian	92%	100%
African American	40%	45%
Hispanic	40%	44%
Multiracial	75%	65%
White	71%	77%

SC Ready Subgroup Data by Gender % of Students Scoring Meets and Exceeds 2018-2019

	ELA	Math
Male	57%	69%
Female	64%	64%

SC Ready Subgroup Data by Students with Disabilities (SWD) % of Students Scoring Meets and Exceeds 2018-2019		
	ELA	Math
Non-SWD	69%	73%
SWD	23%	33%

SC Ready Subgroup Data by Limited English Proficiency (LEP) % of Students Scoring Meets and Exceeds 2018-2019		
	ELA	Math
Non-LEP	63%	68%
LEP	43%	49%



SCPASS Social Studies



SCPASS Subgroup Data by Race % of Students Scoring Meets and Exceeds 2018-2019

	Science	Social Studies
Asian	N/A	N/A
African American	44.4%	80.9%
Hispanic	N/A	78.3%
Multiracial	N/A	N/A
White	79.2%	88.8%

SC Ready Subgroup Data by Gender % of Students Scoring Meets and Exceeds 2018-2019

	Science	Social Studies
Male	61.3%	83.1%
Female	72.1%	88.5%

SCPASS Subgroup Data by Students with Disabilities (SWD) % of Students Scoring Meets and Exceeds 2018-2019		
	Science	Social Studies
Non-SWD	72.0%	92.1%
SWD	44.8%	58.8%

SCPASS Subgroup Data by Limited English Proficiency (LEP) % of Students Scoring Meets and Exceeds 2018-2019		
	Science	Social Studies
Non-LEP	69.8%	86.1%
LEP	N/A	85.0%

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.

Bethel Elementary School: 2020-2021 Professional Development Plan

Matt Critell, Principal *Jake Gambrell, Instructional Coach*
Susan Skelton, Assistant Principal *Shalonda Blakeney, Instructional Technology Specialist*
Carol Lynn McCuen, Assistant Principal

	DATE	TIME	TOPIC & INSTRUCTIONAL FOCUS	AUDIENCE	Points/Exchange Hours
AUGUST	Friday, 8/14	8:00 - 9:30 a.m.	Google Suites Training for K5, 1st, & 2nd Grades	Kindergarten, 1st Grade, & 2nd Grade Teachers	2
	Friday, 8/14	9:30 - 10:30 a.m.	Flipped Learning Virtual Professional Development & Follow-Up Support Session #1	Full Faculty based on level of needs/support	3
	Friday, 8/14	10:45 - 11:45 a.m.	Flipped Learning Virtual Professional Development & Follow-Up Support Session #2	Full Faculty based on level of needs/support	3
	Friday, 8/14	1:00 - 2:00 p.m.	Flipped Learning Virtual Professional Development & Follow-Up Support Session #3	Full Faculty based on level of needs/support	3
	Monday, 8/31	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1
SEPTEMBER	September 7 - No School: LABOR DAY HOLIDAY				
	Friday, 9/4	10:00 a.m.	Full Faculty Meeting <ul style="list-style-type: none"> • ELA Benchmarking Requirements • PD Plan for 2020-2021 	Full Faculty	1
	Launches September 8 & Closes September 30	N/A	<u>OPTIONAL PD:</u> Tech. Tools & Resources for Virtual/eLearning Instruction (Led by Shalonda Blakeney & Jill Tyner)	Interested Faculty Members	2
	Monday, 9/14	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1
	Launches Mid-September & closes end of October	N/A	Virtual Coaches' Corner: GCS Instructional Protocol- Instructional Delivery: Focus on Standards-Based Instruction	Full Faculty	2

