Berea Elementary School
Tom Miller
Principal

Greenville County Schools
Dr. Burke Royster
Superintendent

Scope of Action Plan
2013-2014 through 2017-2018

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

Berea Elementary

GREENVILLE COUNTY SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR 2016-2017 *(one year)*

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

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	**SIGNATURE**	**DATE**

SUPERINTENDENT

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Scott Fitzsimmons		
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Thomas Miller		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Erin McCauley		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL'S ADDRESS: 100 Berea Dr

Greenville, SC
SCHOOL'S TELEPHONE: 864-355-1500
PRINCIPAL'S E-MAIL ADDRESS: twmiller@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

POSITION	*NAME*
1. PRINCIPAL	Tom Miller
2. TEACHER	Natalie Phillips
3. PARENT/GUARDIAN	Holli Campbell
4. COMMUNITY MEMBER	Kim Embler
5. SCHOOL IMPROVEMENT COUNCIL	Christi Laws
6. Read to Succeed Reading Coach	Towanda Durant
7. School Read to Succeed Literacy Leadership Team Lead	Erin McCauley

8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)
** Must include the School Read to Succeed Literacy Leadership Team.

POSITION	*NAME*
Read to Succeed Leadership Team	Trevor Barton
Read to Succeed Leadership Team	Brooke Chibarro
Read to Succeed Leadership Team	Carly Gant
Instructional Coach	Natalie Phillips
Guidance Counselor	Mary Katalinic

*REMINDER: **If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.**

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

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

X **Academic Assistance, PreK–3**
The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

X **Academic Assistance, Grades 4–12**
The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

X **Parent Involvement**
The district encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

X **Staff Development**
The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

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

X **Innovation**
The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

X **Collaboration**
The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

X **Developmental Screening**
The district 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.

X   **Half-Day Child Development**
The district provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

X   **Developmentally Appropriate Curriculum for PreK–3**
The district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

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

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

X   **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.

Contents

Introduction

The self-study process involved a representative sample of Berea Elementary administrators, teachers, parents and community members. The data needed for the survey was collected and disaggregated by Mr. Miller, Principal and Mrs. Natalie Phillips, Instructional Coach. After the collection of data, two meetings were held

with grade level representatives to review the data and begin formulating the School Renewal Plan. After completion of the school renewal plan, the document was then presented to the School Improvement Council for review and suggestions. Once revisions were conducted, the plan was offered for review to the faculty. After time for faculty review the plan was submitted to the school district.

The following persons served on School Portfolio Committee:

Member	Responsibility
Tom Miller	Principal
Erin McCauley	Administrative Assistant
Natalie Phillips	Instructional Coach
Donna Smith	Title I Facilitator
Angela Adams	K5 Grade Team Leader
Tinsley Ponder	1st Grade Team Leader
Brooke Chibarro	2nd Grade Team Leader
Sherri Hester	3rd Grade Team Leader
Allison Roberts	4th Grade Team Leader
Ashley Shreckengost	5th Grade Team Leader
Angela Bolds	Related Arts Team Leader
Lynn Vines	Resource/ SPED Team Leader\
Scott Fitzsimmons	SIC Chair
Holli Campbell	SIC Member
Christi Laws	PTA President

Executive Summary

Berea Elementary has seen significant performance increases in the last 3 years. PASS scores are higher in all areas with the exception of science and our accountability grade has risen from an F to a B with over 30 improvement points. We are continuing to addressing student performance through the implantation of a Balanced Literacy Model of instruction for ELA, an increase in the use of technology with the introduction of our iPad personalized learning program, and more rigorous instruction across all academic areas..

At the present all of our teachers and administrators are considered to be high qualified. We have had little turnover in the last three and those positions that have been added have been strenuously screened to make sure that appropriate person is in place.

School climate has been consistently strong for the last three years. There have been no significant issues indicated by parents, teachers, or students. Through the use of our PBIS program, school discipline rates have dropped steeply

School Profile

School Community

Berea Elementary is a 5K through 5th grade public school that has been a part of the community since the early 1900s. It is one of 51 elementary schools in the Greenville County School District. We moved into our current location, 100 Berea Drive, in 1998.

Our facilities consist of 34 instructional classrooms that are networked with computers, projectors, and Promethean. We also have an art room, music room, gymnasium, library, science lab, two Compass computer labs and cafeteria. In 2012, we embarked on an iPad 1:1 program that allows for all of our student to have a personal device to use in school

Upon entering school grounds you will see a pleasant and clean facility complete with student work, murals of the history of Berea Elementary, and flags representing our students' nationalities.

Our school, along with the surrounding community, has experienced another change as well; a change in ethnic make-up that has created the culturally rich and diverse area that surrounds us.

Our Title I Plan provides various resources and supplemental activities for staff, students, and families. Included in those funded activities are student after- school programs, parent resource materials and education sessions, staff workshops for development, technology, classroom supplies, and reduced classroom size. The school community here at Berea Elementary is proud to be a fully-funded Title I school, and feels fortunate to receive the additional support and assistance for all of the students and families we serve.

Our Leadership Team
Our principal is Tom Miller. This is Mr. Miller's 6th year as principal of Berea Elementary. Mr. Miller has 16years of experience in education having served as a classroom teacher, assistant principal, and principal. He holds a Bachelor of Science degree in Elementary Education, a Master of School Administration degree, and an Education Specialist degree in Educational Leadership. Mr. Miller is a member of the South Carolina Association of School Administrators and the Association of Supervision and Curriculum Development.

Mr. Miller believes that the students of Berea Elementary will be able to succeed based on how well he is able to create, sustain, and motivate teachers throughout their career.

