
Bethel Elementary School

**111 Bethel School Road
Simpsonville, SC 29681**



Nerissa Lewis
Principal

Greenville County Schools

W. Burke Royster
Superintendent

**Action Plan
2016-2017 through 2020-2021**

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

BETHEL ELEMENTARY SCHOOL

GREENVILLE COUNTY SCHOOL DISTRICT

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2017-2018 (*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

Dr. Crystal Ball O'Connor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster		3/31/17
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mollie West	<i>Mollie West</i>	3-31-2017
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Nerissa Lewis		3-31-2017
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mary Heaton	<i>Mary Heaton</i>	3-31-2017
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 111 Bethel School Road Simpsonville, SC 29615

SCHOOL'S TELEPHONE: 864-355-4100

PRINCIPAL'S E-MAIL ADDRESS: nqlewis@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.

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL	Nerissa Lewis
2. TEACHER	Christine Hendrix
3. PARENT/GUARDIAN	Lori Flaherty
4. COMMUNITY MEMBER	Jason Hucks
5. SCHOOL IMPROVEMENT COUNCIL	Mollie West
6. Read to Succeed Reading Coach	Mary Heaton
7. School Read to Succeed Literacy Leadership Team Lead	Mary Heaton
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.	

<u>POSITION</u>	<u>NAME</u>
Kindergarten Teacher	Christine Hendrix
Kindergarten Teacher	Faraah Stephen
1 st Grade Teacher	Sharon Davis
1 st Grade Teacher	Vicki Williams
1 st /2 nd Grade Teacher	Katie Saunders
2 nd Grade Teacher	Stephanie Wood
3 rd Grade Teacher	Holly Betsill
3 rd Grade Teacher	Sierra Vargas
4 th Grade Teacher	Kimberley Sherbert
5 th Grade Teacher	Erin Jenkins
Media Specialist	Kriss Kirkindoll
Special Education Teacher	Christie Evatt
Read to Succeed Reading Coach	Mary Heaton
Interventionist	Jeanette Burdette
Instructional Coach	Kim Brice
Principal	Nerissa Lewis

***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 school complies with all applicable Act 135 requirements.

 Academic Assistance, PreK–3

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

 X **Academic Assistance, Grades 4–12**

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

 X **Parent Involvement**

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

 X **Staff Development**

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

 X **Technology**

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

 X **Innovation**

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

X Developmental Screening

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

Half-Day Child Development

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

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.

Parenting and Family Literacy

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

Recruitment

The school 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.

Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The school ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

TABLE OF CONTENTS

Introduction	7
Executive Summary.....	9
School Profile	12
Mission and Beliefs	22
Data Analysis and Needs Assessment	23
Action Plan	33
School Report Card	69

Introduction

The Bethel Elementary School self-study was conducted to evaluate our strengths and weaknesses in order to develop goals and strategies. The portfolio provides our school with an ongoing means for self-assessment, communication, continuous improvement, and accountability. The staff was organized into committees to complete the self-assessment and to determine strategies for improvement. Parent groups, such as PTA Board and School Improvement Council, provided input regarding the school improvement plan.

<p>Committee 1 Purpose and Direction</p> <p>Jennifer King* Farrah Stephen Jennifer Foster Susan Arnold Laura Kennedy Jennifer Reynolds Christina Donohue Becky Poole Sherri Jackson Ronda Smith Carol Shinpoch</p>	<p>Committee 2 Governance and Leadership</p> <p>Amanda Guest* Susan Skelton Holly Betsill Brittany Willis Mary Heaton Tara Richter Jessica Acor Hope Edlin Kim Phillips Barbara Douglas Diana Dailey</p>	<p>Committee 3 Teaching and Assessing Learning</p> <p>April Roberts* Brenda Byrd Rosie Overby Sharon Davis Christine Hendrix Stephanie Wood Melissa Bahia Nick King Barbara Key Susan Sutton Dana Glenn Sarah Meekins Sara Beth Fuller</p>
<p>Committee 4 Resource and Support Systems</p> <p>Vicki Williams* Kim Brice Tainaka Seabrook Patti Ellis Callie Sammons Jeanette Burdette Katie Beebe Kathi Peer Linda Manley Elizabeth Warde Julianne Kaye Karla Goodman Karen Newton</p>	<p>Committee 5 Using Results for Continuous Improvement</p> <p>Leslie Cribb* Julie Cooke Lucie Snyder Chelsea Ford Melissa Fairbanks Ashleigh Gregory Wendy Rodgers Sue Irick Sherrie Brookie Cynthia Hudson Brooke Kleinfelter</p>	

PTA Board	School Improvement Council
<p>Presidents – Lori Flaherty</p> <p>Treasurer – Stephanie Yearwood</p> <p>VP Volunteers – Kelli Pellerin</p> <p>VP Services – Michele Frazier</p> <p>VP Ways & Means – Lee Katherine Herczogh and Bobbi Alexander</p> <p>Secretary – Eric Cilli</p> <p>Historian – Angie Hinds</p>	<p>Elected Members</p> <p>Parent – Kelli Pellerin</p> <p>Teacher – Christine Hendrix</p> <p>Parent – Jason Hucks</p> <p>Parent – Stephanie Yearwood</p> <p>Teacher – Carol Shinpoch</p> <p>Appointed Members</p> <p>Chair Person – Mollie West</p> <p>Community Member – Wenderoth Orthodontics</p> <p>Ex-officio Members</p> <p>Principal – Nerissa Lewis</p> <p>Assistant Principal – Susan Skelton</p> <p>Assistant Principal – Carol Lynn McCuen</p> <p>Instructional Coach – Kim Brice</p> <p>Guidance Counselor – Dana Glenn</p> <p>Parent/Teacher Organization – Lori Flaherty</p>

Executive Summary

Central to everything we do is the belief that all children are capable of learning. High expectations challenge students to reach their greatest potential. We not only emphasize academic achievements, but also the importance of outstanding character and personal responsibility. Our daily goal is to facilitate learning in our students' life-long journey to become responsible, caring individuals. Through the use of Continuous Quality Improvement, our students learn valuable problem solving techniques, enabling them to become productive citizens beyond the walls of our school.

Students benefit from a nurturing environment that addresses their social and emotional needs while encouraging them to take an active part in a variety of school activities. Numerous clubs and school events are available in which students can participate, fostering school pride within a community of learners. Each year a school-wide theme promotes cohesiveness within our school family. This theme is woven into curricular experiences, visuals throughout the building, and school-wide events. An adventure school theme accented the school environment throughout the year encouraging students, families, and staff to get on board because "Learning is an Adventure".

Needs Assessment Summary for Student Achievement

- 2016 Palmetto Gold Award
- 55.3% of students in grades 3-5 meet or exceed the expectation in reading on the SCREADY assessment
- 64.3% of students in grades 3-5 meet or exceed the expectation in math on the SCREADY assessment
- 74.7% of students in grades 4-5 scored met or exemplary in science on the SCPASS assessment
- 87.2% of students in grades 4-5 scored met or exemplary in social studies on the SCPASS assessment

Needs Assessment Summary for Teacher and Administrator Quality

The faculty is structured into teams and committees to involve all staff in decision making. These groups/committees are as follows:

- **Administrative Team**
 - Consists of the principal, assistant principal, administrative assistant, and instructional coach
 - Reviews grade level minutes, information shared from the central office, lesson plans, student achievement, teacher evaluations, and school activities and events
 - Discusses instructional and operational issues to be addressed with grade level leaders, PTA, and SIC
- **Faculty Council**
 - Consists of the administrative team, grade level leaders, special education, related arts, multiage, and guidance/speech
 - Discusses instructional and operational aspects of the school
 - Disseminate information to grade level teams
- **Grade Level Teams**
 - Consist of the team leader and teachers from the grade level
 - Collaborate to create lesson plans
 - Share best practices
 - Record minutes to be shared with the administrative team
- **Curriculum Committees (ELA, Math/Technology, Science/Health and Social Studies)**
 - Consist of curriculum committee chairperson, administrator, and teachers from each grade level

- Disseminate information received from the district Academic Specialists
- Discuss articles pertaining to their content area
- Share best practices related to the curriculum content area

Needs Assessment Summary for School Climate

As visitors enter our school each day, they observe an attractive exterior, adorned with freshly planted flowers, seasonal wreaths and flags. The lobby is welcoming and comfortable. A bulletin board outside the front office displays upcoming events, student work, and/or quality tools used to enhance classroom instruction. Students, teachers and parents spend each day in an inviting facility where there is space to provide instruction and encourage learning. Developmentally appropriate classrooms support daily instruction. The administration outlines expectations and provides regular feedback to staff regarding classroom environment. Quality student work labeled with title and standard is attractively displayed in the hallways, and the class mission statement is posted by each door. Classroom data centers are posted to track the overall progress of each class. Eye-catching murals decorate the walls throughout the building. Recently, a local artist painted inviting outdoor scenes in our cafeteria to create a warm, friendly environment. Playground equipment is inspected regularly to comply with safety codes. Students, staff, and the community use the paved walking track to improve physical fitness. The school's greenhouse, an outdoor classroom, and a butterfly garden provide additional opportunities to enhance instruction.