			(Follow-up support session(s) during November 6 Faculty Meeting)		
	Wednesday, September 16	3:00-4:00 p.m.	Faculty Leadership	Faculty Leadership Members	1
	Monday, 9/21	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1
	Monday, 9/28	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1
OCTOBER	Friday, 10/2	10:00 a.m.	Full Faculty Meeting <ul style="list-style-type: none"> Follow-Up Support Sessions from Flipped PD 	Full Faculty	1
	Monday, 10/5	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1
	Monday, 10/12	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1
	Friday, 10/16	10:00 a.m. - 2:00 p.m.	DATA TEAMS (K5)	Kindergarten Teachers, Admin.	4
	Monday, 10/19	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1
	Wednesday, 10/21	3:00-4:00 p.m.	Faculty Leadership	Faculty Leadership Members	1
	October 23 - Exchange Day #1				
	Monday, 10/26	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1
	Friday, 10/30	10:00 a.m. - 2:00 p.m.	DATA TEAMS (1st & 2nd Grades)	1st & 2nd Grade Teachers, Admin.	4
NOVEMBER	Launches beginning of November & closes end of November	N/A	Virtual Coaches' Corner: GCS Instructional Protocol- Instructional Delivery: Focus on Instructional Strategies, Resources, Lesson Structure, & Engagement (Follow-up support session(s) during December 4 Faculty Meeting)	Full Faculty	2
	Monday, 11/2	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1

	November 3 - No School: ELECTION DAY				
	Friday, 11/6	10:00 a.m.	Full Faculty Meeting • <i>I Wish You Knew - Kids Deserve It!</i>	Full Faculty	1
	Monday, 11/9	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1
	Friday, 11/13	10:00 a.m. - 2:00 p.m.	DATA TEAMS (3rd, 4th, & 5th Grades)	3rd, 4th, & 5th Grade Teachers, Admin.	4
	Monday, 11/16	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1
	Wednesday, 10/18	3:00-4:00 p.m.	Faculty Leadership	Faculty Leadership Members	1
	Monday, 11/23	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1
	November 25-27 - No School: THANKSGIVING BREAK				
	Monday, 11/30	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1
DECEMBER	Friday, 12/4	10:00 a.m.	Full Faculty Meeting	Full Faculty	1
	Monday, 12/7	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1
	Monday, 12/14	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1
	Wednesday, 12/16	3:00-4:00 p.m.	Faculty Leadership	Faculty Leadership Members	1
	Launches Mid-December & closes end of January	N/A	Virtual Coaches' Corner: GCS Instructional Protocol- Instructional Delivery: Focus on Instructional Rigor (Follow-up support session(s) during February 5 Faculty Meeting)	Full Faculty	2
	December 21-January 1 - No School: WINTER BREAK				
JANUARY	Monday, 1/4	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1
	Friday, 1/8	10:00 a.m.	Full Faculty Meeting	Full Faculty	1

	Monday, 1/11	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1
	January 18 - No School: MLK HOLIDAY				
	Wednesday, 1/20	3:00-4:00 p.m.	Faculty Leadership	Faculty Leadership Members	1
	Friday, 1/22	10:00 a.m. - 2:00 p.m.	DATA TEAMS (3rd, 4th, & 5th Grades)	3rd, 4th, & 5th Grade Teachers, Admin.	4
	Monday, 1/25	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1
	Friday, 1/29	10:00 a.m. - 2:00 p.m.	DATA TEAMS (1st & 2nd Grades)	1st & 2nd Grade Teachers, Admin.	4
FEBRUARY	Monday, 2/1	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1
	Friday, 2/5	10:00 a.m.	Full Faculty Meeting	Full Faculty	1
	Monday, 2/8	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1
	Friday, 2/12	10:00 a.m. - 2:00 p.m.	DATA TEAMS (K5)	Kindergarten Teachers, Admin.	4
	February 15 - No School: PRESIDENTS' DAY				
	Wednesday, 2/17	3:00-4:00 p.m.	Faculty Leadership	Faculty Leadership Members	1
MARCH	Monday, 3/1	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1
	Friday, 3/5	10:00 a.m.	Full Faculty Meeting	Full Faculty	1
	Monday, 3/8	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1
	Monday, 3/15	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1
	Wednesday, 3/17	3:00-4:00 p.m.	Faculty Leadership	Faculty Leadership Members	1
	March 19 - Exchange Day #2				
	Monday, 3/22	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1

