
Bethel Elementary School

111 Bethel School Road
Simpsonville, SC 29681



Nurit' Sexton, Principal

The School District of Greenville County

Dr. Burke Royster, Superintendent

Action Plan
2024-2025 through 2028-2029

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Bethel Elementary School

SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-29 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2025-26 (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		4/14/2026
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Nurit' Sexton		4/14/2026
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		4/14/2026
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Sarah Sweet		4/14/2026
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Susan Krawczyk		4/14/2026
PRINTED NAME	SIGNATURE	DATE

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

SCHOOL TELEPHONE: (864) 355-4100

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

Stakeholder Involvement for School Renewal

<u>Position</u>	<u>Name</u>
Principal	Nurit' Sexton
Teacher	Sarah Sweet
Parent/Guardian	Cathleen Christie
Community Member	Lee O'Shields
Paraprofessional	Kristine Lynch
School Improvement Council Member	Dana Glenn
Read to Succeed Reading Coach	Susan Krawczyk
School Read to Succeed Literacy Leadership Team Lead	Susan Krawczyk
School Read to Succeed Literacy Leadership Team Member	Leslie Cribb

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Innovation</p> <p>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Collaboration</p> <p>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).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Developmental Screening</p> <p>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.</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>Half-Day Child Development</p> <p>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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Parenting and Family Literacy</p> <p>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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Recruitment</p> <p>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,</p>

	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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>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.</p>

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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 the PTA Board and School Improvement Council, provided input regarding the school improvement plan.

<p style="text-align: center;">Committee 1 School Profile Part 2</p> <p>Abby Aguirre (4th) Jennifer Reynolds (4th) Hope Fudge (4th) Wendy Rodgers (4th) Kim Sherbert (4th) Hope Edlin (4th) Whitney Aman (5th) Moriah Mullen (5th) Casey Page (5th) Julia Shennan (5th) Sarah Slack (5th) Courtney Schweigert (5th)</p>	<p style="text-align: center;">Committee 2 Mission and Beliefs</p> <p>Joe Whitham (PE) Rachel Shepherd (PE) Diana Dailey (Music) Katie Van Der Kooi (Music) Cynthia Hudson (Art) Kristin Radke (Art) Amy Raja (SPED) Christie Evatt (SPED) Katherine Wright (SPED) Becky Poole (SPED) Susan Krawczyk (Literacy Specialist/(RTI)) Wanda Lumsden (RTI) Leslie Cribb (RTI) Dana Glenn (Guidance) Libby Politi (Guidance) Ashley Ross (ESOL) Julie Owen (Media)</p>
<p style="text-align: center;">Committee 3 School Profile Part 1</p> <p>Emily Wilson (K5) Madelina Delgado (K5) Hannah Coleman (K5) Hailey Cabaniss (K5) Jami Freeman (K5) Melissa Bahia-Santiago (K5) Sara Beth Gilbert (1st) Natalie Reece (1st) Callie Sammons (1st) Krista Hall (1st) Margie Hill (1st) Sierra Owens (1st) Penny Spell-Knight(1st) Katie Saunders (1st)</p>	<p style="text-align: center;">Committee 4 Executive Summary</p> <p>Shannon Bennett (2nd) Melissa Lancaster (2nd) Emma Kate Potter (2nd) Kim Pruette (2nd) Carolyn Rutherford(2nd) Sarah Sweet (2nd) Stephanie Wood (2nd) Dawn VandeWeghe (3rd) Kim Cunningham(3rd) Jessica Carr (3rd) Lizayda Gonzalez (3rd) Syndee Jackson (3rd) Teri Hyer (3rd) Megan Phillips (3rd) Sherri Jackson (GT)</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

- 72.6 of students in grades 3-5 scored meets or exceeds in English language arts on the SCREADY assessment
- 66.8% of students in grades 3-5 scored meets or exceeds in Math on the SCREADY assessment
- 65.1% of students in grade 4 scored meets or exceeds in Science on the SREADY 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 literacy specialist
 - Reviews grade level minutes, information shared from the district 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, media specialist, 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

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 the classroom environment. Quality student work labeled with title and standard is attractively displayed in hallways. 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. 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 full-time resource 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 RAPTOR, 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

- 2025 Top Performing Greenville Drive Reading All Stars
- 2025 Math Score Positive Growth
- 2025 Battle of the Books - 2nd Place
- 2025 District PTA Reflections Winner, Music Composition, Manning Dailey
- 2025 GCS Spotlight Award, Abigail Aguirre
- 2025 WYFF Apple Award Recipient, Rebecca Poole
- 2025 Excellent Rating at Carowinds Music Festival (Cardinal Chorus)
- 2023 -2024 Overall Rating of Excellent - Gold / Silver
- 2024 SCAEA YAM 1st Place, Cassie Deal
- 2024 SCASL Video Production 3rd Place, Video Production - Cassie Deal

