

# **Bethel-Hanberry Elementary School Strategic Plan 2018- 2022**



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***Richland School District Two — The District Of Choice  
Where Every School Is An Excellent Choice***

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# SCHOOL STRATEGIC PLAN SIGNATURE PAGE

**SCHOOL DISTRICT:** \_\_\_\_\_

**SCHOOL:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Phone \_\_\_\_\_ Website

**STRATEGIC PLAN FOR:** \_\_\_\_\_ *(five years)*

<b><i>Superintendent</i></b>			
_____ Printed Name	_____ Signature	_____ Email	_____ Date
<b><i>Principal</i></b>			
_____ Printed Name	_____ Signature	_____ Email	_____ Date
<b><i>Chairperson, District Board of Trustees</i></b>			
_____ Printed Name	_____ Signature	_____ Email	_____ Date
<b><i>Chairperson, School Improvement Council</i></b>			
_____ Printed Name	_____ Signature	_____ Email	_____ Date
<b><i>Director of Planning</i></b>			
_____ Printed Name	_____ Signature	_____ Email	_____ Date
<b><i>School Read To Succeed Literacy Leadership Team Lead</i></b>			
_____ Printed Name	_____ Signature	_____ Email	_____ Date

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.



## ASSURANCES FOR SCHOOL PLANS

### ACT 135 ASSURANCES

Assurances checked and signed by the district superintendent and the principal, attest that the school/district complies with all applicable ACT 135 requirements.

- X **Academic Assistance, PreK–3:** The school/district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- X **Academic Assistance, Grades 4–12:** The school/district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- X **Parent Involvement:** The school/district encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two-way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
- X **Staff Development:** The school/district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
- X **Technology:** The school/district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- X **Innovation:** The school/district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
- X **Collaboration:** The school/district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
- X **Developmental Screening:** The school/district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

**ASSURANCES FOR SCHOOL PLANS (Continued)**

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

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

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

  X **Recruitment:** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, age's birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

  X **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs:** The school/district ensures as much program effectiveness as possible by developing a district wide/school wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

\_\_\_\_\_  
Superintendent's Printed Name  
(for district and school plans)

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal's Printed Name

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

## STAKEHOLDER INVOLVEMENT

The following persons were involved in the development of the five (5)-year strategic plan.

1. **PRINCIPAL** Tracy Footman
2. **TEACHER** Christine Counts-Davis, Brandy Hagood, Charnell Hemphill
3. **PARENT/GUARDIAN** Danielle Scott, SIC Vice Chair
4. **COMMUNITY MEMBER** Susan DeMarco SIC Member
5. **SCHOOL IMPROVEMENT COUNCIL** Desdemona Franklin, SIC Chair
6. **OTHERS\*** (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

<b>POSITION</b>	<b>NAME</b>
<b>Administrator</b>	<b>Shannon Holland</b>
<b>Administrator</b>	<b>Jessie Williams</b>
<b>Parent/SIC member</b>	<b>Shree Duckett</b>
<b>Parent/SIC member</b>	<b>Lavette Stevenson</b>
<b>Parent/PTO President</b>	<b>Rebekah Guzzi</b>
<b>School Nurse</b>	<b>Kathryn Allen</b>
<b>Teacher</b>	<b>Nichelle Johnson</b>
<b>Teacher/Teacher of the Year</b>	<b>Raquel Jones</b>
<b>Teacher</b>	<b>Cassandra Portee</b>

\*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.

## OUR SCHOOL'S PURPOSE

### **Mission**

Nurturing learners to lead and succeed.

### **Vision**

Through cultivating learning opportunities provided to all students, we develop successful student leaders through empowering, engaging, and inspiring learning opportunities while nurturing creativity and discovery.

### **Our Core Values**

The Four Squares of Richland School District Two, Learning, Character, Community, and Joy, embody everything that we do.

Additionally, our school's L.E.A.D. model further outlines our fundamental beliefs.

Listening carefully  
Engaging in safety  
Acting responsibly  
Demonstrating respect

A shared-vision by all of our stakeholders has truly helped us accomplish more than we can do on our own. Our faculty and staff are dedicated to excellence being the standard and not the goal. Together we can continue our tradition of excellence as we nurture learners to lead and succeed!

## NEEDS ASSESSMENT DATA

Provide the link to your district's most recent School Report Card:

<https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?y=2017&t=E&d=4002&s=070>

**Directions:** Provide additional district's needs assessment data including both formative and summative assessments used to gauge student learning. (Charts, graphs, or other formats of data may be used.)