	Monday, 3/29	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1
APRIL	Friday, 4/2	10:00 a.m.	Full Faculty Meeting	Full Faculty	1
	April 5-9- No School: SPRING BREAK				
	Monday, 4/12	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1
	Friday, 4/16	10:00 a.m. - 2:00 p.m.	DATA TEAMS (3rd, 4th, & 5th Grades)	3rd, 4th, & 5th Grade Teachers, Admin.	4
	Monday, 4/19	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1
	Wednesday, 4/21	3:00-4:00 p.m.	Faculty Leadership	Faculty Leadership Members	1
	Friday, 4/23	10:00 a.m. - 2:00 p.m.	DATA TEAMS (1st & 2nd Grades)	1st & 2nd Grade Teachers, Admin.	4
	Monday, 4/26	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1
	Friday, 4/30	10:00 a.m. - 2:00 p.m.	DATA TEAMS (K5)	Kindergarten Teachers, Admin.	4
MAY	Monday, 5/3	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1
	Friday, 5/7	10:00 a.m.	Full Faculty Meeting	Full Faculty	1
	Monday, 5/10	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1
	Monday, 5/17	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1
	Wednesday, 5/19	3:00-4:00 p.m.	Faculty Leadership	Faculty Leadership Members	1
	Monday, 5/24	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams	1
	May 31- No School: MEMORIAL DAY HOLIDAY				

School Climate Needs Assessment

South Carolina Report Card Survey Results

Our school administers surveys to students, teachers, and parents for the yearly **School Report Card**. Below is a summary of the results from 2018-2019 survey.

Number of surveys returned (2018-2019)	Teachers 54 responded	Students* 171 responded	Parents* 60 responded
Percent satisfied with learning environment	98.2%	95.9%	98.3%
Percent satisfied with social and physical environment	96.3%	92.9%	95.1%
Percent satisfied with home-school relations	96.3%	91.2%	93.3%

*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 2018-2019, the following statements had lower rates of satisfaction and could be viewed as challenges:

Parents

My child's school schedules activities at times that I can attend. (22.1% disagreed)

Students

The bathrooms at my school are kept clean. (41.8% 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.

AdvancED Climate and Culture Survey

Our school administered the **AdvancED Survey** to students. Below is a summary of the results from 2019-2020 survey.

Number of surveys returned (2019-2020)	Students (466 responded)
Percent of students describing their teacher as caring	92%
Percent of students report feeling afraid	6%
Percent of students report feeling lonely	15%
Percent of students report feeling angry	7%

Students reported high levels of satisfaction in all areas of the survey. After looking closely at the data for 2019-2020, the following statements had lower rates of satisfaction and could be viewed as challenges:

Students

31% reported feeling bored at school

37% reported feeling supported at school

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.

Data Sources

- [South Carolina State Department of Education School Report Card](#)
- 19-20 AdvancED Survey Result

Impact of COVID-19:

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History and the Constitution) the requirement that these examinations count 20 percent has been
- waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness
- Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators
- (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

The following assessments were unable to be administered due to COVID-19 and required a waiver

- Grade 10 PSAT
- Ready to Work
- ACT, SAT
- AP, IB, Cambridge International

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional 1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL 1: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 50.9% in 2016-17 to 57.26% in 2022-23.

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1.06% annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	50.9% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 51.96%	53.02%	54.08%	55.14%	56.2%	57.26%
		School Actual Elementary 50.6%	61%	waiver			
SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 52%	52%	55%	58%	61%	64%
		District Actual Elementary 52%	58%	waiver			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers will implement state standards in English Language Arts within the Balanced Literacy Framework K-5.	2018-2023	Teachers	\$0	NA	Lesson Plans
2. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Teachers Instructional Coach	\$0	NA	Lesson Plans
3. Teachers will attend workshops in balanced literacy instruction, which will include, Fountas and Pinnell, district meetings, as well as workshops in the summer months at the district's Summer Institute.	2018-2023	Principal Teachers Instructional Coach	\$0-2,000	Local or District funds as available	Certificates of attendance Portal Attendance Reports
4. Implement coaching cycles to improve common planning and instruction.	2018-2020	Instructional Coach	\$0	NA	Coaching Cycle Documentation
5. Through the use of technology and information literacy, teachers will instruct students to work collaboratively using 21 st century	2018-2023	Instructional Coach	\$0	NA	Lesson plans, Walk-Throughs Student work samples

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
skills in research/project based learning.		Technology Specialist Media Specialist			
6. Promote community reading and writing through school-wide contests (such as, Reflections Writing, Summer Reading Program, One School One Book) and parent workshops to assist parents in helping their children learn to read.	2018-2023	Teachers Instructional Coach Media Specialist Literacy Specialist PTA	NA	NA	Participation Forms
7. Teachers will attend data team meetings to analyze class data from Mastery Connect Benchmark summaries in order to target student strength and growth areas and plan for individualized instruction.	2018-2023	Instructional Coach Administrators Teachers	NA	NA	Data Review Worksheet Lesson Plans

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 61.5% in 2016-17 to 64.32% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 0.47% annually.