- 2024 State PTA Reflections Winner, Video Production - Cassie Deal 2024 District PTA Reflections Winner, Video Production - Cassie Deal
- 2024 Upstate Educators Who Make a Difference - Matt Critell
- 2023 Excellent School Report Card Rating
- 2023 Battle of the Books Finalist
- 2023 State PTA Reflections Winner, Video Production - Cassie Deal
- 2023 District PTA Reflections Winner, Video Production- Cassie Deal
- 2023 State PTA Reflections Winner, Music Composition, Manning Dailey
- 2023 District PTA Reflections Winner, Music Composition, Manning Dailey
- 2023 SUPERIOR Rating at Carowinds Music Festival
- 2023 SCASL School Librarian of the Year, Jill Tyner
- 2022-2023 GCS Top Ten Teacher of the Year, Janet Gantt
- 2022 GCIRA Literacy Principal of the Year, Matt Critell
- 2022 Excellent School Report Card Rating
- 2019 Palmetto Gold Award 2019 Excellent School Report Card Rating
- 2019 Wellie Award Winner
- 2016 National Blue Ribbon School of Excellence
- 2016 Palmetto Gold Award
- 2016-2017 GCS Teacher of the Year, Katie Saunders
- 2015-2016 American Heart Association Gold Fit-Friendly Worksite
- 2015-2016 Energy Star Rated Facility
- 2014-2015 Greenville County Schools Safety Award
- 2014-2015 Palmetto Gold Award
- 2014-2015 National Beta Club School of Distinction

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 reflects 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. Various sports themed decor accented the school environment throughout this year welcoming students, families, and staff to embrace the belief that we would “Bethel: Where Champions Are Made”

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, snacks, 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. 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

Mrs. Nurit' Sexton was named principal at Bethel Elementary in June 2024. In her 22 years as an educator with Greenville County Schools, Nurit' Sexton has continuously pursued professional growth and demonstrated her capacity for leadership. After 14 years as a teacher and math coach/interventionist at Armstrong Elementary. Ms. Sexton moved into school leadership as an Administrative Assistant at Mauldin Elementary. She was named PTA Administrator of the Year after just one year in that position. She has served as Assistant Principal at Woodland Elementary School, the largest elementary school in the District, since 2017, where she demonstrated strong instructional and operational leadership and contributed significantly to the school's recognition as Palmetto's Finest and Leader in Me school of Distinction. Ms. Sexton holds a B.A. in Elementary Education from Converse College and an M.A. in Executive Leadership from Gardner-Webb University. She has completed the GCS Aspiring Principal Institute, Instructional Leaders Academy, and Instructional Coach Institute.

Our intermediate assistant principal, Susan Skelton, has been at Bethel for over 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 over thirty years of experience in education, and seventeen 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.

Jennifer Holman is our primary assistant principal. She has her Bachelor of Arts degree in Elementary Education from Columbia College, her masters degree in Divergent Learning from Columbia College, and a second masters degree in Educational Leadership from Coastal Carolina University. She has previously taught 2nd grade and 5th grade. Before becoming an administrator, she was an Instructional/Reading Coach.

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 composed 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 Teacher Pipeline programs utilize high school students who assist in the classrooms weekly. Mentor Upstate is a regional 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. On the second Monday of each month the principal does a Facebook Live meeting consisting of the weekly update and takes time to respond to community inquiries when applicable. Parents can also download the Bethel app, provided by PTA, to find pertinent information.