### Formative Assessment Data

Measures of Academic Progress (MAP)

Table 1: Percent of Students Who Met Their Growth Target on MAP by Subject and Subgroup

Subject and Subgroups	2014-2015		2015-2016		2016-2017	
	Count	Percent	Count	Percent	Count	Percent
<b>Mathematics</b>						
<b>All Students</b>	457	63.2%	473	58.6%	462	60.4%
<b>Ethnicity</b>						
American Indian or Alaskan Native	0	--	1	--	4	--
Asian	5	--	7	--	9	--
Black or African American	179	60.3%	197	55.8%	214	56.1%
Hispanic or Latino	25	60.0%	28	60.7%	21	57.1%
Native Hawaiian or Other Pacific Islander	0	--	1	--	1	--
Two or More Races	20	65.0%	22	59.1%	26	46.2%
White	228	65.8%	217	60.8%	187	66.3%
<b>Gender</b>						
Female	247	61.9%	250	57.6%	231	62.3%
Male	210	64.8%	223	59.6%	231	58.4%
<b>Reading</b>						
<b>All Students</b>	458	45.9%	475	55.2%	461	57.0%
<b>Ethnicity</b>						
American Indian or Alaskan Native	0	--	1	--	4	--
Asian	5	--	7	--	9	--
Black or African American	180	45.0%	197	54.3%	214	52.3%
Hispanic or Latino	25	60.0%	28	46.4%	21	71.4%
Native Hawaiian or Other Pacific Islander	0	--	1	--	1	--
Two or More Races	20	55.0%	22	54.5%	26	57.7%
White	228	45.2%	219	57.5%	186	59.7%
<b>Gender</b>						
Female	247	43.7%	251	53.0%	230	59.6%
Male	211	48.3%	224	57.6%	231	54.5%

-- Data not reported for subgroups less than 10 students.



**Summative Assessment Data**  
 South Carolina Kindergarten Readiness Assessment

Table 2: Percent of students demonstrating readiness by subgroup

Subgroup	Count	Overall Performance	Language & Literacy	Mathematics	Social Foundations	Physical Well-Being and Motor Development
<b>All</b>	<b>93</b>	<b>47.3%</b>	<b>44.1%</b>	<b>22.6%</b>	<b>69.9%</b>	<b>60.2%</b>
<b>Gender</b>						
Female	46	56.5%	47.8%	21.7%	76.1%	73.9%
Male	47	38.3%	40.4%	23.4%	63.8%	46.8%
<b>Ethnicity</b>						
Asian	1	--	--	--	--	--
Afr. American	43	30.2%	39.5%	9.3%	62.8%	55.8%
Hispanic	5	--	--	--	--	--
White	40	65.0%	50.0%	37.5%	77.5%	60.0%
Other	4	--	--	--	--	--
<b>Lunch Status</b>						
Free/Reduced	33	30.3%	33.3%	15.2%	66.7%	69.7%
Pay	60	56.7%	50.0%	26.7%	71.7%	55.0%
<b>English Proficiency</b>						
LEP	1	--	--	--	--	--
Non-LEP	92	47.8%	44.6%	22.8%	69.6%	59.8%
<b>IEP Status</b>						
Non-Speech IEP	--	--	--	--	--	--
No IEP	93	47.3%	44.1%	22.6%	69.9%	60.2%
<b>Pre-Kindergarten</b>						
Head Start	8	0.0%	0.0%	0.0%	62.5%	75.0%
PreK*	53	62.3%	60.4%	30.2%	77.4%	69.8%
None	28	35.7%	25.0%	17.9%	60.7%	42.9%
Unknown	4	--	--	--	--	--

-- Data not reported for subgroups less than 10 students.

**South Carolina READY**

Table 3.1: Percent of Students (3-5) Who Scored Meets or Exceeds Expectations on SC Ready ELA by Subgroup

Subgroup	2016		2017	
	Count	Percent	Count	Percent
<b>All Students</b>	<b>392</b>	<b>54.1%</b>	<b>376</b>	<b>53.4%</b>
<b>Gender</b>				
Male	179	49.8%	179	47.5%
Female	213	57.8%	197	58.9%
<b>Ethnicity</b>				
Hispanic or Latino	27	22.2%	23	26.1%
American Indian or Alaska Native	0	--	3	--
Asian	6	0.0%	5	0.0%
Black or African American	171	43.3%	169	37.9%
Native Hawaiian or Other Pacific Islander	0	--	1	--
White	170	64.7%	157	69.4%
Two or more races	18	0.0%	18	0.0%
<b>Disability</b>				
Disabled	54	31.5%	40	30.0%
Not Disabled	338	57.7%	336	56.2%
<b>Migrant Status</b>				
Migrant	0	--	0	--
Non-Migrant	392	54.1%	376	53.4%
<b>English Proficiency</b>				
Limited English Proficient	9	0.0%	8	0.0%
Non-Limited English Proficient	383	54.8%	368	54.4%
<b>Poverty</b>				
Students in Poverty (SIP)	153	37.9%	147	35.4%
Non-Students in Poverty (SIP)	233	65.2%	229	65.1%

-- Data not reported for subgroups less than 10 students.

Table 3.2: Percent of Students (3-5) Who Scored Meets or Exceeds Expectations on SC Ready Math by Subgroup

Subgroup	2016		2017	
	Count	Percent	Count	Percent
<b>All Students</b>	<b>393</b>	<b>70.7%</b>	<b>379</b>	<b>68.3%</b>
<b>Gender</b>				
Male	179	68.7%	181	67.4%
Female	214	72.4%	198	69.2%
<b>Ethnicity</b>				
Hispanic or Latino	27	29.6%	24	33.3%
American Indian or Alaska Native	0	--	3	--
Asian	6	0.0%	5	0.0%
Black or African American	171	61.4%	171	58.5%
Native Hawaiian or Other Pacific Islander	0	--	1	--
White	171	81.9%	157	78.4%
Two or more races	18	0.0%	18	0.0%
<b>Disability</b>				
Disabled	54	55.6%	41	48.8%
Not Disabled	339	73.2%	338	70.7%
<b>Migrant Status</b>				
Migrant	0	--	0	--
Non-Migrant	393	70.7%	379	68.3%
<b>English Proficiency</b>				
Limited English Proficient	9	0.0%	10	0.0%
Non-Limited English Proficient	384	71.6%	369	68.8%
<b>Poverty</b>				
Students in Poverty (SIP)	153	59.5%	149	53.7%
Non-Students in Poverty (SIP)	234	78.6%	230	77.8%

-- Data not reported for subgroups less than 10 students.

