

# Bookman Road Elementary School



**Dr. Kendra Hill, Principal**  
**1245 Bookman Road**  
**Elgin, SC 29045**

**2018-2019**  
**Year 1 of 5-year term 2018-2023**

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# SCHOOL STRATEGIC PLAN SIGNATURE PAGE

**SCHOOL DISTRICT:** Richland School District Two

**SCHOOL:** Bookman Road Elementary

1245 Bookman Road

Elgin, SC 29045

803-699-1724

Phone

www.richland2.org/bre

Website

**STRATEGIC PLAN FOR:** 2018-2023 *(five years)*

## *Superintendent*

Baron R. Davis, Ph.D.  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Email

\_\_\_\_\_  
Date

## *Principal*

Dr. Kendra Hill  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Email

\_\_\_\_\_  
Date

## *Chairperson, District Board of Trustees*

Craig Plank  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Email

\_\_\_\_\_  
Date

## *Chairperson, School Improvement Council*

Jodi Osisek  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Email

\_\_\_\_\_  
Date

## *Director of Planning*

William C. Simon  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Email

\_\_\_\_\_  
Date

## *School Read To Succeed Literacy Leadership Team Lead*

Stephanie Harrell  
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
<b>Kendra J. Hill</b>		<b>4/20/18</b>
_____ 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. <b>PRINCIPAL</b>  | <b>Dr. Kendra Hill</b>     |
| <hr/>  |                            |
| 2. <b>TEACHERS</b>   | <b>Mrs. Tasia King</b>     |
| <hr/>  |                            |
| 3. <b>PARENT/GUARDIAN</b>  | <b>Mrs. Meredith Fakas</b> |
| <hr/>  |                            |
| 4. <b>COMMUNITY MEMBER</b>   | <b>Mr. Mark Richter</b>    |
| <hr/>  |                            |
| 5. <b>SCHOOL IMPROVEMENT COUNCIL</b>   | <b>Mrs. Jodi Osisek</b>    |
| <hr/>  |                            |
| 6. <b>OTHERS*</b> (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) |                            |

POSITION	NAME
Assistant Principal	Chris Reliford
Assistant Principal	Carol O' Connor
Literacy Coach	Stephanie Harrell

**\*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.

## MISSION, VISION, VALUES, AND BELIEFS

Nearly 20 years ago, at the inception of the school, representatives of the Bookman Road faculty, staff, and parent groups met to formulate our mission statement and beliefs. In 2016, under the leadership and guidance of the Bookman Road School Improvement Council, a vision statement was established for the first time ever to provide a more concise and student friendly statement to direct the efforts of the school.

### Mission Statement:

Bookman Road Elementary School, a beacon of high academic achievement and vision, in cooperation with students, educators, homes and the community, will assure students fulfill their maximum individual potential in a nurturing environment by delivering challenging, relevant, and integrated learning experiences to become responsible and productive citizens in a global society.

### Vision:

We develop Beacons who “*light the way*” in personal character, academics, and community service.

### Values:

- Every student will achieve academic excellence.
- Every student will be safe and respected in a nurturing environment.
- Every student will learn and consistently demonstrate LIFESKILLS and lifelong guidelines.
- Every student will be artistically literate.
- Every student will be technologically literate.

### We believe that:

- All people have worth, are unique, and should be treated with dignity.
- A safe, positive climate is necessary for learning.
- All decisions must be based on what is in the best interest of our students.
- Family, students, educators, support staff, and the community must be partners in the educational process.
- The diversity of our student population must be reflected in our staff, programs, and priorities.
- The home environment plays a critical role in the students’ development.
- Excellence in education for each student is achievable.

Highlights:

Palmetto Gold Award, SC Department of Education, 2010-2015

Palmetto Silver Award, SC Department of Education, 2013-2014

Palmetto Gold, Closing the Achievement Gap,

S. C. Department of Education, 2012

Boeing Doc's Adopt a School Health and Wellness Initiative Grand Prize Winner, 2016

District Teacher of the Year, 2014-2015

Runner-up District Mathematics Competition, Team and Individual Competitions, 2013

Host and Model School for the Center for Effective Leadership: Highly Effective Teaching Model (HET) 2014-2016

Samsung Operation Military Kids - Building Blocks program and host school, 2015

WIS-TV Golden Apple Teacher Award, 2012-13, 2013-14, 2014-15, 2016-17

"Every Child, Every Chance, Every Day" Department of Defense Grant 2016-2021 \$1, 500,000

"The Victory Initiative" Department of Defense Grant, 2011-2016, \$1,137,023  
Richland Two Health and Wellness Grant, Boeing and Palmetto Health Children's Hospital, 2016, \$3,000