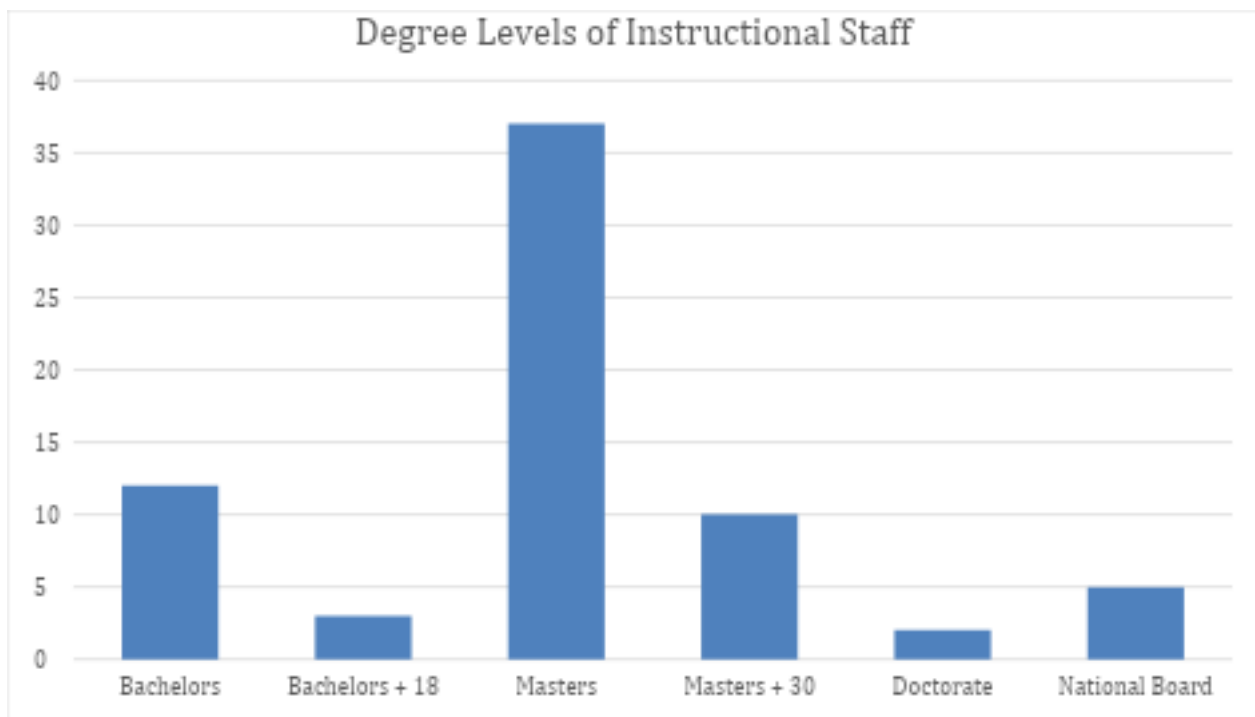
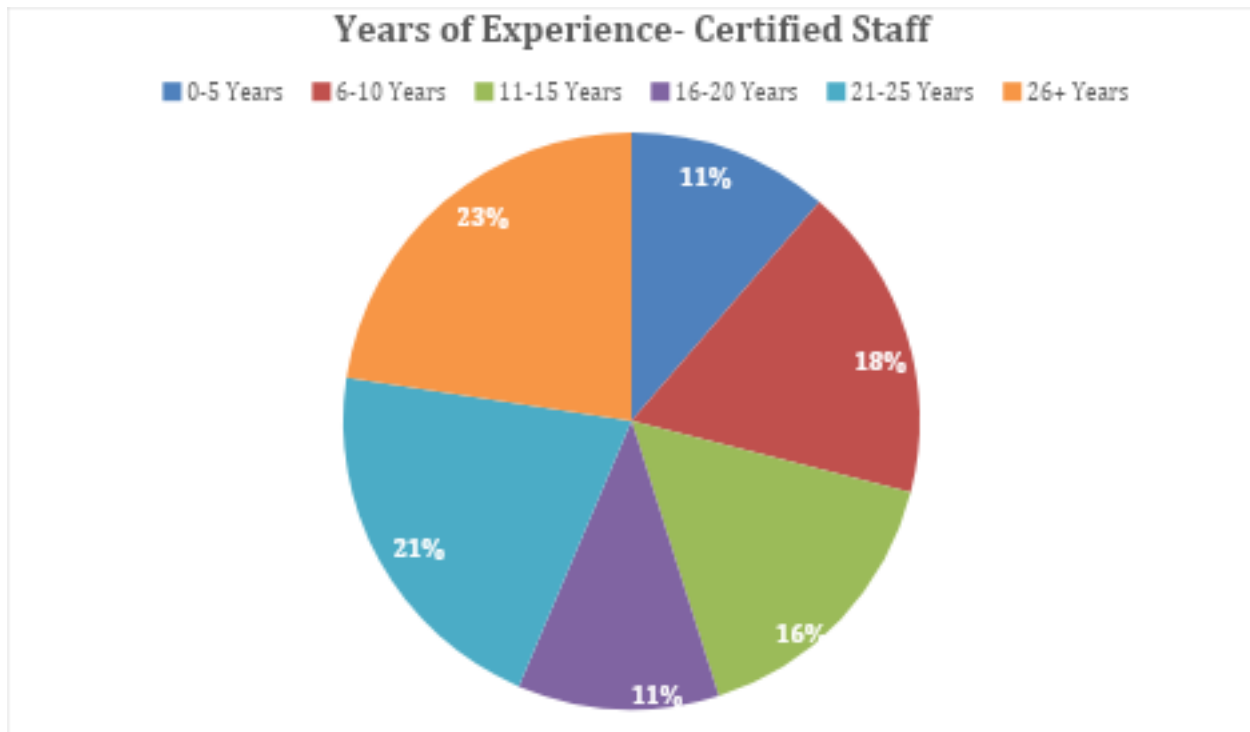
Our school website provides an extensive source of information for students, parents, and the community. Information is included regarding current school announcements, special recognitions, school newsletters, PTA and SIC information, school calendar, and a link to our Facebook page.

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. Our student shirts, uniquely designed for each classroom, are sponsored by Frasier Orthodontics. We are fortunate to work alongside a supportive community to benefit our school.

School Personnel

Our staff consists of forty-three 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 full time and one part time 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, 2 full time and a part time reading interventionist, one

math interventionist, instructional coach, instructional technology specialist, two guidance counselors, an ESOL teacher, and a media specialist.



All of our teachers are highly qualified in the area in which they teach. We have 80.6% of our staff members that hold advanced degrees, and there are five teachers that have received National Board Certification.

Additional personnel include three 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 (one 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.

Student Population

Student Population

Ethnicity	# of students
Black	221
White	427
Native Hawaiian or other Pacific Islander	2
Hispanic	111
Mixed/Other	59
Total	838

Enrollment by Grade

K5	1st	2nd	3rd	4th	5th
118	149	138	141	139	153

Pupils in Poverty: 48.3%

SpEd: 138

ML: 65

GT:95

Attendance Rate

The attendance rate for Bethel Elementary is 94.41%.

Chronic Attendance Issues

Only 15.9 % of the student population have high absenteeism

Student Retention Rate

The retention rate for Bethel Elementary is .004%.

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.

Curriculum and framework for reading is based on Science of Reading with recent professional development provided by Lexia LETRS. Approximately two hours of instruction is allocated to Reading Workshop model each day. The Rigby Readers provided by HMH, along resources and strategies from Amira benchmarks are 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.

