

## School Renewal Plan Cover Page

**Renewal Plan for 5 Year Cycle: 2021/22 to 2023/24**  
**Upcoming School Year: 2023/24**

<b>School Name:</b>	Centerville Elementary
<b>SIDN:</b>	3201072
<b>Plan Submission:</b>	School utilizes Cognia
<b>Grade Span:</b>	PK To 5
<b>District:</b>	Lexington 1
<b>Address 1:</b>	4147 Augusta Highway
<b>Address 2:</b>	
<b>City:</b>	Gilbert, SC
<b>Zip Code:</b>	29054
<b>School Renewal Plan Contact Person:</b>	P. Heath Branham
<b>School Plan Contact Phone:</b>	803-821-5900
<b>School Plan E-mail Address:</b>	hbranham@lexington1.net


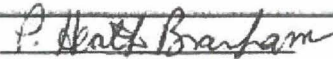
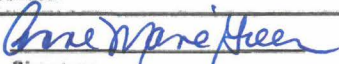
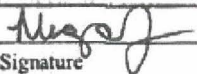
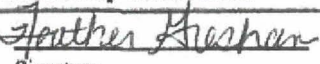
### Required Signature Page

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 the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurance requirements including ACT 135 assurance pages.

### Required Printed Names and Signatures

<b>Superintendent</b>		
<u>Dr. Gerrita Postlewait</u> Printed Name	 Signature	<u>4-11-23</u> Date
<b>Principal</b>		
<u>P. Heath Branham</u> Printed Name	 Signature	<u>3/9/23</u> Date
<b>Chairperson, District Board of Trustees</b>		
<u>Anne Marie Green</u> Printed Name	 Signature	<u>4-11-23</u> Date
<b>Chairperson, School Improvement Council</b>		
<u>Megan Jacob</u> Printed Name	 Signature	<u>3/9/23</u> Date
<b>School Read To Succeed Literacy Leadership Team Lead</b>		
<u>Heather Gresham</u> Printed Name	 Signature	<u>3/9/23</u> Date

## Assurances for School Renewal Plan

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes	<b>Academic Assistance, PreK–3</b> The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	<b>Academic Assistance, Grades 4–12</b> The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	<b>Parent Involvement</b> The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental 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.
Yes	<b>Staff Development</b> The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	<b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	<b>Collaboration</b> The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Yes	<p><b>Developmental Screening</b></p> <p>The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
Yes	<p><b>Half-Day Child Development</b></p> <p>The school provides half-day child development programs for <b>four-year-olds</b> (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.</p>
Yes	<p><b>Developmentally Appropriate Curriculum for PreK–3</b></p> <p>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
Yes	<p><b>Parenting and Family Literacy</b></p> <p>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.</p>
Yes	<p><b>Recruitment</b></p> <p>The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but 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.</p>
Yes	<p><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b></p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

## Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan.  
A participant for each numbered position is required.

	Position	Name
1.	Principal	P. Heath Branham
2.	Teacher	Laurie Coggins
3.	Parent/Guardian	Harriet Coker
4.	Community Member	Rob Cely
5.	Paraprofessional	Sherry Bedenbaugh
6.	School Improvement Council Member	Katherine Miller
7.	Read to Succeed Reading Coach	Heather Gresham
8.	School Read To Succeed Literacy Leadership Team Lead	Heather Gresham
9.	School Read To Succeed Literacy Leadership Team Member	Lauren Harmon
	<b>OTHERS</b> (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) <b>** Must include the School Literacy Leadership Team for Read to Succeed</b>	

## District Requested Strategic/Renewal Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:

*Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.*

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:

<http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/>

District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans ( <i>SBE Regulation 43-261</i> )	
2. Teachers teaching more than 1500 minutes ( <i>SBE Regulation 43-205</i> )	
3. Teachers teaching more than 4 preps ( <i>SBE Regulation 43-205</i> )	
4. High School Principal over two schools or grades more than 9-12 ( <i>SBE Regulation 43-205</i> )	
5. Other (Include the SBE Regulation number to be waived)	Lexington County School District One received a waiver for SBE Regulations 43-231 (II), 43-232 (I), 43-234 (VI)(C)(1), 43-234 (II)(b), and 43-234 (VI)(C)(I) from the S.C. Department of Education, which gives our students enrolled in the Lexington One Online Learning Academy access to a flexible pathway to the next grade level that is not bound by pace, place, or time. This waiver empowers students to demonstrate mastery of standards through synchronous and asynchronous teaching and learning experiences.
6. Other (Include the SBE Regulation number to be waived)	



Centerville Elementary School  
2018 - 2023 Strategic Plan

---

## Table of Contents

Vision and Mission

System Commitments

Needs Assessment Data

Executive Summary of Needs Assessment Data Findings

Performance Goals and Action Plans


## Lexington District One Vision

**Empower each child to design the future.**



## Lexington District One Mission

**Our mission is to cultivate  
a caring community  
where ALL learners  
are extraordinary communicators,  
collaborators, creators and critical thinkers.**



## System Commitments




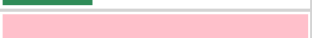














*The idea of 'system commitments' rather than strategic goals indicates that these are promises we make to ourselves, our students and our community, rather than numerical goals to check off. Annual performance goals will be driven by our commitments.*

1. All students, regardless of circumstances, advance on time, prepared to graduate and ready to enter college, the military or industry with certification.
2. Teaching and learning develop power skills in all students.
3. Our schools are service-oriented centers of learning, committed to family and community partnerships.
4. Every adult will be equipped with the skills and resources necessary to advocate for and ensure the success of all students.





	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Centerville Elementary School	Number of Students
Reading Grades 1-5	21-22	All	All	68.7%		(409 / 595)
		ELL	ELL	32.9%		(24 / 73)
			Not ELL	73.8%		(385 / 522)
		Gender	Female	73.3%		(228 / 311)
			Male	63.7%		(181 / 284)
		InstrSetting	Not Special Ed	75.0%		(390 / 520)
			Special Ed	25.3%		(19 / 75)
		Race	Black / Latinx	45.0%		(68 / 151)
			White / Other	76.8%		(341 / 444)
	20-21	All	All	62.6%		(331 / 529)
			All	62.4%		(354 / 567)
		ELL	Not ELL	66.8%		(310 / 464)
			Not ELL	65.9%		(329 / 499)
			ELL	36.8%		(25 / 68)
			ELL	32.3%		(21 / 65)
		Gender	Female	65.8%		(179 / 272)
			Female	65.5%		(192 / 293)
			Male	59.1%		(162 / 274)
			Male	59.1%		(152 / 257)
		InstrSetting	Not Special Ed	67.5%		(318 / 471)
			Not Special Ed	68.1%		(339 / 498)
			Special Ed	22.4%		(13 / 58)
			Special Ed	21.7%		(15 / 69)
		Race	Black / Latinx	38.2%		(50 / 131)
			Black / Latinx	43.0%		(61 / 142)
			White / Other	68.9%		(293 / 425)
			White / Other	70.6%		(281 / 398)