SAM'S Club Community Grant, 2016, \$1,500

DHEC "Champions of the Environment" Grant, 2015, \$2,000

Fall Gardening Sparkleberry Country Fair Grant, 2015, \$400

"Ants in My Pants" Sparkleberry County Fair Grant, 2015, \$350

"Genius Hour" Sparkleberry Fair Grant, 2014, \$500

"Rekenrek and Read" Sparkleberry Fair Grant, 2014, \$200

"Growing Great Readers" Sparkleberry Fair Grant, 2014, \$800

"Interactive Read-Alouds" Sparkleberry Fair Grant, 2013, \$500

DHEC Composting Project, 2012, \$2,250

Earth Day Mini Richland Soil and Water Conservation District, 2011, \$250

GraceLife IMPACT Grant, 2014, 2013

Petco Pets in the Classroom Grants 2014, 2013



## 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=087>

**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>	<b>319</b>	<b>41.4%</b>	<b>301</b>	<b>31.9%</b>	<b>298</b>	<b>56.0%</b>
<b>Ethnicity</b>						
American Indian or Alaskan Native	--	--	3	--	1	--
Asian	11	45.5%	8	--	7	--
Black or African American	114	36.8%	115	27.0%	123	47.2%
Hispanic or Latino	29	37.9%	22	22.7%	24	79.2%
Native Hawaiian or Other Pacific Islander	1	--	2	--	1	--
Two or More Races	19	26.3%	17	52.9%	19	57.9%
White	145	47.6%	134	35.1%	123	61.0%
<b>Gender</b>						
Female	139	40.3%	130	33.8%	142	54.2%
Male	180	42.2%	171	30.4%	156	57.7%
<b>Reading</b>						
<b>All Students</b>	<b>320</b>	<b>51.9%</b>	<b>300</b>	<b>51.3%</b>	<b>297</b>	<b>58.6%</b>
<b>Ethnicity</b>						
American Indian or Alaskan Native	--	--	3	--	1	--
Asian	11	45.5%	8	--	7	--
Black or African American	114	45.6%	116	49.1%	122	51.6%
Hispanic or Latino	32	56.3%	22	54.5%	24	62.5%
Native Hawaiian or Other Pacific Islander	1	--	2	--	1	--
Two or More Races	19	52.6%	17	64.7%	19	52.6%

White	143	56.6%	132	50.0%	123	65.9%
<b>Gender</b>						
Female	139	54.7%	130	54.6%	143	58.0%
Male	181	49.7%	170	48.8%	154	59.1%

-- 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>52</b>	<b>57.7%</b>	<b>46.2%</b>	<b>42.3%</b>	<b>75.0%</b>	<b>75.0%</b>
<b>Gender</b>						
Female	23	60.9%	47.8%	39.1%	87.0%	82.6%
Male	29	55.2%	44.8%	44.8%	65.5%	69.0%
<b>Ethnicity</b>						
Asian	3	--	--	--	--	--
Afr. American	17	47.1%	35.3%	35.3%	76.5%	70.6%
Hispanic	2	--	--	--	--	--
White	26	57.7%	46.2%	50.0%	73.1%	76.9%
Other	4	--	--	--	--	--
<b>Lunch Status</b>						
Free/Reduced	21	38.1%	38.1%	28.6%	71.4%	61.9%
Pay	31	71.0%	51.6%	51.6%	77.4%	83.9%
<b>English Proficiency</b>						
LEP	2	--	--	--	--	--
Non-LEP	50	58.0%	46.0%	44.0%	76.0%	76.0%
<b>IEP Status</b>						
Non-Speech IEP	2	--	--	--	--	--
No IEP	50	60.0%	48.0%	44.0%	78.0%	78.0%
<b>Pre-Kindergarten</b>						
Head Start	3	--	--	--	--	--
PreK*	32	65.6%	50.0%	46.9%	78.1%	78.1%

None	15	46.7%	46.7%	33.3%	66.7%	73.3%
Unknown	2	--	--	--	--	--

-- 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>249</b>	<b>53.4%</b>	<b>232</b>	<b>53.9%</b>
<b>Gender</b>				
Male	138	42.0%	125	44.0%
Female	111	67.6%	107	65.4%
<b>Ethnicity</b>				
Hispanic or Latino	20	0.0%	25	16.0%
American Indian or Alaska Native	2	--	1	--
Asian	8	0.0%	4	0.0%
Black or African American	91	37.4%	95	46.3%
Native Hawaiian or Other Pacific Islander	1	--	1	--
White	113	66.4%	93	64.5%
Two or more races	14	0.0%	13	0.0%
<b>Disability</b>				
Disabled	46	21.7%	39	28.2%
Not Disabled	203	60.6%	193	59.1%
<b>Migrant Status</b>				
Migrant	0	--	0	--
Non-Migrant	249	53.4%	232	53.9%
<b>English Proficiency</b>				
Limited English Proficient	14	0.0%	14	0.0%
Non-Limited English Proficient	235	52.8%	218	54.1%
<b>Poverty</b>				
Students in Poverty (SIP)	80	40.0%	92	47.8%
Non-Students in Poverty (SIP)	167	59.9%	140	57.8%

-- 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>249</b>	<b>60.2%</b>	<b>232</b>	<b>63.4%</b>
<b>Gender</b>				
Male	138	55.8%	125	59.2%
Female	111	65.8%	107	68.2%
<b>Ethnicity</b>				
Hispanic or Latino	20	0.0%	25	20.0%
American Indian or Alaska Native	2	--	1	--
Asian	8	0.0%	4	0.0%
Black or African American	91	46.2%	95	53.7%
Native Hawaiian or Other Pacific Islander	1	--	1	--
White	113	69.9%	93	77.5%
Two or more races	14	0.0%	13	0.0%
<b>Disability</b>				
Disabled	46	26.1%	39	30.8%
Not Disabled	203	68.0%	193	70.0%
<b>Migrant Status</b>				
Migrant	0	--	0	--
Non-Migrant	249	60.2%	232	63.4%
<b>English Proficiency</b>				
Limited English Proficient	14	0.0%	14	0.0%
Non-Limited English Proficient	235	59.6%	218	63.3%
<b>Poverty</b>				
Students in Poverty (SIP)	80	47.5%	92	50.0%
Non-Students in Poverty (SIP)	167	66.5%	140	72.1%

-- 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>	169	71.0%	165	73.3%	166	60.9%
<b>Gender</b>						
Male	100	71.0%	90	71.1%	87	56.3%
Female	69	71.1%	75	76.0%	79	65.9%
<b>Ethnicity</b>						
Hispanic or Latino	12	--	14	--	19	26.3%
American Indian or Alaska Native	--	--	2	--	1	--
Asian	7	--	5	--	4	--
Black or African American	61	63.9%	56	58.9%	64	48.5%
Native Hawaiian or Other Pacific Islander	1	--	1	--	--	--
White	76	73.7%	77	83.1%	69	73.9%
Two or more races	11	--	10	--	9	--
<b>Disability</b>						
Disabled	29	37.9%	33	54.6%	29	37.9%
Not Disabled	140	77.9%	132	78.0%	137	65.6%
<b>English Proficiency</b>						
Limited English Proficient	9	--	10	--	14	--
Non-Limited English Proficient	160	70.0%	155	73.6%	152	61.9%
<b>Poverty</b>						
Students in Poverty (SIP)	52	55.8%	52	57.7%	72	45.8%
Non-Students in Poverty (SIP)	116	77.6%	112	80.3%	94	72.3%

