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
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 2024-25 *(one year)*

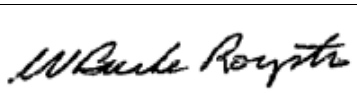
Required Signature Page

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		**5/1/2024**
PRINTED NAME	**SIGNATURE**	**DATE**

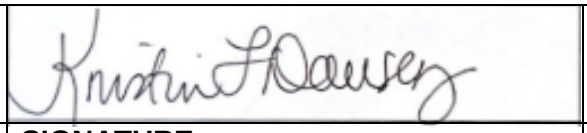
PRINCIPAL

Matthew Critell		**5/1/2024**
PRINTED NAME	**SIGNATURE**	**DATE**

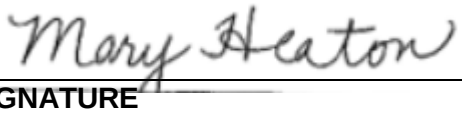
CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		**5/1/2024**
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kristin Dawsey		**5/1/2024**
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mary Heaton		**5/1/2024**
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

Position	**Name**
Principal	Matthew Critell
Teacher	Wendy Rodgers
Parent/Guardian	Sara Lynn Howie
Community Member	Kristin Dawsey
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	Wanda Lumsden

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))	
◉ 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.

Committee 1 School Profile Part 2	**Committee 2** Mission and Beliefs
Abby Aguirre (4th) Jennifer Reynolds (4th) Kathryn Cranford (4th) Wendy Rodgers (4th) Kim Sherbert (4th) Megan Phillips (4th) Heather Motes (5th) Hope Edlin (5th) Jonathan Cvammen (5th) Sarah Slack (5th) Courtney Schweigert (5th) Anna Zelasko (5th)	Joe Whitham (PE) Rita Grant (PE) Diana Dailey (Music) Katie Vanderkooi (Music) Cynthia Hudson (Art) Jill Fowler (Art) Moriah Mullen (SPED) Christie Evatt (SPED) Kayla Pegram (SPED) Sue Irick (SPED) Becky Poole (SPED) Susan Krawczyk (RTI) Wanda Lumsden (RTI) Leslie Cribb (RTI) Dana Glenn (Guidance) Libby Politi (Guidance) Ashley Ross (ESOL) Julie Owen (Media)
Committee 3 School Profile Part 1	**Committee 4** Executive Summary
Emily Wilson (K5) Madelina Delgado (K5) Hannah Coleman (K5) Hailey Cabaniss (K5) Erica Martin (K5) Melissa Bahia-Santiago (K5) Sara Beth Gilbert (1st) Natalie Reece (1st) Carolyn Rutherford (1st) Callie Sammons (1st) Krista Hall (1st) Sierra Owens (1st) Sarah Sweet (1st) Laura Arabea (1st) Katie Saunders (1st)	Shannon Bennett (2nd) Penny Spell-Knight (2nd) Kim Cunningham (2nd) Emma Kate Potter (2nd) Liz Gonzalez (2nd) Kim Pruette (2nd) Stephanie Wood (2nd) Dawn VandeWeghe (3rd) Ellen Gordon (3rd) Melissa Stallcup (3rd) Jessica Carr (3rd) Jacqulyn Danko (3rd) Teri Hyer (3rd) Sabrina De Simone (3rd) Sherri Jackson (GT)

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

- 70.7% of students in grades 3-5 scored meets or exceeds in English language arts on the SCREADY assessment
- 64.9% of students in grades 3-5 scored meets or exceeds in math on the SCREADY assessment
- 66% 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 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, 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 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

- 2024 Upstate Educator Who Makes a Difference Honoree, Matt Critell
- 2023 South Carolina School Librarian of the Year, Jill Tyner
- 2022-2023 Greenville County Schools Top Ten Teacher of the Year, Janet Gantt
- 2022 Greenville County Literacy Association Principal of the Year, Matt Critell
- 2022 Palmetto State Teachers Association Dr. Elizabeth Gressette Professional Development Scholarship, Jake Gambrell
- 2020 Matt Critell Recognized in Upstate Parent Father's Day Issue
- 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 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. A video game motif accented the school environment throughout this year welcoming students, families, and staff to embrace the belief that we would “Level Up Cardinals!”

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. 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. He has spoken at local, regional, and national conferences on school culture and responsive communication strategies as part of the Get Your Teach On conference group.

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.

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 12 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 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

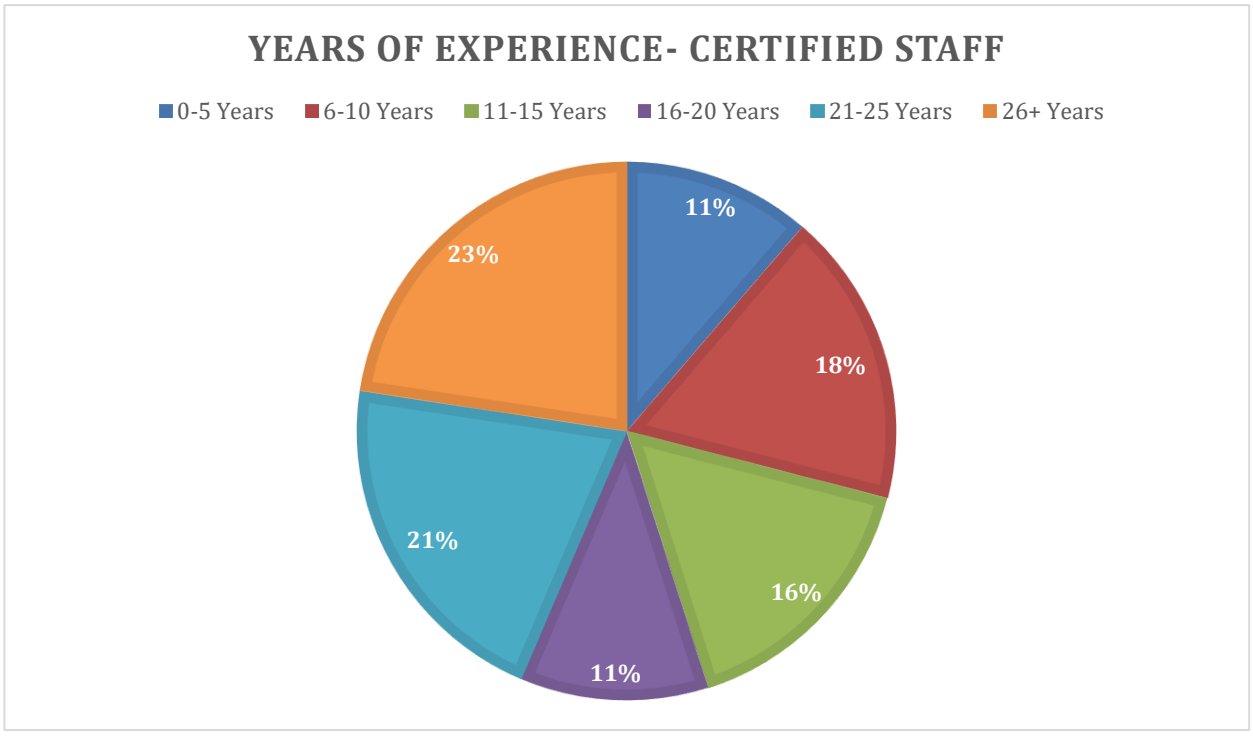
the weekly update and takes time to respond to community inquiries when applicable. Parents can also download the Bethel app, provided by PTA, to find pertinent information.

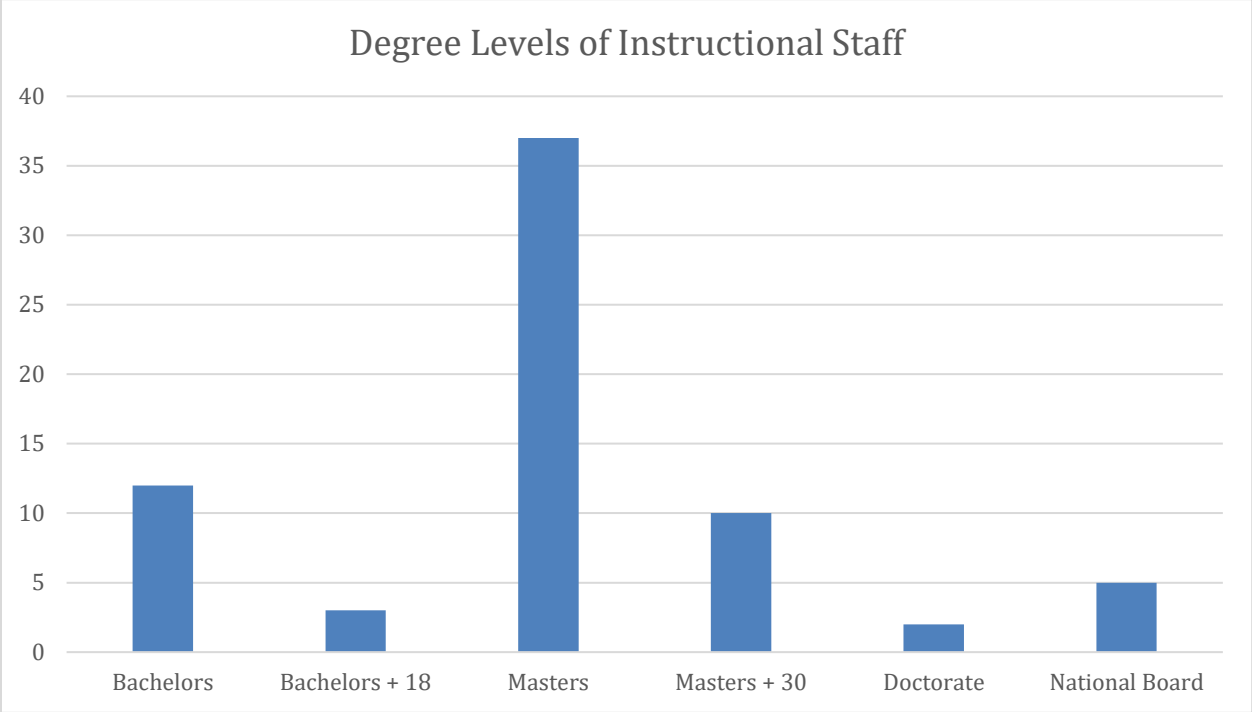
Our school website provides an extensive source of information for students, parents, and the community. Information is included regarding current school announcements, special recognitions, school newsletters, PTA and SIC information, school calendar, and a link to our Facebook page.