Our maintenance staff, including one plant engineer and six custodians, maintains our appealing building and grounds. This staff takes pride in keeping the building clean and all equipment in working order. Maintenance of the school grounds and landscaping are included in custodial duties. Inspection results from energy audits are provided to the staff to create an awareness of energy saving efforts. To further ensure all issues are addressed, we use custodial inspections and survey results on the overall cleanliness of the school to make necessary modifications and improvements. The custodial staff, as well as school personnel, immediately reports all safety concerns, both inside and outside the building. Our well maintained facility enables us to provide a safe learning environment for students and staff.

Our school utilizes the district Crisis Response Plan as well as daily operating plans to ensure the safety and well-being of students and staff. Evacuation maps are clearly posted in each room. Fire, lockdown, tornado, earthquake, and bus evacuation drills are held on a regular basis. Procedures are emphasized during classroom instruction on topics such as fire, bus, drug, personal, home and playground safety. Our school has several communication devices which contribute to a safe environment. For constant access, the administration, custodial and office personnel use two-way radios. A telephone is available in each room as well as a two-way intercom system with an emergency call button. Security measures are used to ensure safety in our facility daily. A zoned officer from the Mauldin Police Department patrols the school campus on a regular basis. Signs on all exterior doors state visitors are to report to the main office where they are required to sign in and out through Simple Track and receive a visitor's badge indicating a reason for the visit. Safety is assured with time-stamped video cameras, fire and motion detectors, security alarms, a weather radio, and a two-way radio linked directly to security at the central office. Establishing a safe, secure environment for our students and staff is a priority. As a result of our continued efforts, our school has continued to receive the Safe Schools Award.

Needs Assessment: Building a Framework to Support the Culture Required for Student Centered Learning

The student centered learning framework focuses on the following areas of school improvement:

- Culture
- Data Driven Decision Making
- Professional Learning

- Leadership
- Curriculum and Instruction

We recently participated in the student centered training provided by our district. Teachers were given an opportunity to complete a survey evaluating current practices in our school. Survey results are listed below:

Strengths (Areas in which the majority of the staff rated 5 or higher on a linear scale):

- Opportunities for teachers to collaborate (grade level team meetings, vertical teams, faculty leadership team, and data teams)
- Collaboratively agreed upon curriculum that focuses on what **students** are **expected to learn**.
- Collaboratively developed assessments

Next Steps:

- Continue to provide time for teachers to discuss common assessment results and instructional strategies during the school day (Data Team / Grade Level Meetings, etc.).
- Provide more opportunities for teachers to collaborate during the school day.
- Utilize vertical teams to improve across grade level curriculum planning.
- Celebrate teachers and students throughout the school year that recognize accomplishments (behavior and academic).

Challenges

- Meeting the needs of our diverse population of students this includes both academic and behavioral
- Closing the Achievement Gap between our subgroups
- Utilizing all of our resources to provide a continuum of services for our Special Ed students

Awards

- 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 SCPTA Award of Excellence in Membership Promotion
- 2012-2013 Energy Star Rated Facility
- 2013-2014 Palmetto Silver Award for Closing the Achievement Gap
- 2013-2014 South Carolina Art Educator of the Year Award-Cynthia Hudson
- 2013-2014 LiveWell Greenville Healthy Schools Award
- 2012-2013 Energy Star Rated Facility
- 2012-2013 LiveWell Greenville Elementary Healthy School of the Year Award
- 2012-2013 American Heart Association's Fit-Friendly Worksite Gold Achievement
- 2010-2013 South Carolina Red Carpet Award
- 2010-2017 Safe Kids Safe School Award
 - Palmetto's Finest Award

- 2010-2011 Greenville County Assistant Administrator of the Year Award – Susan Skelton
- 2010-2012 100% PTA Membership, 30 years
- 2009-2014 Palmetto Gold Award
- 2009-2010 Greenville County Attendance Blitz Award
- 2007-2010 National PTA School of Excellence for Parent Involvement Award
- 2005-2006 Palmetto Silver Award
- 2005-2008 South Carolina Red Carpet Award
 - Spring Sing Participants
 - Accredited by AdvancEd
 - SC Elementary Honors Choir Participants
 - 8 National Board Certified Teachers

School Profile

School Community

School Summary

Bethel Elementary School was established between 1801 and 1810; the original school was housed in a one-room log building. In 1916, a two-room school replaced the original building, and the deed was transferred to the Board of Trustees. The school was built on its present site in 1964 to educate 477 students. Today, the school sits in the heart of the fastest growing region of South Carolina. Cornfields have given way to housing developments, country roads to highways. The tiny sand-colored school was enlarged to three times its original size in a \$6 million expansion in 1995. In 2015, we proudly celebrated our 50th Anniversary.

Currently, our school is one of nearly 100 schools in the county. We are located in a growing suburb in the Upstate. Our reputation of providing a quality education, caring faculty, and outstanding student achievement is a reflection of the high expectations of our stakeholders. Parents and community value education as evidenced by PTA membership and dedicated volunteers.

Students benefit from a nurturing environment which addresses their social and emotional needs while encouraging them to take an active part in a variety of school activities. Each year a school-wide theme promotes cohesiveness within our school family. This theme is woven into curricular experiences, visuals throughout the building, and school-wide events. A superhero motif accented the school environment throughout this year encouraging students, families, and staff to embrace “Learning as Their Superpower.”

Since 1997, multiage classes have been an innovative option to consider in lieu of a traditional classroom setting. Our Primary Multiage consists of 43 first and second graders, while our Intermediate Multiage has 48 third and fourth graders. Thematic projects, literature circles, and cooperative learning centers are incorporated based on curriculum standards.

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

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

The Extended Day program offers a service to the school community and provides enriching, structured care for children. It is offered to students in all grade levels from 2:30-6:00 on school days. Students are provided homework assistance, recreational activities, snack, arts and crafts, and access to educational technology. Students utilize Compass Learning in reading and math while attending the program in order to impact academic achievement. Special events such as a talent show and outdoor water games are planned throughout the year.

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

Recently, Bethel has promoted a healthier school climate for students and employees. A team of staff members received training for CATCH (Coordinated Approach to Child Health). Strategies are implemented to support the CATCH program. A Culinary Creations Menu was adopted in the cafeteria and students are encouraged to take advantage of the healthier options. Teachers infuse brain breaks into their daily instruction. The PTA assists in our efforts by encouraging parents to provide healthier food options during class parties and student incentives. As a result, our school has received numerous awards: American Heart Association's Fit-Friendly Worksite Gold Achievement, Greenville County Safety Award, and Greenville County Elementary Healthy School of the Year Award.

Our Leaders

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

Our assistant principal, Susan Skelton, has been at Bethel for twenty years. She has a Bachelor's Degree in Elementary Education, a Master's Degree in Curriculum and Instruction, and an Educational Specialist Degree in Elementary/Middle School Administration and Supervision. She has thirty years of experience in education, and fifteen of these have been in administration. She is a member of the South Carolina Association of School Administrators. Ms. Skelton was named Greenville County Schools Assistant School Administrator of the Year in 2011.

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

Parental 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 both comprised of community members, parents, teachers, and administrators providing leadership through which many decisions are made that impact the school. Meeting dates are published and open to the public. The SIC assists with developing the

school improvement plan, the School Report Card narrative, Report to the Parents, and with identifying strengths and strategies for effective school improvement. School Report Card surveys are administered to students, teachers, and parents to evaluate all aspects of the school program. Results are also used to monitor communication efforts, program effectiveness, and community input.