-- 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>	169	87.6%	165	86.7%	166	81.9%
<b>Gender</b>						
Male	100	90.0%	90	88.9%	87	78.2%
Female	69	84.0%	75	84.0%	79	86.1%
<b>Ethnicity</b>						
Hispanic or Latino	12	--	14	--	19	42.1%
American Indian or Alaska Native	--	--	2	--	1	--
Asian	7	--	5	--	4	--
Black or African American	61	85.2%	56	82.2%	64	79.7%
Native Hawaiian or Other Pacific Islander	1	--	1	--	--	--
White	76	89.5%	77	91.0%	69	87.0%
Two or more races	11	--	10	--	9	--
<b>Disability</b>						
Disabled	29	65.6%	33	66.7%	29	58.6%
Not Disabled	140	92.1%	132	91.7%	137	86.9%
<b>English Proficiency</b>						
Limited English Proficient	9	--	10	--	14	--
Non-Limited English Proficient	160	87.5%	155	86.5%	152	81.5%
<b>Poverty</b>						
Students in Poverty (SIP)	52	76.9%	52	75.0%	72	76.4%
Non-Students in Poverty (SIP)	116	92.3%	112	92.8%	94	86.2%

-- 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	19	100.0%	42	97.6%	42	100.0%
Student	84	91.0%	77	98.7%	79	88.6%
Parent	43	88.0%	40	97.5%	47	97.9%
<b>Satisfied with the Social and Physical Environment</b>						
Teacher	19	100.0%	42	100.0%	42	97.6%
Student	84	84.0%	77	93.5%	79	81.0%
Parent	43	88.0%	40	97.5%	47	93.6%
<b>Satisfied with the School-Home Relations</b>						
Teacher	19	89.0%	42	97.6%	42	95.2%
Student	84	95.0%	77	93.5%	79	89.7%
Parent	43	83.0%	40	92.5%	47	75.6%

## 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.

<b>Student Achievement, including sub-groups</b>
<p><b><i>Early Childhood/Primary (PK–2):</i></b></p> <p>Based on this year’s Kindergarten Readiness Assessment data (KRA), majority of students have appropriate foundational skills in the areas of Social Foundations and Physical Well-Being and Motor Development. However, less than half of students taking the assessment were foundationally prepared in the areas of Language and Literacy and Mathematics. Particular attention is focused on using research based strategies and curriculums to address deficiencies in these key academic areas. Collaboration with school and district academic coaches will be a particular area of focus to ensure fidelity with curriculum instruction.</p>
<p><b>Elementary School (3-5)</b></p> <p><b>Collecting, analyzing, and using data to guide instruction across all subject areas</b>                      -SC Ready and MAP data reflect the need to focus on different strands for different students and grade levels:</p> <ul style="list-style-type: none"> <li>• Over 50% of students in grade 5 scored in the low category in Number Sense and Operations-Fractions; scored below the district average in the high category</li> <li>• 2nd grade- Informational Text (over 33% below average)</li> <li>• 3<sup>rd</sup> grade- Informational Text- TDA- (75% insufficient writing)</li> </ul>



- 4<sup>th</sup> grade- Informational Text (40% low); Literary Text- Language, Craft, and Structure (over 40% low); and overall writing with an emphasis on language (49.4 low- more than district average); Minimal analysis of text/Inadequate writing (73.6%)

5<sup>th</sup> grade- Informational Text, Inquiry (only 15.2% high), Language, Craft, and Structure (only 12.7 percent high); overall writing with a focus on meaning; numbers and operations/ fractions (over 50% low on SC Ready; tremendous drop from previous year).

While over 60 percent of students who took the SC PASS Science Assessment met or exceeded expectations, this was a significant drop from 73 percent the year prior. It is worth noting the change in standards and scale; however, we will continue to monitor trend data in this area.

Nearly 82 percent of students taking the SC PASS Social Studies Assessment met or exceeded expectations. This is significantly above the state average, so we will continue to monitor what methods of instruction work best so that we may target underachieving subgroups in the area of Social Studies.

**A continued focus on the effective implementation of Balanced Literacy Workshop -**

-SC Ready writing data reflect that only 1.3% of students at the school demonstrated “an effective analysis of text and skillful writing”; 61% all BRES students demonstrated a minimal analysis of text and inadequate writing

-There are several new staff members who have not been oriented to the Balanced Literacy structure and others who, based on observation and conversation, need to focus more on purposefully forming groups and using data to set goals.

-Based on the teacher professional needs surveys in both literacy and technology, teachers expressed a need to integrate technology effectively during instruction in the balanced literacy block

**Orientation and gradual implementation of a structured school-wide writing curriculum**

-SC Ready data reflect that in the area of writing, students demonstrate the need for effective analysis of text and skillful writing.

-SC Ready writing data reflect that only 1.3% of students at the school demonstrated “an effective analysis of text and skillful writing”; 61% all BRES students demonstrated a minimal analysis of text and inadequate writing

***Middle School (6-8)***

N/A

***High School (9-12)***

N/A

### **Teacher/Administrator Quality**

Currently, Bookman Road has 24 classroom teachers in PreK through fifth grades. There are twelve National Board Certified Teachers on staff and 27 staff members with advance degrees. One unique characteristic of Bookman Road is that for 18 of its 19 years all Bookman Road classes have remained self-contained with one teacher teaching core subject areas to the same group of homeroom students.