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.



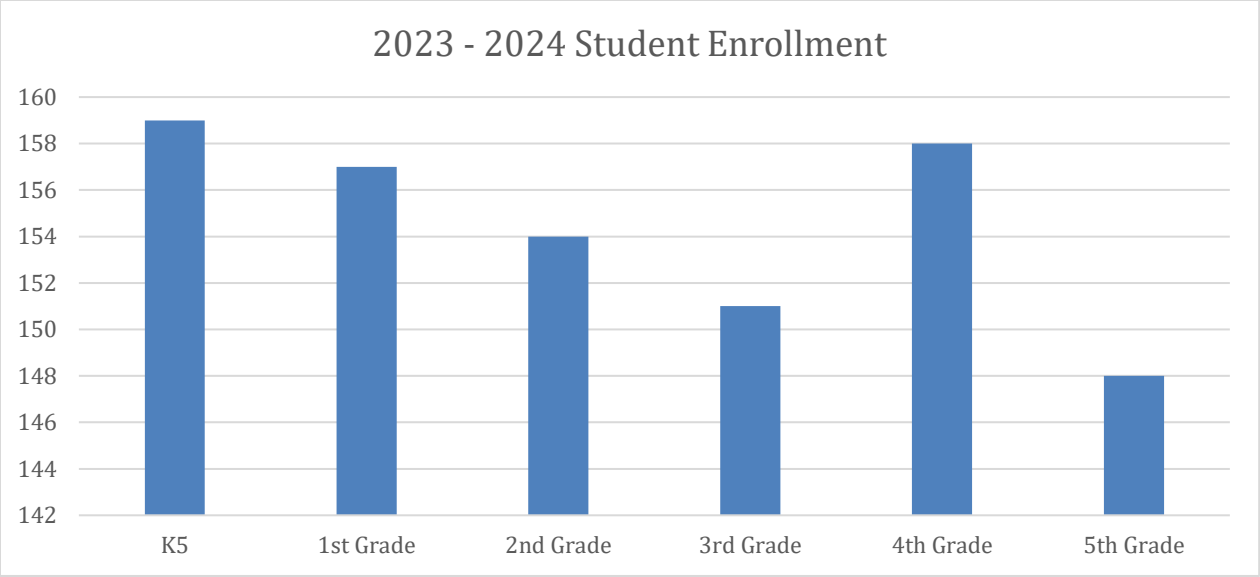


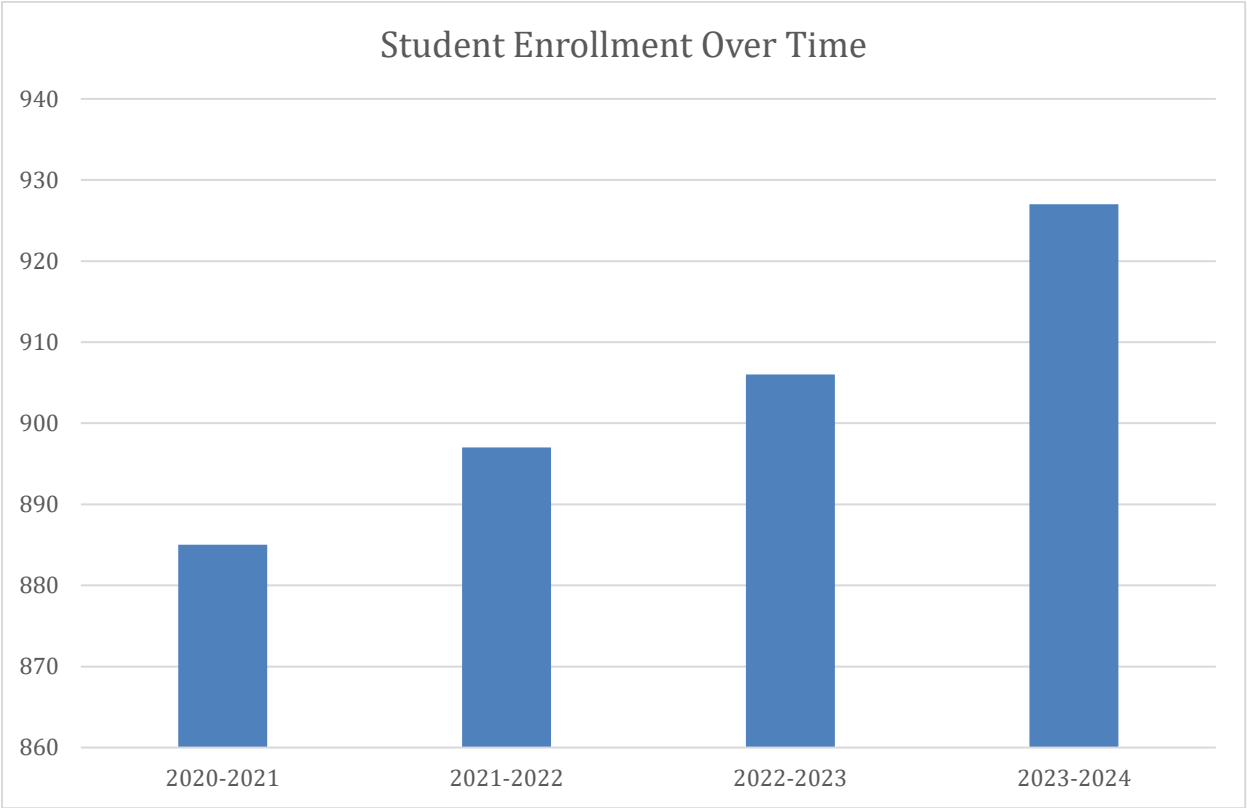
All of our teachers are highly qualified in the area in which they teach. We have 80.6% of our staff members that hold advanced degrees, and there are five teachers that have received National Board Certification.

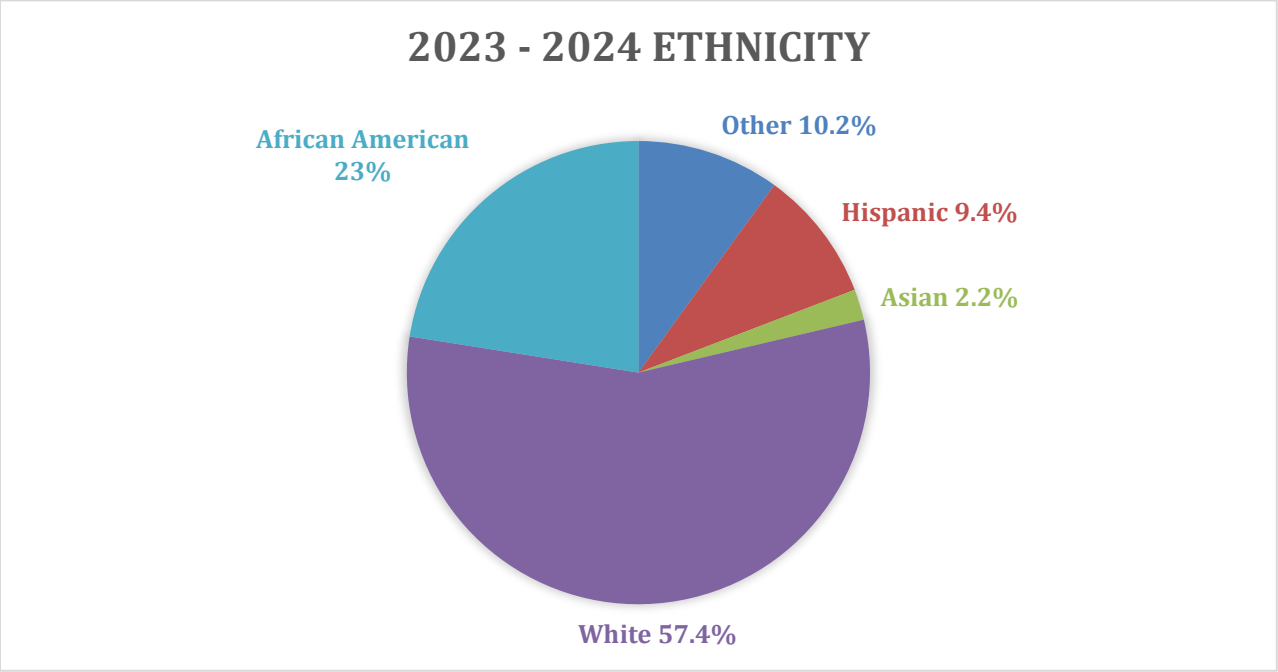
Teacher Attendance	
2022-2023	92.9
2021-2022	95.3
2020-2021	95
2019-2020	95.7
2018-2019	92.8

