

School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2018/19 to 2023/24 Upcoming School Year: 2023/24

School Name:	New Providence Elem
SIDN:	3201065
Plan Submission:	School utilizes Cognia
Grade Span:	K To 5
District:	Lexington 01
Address 1:	1118 Old Cherokee Road
Address 2:	
City:	Lexington, SC
Zip Code:	29072
School Renewal Plan Contact Person:	Robert Candillo
School Plan Contact Phone:	(803) 821-3300
School Plan E-mail Address:	rcandillo@lexington1.net

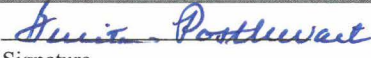

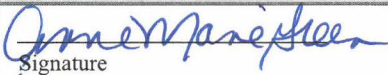
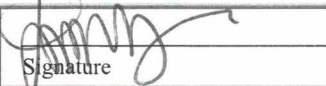
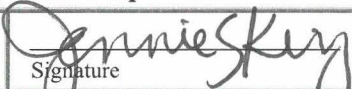
Required Signature Page

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 assurances requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

Superintendent		
<u>Dr. Gerrita Postlewait</u> Printed Name	 Signature	<u>4-11-23</u> Date
Principal		
<u>Robert Candillo</u> Printed Name	 Signature	<u>3-14-23</u> Date
Chairperson, District Board of Trustees		
<u>Anne Marie Green</u> Printed Name	 Signature	<u>4-11-23</u> Date
Chairperson, School Improvement Council		
<u>Lindsay Alexander</u> Printed Name	 Signature	<u>3/14/23</u> Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Jennie King</u> Printed Name	 Signature	<u>3/14/23</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.

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

Yes	<p>Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
Yes	<p>Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
Yes	<p>Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
Yes	<p>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.</p>
Yes	<p>Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but 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>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs 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	Robert Candillo
2.	Teacher	Laura Sundberg
3.	Parent/Guardian	Lindsay Alexander
4.	Community Member	Shane Johnson
5.	Paraprofessional	Melissa Still
6.	School Improvement Council Member	Kristina Goff
7.	Read to Succeed Reading Coach	Amanda Huffstetler
8.	School Read To Succeed Literacy Leadership Team Lead	Jennie King
9.	School Read To Succeed Literacy Leadership Team Member	Merri Anna Allred
OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the School Literacy Leadership Team for Read to Succeed		

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 Waiver 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 (<i>Include the SBE Regulation number to be waived</i>)	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 (<i>Include the SBE Regulation number to be waived</i>)	



New Providence Elementary School
2018 - 2023 Strategic Plan

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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.


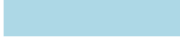













1. All students, regardless of circumstances, advance on time, prepared to graduate and ready to enter college, the military or industry with certification.
2. Teaching and learning develop power skills in all students.
3. Our schools are service-oriented centers of learning, committed to family and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

[NPES 2021-22 Report Card](#)















	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for New Providence Elementary School	Number of Students
Reading Grades 1-5	21-22	All	All	72.4%		(470 / 649)
		ELL	ELL	68.4%		(39 / 57)
			Not ELL	72.8%		(431 / 592)
		Gender	Female	77.7%		(241 / 310)
			Male	67.6%		(229 / 339)
		InstrSetting	Not Special Ed	79.2%		(439 / 554)
			Special Ed	32.6%		(31 / 95)
		Race	Black / Latinx	57.4%		(54 / 94)
	White / Other		75.0%		(416 / 555)	
	20-21	All	All	60.9%		(365 / 599)
		ELL	Not ELL	60.1%		(332 / 552)
			ELL	70.2%		(33 / 47)
		Gender	Female	63.9%		(182 / 285)
			Male	58.3%		(183 / 314)
		InstrSetting	Not Special Ed	67.8%		(345 / 509)
			Special Ed	22.2%		(20 / 90)
		Race	Black / Latinx	45.8%		(44 / 96)
	White / Other		63.8%		(321 / 503)	
	19-20	All	All	69.7%		(407 / 584)
		ELL	Not ELL	70.3%		(385 / 548)
			ELL	61.1%		(22 / 36)
		Gender	Female	74.7%		(207 / 277)
			Male	65.1%		(200 / 307)
		InstrSetting	Not Special Ed	76.2%		(384 / 504)
			Special Ed	28.8%		(23 / 80)
		Race	Black / Latinx	67.5%		(54 / 80)
	White / Other		70.0%		(353 / 504)	
	18-19	All	All	71.1%		(410 / 577)
		ELL	Not ELL	71.5%		(391 / 547)
			ELL	63.3%		(19 / 30)
		Gender	Female	77.4%		(212 / 274)
			Male	65.3%		(198 / 303)
InstrSetting		Not Special Ed	76.9%		(383 / 498)	
		Special Ed	34.2%		(27 / 79)	
Race		Black / Latinx	54.4%		(49 / 90)	
	White / Other	74.1%		(361 / 487)		
17-18	All	All	79.8%		(438 / 549)	
	ELL	Not ELL	80.3%		(424 / 528)	