This entails:
- providing a collaborative work culture,
- setting standards for continuous improvement,
- developing an environment of collegiality, and community
- supporting teachers through the processes of planning, reflection, and research.

In the next five years, Mr. Miller will continue to strive to meet the needs of the students and teachers by working collaboratively with the representative groups to maintain a positive school climate. In addition, he will encourage teachers to participate in grant writing projects and state-wide achievement awards, such as Palmetto's Finest and Red Carpet Award, and support their own professional and educational goals. Mr. Miller recognizes that parental and community support is critical to the success of our students and school community. Involvement by both parties is a priority -parents and community members are always welcomed at our school.

Erin McCauley serves as our Administrative Assistant. She has taught with Greenville County for 13 years prior to taking the Administrative Assistant position. Mrs. McCauley has a Bachelor of Science degree in Elementary Education from St. John Fisher College and a Masters in Administration from Southern Wesleyan University.

At Berea Elementary you will also find an instructional coach, Mrs. Natalie Phillips. Mrs. Phillips is in her2nd year as instructional coach at Berea. She has previously taught 3rd and 5th grade. She assists teachers with curriculum needs, plans and leads professional development for the instructional faculty, and encourages and models exemplary teaching. Informal observations are done by the instructional coach to give feedback to the teachers that note positive teaching within their classrooms, as well as gives feedback on things that need improvement.

Berea Elementary also has a Title 1 Facilitator. The role of Mrs. Donna Smith is to provide instructional resources and professional development through Title I funds for teachers. She also provides learning opportunities to parents to bridge the gap between school and home relations.

School Personnel

Berea Elementry currently has over 40 certified staff members divided into the following categories:
- 24 classroom teachers
- 1 instructional coach
- 1.5 speech therapists
- 5.0 special education teachers
- 1.0 guidance counselor
- 0.3challenge teacher
- 1,6 ESOL teacher
- 1 media specialist
- 3 related arts teachers
- 1 RTI teacher
- 1 Interventionist
- 1 Literacy Specialist
- 6 Classroom Assistants

From leadership to staff, the faculty members of Berea Elementary offer a wide range of experiences, both in service and years. The majority of our teaching staff have an educational level of BA+18 and higher, and all are considered highly qualified.

Years of Experience for Teachers

Grade Level	0	1-3	4-5	6-8	9-10	11-15	16-20	21-25	26+
K							2	1	
1		1	1				1		1
2		3	1						1
3		1					1	1	2
4	1		1	1		1			
5	1					1	1	1	
Special Education					1		1		3
Related Arts						1			2
Other Pull-Outs					1	1	1		
Instructional Coaches						1			
Title 1 Facilitator								1	
Principal							1		
Administrative Assistant						1			

Highest Degree Earned

BA	BA +18	MA	MA+30	NBCT
13	4	14	7	1

Additional personnel include the school secretary, clerk, paraprofessionals, custodians, school nurse, and food services. Other support personnel available to assist in meeting the needs of Berea Elementary students include a district psychologist, a Title I Nurse and Social Worker, instructional technology technicians, maintenance personnel, and bus drivers.

Student Population
The student population is composed of approximately 460 students of various backgrounds, needs, and ability levels. Over the past decade, Berea Elementary School's student population has changed dramatically by family structure and culture. We have become very diverse culturally over that time with a dramatic increase in the number of Hispanic students.

Current Enrollment

- Multi - Racial, 6.28%
- African American, 21.21%
- Alaskan Native, 0.22%
- Asian, 1.30%
- Caucasian, 27.49%
- Hispanic, 43.51%
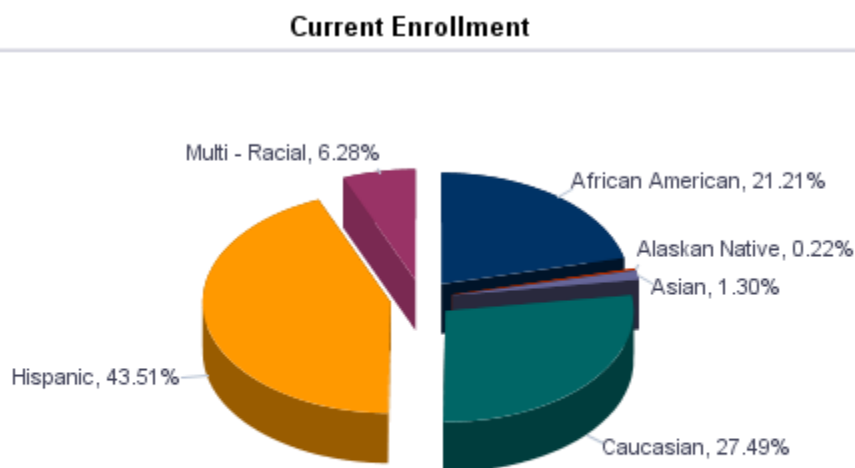
Special Education
As well as our ethnic diversities, the academic needs of our students greatly vary. Our school currently houses both a primary TMD classroom as well as an intermediate level TMD classroom. In addition, we also house an ID classroom that serves students in grades 2-5. We also have two resource teachers and one and a half speech teachers. Our special education students make up 22 % of our school population.