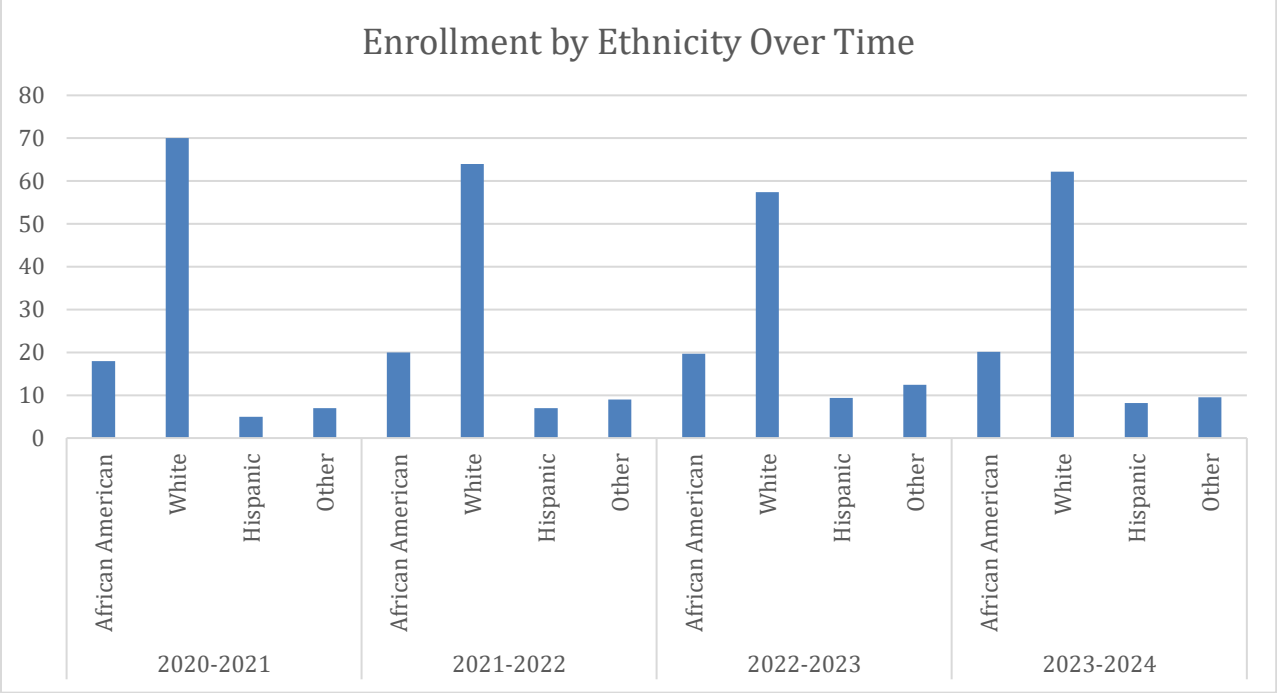
Additional personnel include three office personnel, two school nurses, a plant engineer, four custodians, ten paraprofessionals, media center clerk, cafeteria manager, and eight food services workers. We have an extended day program with a director and thirteen staff members. Nine bus drivers (one special 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.