DATA SOURCE(s):	2016-17	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	61.5% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 61.97%	62.44%	62.91%	63.38%	63.85%	64.32%
		School Actual Elementary 60.7%	66%	<i>waiver</i>			
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 57%	62%	64%	66%	68%	69%
		District Actual Elementary 60%	63%	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers will implement state standards in Math.	2018-2023	Teachers	\$0	NA	Lesson Plans
2. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Teachers Instructional Coach	\$0	NA	Lesson Plans
3. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2020	Instructional Coach	\$0	NA	Lesson Plans Portal Attendance Forms
4. Implement coaching cycles to improve common planning and instruction	2018-2020	Instructional Coach	\$0	NA	Coaching Cycle Documentation
5. Teachers will implement "IXL" math software in their classroom instruction and computer lab times to review and enhance math instruction.	2018-2023	Teachers	\$9,000	Local Funds	IXL Reports
6. Teachers will attend professional development workshops pertaining to math instruction during the district's Summer Academy.	2018-2023	Teachers	\$0-2,000	Local Funds	Portal Attendance Forms

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
7. Teachers will attend data team meetings to analyze class data from MasteryConnect Benchmark summaries in order to target student strength and growth areas and plan for individualized instruction.	2018-2023	Instructional Coach Administrators Teachers	NA	NA	Data Review Worksheet Lesson Plans
8. Teachers will attend data team meetings to analyze class data from MasteryConnect Benchmark summaries in order to target student strength and growth areas and plan for individualized instruction.	2018-2023	Instructional Coach Administrators Teachers	NA	NA	Data Review Worksheet Lesson Plans

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 3 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 3% annually.

DATA SOURCE(s):		2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SDE website and School Report Card	Baseline established in 2017-18 Grade 4 only 58.1%	School Projected Elementary 58.1%	61.1%	64.1%	67.1%	70.1%	73.1%
		School Actual Elementary 58.1%	67.1%	<i>waiver</i>			
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary	63%	66%	69%	72%	75%
		District Actual Elementary 60%	64%	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers will implement state standards in Science.	2018-2023	Teachers	\$0	NA	Lesson Plans
2. Serve students weekly in a STEAM lab environment to enhance process skills and experience real life scientific process skills.	2018-2023	STEAM lab instructor	\$5,000	Local Funds PTA Funds	STEAM teacher schedule
3. Continue to utilize science kits to enhance science instruction.	2018-2023	Teachers	\$0	District Funds	Lesson Plans
4. Teachers will attend curriculum committee meetings to discuss science instruction, share best practices, plan vertically, and analyze testing data.	2018-2023	Teachers Instructional Coach Administration	NA	NA	Curriculum Committee Minutes
5. Continue to implement a school Science Fair.	2018-2023	Science Committee	\$300	Local Funds	Science Fair Night

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL 5: Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	42% Meets Expectations and Exceeds Expectations Annual Increase=1.56	School Projected Hispanic 43.56%	45.12%	46.68%	48.24%	49.8%	51.36%
SC READY ELA SC SDE Website		School Actual Hispanic 30%	40%	<i>waiver</i>			
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 36%	36%	39%	42%	45%	48%
SC READY ELA SC SDE Website		District Actual Hispanic 34%	40%	<i>waiver</i>			

SC READY ELA SC SDE Website	21 % Meets Expectations and Exceeds Expectations Annual Increase=2.72	School Projected AA 23.72%	26.44%	29.16%	31.88%	34.6%	37.32%
SC READY ELA SC SDE Website		School Actual AA 25%	40%	<i>waiver</i>			
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	District Projected AA 25%	25%	28%	31%	34%	37%
SC READY ELA SC SDE Website		District Actual AA 25%	31%	<i>waiver</i>			
SC READY ELA SC SDE Website	14 % Meets Expectations and Exceeds Expectations Annual Increase=3.11	School Projected SWD 17.11%	20.22%	23.33%	26.44%	29.55%	32.66%
SC READY ELA SC SDE Website		School Actual SWD 17%	23%	<i>waiver</i>			
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	District Projected SWD 14%	14%	17%	20%	23%	26%