**SCPASS**

Table 4.1: Percent of Students (4-5) Who Met or Exceeded Expectations on SCPASS Science by Subgroup

Subgroup	2015		2016		2017	
	Count	Percent	Count	Percent	Count	Percent
<b>All Students</b>	258	81.8%	253	78.3%	272	62.1%
<b>Gender</b>						
Male	116	87.1%	111	79.3%	127	58.3%
Female	142	77.4%	142	77.4%	145	65.5%
<b>Ethnicity</b>						
Hispanic or Latino	14	64.3%	13	--	17	41.2%
American Indian or Alaska Native	--	--	--	--	1	--
Asian	1	--	4	--	5	--
Black or African American	105	74.3%	107	65.4%	127	46.5%
Native Hawaiian or Other Pacific Islander	--	--	--	--	--	--
White	122	88.5%	116	90.5%	109	81.6%
Two or more races	10	--	13	--	13	--
<b>Disability</b>						
Disabled	26	50.0%	38	55.3%	30	36.7%
Not Disabled	232	85.3%	215	82.3%	242	65.3%
<b>English Proficiency</b>						
Limited English Proficient	5	--	5	--	7	--
Non-Limited English Proficient	253	81.8%	248	78.3%	265	62.3%
<b>Poverty</b>						
Students in Poverty (SIP)	103	72.8%	95	67.3%	111	45.1%
Non-Students in Poverty (SIP)	153	88.2%	156	84.6%	161	73.9%

-- Data not reported for subgroups less than 10 students.  
Standards and Scale Changed for 2017

Table 4.2: Percent of Students (4-5) Who Met or Exceeded Expectations on SCPASS Social Studies by Subgroup

Subgroup	2015		2016		2017	
	Count	Percent	Count	Percent	Count	Percent
<b>All Students</b>	258	89.6%	253	87.7%	272	82.4%
<b>Gender</b>						
Male	116	91.4%	111	84.7%	127	77.2%
Female	142	88.0%	142	90.1%	145	86.9%
<b>Ethnicity</b>						
Hispanic or Latino	14	64.3%	13	--	17	70.6%
American Indian or Alaska Native	--	--	--	--	1	--
Asian	1	--	4	--	5	--
Black or African American	105	88.6%	107	85.9%	127	72.4%
Native Hawaiian or Other Pacific Islander	--	--	--	--	--	--
White	122	92.7%	116	91.4%	109	92.7%
Two or more races	10	--	13	--	13	--
<b>Disability</b>						
Disabled	26	69.2%	38	76.3%	30	66.7%
Not Disabled	232	91.8%	215	89.8%	242	84.3%
<b>English Proficiency</b>						
Limited English Proficient	5	--	5	--	7	--
Non-Limited English Proficient	253	89.7%	248	87.9%	265	82.3%
<b>Poverty</b>						
Students in Poverty (SIP)	103	81.6%	95	77.9%	111	73.0%
Non-Students in Poverty (SIP)	153	95.4%	156	94.3%	161	88.8%

-- Data not reported for subgroups less than 10 students.

## School Climate

Table 5 shows the percent of teachers, students and parents who indicated they were satisfied learning environment, the social and physical environment, and school-home relations on the 2015 through 2017 South Carolina Department of Education School Climate surveys.

Table 5: School Climate Satisfaction by Teacher, Student and Parent groups for 2015-2017

	2015		2016		2017	
	Count	Percent	Count	Percent	Count	Percent
<b>Satisfied with the Learning Environment</b>						
Teacher	30	97.0%	41	100.0%	50	100.0%
Student	129	83.0%	127	86.6%	113	82.3%
Parent	74	97.0%	53	94.4%	54	92.6%
<b>Satisfied with the Social and Physical Environment</b>						
Teacher	30	93.0%	41	95.1%	50	100.0%
Student	129	86.0%	127	82.7%	113	86.7%
Parent	74	95.0%	53	92.7%	54	92.7%
<b>Satisfied with the School-Home Relations</b>						
Teacher	30	97.0%	41	100.0%	50	100.0%
Student	129	88.0%	127	84.2%	113	88.5%
Parent	74	79.0%	53	74.1%	54	83.6%

## EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

**State Report Card for districts and schools data:** <http://ed.sc.gov/data/report-cards/state-report-cards/>

**Directions:** In the appropriate boxes, use district and school data to identify areas in need of improvement. Required areas to be addressed are: Student Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

### Student Achievement, including sub-groups

#### ***Early Childhood/Primary (PK–2):***

Based on the results of data from our Kindergarten assessments, we are looking at the preparation level of our early childhood students as well as our curriculum, programs, and initiatives to address the needs.