	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for New Providence Elementary School	Number of Students
Reading Grades 1-5	17-18	ELL	ELL	66.7%		(14 / 21)
		Gender	Female	87.4%		(216 / 247)
			Male	73.5%		(222 / 302)
		InstrSetting	Not Special Ed	85.8%		(404 / 471)
			Special Ed	43.6%		(34 / 78)
		Race	Black / Latinx	65.3%		(49 / 75)
	White / Other		82.1%		(389 / 474)	
	16-17	All	All	66.2%		(268 / 405)
		ELL	Not ELL	66.1%		(265 / 401)
			ELL	75.0%		(3 / 4)
		Gender	Female	74.2%		(144 / 194)
			Male	58.8%		(124 / 211)
		InstrSetting	Not Special Ed	72.4%		(247 / 341)
			Special Ed	32.8%		(21 / 64)
		Race	Black / Latinx	59.2%		(29 / 49)
	White / Other		67.1%		(239 / 356)	
	15-16	All	All	72.2%		(223 / 309)
		ELL	Not ELL	72.3%		(222 / 307)
			ELL	50.0%		(1 / 2)
		Gender	Female	80.1%		(113 / 141)
			Male	65.5%		(110 / 168)
		InstrSetting	Not Special Ed	78.6%		(202 / 257)
			Special Ed	40.4%		(21 / 52)
		Race	Black / Latinx	50.0%		(17 / 34)
	White / Other		74.9%		(206 / 275)	
	14-15	All	All	69.6%		(218 / 313)
		ELL	Not ELL	69.6%		(215 / 309)
			ELL	75.0%		(3 / 4)
		Gender	Female	73.5%		(100 / 136)
			Male	66.7%		(118 / 177)
		InstrSetting	Not Special Ed	76.7%		(198 / 258)
			Special Ed	36.4%		(20 / 55)
Race		Black / Latinx	35.6%		(16 / 45)	
	White / Other	75.4%		(202 / 268)		

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for New Providence Elementary School	Number of Students
ELA	21-22	All	All	74.9%		(280 / 374)
		ELL	Not ELL	75.6%		(273 / 361)
			ELL	53.8%		(7 / 13)
		Gender	Female	81.3%		(139 / 171)
			Male	69.5%		(141 / 203)
		InstrSetting	Not Special Ed	81.6%		(262 / 321)
			Special Ed	34.0%		(18 / 53)
		Race	Black / Latinx	55.8%		(24 / 43)
	White / Other		77.3%		(256 / 331)	
	20-21	All	All	65.6%		(229 / 349)
		ELL	Not ELL	67.2%		(227 / 338)
			ELL	18.2%		(2 / 11)
		Gender	Female	71.0%		(120 / 169)
			Male	60.6%		(109 / 180)
		InstrSetting	Not Special Ed	73.1%		(215 / 294)
			Special Ed	25.5%		(14 / 55)
		Race	Black / Latinx	42.5%		(17 / 40)
	White / Other		68.6%		(212 / 309)	
	18-19	All	All	76.5%		(263 / 344)
		ELL	Not ELL	77.5%		(258 / 333)
			ELL	45.5%		(5 / 11)
		Gender	Female	80.8%		(135 / 167)
			Male	72.3%		(128 / 177)
		InstrSetting	Not Special Ed	83.2%		(247 / 297)
			Special Ed	34.0%		(16 / 47)
		Race	Black / Latinx	60.0%		(24 / 40)
	White / Other		78.6%		(239 / 304)	
	17-18	All	All	71.7%		(248 / 346)
		ELL	Not ELL	72.1%		(246 / 341)
			ELL	40.0%		(2 / 5)
		Gender	Female	81.0%		(124 / 153)
			Male	64.2%		(124 / 193)
InstrSetting		Not Special Ed	78.0%		(234 / 300)	
		Special Ed	30.4%		(14 / 46)	
Race		Black / Latinx	58.3%		(21 / 36)	
	White / Other	73.2%		(227 / 310)		
16-17	All	All	67.6%		(209 / 309)	
	ELL	Not ELL	67.6%		(209 / 309)	

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for New Providence Elementary School	Number of Students
ELA	16-17	Gender	Female	80.0%		(104 / 130)
			Male	58.7%		(105 / 179)
		InstrSetting	Not Special Ed	74.2%		(198 / 267)
			Special Ed	26.2%		(11 / 42)
		Race	Black / Latinx	51.4%		(18 / 35)
			White / Other	69.7%		(191 / 274)
	15-16	All	All	75.9%		(224 / 295)
		ELL	Not ELL	75.8%		(222 / 293)
			ELL	100.0%		(2 / 2)
		Gender	Female	82.4%		(103 / 125)
			Male	71.2%		(121 / 170)
		InstrSetting	Not Special Ed	83.5%		(212 / 254)
			Special Ed	29.3%		(12 / 41)
		Race	Black / Latinx	51.5%		(17 / 33)
White / Other	79.0%			(207 / 262)		