SC READY ELA SC SDE Website		District Actual SWD 12%	21%	<i>waiver</i>			
SC READY ELA SC SDE Website	23 % Meets Expectations and Exceeds Expectations Annual Increase=2.61	School Projected LEP 25.61%	28.22%	30.83%	33.44%	36.05%	38.66%
SC READY ELA SC SDE Website		School Actual LEP 24%	43%	<i>waiver</i>			
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	District Projected LEP 35%	35%	38%	41%	44%	47%
SC READY ELA SC SDE Website		District Actual LEP 33%	44%	<i>waiver</i>			
SC READY ELA SC SDE Website	x % Meets Expectations and Exceeds Expectations	School Projected PIP 35%	38%	41%	44%	47%	50%
SC READY ELA SC SDE Website		School Actual PIP 35%	45%	<i>waiver</i>			

SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected PIP 38%	38%	41%	44%	47%	50%
SC READY ELA SC SDE Website		District Actual PIP 33%	45%	<i>waiver</i>			
SC READY Math SC SDE Website	46 % Meets Expectations and Exceeds Expectations Annual Increase=1.33	School Projected Hispanic 47.33%	48.66%	49.99%	51.32%	52.65%	53.98%
SC READY Math SC SDE Website		School Actual Hispanic 41%	44%	<i>waiver</i>			
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39%	39%	42%	45%	48%	51%
SC READY Math SC SDE Website		District Actual Hispanic 42%	43%	<i>waiver</i>			
SC READY Math SC SDE Website	35 % Meets Expectations and Exceeds Expectations Annual Increase=1.94	School Projected AA 36.94%	38.88%	40.82%	42.76%	44.7%	46.64%

SC READY Math SC SDE Website		School Actual AA 39%	45%	<i>waiver</i>			
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27%	27%	30%	33%	36%	39%
SC READY Math SC SDE Website		District Actual AA 28%	30%	<i>waiver</i>			
SC READY Math SC SDE Website	22 % Meets Expectations and Exceeds Expectations Annual Increase=2.67	School Projected SWD 24.67%	27.34%	30.01%	32.68%	35.35%	38.02%
SC READY Math SC SDE Website		School Actual SWD 28%	33%	<i>waiver</i>			
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18%	18%	21%	24%	27%	30%
SC READY Math SC SDE Website		District Actual SWD 16%	20%	<i>waiver</i>			

SC READY Math SC SDE Website	32% Meets Expectations and Exceeds Expectations Annual Increase=2.11	School Projected LEP 34.11%	36.22%	38.33%	40.44%	42.55%	44.66%
SC READY Math SC SDE Website		School Actual LEP 35%	49%	<i>waiver</i>			
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40%	40%	43%	46%	49%	52%
SC READY Math SC SDE Website		District Actual LEP 42%	46%	<i>waiver</i>			
SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	School Projected PIP 46%	49%	52%	55%	58%	61%
SC READY Math SC SDE Website		School Actual PIP 46%	50%	<i>waiver</i>			
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected PIP 36%	36%	39%	42%	45%	48%
SC READY Math SC SDE Website		District Actual PIP 38%	43%	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide support for implementing data driven reflective conversations to improve teaching practice.	2018-2023	Admin IC Specialists Teachers	\$0	NA	Evidence of data driven conversations from district and school meetings
2. Implement Professional Learning Community support in schools	2018-2023	Admin IC	\$0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds
3. Provide strategy and content support for teachers.	2018-2023	Admin IC Specialists	NA	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers
4. Provide professional learning opportunities for instructional strategies for diverse learners.	2018-2023	Admin IC ESOL Teacher SpEd Teachers	NA	NA	Evidence of strategies for diverse learners being used in classrooms as indicated by classroom

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Specialists			observations and Instructional Rounds Professional Development offerings on diverse learner strategies.
5. Schools will utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2020	Admin IC Teachers	NA	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL 5: Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, FastBridge, MAP, and other measures.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	School Projected		Kindergarten through Grade 5 = 77%	Kindergarten through Grade 5 = 79%	Kindergarten through Grade 5 = 81%	Kindergarten through Grade 5 = 83%
	Meets and Exceeds	School Actual	Kindergarten through Grade 5 = 75%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	School Projected		Kindergarten = 47% Grade 1 = 58%	Kindergarten = 49% Grade 1 = 60%	Kindergarten = 51% Grade 1 = 62%	Kindergarten = 53% Grade 1 = 64%