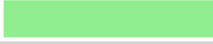












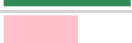












	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Centerville Elementary School	Number of Students
ELA	21-22	All	All	45.4%		(167 / 368)
		ELL	Not ELL	48.2%		(162 / 336)
			ELL	15.6%		(5 / 32)
		Gender	Female	53.1%		(102 / 192)
			Male	36.9%		(65 / 176)
		InstrSetting	Not Special Ed	52.2%		(164 / 314)
			Special Ed	5.6%		(3 / 54)
		Race	Black / Latinx	24.7%		(18 / 73)
			White / Other	50.5%		(149 / 295)
	20-21	All	All	37.9%		(130 / 343)
		ELL	Not ELL	39.8%		(127 / 319)
			ELL	12.5%		(3 / 24)
		Gender	Female	43.8%		(78 / 178)
			Male	31.5%		(52 / 165)
		InstrSetting	Not Special Ed	44.1%		(126 / 286)
			Special Ed	7.0%		(4 / 57)
		Race	Black / Latinx	19.7%		(15 / 76)
			White / Other	43.1%		(115 / 267)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Centerville Elementary School	Number of Students
Math	21-22	All	All	44.8%	<div></div>	(165 / 368)
		ELL	Not ELL	47.3%	<div></div>	(159 / 336)
			ELL	18.8%	<div></div>	(6 / 32)
		Gender	Female	49.0%	<div></div>	(94 / 192)
			Male	40.3%	<div></div>	(71 / 176)
		InstrSetting	Not Special Ed	51.6%	<div></div>	(162 / 314)
			Special Ed	5.6%	<div></div>	(3 / 54)
		Race	Black / Latinx	28.8%	<div></div>	(21 / 73)
			White / Other	48.8%	<div></div>	(144 / 295)
	20-21	All	All	33.5%	<div></div>	(115 / 343)
		ELL	Not ELL	35.4%	<div></div>	(113 / 319)
			ELL	8.3%	<div></div>	(2 / 24)
		Gender	Female	34.3%	<div></div>	(61 / 178)
			Male	32.7%	<div></div>	(54 / 165)
		InstrSetting	Not Special Ed	39.9%	<div></div>	(114 / 286)
			Special Ed	1.8%	<div></div>	(1 / 57)
		Race	Black / Latinx	13.2%	<div></div>	(10 / 76)
			White / Other	39.3%	<div></div>	(105 / 267)
























	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Centerville Elementary School	Number of Students
Science	21-22	All	All	39.1%	<div></div>	(45 / 115)
		ELL	Not ELL	40.4%	<div></div>	(44 / 109)
			ELL	16.7%	<div></div>	(1 / 6)
		Gender	Female	40.7%	<div></div>	(24 / 59)
			Male	37.5%	<div></div>	(21 / 56)
		InstrSetting	Not Special Ed	45.3%	<div></div>	(43 / 95)
			Special Ed	10.0%	<div></div>	(2 / 20)
		Race	Black / Latinx	26.3%	<div></div>	(5 / 19)
			White / Other	41.7%	<div></div>	(40 / 96)
	20-21	All	All	37.1%	<div></div>	(43 / 116)
		ELL	Not ELL	39.4%	<div></div>	(41 / 104)
			ELL	16.7%	<div></div>	(2 / 12)
		Gender	Female	40.9%	<div></div>	(27 / 66)
			Male	32.0%	<div></div>	(16 / 50)
		InstrSetting	Not Special Ed	41.4%	<div></div>	(41 / 99)
			Special Ed	11.8%	<div></div>	(2 / 17)
		Race	Black / Latinx	16.0%	<div></div>	(4 / 25)
			White / Other	42.9%	<div></div>	(39 / 91)





















	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Centerville Elementary School	Number of Students
Accelerated/ Eagles	21-22	All	All	8.0%		(30 / 377)
		ELL	Not ELL	8.9%		(30 / 336)
			ELL	0.0%		(0 / 41)
		Gender	Female	6.1%		(12 / 197)
			Male	10.0%		(18 / 180)
		InstrSetting	Not Special Ed	9.3%		(30 / 324)
			Special Ed	0.0%		(0 / 53)
		Race	Black / Latinx	1.1%		(1 / 94)
			White / Other	10.2%		(29 / 283)
	20-21	All	All	11.6%		(43 / 370)
			All	11.7%		(43 / 369)
		ELL	Not ELL	13.0%		(43 / 331)
			Not ELL	13.0%		(43 / 332)
			ELL	0.0%		(0 / 38)
			ELL	0.0%		(0 / 38)
		Gender	Female	11.8%		(22 / 187)
			Female	11.7%		(22 / 188)
			Male	11.5%		(21 / 182)
			Male	11.5%		(21 / 182)
		InstrSetting	Not Special Ed	14.1%		(43 / 304)
			Not Special Ed	14.1%		(43 / 305)
			Special Ed	0.0%		(0 / 65)
			Special Ed	0.0%		(0 / 65)
		Race	Black / Latinx	5.2%		(5 / 96)
			Black / Latinx	5.2%		(5 / 96)
			White / Other	13.9%		(38 / 274)
			White / Other	13.9%		(38 / 273)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Centerville Elementary School	Number of Students
<b>Chronic Absences</b>	21-22	All	All	25.7%		(206 / 802)
		ELL	Not ELL	24.9%		(179 / 720)
			ELL	32.9%		(27 / 82)
		Gender	Female	26.0%		(104 / 400)
			Male	25.4%		(102 / 402)
		InstrSetting	Not Special Ed	23.2%		(159 / 686)
			Special Ed	40.5%		(47 / 116)
		Race	Black / Latinx	36.8%		(75 / 204)
			White / Other	21.9%		(131 / 598)
	20-21	All	All	29.0%		(218 / 753)
			All	28.3%		(214 / 757)
		ELL	Not ELL	27.4%		(184 / 672)
			Not ELL	28.4%		(190 / 668)
			ELL	32.9%		(28 / 85)
			ELL	35.3%		(30 / 85)
		Gender	Female	28.1%		(106 / 377)
			Female	28.0%		(106 / 379)
			Male	28.6%		(108 / 378)
			Male	29.8%		(112 / 376)
		InstrSetting	Not Special Ed	27.7%		(176 / 636)
			Not Special Ed	27.2%		(176 / 647)
			Special Ed	34.5%		(38 / 110)
			Special Ed	35.9%		(42 / 117)
		Race	Black / Latinx	44.9%		(88 / 196)
			Black / Latinx	43.4%		(85 / 196)
			White / Other	23.9%		(133 / 557)
			White / Other	22.5%		(126 / 561)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Centerville Elementary School	Number of Students
Referrals	21-22	All	All	9.5%		(76 / 802)
		ELL	Not ELL	9.7%		(70 / 720)
			ELL	7.3%		(6 / 82)
		Gender	Female	6.0%		(24 / 400)
			Male	12.9%		(52 / 402)
		InstrSetting	Not Special Ed	8.7%		(60 / 686)
			Special Ed	13.8%		(16 / 116)
		Race	Black / Latinx	14.1%		(23 / 163)
			White / Other	8.3%		(53 / 639)
	20-21	All	All	6.8%		(51 / 753)
			All	5.7%		(43 / 757)
		ELL	Not ELL	6.9%		(46 / 668)
			Not ELL	5.7%		(38 / 672)
			ELL	5.9%		(5 / 85)
			ELL	5.9%		(5 / 85)
		Gender	Female	3.4%		(13 / 379)
			Female	4.5%		(17 / 377)
			Male	7.9%		(30 / 378)
			Male	9.0%		(34 / 376)
		InstrSetting	Not Special Ed	5.7%		(36 / 636)
			Not Special Ed	4.8%		(31 / 647)
			Special Ed	10.9%		(12 / 110)
			Special Ed	12.8%		(15 / 117)
		Race	Black / Latinx	7.1%		(11 / 156)
			Black / Latinx	10.3%		(16 / 156)
			White / Other	5.9%		(35 / 597)
			White / Other	5.3%		(32 / 601)