While many elementary schools have adopted the team-teaching or departmentalizing approach, more of our veteran teachers with National Board Certification and transferring to other elementary schools and middle schools where they will only be responsible for one or two subject areas. As a result, Bookman Road administration has reconsidered feasibility of maintaining solely self-contained settings and for the first time piloted team teaching at the 5<sup>th</sup> grade level. Administration will continue to monitor student achievement data in team-teaching and self-contained settings within the school and will consider the outcomes of moving to the team-teaching approach or order to retain some of our most highly qualified teachers and staff. In addition to evaluating the effectiveness of class configurations, additional measures will be put in place to provide more structured support at the school level for our newest teachers. The “New Beacon Cohort” will meet or collaborate a minimum of once monthly to provide school based support during what many teachers reflect are their most stressful years in teaching.

### **School Climate**

Between 95 and 100 percent of certified staff are satisfied with the learning environment, school-home relations, and the social and physical environment within the school. Between 93 and 98 percent of parents agree with the learning environment and social and physical environment, but only about 76 percent agreed with home-school relations which was a significant drop from the previous year.

While between 81 and 90 percent of students were satisfied, student perceptions seemed to be the most critical (19 percent unsatisfied) with the social and physical environment within the school. Appropriate measures will be monitored and considered to ensure students feel comfortable and safe when attending school.

### **District Priorities**

As part of last year’s district accreditation, Bookman Elementary School aligned the strategic plan with the district’s plan. The district focused on these four key areas: Learning, Character, Community, and Joy. In alignment with these four areas, the school plan also encompasses the areas of student achievement, school climate, teacher administrator quality and parents/community. The plans also aligned with board goals.

### **Gifted and Talented**

During the 2016-2017 school year, we were excited to have been invited to pilot an innovative new program known as *SPARK*, designed for upper-grade students whose MAP test scores placed them above the 80th percentile, but just below qualifications for our district's gifted and talented program. When reevaluating the effectiveness of the program at the end of the school year, we noticed a slight increase in reading (about 7%), however, there was an almost 25 percent increase in students meeting their growth targets in math MAP.

In addition to our ALERT Gifted and Talented program, we consider *SPARK* an additional method to expand the thinking of our more academically proficient students. As such, we will reconsider funding options to better serve our higher achieving subgroups of students.

# BOOKMAN ROAD ELEMENTARY SCHOOL STRATEGIC PLAN 2018- 2023

## **Mission:**

Bookman Road Elementary School, a beacon of high academic achievement and vision, in cooperation with students, educators, homes and the community, will assure students fulfill their maximum individual potential in a nurturing environment by delivering challenging, relevant, and integrated learning experiences to become responsible and productive citizens in a global society.

## **Vision:**

Developing Beacons who “light the way” in personal character, academics, and community service.

## **Richland District Two Core Values**

The Four Squares – Learning, Character, Community and Joy – embody everything that we do.



**Dr. Kendra Hill, Principal**  
**1245 Bookman Road**  
**Elgin, SC 29045**

## LEARNING

Learning is the cornerstone on which all that we do in Richland Two is built. In our innovative learning environments, all partners acquire knowledge and skills through quality instruction and engaging experiences. Character, Community and Joy help to support this key square.

<b>LEARNING- ACHIEVEMENT GOAL</b>				
Bookman Road Elementary will work to ensure students' success by increasing academic achievement in all areas as evidenced by growth on State testing:				
<u>2016-2017 Baseline Data</u>				
<b>ELA-53.9</b>				
<b>Math-63.4</b>				
2018-2019- 2% increase from baseline data				
2019-2020- 4% increase from baseline data				
2020-2021- 6% increase from baseline data				
2021-2022- 8% increase from baseline data				
2022-2023- 10% increase from baseline data				
<b>BRE STUDENT OUTCOME/STRATEGY</b>	Our students will meet or exceed normed scores and will develop overall academic success on all key measures in ELA, Math, Science and Social Studies.			
<b>BRE STAFF OUTCOME/STRATEGY</b>	Our staff participates in on-going, relevant professional learning experiences to support teaching and learning using the HET framework and brain-based instructional strategies.			
<b>COMMUNITY OUTCOME/STRATEGY</b>	Provide opportunities for parent and community awareness and support of academics and curriculum taught at BRES			
<b>Student Action Steps:</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Measure/Accountability</b>	<b>Cost/Funding</b>
Engage students in meaningful and relevant learning experiences using brain-based, Highly Effective Teaching, instructional strategies	Classroom teachers	2018-2023	Documented implementation of HET strategies/ Observation, Student projects	TBD/School level and district level general funds

Continue to implement, analyze, and evaluate the balanced literacy model during reading and writing instruction	Teacher, Administration, Reading Coach	2018-2023	Documented implementation of Balanced Literacy Model in each classroom/ Lesson Plan, Classroom Observation, Data Assessment	TBD/School level and district level general funds
Expand opportunities for academic assistance for various groups of atypical learners	Teachers, RTI Support Staff, Administration, District Support	2018-2023	Implementation of varied academic assistance/ RTI intervention, ALERT, Math Assistance Club	TBD/School level and district level general funds, DODEA Grant
<b>Staff Action Steps:</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Measure/Accountability</b>	<b>Cost/Funding</b>
Provide Monthly Professional Development with the school's TLC and Reading Coach based on staff's need	Reading Coach TLC	2018-2023	Professional Development Calendar reflecting monthly TLC and Reading Coach collaboration/ Teacher Surveys	TBD/School level and district level general funds
Provide opportunities for professional development including but not limited to: faculty in service, professional library, after school workshops, and Collaborative planning sessions.	Administration, TLC, Reading Coach, Teachers and Staff	2018-2023	Professional Development Calendar reflecting PD/ opportunities Meeting Agenda, Teacher Surveys, Team Collaborative planning Notes	TBD/School level and district level general funds, DODEA Grant
Provide external PD opportunities for faculty and staff including workshops, conferences, and district training.	Administration, Teachers and Staff, Coaches, District Personnel	2018-2023	Documented off-site PD requests and approvals/ Sign-In Sheets, Meeting Agendas	TBD/School level and district level general funds, DODEA Grant
<b>Community Action Steps:</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Measure/Accountability</b>	<b>Cost/Funding</b>
Conduct community workshops sharing information about school vision, culture, and academics.	Administration, Teachers and Staff, Coaches	2018-2023	Scheduled school curriculum night/ Sign-In Sheets, Meeting Agendas	TBD/School and district level general funds, DODEA Grant