	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more accurately read words per minute (40 th percentile)	School Actual	Kindergarten = 45% Grade 1 = 56%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	School Projected		Grade 2 – 43% or above Grade 5 – 40% or above	Grade 2 – 43% or above Grade 5 – 40% or above	Grade 2 – 43% or above Grade 5 – 40% or above	Grade 2 – 43% or above Grade 5 – 40% or above
South Carolina MAP Linking Study – February 2018	2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile	School Actual	Grade 2 – 43% Grade 5 – 40%	Grade 2 – 40% Grade 5 – 46%	Grade 2 – 32% 5 th grade data point not available - School Board decision to waive 5 th grade testing		
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	District Projected		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		District Actual	K-5 69%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	District Projected		5K – 52% or above Grade 1 – 57% or above	5K – 54% or above Grade 1 – 59% or above	5K – 56% or above Grade 1 – 61% or above	5K – 58% or above Grade 1 – 63% or above

	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more accurately read words per minute (40 th percentile)	District Actual	5K – 50% Grade 1 – 55%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	District Projected		Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above
South Carolina MAP Linking Study – February 2018 and July 2020	<u>2018</u> 2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile <u>2020</u> 2 nd grade criteria RIT = 188 72 nd percentile 5 th grade criteria RIT = 227 65 th percentile	District Actual	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% 5 th grade data point not available - School Board decision to waive 5 th grade testing due to Act 142 testing requirements.		

Note. All students participate in MAP testing except for students with disabilities on an alternate curriculum.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implementation of a professional learning plan to support school	2018-2023	Admin	\$0	n/a	Evidence of school-based trainings and

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
leadership teams (administrators, instructional coach, literacy specialists, and literacy mentors) in building capacity for consistent implementation of all the GCS Balanced Literacy Framework. components		IC Literacy Specialist Literacy Mentors			implementation of GCS Frameworks for Literacy Lesson Plans Instructional Rounds PD Plan
2. Implement Balanced Literacy with fidelity across all schools.	2018-2023	Admin IC Literacy Specialist Literacy Mentors	\$0	n/a	Observations, anecdotal notes, and lesson plans. Instructional Observations and Instructional Rounds Increased number of students reading on grade level by 3 rd grade
3. Provide a framework for explicit and consistent instruction in language and word study (phonics and phonological awareness)	2018-2023	Admin IC Literacy Specialist Literacy Mentors	\$0	n/a	Observations, anecdotal notes, and lesson plans. Increased percentage of students scoring in the 60% and above in all categories on the FastBridge Assessments

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
4. Coach teachers in instructional best practices using the district coaching framework	2018-2023	Admin Instructional Coach Literacy Coach Instructional Technology Specialist	\$0	NA	Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices
5. Utilize focused instructional rounds that engage teams of teachers and administrators in solving a problem of practice related to student learning.	2018-2023	Admin Instructional Coach Literacy Coach Instructional Technology Specialist	\$0	NA	Documentation of ongoing instructional rounds including implications for instructional growth
6. Teachers and students will collaborate to set goals aimed at growing students' reading behaviors to provide intentional support for consistently scheduled, sustained independent reading	2018-2023	Literacy Specialist Classroom Teachers	\$0	NA	Classroom libraries offer a wide selection of texts that reflect students' interests and needs.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					<p>Teachers lead focused reading conferences and small group work.</p> <p>Students can articulate and demonstrate progress toward their reading goal(s).</p>
7.Implement the MTSS framework and intervention guidelines with fidelity	2019-2020	Admin MTSS Coordinator SpEd Teachers ESOL Teachers Classroom Teachers IC	\$0	NA	Formative and summative assessments to inform about the focus, duration, and effectiveness of the intervention.

Performance Goal Area: ☐ Student Achievement* ☒ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL 1: The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected			Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain
GCS Human Resources Department	Baseline established in 2019-2020	School Actual		Gender Diversity = yes/no Ethnic Diversity = yes/no			
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity = 100% Ethnic Diversity = 97%		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Attend Shining Stars District Recruitment Event	March 2, 2020	Principal Instructional Coach	\$0	N/A	Pictures from school booth Resumes
2.					
3.					