During the 2017 fall administration of KRA, 44.1% of Kindergartners demonstrated readiness in Language and Literacy and 22.6% demonstrated readiness in math.

Of our Kindergartners receiving subsidized meals, 33.3% of students demonstrated readiness in Language and Literacy and 15.2% demonstrated readiness in math.

Based on our KRA data and the needs of our Kindergartners, we will continue to monitor and increase our intervention support in the early grades to ensure that all of our students are ready to meet the grade level expectations.

#### ***Elementary School (3-5)***

##### **ELA and Math:**

During the 2017 spring administration of SC READY, 53.5% of our third-fifth graders scored *met or exceeds* in ELA. 37.9% of African American students and 47.8% of Hispanic students scored *met or exceeds* in ELA. Based on our ELA data, we saw an increase in students' performance on writing, and we will continue to focus on improving student achievement in ELA by providing more professional development support for teachers, a more literacy-rich environment, and literacy intervention. It is also the plan to add Open Court to first grade starting in the 2018-2019 school year to ensure that all of our students have a solid phonics background. Further, we will continue to strive to improve student achievement with our African American and Hispanic students.

During the 2017 spring administration of SC READY, 68.3% of our third-fifth graders scored *met or exceeds* in Math. 58.5% of African American students and 70.8% of Hispanic students scored *met or exceeds* in Math. Based on our Math data, we are pleased with the overall results and will continue to strive to improve student achievement, specifically with our African American students.

We are pleased that the Bethel-Hanberry Elementary SC Ready data in Math and ELA are above the district and state averages. The administration and teachers are continuing to work closely with our district content specialists to ensure that instruction in Math and ELA is fully aligned to the standards specifically in the areas of reading comprehension, text-dependent analysis, and measurement & data analysis.

**Science and Social Studies:**

During the 2017 spring administration of SC PASS, 62.1% of our fourth and fifth graders scored *met or exceeds* in Science. 46.5% of African American students and 58.8% of Hispanic students scored *met or exceeds* in Science.

During the 2017 spring administration of SC PASS, 82.4% of our fourth and fifth graders scored *met or exceeds* in Social Studies. 72.4% of African American students and 94.1% of Hispanic students scored *met or exceeds* in Social Studies.

We are pleased that the Bethel-Hanberry Elementary SC PASS data for Science and Social Studies are above the district and state averages, however it has declined over the past three years. The administration and teachers are working closely with our district content specialists to ensure that instruction and assessments in Science and Social Studies are fully aligned to the standards.

**Middle School (6-8)**

N/A

**High School (9-12)**

N/A

**Teacher/Administrator Quality**

At Bethel-Hanberry Elementary School, we have a poverty rate that is higher than schools within our district that have similar student performance. Over 40% of students at Bethel-Hanberry receive subsidized meals. While the poverty rate is higher than similar schools, teacher retention does not pose a major challenge. In order to maintain high teacher retention rates, we will maintain high expectations for teachers and seek and retain the very best teachers at Bethel-Hanberry.

We will continue to provide quality professional development for our teachers to continuously improve student achievement. Professional development will be specific to school goals and differentiated for our teachers to ensure that we are meeting the learning and socio-emotional needs of our students while also meeting the needs of our teachers.

**School Climate**

Perception data is a very important way to gain insight from all stakeholders to understand our climate. Based on our 2017 climate survey data, the following trends were noted:

- The percent who were satisfied with home-school relations has increased from the prior three years: 88.5 % of students were satisfied, 83.6% of parents were satisfied, and 100% of teachers were satisfied.
- The percent who were satisfied with the learning environment at our school increased over the last three years for teachers while decreasing slightly for parents and students: 82.3% of students were satisfied, 92.6% of parents were satisfied, and 100% of teachers were satisfied.
- The percent who were satisfied with the social and physical environment at our school has remained relatively the same over last three years for parents and students and increased for teachers: 86.7% of students were satisfied, 92.7% of parents were satisfied, and 100% of teachers were satisfied.

Overall, our stakeholders are satisfied with our school climate. We were pleased to see positive trends in satisfaction in our home-school relations among all groups as well as the social and physical environment at Bethel-Hanberry. We will



continue to work on strategies to improve our learning environment and at minimum, maintain our positive social and physical environment.

### **District Priorities**

Bethel-Hanberry Elementary aligns our goals and priorities with our district priorities and framework. Our professional development and all of our practices are aligned to learning, character, community, or joy which are our district's Four Squares to Success.

### **Gifted and Talented**

Bethel-Hanberry Elementary offers our district's ALERT program which serves students second through fifth grades that are identified as gifted and talented by the state of South Carolina. Currently, 17% of the second-fifth grade population is gifted. Additionally, we utilize the Total School Cluster Grouping model from Purdue University to grow our number of students in normally underrepresented populations who, over time, meet gifted qualifications. Over the past two years we have increased our number of gifted students by 15 in 2016 and by 28 in 2017. We look forward to the continued trend.

**LEARNING**

Learning is the cornerstone of all that we do at Bethel-Hanberry Elementary. In our nurturing and innovative learning environment, all partners acquire knowledge and skills through quality instruction and engaging experiences. Character, Community, and Joy help support this key square.