	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Centerville Elementary School	Number of Students
In School Suspensions	21-22	All	All	3.6%		(29 / 802)
		ELL	Not ELL	3.6%		(26 / 720)
			ELL	3.7%		(3 / 82)
		Gender	Female	2.0%		(8 / 400)
			Male	5.2%		(21 / 402)
		InstrSetting	Not Special Ed	3.2%		(22 / 686)
			Special Ed	6.0%		(7 / 116)
		Race	Black / Latinx	8.0%		(13 / 163)
			White / Other	2.5%		(16 / 639)
	20-21	All	All	1.3%		(10 / 753)
			All	0.8%		(6 / 757)
		ELL	Not ELL	1.5%		(10 / 668)
			Not ELL	0.9%		(6 / 672)
			ELL	0.0%		(0 / 85)
			ELL	0.0%		(0 / 85)
		Gender	Female	0.5%		(2 / 377)
			Female	0.0%		(0 / 379)
			Male	1.6%		(6 / 378)
			Male	2.1%		(8 / 376)
		InstrSetting	Not Special Ed	0.6%		(4 / 647)
			Not Special Ed	0.9%		(6 / 636)
			Special Ed	3.4%		(4 / 117)
			Special Ed	1.8%		(2 / 110)
		Race	Black / Latinx	0.0%		(0 / 156)
			Black / Latinx	1.3%		(2 / 156)
			White / Other	1.3%		(8 / 597)
			White / Other	1.0%		(6 / 601)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Centerville Elementary School	Number of Students
<b>Out of School Suspensions</b>	21-22	All	All	2.4%		(19 / 802)
		ELL	Not ELL	2.6%		(19 / 720)
			ELL	0.0%		(0 / 82)
		Gender	Female	1.3%		(5 / 400)
			Male	3.5%		(14 / 402)
		InstrSetting	Not Special Ed	1.9%		(13 / 686)
			Special Ed	5.2%		(6 / 116)
		Race	Black / Latinx	4.3%		(7 / 163)
			White / Other	1.9%		(12 / 639)
	20-21	All	All	0.5%		(4 / 753)
			All	0.4%		(3 / 757)
		ELL	Not ELL	0.6%		(4 / 668)
			Not ELL	0.4%		(3 / 672)
			ELL	0.0%		(0 / 85)
			ELL	0.0%		(0 / 85)
		Gender	Female	0.0%		(0 / 377)
			Female	0.0%		(0 / 379)
			Male	0.8%		(3 / 378)
			Male	1.1%		(4 / 376)
		InstrSetting	Not Special Ed	0.2%		(1 / 647)
			Not Special Ed	0.3%		(2 / 636)
			Special Ed	1.7%		(2 / 117)
			Special Ed	1.8%		(2 / 110)
		Race	Black / Latinx	0.0%		(0 / 156)
			Black / Latinx	0.0%		(0 / 156)
			White / Other	0.7%		(4 / 597)
			White / Other	0.5%		(3 / 601)

# SCDE Survey Results

0 - 74.9% Red

75 - 84.9% Yellow

85% plus Green

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
<b>CURRENT WORKING CONDITIONS</b>							
I have sufficient space in my classroom to meet the educational needs of my students.	20-21			51	96.1%		
	18-19						
	21-22						
My non-instructional duties do not interfere with my essential role of educating students.	21-22						
	20-21			51	94.1%		
	18-19						
I have access to reliable communication technology, including phone, fax, and e-mail.	21-22			56	100.0%		
	20-21			51	100.0%		
	18-19						
I feel supported by administrators at my school.	21-22			53	100.0%		
	20-21			51	98.0%		
	18-19						
The faculty and staff at my school have a shared vision.	21-22			56	100.0%		
	20-21			51	100.0%		
	18-19						
I am familiar with local, state, and national policies and how they affect teaching and learning.	21-22			54	98.2%		
	20-21			51	96.0%		
	18-19						
Local, state, or national policies assist me in meeting the educational needs of my students.	21-22			56	98.2%		
	20-21			51	86.3%		
	18-19						
The school leadership makes a sustained effort to address teacher concerns.	21-22			54	100.0%		
	20-21			51	100.0%		
	18-19						
My decisions in areas such as instruction and student progress are supported.	21-22			56	98.2%		
	20-21			51	100.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My decisions in areas such as instruction and student learning are effective.	18-19						
Teachers at my school are encouraged to develop innovative solutions to problems.	21-22			54	100.0%		
	20-21			51	100.0%		
	18-19						
I feel comfortable raising issues and concerns that are important to me.	21-22			56	98.2%		
	20-21			51	100.0%		
	18-19						
Sufficient resources are available to allow teachers to take advantage of professional development activities.	21-22			56	100.0%		
	20-21			51	98.1%		
	18-19						
My class sizes allow me to meet the educational needs of my students.	21-22			53	96.2%		
	20-21			51	92.2%		
	18-19						
I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	21-22			56	100.0%		
	20-21			51	98.1%		
	18-19						