<b>LEARNING- TALENT GOAL</b>				
<p>Bookman Road Elementary will foster gifts and talents within our school community by dedicating resources toward recruitment, retention, and the ongoing development of a highly qualified, certified, professional staff as evidenced by maintaining or exceeding a 90 percent teacher retention rate each year from 2018-2023 (excluding retirement, promotion, or relocating).</p> <p>2018- 85% or greater certified staff retention</p> <p>2019- 85% or greater certified staff retention</p> <p>2010- 87% or greater certified staff retention</p> <p>2021- 87% or greater certified staff retention</p> <p>2022- 90% or greater certified staff retention</p>				
<b>BRE STUDENT OUTCOME/STRATEGY</b>		Our students benefit from the opportunity to identify their gifts and talents and have the opportunity to pursue a passion.		
<b>BRE STAFF OUTCOME/STRATEGY</b>		Teachers and staff are empowered through professional growth opportunities to help successfully maneuver teaching responsibilities and encourage them to identify and pursue a passion while working at Bookman Road Elementary.		
<b>COMMUNITY OUTCOME/STRATEGY</b>		Community members share their gifts and talents with Richland Two students and employees.		
<b>Student Action Steps:</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Measure/Accountability</b>	<b>Cost/Funding</b>
Continue to provide opportunities for students to pursue their gifts and talents during and after school hours to include but not limited to: SWAT (technology) team,	Teachers and Staff, Community Members,	2018-2023	Students have varied club opportunities/ Observations, Student projects, attendance records	General school funds, parent tuition

AIRWAVES (morning news show) crew, Art Club, Chorus, Recorder Club, Boys & Girls Running Program (PE), Eco Friendly (Science) club, Gymnastics, Karate, Good News Club				
<b>Staff Action Steps:</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Measure/Accountability</b>	<b>Cost/Funding</b>
Training provided to teachers in Highly Effective Teaching (HET) strategies to include a focus on the environment and Immersion area to bring real world contexts into the classroom.	Admin, Teachers, Coaches	2018-2023	Planned training dates/ Meeting agendas, school calendar dates, professional development, and lesson plans	General school funds, DODEA Grant
Establish a school based cohort to provide support to first and second year teachers in the areas of instruction, behavior management, and organization.	Coaches, Mentor teachers, Induction teachers, Administration	2018-2023	Teacher participation and feedback will reflect that they feel supported and competent in their roles; Teacher survey data, meeting agendas, calendar dates, classroom observations, formal evaluation outcomes	General school funds, DODEA Grant
<b>Community Action Steps:</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Measure/Accountability</b>	<b>Cost/Funding</b>
Establish support and training for teachers and RTI	Administration, Teachers, RTI	2018-2023	Teacher participation in professional development/ agendas, RTI groups, reduction in office	TBD/ District General Funds



Interventionists to provide tiered behavior interventions and problem solving strategies during the instructional day.	Interventionists		referrals, professional books and resources	
Establish a steering committee to review and revise the current discipline referral format to align with the district discipline matrix.	Administration, Teacher/Staff Steering Committee	2018-2023	Alignment with district discipline matrix/ New, revised discipline referral, established steering committee	TBD/ District General Funds
<b>Student Action Steps:</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Measure/Accountability</b>	<b>Cost/Funding</b>
Expand and continue to provide opportunities for community partnerships in which community members share talents and knowledge with students through “being there” experiences.	Community Members, Teachers and Staff	2018-2023	School calendar dates, business invoices, lesson plans	General school funds, parent funding

<b>LEARNING- CULTURE &amp; ENVIRONMENT GOAL</b>				
Bookman Road Elementary will promote collaboration among all partners in order to build and add to our collective knowledge and expertise.				
<b>BRE STUDENT OUTCOME/STRATEGY</b>		We maintain a student centered environment that fosters collaboration and supports learning.		
<b>BRE STAFF OUTCOME/STRATEGY</b>		Our staff create and maintain an environment that promotes collaboration and supports learning for students and all other partners including themselves.		
<b>COMMUNITY OUTCOME/STRATEGY</b>		Collaboration with our community partners expands and increases learning opportunities for students, staff, and community members.		
<b>Student Action Step:</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Measure/Accountability</b>	<b>Cost/Funding</b>
Maintain a student centered and collaborative environment through morning meetings and grade level community meetings.	Teachers, Coaches	2018-2023	Lesson plans, meeting agendas	N/A
<b>Staff Action Steps:</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Measure/Accountability</b>	<b>Cost/Funding</b>
Integrate Target talk, LIFESKILLS, and Lifelong Guidelines into school wide culture.	Teachers, Administration, Support Staff	2018-2023	Observations, lesson plans, social media forums	N/A
Maintain weekly common team planning time and monthly	Teachers, Administration, Coaches	2018-2023	Master schedule, school calendar	N/A

collaborative planning opportunities.				
<b>Community Action Step:</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Measure/Accountability</b>	<b>Cost/Funding</b>
Collaborate with community partners to establish “Being There Experiences” for students.	Community partners, grade level teams	2018-2023	Lesson plans, business invoices, school calendar	School level and district level General Funding, parent tuition