Current Enrollment
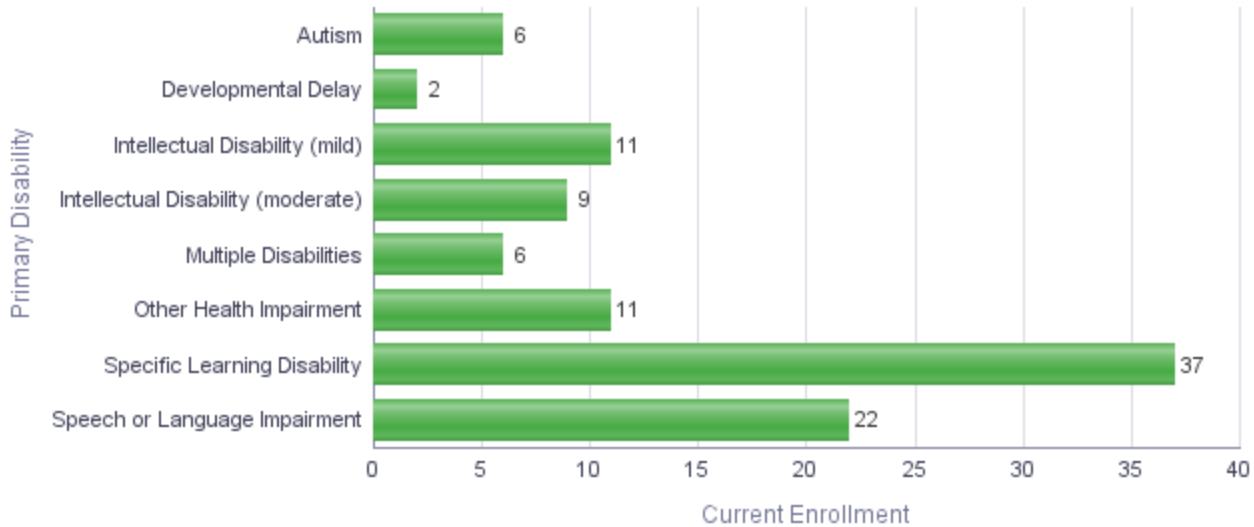
Student Enrollment

Berea Elementary School follows the South Carolina attendance law. Parents receive the state regulations regarding school attendance at the beginning of the school year. Students who exceed the policy are considered truant. The student attendance rate at Berea Elementary School has consistently been in the 96% range for the last several years. We have seen some changes in enrollment over the last 5 years from a low to 386 to a high of 486.
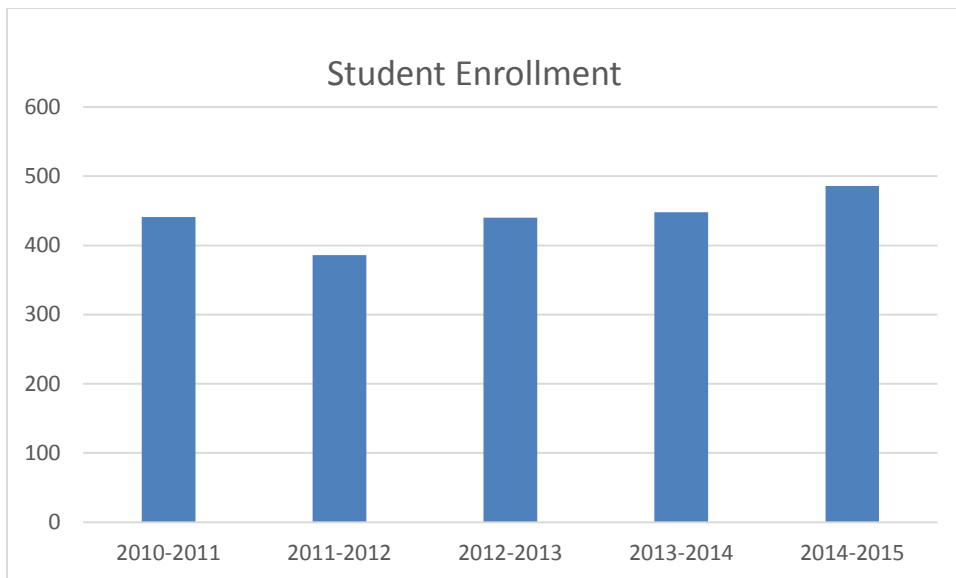
Free and Reduced Lunch

Beginning with 2015-2016 school year, all students at Berea Elementary qualify for free lunch through a community assistance grant. Prior to this year, Berea Elementary has consistently been at 90% or higher in the percentage of students who qualify for free and reduced lunch.
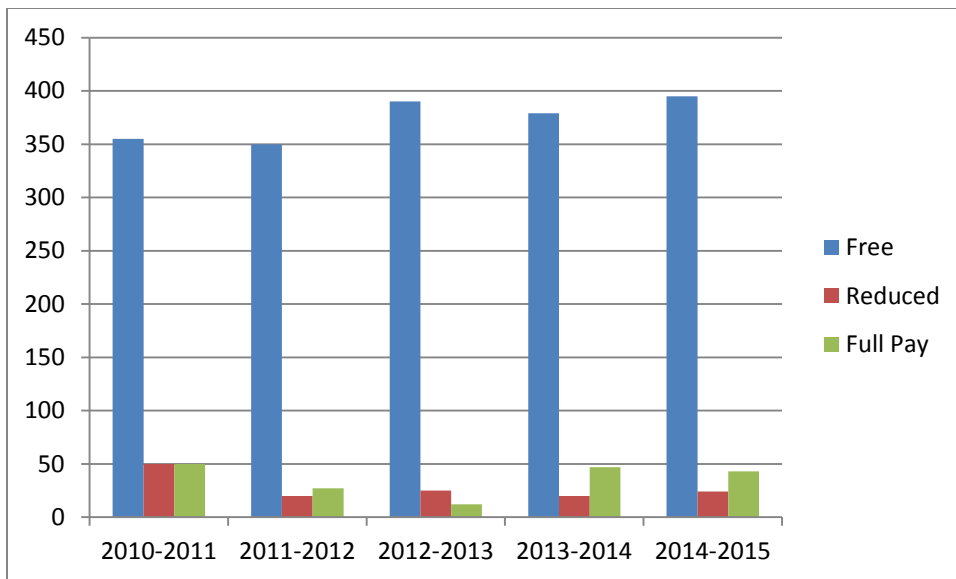
In order to assure the academic, social, and emotion health of our students, the following programs are utilized at Berea Elementary:
- Positive Behavior Intervention and Supports
- 1:1 iPad Program
- Balanced Literacy Model for Reading Instruction
- After-School Tutoring
- Homework Club
- Compass Lab
- Response to Intervention