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
<b>HOME-SCHOOL RELATIONS</b>							
I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	21-22	304	91.5%			17	94.1%
	20-21	102	84.3%	51	98.1%	119	65.6%
	18-19						
My parent knows what I am expected to learn in school.	21-22	310	90.3%			30	83.4%
	20-21	102	86.2%			119	87.4%
	18-19						
My parent knows how well I am doing in school.	21-22	313	95.8%				
	20-21	102	95.1%				
	18-19						
My school informs parents about school programs and activities.	21-22	310	95.8%	56	100.0%		
	20-21	101	95.1%	51	96.1%		
	18-19						
Parents at my school know their children's homework assignments.	21-22	260	83.1%	56	96.4%		
	20-21	102	71.6%	51	88.2%		
	18-19						
My parent helps me with my homework when I need it.	21-22	276	83.4%				
	20-21	101	82.2%				
	18-19						
Parents are welcomed at my school.	21-22	308	96.4%				
	20-21	101	76.3%				
	18-19						
Parents volunteer and participate in activities at my school.	21-22	300	81.6%	44	79.6%		
	20-21	98	64.3%	51	35.3%		
	18-19						
My child's teachers contact me to say good things about my child.	21-22					29	79.3%
	20-21					119	87.4%
	18-19						
My child's teachers tell me how I can help my child learn.	21-22					29	82.8%
	20-21					115	80.0%
	18-19						

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My child's teachers invite me to visit my child's classrooms during the school day.	21-22					31	93.5%
	20-21					117	87.2%
	18-19						
My child's school returns my phone calls or e-mails promptly.	21-22					28	92.8%
	20-21					119	75.6%
	18-19						
Parents are involved in school decisions.	21-22			55	96.4%		
	20-21			51	98.0%	119	83.2%
	18-19						
My child's school considers changes based on what parents say.	21-22					27	85.1%
	20-21					119	53.0%
	18-19						
My child's school schedules activities at times that I can attend.	21-22					27	85.1%
	20-21					119	52.1%
	18-19						
My child's school treats all students fairly.	21-22					30	100.0%
	20-21					119	93.3%
	18-19						
The principal at my child's school is available and welcoming.	21-22					31	93.5%
	20-21					118	86.4%
	18-19						
Parents at my school are aware of school policies.	21-22			55	98.1%		
	20-21			51	98.1%		
	18-19						
Parents at my school understand the school's instructional programs.	21-22			56	98.2%		
	20-21			51	94.1%		
	18-19						
Parents at my school support instructional decisions regarding their children.	21-22			54	100.0%		
	20-21			51	96.0%		
	18-19						
Parents attend conferences requested by teachers at my school.	21-22			56	94.7%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
Parents attend conferences requested by teachers at my school.	20-21			51	92.2%		
	18-19						
Parents at my school cooperate regarding discipline problems.	21-22			54	87.1%		
	20-21			51	92.2%		
	18-19						
Parents attend school meetings and other school events.	21-22			56	96.4%		
	20-21			51	78.4%		
	18-19						

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
<b>LEARNING ENVIRONMENT</b>							
I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	21-22	308	89.9%	56	100.0%	30	93.3%
	20-21	107	87.8%	51	100.0%	119	70.6%
	18-19						
My classes are challenging (not too easy; they make me think).	21-22	311	73.0%	56	100.0%	29	96.5%
	20-21	106	67.0%	51	100.0%	119	94.9%
	18-19						
My teachers want me to understand what I am learning, not just remember facts.	21-22	312	92.9%	56	100.0%		
	20-21	107	91.6%	51	100.0%		
	18-19						
My teachers expect students to learn.	21-22	315	98.4%	56	100.0%	29	100.0%
	20-21	107	97.2%	51	100.0%	118	95.8%
	18-19						
My teachers expect students to behave.	21-22	318	98.8%				
	20-21	107	94.4%				
	18-19						
My teachers spend enough time helping me learn.	21-22	313	92.7%	56	96.4%		
	20-21	107	93.5%	51	100.0%		
	18-19						
My teachers help students when they do not understand something.	21-22	317	94.7%	56	96.5%	29	93.1%
	20-21	107	94.4%	51	96.1%	119	85.8%
	18-19						
My teachers do a good job teaching me mathematics.	21-22	319	96.5%				
	20-21	107	96.2%				
	18-19						
My teachers do a good job teaching me English language arts.	21-22	312	91.6%				
	20-21	106	89.7%				
	18-19						
My teachers give tests on what I learn in class.	21-22	317	99.0%				
	20-21	107	94.4%				
	18-19						



Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My teachers give homework assignments that help me learn better.	21-22	245	61.6%			26	80.8%
	20-21	107	43.9%			118	82.2%
	18-19						
My classes are interesting and fun.	21-22	317	79.2%				
	20-21	108	75.0%				
	18-19						
Students at my school believe they can do good work.	21-22	300	87.3%				
	20-21	107	86.0%				
	18-19						
My teachers praise students when they do good work.	21-22	304	87.8%				
	20-21	108	72.2%				
	18-19						
Work done by students can be seen on the walls of my school.	21-22	307	91.6%				
	20-21	104	82.7%				
	18-19						
The textbooks and workbooks I use at my school really help me to learn.	21-22	314	83.8%				
	20-21	106	70.8%				
	18-19						
The media center at my school has a good selection of books.	21-22	311	88.8%	55	96.3%		
	20-21	104	81.7%	51	100.0%		
	18-19						
I use computers and other technology at my school to help me learn.	21-22	315	94.9%	56	100.0%		
	20-21	106	95.3%	51	100.0%		
	18-19						
Teachers at my school effectively implement the State Curriculum Standards.	21-22			56	100.0%		
	20-21			51	100.0%		
	18-19						
Student assessment information is effectively used by teachers to plan instruction.	21-22			55	100.0%		
	20-21			51	96.1%		
	18-19						
My school offers effective programs for students with disabilities.	21-22			55	100.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My school offers effective programs for students with disabilities.	20-21			51	96.1%		
	18-19						
Instructional strategies are used to meet the needs of academically gifted students.	21-22			56	100.0%		
	20-21			51	98.1%		
	18-19						
The level of teacher and staff morale is high at my school.	21-22			56	98.2%		
	20-21			51	98.1%		
	18-19						
Teachers respect each other at my school.	21-22			56	98.2%		
	20-21			51	98.1%		
	18-19						
Teachers at my school are recognized and appreciated for good work.	21-22			56	98.2%		
	20-21			51	100.0%		
	18-19						
Students at my school are motivated and interested in learning.	21-22			56	98.2%		
	20-21			51	98.0%		
	18-19						
There are sufficient materials and supplies available for classroom and instructional use.	21-22			56	98.2%		
	20-21			51	98.0%		
	18-19						
Our school has sufficient computers for instructional use.	21-22			56	96.5%		
	20-21			51	98.0%		
	18-19						
There are relevant professional development opportunities offered to teachers at my school.	21-22			56	98.2%		
	20-21			51	98.0%		
	18-19						
The school administration communicates clear instructional goals for the school.	21-22			56	98.2%		
	20-21			51	98.1%		
	18-19						
The school administration sets high standards for students.	21-22			56	98.3%		
	20-21			51	100.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The school administration sets high standards for c	18-19						
The school administration has high expectations for teacher performance.	21-22			56	100.0%		
	20-21			51	98.0%		
	18-19						
The school administration provides effective instructional leadership.	21-22			56	98.2%		
	20-21			51	100.0%		
	18-19						
Student assessment information is used to set goals and plan programs for my school.	21-22			53	100.0%		
	20-21			51	98.1%		
	18-19						
Teacher evaluation at my school focuses on instructional improvement.	21-22			55	100.0%		
	20-21			51	94.1%		
	18-19						
School administrators visit classrooms to observe instruction.	21-22			55	98.2%		
	20-21			51	96.1%		
	18-19						
The school administration arranges for collaborative planning and decision making.	21-22			56	98.2%		
	20-21			51	98.1%		
	18-19						