ACHIEVEMENT GOAL	
<p>By the end of 2022, Bethel-Hanberry Elementary will work to increase academic achievement by at least 2% each year on summative state assessments.</p> <p>2018 - At least 55.5% meeting/exceeding ELA expectations and 70.3% meeting/exceeding math expectations                      2019 - At least 57.5% meeting/exceeding ELA expectations and 72.3% meeting/exceeding math expectations                      2020 - At least 59.5% meeting/exceeding ELA expectations and 74.33% meeting/exceeding math expectations                      2021 - At least 61.5% meeting/exceeding ELA expectations and 76.3% meeting/exceeding math expectations                      2022 - At least 63.5% meeting/exceeding ELA expectations and 78.3% meeting/exceeding math expectations</p>	
BHE Student Outcome/Strategy	Our students meet or exceed normed scores and will develop overall academic success on all key measures in ELA and Math.
BHE Staff Outcome/Strategy	Our staff provides quality teaching which meets the needs of all learners.
BHE Community Outcome/Strategy	Our parents and community members increase their awareness and support of academics and curriculum.

BHE Student Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and funding source(s)	Accountability
Our students engage in collaborative feedback conferencing, reflection conferencing, assessment conferencing and academic goal-setting.	2018 2019 2020 2021 2022	Administration Instructional Coaches Teachers Students	Data meetings, conferencing and goal-setting documentation	N/A	SC Ready MAP Benchmarks Observations Lesson Plans

<b>BHE Staff Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Measure(s) of Progress</b>	<b>Cost and funding source(s)</b>	<b>Accountability</b>
Our staff uses pacing guides and on-target assessments in all subject areas aligned with the state curriculum standards.	2018 2019 2020 2021 2022	Administration Instructional Coaches Teachers	PLCs devoted to the alignment of pacing guides with instruction and on-target assessments to elevate rigor.	N/A	SC Ready SC PASS MAP Benchmarks PLC agendas/notes Observations Lesson Plans
<b>BHE Community Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Measure(s) of Progress</b>	<b>Cost and funding source(s)</b>	<b>Accountability</b>
Our community is provided with curriculum-based workshops to increase their understanding of the PK-5 curriculum.	2018 2019 2020 2021 2022	Administration Instructional Coaches Faculty and Staff Students Parent Organizations Parent Educator	Number of people who attend sessions	TBD  Discretionary budget	Sign-in sheets Photographs Surveys

**TALENT GOAL**

By the end of 2022, 100% of Bethel-Hanberry Elementary faculty/staff will identify and utilize their passions and talents to enhance

the quality of the school's educational environment and greater community.

2018- 20% increase

2019- 40% increase

2020- 60% increase

2021- 80% increase

2022- 100% increase

BHE Student Outcome/Strategy	Our students participate in clubs and opportunities during and after the school day to identify/pursue their interests and talents.
BHE Staff Outcome/Strategy	Our staff shares their expertise/passion in their area(s) of interest with colleagues and the community.
BHE Community Outcome/Strategy	Our community members share their gifts and talents with BHE students and employees.

<b>BHE Student Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Measure(s) of Progress</b>	<b>Cost and Funding Source</b>	<b>Accountability</b>
Our students engage in special focus days (i.e. Cultural Arts Day, Career Day, Student Art Showcase, etc...) and after-school club offerings to pursue their passions.	2018 2019 2020 2021 2022	Teachers School Counselor CDF Students Departments	Number of varying opportunities provided each year	\$3,000  Discretionary budget	Events Calendar Photographs Artifacts
<b>BHE Staff Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Measure(s) of Progress</b>	<b>Cost and Funding Source</b>	<b>Accountability</b>
Our staff identifies a talent/passion and pursue/use it to enhance experiences for students, colleagues, and/or the community.	2018 2019 2020 2021	Staff	Increased contributions towards school/community initiatives	TBD  TBD	Documentation of each person's talent/passion and their contribution

	2022				(i.e. photographs, PD facilitation, event planning, etc...)
<b>BHE Community Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Measure(s) of Progress</b>	<b>Cost and Funding Source</b>	<b>Accountability</b>
Our community members will have on-going opportunities to actively participate and showcase their talents to expose BHE students to a multifaceted world.	2018 2019 2020 2021 2022	Administration Teachers School Counselor CDF	Increased number of community volunteers sharing relevant college, career, and real-world applications.	TBD  Discretionary budget	Calendar of events Photographs Volunteer logs

<b>CULTURE AND ENVIRONMENT GOAL</b>	
Bethel-Hanberry Elementary will promote collaboration among all partners to build and add to our collective knowledge and expertise.	
BHE Student Outcome/Strategy	Our students are provided with opportunities that encourage collaboration, sharing ideas, and perspectives.
BHE Staff Outcome/Strategy	Our staff fosters a culture of collaboration and support for learning for students, community partners, and themselves.
BHE Community Outcome/Strategy	Our community partners will aid BHE in establishing and increasing learning opportunities for all.