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

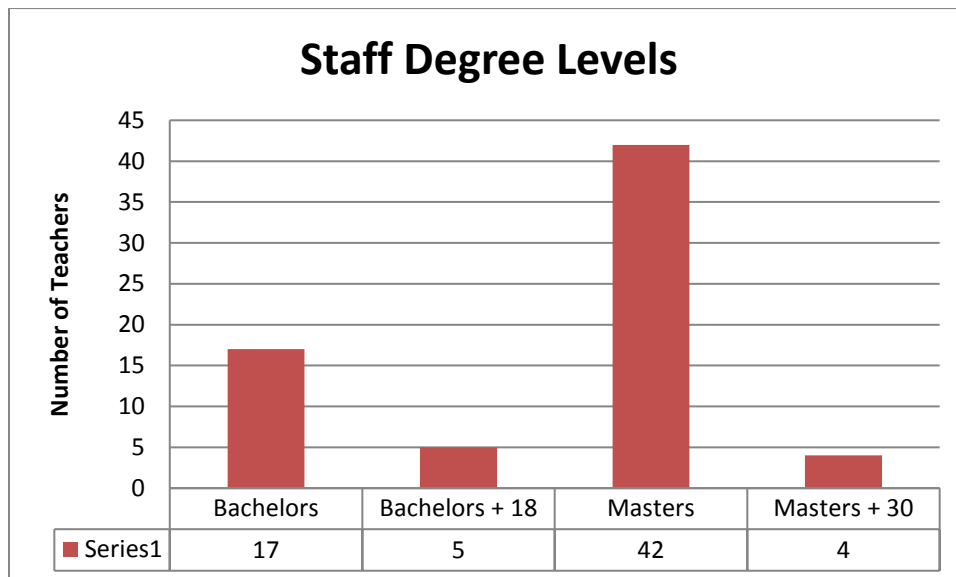
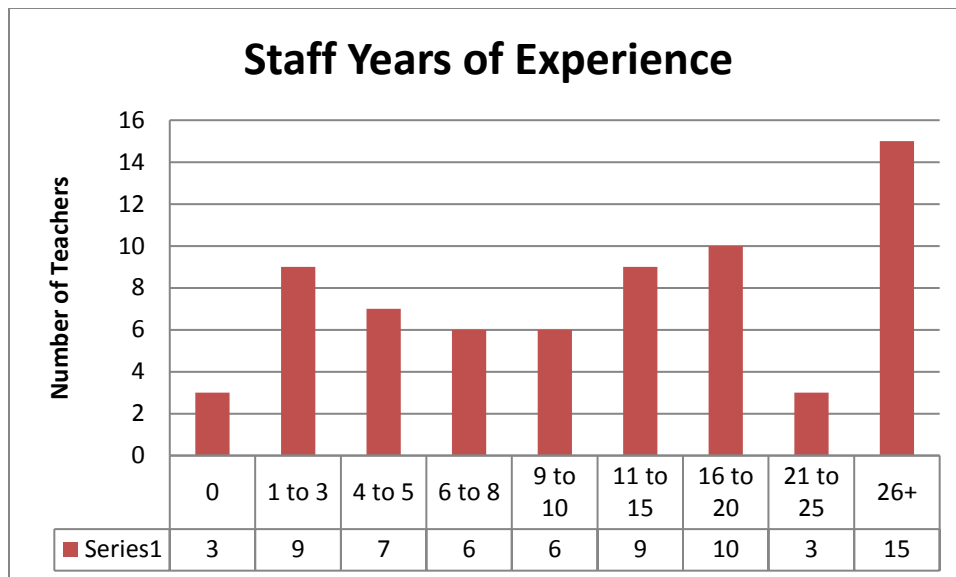
Our school effectively communicates with all stakeholders in a timely and continuous manner. A variety of methods are used to communicate with students, parents, and community members. Bethel Bulletin and Calendar News are school-wide PTA publications routinely distributed to families. They include details about upcoming events, contact information for the school, and times for all school activities. In addition, parents and community members can receive the weekly E-News, an electronic newsletter. Located at the front of the school, an electronic marquee displays upcoming activities, opportunities, and student/faculty recognition.

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 retail stores provide financial support. Community speakers present "Lunch and Learn" parenting workshops through our guidance department. Workshop topics include study skills, learning disabilities, middle school registration, and testing programs. Through Junior Achievement, local business partners provide students an understanding of our world through consumer awareness. We are fortunate to work alongside a supportive community to benefit our school.

School Personnel

Our staff consists of forty-four classroom teachers; two of those are self-contained classes for students with neurological disorders. We also have seven related arts teachers, three of those are full time and four that are part time. We have three resource teachers, two speech teachers, and two gifted and talented teachers. We also have a reading specialist, two full time and one part time reading interventionist. We also have an instructional coach, two guidance counselors, one ESOL teacher, and a media specialist.

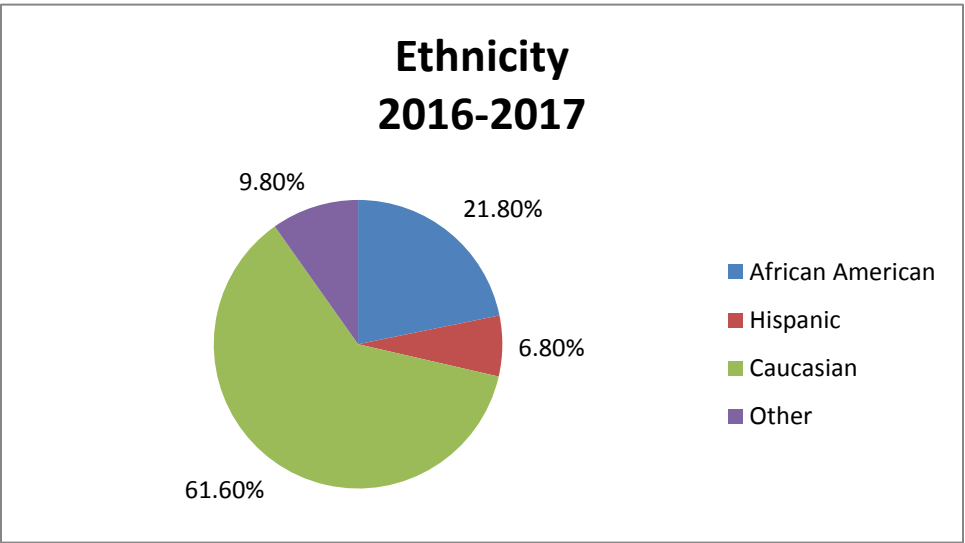
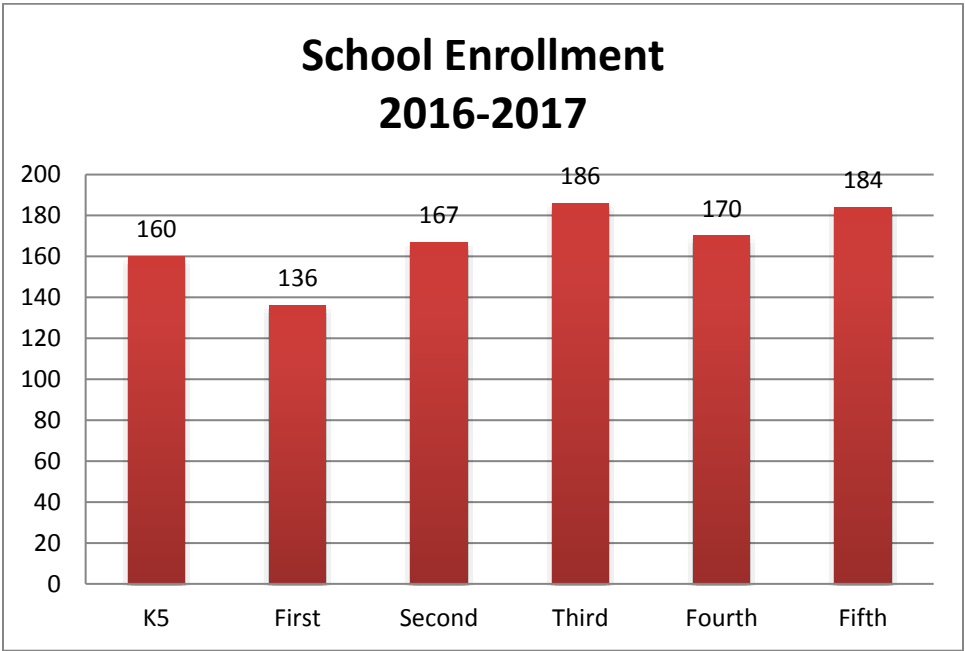


All of our teachers are highly qualified in the area in which they teach. We have 65% of our staff with advanced degrees, and there are eight teachers that have received National Board Certification.