Our mathematics program is academically challenging. It is active, relevant, and integrated with other curriculum areas. The McGraw Hill REVEAL Math 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 number talks 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. IXL and Dreambox programming is utilized by students to strengthen foundational math skills.

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 curriculum resources provided by the state are used in all grades. District science kits are incorporated to provide a more hands-on approach to science. 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 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 WWII and Immigration Day. The curriculum is also supplemented through the integration of novels and field trips when appropriate. 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 third 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 Reading Horizons 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 through Re-Think Ed, 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, and Challenge. These programs play an integral part in students' growth and development and are based on state and national standards. Kindergarten and first grade students receive 4 – 45 minute related arts sections and 1 – 30 minute section in the media center weekly. Second through fifth students receive 45 minutes of instruction related arts five 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 showcases 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 the event. The art teachers showcase the student's artwork in the hallways and include a fun scavenger hunt.

The media center promotes technology with the use of Promethean Panels and chromebooks. The media specialist works with teachers and students to support creative ways to share their ideas and research through technology.

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. Grades 2-5 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

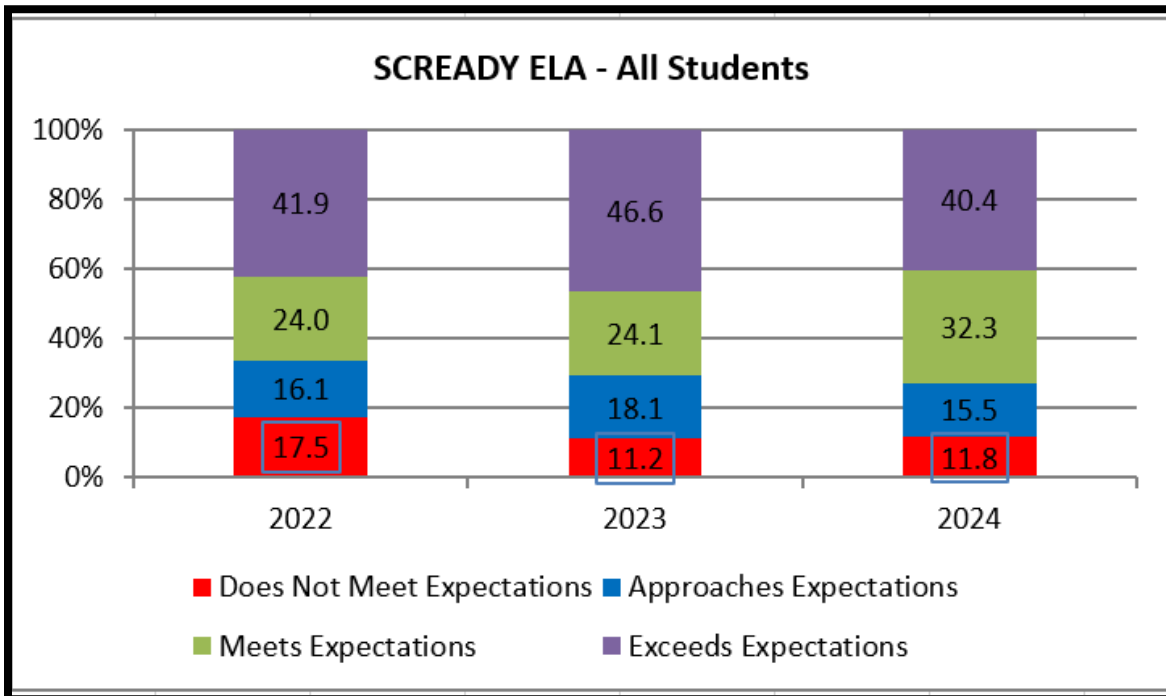
We believe that:

- 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

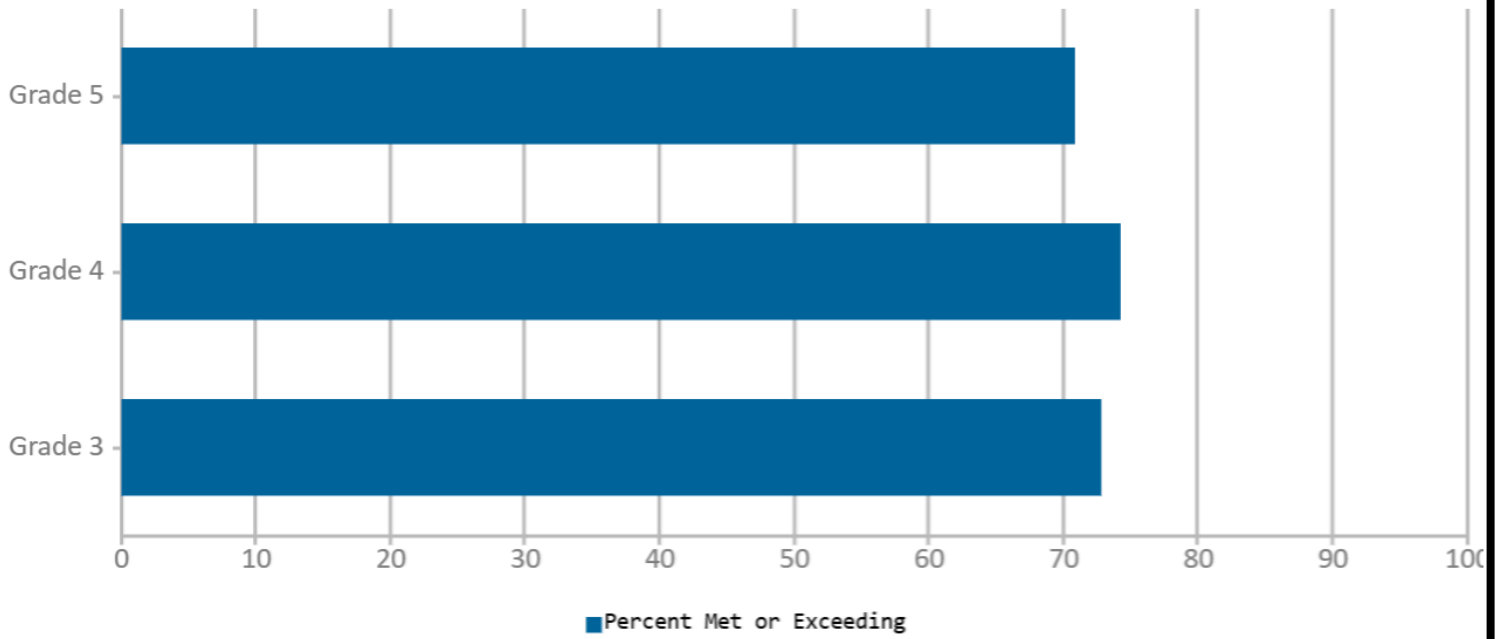
Student Achievement Needs Assessment

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 the percentage of students at each level.



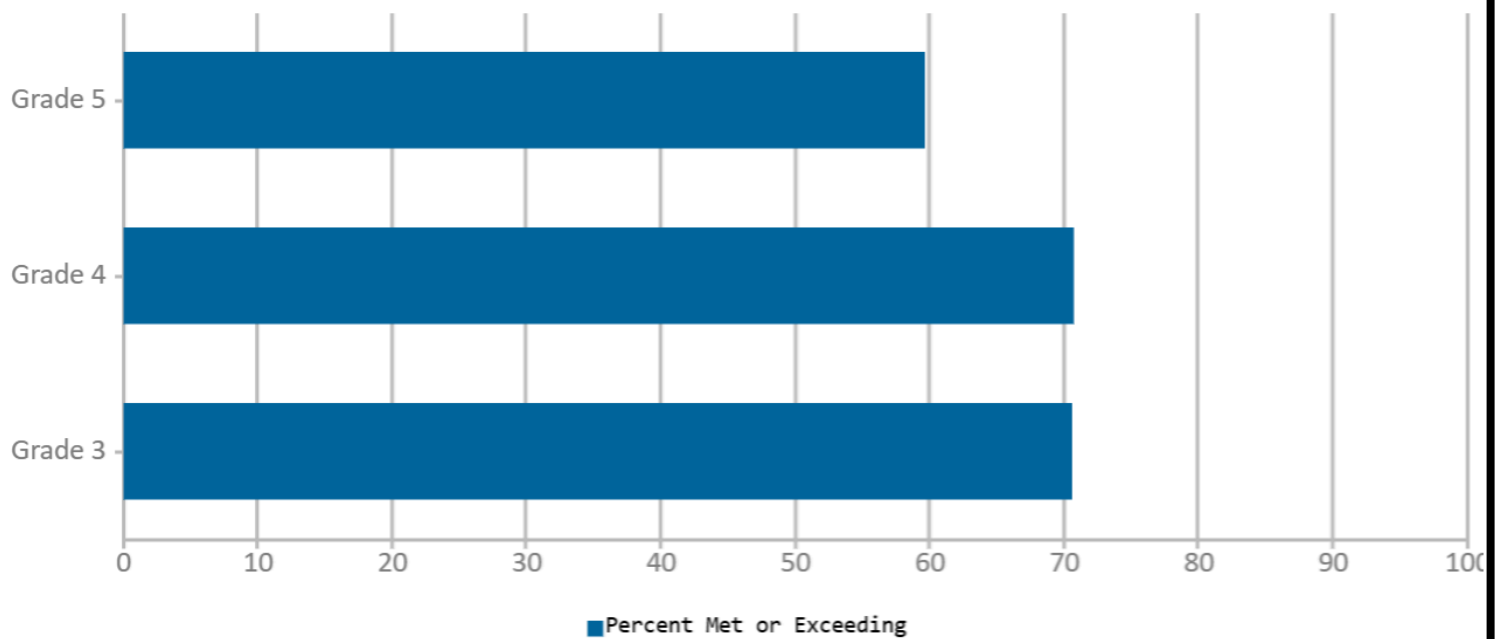
SC READY Performance by Grade Level

English Language Arts (Reading and Writing)



Note: Results from alternate assessments were included in the calculations where available.

Mathematics



Note: Results from alternate assessments were included in the calculations where available.

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.