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
<b>SOCIAL AND PHYSICAL ENVIRONMENT</b>							
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	21-22	310	91.3%	56	96.4%	28	92.9%
	20-21	99	90.9%	51	100.0%		
	18-19						
The grounds around my school are kept clean.	21-22	313	88.1%	56	100.0%		
	20-21	97	85.6%	51	100.0%		
	18-19						
The hallways at my school are kept clean.	21-22	314	91.4%	56	98.3%	30	100.0%
	20-21	98	92.9%	51	100.0%	119	76.5%
	18-19						
The bathrooms at my school are kept clean.	21-22	311	55.7%	56	94.6%		
	20-21	98	55.1%	51	96.1%		
	18-19						
Broken things at my school get fixed.	21-22	293	93.2%	55	100.0%		
	20-21	98	89.8%	51	100.0%		
	18-19						
There is enough room for students to learn at my school.	21-22	315	95.8%	56	96.4%		
	20-21	99	96.0%	51	96.1%		
	18-19						
Students at my school behave well in class.	21-22	315	61.5%	55	96.3%		
	20-21	102	53.9%	51	100.0%	118	93.2%
	18-19						
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	21-22	299	61.2%	55	96.3%		
	20-21	98	55.1%	51	96.1%		
	18-19						
Students at my school know the rules and what happens when students break the rules.	21-22	305	91.5%	56	82.2%		
	20-21	99	83.8%	51	90.2%		
	18-19						
The rules about how students should behave in my school are fair.	21-22	308	89.0%	55	98.2%		
	20-21	99	90.9%	51	98.1%		
	18-19						

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The rules for behavior are enforced at my school.	21-22	296	91.6%	56	87.5%		
	20-21	100	89.0%	51	94.2%		
	18-19						
I feel safe at my school before and after school hours.	21-22	300	89.0%	56	100.0%		
	20-21	101	93.0%	51	98.0%		
	18-19						
I feel safe at my school during the school day.	21-22	314	93.7%	56	100.0%	29	100.0%
	20-21	102	94.1%	51	98.0%	119	59.7%
	18-19						
I feel safe going to or coming from my school.	21-22	312	93.0%	56	100.0%		
	20-21	100	91.0%	51	100.0%		
	18-19						
Students from different backgrounds get along well at my school.	21-22	307	81.7%	56	100.0%		
	20-21	100	83.0%	51	98.0%		
	18-19						
Teachers and students get along well with each other at my school.	21-22	314	83.8%	56	100.0%		
	20-21	102	90.2%	51	100.0%		
	18-19						
Teachers work together to help students at my school.	21-22	316	94.0%	54	100.0%		
	20-21	101	93.0%	51	98.0%		
	18-19						
**I have seen or know of another student being bullied.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	304	57.9%	54	11.1%		
	20-21	101	50.5%	51	7.9%		
	18-19						
**I have been bullied at the school during the school day.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	306	36.9%				
	20-21	100	29.0%				
	18-19						
**I have bullied another student at my school.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	306	11.8%	53	9.4%		
	20-21	100	15.0%	51	3.9%		
	18-19						

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
**I have been bullied while going to or from school.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	291	21.6%				
	20-21	98	19.4%				
	18-19						
**I have been bullied by someone from my school using a computer, a cell phone or other electronic devices.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	297	16.8%				
	20-21	99	15.1%				
	18-19						
Adults at my school prevent bullying from happening.	21-22	309	85.7%	54	100.0%	24	79.2%
	20-21	102	82.4%	51	96.1%	119	45.4%
	18-19						
I can always go to adults at my school if I am being bullied.	21-22	313	88.5%				
	20-21	100	85.0%				
	18-19						
An adult at my school has talked to me about bullying.	21-22	312	88.2%				
	20-21	100	83.0%				
	18-19						
My child's teachers care about my child as an individual.	21-22					21	85.7%
	20-21					119	94.1%
	18-19						
My child's school has an anti-bullying program to prevent or deal with bullying.	21-22					21	85.7%
	20-21					119	84.1%
	18-19						
The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.	21-22						
	20-21						
	18-19						
During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	21-22						
	20-21						
	18-19						
I recommend that all parents/guardians attend IGP conferences with their children.	21-22						
	20-21						
	18-19						

# Executive Summary of Needs Assessment Data Findings

School Name: Centerville Elementary School

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 school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

<b>Student Achievement</b>	<p>Centerville Elementary School's mission is to cultivate a caring community where ALL learners communicate, collaborate, create and think critically. Our vision is to prepare each child to design the future. To fulfill our mission and embody our vision, we commit to the following:</p> <ol style="list-style-type: none"><li>1. All students, regardless of circumstances, leave CES with the skills they need to succeed in middle school and beyond.</li><li>2. Teaching and learning develop power skills in all students.</li><li>3. CES is a service-oriented center of learning, committed to family and community partnerships.</li><li>4. Every adult at CES will be equipped with the skills, resources, and support necessary to empower every child to be a successful learner.</li></ol> <p>A core part of our beliefs at CES is to meet the unique needs of EVERY student. To accomplish this, we have three beliefs that drive our work. They are:</p> <ol style="list-style-type: none"><li>1. ALL students can learn, and we are committed to doing whatever it takes to ensure ALL students learn at high levels.</li><li>2. Creating the right conditions, engaging experiences, and high levels of learning are within our control.</li><li>3. EVERY child is curious, passionate, and has dreams and aspirations that can take them anywhere. To fulfill our mission, realize our vision, and ensure our beliefs come to life, we have deeply embedded the Professional Learning Community at Work tenets in our school. Our grade levels and school teams have developed team norms that guide</li></ol>
Primary School (K - 2) Student	
Elementary/ Middle School (3 - 8) Student	
High School (9 - 12) Student	