Belief, Vision, Mission

In the year 2002, Berea Elementary began our process for developing our shared beliefs, vision, and mission that would represent our school and shape our goals for the future. At that time, we used an external facilitator to guide our faculty in the consensus-building process. The following year, through planning for the Title I Targeted Assistance Plan, Berea Elementary held meetings with the staff and community to discuss strategic planning to increase student learning. Representing the community were parents, teachers, administrators, other school staff, a Resource Officer, a local university professor, district representatives, and business leaders. To this date, we still meet regularly to make decisions that concern the future of our school and students.

In the past, we have been pleased with the increased involvement of our school community concerning the discussions and goals for the future. However, as we continually reviewed and updated the Strategic Plan, we realized that our beliefs and mission were no longer representative of our daily routines. Consequently, we reached consensus of what our true beliefs are that support our school mission and vision.

At Berea Elementary *we believe*:
- Children learn best when family is involved.
- Curriculum instruction is standard-driven to meet the academic needs of all students.
- Students should be expected to achieve to the best of their ability.
- We can make a positive difference for every child
- We can provide a positive and safe environment for students and teachers.
- We should embrace all cultures.

The *mission* of Berea Elementary School is to provide all students with the skills necessary to continue life-long learning, while promoting family support.

Both our beliefs and mission support the school *vision*, which is, "Making a difference for every child."

Data and Needs Assessment

The ACT Aspire assessment was given to students in grades 3-8 in Spring 2015. Students were assessed in the subject areas of Reading, English, Mathematics and Writing

ENGLISH

	Exceeding	Ready	Close	In Need of Support	% Exceeding and Ready
Berea Elementary	36	59	80	24	47.7%
Greenville County Schools	13,427	10,181	6,761	2,068	72.8%
Elem Schools with Students Like Ours	46	71	71	18	57.6%
Statewide	112,368	105,684	78,337	24,733	67.9%
School: Grade 3	14	17	29	9	44.9%
School: Grade 4	15	22	26	8	52.1%
School: Grade 5	7	20	25	7	45.8%

READING

	Exceeding	Ready	Close	In Need of Support	% Exceeding and Ready
Berea Elementary	8	28	55	108	18.1%
Greenville County Schools	5,284	8,488	8,413	9,161	44.0%
Elem Schools with Students Like Ours	14	31	57	106	21.6%
Statewide	41,271	75,070	87,991	108,107	37.2%
School: Grade 3		9	9	47	18.8%
School: Grade 4		12	23	33	21.1%
School: Grade 5		7	23	28	13.6%

MATHEMATICS

	Exceeding	Ready	Close	In Need of Support	% Exceeding and Ready
Berea Elementary	30	69	77	23	49.8%
Greenville County Schools	7,738	9,805	10,387	4,545	54.0%
Elem Schools with Students Like Ours	21	62	97	27	40.7%
Statewide	59,092	90,980	114,023	57,428	46.7%
School: Grade 3	14	24	24	7	55.1%
School: Grade 4	13	23	30	5	50.7%
School: Grade 5		22	23	11	42.4%

WRITING

	Exceeding	Ready	Close	In Need of Support	% Exceeding and Ready
Berea Elementary		24	106	48	14.4%
Greenville County Schools	715	8,006	16,604	5,193	28.5%
Elem Schools with Students Like Ours		26	117	55	14.1%
Statewide	5,426	68,628	165,272	64,594	24.4%
School: Grade 3		6	36	15	12.0%
School: Grade 4		11	43	10	18.4%
School: Grade 5		7	27	23	12.3%

ACT Readiness Levels

Results for groups with 4 or fewer students are not shown

Exceeding	Ready	Close	In Need of Support
	1872	342	256

76%
% Exceeding and Ready

Student Counts

Due to the fact that the ACT Apsire was only given for one year, it is difficult to make any judgements based on the data. It will not be given in future years.

The SC Palmetto Assessment of State Standards (SCPASS) was given to students in grades 4 - 8 in Spring 2015. Students were assessed in the subject areas of Science and Social Studies.

Science

| | Our School | Elementary Schools with Students Like Ours | Elementary Schools Statewide |

Exemplary demonstrated exemplary performance in meeting the grade level standard: 8.4%, 8.9%, 22.7%

Met met the grade level standard: 45.8%, 48.1%, 44.9%

Not Met did not meet the grade level standard: 45.8%, 43.4%, 32.3%

Social Studies

Exemplary demonstrated exemplary performance in meeting the grade level standard: 27.5%, 21.7%, 36.7%

Met met the grade level standard: 45.0%, 49.1%, 39.2%

Not Met did not meet the grade level standard: 27.5%, 29.5%, 24.0%

Science SCPASS	
Our School: Percent Met and Above for each grade level	
4th grade	5th grade
56.9	50.8

Social Studies SCPASS	
Our School: Percent Met and Above for each grade level	
4th grade	5th grade
84.7	57.6

Note: Results include SC-Alt assessment results.