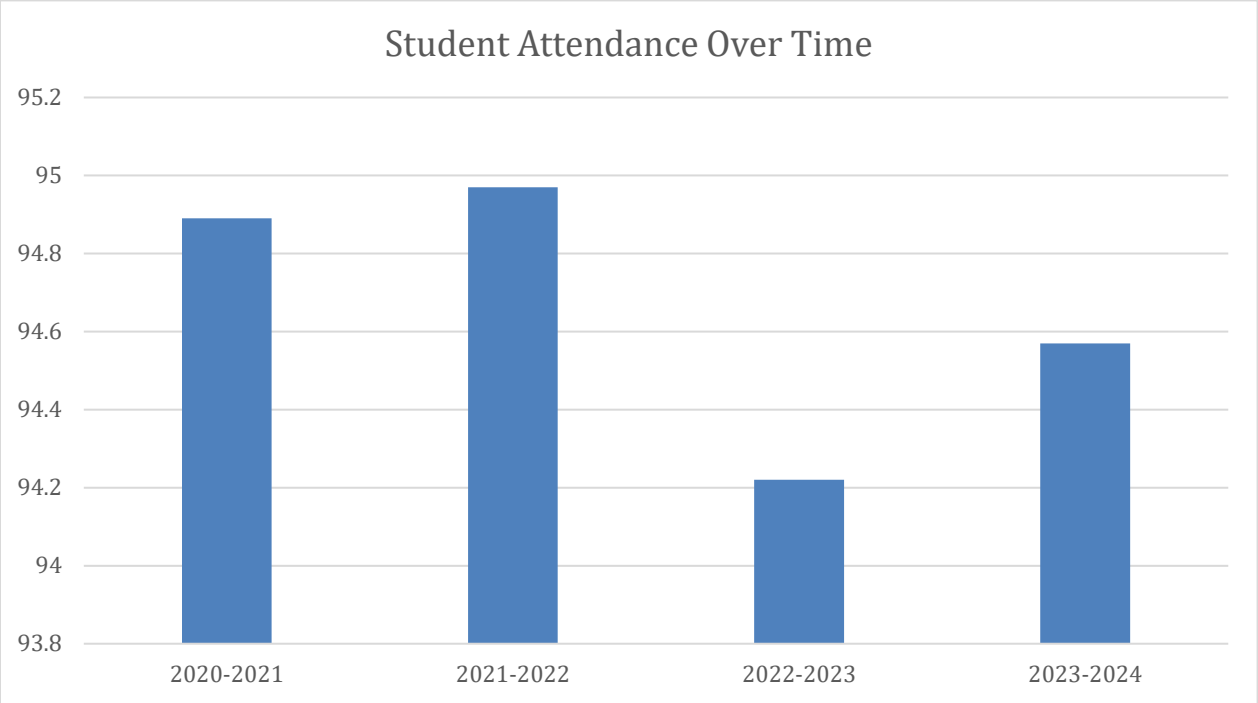
Student Population

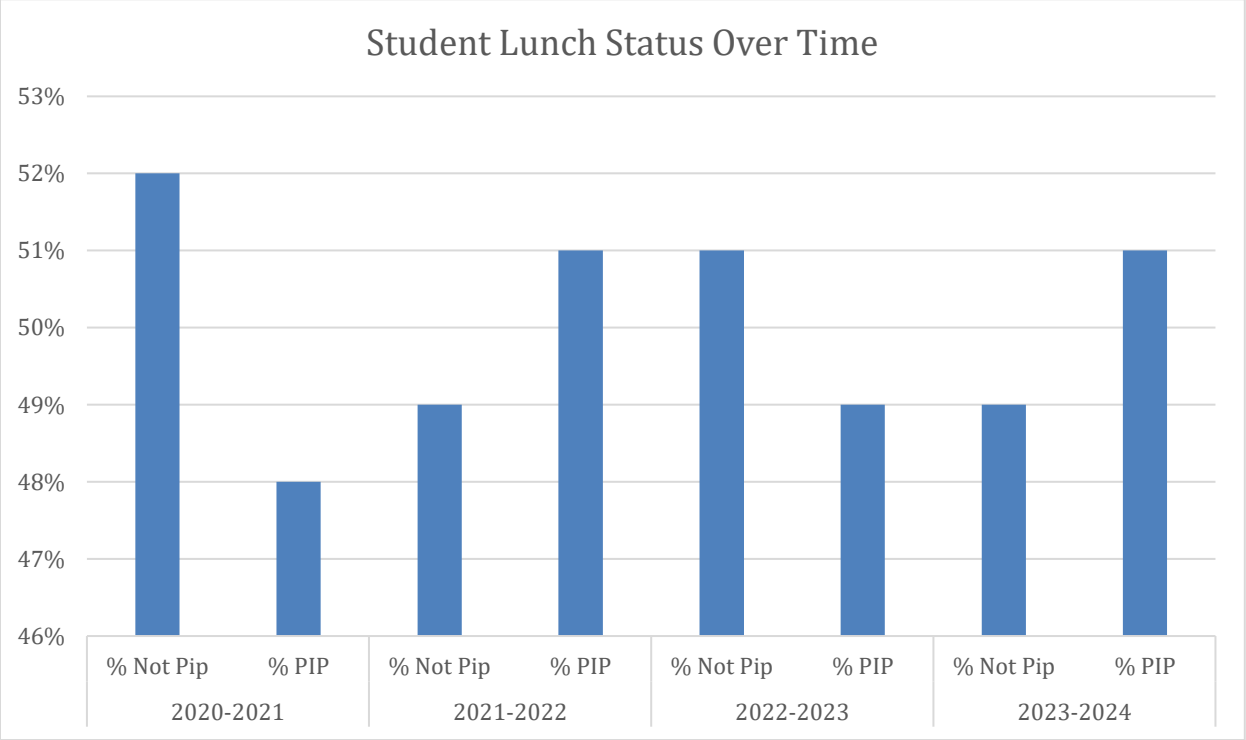


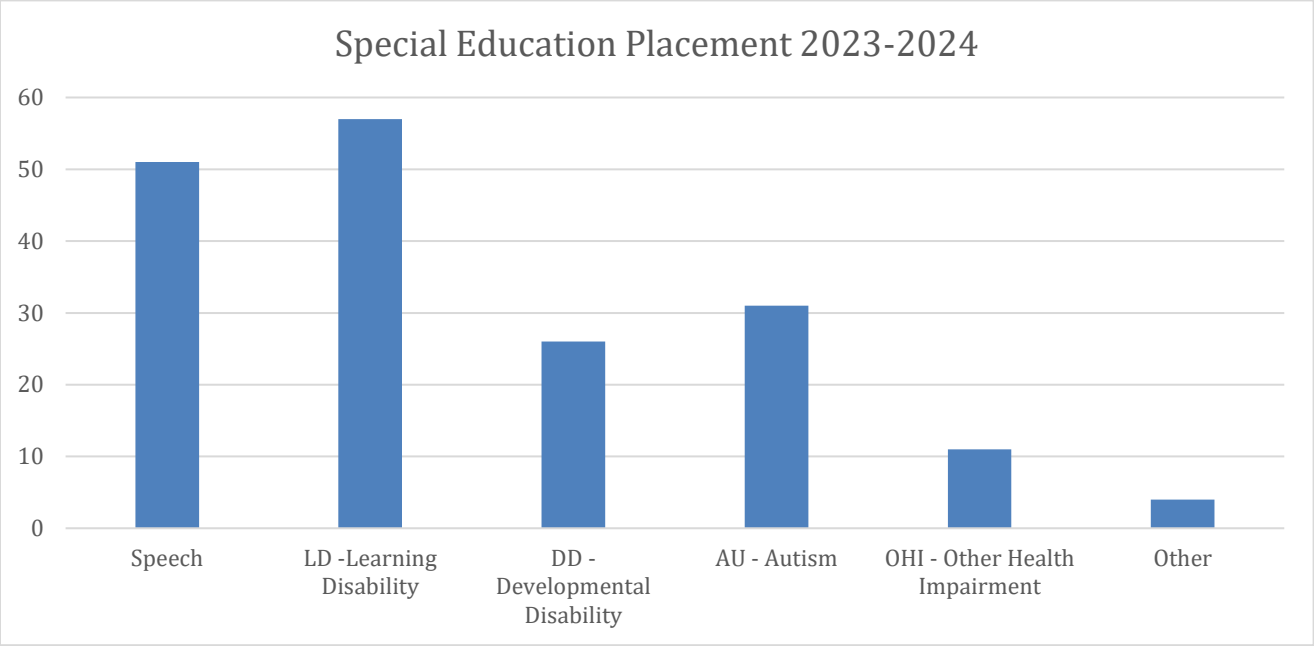


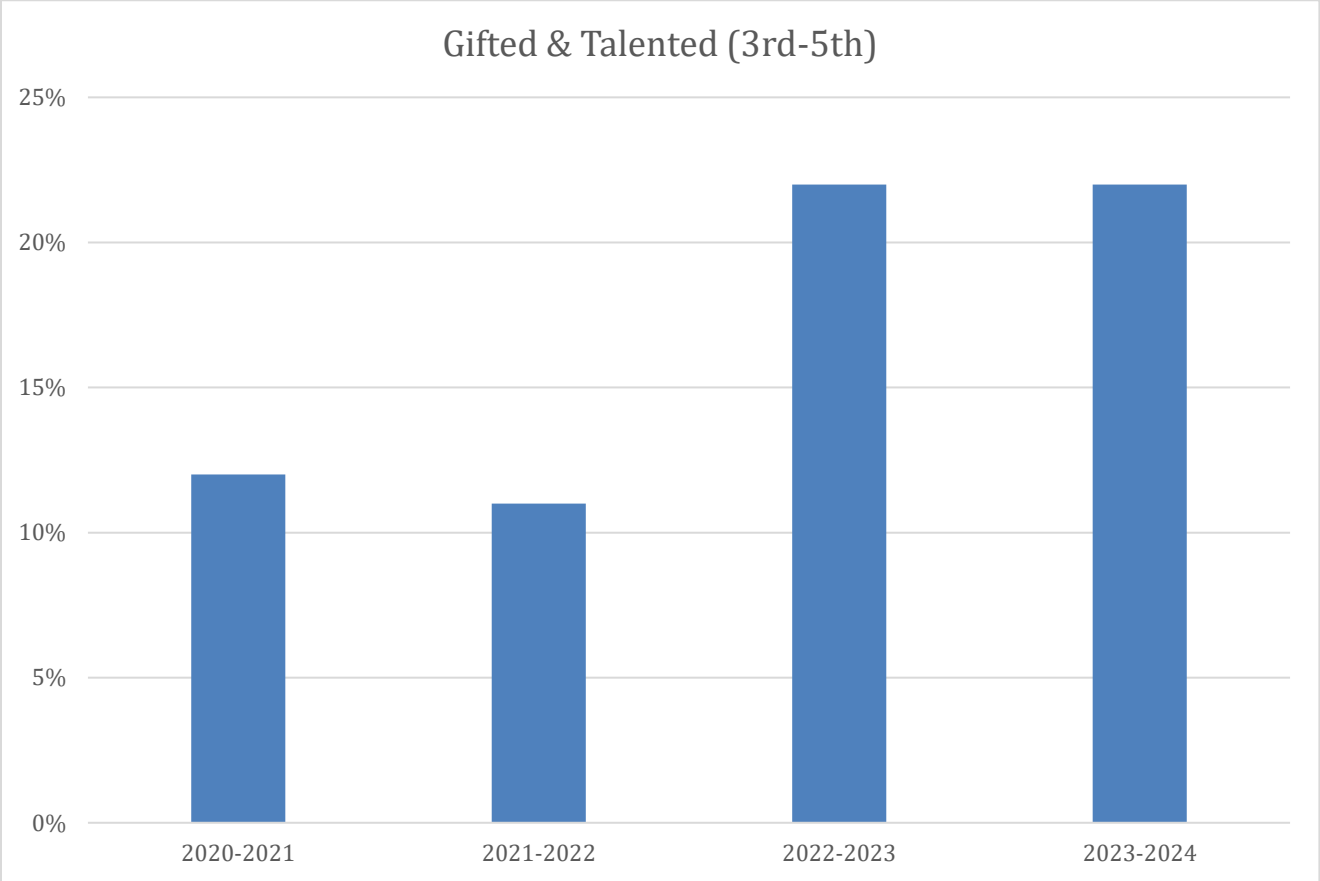

2023 - 2024 ETHNICITY
African American 23%
Other 10.2%
Hispanic 9.4%
Asian 2.2%
White 57.4%


Enrollment by Ethnicity Over Time
80
70
60
50
40
30
20
10
0
African American
White
Hispanic
Other
2020-2021
2021-2022
2022-2023
2023-2024


Student Attendance Over Time
95.2
95
94.8
94.6
94.4
94.2
94
93.8
2020-2021
2021-2022
2022-2023
2023-2024


Student Lunch Status Over Time
53%
52%
51%
50%
49%
48%
47%
46%
% Not Pip
% PIP
2020-2021
2021-2022
2022-2023
2023-2024





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 Fountas and Pinnell 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.

Our mathematics program is academically challenging. It is active, relevant, and integrated with other curriculum areas. The Big Ideas 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. 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 minut 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 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.

The media center promotes technology with the use of Promethean Panels and chromebooks. The media specialist work 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

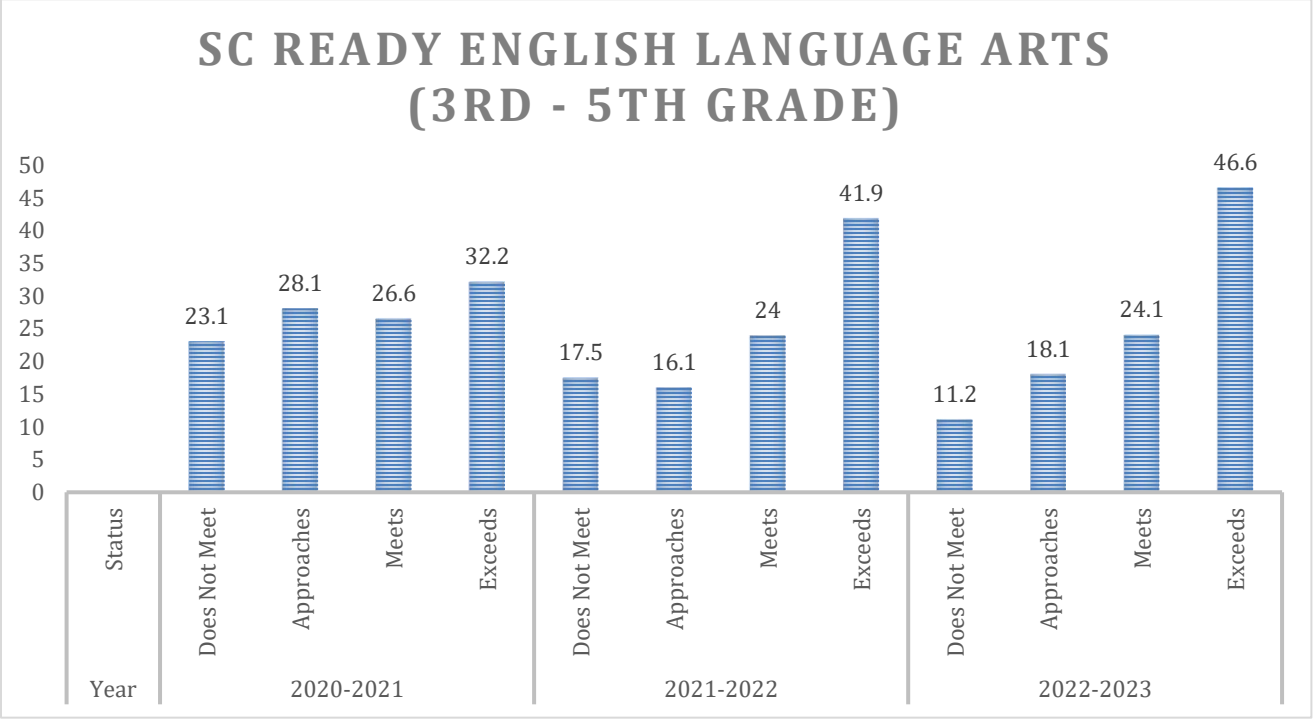
We believe that:

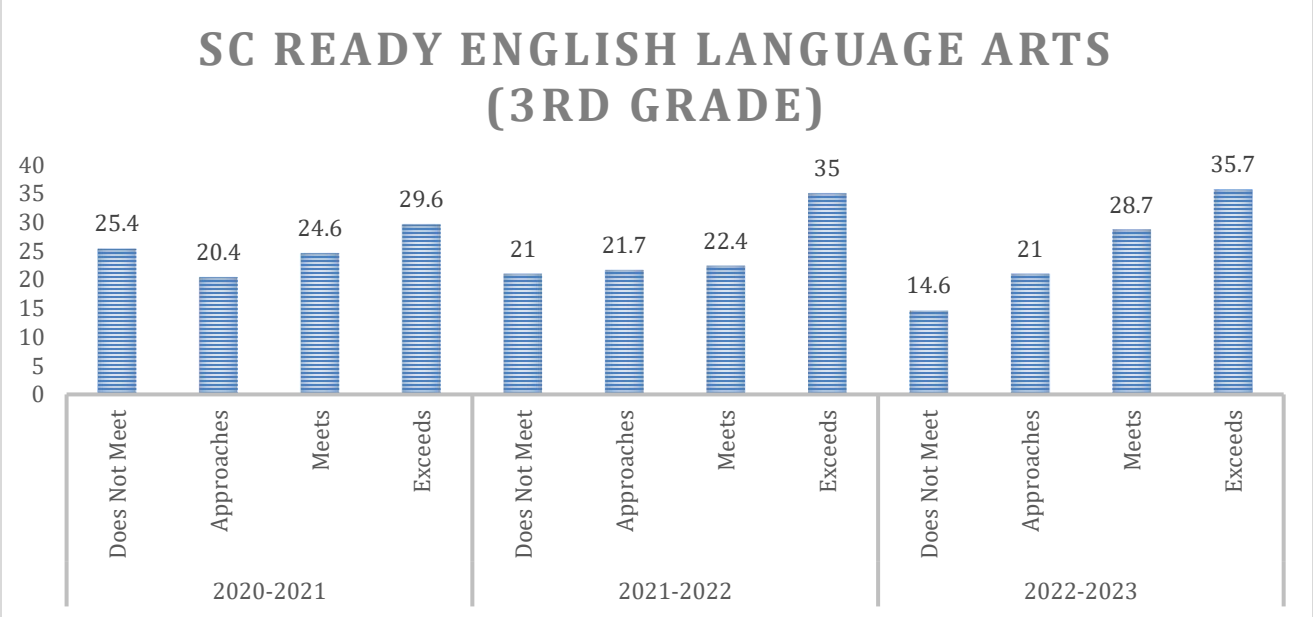
- Students achieve best in a safe and inviting environment where they are engaged in learning.
- Students must have highly competent and caring teachers, principals, and support staff.
- Students must have equitable and high-quality educational opportunities that evolve and change to reflect the world 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.