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for New Providence Elementary School	Number of Students
Math	21-22	All	All	71.7%		(268 / 374)
		ELL	Not ELL	72.3%		(261 / 361)
			ELL	53.8%		(7 / 13)
		Gender	Female	70.8%		(121 / 171)
			Male	72.4%		(147 / 203)
		InstrSetting	Not Special Ed	77.3%		(248 / 321)
			Special Ed	37.7%		(20 / 53)
		Race	Black / Latinx	48.8%		(21 / 43)
	White / Other		74.6%		(247 / 331)	
	20-21	All	All	66.4%		(233 / 351)
		ELL	Not ELL	67.5%		(228 / 338)
			ELL	38.5%		(5 / 13)
		Gender	Female	63.3%		(107 / 169)
			Male	69.2%		(126 / 182)
		InstrSetting	Not Special Ed	73.2%		(216 / 295)
			Special Ed	30.4%		(17 / 56)
		Race	Black / Latinx	40.0%		(16 / 40)
	White / Other		69.8%		(217 / 311)	
	18-19	All	All	78.7%		(270 / 343)
		ELL	Not ELL	78.9%		(262 / 332)
			ELL	72.7%		(8 / 11)
		Gender	Female	79.6%		(133 / 167)
			Male	77.8%		(137 / 176)
		InstrSetting	Not Special Ed	85.5%		(254 / 297)
			Special Ed	34.8%		(16 / 46)
		Race	Black / Latinx	60.0%		(24 / 40)
	White / Other		81.2%		(246 / 303)	
	17-18	All	All	78.3%		(271 / 346)
		ELL	Not ELL	78.6%		(268 / 341)
			ELL	60.0%		(3 / 5)
		Gender	Female	85.0%		(130 / 153)
			Male	73.1%		(141 / 193)
		InstrSetting	Not Special Ed	84.3%		(253 / 300)
Special Ed			39.1%		(18 / 46)	
Race		Black / Latinx	52.8%		(19 / 36)	
	White / Other	81.3%		(252 / 310)		
16-17	All	All	71.5%		(221 / 309)	
	ELL	Not ELL	71.5%		(221 / 309)	
	Gender	Female	71.5%		(93 / 130)	


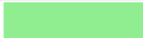







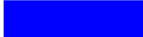



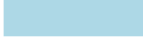
























	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for New Providence Elementary School	Number of Students
Math	16-17	Gender	Male	71.5%		(128 / 179)
		InstrSetting	Not Special Ed	76.4%		(204 / 267)
			Special Ed	40.5%		(17 / 42)
		Race	Black / Latinx	42.9%		(15 / 35)
	White / Other		75.2%		(206 / 274)	
	15-16	All	All	80.0%		(236 / 295)
		ELL	Not ELL	79.9%		(234 / 293)
			ELL	100.0%		(2 / 2)
		Gender	Female	81.6%		(102 / 125)
			Male	78.8%		(134 / 170)
		InstrSetting	Not Special Ed	85.8%		(218 / 254)
			Special Ed	43.9%		(18 / 41)
		Race	Black / Latinx	51.5%		(17 / 33)
	White / Other		83.6%		(219 / 262)	

























	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for New Providence Elementary School	Number of Students
Science	21-22	All	All	75.2%		(106 / 141)
		ELL	Not ELL	75.4%		(101 / 134)
			ELL	71.4%		(5 / 7)
		Gender	Female	75.7%		(53 / 70)
			Male	74.6%		(53 / 71)
		InstrSetting	Not Special Ed	80.7%		(96 / 119)
			Special Ed	45.5%		(10 / 22)
		Race	Black / Latinx	41.2%		(7 / 17)
	White / Other		79.8%		(99 / 124)	
	20-21	All	All	67.0%		(71 / 106)
		ELL	Not ELL	68.3%		(71 / 104)
			ELL	0.0%		(0 / 2)
		Gender	Female	66.7%		(32 / 48)
			Male	67.2%		(39 / 58)
		InstrSetting	Not Special Ed	77.3%		(68 / 88)
			Special Ed	16.7%		(3 / 18)
		Race	Black / Latinx	35.7%		(5 / 14)
	White / Other		71.7%		(66 / 92)	
	18-19	All	All	79.0%		(98 / 124)
		ELL	Not ELL	79.2%		(95 / 120)
			ELL	75.0%		(3 / 4)
		Gender	Female	81.3%		(52 / 64)
			Male	76.7%		(46 / 60)
		InstrSetting	Not Special Ed	86.2%		(94 / 109)
			Special Ed	26.7%		(4 / 15)
		Race	Black / Latinx	40.0%		(6 / 15)
	White / Other		84.4%		(92 / 109)	
	17-18	All	All	85.6%		(95 / 111)
		ELL	Not ELL	86.2%		(94 / 109)
			ELL	50.0%		(1 / 2)
		Gender	Female	93.9%		(46 / 49)
			Male	79.0%		(49 / 62)
InstrSetting		Not Special Ed	92.6%		(87 / 94)	
		Special Ed	47.1%		(8 / 17)	
Race		Black / Latinx	71.4%		(10 / 14)	
	White / Other	87.6%		(85 / 97)		
16-17	All	All	74.6%		(159 / 213)	
	ELL	Not ELL	74.6%		(159 / 213)	

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for New Providence Elementary School	Number of Students
Science	16-17	Gender	Female	83.3%		(70 / 84)
			Male	69.0%		(89 / 129)
		InstrSetting	Not Special Ed	80.7%		(151 / 187)
			Special Ed	30.8%		(8 / 26)
		Race	Black / Latinx	54.2%		(13 / 24)
			White / Other	77.2%		(146 / 189)
	15-16	All	All	90.4%		(169 / 187)
		ELL	Not ELL	90.3%		(167 / 185)
			ELL	100.0%		(2 / 2)
		Gender	Female	90.4%		(75 / 83)
			Male	90.4%		(94 / 104)
		InstrSetting	Not Special Ed	95.7%		(157 / 164)
			Special Ed	52.2%		(12 / 23)
		Race	Black / Latinx	81.8%		(18 / 22)
	White / Other		91.5%		(151 / 165)	
	14-15	All	All	89.3%		(175 / 196)
		ELL	Not ELL	89.1%		(171 / 192)
			ELL	100.0%		(4 / 4)
		Gender	Female	92.6%		(87 / 94)
			Male	86.3%		(88 / 102)
		InstrSetting	Not Special Ed	90.3%		(168 / 186)
			Special Ed	70.0%		(7 / 10)
		Race	Black / Latinx	73.7%		(14 / 19)
	White / Other		91.0%		(161 / 177)	
	13-14	All	All	91.3%		(188 / 206)
		ELL	Not ELL	91.3%		(188 / 206)
		Gender	Female	90.6%		(87 / 96)
			Male	91.8%		(101 / 110)
		InstrSetting	Not Special Ed	91.6%		(174 / 190)
			Special Ed	87.5%		(14 / 16)
Race		Black / Latinx	63.2%		(12 / 19)	
	White / Other	94.1%		(176 / 187)		