"Exemplary": student demonstrated exemplary performance in meeting the grade level standard.

"Met": student met the grade level standard.

"Not Met": student did not meet the grade level standard.

Social studies scores have outpaced science scores for the last several years. In addition we have seen decline in student performance from 4th to 5th grade. We have taken steps to enhance science instruction through the use of virtual labs and more and hands on experiences for students and we have added additional time in those subject areas in the 5th grade. Personnel has been adjusted as well in the 5th grade.

ITBS

All 2nd graders are administered the Iowa Test of Basic Skills. Berea Elementary's percentile score for reading was 42 and Mathematics was 45.

SCHOOL SUMMARY
Iowa Assessments™
South Carolina Grade 2 Gifted and Talented Testing Program

School: Berea Elem
District: GREENVILLE COUNTY

Form-Level: 7-7
Test Date: 11/2015
Norms: 09/23 2011
Grade: 2   Page: 1

	English Language Arts							Mathematics			CORE COM-POSITE	Social Studies	Science	COM-PLETE COM-POSITE
---	Reading	Language	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Mathe-matics	Compu-tation*	MATH TOTAL				
Berea Elem 2301036 Level: 7														
Iowa Assessments/CogAT														
Number of Students Included	66		8			2		66		66				
Average Standard Score (SS)	152.2		114.8			116.0		153.6		153.6				
Average Predicted Standard Score (PSS)	153.5		145.0			144.0		150.4		150.4				
Difference (SS-PSS)	-1.3		-30.2			-28.0		3.2		3.2				
National Percentile Rank of Average SS	42		1			1		46		46				
National Percentile Rank of Average PSS	46		29			23		37		37				
Difference (NPR-PNPR)	-4		-28			-22		9		9				
Iowa Assessments														
Number of Students Tested = 80														
Number of Students Included	67		8			2		67		67				
Average Standard Score (SS)	151.9		114.8			116.0		153.4		153.4				
National Percentile Rank of Average SS	41		1			1		45		45				
Percent of Students in NPR Range 75-99	13							18		18				
50-74	21							21		21				
25-49	28							40		40				
1-24	37		100			100		21		21				
National Stanine of Average SS	5		1			1		5		5				

Percent Satisfied with Learning Environment

The graph below shows the percent satisfied with the learning environment at our school from the 2011 school year to the 2015 school year. For the last 4 years we have seen consistently strong scores in this area; in most cases 90% or higher with the exception of last year's parent satisfaction.

Learning Environment bar chart showing Teachers, Students, Parents satisfaction percentages from 2011 to 2015.
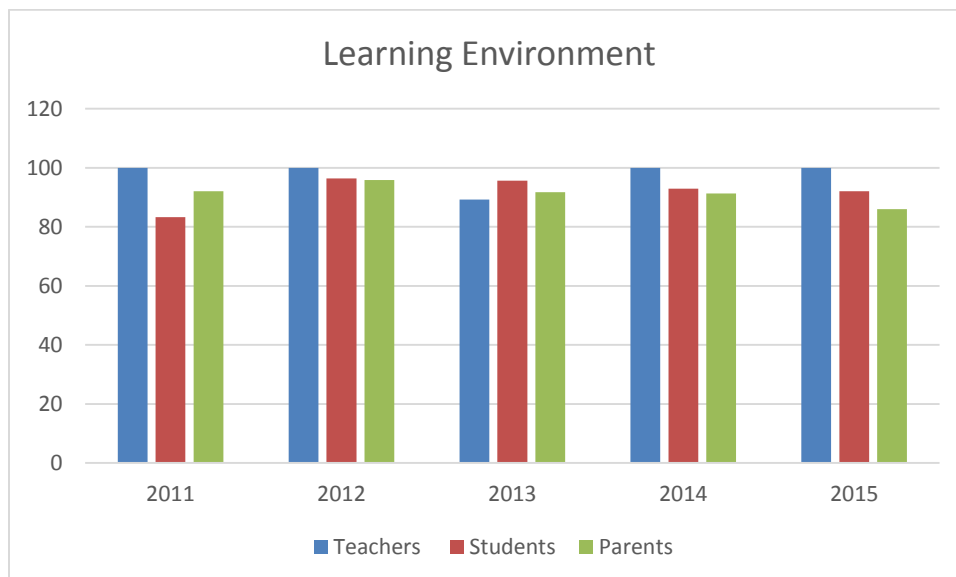
Percent Satisfied with the Physical and Social Environment

The percent of parents, teachers, and students satisfied with the social and physical environment of the school is shown on the chart below. We did notice a slight decline in the student and parent categories.