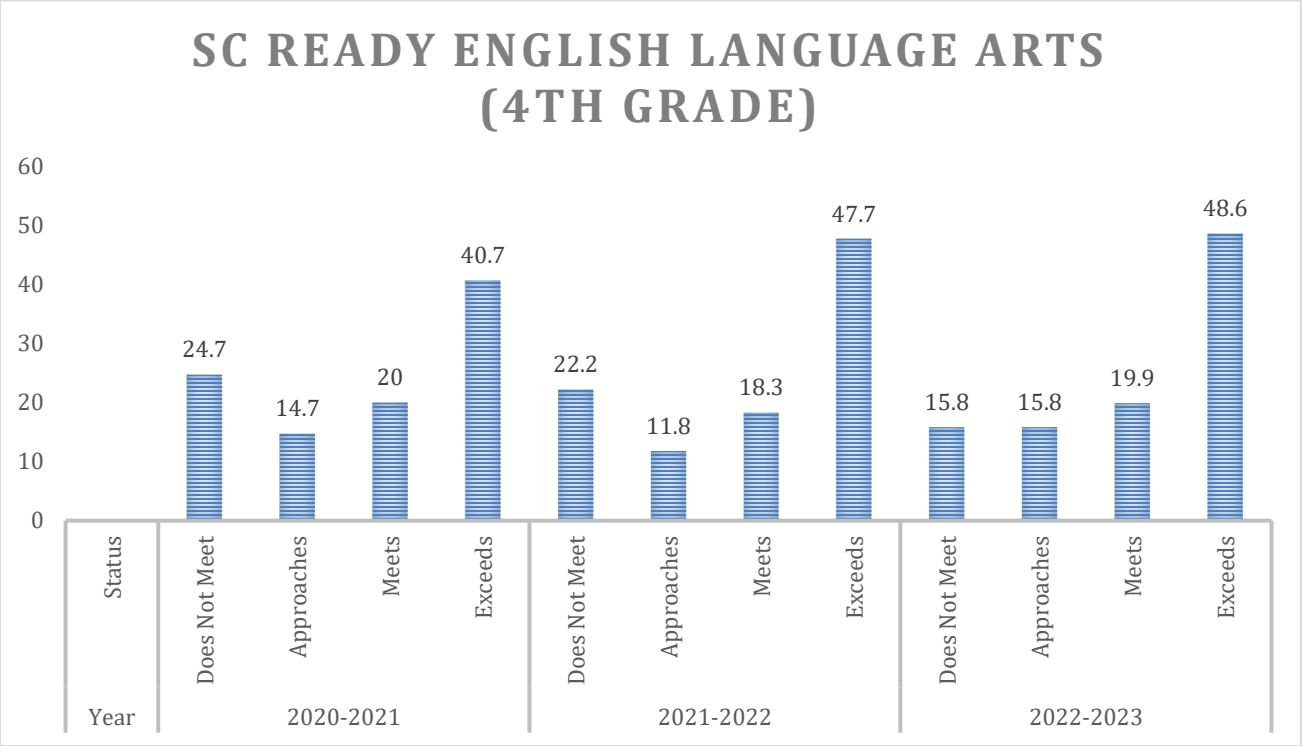
Data Analysis and Needs Assessment

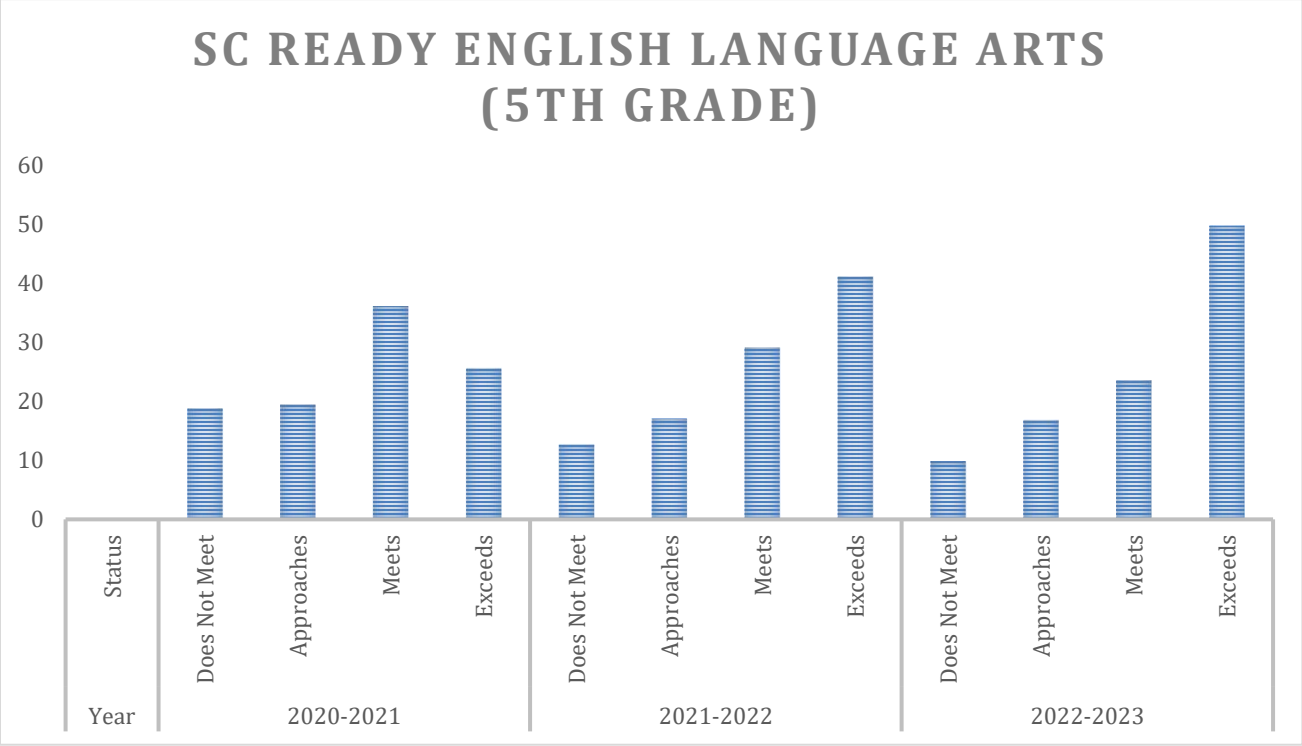
Student Achievement Needs Assessment

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 percentage of students at each level.






SC READY ENGLISH LANGUAGE ARTS (4TH GRADE)
60
50
40
30
20
10
0
24.7
14.7
20
40.7
22.2
11.8
18.3
47.7
15.8
15.8
19.9
48.6
Status
Does Not Meet
Approaches
Meets
Exceeds
Year
2020-2021
2021-2022
2022-2023


SC READY ENGLISH LANGUAGE ARTS (5TH GRADE)
60
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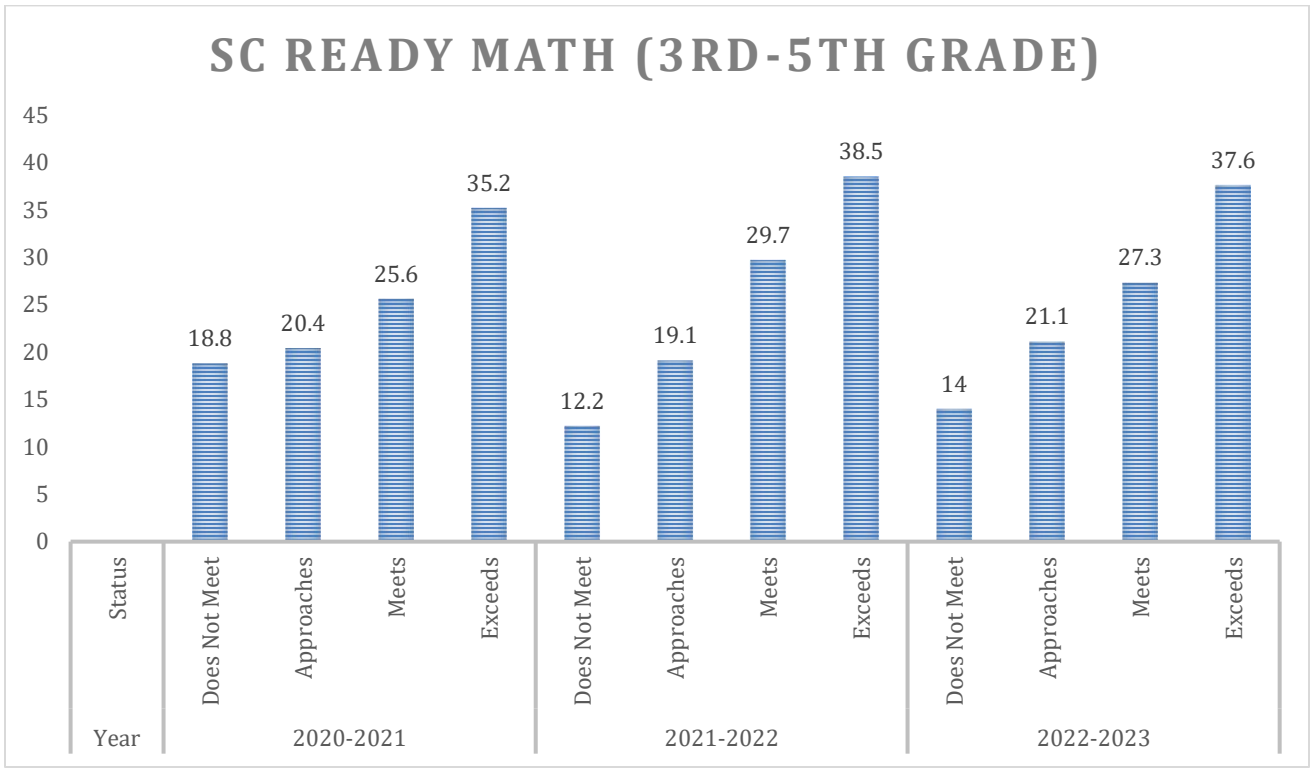
Status
Does Not Meet
Approaches
Meets
Exceeds
Year
2020-2021
2021-2022
2022-2023