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for New Providence Elementary School	Number of Students
Social Studies	18-19	All	All	92.5%		(98 / 106)
		ELL	Not ELL	92.4%		(97 / 105)
			ELL	100.0%		(1 / 1)
		Gender	Female	95.6%		(43 / 45)
			Male	90.2%		(55 / 61)
		InstrSetting	Not Special Ed	96.8%		(90 / 93)
			Special Ed	61.5%		(8 / 13)
		Race	Black / Latinx	91.7%		(11 / 12)
	White / Other		92.6%		(87 / 94)	
	17-18	All	All	93.8%		(121 / 129)
		ELL	Not ELL	93.8%		(121 / 129)
		Gender	Female	98.0%		(48 / 49)
			Male	91.3%		(73 / 80)
		InstrSetting	Not Special Ed	98.3%		(113 / 115)
			Special Ed	57.1%		(8 / 14)
		Race	Black / Latinx	81.8%		(9 / 11)
			White / Other	94.9%		(112 / 118)
	16-17	All	All	93.0%		(198 / 213)
		ELL	Not ELL	93.0%		(198 / 213)
		Gender	Female	92.9%		(78 / 84)
			Male	93.0%		(120 / 129)
		InstrSetting	Not Special Ed	96.8%		(181 / 187)
			Special Ed	65.4%		(17 / 26)
		Race	Black / Latinx	79.2%		(19 / 24)
			White / Other	94.7%		(179 / 189)
	15-16	All	All	94.7%		(177 / 187)
		ELL	Not ELL	94.6%		(175 / 185)
			ELL	100.0%		(2 / 2)
		Gender	Female	94.0%		(78 / 83)
			Male	95.2%		(99 / 104)
		InstrSetting	Not Special Ed	98.8%		(162 / 164)
			Special Ed	65.2%		(15 / 23)
		Race	Black / Latinx	86.4%		(19 / 22)
White / Other	95.8%			(158 / 165)		
14-15	All	All	89.3%		(175 / 196)	
	ELL	Not ELL	89.1%		(171 / 192)	
		ELL	100.0%		(4 / 4)	
	Gender	Female	92.6%		(87 / 94)	
		Male	86.3%		(88 / 102)	







































	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for New Providence Elementary School	Number of Students
Social Studies	14-15	InstrSetting	Not Special Ed	90.9%		(169 / 186)
			Special Ed	60.0%		(6 / 10)
		Race	Black / Latinx	84.2%		(16 / 19)
			White / Other	89.8%		(159 / 177)
	13-14	All	All	92.3%		(191 / 207)
		ELL	Not ELL	92.3%		(191 / 207)
		Gender	Female	90.4%		(85 / 94)
			Male	93.8%		(106 / 113)
		InstrSetting	Not Special Ed	95.1%		(175 / 184)
			Special Ed	69.6%		(16 / 23)
		Race	Black / Latinx	61.1%		(11 / 18)
			White / Other	95.2%		(180 / 189)



































	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level New Providence Elementary School	Number of Students
Accelerated/ Eagles	21-22	All	All	23.4%		(89 / 381)
		ELL	Not ELL	23.6%		(82 / 348)
			ELL	21.2%		(7 / 33)
		Gender	Female	22.4%		(39 / 174)
			Male	24.2%		(50 / 207)
		InstrSetting	Not Special Ed	26.5%		(86 / 325)
			Special Ed	5.4%		(3 / 56)
		Race	Black / Latinx	13.1%		(8 / 61)
	White / Other		25.3%		(81 / 320)	
	20-21	All	All	26.4%		(97 / 368)
		ELL	Not ELL	27.1%		(92 / 339)
			ELL	17.2%		(5 / 29)
		Gender	Female	26.6%		(47 / 177)
			Male	26.2%		(50 / 191)
		InstrSetting	Not Special Ed	30.1%		(92 / 306)
			Special Ed	8.1%		(5 / 62)
		Race	Black / Latinx	17.2%		(11 / 64)
	White / Other		28.3%		(86 / 304)	
	19-20	All	All	27.2%		(98 / 360)
		ELL	Not ELL	28.0%		(96 / 343)
			ELL	11.8%		(2 / 17)
		Gender	Female	28.7%		(51 / 178)
			Male	25.8%		(47 / 182)
		InstrSetting	Not Special Ed	31.0%		(95 / 306)
			Special Ed	5.6%		(3 / 54)
		Race	Black / Latinx	19.2%		(10 / 52)
	White / Other		28.6%		(88 / 308)	
	18-19	All	All	31.3%		(110 / 352)
		ELL	Not ELL	32.3%		(109 / 337)
			ELL	6.7%		(1 / 15)
		Gender	Female	34.5%		(58 / 168)
			Male	28.3%		(52 / 184)
		InstrSetting	Not Special Ed	35.8%		(108 / 302)
			Special Ed	4.0%		(2 / 50)
Race		Black / Latinx	7.5%		(4 / 53)	
	White / Other	35.5%		(106 / 299)		
17-18	All	All	36.0%		(125 / 347)	
	ELL	Not ELL	36.3%		(124 / 342)	