Physical Environment
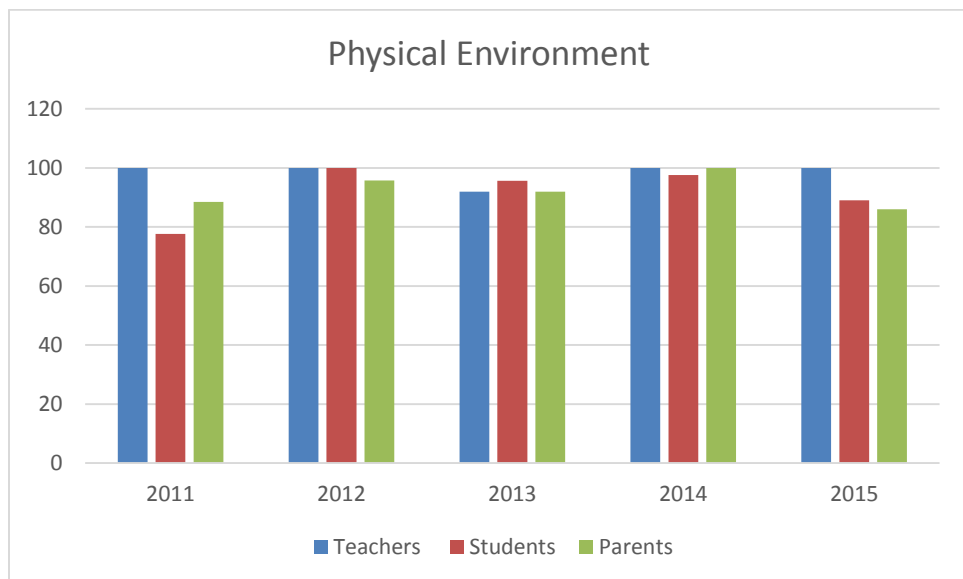
Percent Satisfied with the School to Home Relations

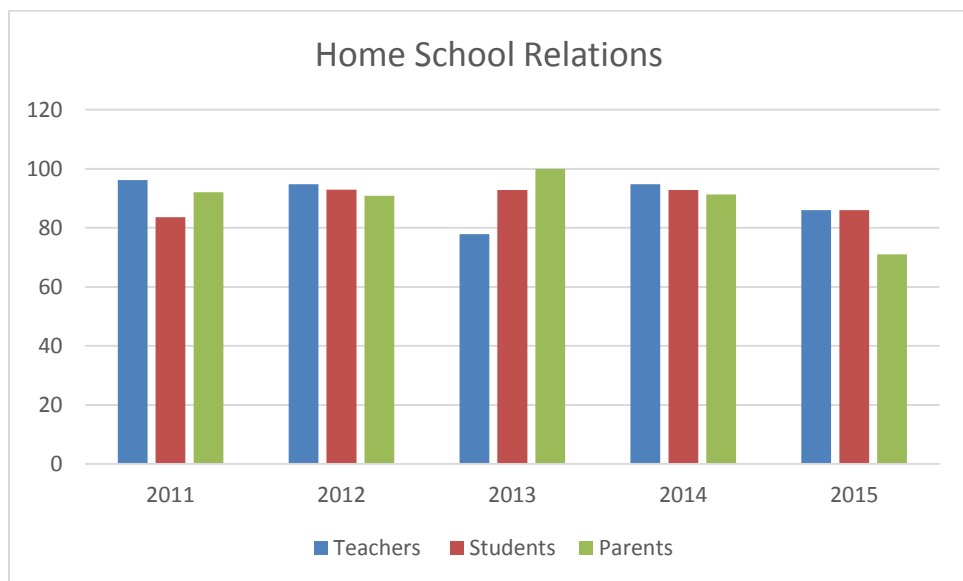In the last category of questioning, teachers, students, and parents were asked to rate their satisfaction with relations between home and school. This was the biggest area of decline from previous years.

Home School Relations

School-wide comments and suggestions for improvement are taken seriously at our school. Some specific requests that have been addressed resulting from these survey methods include: the addition of materials in the Parent Resource Center, the establishment of new arrival and dismissal procedures, scheduling of more frequent awards/ recognition ceremonies for students, and the creation of a school-wide day for sending home student folders/ information.

These insights have allowed our administration and faculty to plan effectively to better meet the needs of our students and parents. Even though these surveys do not reflect great improvement in satisfaction, the progress our school has made by making conscious efforts to accommodate the requests and needs of families, through formal and informal

measures, has contributed greatly to our success and improvement this present school year. So far this year, we have seen a substantial increase in both teacher morale and parental involvement compared to recent years.

Summary

In conclusion, Berea Elementary is well-equipped to analyze the data and information that are collected from various areas of the school. We have utilized test data, surveys, trends, and perceptions to identify the needs, strengths, and short-comings of our organization and its effectiveness to meet the needs of our students and community. We anticipate grand results in the future with the additions of research-based teaching techniques that will enhance our reading and math programs in the classroom, as well as strides in the involvement of our parents and partners through the specific goals and guidelines we have set to comply with Title I and NCLB.

This document has given us the opportunity to examine root causes necessary for implementing strategies to bring about change. With shared responsibility and strong leadership, our school has the resources to address the three main areas we see affecting the progress of our student's academic success: lack of test score advancement, school to home barriers, and discipline/ behavior interferences, which makes planning our next steps fairly simple.

Berea Elementary School
Transforming the Future Today
Professional Development 2015-2016

Focus: Student Centered
ELA – Writers Workshop
1. Encourages independence
2. Give the writer a high degree of choice within a framework
3. Has procedures that are consistent for both materials and movement
4. Structures the environment to encourage writers to take risks and learn their craft
5. Provides a scaffolding support system to all writers
6. Gives students frequent response to their writing
7. Has a regular and predictable time to write and amount of time
8. Gives students direct instruction in writing by different methods; whole class, small group, individual
9. Uses literature to teach students the craft of writing

Guided Math
1. An organized classroom environment supports the learning process.
2. Modeling and think-alouds, combined with ample opportunities for guided and independent problem solving and purposeful conversation, create a learning environment in which students mathematical understanding grows.
3. Ultimately, children are responsible for their learning.
4. All children can learn mathematics.
5. A numeracy-rich environment promotes mathematical learning by students.
6. Learning at its best is a social process.
7. Learning mathematics is a constructed process.