SC READY MATH (3RD-5TH GRADE)
45
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35
30
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20
15
10
5
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18.8
20.4
25.6
35.2
12.2
19.1
29.7
38.5
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Status
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Year
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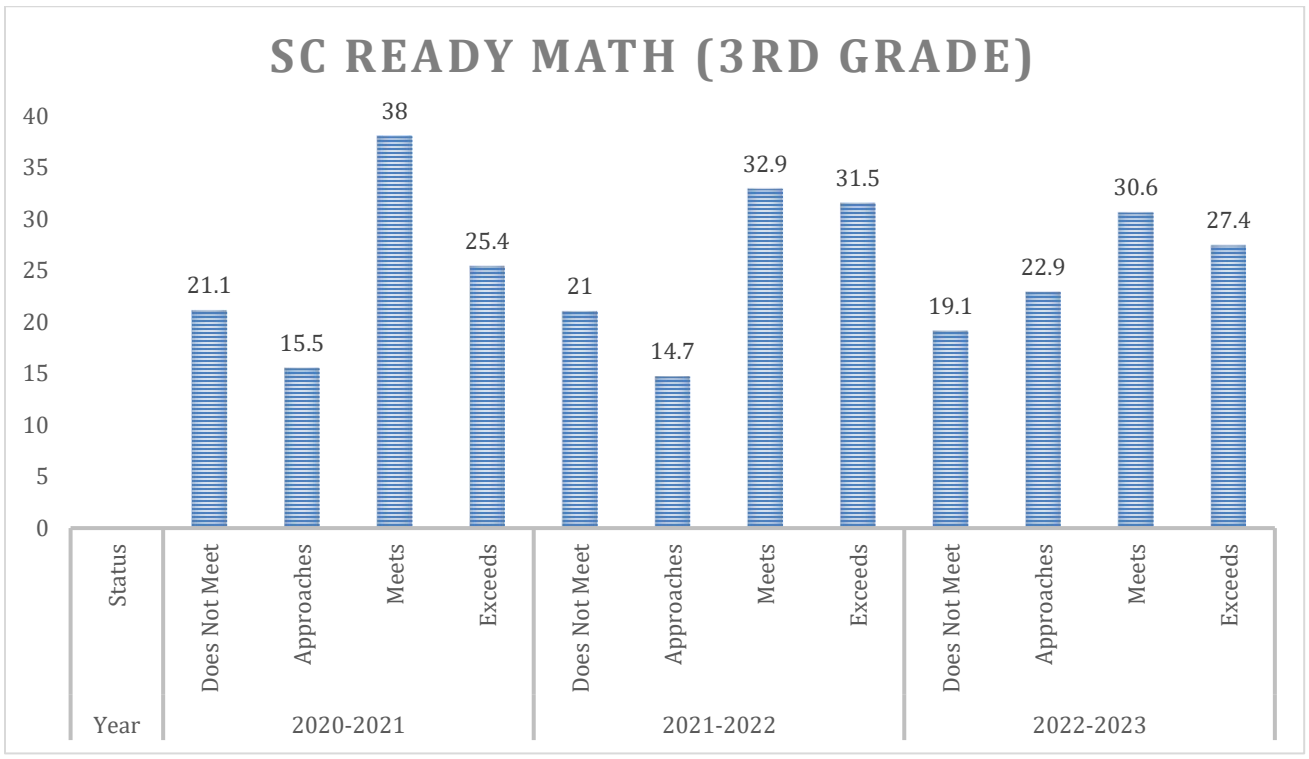
SC READY MATH (3RD GRADE)
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21.1
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38
25.4
21
14.7
32.9
31.5
19.1
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27.4
Status
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Year
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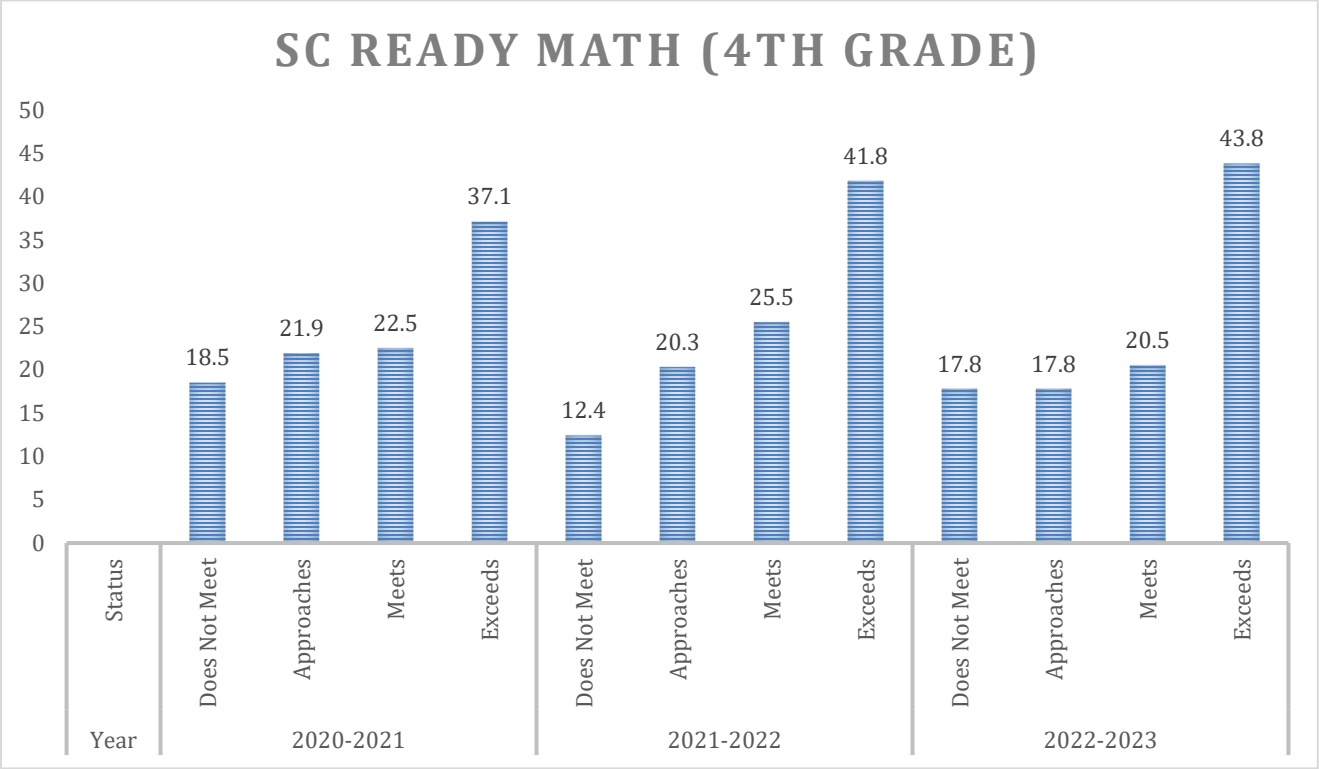
2021-2022
2022-2023