	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level New Providence Elementary School	Number of Students
Accelerated/ Eagles	17-18	ELL	ELL	20.0%		(1 / 5)
		Gender	Female	43.3%		(65 / 150)
			Male	30.5%		(60 / 197)
		InstrSetting	Not Special Ed	39.9%		(119 / 298)
			Special Ed	12.2%		(6 / 49)
		Race	Black / Latinx	12.2%		(5 / 41)
	White / Other		39.2%		(120 / 306)	
	16-17	All	All	36.3%		(116 / 320)
		ELL	Not ELL	36.3%		(116 / 320)
		Gender	Female	39.1%		(52 / 133)
			Male	34.2%		(64 / 187)
		InstrSetting	Not Special Ed	40.7%		(111 / 273)
			Special Ed	10.6%		(5 / 47)
		Race	Black / Latinx	18.4%		(7 / 38)
			White / Other	38.7%		(109 / 282)
	15-16	All	All	34.6%		(104 / 301)
		ELL	Not ELL	34.4%		(103 / 299)
			ELL	50.0%		(1 / 2)
		Gender	Female	39.2%		(51 / 130)
			Male	31.0%		(53 / 171)
		InstrSetting	Not Special Ed	38.4%		(99 / 258)
			Special Ed	11.6%		(5 / 43)
		Race	Black / Latinx	20.6%		(7 / 34)
	White / Other		36.3%		(97 / 267)	


























	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for New Providence Elementary School	Number of Students
Chronic Absences	21-22	All	All	7.3%		(58 / 792)
		ELL	Not ELL	7.3%		(54 / 735)
			ELL	7.0%		(4 / 57)
		Gender	Female	5.8%		(22 / 378)
			Male	8.7%		(36 / 414)
		InstrSetting	Not Special Ed	6.0%		(40 / 668)
			Special Ed	14.5%		(18 / 124)
		Race	Black / Latinx	17.8%		(21 / 118)
	White / Other		5.5%		(37 / 674)	
	20-21	All	All	11.3%		(81 / 719)
		ELL	Not ELL	11.5%		(78 / 676)
			ELL	7.0%		(3 / 43)
		Gender	Female	10.1%		(35 / 345)
			Male	12.3%		(46 / 374)
		InstrSetting	Not Special Ed	11.1%		(68 / 612)
			Special Ed	12.1%		(13 / 107)
		Race	Black / Latinx	20.8%		(25 / 120)
	White / Other		9.3%		(56 / 599)	
	19-20	All	All	8.1%		(57 / 700)
		ELL	Not ELL	7.8%		(53 / 677)
			ELL	17.4%		(4 / 23)
		Gender	Female	8.9%		(30 / 337)
			Male	7.4%		(27 / 363)
		InstrSetting	Not Special Ed	8.0%		(49 / 609)
			Special Ed	8.8%		(8 / 91)
		Race	Black / Latinx	15.1%		(14 / 93)
	White / Other		7.1%		(43 / 607)	
	18-19	All	All	4.0%		(28 / 696)
		ELL	Not ELL	4.1%		(28 / 677)
			ELL	0.0%		(0 / 19)
		Gender	Female	3.7%		(12 / 323)
			Male	4.3%		(16 / 373)
		InstrSetting	Not Special Ed	3.6%		(22 / 607)
Special Ed			6.7%		(6 / 89)	
Race		Black / Latinx	6.3%		(7 / 112)	
	White / Other	3.6%		(21 / 584)		
17-18	All	All	3.2%		(21 / 648)	





















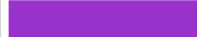




	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for New Providence Elementary School	Number of Students
Chronic Absences	17-18	ELL	Not ELL	3.3%		(21 / 644)
			ELL	0.0%		(0 / 14)
		Gender	Female	3.0%		(9 / 299)
			Male	3.4%		(12 / 349)
		InstrSetting	Not Special Ed	2.5%		(14 / 567)
			Special Ed	4.9%		(4 / 82)
		Race	Black / Latinx	4.5%		(4 / 89)
			White / Other	3.0%		(17 / 559)
	16-17	All	All	4.0%		(23 / 580)
		ELL	Not ELL	4.0%		(23 / 576)
			ELL	0.0%		(0 / 4)
		Gender	Female	3.8%		(10 / 265)
			Male	4.1%		(13 / 315)
		InstrSetting	Not Special Ed	3.6%		(18 / 504)
			Special Ed	6.6%		(5 / 76)
		Race	Black / Latinx	13.0%		(10 / 77)
	White / Other		2.6%		(13 / 503)	
	15-16	All	All	2.6%		(15 / 569)
		ELL	Not ELL	2.5%		(14 / 561)
			ELL	12.5%		(1 / 8)
		Gender	Female	3.8%		(10 / 266)
			Male	1.7%		(5 / 303)
		InstrSetting	Not Special Ed	1.4%		(7 / 494)
			Special Ed	10.7%		(8 / 75)
		Race	Black / Latinx	1.6%		(1 / 61)
	White / Other		2.8%		(14 / 508)	
	14-15	All	All	3.3%		(20 / 609)
		ELL	Not ELL	3.3%		(20 / 601)
			ELL	0.0%		(0 / 8)
		Gender	Female	4.6%		(13 / 285)
			Male	2.2%		(7 / 324)
		InstrSetting	Not Special Ed	3.2%		(17 / 530)
Special Ed			3.8%		(3 / 79)	
Race		Black / Latinx	13.8%		(11 / 80)	
	White / Other	1.7%		(9 / 529)		





