# Executive Summary of Needs Assessment Data Findings

	<p>their collaborative work. We continue to focus on the three pillars of the PLC process: A Focus on Learning, Collaboration, and a Focus on Results. Using these pillars, every PLC team uses four guiding questions to conduct their work:</p> <ol style="list-style-type: none"><li>1. What do we want all students to know and be able to do?</li><li>2. How will we know if they learn it?</li><li>3. How will we respond when some students do not learn?</li><li>4. How will we extend the learning for students who are already proficient? Using these guiding questions, teachers use a recursive process of plan, do, check, and act. Individual and collective student learning guides all of the decisions of the teams. Based on grade level and the leadership team's analysis, our school's work team developed a schoolwide academic achievement goal for the 2022-2023 school year.</li></ol> <p><b>End of Year Benchmarks for Academic Achievement</b> By the end of 22-23 school year, 46% (from 36%) of male students will score proficient or exceeds on grade level standards for ELA and 50% (from 40%) of male students will score proficient or exceeds on grade level standards for math.</p> <p>Centerville students are closing the gap between cohorts of children, and thus the performance on ELA there will be a 5% decrease in the difference of students scoring met or higher between Black, Latino, and White cohorts. Centerville students are closing the gap between cohorts of children, and thus the performance on math there will be a 5% decrease in the difference of students scoring met or higher between Black, Latino, and White cohorts.</p> <p>By the end of the 22-23 school year, teachers who score a 3 or 4 on the "Motivating Students" indicator on the SC 4.0 Rubric during walk throughs will be at 90% or higher.</p> <p><b>Evidence of Growth Baseline</b> <b>Baseline:</b> 36% of male students scored proficient or exceeds on grade level standards for ELA. 40% of male students scored proficient or exceeds on grade level standards for math (SC Ready, May 2022)</p> <p><b>iReady Baseline:</b> 20% of male students are on early, mid or above grade level in reading (September 2022) 16.5% of male students are on early, mid or above grade level in math (September 2022)</p> <p><b>Mid-Year:</b> 38% of male students are on early, mid or above grade level in reading (January 2023) <b>+ 18%</b> 29.8 of male students are on early, mid or above grade level in math (January 2023) <b>+13.3%</b></p> <p><b>Professional Learning for Goals</b></p> <ul style="list-style-type: none"><li>• I will use instructional grouping arrangements (pairs, individual; hetero-homogenous ability) to consistently maximize male students' understanding and learning efficiency.</li><li>• I will ensure that all students in groups know their roles,</li></ul>
--	--



# Executive Summary of Needs Assessment Data Findings

	<p>responsibilities, and group work expectations, especially boys.</p> <ul style="list-style-type: none"> <li>• I will ensure all male students participating in groups are held accountable for group work and individual work.</li> <li>• I will vary group composition (e.g. race, gender) to best accomplish the goals of the lesson.</li> <li>• I will have an intentional plan for my small groups in reading, writing and math with a focus on male students. This plan will be differentiated based on individual student needs. I will keep a record of progress to utilize for future small groups and learning. I will ensure these groups are fluid, flexible and changing.</li> <li>• I will create instructional groups that facilitate opportunities for students to set goals, reflect on, and evaluate their learning with a special focus on boys.</li> </ul> <p>I will use engaging, tactile/kinesthetic activities and materials that:</p> <ul style="list-style-type: none"> <li>• support lesson objectives.</li> <li>• challenging and sustaining students' attention.</li> <li>• elicit a variety of thinking</li> <li>• induce student curiosity and suspense.</li> <li>• provide time for reflection.</li> <li>• provide opportunities for student to student interaction and provide students with choices.</li> <li>• incorporate multimedia and technology which enhances student learning and thinking.</li> <li>• incorporate resources beyond the school curriculum texts (e.g. teacher made materials, manipulatives, resources from museums, cultural centers, etc.).</li> <li>• are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.</li> </ul>
<b>Teacher/Administrator Quality</b>	<p>Teacher and administrator quality is of paramount importance in Lexington School District One and at Centerville Elementary. The principal has 27 years of educational experience, with 24 in school and district leadership roles. The assistant principals have a combined 42 years of educational experience with 18 years combined in school leadership. Our teaching cadre includes diverse, innovative, and robust facilitators of student learning. All teachers are certified in their teaching areas. 96% of certified staff returned after the 2021-2022 school year. We also embrace student interns from the University of SC and USC-Aiken. We currently have 5 senior interns and two Teacher Cadets. This opportunity allows our faculty to grow and learn while serving as mentors and models for future teachers.</p>
<b>School Climate</b>	<p>The school climate at Centerville is superb! Currently, we host 5 university student interns. One of the Clinical Supervisors from the University of South Carolina, Ms. Gayle Sims, recently wrote to me to express her feelings about our school. She said: "From the moment I stepped foot inside Centerville Elementary, I felt at home. From the administration, the staff, the teachers, the workers, and all the students, I felt welcomed. The whole atmosphere at CES is one of love and learning. I saw happy teachers and happy students - all happy to be teaching and learning. You have a remarkable staff of teachers, and I have felt blessed to have worked with just a few of them this semester. I am so impressed with everything that I saw going on in the classrooms and am so thankful that my four interns were able to experience this environment. The interns</p>

# Executive Summary of Needs Assessment Data Findings

	<p>were able to see first hand everything they have been learning about in their first three years at the University of South Carolina. They have had a wonderful experience and are so ready to move forward in their final internships next year. I know that happy teachers stem from happy and caring principals, and you have exhibited that feeling to your teachers. You make them feel appreciated and cared about, and with that comes teachers who appreciate and care about their students. That caring was observed in all the classes that I worked with. And when students know they are appreciated and cared about, they want to please their teachers. Thank you so much for placing interns in your school. I hope that we can continue this in the future. Thanks also for making my experience there one that was so pleasurable.”</p> <p>Our South Carolina Climate Survey results support Ms. Sims’ words above. The results from the 2021-2022 survey are below:</p> <p>Percent satisfied with learning environment</p> <table><tr><td>Teachers</td><td>100.0%</td></tr><tr><td>Students</td><td>89.9%</td></tr><tr><td>Parents</td><td>93.3%</td></tr></table> <p>Percent satisfied with social and physical environment</p> <table><tr><td>Teachers</td><td>96.4%</td></tr><tr><td>Parents</td><td>91.3%</td></tr><tr><td>Students</td><td>92.9%</td></tr></table> <p>Percent satisfied with school-home relations</p> <table><tr><td>Students</td><td>91.4%</td></tr><tr><td>Parents</td><td>94.1%</td></tr></table> <p><b>Student Attendance &amp; Discipline</b></p> <p>Attendance for the 2022-23 school year was 92.31%. Our goal is 95%. There were 129 discipline referrals during the 2021-2022 school year (non-bus). 104 male (81%) and 25 female (19%). The top three incidents fell into hit/kick/push, refusal to obey, and inappropriate behavior. CES uses a PBIS behavior framework and matrix with three schoolwide expectations: Be Safe. Be Respectful. Be Responsible.</p>	Teachers	100.0%	Students	89.9%	Parents	93.3%	Teachers	96.4%	Parents	91.3%	Students	92.9%	Students	91.4%	Parents	94.1%
Teachers	100.0%																
Students	89.9%																
Parents	93.3%																
Teachers	96.4%																
Parents	91.3%																
Students	92.9%																
Students	91.4%																
Parents	94.1%																

# System Commitments

*The idea of 'system commitments' rather than strategic goals indicates that these are promises we make to ourselves, our students and our community, rather than numerical goals to check off. Annual performance goals will be driven by our commitments.*

1. All students, regardless of circumstances, advance on time, prepared to graduate and ready to enter college, the military or industry with certification.
2. Teaching and learning develop power skills in all students.
3. Our schools are service-oriented centers of learning, committed to family and community partnerships.
4. Every adult will be equipped with the skills and resources necessary to advocate for and ensure the success of all students.