## 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.

CHARACTER- ACHIEVEMENT GOAL					
Using baseline data obtained from 2017 discipline referrals and feedback on climate surveys, Bookman Road will enhance the school climate and culture by encouraging our students to demonstrate a high level of ethical character within and outside of the BRE community as measured by a decrease in discipline referrals and suspensions:  2018 - 2% reduction 2019 – 4% reduction 2020 – 6% reduction 2021 – 8% reduction 2022 - 10% reduction					
BRE STUDENT OUTCOME/STRATEGY		Our students will demonstrate Life and Career Characteristics of the South Carolina Graduate through a continued focus on the Highly Effective Teaching school-wide framework with an emphasis on LIFESKILLS and Lifelong Guidelines.			
BRE STAFF OUTCOME/STRATEGY		Our staff will use the Highly Effective Teaching character education curriculum to model and encourage strong character traits for our students and each other.			
COMMUNITY OUTCOME/STRATEGY		We work with our community partners to provide opportunities for students and staff to implement service learning initiatives to positively impact our surrounding community.			
<b>Student Action Steps:</b>		<b>Responsibility</b>	<b>Timeline</b>	<b>Measure/Accountability</b>	<b>Cost/Funding</b>
Establish leadership opportunities through student ambassadors, classroom services, and service learning projects		Students, Teachers, Club sponsors	2018-2023	Increase in student leadership opportunities/ Social media forums, monthly student project displays, email correspondences, agendas	General school level funding, DODEA Grant
<b>Staff Action Steps:</b>		<b>Responsibility</b>	<b>Timeline</b>	<b>Measure/Accountability</b>	<b>Cost/Funding</b>

Provide professional development in accordance with the school-wide HET character education curriculum that establishes LIFESKILLS and Lifelong Guidelines	Faculty and staff, students and community	2018-2023	Monthly HET Character Education PD/ Lesson plans, club activities, team meetings, observations	N/A
<b>Community Action Steps:</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Measure/Accountability</b>	<b>Cost/Funding</b>
Establish partnerships through grade level charities and service learning projects.	Community organizations and businesses, students, teachers	2018-2023	Documented list of community charities and service learning projects/Student projects, records of charitable donations, documents of correspondence, Beacon Newsletter	N/A

<b>CHARACTER- TALENT GOAL</b>	
Bookman Road Elementary will work to recruit, develop and retain partners who promote the strong positive character traits that help make learning complete.	
<b>BRE STUDENT OUTCOME/STRATEGY</b>	Our students serve as ambassadors for Richland Two by modeling the core values of the district: Learning; Character; Community; and Joy.
<b>BRE STAFF OUTCOME/STRATEGY</b>	Our staff demonstrates a commitment to the district's core values, model positive character traits and help students develop those traits as well.
<b>COMMUNITY OUTCOME/STRATEGY</b>	Our community provides a safe, secure and inviting place to live which attracts and retains partners who are contributing members of society and positive role models for our students.

<b>Student Action Steps:</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Measure/Accountability</b>	<b>Cost/Funding</b>
Establish and maintain Project Unify, Peer Mediation, and Grade Level Community Building Days.	Club sponsors, Teachers, Guidance Counselor, Students	2018-2023	Implemented Clubs, Club agendas, School Calendar	TBD
<b>Staff Action Steps:</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Measure/Accountability</b>	<b>Cost/Funding</b>
Maintenance of Teacher/Staff Handbook	Administration, Faculty and Staff	2018-2023	Online Handbook	N/A
Partner with local community members to host a school yard day event	Teacher Yard Day Committee, Community Partners	2018-2023	School Calendar, Social Media Communications, Photo Documentation, Executed Yard Day	TBD/School Funds, Community Donations
<b>Community Action Steps:</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Measure/Accountability</b>	<b>Cost/Funding</b>
Collaborate with community members to maintain a student mentoring program.	Guidance Counselor, Classroom Teachers, Community Volunteers	2018-2023	Established Mentoring Program, Calendar Events, Log of Students Served	N/A

CHARACTER- CULTURE & ENVIRONMENT GOAL				
Bookman Road Elementary will work to maintain a culture and environment that reinforces positive character traits.				
BRE STUDENT OUTCOME/STRATEGY		From kindergarten through grade 12, our students participate in character education.		
BRE STAFF OUTCOME/STRATEGY		Our staff participates in character education and models positive behavior to students.		
COMMUNITY OUTCOME/STRATEGY		We partner with the community to provide character education programs, and we recognize community members who model positive behavior for our students and staff.		
Student Action Steps:	Responsibility	Timeline	Measure/Accountability	Cost/Funding
Continue to recognize all students through Blinky's Buddy, LIFESKILL Spotlight, etc.	All Faculty and Staff	2018-2023	Ongoing recognition throughout the year, Blinky's Buddy Board, The Beacon, LIFESKILLS Breakfast	School Funds
Extracurricular activities are designed to place students in leadership roles through such programs as Student Ambassadors, Airwaves, SWAT Team, etc.	All students, Faculty and Staff	2018-2023	Number of students involved and survey students' success of programs	TBD/District and School Funds
Continue to increase student awareness in health and fitness and generate healthier students through the Bookman Beat, Morning Walking Club, Boosterthon, Project H2O, etc.	Administration, School Health Council, Faculty and Staff, and students	2018-2023	Observations of implementation and student participation	N/A

Expand awareness of nutrition through Tasty Tidbits, Beacons of Health, and related Arts	School Health Council, Administration, Related Arts Teachers	2018-2023	Related Arts classroom observations and lesson plan review. Tasty Tidbit daily on news show.	N/A
<b>Staff Action Steps:</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Measure/Accountability</b>	<b>Cost/Funding</b>
Train staff to implement character education through LIFESKILLS and Lifelong Guidelines	All Faculty and Staff	2018-2023	Classroom observations, lesson plans, Airwaves, grade level Community meetings, The Beacon	N/A
<b>Community Action Steps:</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Measure/Accountability</b>	<b>Cost/Funding</b>
Partner with parents and community members to maintain mentoring partnerships	Guidance Counselor, IAT, Teachers	2018-2023	Mentors visit weekly, sign in logs from lobby guard, assignment tracking	N/A



## 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 Richland Two community and support each other in maximizing our gifts and talents, as we pursue our pathways to purpose.