Professional Development Plan

Bethel Elementary

2025-2026

Nurit' M. Sexton, Principal

Susan Skelton, AP Jennifer Holman, AP

Shalonda Blakeney, IC Susan Krawczyk, Lit Specialist

Areas of Focus: Science of Reading (LETRS), PLC's, New Math Standards and Reveal Math Curriculum

PLCs EVERY MONDAY 2:45 pm- 4:00 pm

Monthly Wednesday meeting schedule:

1st Wednesday - Committee Meeting

2nd Wednesday - Faculty Meeting

3rd Wednesday - PD/ Mentor / Open

4th Wednesday - Faculty Council

Date/Time	Type	Description
June 23	ELA (LETRS) 8 am- 4 pm	Teachers learn about the Science of Reading. They study the challenges of learning to read, the speech sounds of the English language, beginning phonics and word recognition, and advanced decoding Presenters: Lexia Representative
June 30	Leadership Retreat Courtyard by Marriott & Group Therapy Greenville, SC 8 am- 2 pm	Student Achievement, Curriculum, and Learning Environment Grade Level and Department Chairs collaborate to review test score data, set goals, and develop initiatives for the upcoming school year. Facilitator: Nurit' Sexton, Susan Skelton, Jennifer Holman, Susan Krawczyk, Shalonda Blakeney
July 31	New Teacher Orientation 8 am- 11 am	Welcome to all New Staff and Teachers! An introduction and playbook on how to have a successful year at BES. Facilitator: Nurit' Sexton, Susan Skelton, Jennifer Holman, Susan Krawczyk, Shalonda Blakeney

August 4	Back to School Operations 8 am- noon	<p style="text-align: center;">Back to School Mtg</p> <p style="text-align: center;">District Policies Review Required District Policies Facilitators: Nurit' Sexton</p> <p style="text-align: center;">Handbook and SOP Review the key points in both documents (communication, expectations) Safety Mandatory Reporter, School Safety Plan, Safety Drills, First Responders Drill Facilitators: Jennifer Holman, Susan Skelton</p> <p style="text-align: center;">Curriculum Updates and Reminders Curriculum Changes-HMH Reading, Amira, New Math Standards and McGraw Hill Reveal Math Curriculum Facilitators: Shalonda Blakeney and Susan Krawczyk</p>
August 5	ELA (LETRS) 8 am- 4 pm	<p>Teachers learn about the Science of Reading. They study the challenges of learning to read, the speech sounds of the English language, beginning phonics and word recognition, and advanced decoding</p> <p style="text-align: center;">Presenters: Lexia Representative</p>
October 13	ELA (LETRS) 8 am- 4 pm	<p>Teachers learn about the Science of Reading. They study the challenges of learning to read, the speech sounds of the English language, beginning phonics and word recognition, and advanced decoding</p> <p style="text-align: center;">Presenters: Lexia Representative</p>
October 20-21	Furman Consortium 2 Days *8:00 am- 3:00 pm	<p>Maximizing Learning with Tier 1 Description: Discover how intentional lesson design can drastically improve student outcomes and learn to design daily lessons that are engaging, differentiated, and backed by cognitive science to improve memory and learning. This session introduces LeAnn's 4-step "Chunk-Chew-Check-Check" framework for planning high-impact instruction that sticks. Leave with actionable strategies to transform your classroom into a hub of meaningful learning.</p>

November 13	Furman Consortium 8:00 am -3:30 pm	Tier 1 Planning in Math Description: Did you know that effective Tier 1 instruction impacts the success of approximately 80% of your students? Explore Tier 1 planning, instructional and assessment strategies designed to meet the conceptual and procedural expectations of the SCCCR standards.
January 5	ELA (LETRS) 8 am- 4 pm	Teachers learn about the Science of Reading. They study the challenges of learning to read, the speech sounds of the English language, beginning phonics and word recognition, and advanced decoding Presenters: Lexia Representative
March 11	Fact Fluency PD	Teachers will work together to create various ready to learn activities to take back to the classroom as they dive into a deeper understanding of how to develop fact fluency in the classroom Facilitators: Camp Explore: Mary Margaret Knight
TBD	Testing 3:00-4:00 pm	SC Ready Protocols Facilitators: Jennifer Holman and Shalonda Blakeney
TBD	End of Year Part I 3:00-4:00 pm	Room and records Protocols Facilitators: Nurit' Sexton, Susan Skelton, Jennifer Holman
TBD	End of Year Part II 3:00-4:00 pm	Making Classes Facilitators: Nurit' Sexton, Susan Skelton, Jennifer Holman, Shalonda Blakeney, Susan Krawczyk

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 the 2022-2023 survey.

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students	Parents
Number of surveys returned	58	420	60
Percent satisfied with learning environment	100.0%	89.1%	98.2%
Percent satisfied with social and physical environment	100.0%	89.4%	98.1%
Percent satisfied with school-home relations	100.0%	93.0%	97.7%

*Only students in third through fifth grade and parents of all enrolled students 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 2022-2023, 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.

Data Sources

- [South Carolina State Department of Education School Report Card](#)

Behavior Data

During the 2023-2024 school year, 713 referrals were issued to students. The top three behavior categories were as follows:

- 314 Truancy
- 123 Bus Violations
- 114 Inappropriate Behavior

Volunteer Hours

Bethel Elementary logged a total of 4,486 volunteer hours.

Attendance/Absenteeism

The daily attendance rate for students at Bethel Elementary 94.41%.

Home/School Communication

85.08 % of families have created and utilized the Parent Backpack application.