Strategic Areas of Emphasis	South Carolina State Department of Education Required Goal Categories
<ul style="list-style-type: none"><li>• Literacy and Numeracy</li><li>• High Impact Teaching and Learning</li><li>• Leadership Development</li><li>• Opportunity and Access</li></ul>	<ul style="list-style-type: none"><li>• Student Achievement</li><li>• Teacher and Administrator Quality</li><li>• School Climate</li><li>• Gifted and Talented</li></ul>

## Performance Goals

1. The district will increase the percentage of students who are progressing on-time with the requisite skills for success at their current grade levels.
2. The district will implement strategies to improve equity in high level coursework.
3. The district will implement strategies to improve performance in high level coursework.
4. The district will improve the conditions that lead to student success in each school by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth.
5. The district will increase opportunities for district personnel to participate in collaborative professional learning opportunities that impact student achievement.
6. The district will implement strategies to improve customer service, parent engagement, and community involvement.

**Performance Goal 1 :** The district will increase the percentage of students who are progressing on-time with the requisite skills for success at their current grade levels.

**System Commitment(s): 1**

**State Department Category:** Student Achievement

**Strategic Area of Emphasis:** Literacy and numeracy, High impact teaching and learning

**Reading Plan Goal:**

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	% of students meeting or exceeding standard on end-of-year text levels will increase annually by 2 points.	Grades K-2	57.9%			57.9%	66.1%	68.1%
			(Actual)			64.1%	62.1%	
	% of students meeting or exceeding standard on SC READY ELA will increase annually by 2 points.	Grades 3-5	TBD			37.9%	39.9%	41.9%
			(Actual)			37.9%	45.4%	
	% of students meeting or exceeding standard on SC READY Math will increase annually by 2 points.	Grades 3-5	TBD			33.5%	35.5%	37.5%
			(Actual)			33.5%	44.8%	
	% of students in Tier 2 or Tier 3 interventions for math and/or reading will decrease annually by 1 point.	Grades K-5	20.5%			20.5%	19.5%	18.4%
			(Actual)			23.5%	29.2%	

Action Plan for Performance Goal 1:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2020 - June 2021	Principal	None	n/a	Tiered system of support matrix
2. With support from the district's central services, implement a research-based instructional model in mathematics and language arts that increases student success in literacy and numeracy.	May 2020 - June 2021	ELA Coordinator, Math Coordinator, ELA and Math Leadership Teams	None	n/a	Professional learning experiences for teachers and administrators, classroom observations, student achievement data review, teacher reflection data
3. Research the impact of time, space and place on student achievement and make recommendations for learner-centered scheduling decisions.	May 2020 - December 2020	Principal, Secondary Director, Elementary Director	None	n/a	Scheduling recommendations for 2021-2022
4. Expand intervention approaches for all students using varied methods of service.	May 2020 - June 2021	RTI Coordinator, Lead Interventionist, Special Education Coordinators, GT Coordinator	None	n/a	Scheduling recommendations for 2021-2022 Student achievement results measured by school-based data teams
5. Leverage the SC Teaching Standards 4.0 to	May 2020 -	Principal, Assistant	None	n/a	Student engagement survey

empower all teachers to engage all students in high impact learning experiences that cultivate the application of identified power skills.	June 2021	Principals			results, professional learning plans based upon observation data
--	-----------	------------	--	--	--

**Performance Goal 2 :** The district will implement strategies to improve equity in high level coursework.

**System Commitment(s):** 1, 2

**State Department Category:** Gifted and Talented, Teacher and Administrator Quality, School Climate, Student Achievement

**Strategic Area of Emphasis:** Opportunity and Access, High impact teaching and learning

**Reading Plan Goal:**

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	Gifted enrollment equity indices for minority groups will increase by 0.03 annually.	Grades 3-5	0.446			0.446	0.476	0.506
			(Actual)			0.445	0.158	

Action Plan for Performance Goal 2:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2020 - June 2021	Director of Assessment and Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Increase school and teacher access to high quality data resources in order to identify skill gaps that impede individual students' access to gifted and talented programs or high level coursework.	May 2020 – August 2020	Director of Accountability, Principal	None	n/a	District Data Dashboard
3. Provide supports to students based on identified needs to cultivate growth in the skill sets needed to qualify for enrichment and accelerated coursework.	May 2020 - June 2021	Principal, ELA Coordinator, Math Coordinator, GT Coordinator	None	n/a	Curriculum Unit Plans, SLOs documenting approaches used to achieve specific growth targets for individual students, student achievement results
4. Review and revise coursework at all levels to be more inclusive and responsive to all students' backgrounds and varied experiences.	May 2021 - June 2022	Content Coordinators, Lead Teachers	None	n/a	Comparison of assessment results from 2020-2021 to 2021-2022, revised CUPs, revised assessments
5. Research and apply support structures for nontraditional students in order to increase the students' success rates and continued participation in accelerated coursework.	May 2021 - June 2022	Principal, GT Coordinator, Lead Teachers	None	n/a	Comparison of student success data in high level coursework from 2020-2021 to 2021-2022.

**Performance Goal 3 :** The district will implement strategies to improve performance in high level coursework.

**System Commitment(s):** 1

**State Department Category:** Gifted and Talented, Student Achievement

**Strategic Area of Emphasis:** High Impact Teaching and Learning, Literacy and Numeracy

**Reading Plan Goal:** 4

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	% scoring Exceeds on SC READY ELA subject test will increase by 1 point annually	Grades 3-5	TBD			17.8%	18.8%	19.7%
			(Actual)			17.8%	20.9%	
	% scoring Exceeds on SC READY Math subject test will increase by 1 point annually	Grades 3-5	TBD			12.0%	13.0%	13.9%
			(Actual)			12.0%	19.3%	
	% scoring Exceeds on SCPASS Science subject test will increase by 1 point annually	Grades 4-5	TBD			12.1%	13.1%	14.0%
			(Actual)			12.1%	13.0%	
	% scoring Exceeds on SCPASS Social Studies subject test will increase by 1 point annually	Grades 4-5	TBD					
			(Actual)					

Action Plan for Performance Goal 3:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2020 - June 2021	Principal, Director of Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Increase school and teacher access to high quality data resources in order to identify skill gaps that impede individual students' access to gifted and talented programs or high level coursework.	May 2020 – August 2020	Principal, Director of Accountability	None	n/a	District Data Dashboard
3. Provide supports to students based on identified needs to cultivate growth in the skillsets needed to qualify for enrichment and accelerated coursework.	May 2020 – August 2020	Principal, ELA Coordinator, Math Coordinator, GT Coordinator	None	n/a	Curriculum Unit Plans, SLOs documenting approaches used to achieve specific growth targets for individual students, student achievement results
4. Review and revise coursework at all levels to be more inclusive and responsive to all students' backgrounds and varied experiences.	May 2021 - June 2022	Content Coordinators, Lead Teachers	None	n/a	Comparison of assessment results from 2020-2021 to 2021-2022, revised CUPs, revised assessments
5. Research and apply support structures for all students in order to increase all students' success rates and continued participation in accelerated	May 2021 - June 2022	Principal, GT Coordinator, Lead Teachers	None	n/a	Comparison of student success data in high level coursework from 2020-2021

coursework.					to 2021-2022.
-------------	--	--	--	--	---------------



**Performance Goal 4 :** The district will improve the conditions that lead to student success in each school by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth.