SC READY MATH (4TH GRADE)
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22.5
37.1
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17.8
17.8
20.5
43.8
Status
Does Not Meet
Approaches
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Year
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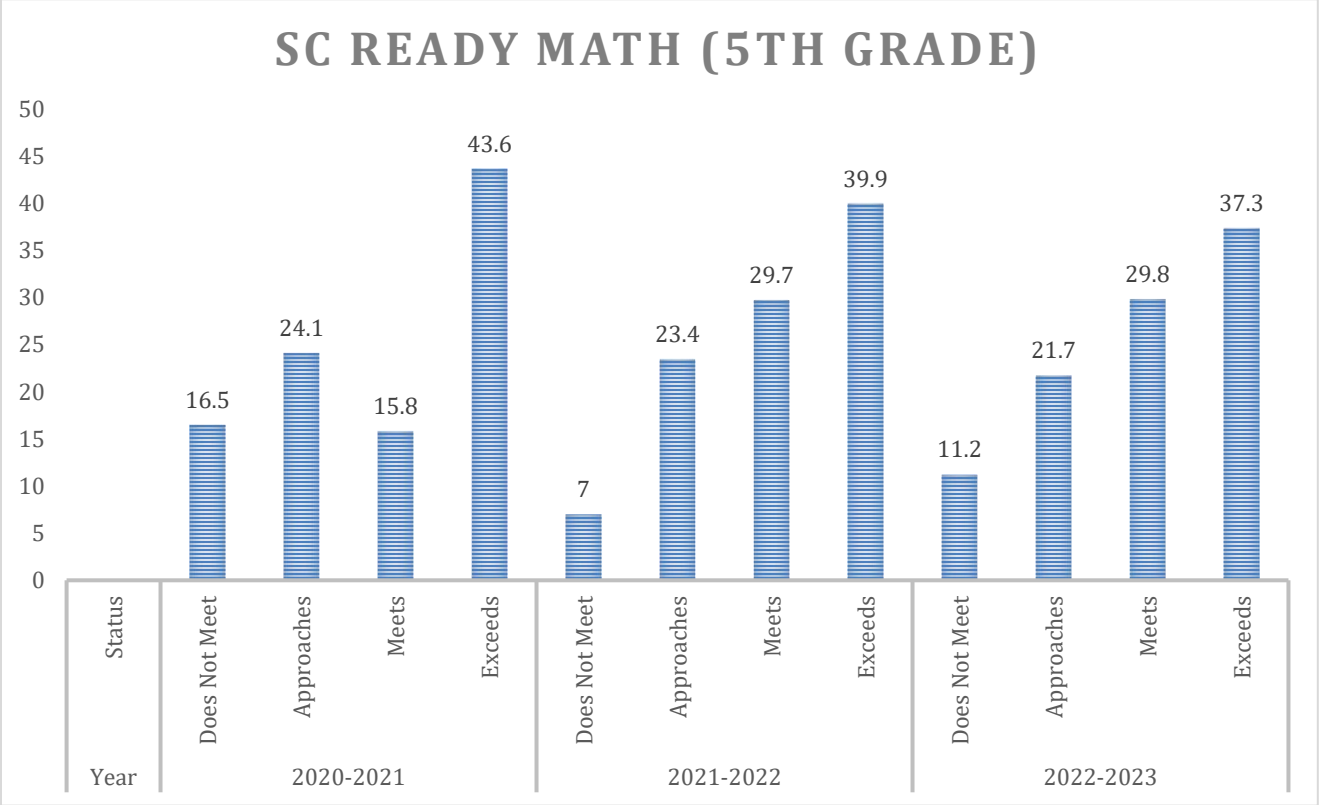
SC READY MATH (5TH GRADE)
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16.5
24.1
15.8
43.6
7
23.4
29.7
39.9
11.2
21.7
29.8
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Status
Does Not Meet
Approaches
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Exceeds
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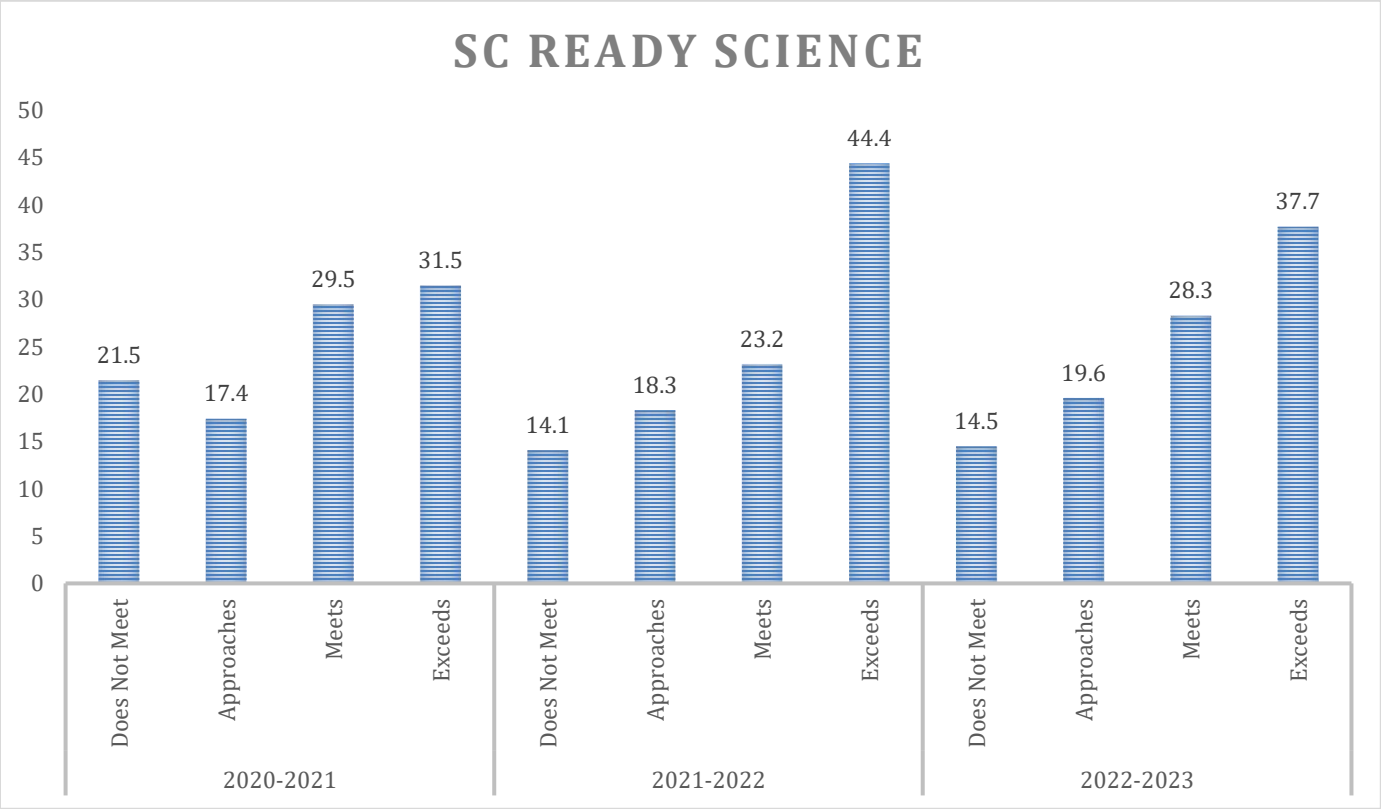
SC READY SCIENCE
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10
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29.5
31.5
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23.2
44.4
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37.7
Does Not Meet
Approaches
Meets
Exceeds
2020-2021
2021-2022
2022-2023

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: 2023-2024 Professional Development Plan

Matt Critell, Principal
Susan Skelton, Assistant Principal
Carol Lynn McCuen, Assistant Principal
Shalonda Blakeney, Instructional Coach
Janet Herrera Gantt, Instructional Coach

	DATE	TIME	TOPIC & INSTRUCTIONAL FOCUS	AUDIENCE	Points/Exchange Hours
JULY	Thursday, 7/14	8:00 - 12:00 a.m.	New Hire Orientation	All New Hires	4
	Thursday, 7/27	8:00 a.m. - 2:00 p.m.	New Teacher Orientation	Induction Teachers ONLY	6 PD Portal Registration
AUGUST	Monday, 8/2	8:30 a.m. - 11:30 a.m.	Entire BES Staff	Full Faculty	3
	August 8, 2023 -First Day of School				
	8/22-9/2	N/A	Independent Reading Support & Mentoring (1st-3rd)	1st-3rd Grade Classroom Teachers	Points received during PLC
	Monday, 8/14	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams, Related Arts, ILT	1 PD Portal Registration
	Monday, 8/21	3:00-4:00 pm	Grade Level PLC	Grade Level Teams, ILT	1 PD Portal Registration
	Wednesday, 8/23	3:00-4:00 p.m.	Faculty Leadership	Faculty Council Members; ILT	1 PD Portal Registration
	Monday, 8/28	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams, Related Arts, ILT	1 PD Portal Registration
SEPTEMBER	**September 5 - No School: LABOR DAY HOLIDAY**				
	Wednesday, 9/6	3:00-4:00 p.m.	Full Faculty Meeting	Full Faculty	1 PD Portal Registration
	Wednesday 9/11	3:00-4:00	Grade Level PLC	Grade Level Teams, ILT	1 PD Portal Registration
	Monday, 9/18	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams, Related Arts, ILT	2 PD Portal Registration
	Monday, 9/25	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams, Related Arts, ILT	2 PD Portal Registration

	Wednesday, 9/27	3:00-4:00 p.m.	Faculty Leadership	Faculty Council Members; ILT	1 PD Portal Registration
	Thursday, 9/28	8:30-11:30	Learning Walks Grades 2-5	Administrative Team, Media Specialist, & Literacy Specialists	Points Received During PLC
OCTOBER	Monday, 10/2	3:00-4:00 p.m.	Grade Level PLC Learning Walks Follow Up	Grade Level Teams, Related Arts, ILT	2 PD Portal Registration
	Tuesday, 10/3	12:00-2:45	MLP Co-Teaching PD at MTA	MLP CoTeachers, ML Teacher, & Instructional Coaches	7 PD Opportunity from MLP department
	Wednesday 10/4	3:00-4:00	Mentor/Mentee Meeting	NEW TEACHERS ONLY	1
	October 12 Teacher Workday				
	October 13 Teacher Workday/Exchange Day 1				
	Wednesday, 10/18	3:00-4:00 p.m.	Faculty Leadership	Faculty Council Members; ILT	1 PD Portal Registration
	Friday, 10/20	7:30-2:30	3rd Grade-Developing Student Talk & Grade Level Planning Day	3rd Grade Teachers	7 PD Portal Registration
	Friday, 10/20	12:00-3:00	MLP Co-Teaching Training	MLP CoTeachers, ML Teacher, & Instructional Coaches	
	Monday, 10/23	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams, Related Arts, ILT	1 PD Portal Registration
	Friday, 10/27	7:30-3:00	Kindergarten Team Planning Day	K5 Teachers, Instructional Coaches	7 PD Portal Registration
NOVEMBER	Tuesday, 11/7	7:30-2:30	2nd Grade Level Planning Day	2nd Grade Teachers & Instructional Coaches	7 PD Portal Registration
	Wednesday, 11/8	3:00-4:00 p.m.	Mentor/Mentee Meeting	Mentors and Mentees	1 PD Portal Registration
	Friday, 11/10	11:30-2:00	3rd Grade Math Observations	3rd Grade Teachers, ILT	Points received during PLC
	Wednesday, 11/15	3:00-4:00 p.m.	Faculty Meeting: AI in the Classroom with Kevin Roper	FULL FACULTY	1 PD Portal Registration
	Monday, 11/20	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams, Related Arts, ILT	1 PD Portal Registration
	November 22-24 - No School: THANKSGIVING BREAK				

	Monday, 11/27	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams, Related Arts, ILT	1 PD Portal Registration
	Wednesday, 11/29	3:00-4:00	Faculty Leadership	Faculty Leadership, ILT	1 PD Portal Registration
DECEMBER	Monday, 12/4	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams, Related Arts, ILT	2 PD Portal Registration
	Wednesday, 12/6	3:00-4;00	Mentor/Mentee	Induction Teachers, BES Mentors, and Instructional Coaches	1 PD Portal Registration
	Monday, 12/11	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams, Related Arts, ILT	2 PD Portal Registration
	December 19-January 2 - No School: WINTER BREAK				
JANUARY	**January 3-No School-Teacher Work Day**				
	Monday, 1/8	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams, Related Arts, ILT	2 PD Portal Registration
	Wednesday, 1/10	3:00-4:00 p.m.	Faculty Meeting	Full Faculty	1 PD Portal Registration
	January 15 - No School: MLK HOLIDAY				
	Thursday, 1/18	7:30-2:30	2nd Grade Level Planning day	2nd Grade Teachers, Instructional Coaches	7 PD Portal Registration
	Wednesday, 1/24	3:00-4:00	Faculty Leadership	Faculty Leadership, ILT	1 PD Portal Registration
	Monday, 1/22	3:00-4:00	Grade Level PLC	Grade Level Teams, Related Arts, ILT	2 PD Portal Registration
	Monday, 1/29	3:00-4:00	Grade Level PLC	Grade Level Teams, Related Arts, ILT	2 PD Portal Registration
FEBRUARY	Monday, 2/5	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams, Related Arts, ILT	2 PD Portal Registration
	Monday, 2/12	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams, Related Arts, ILT	2 PD Portal Registration
	Wednesday, 2/14	3:00-4:00 p.m.	Full Faculty Meeting	Full Faculty	1 PD Portal Registration
	Friday, 2/16	7:30-2:30	Kindergarten Reading Horizons Planning Day	K5 Teachers & Instructional Coaches	7 PD Portal Registration
	February 18-19 Mentor/Mentee GYTO Retreat in Atlanta, GA				