GOAL AREA 1 – Performance Goal 1

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

Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from **64.9%** in 2022-23 to **74.9%** in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by **2%** annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (ES)	66.9%	68.9%	70.9%	72.9%	74.9%
	64.9%	68.6%	Actual (ES)	66.8%				
	59.9%	61.2%	Actual (District)	63.5%				

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	Principal Instructional Coach	\$0.00	NA	C
Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	Principal Instructional Coach Classroom Teacher	\$0.00	NA	C
Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science	2024-2029	District Academic Team Instructional Coach Grade Level PLC's	\$0.00	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
experiments, art projects, or literature analysis).					
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	Grade Level Academic Contacts District Academics Team	\$0.00	NA	C
Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	District Curriculum Teams Instructional Coach Grade Level PLC's	\$0.00	NA	C
Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	Principal Instructional Coach Grade Level Teachers	\$0.00	NA	C
Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	Principal Assistant Principal Literacy Specialist Instructional Coach	\$0.00	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	Principal Assistant Principal Instructional Coach	\$0.00	NA	C
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	Principal Assistant Principal Instructional Coach	\$0.00	NA	C
Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	Principal Assistant Superintendent Instructional Coach District Academics Team	\$0.00	NA	C
Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	Principal Assistant Principal Instructional Coach	\$0.00	NA	C
Foster a collaborative relationship between schools and parents.	2024-2029	Principal Assistant Principal Instructional Coach	\$0.00	NA	C
Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	Guidance Counselors Principal	\$0.00	NA	C

GOAL AREA 1 – Performance Goal 2

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 70.6% in 2022-23 to 75.6% in 2028-29.
Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1% annually.

Note: New ELA Standards were implemented and assessed for the first time in 2025.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (ES)	71.6%	72.6%	73.6%	74.6%	75.6%
	70.6%	68.6%	Actual (ES)	72.6%				
	64.2%	63.2%	Actual (District)	70.4%				

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students have the skills and support necessary to be reading on grade level by the end of 3rd grade.					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	<ul style="list-style-type: none"> Principal Assistant Principal Instructional Coach Literacy Specialist 	\$0.00	NA	C
1. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	<ul style="list-style-type: none"> Principal Instructional Coach Response to Intervention Team Literacy Specialist 	\$0.00	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Reduce number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments and classroom observations.	2024 - 2029	<ul style="list-style-type: none"> • Literacy Specialist • Response to Intervention Team • Classroom Teachers 	\$0.00	NA	C
1. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.	2024-2029	<ul style="list-style-type: none"> • Principal • Literacy Specialist • Response to Intervention Team • Classroom Teachers 	\$0.00	NA	C
1. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework.	2024-2029	<ul style="list-style-type: none"> • Gifted/Talented Teacher • Classroom Teacher 	\$0.00	NA	C
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> ➤ Grade Level Academic Contacts ➤ Instructional Coach 	\$0.00	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	<ul style="list-style-type: none"> ➤ Principal ➤ Assistant Principal ➤ Instructional Coach ➤ Grade Level PLC's 	\$0.0	NA	C
1. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<ul style="list-style-type: none"> ➤ Principal ➤ Assistant Principal ➤ Instructional Coach ➤ Literacy Specialist 	\$0.00	NA	C
1. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<ul style="list-style-type: none"> ➤ Principal ➤ Literacy Specialist ➤ Interventionist ➤ Classroom Teacher 	\$0.00	NA	C
1. Implement a range of assessment methods that measure student understanding.	2024-2029	<ul style="list-style-type: none"> ➤ Instructional Coach ➤ Grade Level PLC's ➤ Grade Level Teacher 	\$0.00	NA	C
1. Ensure vertical articulation of grade level content and practices.	2024-2029	<ul style="list-style-type: none"> ➤ Principal ➤ Assistant Principal ➤ Instructional Coach ➤ Grade Level PLC's 	\$0.00	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<p>1. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.</p>	2024-2029	<ul style="list-style-type: none"> ➤ District Academics Team ➤ Principal ➤ Instructional Coach ➤ Grade Level PLC's 	\$0.00	NA	C
<p>1. R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify.</p> <p>a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities.</p> <p>b. Promote school readiness activities with parents and community through GCCS web-based resources.</p> <p>c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15%</p>	2024-2029	<ul style="list-style-type: none"> ➤ Director of Early Intervention and Student Support 			Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<p>annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.</p>					
<p>Action Plan for Strategy #3: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.</p>					
<p>1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).</p>	<p>2024-2029</p>	<ul style="list-style-type: none"> ➤ Principal ➤ Assistant Principal ➤ Instructional Coach ➤ Grade Level PLC's 	<p>\$0.00</p>	<p>NA</p>	<p>C</p>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<ul style="list-style-type: none"> ➤ District Academics Team ➤ Grade Level PLC's 	\$0.00	NA	C
1. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<ul style="list-style-type: none"> ➤ Grade Level PLC's ➤ Classroom Teachers 	\$0.00	NA	C
1. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<ul style="list-style-type: none"> ➤ Grade Level PLC's ➤ Classroom Teachers 	\$0.00	NA	C
1. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<ul style="list-style-type: none"> ➤ Principal ➤ Assistant Principal ➤ Instructional Coach ➤ Literacy Specialist 	\$0.00	NA	C
1. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	<ul style="list-style-type: none"> ➤ District Academics Team ➤ Textbook Caravan Committee Members 	\$0.00	NA	C

GOAL AREA 2 – Performance Goal 1

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (School)	100%	100%	100%	100%	100%
	100%	100%	Actual (School)	100%				
			Projected (District)	100%	100%	100%	100%	100%
	100%	100%	Actual (District)	100%				