<b>BHE Student Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Measure(s) of Progress</b>	<b>Cost and Funding Source</b>	<b>Accountability</b>
Our students engage in classroom community meetings to ensure student-centered collaboration and leadership.	2018 2019 2020 2021 2022	School Counselor Administrators Teachers Students	Increased sense of belonging and increased ability to work well with others	N/A	Observation Class Schedule

<b>BHE Staff Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Measure(s) of Progress</b>	<b>Cost and Funding Source</b>	<b>Accountability</b>
Weekly collaborative professional learning communities (PLCs) and/or planning sessions	2018 2019 2020 2021 2022	Administrators Teachers Instructional coaches TLC	Weekly PLCs and extended planning time during the school year documented by calendars, meeting notes, etc...	TBD  Discretionary budget/ PD budget	Grade level/team notes Scheduled meeting dates
<b>BHE Community Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Measure(s) of Progress</b>	<b>Cost and Funding Source</b>	<b>Accountability</b>
Establish relationships within the community to create opportunities for collaborative partnerships.	2018 2019 2020 2021 2022	School Counselor Administrators Teachers Parent Advisory Committees	Opportunities to showcase local community members, their expertise, and how we can be of service to one another	TBD  Discretionary budget	Agenda from sessions

**CHARACTER**

Character is a building block to a great education. Positive character traits are essential to becoming contributing members of society. Without opportunities to develop and strengthen strong character traits, learning is not complete.

ACHIEVEMENT GOAL	
<p>By the end of 2022, Bethel-Hanberry Elementary will work to decrease our number of discipline referrals and/or suspensions.</p> <p>2018 – 5% reduction                      2019 – 10% reduction                      2020 – 15% reduction                      2021 – 20% reduction                      2022 – 25% reduction</p>	
BHE Student Outcome/Strategy	Through the use of the school’s L.E.A.D. model, which is based on the Positive Behavioral Interventions and Supports (PBIS) framework, BHE students develop strong character traits as detailed in the profile of the S.C. graduate.
BHE Staff Outcome/Strategy	BHE staff utilizes the L.E.A.D. model and PBIS elements to consistently model and encourage positive behaviors for our students and others.
BHE Community Outcome/Strategy	The BHE community will benefit from and participate in service learning and character-building opportunities to make the community better.

BHE Student Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Follow BHE’s L.E.A.D. model and have opportunities to be recognized for positive behavior.	2018 2019 2020 2021 2022	Administrators School Counselor Teachers Students	Increase in BHE Bucks earned and a reduction in discipline referrals	\$3,500  Discretionary budget	BHE Bucks celebrations Positive referral documentation Disciple referral data Quarterly character kid celebrations

<b>BHE Staff Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Measure(s) of Progress</b>	<b>Cost and Funding Source</b>	<b>Accountability</b>
Participation in PBIS refreshers and in professional learning sessions centered on restorative practices.	2018 2019 2020 2021 2022	Assistant Principal School Counselor District Staff	Increase in staff understanding and ability to identify and manage students' difficult behaviors and promote pro-social behaviors through positive and restorative practices	N/A	Staff surveys Reduction in discipline referrals
<b>BHE Community Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Measure(s) of Progress</b>	<b>Cost and Funding Source</b>	<b>Accountability</b>
Annual grade-level service projects	2018 2019 2020 2021 2022	Administrators Teachers Students School Counselor Community members	Implementation of service projects with community partners.	TBD Discretionary budget	Photographs Letters to/from community

<b>TALENT GOAL</b>	
Bethel-Hanberry Elementary will work to recruit, develop and retain partners who promote the strong positive character traits that help make learning complete.	
BHE Student Outcome/Strategy	Our students serve as ambassadors for Bethel-Hanberry by modeling the core values of the district: Learning; Character; Community; and Joy as well as our school expectations of L.E.A.D.



BHE Staff Outcome/Strategy	Our staff demonstrates a commitment to the district's and school's core values, model positive character traits and help students develop these traits as well.
BHE Community Outcome/Strategy	Our school provides a safe, secure and inviting place to learn.

<b>BHE Student Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Measure(s) of Progress</b>	<b>Cost and Funding Source</b>	<b>Accountability</b>
Maintain high achievement levels while exemplifying high standards of character.	2018 2019 2020 2021 2022	Administration Teachers School Counselor Students	Consistent character education lessons and conversations about behavioral expectations.	No cost  No funding source necessary	All students use resources to resolve conflict and cultivate positive relationships.
<b>BHE Staff Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Measure(s) of Progress</b>	<b>Cost and Funding Source</b>	<b>Accountability</b>
Teachers will lead professional development.	2018 2019 2020 2021 2022	Administration Instructional Coaches Teachers	PD participation	No cost  No funding source necessary	Documentation of PD led
<b>BHE Community Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Measure(s) of Progress</b>	<b>Cost and Funding Source</b>	<b>Accountability</b>
Ongoing opportunities for community members to actively participate.	2018 2019 2020 2021 2022	Administration Teachers Students School counselor Community	Implementation of service projects with community partners.	TBD  Discretionary budget	Calendar of events Photographs

		members			
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<b>CULTURE AND ENVIRONMENT GOAL</b>
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Bethel-Hanberry Elementary will work to maintain a culture and environment that reinforces positive character traits.

BHE Student Outcome/Strategy	BHE students participate in character education.
BHE Staff Outcome/Strategy	BHE staff participates in character education and model positive behavior to students and engage in restorative practices.
BHE Community Outcome/Strategy	BHE partners with the community to develop positive character traits for our stakeholders.