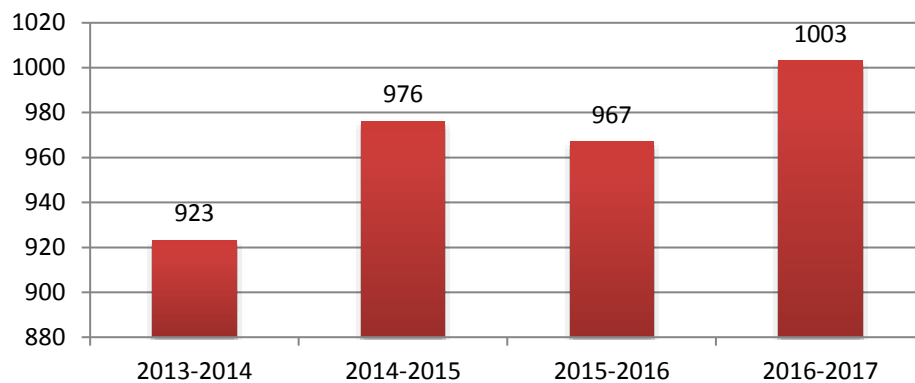
Teacher Attendance	
2016-2017	TBD
2015-2016	95.4
2014-2015	94.6
2013-2014	94.9

Additional personnel include four office personnel, computer lab manager, two school nurses, a plant engineer, five custodians, ten assistants, media center clerk, cafeteria manager, and seven food services workers. We have one person who provides autism services to students. We also have an extended day program with a director and thirteen additional workers. Bus drivers also provide services to our students. Other district personnel serve as support to the instructional program and are available to assist in meeting the needs of the Bethel Elementary population.

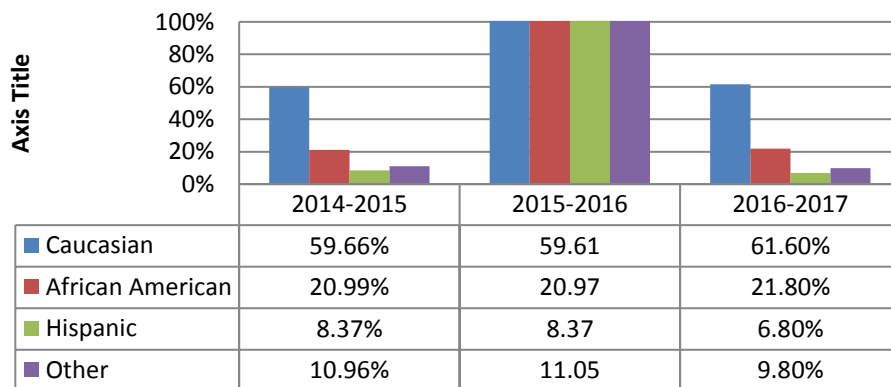
Student Population



Enrollment Over Time 2013-2017

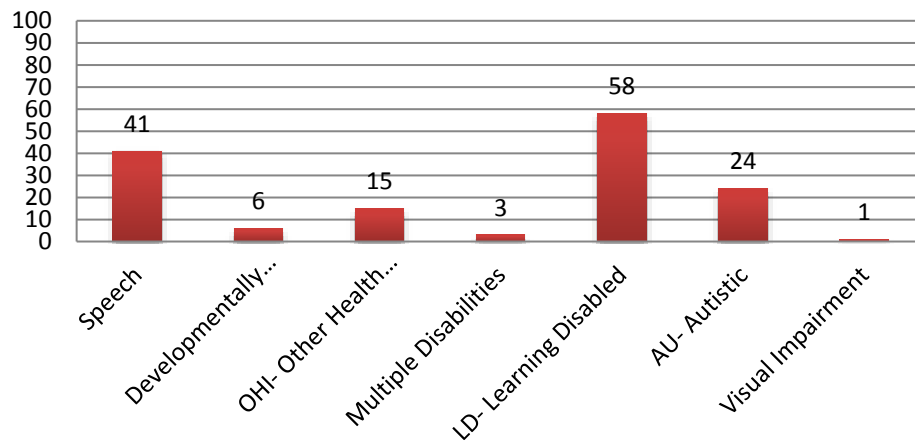


Enrollment by Ethnicity Over Time 2014-2017

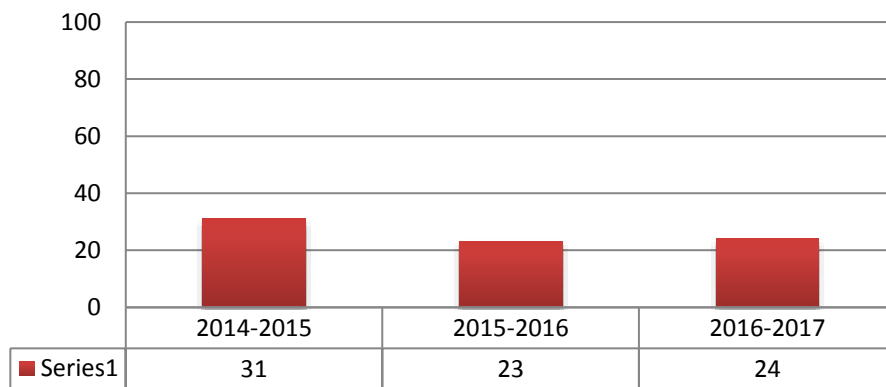


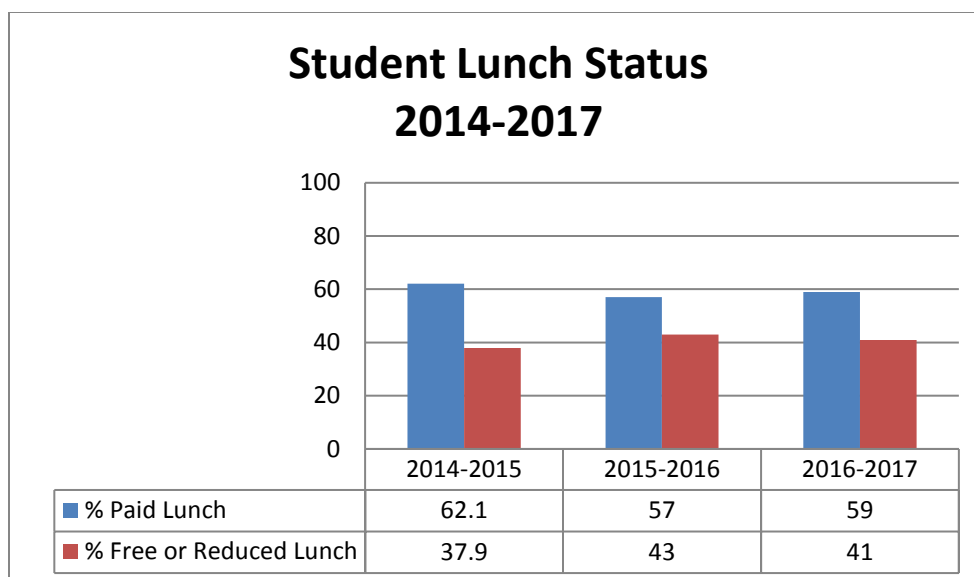
Student Attendance	
2016-2017	96.56%
2015-2016	96.92%
2014-2015	96.85%
2013-2014	97.01%

Special Education Placement 2016-2017



Percentage of Students Qualifying for Gifted & Talented 2014-2017





Curriculum, Instruction, and Assessment

The core curriculum provides rigorous learning activities in the areas of reading, math, science, and social studies. Essential learning is facilitated through the use of the South Carolina State Standards and correlating support documents, district-developed units of study, and supportive instructional materials. Students attend classes in the media center and computer labs, where research and technology skills are reinforced.