<b>COMMUNITY- ACHIEVEMENT GOAL</b>				
Bookman Road Elementary will maximize opportunities for partners to collaborate and work together for the greater good.				
<b>BRE STUDENT OUTCOME/STRATEGY</b>	Students participate in meaningful and relevant community service projects that provide opportunities to expand their learning and support the Richland Two community			
<b>BRE STAFF OUTCOME/STRATEGY</b>	Our employees support and serve as leaders in community organizations, building their capacity to support the mission and vision of the district while bettering the community.			
<b>COMMUNITY OUTCOME/STRATEGY</b>	We capitalize on mutually beneficial community partnerships that support our students, staff and community partners as they pursue their pathways to purpose.			
<b>Student Action Steps:</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Measure/Accountability</b>	<b>Cost/Funding</b>
Each grade level sponsors a charity or non-profit organization to promote service learning outside of the school	All students, Faculty and Staff	2018-2023	Grade levels sponsor charities yearly	N/A
Students participate in classroom services to the school	Classroom Teachers, Club Sponsors, Students	2018-2023	List of Classroom Services, Photo Documentation of classroom services	N/A
<b>Staff Action Steps:</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Measure/Accountability</b>	<b>Cost/Funding</b>
Embed service learning into project based learning	All students, Faculty and Staff	2018-2023	Classroom observations, lesson plans, student work review	TBD/General Funding
<b>Community Action Steps:</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Measure/Accountability</b>	<b>Cost/Funding</b>

Participation in using community resources to promote learning opportunities for students through “Being There Experiences”	All students, Faculty and Staff	2018-2023	Scheduled Being There Experiences, Lesson Plans Student observations, journaling, reflection, and products	TBD/Parent Funding, General Funding
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<b>COMMUNITY - TALENT GOAL</b>				
Bookman Road Elementary will strive to identify and maximize the collective talent of our partners.				
<b>BRE STUDENT OUTCOME/STRATEGY</b>		We help our students identify their talents and share them with our community		
<b>BRE STAFF OUTCOME/STRATEGY</b>		Our staff identifies their talents and uses them to assist our students in pursuing personal pathways to purpose.		
<b>COMMUNITY OUTCOME/STRATEGY</b>		Community members share their gifts and talents with Richland Two students and employees.		
<b>Student Action Steps:</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Measure/Accountability</b>	<b>Cost/Funding</b>
Every classroom completes an ongoing classroom service to benefit the school	Faculty and Staff All students	2018-2023	Service learning projects are ongoing throughout the year	N/A
Leadership opportunities are available in every classroom through learning clubs and class jobs.	Faculty and Staff All students	2018-2023	Classroom observations, lesson plan review	N/A
Leadership opportunities are available in grade	Faculty and Staff All students	2018-2023	Class and grade level student leadership	N/A

level communities.				
Student ambassadors attend leadership conferences	Guidance Counselor, Administration	2018-2023	Attendance or participation in district and third party leadership events	TBD/ General Funding
<b>Staff Action Steps:</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Measure/Accountability</b>	<b>Cost/Funding</b>
Maintain and Increase the support and offerings for military families	Administration Faculty/Staff PTO SIC	2018-2023	Number of offerings and support for military families	TBD/ DOD Grant, School Funding
<b>Community Action Steps:</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Measure/Accountability</b>	<b>Cost/Funding</b>
Community stakeholders present and speak at grade level community meetings and Career Day	Administration, Faculty and Staff	2018-2023	Grade Level Community Agendas, Career Day Participation Logs	TBD/School Funding
Maintain a partnership with local businesses and faith-based organizations	PTO, SIC, Administration, Faculty and Staff	2018-2023	Yearly Partnership Review	N/A

**COMMUNITY- CULTURE & ENVIRONMENT GOAL**

Bookman Road Elementary will promote collaboration among all partners in order to build and add to our collective knowledge and expertise.

**BRE STUDENT OUTCOME/STRATEGY**

In all classrooms, it is evident that every student is valued and appreciated.

<b>BRE STAFF OUTCOME/STRATEGY</b>	A highly qualified, premier teacher is in all classrooms in the district.			
<b>COMMUNITY OUTCOME/STRATEGY</b>	We maximize opportunities to bring the community together and lead the way in enhancing Northeast Richland County.			
<b>Student Action Steps:</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Measure/Accountability</b>	<b>Cost/Funding</b>
Examine family dynamics and cultural diversity of our population and provide staff professional development.	All Faculty and Staff	2018-2023	Survey families, conversations with students and parents. PD is designed to assist faculty in working with diverse populations.	TBD/General Funding, DOD Grant
Continue to offer support for military families	Admin, Teachers, Military Liaison	2018-2023	Beacon Battle Buddies after school program, In school support group, PTO sponsored events	TBD/General Funding, DOD Grant
<b>Staff Action Steps:</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Measure/Accountability</b>	<b>Cost/Funding</b>
Continue to offer opportunities for faculty and staff to participate in health initiatives	School Health Council, Faculty and Staff	2018-2023	Monitor faculty involvement in exercise and nutrition programs.	N/A
Periodically evaluate the healthy snack initiative and school nutrition procedures through feedback from parents, students and staff	School Health Council	2018-2023	Initiative and procedures are evaluated quarterly through surveys and committee meetings minutes	N/A
Review annually safety and crisis management plans	Administration, teachers, SRO, district safety personnel	2018-2023	Crisis response handbook	N/A