<b>BHE Student Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Measure(s) of Progress</b>	<b>Cost and Funding Source</b>	<b>Accountability</b>
Develop problem-solving strategies to advocate for self and others.	2018 2019 2020 2021 2022	School Counselor Administrators Teachers Students	Students practice strategies and are acknowledged for making good choices	N/A	PBIS rewards system Character Kid celebration Discipline referral data Positive referral data
<b>BHE Staff Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Measure(s) of Progress</b>	<b>Cost and Funding Source</b>	<b>Accountability</b>
Incorporate restorative practices lessons and strategies in class community meetings	2018 2019 2020 2021 2022	School Counselor Teachers	Students practice strategies	TBD	Regular class community meetings/guidance lessons

<b>BHE Community Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Measure(s) of Progress</b>	<b>Cost and Funding Source</b>	<b>Accountability</b>
Continue mentoring programs for students, Career Day, etc...to connect students to positive role models in the community.	2018 2019 2020 2021 2022	School Counselor Administrators Teachers Students CDF	The level of participation by the community	\$1,500  Discretionary budget	Calendar of events Volunteer/guest logs Photographs

**COMMUNITY**

We value the power of working with our entire community – students, employees, parents, residents, businesses, faith-based organizations, government entities and elected officials (partners). Working together, we continuously improve the Bethel-Hanberry Elementary community and support each other in maximizing our gifts and talents, as we pursue our pathways to purpose.

ACHIEVEMENT	
Bethel-Hanberry Elementary will maximize opportunities for partners to collaborate and work together for the greater good.	
BHE Student Outcome/Strategy	Students participate in meaningful and relevant community service projects that provide opportunities to expand their learning and support our community.
BHE Staff Outcome/Strategy	Our BHE staff supports and serves as leaders in community organizations, building their capacity to support the mission and vision of the district while bettering the community.
BHE Community Outcome/Strategy	We capitalize on mutually beneficial community partnerships that support our students, staff and community partners as they pursue their pathways to purpose.

BHE Student Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Participate in Service Learning activities.	2018 2019 2020 2021 2022	Teachers Students Administrators School Counselor	Student engagement Project outcomes	TBD  TBD	Completed annual projects
BHE Staff Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Participate and serve as leaders in	2018	Teachers	Community	No cost	Log of attendance at events

community organizations	2019 2020 2021 2022	Administrators	involvement	No funding source necessary	
<b>BHE Community Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Measure(s) of Progress</b>	<b>Cost and Funding Source</b>	<b>Accountability</b>
Cultivate partnerships with community members that can support students' growth	2018 2019 2020 2021 2022	Community members Parents Teachers Students	Community involvement	No cost  No funding source necessary	Stakeholders development of community opportunities

TALENT GOAL	
Bethel-Hanberry Elementary will strive to identify and maximize the collective talent of our partners.	
BHE Student Outcome/Strategy	We help our students identify their talents.
BHE Staff Outcome/Strategy	Our staff identifies their talents and uses them to assist our students in pursuing personal pathways to purpose.
BHE Community Outcome/Strategy	Community members share their gifts and talents with Bethel-Hanberry students and employees.

<b>BHE Student Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Measure(s) of Progress</b>	<b>Cost and Funding Source</b>	<b>Accountability</b>
Provide opportunities for student to	2018	Students	Calendar of events	No cost	Calendar of events

identify needs in the community with which they could lend assistance	2019 2020 2021 2022	Staff		No funding source necessary	
<b>BHE Staff Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Measure(s) of Progress</b>	<b>Cost and Funding Source</b>	<b>Accountability</b>
Provide opportunities for staff to identify their talents to assist students	2018 2019 2020 2021 2022	Staff Students Administrators	Showcase of school events and/or clubs	\$2,500  Discretionary budget	Calendar of events
<b>BHE Community Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Measure(s) of Progress</b>	<b>Cost and Funding Source</b>	<b>Accountability</b>
Provide opportunities for the community to identify their talents to assist our students	2018 2019 2020 2021 2022	Teachers Community members Administrators Parents Students	Community involvement	No cost  No funding source necessary	Logs of attendance at events

<b>CULTURE AND ENVIRONMENT GOAL</b>	
Bethel-Hanberry Elementary will promote collaboration among all partners in order to build and add to our collective knowledge and expertise.	
BHE Student Outcome/Strategy	In all classrooms, it is evident that every student is valued and appreciated.
BHE Staff Outcome/Strategy	A highly qualified, premier teacher is in all classrooms at Bethel-Hanberry.