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

Writing is the tie that binds the curriculum and is integrated throughout other subject areas. The writing process is used to guide students from brainstorming to a published piece. Student work is published in many ways through individual or student created books, class displays, school-wide writing projects, and as a part of local and state contests. Three times a year students respond to district writing prompts that focus on specific types of writing - opinion, narrative, and informational.

Our mathematics program is academically challenging. It is active, relevant, and integrated with other curriculum areas. Teachers have received training in Everyday Counts Calendar Math, which provides lessons and activities to preview, review, practice, and discuss critical math concepts and skills. The Houghton Mifflin Mathematics series is used in all grades to support the curriculum. Approximately one hour is scheduled for math each day. Students capitalize on previously learned knowledge, focusing on building number sense, basic numeric operations, algebraic concepts, geometric patterns and relationships, measurement, logical reasoning, probability, and statistics. Our instruction emphasizes problem-solving and hands-on strategies, which allow students the opportunity to make connections between classroom learning and real-life experiences. Daily Oral Math and Core Bites are warm-up activities used to spiral the curriculum. Hands-On Equations are used with our gifted and talented students as an introduction to algebra.

A wide variety of instructional materials are utilized to support the science curriculum. Teachers channel student interests into inquiry-based lessons addressing physical science, earth science, and life science. The Macmillan McGraw-Hill series is used in all grades. District science kits are incorporated to provide a more hands-on approach to science. Students are encouraged to showcase their knowledge of science through participation in our Science Fair. Teachers supplement science instruction through field trips to Roper Mountain Science Center, Riverbanks Zoo, Paris Mountain, Lake Conestee, and Table Rock.

The social studies curriculum integrates research, writing, and presentation skills as students are introduced to various aspects of our physical and social world. Teachers utilize the South Carolina standards, state support documents, and district curriculum guides to drive instruction. Student created interactive notebooks are a valuable tool used to facilitate the social studies curriculum. The Scott Foresman textbook is a resource used by teachers as a supplemental material. Various publications, such as Social Studies Weekly, provide additional curriculum resources. Our fifth grade students participate in real-life learning experiences such as Hooverville and Immigration Day. The curriculum is also supplemented through the integration of novels and field trips to Columbia, Charleston, and Washington, DC. The amount of time allocated for both science and social studies instruction varies by grade level due to integration into other subjects through thematic units.

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

Counseling and Other Student Support Services

Our counseling staff provides a high level of support services for students at Bethel. Such services include school-wide character education, parent education, classroom instruction, and small group and individual counseling. Our guidance counselors provide classroom and small group instruction in study skills.

School Initiatives

Our vision focuses on Continuous Quality Improvement (CQI) for the students and staff at our school. Eight years ago our staff was approached by the Carolina First Center for Excellence (CFCE) regarding the possibility of joining the Quality initiative. Staff members from CFCE provided professional development for our faculty, and they modeled the use of quality tools. Our school staff spent much of the 2006-2007 school year increasing our knowledge of Continuous Improvement and understanding the benefits it could provide. At the conclusion of this process, our principal asked all staff members to provide individual feedback regarding the use of Continuous Quality Improvement. As a result, our staff expressed strong support for this initiative. We agreed that CQI would provide a unified vision, and it would create a vehicle for increased student responsibility and achievement. Over the past several years, our school has grown in the use of Quality enabling our students to monitor their progress and set goals for continued success. Recently we established Bethel Elementary's identity as A School of Quality to emphasize our use of CQI.

Since 1997, multiage 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.

Breakfast Club is a before school tutorial program offered to students scoring Not Met on PASS testing. Students attend forty-five minute sessions twice a week in the areas of math and/or reading, based on students' PASS performance. PASS Practice sessions are open to all third through fifth graders and meet once a week after school during the ten weeks prior to PASS testing. Teachers emphasize test taking strategies in math, reading, and writing.

Recently, Bethel has promoted a healthier school climate for students and employees. A team of staff members received training for CATCH (Coordinated Approach to Child Health). Strategies are implemented to support the CATCH program. A new Culinary Creations Menu was adopted in the cafeteria and students are encouraged to take advantage of the healthier options. Teachers infuse movement into their daily instruction. The PTA assists in our efforts by encouraging parents to provide healthier food options during class parties and student incentives. As a result our school has received numerous awards: American Heart Association's Fit-Friendly Worksite Gold Achievement and Greenville County Elementary Healthy School of the Year Award. Along with the Healthy School Award, we received \$1,250.00 to be used toward future wellness initiatives.

Enrichment Programs

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

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

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

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

Our physical education program is critical for children to develop fundamental motor skills. Motor skills strengthen social, cognitive and physical development, and increase the likelihood of participation in physical activity. While students are moving, they improve brain function, and as a result, classroom learning is enhanced. Classroom curriculum is integrated into physical education lessons whenever possible. In an effort to

encourage physical activity and fitness, Bethel has a weekly running club for second through fifth grade. The running club gives students a sense of belonging and increases their social skills and self-esteem.

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. Physical education teachers open the gym for a fun fitness activity that can be enjoyed by all. Students in strings and chorus perform during event. The art teachers showcase the student's artwork in the hallways and include a fun scavenger hunt.

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

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

To develop effective communication skills, rising fifth grade students audition for the Bethel Broadcasting News Team. The media specialist sponsors the broadcast team, the fourth grade book buying club, 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 133 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:

- All children can learn.
- All children deserve equal educational opportunities.
- All children have individual strengths and needs.
- Children learn best in a stimulating and challenging environment that is safe and nurturing.
- Students have the responsibility to be active learners and to achieve individual goals.
- Students' active use of technology prepares them for 21st century skills.
- Successful students are good decision makers and critical thinkers.
- Education is a partnership between home, school, and community.
- A quality education creates responsible citizens, strong character, and a desire for life-long learning.

Data Analysis and Needs Assessment

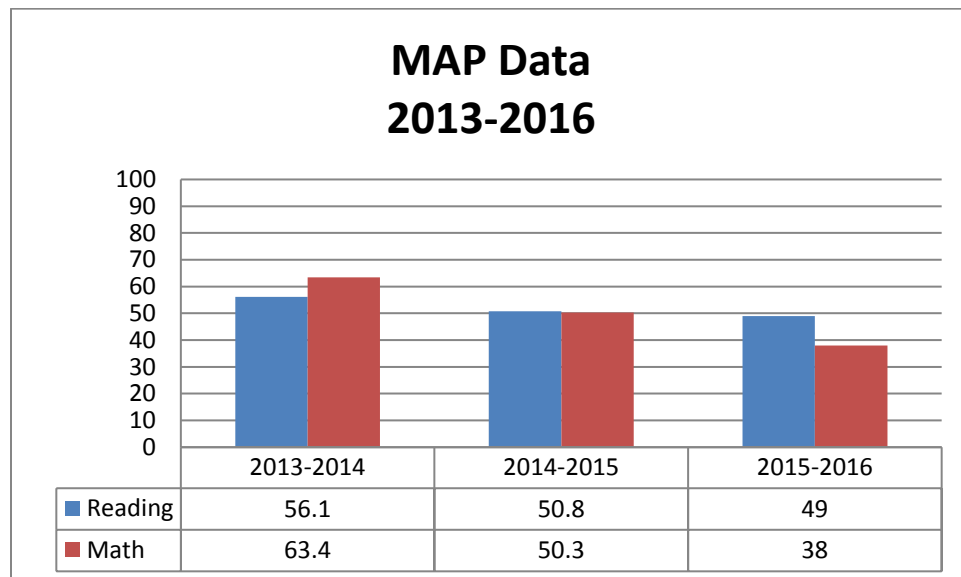
Student Achievement

Measures of Academic Progress (MAP)

One method used by Bethel Elementary to track student progress is through MAP- Measures of Academic Progress. MAP is a district –wide assessment for second through fifth grade to assess student achievement. It is an optional assessment for first grade. Students are tested in the fall, winter, and spring in the areas of reading and math.

Teachers meet in the fall, winter, and spring to analyze data obtained from these tests and to guide instruction. The scores are analyzed according to grade level norms and student growth. Teachers used the information obtained from the results to guide instruction and focus on student’s strengths and weaknesses.