	February 19 - No School: PRESIDENTS' DAY				
	Monday, 2/26	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams, Related Arts, ILT	2 PD Portal Registration
	Wednesday, 2/28	7:30-2:30	1st Grade Level Planning Day & Instructional Rounds	1st Grade Teachers & Instructional Coaches	7 PD Portal Registration
	Wednesday, 2/28	3:00-4:00 p.m.	Faculty Leadership	Faculty Council Members; ILT	1 PD Portal Registration
MARCH	Monday, 3/4	3:00-4:00 p.m.	Grade Level PLC 2nd Grade Student Talk Follow up	Grade Level Teams, Related Arts, ILT	2 PD Portal Registration
	Monday, 3/11	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams, Related Arts, ILT	2 PD Portal Registration
	Wednesday, 3/13	3:00-4:00 p.m.	Full Faculty Meeting	Full Faculty	1 PD Portal Registration
	March 15 - Teacher Work Day Exchange Day 2				
	March 18-22- No School: SPRING BREAK				
	Monday, 3/25	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams, Related Arts, ILT	2 PD Portal Registration
	Wednesday, 3/27	3:00-4:00 p.m.	Faculty Leadership	Faculty Council Members; ILT	1 PD Portal Registration
APRIL	Monday, 4/4	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams, Related Arts, ILT	2 PD Portal Registration
	Wednesday, 4/10	3:00-4:00 p.m.	Full Faculty Meeting	Full Faculty	1 PD Portal Registration
	Monday, 4/15	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams, Related Arts, ILT	1 PD Portal Registration
	April 19 - No School: STUDENT/TEACHER HOLIDAY				
	Monday, 4/22	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams, Related Arts, ILT	1 PD Portal Registration
	Wednesday, 4/24	3:00-4:00 p.m.	Faculty Leadership	Faculty Council Members; ILT	1 PD Portal Registration
MAY	Monday, 5/6	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams, Related Arts, ILT	2 PD Portal Registration
	Wednesday, 5/8	3:00-4:00 p.m.	Full Faculty Meeting	Full Faculty	1 PD Portal Registration

	Monday, 5/13	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams, Related Arts, ILT	2 PD Portal Registration
	Monday, 5/20	3:00-4:00 p.m.	Grade Level PLC	Grade Level Teams, Related Arts, ILT	1 PD Portal Registration
	Wednesday, 5/22	3:00-4:00 p.m.	Faculty Leadership	Faculty Council Members; ILT	1 PD Portal Registration
	May 27- 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 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 2022-2023 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 6,700 volunteer hours.

Attendance/Absenteeism

The daily attendance rate for students at Bethel Elementary for 2022-2023 was 94.22%.

Home/School Communication

83.64% 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 71% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 1% 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	64.9%		Projected (ES)	67%	68%	69%	70%	71%
	64.9%	TBD	Actual (ES)	TBD	TBD	TBD	TBD	TBD
	60%	TBD	Actual (District)	TBD	TBD	TBD	TBD	TBD

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
1. 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
2. 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
3. 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
4. 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
5. 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.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills	2024-2029	• Principal • Assistant Principal • Instructional Coach	$0.00	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
and ensure high expectations for all students.					
2. 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
3. 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
4. Foster a collaborative relationship between schools and parents.	2024-2029	• Principal • Assistant Principal • Instructional Coach	$0.00	NA	C
5. 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: ☑Student Achievement* ☐Teacher / Administrator Quality* ☐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 70.7% in 2022-23 to 77 % 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.

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)	73%	74%	75%	76%	77%
	70.7%	TBD	Actual (ES)	TBD	TBD	TBD	TBD	TBD
	64%	TBD	Actual (District)	TBD	TBD	TBD	TBD	TBD

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students have the skills and supports 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	• Principal • Assistant Principal • Instructional Coach • Literacy Specialist	$0.00	NA	C
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	• Principal • Instructional Coach • Response to Intervention Team • Literacy Specialist	$0.00	NA	C
3. Reduce number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments and classroom observations.	2024 - 2029	• Literacy Specialist • Response to Intervention Team • Classroom Teachers	$0.00	NA	C
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while	2024-2029	• Principal • Literacy Specialist • Response to Intervention Team • Classroom Teachers	$0.00	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
maintaining high achievement expectations for all students.					
5. 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	• 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	• Grade Level Academic Contacts • Instructional Coach	$0.00	NA	C
2. 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	• Principal • Assistant Principal • Instructional Coach • Grade Level PLC's	$0.0	NA	C
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	• Principal • Assistant Principal • Instructional Coach • Literacy Specialist	$0.00	NA	C
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	• Principal • Literacy Specialist • Interventionist • Classroom Teacher	$0.00	NA	C
5. Implement a range of assessment methods that measure student understanding.	2024-2029	• Instructional Coach • Grade Level PLC's • Grade Level Teacher	$0.00	NA	C
6. Ensure vertical articulation of grade level content and practices.	2024-2029	• Principal • Assistant Principal • Instructional Coach • Grade Level PLC's	$0.00	NA	C
7. Support intentional unit and lesson planning to reflect responsive teaching	2024-2029	• District Academics Team • Principal • Instructional Coach	$0.00	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
practices (conferencing, small group instruction, etc.) that meet student needs.		• Grade Level PLC's			
8. 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. a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities. b. Promote school readiness activities with parents and community through GCCS web-based resources. 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% 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.	2024-2025	• Director of Early Intervention and Student Support			Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	• Principal • Assistant Principal • Instructional Coach • Grade Level PLC's	$0.00	NA	C
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	• District Academics Team • Grade Level PLC's	$0.00	NA	C
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	• Grade Level PLC's • Classroom Teachers	$0.00	NA	C
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	• Grade Level PLC's • Classroom Teachers	$0.00	NA	C
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	• Principal • Assistant Principal • Instructional Coach • Literacy Specialist	$0.00	NA	C
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	• District Academics Team • Textbook Caravan Committee Members	$0.00	NA	C
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	• Principal • Instructional Coach	$0.00	NA	C
2. Establish peer support groups, mentors and/or networks for teachers to share	2024-2029	• District Academics • Assistant Superintendents • Principal	$0.00	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
experiences, resources, and strategies for success.		• Instructional Coach			
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	• NA			
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	• Classroom Teacher • Special Education Staff • Literacy Specialist	$0.00	NA	C
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	• Instructional Coach • Principal	$0.0	NA	C

GOAL AREA 2 – Performance Goal 1

Performance Goal Area: ☐Student Achievement* ☑Teacher / Administrator Quality* ☐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
HR			Projected (District)	100%	100%	100%	100%	100%
	100%	TBD	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	TBD	Actual (School)	TBD	TBD	TBD	TBD	TBD

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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
2. 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 and other opportunities for a path to education.	2024-2029	• Principal • Instructional Coach	$0.00	NA	C
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: ☐Student Achievement* ☑Teacher / Administrator Quality* ☐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
HR			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	TBD	Actual (District)					
			Projected (School)	5.5%	5%	4.5%	4%	3.5
	6%	TBD	Actual (School)	TBD	TBD	TBD	TBD	TBD

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Incorporate staff into the decision-making process related to key initiatives tied to work related responsibilities and student achievement.					
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: ☐Student Achievement* ☐Teacher / Administrator Quality* ☑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			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	TBD	Actual (District)					
			Projected (School)	50.3%	48.3%	46.3%	44.3%	42.3%
	52.3%	TBD	Actual (School)	TBD	TBD	TBD	TBD	TBD

**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 *C=Continue, M=Modify, F=Finish*
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.					
1. 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
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing	2024-2029	• Principal • Assistant Principal • Grade Level Teachers • SPED Dept.	$0.00	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
custom, school-based programming to meet this goal.		• Related Arts Dept.			
3. 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
4. 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
5. 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
6. 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.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	• Principal • Guidance Counselor • Grade Level Teachers	$0.00	NA	C
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	• Principal • Assistant Principal	$0.00	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. 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.					
1. 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
2. Increase leadership opportunities within the school during the school day.	2024-2029	• Principal • Guidance Counselor • Club Chairs	$0.00	NA	C
3. 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.					
1. 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
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	• Assistant Principal	$0.00	NA	C
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the	2024-2029	• Discipline Committee	$0.00	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
order and productivity of the learning environment.					
4. 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
5. 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: ☐Student Achievement* ☐Teacher / Administrator Quality* ☑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
Student Services			Projected (District)	22%	20%	18%	16%	14%
	24%	TBD	Actual (District					
			Projected (School)	13.85%	11.85%	9.85%	7.85%	5.85%
	15.85%	TBD	Actual (School					

*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 *C=Continue, M=Modify, F=Finish*
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.					
1. 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
2. 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
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. 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
2. Provide ongoing trainings for Attendance Clerks or Interventionists.	2024-2025	• ETS • Department of Student Services	$0.00	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. 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
2. 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
3. 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: ☐Student Achievement* ☐Teacher / Administrator Quality* ☑School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* *(* required)*

Performance Goal 3: Increase connection between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent/teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by 10-percentage 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
ETS			Projected (District)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (District)					
	83.5%	TBD	Projected (School)	86%	88%	90%	92%	94%
		TBD	Actual (School)	TBD	TBD	TBD	TBD	TBD

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack	2024-2029	• Attendance Clerk • Principal	$0.00	NA	C
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	• Principal • Office Clerk • District Communications Dept.	$0.00	NA	C
3. 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
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.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
1. 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
2. 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
3. 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.					
1. 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
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	•Principal •PTA	$0.00	NA	C
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g.	2024-2029	•Principal •SIC Chair	$0.00	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
socioeconomic, ethnic, and academic) present in the school community.					