	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for New Providence Elementary School	Number of Students
Referrals	21-22	All	All	4.0%		(32 / 791)
		ELL	Not ELL	4.4%		(32 / 734)
			ELL	0.0%		(0 / 57)
		Gender	Female	1.9%		(7 / 378)
			Male	6.1%		(25 / 413)
		InstrSetting	Not Special Ed	2.5%		(17 / 668)
			Special Ed	12.2%		(15 / 123)
		Race	Black / Latinx	15.8%		(16 / 101)
	White / Other		2.3%		(16 / 690)	
	20-21	All	All	0.4%		(3 / 719)
		ELL	Not ELL	0.4%		(3 / 672)
			ELL	0.0%		(0 / 47)
		Gender	Female	0.3%		(1 / 345)
			Male	0.5%		(2 / 374)
		InstrSetting	Not Special Ed	0.3%		(2 / 612)
			Special Ed	0.9%		(1 / 107)
		Race	Black / Latinx	0.0%		(0 / 85)
	White / Other		0.5%		(3 / 634)	
	19-20	All	All	2.3%		(16 / 700)
		ELL	Not ELL	2.1%		(14 / 656)
			ELL	4.5%		(2 / 44)
		Gender	Female	0.9%		(3 / 337)
			Male	3.6%		(13 / 363)
		InstrSetting	Not Special Ed	0.8%		(5 / 609)
			Special Ed	12.1%		(11 / 91)
		Race	Black / Latinx	5.5%		(4 / 73)
	White / Other		1.9%		(12 / 627)	
	18-19	All	All	4.9%		(34 / 696)
		ELL	Not ELL	5.0%		(33 / 659)
			ELL	2.7%		(1 / 37)
		Gender	Female	1.2%		(4 / 323)
			Male	8.0%		(30 / 373)
		InstrSetting	Not Special Ed	3.6%		(22 / 607)
			Special Ed	13.5%		(12 / 89)
		Race	Black / Latinx	10.4%		(10 / 96)
	White / Other		4.0%		(24 / 600)	
17-18	All	All	4.8%		(32 / 665)	
	ELL	Not ELL	4.8%		(31 / 641)	