**System Commitment(s):** 1, 2, 4

**State Department Category:** School Climate, Teacher/Admin Quality

**Strategic Area of Emphasis:** Opportunities and Access, Leadership Development

**Reading Plan Goal:**

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	% of students chronically absent will decrease by 0.5 points annually.	Grades K-5	28.7%			28.7%	28.2%	27.7%
			(Actual)			29.7%	24.8%	
	% of students with 3 or more discipline referrals will decrease by 0.5 points annually.	Grades K-5	2.1%			2.1%	1.6%	1.1%
			(Actual)			3.0%	2.1%	
	SC READY equity indices for minority groups will increase by 0.03 annually.	Grades 3-5	TBD			0.461	0.491	0.520
			(Actual)			0.461	0.592	

Action Plan for Performance Goal 4:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2020 - June 2021	Principal, Director of Accountability, Elementary Director, Secondary Director, School Data Teams	None	n/a	Tiered system of support matrix
2. Establish a wellness team to support the physical, social, and emotional health of students and staff.	August 2020	Principal, Director of School Counseling, Lead Nurse	None	n/a	Wellness team orientation program, monthly monitoring of team records.
3. Utilize district Mental health resources, including counselors shared between schools, in order to provide service to students.	Fall of 2020 to Fall of 2021	Principal, Director of School Counseling			HR Records
4. Implement a system whereby each student is well known by an adult advocate who supports the student's social, emotional, and academic development.	August 2020 - ongoing	Principal, Director of School Counseling, Director of Elementary Schools, Director of Secondary Schools			Status updates from School Wellness Teams and school-level directors of school counseling
5. Student behavior policies will be reviewed and revised to ensure that appropriate interventions are used to support student success.	August 2020 - ongoing	Principal, Director of Student Services			Revision of current board policies.
6. Provide student-centered transition supports for students entering or leaving the school for any reason, including enrolling in or returning from alternative placement, home-based services, illness, suspension, etc.	Fall of 2020	Principal, SLT, Director of Student Services, Director of School Counseling, Director of			Status updates from School Wellness Teams and school-level directors of school counseling

		Elementary Schools, Director of Secondary Schools, District RTI Coordinator			
--	--	---	--	--	--

**Performance Goal 5 :** The district will increase opportunities for district personnel to participate in collaborative professional learning opportunities that impact student achievement.

**System Commitment(s): 4**

**State Department Category:** Teacher/Admin Quality

**Strategic Area of Emphasis:** Leadership Development

**Reading Plan Goal:**

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	Positive responses to the SCDE survey item "Sufficient resources are available to allow teachers to take advantage of professional development activities." will reach 98% by 2021		TBD			98.0%	98.0%	98.0%
			(Actual)			98.1%	100.0%	
	Positive responses to the SCDE survey item "Teachers at my school are encouraged to develop innovative solutions to problems." will reach 98% by 2021		TBD			98.0%	98.0%	98.0%
			(Actual)			100.0%	100.0%	

Action Plan for Performance Goal 5:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2020 - June 2021	Principal, Director of Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Design a school professional learning plan aligned with system commitments and strategic areas of emphasis (opportunities and access, literacy and numeracy, high-impact teaching and learning, and leadership development)	May 2020 - December 2020	Principal, Director of Professional Learning and Leadership Development	\$22,400	General Budget	School Professional Learning Plan
3. Working with central services office of leadership development, implement a competency-based educational leadership system to develop and support teacher leaders, assistant principals, and aspiring principals.	May 2020 - June 2021	Principal, Director of Professional Learning and Leadership Development, Director of Human Resources	\$108,200	General Budget	Retention of high-performing employees, Transparency of development and hiring process at all leadership levels, Staff engagement and commitment to the development process, Increase in pool of prospective school leaders
4. Design or redesign structures that empower educator collaboration and professional learning opportunities to more effectively support student outcomes.	May 2020 – Nov. 2020	Principal, Elementary Director, Secondary Director, Teacher Leadership Council	None	n/a	Proposal for changes to collaborative planning, vertical planning opportunities and school-based PLCs presented to principals, November 2020
5. Create model classrooms and labsites for visible	2020-2021 PK-	ELA Coordinator,	None	n/a	Professional learning

implementation of workshop model in reading, writing, and math PK-8 and Student Engagement Model in 9-12	8 ELA and Math; 2019-2020 Secondary	Math Coordinator, ELA and Math Leadership Teams			experiences for teachers and administrators, classroom observations, student achievement data review, teacher reflection data
--	-------------------------------------	---	--	--	---

**Performance Goal 6 :** The district will implement strategies to improve customer service, parent engagement, and community involvement.

**System Commitment(s):** 3

**State Department Category:** Teacher and Administrator Quality, School Climate

**Strategic Area of Emphasis:** Leadership Development

**Reading Plan Goal:**

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	% of positive student and parent responses on the state survey metric "I am satisfied with the social and physical environment at my school" will reach 95% by 2019-20.		TBD		95.0%		95.0%	95.0%
			(Actual)			90.9%	91.4%	
	% of positive student and parent responses on the state survey metric "I am satisfied with home/school relations at my school" will reach 95% by 2019-20.		TBD		95.0%	95.0%	95.0%	95.0%
			(Actual)			74.2%	91.6%	

Action Plan for Performance Goal 6:					Evaluation
1. Customer service efforts will be supported and monitored through the school’s ongoing improvement meetings with central services.	August 2020 - ongoing	Principal, Director of Elementary Schools, Director of Secondary Schools	None	n/a	Tiered system of support matrix
2. Define job-specific customer service skills for all employees as part of on-boarding and annual HR training.	August 2020	Principal, Director of Human Resources	None	n/a	HR training modules
3. Increase feedback opportunities for students and parents through on-site events, digital communication, and sampling tools.	August 2020 - ongoing	Principal,Director of Accountability	None	n/a	Customer Service/School-Home Relations data available on district dashboard