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey	98.8	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 89	95.9	waiver			
SC SDE School Report Card Survey	100	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 100	100	waiver			

SC SDE School Report Card Survey	98.6	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 90.4	95.1	<i>waiver</i>			
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	<i>waiver</i>			
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	<i>waiver</i>			
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		District Actual Parents 88	89	<i>waiver</i>			
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Communicate clearly and effectively with all stakeholders the school-wide emergency plan.	2018-2023	Administration	\$0	NA	
2. Take a proactive approach by periodically pushing out information about the safety measures that we take at school.	2018-2023	Administration	\$0	NA	
3. Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues.	2018-2023	Administration	\$0	NA	
4. Continued use of the Level I and Level II background checks.	2018-2023				

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *I Academic Goal and I Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 2 The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

PERFORMANCE GOAL: 3 The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		School Actual 0	0				
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		District Actual 0.8	1.5	0.9			

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		School Actual 0	0				
	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		District Actual .04	.10	.03			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the Cognia Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18 88	School Projected 90	90	90	90	90	90
		School Actual 88	90	92	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.		
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	90	90	90	90	90
		District Actual 89	90	92	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Expand mentoring program for students	2018-2023	School Counselors	\$0	N/A	Meeting Agendas
2. Enhance professional development to increase staff awareness and understanding of community being served	2018-2023	School Counselors Administration	\$1,000	General Funds	Meeting Agendas
3. Establish protocols among all adults to communicate positively with students (Capturing Kids Heart, RAMP, PBIS, Leader In Me)	2018-2023	School Counselors	\$0	N/A	Meeting Agendas Classroom Guidance Lessons
4. Provide opportunities for support staff to be inclusive in school culture.	2018-2023	School Counselors Administration	\$0	\$0	Mentor List

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 5 Achieve and maintain a student attendance rate of 95% or higher.

INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 96.56	School Projected 95%	95%	95%	95%	95%	95%
180 th day Attendance Report		School Actual 96.61%	96.34%				
	(2016-17) 95%	District Projected	95%	95%	95%	95%	95%
180 th day Attendance Report		District Actual 95%	95%	96%			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Consistently monitor attendance trends	2018-2023	Attendance Clerk	\$0	N/A	PowerSchool Report
2. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	Attendance Clerk Administration	\$0	N/A	Absentee Conferences
3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	OnTrack Team	\$0	N/A	ICS
4. Promote attendance with students and parents as an important component of school success	2018-2023	Attendance Clerk	\$0	\$0	Attendance Blitz
5. Improve school-level interventions related to attendance	2018-2023	Attendance Clerk Administration	\$0	\$0	Attendance Conferences
6. Increase staff awareness and understanding of the community served by the school	2018-2023	School Counselors Administration	\$1,000	General Funds	Meeting Agenda
7. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students to provide additional support	2018-2023	OnTrack Team	\$0	\$0	ICS

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the Cognia Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	Afraid ≤ 5% Lonely ≤ 9% Angry ≤ 7%	Afraid ≤ 5% Lonely ≤ 9% Angry ≤ 7%	Afraid ≤ 5% Lonely ≤ 8% Angry ≤ 6%	Afraid ≤ 5% Lonely ≤ 8% Angry ≤ 6%	Afraid ≤ 5% Lonely ≤ 7% Angry ≤ 5%
		School Actual Afraid – 4% Lonely – 8% Angry – 9%	Afraid – 5% Lonely – 9% Angry – 6%	Afraid – 6% Lonely – 15% Angry – 7%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		District Actual Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 7%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Collect data surrounding social-emotional needs through student surveys	2018-2023		\$0	NA	Surveys
2. Implement relationship-building programs/strategies in schools (e.g., PBIS, Capturing Kids' Hearts, Compassionate Schools, Love and Logic)	2018-2023	Guidance Counselors	\$0	NA	Character Education Program (Seven Habits of Happy Kids)
3. Maintain a menu of support resources and provide to all guidance counselors and social workers	2018-2023	Guidance Counselors	\$0	NA	List of Support Services Protocols
4. Train staff and students on the anonymous reporting process	2018-2023	Admin	\$0	NA	Faculty Meeting Agenda
5. Educate students on appropriate vs. inappropriate behaviors and the impact of their choices	2018-2023	Guidance Counselors	\$0	NA	Guidance Lessons Character Programs