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for New Providence Elementary School	Number of Students
Referrals	17-18	ELL	ELL	4.2%		(1 / 24)
		Gender	Female	1.6%		(5 / 306)
			Male	7.5%		(27 / 359)
		InstrSetting	Not Special Ed	3.1%		(18 / 573)
			Special Ed	15.2%		(14 / 92)
		Race	Black / Latinx	16.0%		(13 / 81)
	White / Other		3.3%		(19 / 584)	
	16-17	All	All	3.4%		(20 / 580)
		ELL	Not ELL	3.5%		(20 / 576)
			ELL	0.0%		(0 / 4)
		Gender	Female	0.8%		(2 / 265)
			Male	5.7%		(18 / 315)
		InstrSetting	Not Special Ed	2.2%		(11 / 504)
			Special Ed	11.8%		(9 / 76)
		Race	Black / Latinx	3.9%		(3 / 76)
	White / Other		3.4%		(17 / 504)	
	15-16	All	All	4.6%		(26 / 569)
		ELL	Not ELL	4.6%		(26 / 561)
			ELL	0.0%		(0 / 8)
		Gender	Female	0.8%		(2 / 266)
			Male	7.9%		(24 / 303)
		InstrSetting	Not Special Ed	3.2%		(16 / 494)
			Special Ed	13.3%		(10 / 75)
		Race	Black / Latinx	16.1%		(10 / 62)
	White / Other		3.2%		(16 / 507)	
	14-15	All	All	6.6%		(40 / 609)
		ELL	Not ELL	6.5%		(39 / 601)
			ELL	12.5%		(1 / 8)
		Gender	Female	2.1%		(6 / 285)
			Male	10.5%		(34 / 324)
		InstrSetting	Not Special Ed	5.3%		(28 / 530)
			Special Ed	15.2%		(12 / 79)
Race		Black / Latinx	12.5%		(10 / 80)	
	White / Other	5.7%		(30 / 529)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for New Providence Elementary School	Number of Students
In School Suspensions	21-22	All	All	0.3%		(2 / 791)
		ELL	Not ELL	0.3%		(2 / 734)
			ELL	0.0%		(0 / 57)
		Gender	Female	0.0%		(0 / 378)
			Male	0.5%		(2 / 413)
		InstrSetting	Not Special Ed	0.0%		(0 / 668)
			Special Ed	1.6%		(2 / 123)
		Race	Black / Latinx	1.0%		(1 / 101)
	White / Other		0.1%		(1 / 690)	
	20-21	All	All	0.0%		(0 / 719)
		ELL	Not ELL	0.0%		(0 / 672)
			ELL	0.0%		(0 / 47)
		Gender	Female	0.0%		(0 / 345)
			Male	0.0%		(0 / 374)
		InstrSetting	Not Special Ed	0.0%		(0 / 612)
			Special Ed	0.0%		(0 / 107)
		Race	Black / Latinx	0.0%		(0 / 85)
	White / Other		0.0%		(0 / 634)	
	19-20	All	All	0.9%		(6 / 700)
		ELL	Not ELL	0.8%		(5 / 656)
			ELL	2.3%		(1 / 44)
		Gender	Female	0.3%		(1 / 337)
			Male	1.4%		(5 / 363)
		InstrSetting	Not Special Ed	0.5%		(3 / 609)
			Special Ed	3.3%		(3 / 91)
		Race	Black / Latinx	2.7%		(2 / 73)
	White / Other		0.6%		(4 / 627)	
	18-19	All	All	0.1%		(1 / 696)
		ELL	Not ELL	0.2%		(1 / 659)
			ELL	0.0%		(0 / 37)
		Gender	Female	0.0%		(0 / 323)
			Male	0.3%		(1 / 373)
		InstrSetting	Not Special Ed	0.2%		(1 / 607)
			Special Ed	0.0%		(0 / 89)
		Race	Black / Latinx	0.0%		(0 / 96)
	White / Other		0.2%		(1 / 600)	
	17-18	All	All	0.8%		(5 / 665)
		ELL	Not ELL	0.8%		(5 / 641)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for New Providence Elementary School	Number of Students
In School Suspensions	17-18	ELL	ELL	0.0%		(0 / 24)
		Gender	Female	0.7%		(2 / 306)
			Male	0.8%		(3 / 359)
		InstrSetting	Not Special Ed	0.7%		(4 / 573)
			Special Ed	1.1%		(1 / 92)
		Race	Black / Latinx	1.2%		(1 / 81)
	White / Other		0.7%		(4 / 584)	
	16-17	All	All	0.5%		(3 / 580)
		ELL	Not ELL	0.5%		(3 / 576)
			ELL	0.0%		(0 / 4)
		Gender	Female	0.0%		(0 / 265)
			Male	1.0%		(3 / 315)
		InstrSetting	Not Special Ed	0.2%		(1 / 504)
			Special Ed	2.6%		(2 / 76)
		Race	Black / Latinx	1.3%		(1 / 76)
	White / Other		0.4%		(2 / 504)	
	15-16	All	All	0.7%		(4 / 569)
		ELL	Not ELL	0.7%		(4 / 561)
			ELL	0.0%		(0 / 8)
		Gender	Female	0.0%		(0 / 266)
			Male	1.3%		(4 / 303)
		InstrSetting	Not Special Ed	0.8%		(4 / 494)
			Special Ed	0.0%		(0 / 75)
		Race	Black / Latinx	0.0%		(0 / 62)
	White / Other		0.8%		(4 / 507)	
	14-15	All	All	1.6%		(10 / 609)
		ELL	Not ELL	1.5%		(9 / 601)
			ELL	12.5%		(1 / 8)
		Gender	Female	0.0%		(0 / 285)
			Male	3.1%		(10 / 324)
		InstrSetting	Not Special Ed	1.3%		(7 / 530)
			Special Ed	3.8%		(3 / 79)
Race		Black / Latinx	0.0%		(0 / 80)	
	White / Other	1.9%		(10 / 529)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for New Providence Elementary School	Number of Students
Out of School Suspensions	21-22	All	All	0.8%		(6 / 791)
		ELL	Not ELL	0.8%		(6 / 734)
			ELL	0.0%		(0 / 57)
		Gender	Female	0.5%		(2 / 378)
			Male	1.0%		(4 / 413)
		InstrSetting	Not Special Ed	0.6%		(4 / 668)
			Special Ed	1.6%		(2 / 123)
		Race	Black / Latinx	5.0%		(5 / 101)
	White / Other		0.1%		(1 / 690)	
	20-21	All	All	0.0%		(0 / 719)
		ELL	Not ELL	0.0%		(0 / 672)
			ELL	0.0%		(0 / 47)
		Gender	Female	0.0%		(0 / 345)
			Male	0.0%		(0 / 374)
		InstrSetting	Not Special Ed	0.0%		(0 / 612)
			Special Ed	0.0%		(0 / 107)
		Race	Black / Latinx	0.0%		(0 / 85)
	White / Other		0.0%		(0 / 634)	
	19-20	All	All	0.7%		(5 / 700)
		ELL	Not ELL	0.8%		(5 / 656)
			ELL	0.0%		(0 / 44)
		Gender	Female	0.3%		(1 / 337)
			Male	1.1%		(4 / 363)
		InstrSetting	Not Special Ed	0.0%		(0 / 609)
			Special Ed	5.5%		(5 / 91)
		Race	Black / Latinx	2.7%		(2 / 73)
	White / Other		0.5%		(3 / 627)	
	18-19	All	All	2.0%		(14 / 696)
		ELL	Not ELL	2.1%		(14 / 659)
			ELL	0.0%		(0 / 37)
		Gender	Female	0.3%		(1 / 323)
			Male	3.5%		(13 / 373)
InstrSetting		Not Special Ed	0.8%		(5 / 607)	
		Special Ed	10.1%		(9 / 89)	
Race		Black / Latinx	4.2%		(4 / 96)	
	White / Other	1.7%		(10 / 600)		
17-18	All	All	2.3%		(15 / 665)	
	ELL	Not ELL	2.3%		(15 / 641)	

