U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I   [ ] Charter   [ ] Magnet   [ ] Choice

Name of Principal Ms. Nerissa Quintia Lewis
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Bethel Elementary School
(As it should appear in the official records)

School Mailing Address 111 Bethel School Road
(If address is P.O. Box, also include street address.)

City Simpsonville   State SC   Zip Code+4 (9 digits total) 29681-5935

County   Greenville

Telephone (864) 355-4100   Fax (864) 355-4180

Web site/URL
http://www.greenville.k12.sc.us/bethel/   E-mail nqlewis@greenville.k12.sc.us

Twitter Handle
https://twitter.com/bethel1964

Facebook Page
http://www.facebook.com/BethelCardinals/   Google+

YouTube/URL

Blog
http://www.bethelcardinal.blogspot.com   Other Social Media Link

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date

(Principal's Signature)

Name of Superintendent*Dr. W. Burke Royster   E-mail wroyster@greenville.k12.sc.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Greenville County Schools   Tel.   (864) 355-3100
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Lisa Wells
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.

3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district   50 Elementary schools (includes K-8)
   (per district designation):   19 Middle/Junior high schools
                                          14 High schools
                                          0 K-12 schools

                                          83 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	65	65	130
1	82	81	163
2	82	95	177
3	80	82	162
4	91	102	193
5	60	83	143
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	460	508	968

4. Racial/ethnic composition of   1 % American Indian or Alaska Native
    the school: 4 % Asian
        23 % Black or African American
        8 % Hispanic or Latino
        0 % Native Hawaiian or Other Pacific Islander
        59 % White
        5 % Two or more races
    100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 13%

    This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred *to* the school after October 1, 2014 until the end of the 2014-2015 school year	55
(2) Number of students who transferred *from* the school after October 1, 2014 until the end of the 2014-2015 school year	71
(3) Total of all transferred students [sum of rows (1) and (2)]	126
(4) Total number of students in the school as of October 1, 2014	968
(5) Total transferred students in row (3) divided by total students in row (4)	0.130
(6) Amount in row (5) multiplied by 100	13

6. English Language Learners (ELL) in the school: 12 %
        110 Total number ELL

    Specify each non-English language represented in the school (separate languages by commas):
    Arabic, Gujarti, Portuguese, Spanish

7. Students eligible for free/reduced-priced meals: 41 %
    Total number students who qualify: 395

8. Students receiving special education services: 12 %
        112 Total number of students served

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

22	Autism	0	Orthopedic Impairment
0	Deafness	15	Other Health Impaired
0	Deaf-Blindness	38	Specific Learning Disability
2	Emotional Disturbance	73	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	4	Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 2

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers	43
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	17
Paraprofessionals	12
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	96%	96%	96%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes X   No

If yes, select the year in which your school received the award. 1996

15. In a couple of sentences, provide the school's mission or vision statement.

The mission of Bethel Elementary School is to engage children in a nurturing learning environment and to provide a quality education.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – 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.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

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.

2. Other Curriculum Areas:

Bethel offers many programs to enhance the educational experiences of all students. Among those offered are art, music, physical education, clubs, Lego Blast, strings, and chorus. 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.

3. Instructional Methods and Interventions:

We believe that learning is actively constructed as children are engaged in meaningful experiences. Student placement is achieved by matching individual needs with teachers who are trained to use a variety of teaching methods to meet the diverse needs of students. Differentiated instruction is provided to meet the needs of students with varying ability levels. Programs used are Compass Learning, Response to Intervention (RtI), multiage classrooms, inclusion services, and our before-school tutorial, Breakfast Club.

Our school provides a comprehensive program through assessment, instruction, and intervention while maintaining a focus on the individual student. A variety of teaching methods are used to deliver instruction. Teachers incorporate hands-on activities, science experiments, learning centers, field trips, guest speakers, and instructional technology to enhance student learning.

RtI is used to provide intensive reading instruction to students scoring below grade level in primary grades. Every student is screened three times a year to determine current reading skills. Qualifying students are provided small group instruction for thirty minutes each day by trained paraprofessionals or the RtI teacher. The groups are flexible and based on student progress, which is monitored every 10-15 days.

An Assistance Team (A-Team) process is provided for students who are not successful after implementation of interventions. Specific strategies are provided for teachers, and students are screened to determine the need for additional testing. We serve students through our special education program in the areas of speech/ language, learning disabilities, mental disabilities (EMD/Neuro), and other disabilities.

Special education teachers utilize programs, such as Touch Math, SRA, and EdMark, to provide instruction for students based on Individualized Education Plan (IEP) goals and objectives. Teachers collaborate to develop strategies that assist students in achieving success in the least restrictive environment. The teachers focus on the academic goals as outlined by each student's IEP and give attention to developing the emotional and social behaviors of students. We serve as an autism satellite school, where students with an educational autism classification are provided indirect and/or direct social skills training as needed through the support of a student support aide. For students with Limited English Proficiency, we have a teacher of English Language Learners. Small group instruction is provided based on students' scores on the WIDA assessment.