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	➤ Guidance Counselors	\$0.00	NA	C
1. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements	2024-2029	➤ Principal ➤ Instructional Coach	\$0.00	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
and other opportunities for a path to education.					
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	➤ Guidance Counselor	\$0.00	NA	C

GOAL AREA 2 – Performance Goal 2

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (School)	5.5%	5.0%	4.5%	4.0%	3.5%
	6.0%	5.0%	Actual (School)	7.0%				
			Projected (District)	11.60%	9.50%	9.00%	8.50%	8.0%
	10.42%	10.05%	Actual (District)	10.0%				

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1:					
Share with staff district initiatives and discuss in committees impact on school operations and strategies to meet newly defined needs	2024-2029	Principal Assistant Principal Faculty Council School Committee Teams	\$0.00	NA	C

GOAL AREA 3 – Performance Goal 1

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 1: Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS - Incidents			Projected (School)	50.6%	48.6%	46.6%	44.6%	42.6%
Students referred for Behavior Incidents after their first referral*	52.6%	57.3%	Actual (School)	48.7%				
			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
	60.8%	60.1%	Actual (District)	61.3%				

*On average, 21% of all students have misbehavior resulting in a disciplinary referral. Of those students, 60.5% receive additional behavior referrals.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	Principal Assistant Principal Faculty Council	\$0.00	NA	C
Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing	2024-2029	Principal Assistant Principal Grade Level Teachers	\$0.00	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
custom, school-based programming to meet this goal.		SPED Dept. Related Arts Dept.			
Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	Principal Assistant Principal Guidance Counselor	\$0.00	NA	C
Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	Principal Assistant Principal	\$0.00	NA	C
Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	Principal Assistant Principal Guidance Counselor School Mental Health Counselor	\$0.00	NA	C
Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	Guidance Counselor Classroom Teachers	\$0.00	NA	C
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
Make home-school relationships a priority through frequent connection and communication.	2024-2029	Principal Guidance Counselor Grade Level Teachers	\$0.00	NA	C
Ensure school employees exhibit understanding and appreciation of all	2024-2029	Principal Assistant Principal	\$0.00	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
students and families and use best-practice communication strategies to connect with those families.					
Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	Classroom Teachers Guidance Counselors	\$0.00	NA	C
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	Principal Club Chairs	\$0.00	NA	C
Increase leadership opportunities within the school during the school day.	2024-2029	Principal Guidance Counselor Club Chairs	\$0.00	NA	C
Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	Principal Guidance Counselor	\$0.00	NA	C
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	Principal Assistant Principal Guidance Counselor	\$0.00	NA	C
Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while	2024-2029	Assistant Principal	\$0.00	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
maintaining accountability for these actions.					
Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	Discipline Committee	\$0.00	NA	C
Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	Guidance Counselor School Mental Health Counselor	\$0.00	NA	C
Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	Guidance Counselor Assistant Principal	\$0.00	NA	C

GOAL AREA 3 – Performance Goal 2

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 2: By 2029, reduce the percentage of students who are chronically absent* by 10 points.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Student Services			Projected (School)	13.85%	11.85%	9.85%	7.85%	5.85%
	15.85%	15.97%	Actual (School)	11.82%				
			Projected (District)	22%	16%	15%	14%	14%
	24%	24%	Actual (District)	17%				

*A student is chronically absent when they miss 10% or more of the days they are enrolled at a school site, no matter the reason.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	Dept. of Student Services School Attendance Clerk Assistant Principal Principal	\$0.00	NA	C
Implement the model framework and ensure the implementation of strategies.	2024-2029	Dept. of Student Services School Attendance Clerk Assistant Principal Principal	\$0.00	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	ETS Assistant Principal Attendance Clerk	\$0.00	NA	C
Provide ongoing trainings for Attendance Clerks or Interventionists.	2024-2025	ETS Department of Student Services	\$0.00	NA	C
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	Principal Assistant Principal	\$0.00	NA	C
Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	Principal Assistant Principal	\$0.00	NA	C
Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	Attendance Clerk Guidance Counselor	\$0.00	NA	C

GOAL AREA 3 – Performance Goal 3

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 3: Increase the engagement of families and community volunteers with school personnel, as measured by the number of school visitors and volunteers, by 3% annually.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Number of Visitors and Volunteers in Raptor System			Projected (School)	5,115	5,263	5,410	5,559	5,707
		4,966	Actual (School)	4,111				
			Projected (District)	317,534	327,060	336,872	346,978	357,387
	N/A	308,285	Actual (District)	297,350 (-3.6%)				

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
Increase parent and guardian utilization of Backpack	2024-2029	Attendance Clerk Principal	\$0.00	NA	C
Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2029	Principal Office Clerk District Communications Dept.	\$0.00	NA	C
Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	Instructional Technology Specialist Guidance Counselor	\$0.00	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					
Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	PTA SIC Principal Assistant Principal Instructional Coach	\$0.00	NA	C
Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	Guidance Counselors	\$0.00	NA	C
Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	Principal Guidance Counselor PTA SIC	\$0.00	NA	C
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing).	2024-2029	Principal PTA SIC Guidance Counselor District Social Worker	\$0.00	NA	C
Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	Principal PTA	\$0.00	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	Principal SIC Chair	\$0.00	NA	C