Technology
1. Promote technology integration throughout the curriculum to improve rigor, creativity and enhance instruction, engagement and achievement
2. Continue implementation of 1 to 1 iPad Initiative for teachers and students by creating and designing technology-enriched learning environments to support student engagement, instruction, and achievement.
3. Provide support, professional development and planning for teachers to effectively integrate technology into classroom instruction.

Berea Elementary School Professional Calendar 2015-2016

- *Kevin Roper, Instructional Technology Facilitator, and Natalie Phillips, IC, will plan monthly grade level meetings to implement and connect standards and rigor with the iPad student initiative. These dates will be determined in the fall when grade levels will be empowered with the decision of when planning will best occur for them.*
- *Jack Awtrey, Title 1 ELA Consultant, Erica Lewis, Title 1 Math Consultant, and Kim Natalie Phillips, IC will monitor, coach, model lessons, and provide professional development at least twice monthly. The dates below have already been established. Our goal is to increase teacher capacity to consistently and effectively provide all students with rigor and support.*
- *The Berea Elementary Administrative Team is actively involved and supportive with this plan.*

Berea Elementary
2015-2016
Professional Development Calendar

Date	PD Title	Leader	Time	Pts.
8/6 TH	New Teacher Orientation	Miller	8:30	4
8/11 T	Faculty Meeting: Back to School In-Service	Admin Team	8:30	-
8/12 W	Faculty Meeting: Safety Plan	Miller/McCauley	1:45	-
8/25 T	MAP Testing Accommodation Meeting: Special Ed Teachers Only	Phillips/Smith	3:00	-
8/26 W	MAP testing training	Phillips/Smith	3:00	-
8/27 TH	Gradebook Set-up	Phillips	Planning	-
9/2 W	Faculty Meeting: SLO	Admin Team	3:00	4
9/9 W	Vertical Teaming: Sept. 4 Updates	Phillips	3:00	-
9/16 W	Faculty Meeting: Title 1	Smith	3:00	1
9/17 TH	Student Centered Learning	Dr. Washington	3:30	1
9/30 W	Faculty Meeting: Academic Updates	Leadership Team	3:00	1
10/6 T	Guided Math	Phillips/Lewis	3:00	-
10/7 W	Vertical Teaming: Oct. 2 Updates	Phillips	3:00	-
10/14 W	Faculty Meeting: Title 1	Smith	3:00	1
10/21 W	Faculty Council	Grade Level Chairs	3:00	1
11/4 W	Teacher's Choice: Guided Math Writer's Workshop Technology	Phillips McCauley Roper	3:00	2
11/11 W	Student Centered Learning	Dr. Washington	3:00	TBD
12/2 W	Teacher's Choice: Guided Math Writer's Workshop Technology	Phillips McCauley Roper	3:00	2
12/9 W	Faculty Meeting: Title 1	Smith	3:00	1

1/6 T	Teacher's Choice: Guided Math Writer's Workshop Technology	Phillips McCauley Roper	3:00	2
1/13 W	Vertical Teaming: Jan. 8 Updates	Phillips	3:00	-
1/20 W	Faculty Meeting: Title 1	Smith	3:00	1
1/27 W	Faculty Council	Grade Level Chairs	3:00	-
2/3 W	Teacher's Choice: Guided Math Writer's Workshop Technology	Phillips McCauley Roper	3:00	2
2/10 W	Vertical Teaming: Feb. 5 Updates	Phillips	3:00	-
2/17 W	Faculty Meeting: Title 1	Smith	3:00	1
2/24 W	Faculty Council	Grade Level Chairs	3:00	-
3/2 W	Teacher's Choice: Guided Math Writer's Workshop Technology	Phillips McCauley Roper	3:00	2
3/9 W	Vertical Teaming: March 4 Updates	Phillips	3:00	-
3/16 W	Faculty Meeting: Title 1	Smith	3:00	1
3/23 W	Faculty Council	Grade Level Chairs	3:00	-
4/13 W	Faculty Meeting	Admin Team	3:00	-
4/20 W	Vertical Teaming: April 15 Updates	Phillips	3:00	-
4/27 W	Faculty Meeting	Admin Team	3:00	-
5/18 W	Faculty Council	Grade Level Chairs	3:00	-
5/25 W	Faculty Meeting: End of Year	Admin Team	3:00	-

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

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

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

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

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

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

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

Baseline data to be established in 2015-16.

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

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

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

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

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

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

Baseline data to be established in 2015-16.

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

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

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

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

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

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

Baseline data to be established in 2015-16.

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

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

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

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

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

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

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

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

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

| Students in Poverty | * | | | |

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

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

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

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

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

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

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

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

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X			
School Actual	54.6	59.6		
District Projected	X	73.9	74.9	75.9
District Actual	72.9			

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

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

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

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

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

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

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X			
School Actual	74.9	77.9		
District Projected	X	82.2	83.2	84.2
District Actual	81.2			

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

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

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the IOWA Test.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the national norm of 50th percentile in each subtest of the IOWA Test in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the IOWA Test in grade 2.