BHE Community Outcome/Strategy	We maximize opportunities to bring the community together.
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<b>BHE Student Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Measure(s) of Progress</b>	<b>Cost and Funding Source</b>	<b>Accountability</b>
Demonstrate positive character and leadership daily.	2018 2019 2020 2021 2022	Students Staff Administrators	Increase the number of positive recognitions for students	No cost  No funding source necessary	Discipline reports PBIS rewards
<b>BHE Staff Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Measure(s) of Progress</b>	<b>Cost and Funding Source</b>	<b>Accountability</b>
Teachers are given opportunities for celebration and recognition of the work of their peers and colleagues	2018 2019 2020 2021 2022	Staff Administrators	Shout-outs, Staff Member of the Month, Peer observations	\$1,500  Discretionary budget	List of teacher shout outs  Peer observation data
<b>BHE Community Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Measure(s) of Progress</b>	<b>Cost and Funding Source</b>	<b>Accountability</b>
Staff outreach to community members to share expertise and/or resources	2018 2019 2020 2021 2022	Staff Administration	Special projects and events	\$1,000  Discretionary budget	List of community volunteers and areas of expertise

**JOY**

What is success without celebration? We value the practice of honoring our accomplishments. Sharing in the joy of a job well done promotes future success. The Bethel-Hanberry Elementary family takes time to revel in the great achievements made by all of our partners. A joyful environment produces happy and productive people who embrace innovation and learning.

ACHIEVEMENT GOAL	
Bethel-Hanberry Elementary will celebrate and recognize the achievement of all partners.	
BHE Student Outcome/Strategy	We celebrate and recognize our students for growth and achievements.
BHE Staff Outcome/Strategy	Our staff earns celebrations and recognition for demonstrating growth and excellence.
BHE Community Outcome/Strategy	We honor community partners for maximizing their gifts and talents.

BHE Student Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Actively engage in lessons that are designed to foster students’ passion for learning.	2018 2019 2020 2021 2022	Teachers Students Administration Community Partners	Student participation in special projects/clubs	No cost  No funding source necessary	Lesson plans Documentation of club offerings
BHE Staff Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Teachers are given opportunities for celebration and recognition of the work of their peers and colleagues	2018 2019 2020	Staff Administration	Shout-outs, peer observations, Star Staff Member	\$250  Discretionary budget	List of teacher shout outs Peer observation data



	2021 2022		recognition		
<b>BHE Community Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Measure(s) of Progress</b>	<b>Cost and Funding Source</b>	<b>Accountability</b>
Staff outreach to community members to share expertise and/or resources	2018 2019 2020 2021 2022	Staff Administration Community members	Special projects and events	\$1,000  Discretionary budget	List of community volunteers and areas of expertise

<b>TALENT GOAL</b>	
<a href="#">Bethel-Hanberry Elementary will consistently look for ways for our partners to experience joy while learning and working.</a>	
BHE Student Outcome/Strategy	Our students benefit from multiple opportunities to discover their passions.
BHE Staff Outcome/Strategy	Our staff participates in on-going professional and personal growth opportunities to develop work skills and knowledge, and to ensure a healthy work/personal-life balance.
BHE Community Outcome/Strategy	We offer community members opportunities to share their gifts and talents with Bethel-Hanberry students and employees.

<b>BHE Student Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Measure(s) of Progress</b>	<b>Cost and Funding Source</b>	<b>Accountability</b>
Provide multiple opportunities to students to discover their passions.	2018 2019 2020	Teachers Students Administrators	Student participation in special projects/clubs	No cost  No funding source	List of special opportunities provided

	2021 2022	Contracted outside agencies Community partners		necessary	
<b>BHE Staff Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Measure(s) of Progress</b>	<b>Cost and Funding Source</b>	<b>Accountability</b>
Provide staff development opportunities based on staff/teacher need	2018 2019 2020 2021 2022	Staff Administration	Faculty meetings Collaborative Planning Data Meetings PD with Reading Coach	No cost  No funding source necessary	Correlation to needs reported by staff as well as walk-through and achievement data
<b>BHE Community Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Measure(s) of Progress</b>	<b>Cost and Funding Source</b>	<b>Accountability</b>
Offer community members opportunities to share their gifts and talents with BHE students and employees.	2018 2019 2020 2021 2022	Staff Administration	Service learning projects Clubs	No cost  No funding source necessary	Compilation of artifacts from each

<b>CULTURE AND ENVIRONMENT GOAL</b>	
Bethel-Hanberry Elementary will strive to have a joyful and productive environment for all partners.	
BHE Student Outcome/Strategy	We ensure all students develop meaningful relationships, which are vital to engaging students in purposeful learning.

BHE Staff Outcome/Strategy	Our staff participates in regular motivational and inspirational activities.
BHE Community Outcome/Strategy	We maximize opportunities to bring the community together.

<b>BHE Student Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Measure(s) of Progress</b>	<b>Cost and Funding Source</b>	<b>Accountability</b>
Students are provided with different opportunities to engage in meaningful relationships.	2018 2019 2020 2021 2022	Staff Students Parents Community	Participation in developing relationships through small groups or clubs	\$2,000  Discretionary budget	List of specialized and club offerings
<b>BHE Staff Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Measure(s) of Progress</b>	<b>Cost and Funding Source</b>	<b>Accountability</b>
Develop activities that motivate and inspire teachers	2018 2019 2020 2021 2022	Staff Parents Community	PD offerings with teacher leaders and teacher input	\$3,000  Discretionary budget PD budget	PD agendas
<b>BHE Community Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Measure(s) of Progress</b>	<b>Cost and Funding Source</b>	<b>Accountability</b>
Develop opportunities for teachers to volunteer within the greater community	2018 2019 2020 2021 2022	Staff Parents Community members	Service learning partnerships	No cost  No funding source necessary	Documented evidence of partnerships