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

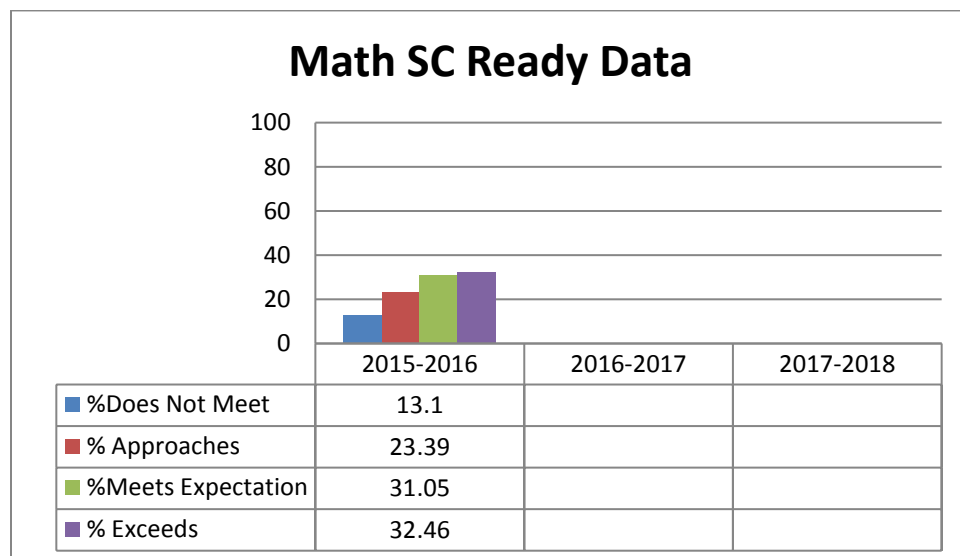
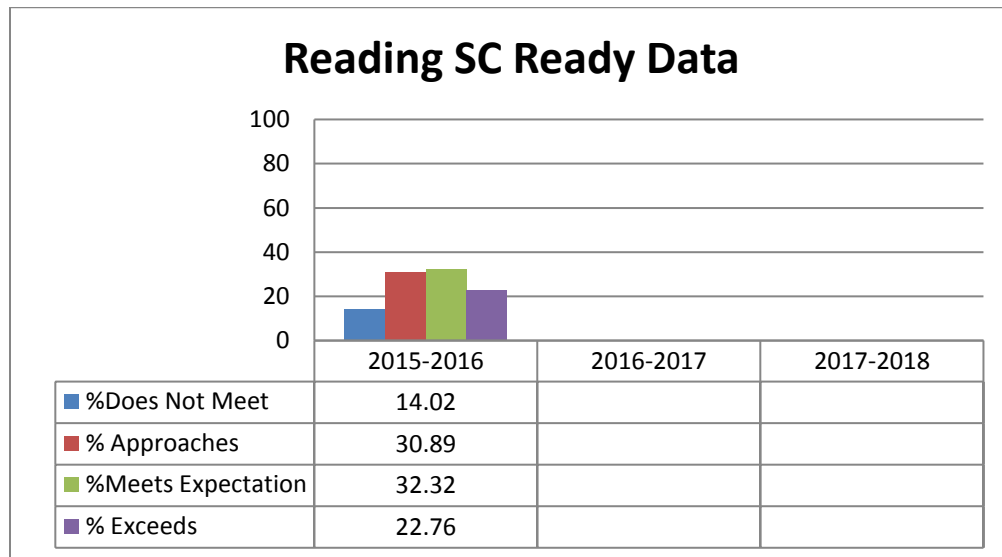


Grade	Math 2013-2014 Percentage Meeting Growth Target	Math 2014-2015 Percentage Meeting Growth Target	Math 2015-2016 Percentage Meeting Growth Target		Reading 2013-2014 Percentage Meeting Growth Target	Reading 2014-2015 Percentage Meeting Growth Target	Reading 2015-2016 Percentage Meeting Growth Target
2	58.6	27	45		62.5	47	52
3	61.3	44	34		54.4	44	41
4	64.9	50	39		43.5	49	51
5	76.5	47	35		60.5	60	50

When following a cohort of students from third to fifth grade in math, 61.5% met Target RIT in 2012, 71.8% in 2013, and 76.5% in 2014. For the same cohort of students in reading, 61.3% met Target RIT in 2012, 43.5% in 2013, and 61.9% in 2014. Goal setting, student-teacher conferencing, *CompassLearning*, and quality tools have made a positive impact on student achievement. The use of the Des Cartes alignment with MAP testing is used to aide teachers in assessing and providing differentiation in their classrooms.

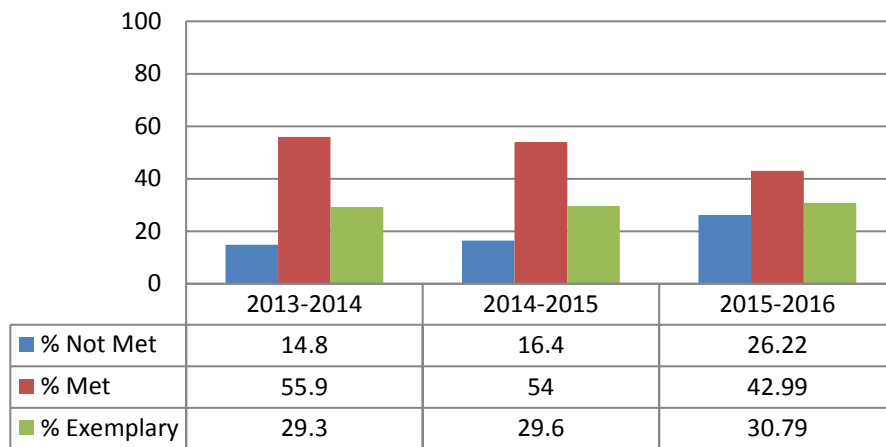
South Carolina College-and Career-Ready Assessment (SC READY) Grades 3-5

*SC READY assessment was first administered during the 2015-216 school year

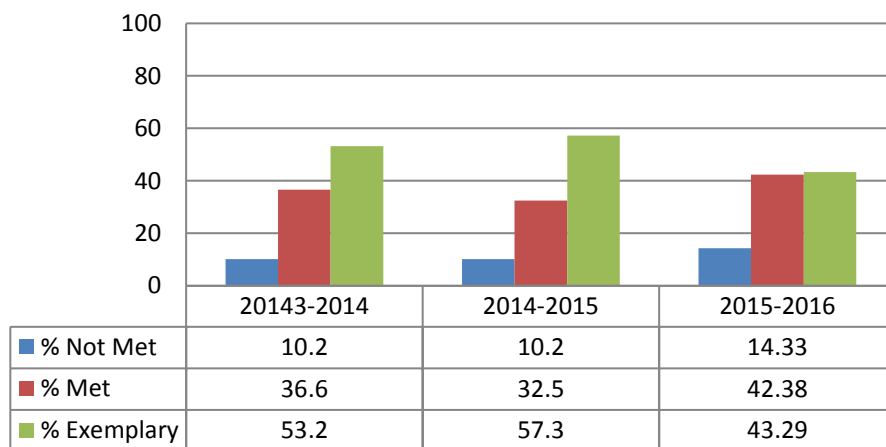


Palmetto Assessment of State Standards (PASS) Grades 4-5

Science PASS Data



Social Studies PASS Data



PASS Comparison 2015-2016									
Reading									
	3 rd			4 th			5 th		
	Bethel	Greenville	SC	Bethel	Greenville	SC	Bethel	Greenville	SC
% Does not Meet	13.7	17.7	22.2	14.05	19.0	24.2	14.89	19.4	23.9
% Approaches	29.94	31.8	34.1	31.35	30.0	32.4	31.21	32.4	34.9
% Meets Standards	30.54	31.5	29.3	34.05	32.3	28.8	32.62	31.1	27.9
% Exceeds	26.35	18.9	14.4	20.54	18.7	14.6	21.28	17.2	13.3
Math									
	3 rd			4 th			5 th		
	Bethel	Greenville	SC	Bethel	Greenville	SC	Bethel	Greenville	SC
% Does not Meet	10.71	16.2	21.5	13.44	16.1	22.7	15.49	17.6	22.9
% Approaches	24.40	22.9	24.9	24.19	28.1	30.6	21.13	30.3	32.9
% Meets Standards	38.10	34.9	33.7	27.42	27.1	24.9	27.46	27.5	25.4
% Exceeds	26.79	26.0	20.0	34.95	28.6	21.8	35.92	24.7	18.9
Science									
	3 rd			4 th			5 th		
	Does not take science assessment			Bethel	Greenville	SC	Bethel	Greenville	SC
% Not Met				26.3	28.6	35.0	26.1	28.3	34.3
% Met				48.4	52.2	48.3	35.9	43.9	43.7
% Exemplary				25.3	19.2	16.7	38.0	27.8	22.0
Social Studies									
	3 rd			4 th			5 th		
	Does not take social studies assessment			Bethel	Greenville	SC	Bethel	Greenville	SC
% Not Met				12.4	14.6	18.7	16.9	23.0	28.5
% Met				50.0	46.0	49.9	32.4	35.2	38.3
% Exemplary				37.6	39.5	31.4	50.7	41.9	33.2