Technology is used to differentiate instruction through Compass Learning, a research-based program. Individualized learning activities are derived as a result of students' scores on MAP testing. All classes access Compass Learning weekly in the computer lab. They provide grade-appropriate content and can be accessed at school and home.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

Our school effectively establishes and maintains a clearly defined and comprehensive student assessment system. Staff members continuously collect and analyze a range of data sources. In the fall and spring, teachers administer Measurements of Academic Progress (MAP) to all students in second through fifth grade. MAP creates a personalized assessment experience that adapts to each student's learning level. Students receive a Rasch Unit (RIT) score, and goals are set for each student to attain on their spring testing. MAP scores are analyzed at the beginning and end of the school year through data teams. Individual student scores are displayed on a teacher data wall. Teachers are able to use these scores to differentiate instruction. Teachers collaborate to find ways to improve student achievement. MAP scores are used by our guidance

counselors at the beginning of the year to identify students who may benefit from additional services. Counselors meet once a week with these small groups to help improve specific academic skills. At the end of each school year, teachers in each grade level with the highest percentage of students meeting their target RIT in reading and math receive an award.

Each year, teachers administer our state assessment. Last year, students were given ACT Aspire. This year students will be taking a new assessment, SC READY. Both of these assessments evaluate students in the areas of reading, writing, and math. Students are also given the South Carolina Palmetto Assessment of State Standards (SC PASS) which reflects their learning of the science and social studies curriculum. The scores of these assessments are analyzed by grade level, teacher, and subject area. Trend data is analyzed to establish how grade levels perform over time. Teachers are provided with a detailed report showing how each student performed and results are discussed through grade level meetings. Curriculum committees discuss their subjects to determine strands that are strengths and weaknesses of each grade level.

We use a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level. Teachers meet monthly to analyze data from common formative assessments in both reading and math. These discussions identify students' strengths, weaknesses, and areas of growth and progress. Strategies discussed are implemented in the classroom to improve student learning.

Our leadership team effectively monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. Parents and students receive standardized test results with information explaining how to read and interpret the data. The Parent Portal can be accessed by parents to monitor their student's progress throughout the year.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The culture of our school emphasizes student achievement, involvement, and collaboration. Students are empowered to be active participants in the educational process. Teachers' conference with students to discuss current achievement and to set goals for continued growth. Students track their progress in data notebooks to monitor their learning. In addition, faculty members set student learning objectives related to student achievement. Teachers monitor and adjust the objectives throughout the year.

There are a variety of opportunities in place to amplify students' school experience. Clubs are offered to all third through fifth graders during school hours to ensure all students have the opportunity to attend a club of their choice. Some examples of these clubs include Caring Cardinals, technology, fitness, and strategic games. Students have the opportunity to participate in the Lego Blast Club offered weekly after school.

Our administrative team creates a positive school culture by greeting students as they arrive, recognizing accomplishments on the morning news, visiting classrooms, sponsoring Principal of the Day, attending field trips, and school events (dances, carnival, picnic, etc.). Additional efforts include student award assemblies, class compliment celebrations, spirit days, and student achievement recognition. Each year, students purchase class t-shirts which are worn on field trips and special school events. Likewise, staff morale is enhanced through efforts including hand-written notes of encouragement, teacher compliments during faculty meetings, casual days, special treats throughout the year, Staff Appreciation Week, and providing lunch relief volunteers.

Students take pride in being leaders in our school community and they have numerous opportunities to exemplify their leadership qualities. Each day our special education students take pride in raising and lowering the flags. Student Council members address student concerns, voice opinions, and introduce ideas. Representatives present questions or concerns from suggestion boxes. Junior Beta Club plans opportunities for service learning and student leadership. Fifth grade students serve as safety patrols; their leadership responsibilities help ensure safety for students. Our Leaders of the Month program recognizes students in all classes who show leadership skills by exemplifying exceptional character.

Students are motivated to read through our school-wide reading program. Annually, the administrative team sets a reading goal all students work to achieve. Progress is monitored quarterly for each class and displayed in the hallway. A reading celebration is held for all students if the goal is attained. In addition, we participate in the One School, One Book program in which all classes read the same book.

2. Engaging Families and Community:

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.

3. Professional Development:

Purposeful and effective professional development is essential to improving student achievement. This process is cyclical and includes a comprehensive needs assessment, training tailored for the staff, evaluation and feedback, and additional support based on continuing needs. A variety of methods are used to determine a specific plan for professional development, including teacher surveys, informal feedback, and results from teacher evaluations. Staff training is provided in large group, small group, and/or individual settings by the instructional coach, administrative team, and other staff members. In addition to providing staff development, the instructional coach presents model lessons, supports teachers new to the profession, and assists others needing instructional guidance. Formal and informal evaluation methods are used to assess teachers' effectiveness of professional development implementation. Individual feedback is provided as it relates to classroom instruction and staff development initiatives. As a result of classroom observations, additional training is provided to address continuing needs related to professional development

Professional development is provided at the school and district levels. Teachers attend professional development through our district's Summer Academy, Upstate Technology Conference, and other workshops to support curriculum and instruction. As a part of our Balanced Literacy program, our district has implemented literacy mentors. Each school has two literacy mentors, one primary and one intermediate. The training consists of lessons on specific components of the guided reading workshop and training labs in which teachers go into classrooms to see model lessons. The mentors practice what they have learned with their own students to perfect their craft, then they work with the instructional coach to disseminate this information to the staff.