DATA SOURCE(S): Fall IOWA/CogAT report produced by Riverside Publishing

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	40th percentile	41st percentile		

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	41st percentile	42nd percentile		

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

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

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Use effective instructional strategies that are research based and address the needs of historically underserved populations.					
-The school will provide summer programming in the area of literacy, targeting underperforming students.	June-July	Title I Facilitator	31,000	Federal Grant	Improved grades and standardized test scores of those individual students
-The school will provide after-school tutoring to all students in grades k5-5th	October-May	Title I Facilitator	40,000	N/A	Improved standardized test scores of those participating students
-Distance Learning Lab will server 5th and 5 grade students providing hands-on virtual lab experiences.	August-June	Principal	N/A	N/A	Improved standardized test scores
Provide teachers the professional support to prepare students to increase standardized					

test results in the areas of ELA, math, and science.					
-Teachers will participate in a series of coaching and planning sessions related to the successful implementation of math, science, and ELA/balanced literacy.	August-June	Principal, Instructional Coach, Title I Academic Specialists	N/A	N/A	Professional Development Schedule, Sign-in Sheets
- Provide RTI services to all K-3 students who demonstrate a need in the area of reading.	August-June	Title I			RTI progress Reports

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: 100% of teachers will be considered Highly Qualified.

ANNUAL OBJECTIVE: All teachers will be considered Highly Qualified.

DATA SOURCE(S):

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Projected	x	x	100	100	100	100	100
Actual	100	100	100	100	100		

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Instruction provided by highly qualified teachers in core academic subjects.	August-June	Principal	$0.00	NA	Human Resources' reports will document Highly Qualified status of newly hired core academic teachers. The district will comply with NCLB component of HQ teachers as determined by SDE's Title II yearly audit.
Provide a minimum of 30 hours professional development targeting ELA, Math and Technology Initiative with 1:1 iPad Initiative. Teachers will also be informed about professional development opportunities offered by GCSD.	August-June	Principal, Instructional Coach, Title 1 ELA Consultant, Title 1 Math Consultant, Title 1 Technology Consultant	$0.00	NA	

Provide professional development opportunities in the area of data analysis and lesson planning for ELA and mathematics. Substitutes will be needed ½ day for each teacher (24 teachers in K5 through grade 5).	August-June	Administration	Substitute Salary 4,488 Substitute Benefit 1,122	Title 1	Benchmark assessments, lesson plans, Reading MAP, Math MAP, Reading Pass, Math PASS

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

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

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

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

DATA SOURCE(S): SDE School Report Card – School Profile page – Students section

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.3	95.9	96.1	96.2			
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6			

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of parents who are satisfied with the learning environment at 90%or higher.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.0 percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	88.1	89.8	90.0	90.5	91.0
School Actual	95.8	91.7	91.3	86.0			
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8			

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

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of students who are satisfied with the learning environment at 90% or higher.

ANNUAL OBJECTIVE: Beginning in 2013-14, Maintain 90 percentage point(s) annually students who are satisfied with the learning environment.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	90	90	90	90	90
School Actual	96.4	95.6	92.9	92			
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6	83.9 (ES, MS, & HS)			

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who are satisfied with the learning environment at 90% or higher.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 90 percentage point(s) annually teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	90	90	90	90	90
School Actual	100	89.2	100	100			
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3			

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of students who are satisfied with the learning environment at 95% through the 2017-2018 school year.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 95 percentage annually of students who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95	95	95	95	95
School Actual	96.4	95.6	92.9				
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	88.1	81.6				

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who are satisfied with the learning environment at 95% through the 2017-2018 school year.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 95% annually teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	95	95	95	95	95
School Actual	100	89.2	100				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 91.3% in 2012 to 95% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .75 percentage point(s) annually parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	92.05	92.8	93.55	94.3	95
School Actual	91.3	93.5	100	93.1			
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1				

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

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of students who feel safe at school during the school day at a minimum of 95% through 2018.

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95	95	95	95	95
School Actual	96.4	97	97.6	90.6			
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who feel safe at school during the school day at a minimum of 95% through 2018.

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95	95	95	95	95
School Actual	100	100	100	100			
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Provide enhanced student-teacher interactions and focused assistance by reducing class size in grades 2,3,4 and 5.	August 2015-June 2016	Principal	4.0 Classroom Teachers FICA (x24) Benefits Substitutes Fics (x.24)	Title I	Teacher Contract
Assess students' academic needs using assessments such as Compass Learning Odyssey, MAP, etc. to provide intervention.	August 2015-June 2016	Administration Classroom Teacher	0	NA	Reading MAP, Math MAP, ELA PASS, Math PASS, district kindergarten pre-assessment, Balanced Literacy Progress log.
Provide academic assistance in standards-based extended day program during the summer that will be offered to students in kindergarten through grade 5 who have been identified as needing additional learning opportunities in ELA and	June 15-July 15	Title 1	TBD	Title 1	

mathematics.					
Provide academic assistance in standards-based extended day program that will be offered to students in kindergarten through grade 5 who have been identified as needing addition learning opportunities in ELA and mathematics.	October 15-April 16	TIF	TBD	Title 1	Reading MAP, Math MAP, ELA PASS, Math PASS, district kindergarten pre-assessment, Balanced Literacy Progress log.
Employ two (RTI) Response to Intervention teachers to provide assistance with students in Grades K5-5th as identified through AimsWeb assessment.	August 15-June 16		TBD	Title 1	
Involve stakeholders in school instructional activities and parent/students events to reinforce student achievement such as School-Compact, Parent Involvement Policy trainings.	August 15-June 16	Title 1 Facilitator, Classroom Teacher		Title I	Parent attendance records, receipts, purchase order receipts
Provide resource	August 2015-	Title 1		Title I	Parent

materials and trainings for parents to use to assist with academics, parenting and literacy.	June 2016	Facilitator, Classroom Teacher			attendance records, receipts, purchase order receipts
Implement ESOL training parents	October 15 – May 16	Title 1 Facilitator		Title I	Parent attendance records, receipts, purchase order receipts