This table shows a comparison of Bethel, Greenville County Schools, and South Carolina. Close examination reveals that Bethel students consistently outperform Greenville County and South Carolina. Test results are analyzed to identify strengths and weaknesses in order to meet the needs of our students.

Teacher and Administrator Quality

Professional development is determined by student achievement, district initiatives, teacher evaluations, and staff surveys. Some offerings are required by the school and/or district, while others are optional in order to meet the needs of individual teachers. A professional development calendar is given to teachers indicating training opportunities offered at our school.

School-Based Professional Development Calendar 2016-2017

Bethel Professional Development Calendar 2016-2017							
Principal- Nerissa Lewis Administrative Assistant- Carol Lynn McCuen				Assistant Principal- Susan Skelton Instructional Coach- Kim Brice			
Date	Time	Title	Presenter	Description	Where	Audience	Points
8-11-2016	8:30-9:30	Website Workshop	Kim Brice	Teachers will learn how to save files as pictures and insert into their website	Main Computer Lab	Teachers	1
8-12-2016	9:00-9:30	PowerTeacher Gradebook	Kim Brice	Teachers will set up their gradebooks.	Main Computer Lab	Teachers	1
8-24-2016	3:00-4:30	MAP Training	Kim Brice	Teachers will learn the components of the new web based MAP system.	Cafeteria	Teachers	1
8-25-2016	8:00-11:15	Writing Pathways Training	Kristy Jennings	Teachers are receiving training on Lucy Calkins, <i>Pathways to Writing</i> .	IC's Office	Three Primary Teachers	1
9-7-2016	3:00-4:00	Data Teams Overview	Kim Brice	Teachers will engage in conversation about data teams and learn new ideas on how to improve data teams to improve instruction.	Conference Room	Faculty Council	1
9-14-2016	3:00-4:00	ESOL	Becky Johnson		Cafeteria	Teachers	1
9-13-2016	3:00-4:00	Quarters with Kim	Kim Brice	Support for new teachers.	IC Office	New Teachers	1

9-21-2016	3:00-4:00	Curriculum Committees	Curriculum Chairs	Staff members discuss the core curriculum areas of math, ELA, science, and social studies	Various Classrooms	Teachers	1
9-28-2016	3:00-4:00	Data Team Training	Brushy Creek Teachers	Brushy Creek Elementary will share a presentation on data teams.	Conference Room	Data Team Leaders	1
10-12-2016	8:00-2:00	DLC Training	DLC Team Leader	Teachers will attend training for the Digital Leader Corp.	Various Locations	DLC Team Members	6
10-19-2016	3:00-4:00	Curriculum Committees	Curriculum Chairs	Staff members discuss the core curriculum areas of math, ELA, science, and social studies	Various Classrooms	Teachers	1
10-21-2016	8:00-2:30	DLC Training	DLC Team Leader	DLC Team Leader will collaborate with DLC Team Members on projects for their classroom.	Bethel	DLC Team Members	6
10-21-2016	8:15-11:15	Data Team Meetings	Brushy Creek Teachers	Our teachers will observe data team meetings at Brushy Creek.	IC's Office	Teachers	3
11-2-2016	8:30-12:00	Furman Consortium	Mary Howard	Response to Intervention: Focusing on Literacy Work that Matters	Furman University		
11-3-2016	8:15-2:00	Data Team Meetings	Kim Brice	Grade levels meet with the admin team to discuss assessment data for math and reading.	IC's Office	Teachers	1
11-15-2016	3:00-4:00	Quarters with Kim	Kim Brice	Support for new teachers	IC Office	New Teachers	1
11-16-2016	3:00-4:00	Curriculum Committees	Curriculum Chairs	Staff members discuss the core curriculum areas of math, ELA, science, and social studies	Various Classrooms	Teachers	1
11-18-2016	8:00-2:30	DLC Training	DLC Team Leader	DLC Team Leader will collaborate with DLC Team	Bethel	DLC Team Members	6

12-5-2016	8:00-11:15	Writing Pathways Training	Kristy Jennings	Members on projects for their classroom. Teachers are receiving training on Lucy Calkins, <i>Pathways to Writing</i> .	IC's Office	Three Primary Teachers	1
12-7-2016	8:00-2:00	DLC Training	DLC Team Leader	Teachers will attend training for the Digital Leader Corp.	Various Locations	DLC Team Members	6
12-8-2016	8:00-2:30	DLC Training	DLC Team Leader	DLC Team Leader will collaborate with DLC Team Members on projects for their classroom.	Bethel	DLC Team Members	6
1-11-2017	8:00-2:00	DLC Training	DLC Team Leader	Teachers will attend training for the Digital Leader Corp.	Various Locations	DLC Team Members	6
1-18-2017	3:00-4:00	Curriculum Committees	Curriculum Chairs	Staff members discuss the core curriculum areas of math, ELA, science, and social studies	Various Classrooms	Teachers	1
1-20-2017	8:00-2:30	DLC Training	DLC Team Leader	DLC Team Leader will collaborate with DLC Team Members on projects for their classroom.	Bethel	DLC Team Members	6
1-25-2016	8:30-12:00	Furman Consortium	Lisa Foster	1 to 1 in a Project Based Classroom	Furman University		
1-26-2017	8:15-2:00	Data Team Meetings	Kim Brice	Grade levels meet with the admin team to discuss assessment data for math and reading.	IC's Office	Teachers	1
2-7-2017	8:00-2:30	DLC Training	DLC Team Leader	DLC Team Leader will collaborate with DLC Team Members on projects for their classroom.	Bethel	DLC Team Members	6
2-8-2017	8:00-2:30	DLC Training	DLC Team Leader	DLC Team Leader will	Bethel	DLC Team Members	6

				collaborate with DLC Team Members on projects for their classroom.			
2-15-2017	3:00- 4:00	Curriculum Committees	Curriculum Chairs	Staff members discuss the core curriculum areas of math, ELA, science, and social studies	Various Classrooms	Teachers	1
2-16-2017	8:00- 11:15	Writing Pathways Training	Kristy Jennings	Teachers are receiving training on Lucy Calkins, <i>Pathways to Writing.</i>	IC's Office	Three Primary Teachers	3
2-28-2017	3:00- 4:00	Quarters with Kim	Kim Brice	Support for new teachers	IC Office	New Teachers	1
3-8-2017	8:00- 2:00	DLC Training	DLC Team Leader	Teachers will attend training for the Digital Leader Corp.	Various Locations	DLC Team Members	6
3-15-2017	3:00- 4:00	Curriculum Committees	Curriculum Chairs	Staff members discuss the core curriculum areas of math, ELA, science, and social studies	Various Classrooms	Teachers	1
4-4-2017	8:00- 2:00	DLC Training	DLC Team Leader	Teachers will attend training for the Digital Leader Corp.	Various Locations	DLC Team Members	6
4-7-2017	8:15- 2:00	Data Team Meetings	Kim Brice	Grade levels meet with the admin team to discuss assessment data for math and reading.	IC's Office	Teachers	1
4-26-2017	3:00- 4:00	Curriculum Committees	Curriculum Chairs	Staff members discuss the core curriculum areas of math, ELA, science, and social studies	Various Classrooms	Teachers	1
5-17-2017	3:00- 4:00	Curriculum Committees	Curriculum Chairs	Staff members discuss the core curriculum areas of math, ELA, science, and social studies	Various Classrooms	Teachers	1

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

School Climate

School Climate Needs Assessment

Our school administers surveys to students, teachers, and parents for the yearly School Report Card. Below is a summary of the results from 2015-2016 survey.