Teachers receive professional development at the school level. Furman University offers consortiums each year that our four curriculum committees attend. The topics vary and cover a wide range of subject matter. The committees present best practices learned at monthly faculty meetings. We provide various technology trainings. Most recently, teachers attended training on Google Apps for Education. Google Drive is used for communication among staff members, and Google Classroom is used by students to interact with their

teachers. Based on teacher surveys and classroom observations, we will begin the Lucy Calkins Units of Study Writing Program. It is our philosophy that professional development is essential to teacher growth and directly impacts student achievement.

4. School Leadership:

The school administration structure is composed of the principal, two assistant principals, and an instructional coach. The building administrators work as a cohesive team to ensure a safe, positive environment which is conducive to teaching and learning. Stakeholder groups (faculty, staff, students, parents, and community members) are part of the shared decision making process through their committee involvement, participation in meetings, and communicating feedback regarding instructional issues as they arise.

Our principal's vision focuses on continuous improvement for both students and staff. She encourages leadership teams to guide our school in collaboration with stakeholders. Representatives from all stakeholder groups are included in this process during School Improvement Council (SIC) meetings, PTA board meetings, and faculty leadership meetings.

The administrative team implements the philosophy and vision in a variety of ways. Strengths of our leadership structure include commitment to continuous student achievement and school improvement as well as our shared vision and beliefs created by the stakeholders of our school. This commitment is reflected in communication amongst leaders and staff through leadership team meetings, faculty meetings, and vertical team meetings. Recently, vertical teams developed a content matrix which provides an overview of curriculum in kindergarten through fifth grade.

Educational programs such as guidance, gifted and talented, and student support services are implemented to ensure all students achieve learning, thinking, and life skills necessary for success. A commitment to instructional practices includes student engagement, a focus on depth of understanding, and the application of knowledge and skills as evidenced in teachers' lesson plans and grade level syllabi. The leadership and staff share high expectations for professional practice which is supported through professional development, weekly grade level meetings, and monthly data team meetings. In addition, school leaders and staff commit to continually improving their teaching practice through further professional development.

The school improvement plan is developed annually with input from stakeholder groups. The plan provides clear direction for our goals and strategies. Measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals are identified. School-wide goals are developed yearly by the administrative team and shared with all stakeholder groups.

Our school follows policies and procedures outlined by the Greenville County School Board. Additional practices are included in staff and student handbooks. The leadership team uses the state and district evaluation system for teachers and staff. Teachers and administrators meet three times a year to review student learning objectives and evaluation results. Administrators conduct classroom observations sharing feedback with teachers. Lesson plans and teacher websites are monitored regularly and feedback is provided. The administrative team attends meetings with teachers and reviews assessment data regularly.

Part VI – INDICATORS OF ACADEMIC SUCCESS

The establishment of Data Teams has greatly contributed to the academic success of our students. The Faculty Leadership Team began this process by reading The Data Teams Experience by Angela Peery and meeting for discussions. We examined the roles and responsibilities of each member and created norms to keep teams focused. It was determined that common assessment data in math and reading would be analyzed by each grade level monthly.

Teachers disaggregate the results by class and compile the data as a grade level. The grade level data charts show how many students miss each item, the class average, and the percentage/number of students scoring 80% or above. The assessments spiral throughout the year and areas of weakness are addressed from the previous month. Students in RtI, resource, and the Challenge program are identified to further explain the range of scores.

During the monthly meetings, the grade level team, instructional coach, and administration discuss the assessment results. Additional staff members attend when possible to provide resources and assistance for diverse learners. Data Team members have defined roles, such as team leader, recorder, timekeeper, technician, and data wall curator. These roles keep meetings efficient and provide ownership. Discussions include strengths and weaknesses as well as strategies for improvement. Needs and concerns are addressed by the administration. For example, at a second grade meeting, teachers determined that students needed flash cards to practice addition and subtraction facts. Administration discussed this need and provided funding for students to have flashcards.

The data curator compiles a comprehensive notebook of their monthly assessments, grade level data charts, and meeting minutes. In addition to the notebook, a data wall is maintained in the instructional coach's office where student growth is tracked from fall to spring for both math and reading using the Measures of Academic Progress (MAP) assessment. Students also record their results from the common formative assessments and MAP in individualized data notebooks.

Conversations at data teams have led teachers to analyze not only their teaching strategies but also their assessments more closely. Teachers are more intentional with ensuring that instruction aligns with assessments. Teachers share successful instructional strategies with others. The data identifies for teachers the skills needed for remediation. These skills are then reassessed on the following month's common assessment. Through discussions, grade levels are more aware of how curriculum transcends through the grade levels. As a result, vertical teams have created a matrix for each subject area which provides an overview of material taught at each grade level.