Conduct required drills	Administration, all faculty and staff	2018-2023	Reports and feedback	N/A
Provide training for emergency team members	Administrators, SRO, district personnel	2018-2023	CPR/First Aid training	N/A
Continue to evaluate Bookman Road's campus for safety and security	Administration, SRO, District Safety Team	2018-2023	Reports and observations	N/A
Provide required training of faculty, staff, and students in such areas as sexual harassment, blood borne pathogens, laboratory safety, etc.	Administrators, nurse	2018-2023	Mandatory training and sign off sheets	N/A
Be prepared for all types of emergency situations with periodic training and exercises	Administration, Faculty, Students	2018-2023	Training is offered as needed	N/A
<b>Community Action Steps:</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Measure/Accountability</b>	<b>Cost/Funding</b>
Issue a school annual report to parents	SIC, Administration	2018-2023	Data review and annual report written and issued	N/A
On-going communication to the community through various social media sources (Website, Twitter, Blog)	Administration, Faculty	2018-2023	Media sources are updated continuously either daily or weekly	N/A

## 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 Richland Two 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

JOY- ACHIEVEMENT GOAL				
Bookman Road Elementary will celebrate and recognize the achievement of all partners.				
BRE STUDENT OUTCOME/STRATEGY	We celebrate and recognize our students for growth and achievements in academics, arts, athletics, and service			
BRE STAFF OUTCOME/STRATEGY	Our staff earns celebrations and recognition for demonstrating growth and excellence.			
COMMUNITY OUTCOME/STRATEGY	We honor community partners for maximizing their gifts and talents.			
Student Action Steps:	Responsibility	Timeline	Measure/Accountability	Cost/Funding
Regularly display and celebrate students' work	Teachers/Staff	2018-2023	Student Work Displays	N/A
Staff Action Steps:	Responsibility	Timeline	Measure/Accountability	Cost/Funding
Recognize teachers and staff for growth and positive contributions to our school and community	Administration PTO SIC	2018-2023	Beaming Beacon Awards, Staff Blog Recognitions, School Newsletter Recognitions	N/A
Community Action Steps:	Responsibility	Timeline	Measure/Accountability	Cost/Funding
Observe annual volunteer appreciation days	Faculty/Staff	2018-2023	Scheduled volunteer appreciation days	TBD/School Funding, Staff Contributions

Encourage and support community outreach within the school	Administration PTO SIC	2018-2023	SIC Copy Days, Lunch Pick-Up, Appreciation Days, Staff Luncheons	TBD/PTO
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<b>JOY- TALENT GOAL</b>				
Bookman Road Elementary will consistently look for ways for our partners to experience joy while learning and working.				
<b>BRE STUDENT OUTCOME/STRATEGY</b>		Our students benefit from multiple opportunities to discover their passions.		
<b>BRE STAFF OUTCOME/STRATEGY</b>		Our staff participates in ongoing professional and personal growth opportunities to develop work skills and knowledge, and to ensure a healthy work/personal-life balance.		
<b>COMMUNITY OUTCOME/STRATEGY</b>		In joyful settings, we offer community members opportunities to share their gifts and talents with Richland Two students and employees.		
<b>Student Action Steps:</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Measure/Accountability</b>	<b>Cost/Funding</b>
Students are provided a variety of creative outlets including, but not limited to school clubs, Immersion, service learning, class jobs, and after school extracurriculars.	Faculty/Staff Club Sponsors Third Party Providers	2018-2023	Established clubs, classroom immersion, documented service learning, log of afterschool providers	TBD/District and school funding, Parent Funding, DOD Grant
<b>Staff Action Steps:</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Measure/Accountability</b>	<b>Cost/Funding</b>

Incorporate monthly activities to motivate and inspire staff	Administration Sunshine Committee School Health Council PTO/SIC	2018-2023	Friday Memo Recognitions Monthly “Sunshine Moments” at faculty meeting Guest Speakers Team Building activities Sweet 16 Appreciations	TBD/District and school funding, DOD Grant
<b>Community Action Steps:</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Measure/Accountability</b>	<b>Cost/Funding</b>
Implement school career days	Career Facilitator Parents/Community Members	2018-2023	Scheduled career days, Log of invited guests, photo documentation, social media correspondences	TBD/District and School Funding



JOY- CULTURE & ENVIRONMENT GOAL				
Bookman Road Elementary will strive to have a joyful and productive environment for all partners				
BRE STUDENT OUTCOME/STRATEGY		We ensure all students develop meaningful relationships, which are vital to engaging students in purposeful learning.		
BRE STAFF OUTCOME/STRATEGY		Our staff participate in regular motivational and inspirational activities		
COMMUNITY OUTCOME/STRATEGY		We maximize opportunities to bring the community together.		
Student Action Steps:	Responsibility	Timeline	Measure/Accountability	Cost/Funding
Establish opportunities for students develop meaningful relationships outside of homerooms through clubs, enrichment days, and mentorships	Guidance Counselor Special Area Teachers	2018-2023	Established clubs, Mentoring logs, Scheduled Enrichment Days, Lesson Plans for Enrichment Days	TBD/ School Funds, DOD Grant
Staff Action Steps:	Responsibility	Timeline	Measure/Accountability	Cost/Funding
Schedule school calendar events to include Sunshine/ Social Events for faculty, staff, and their families	Sunshine Committee Administration	2018-2023	Scheduled Sunshine and Social Events, Faculty Calendar, Staff Blog Correspondences, Photo Documentation	TBD/School Funding, Staff Contributions
Community Action Steps:	Responsibility	Timeline	Measure/Accountability	Cost/Funding

Schedule and maintain school-community night events	PTO Administration Curriculum Coaches	2018- 2023	School Calendar, scheduled monthly night events, Curriculum Night Events, PTO Sponsored School/Community events	TBD/School Funding, PTO, DOD Grant
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