Number of surveys returned (2015-2016)	Teachers 26	Students* 138	Parents* 77
Percent satisfied with learning environment	100%	85.5%	88.4%
Percent satisfied with social and physical environment	100%	89.8%	90.8%
Percent satisfied with home-school relations	100%	83.5%	74.7%

*Only students at the highest elementary school grade level and their parents were surveyed.

Parents, students, and teachers all reported high levels of satisfaction in all areas of the survey. After looking closely at the data for 2015-2016, the following statements had lower rates of satisfaction and could be viewed as challenges:

Parents

- My child's teachers invite me to visit my child's classrooms during the school day. (28% disagreed)

Students

- Bathrooms are kept clean. (35.5% disagreed)

Based on this data, strategies have been developed to address these areas of concern. The Action Plan that follows includes strategies that will be implemented.

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

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

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

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

ANNUAL OBJECTIVE: Annually meet or exceed the standard in ELA 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	58.08	61.08
School Actual	55.08		
District Projected	X	53	56
District Actual (ES only)	50		

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	66.51	69.51
School Actual	63.51		
District Projected	X	59	63
District Actual (ES only)	56		

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 2015-16	2016-17	2017-18
Projected Performance	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 data for 2015-16.

% Tested ELA – District Grades 3-5	Baseline 2015-16	2016-17	2017-18
Projected Performance	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 data for 2015-16.

% Tested Math – School	Baseline 2015-16	2016-17	2017-18
Projected Performance	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 data for 2015-16.

% Tested Math – District – Grades 3-5	Baseline 2015-16	2016-17	2017-18
Projected Performance	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 data for 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 science each year.

FIVE YEAR PERFORMANCE GOAL: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 86.5%.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 86.5%.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	86.5	86.5	86.5
School Actual	86.5	73.78		
District Projected	X	73.9	74.9	75.9
District Actual (ES & MS)	72.9	71.4		

*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: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above 87.6%.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above 87.6%.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	87.6	87.6	87.6
School Actual	89.75	85.67		
District Projected	X	82.2	83.2	84.2
District Actual (ES & MS)	81.2	78.8		

*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	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	68 th percentile	69 th percentile	71 st percentile	

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	59 th percentile	58 th percentile	61 st percentile	

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

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	52 nd percentile	51 st percentile	48 th percentile	

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Implement Response to Intervention (RtI) in K-2 to provide Tier 2 reading interventions for at-risk students.	2013-2018	Teachers and RtI Team	N/A	District	AIMS Web Data
Provide academic assistance for at-risk students.(before school tutoring programs)	2013-2018	Teachers	\$30 per hour	District	Student Attendance Documentation
Utilize technology software/hardware for instructional purposes. (Compass Learning, NWEA/MAP, interactive whiteboards, laptop carts, etc.)	2013-2018	Teachers	Varies	School, PTA, District	Lesson Plans, Program Reports
Incorporate Continuous Improvement strategies school-wide. (goal setting, data notebooks, data centers, etc.)	2013-2018	Teachers and Administration	N/A	N/A	Observations and Sample Documentation
Implement Balanced Literacy program in grades K-5.	2013-2018	Teachers and Instructional Coach		School, PTA, District	Observations, Lesson Plans
MAP (Measures of Academic Progress) data will be tracked and utilized to enhance instruction.	2013-2018	Teachers, Administration, and Instructional Coach	N/A	District	Data Reports
Incorporate Core Bites as a part of math instruction.	2013-2018	Teachers	\$299 per teacher	School	Common Assessment Data
Promote the school-wide reading challenge.	2013-2018	Teachers, Administration, and Media Specialist	N/A	N/A	Quarterly Data Reports
Implement Response to Intervention (RtI) in K-2 to provide Tier 2 reading interventions for at-risk students.	2013-2018	Teachers and RtI Team	N/A	District	AIMS Web Data

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: The amount of time teachers and administrators are engaged in professional development activities will meet or exceed the district minimum requirement of sixteen hours at the school level from 2013-14 to 2017-18.

ANNUAL OBJECTIVE: Teachers and administrators will participate in sixteen or more hours of professional development at the school level during the 2016-17 school year.

DATA SOURCE(S): School wide professional development report from the district portal.

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	16	16	16	16	
Actual			38	38	33		

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Survey faculty to determine professional development needs.	2013-2018	Instructional Coach	N/A	N/A	Survey Results and Professional Development Plan
The leadership team will develop a professional development plan based on the results of the faculty PD survey.	2013-2018	Administration	N/A	N/A	Professional Development Plan
Continue training for all teachers on the Balanced Literacy model.	2013-2018	District Personnel	N/A	N/A	Certificate of Completion, In-service credit, Observations, Lesson Plans
Train new staff in <i>A.L.I.V.E.</i> (technology recertification)	2013-2018	District Personnel	N/A	N/A	Certificate of Completion
Provide training for new staff on Promethean Boards.	2013-2018	District Personnel	N/A	N/A	In-service credit
Provide technology training in various areas indicated by teachers on the survey. For example, Promethean, Google Classroom, Discovery Education, etc.	2013-2018	District Personnel, Instructional Coach, and Media Specialist	N/A	N/A	In-service credit
Provide ongoing staff development on <i>CompassLearning</i> .	2013-2018	District Personnel	N/A	N/A	In-service credit, Observations, Lesson Plans
Curriculum committees will be used to share best practices in each major academic area.	2013-2018	Teachers, Administration, Instructional Coach	N/A	N/A	In-service credit, Meeting Minutes
Attend Consortiums provided by Furman University on various topics.	2013-2018	Instructional Coach, Teachers, Guest Speakers	Substitutes for teachers that attend	District	In-service credit

STUDENT ATTENDANCE

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

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	97.4	97.1	97.01	96.7	96.9		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6	95.7		

PARENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of parents who are satisfied with the learning environment at 96.4%.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 96.4 percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	96.4	96.4	96.4	96.4	96.4
School Actual	96.4	93.1	93.5	95.1	88.4		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8	90.1		

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

STUDENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students who are satisfied with the learning environment at 92.8%.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 92.8 percentage point(s) annually students who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92.8	92.8	92.8	92.8	92.8
School Actual	92.8	89.8	92.2	88.7	85.5		
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)	83.8 (ES, MS, & HS)		

TEACHER SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of teachers who are satisfied with the learning environment at 100%.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 100% annually teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100	98.3	100	100	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	91.7		

PARENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of parents who indicate that their child feels safe at school at 96.5%.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 96.5 percentage point(s) annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #20

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	96.5	96.5	96.5	96.5	96.5
School Actual	96.5	97.1	94.8	93.9	91		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.7	91.7		

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

STUDENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students who feel safe at school during the school day from at 95%.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 95% percentage point(s) annually students who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95	95	95	95	95
School Actual	95	94	94.8	92.9	92.7		
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3	91.1		

TEACHER SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of teachers who feel safe at school during the school day at 100%.

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

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #42

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100	100	98.2	100	100		
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3	98.4		

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Teachers will provide positive feedback to parents regarding student accomplishments. (Positive phone calls/notes/emails, weekly behavior updates, newsletters, class websites, etc.)	2013-2018	Teachers	N/A	N/A	Phone Calls, Emails, and Weekly Behavior Updates
The administrative team will recognize students for their academic and behavioral accomplishments (positive referrals, recognition on morning news, end of-year awards ceremonies, etc.).	2013-2018	Administrative Team	\$1,000	PTA	Sample Documentation
Enhance parent involvement by inviting parents to student activities (student performances, parent conferences, PTA meetings, field day, awards ceremonies, school picnic, etc.).	2013-2018	Teachers and Administration	N/A	N/A	School Calendar
Invite parents to participate in PTA and SIC.	2013-2018	Administration	N/A	N/A	School Newsletters, Meeting Minutes
Provide opportunities for parents to submit suggestions regarding school improvements.	2013-2018	Administration	N/A	N/A	Phone Calls, Emails, and Surveys