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for New Providence Elementary School	Number of Students
Out of School Suspensions	17-18	ELL	ELL	0.0%		(0 / 24)
		Gender	Female	1.0%		(3 / 306)
			Male	3.3%		(12 / 359)
		InstrSetting	Not Special Ed	1.4%		(8 / 573)
			Special Ed	7.6%		(7 / 92)
		Race	Black / Latinx	4.9%		(4 / 81)
	White / Other		1.9%		(11 / 584)	
	16-17	All	All	0.9%		(5 / 580)
		ELL	Not ELL	0.9%		(5 / 576)
			ELL	0.0%		(0 / 4)
		Gender	Female	0.0%		(0 / 265)
			Male	1.6%		(5 / 315)
		InstrSetting	Not Special Ed	0.4%		(2 / 504)
			Special Ed	3.9%		(3 / 76)
		Race	Black / Latinx	0.0%		(0 / 76)
	White / Other		1.0%		(5 / 504)	
	15-16	All	All	2.5%		(14 / 569)
		ELL	Not ELL	2.5%		(14 / 561)
			ELL	0.0%		(0 / 8)
		Gender	Female	0.4%		(1 / 266)
			Male	4.3%		(13 / 303)
		InstrSetting	Not Special Ed	1.2%		(6 / 494)
			Special Ed	10.7%		(8 / 75)
		Race	Black / Latinx	8.1%		(5 / 62)
	White / Other		1.8%		(9 / 507)	
	14-15	All	All	1.3%		(8 / 609)
		ELL	Not ELL	1.2%		(7 / 601)
			ELL	12.5%		(1 / 8)
		Gender	Female	0.0%		(0 / 285)
			Male	2.5%		(8 / 324)
InstrSetting		Not Special Ed	0.8%		(4 / 530)	
		Special Ed	5.1%		(4 / 79)	
Race		Black / Latinx	1.3%		(1 / 80)	
	White / Other	1.3%		(7 / 529)		

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
CURRENT WORKING CONDITIONS							
I have sufficient space in my classroom to meet the educational needs of my students.	20-21			41	92.7%		
	18-19			44	95.4%		
	21-22						
My non-instructional duties do not interfere with my essential role of educating students.	21-22						
	20-21			41	85.3%		
	18-19			44	72.7%		
I have access to reliable communication technology, including phone, fax, and e-mail.	21-22			44	95.4%		
	20-21			41	100.0%		
	18-19			44	100.0%		
I feel supported by administrators at my school.	21-22			43	97.6%		
	20-21			41	95.2%		
	18-19			44	97.7%		
The faculty and staff at my school have a shared vision.	21-22			44	95.4%		
	20-21			41	95.2%		
	18-19			44	100.0%		
I am familiar with local, state, and national policies and how they affect teaching and learning.	21-22			44	88.6%		
	20-21			41	100.0%		
	18-19			44	100.0%		
Local, state, or national policies assist me in meeting the educational needs of my students.	21-22			44	81.9%		
	20-21			41	87.8%		
	18-19			44	84.1%		
The school leadership makes a sustained effort to address teacher concerns.	21-22			43	97.7%		
	20-21			41	95.1%		
	18-19			44	100.0%		
My decisions in areas such as instruction and student progress are supported.	21-22			44	81.9%		
	20-21			41	97.6%		

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 based on research and data.	18-19			44	97.8%		
Teachers at my school are encouraged to develop innovative solutions to problems.	21-22			43	97.7%		
	20-21			41	95.1%		
	18-19			44	100.0%		
I feel comfortable raising issues and concerns that are important to me.	21-22			44	81.9%		
	20-21			41	97.5%		
	18-19			44	95.5%		
Sufficient resources are available to allow teachers to take advantage of professional development activities.	21-22			44	97.7%		
	20-21			41	97.5%		
	18-19			44	97.8%		
My class sizes allow me to meet the educational needs of my students.	21-22			43	83.8%		
	20-21			41	78.0%		
	18-19			44	84.1%		
I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	21-22			44	97.7%		
	20-21			41	97.6%		
	18-19			44	97.7%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
HOME-SCHOOL RELATIONS							
I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	21-22	348	95.2%			74	91.9%
	20-21	113	86.7%	41	100.0%	275	76.4%
	18-19	101	84.2%	44	100.0%	73	83.6%
My parent knows what I am expected to learn in school.	21-22	352	92.3%			89	87.6%
	20-21	112	98.2%			273	87.5%
	18-19	102	95.1%			73	94.5%
My parent knows how well I am doing in school.	21-22	367	97.5%				
	20-21	113	100.0%				
	18-19	102	100.0%				
My school informs parents about school programs and activities.	21-22	350	98.3%	44	100.0%		
	20-21	113	98.2%	41	100.0%		
	18-19	102	94.1%	44	100.0%		
Parents at my school know their children's homework assignments.	21-22	352	82.4%	44	97.7%		
	20-21	113	81.4%	41	100.0%		
	18-19	102	84.4%	44	97.7%		
My parent helps me with my homework when I need it.	21-22	358	89.9%				
	20-21	113	96.5%				
	18-19	102	94.1%				
Parents are welcomed at my school.	21-22	357	94.4%				
	20-21	113	92.9%				
	18-19	102	98.1%				
Parents volunteer and participate in activities at my school.	21-22	346	88.7%	42	100.0%		
	20-21	113	87.6%	41	80.5%		
	18-19	101	91.1%	44	97.7%		
My child's teachers contact me to say good things about my child.	21-22					90	76.6%
	20-21					275	92.0%
	18-19					71	73.3%
My child's teachers tell me how I can help my child learn.	21-22					88	76.1%
	20-21					267	73.8%
	18-19					71	80.3%

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					90	96.6%
	20-21					270	80.8%
	18-19					73	75.3%
My child's school returns my phone calls or e-mails promptly.	21-22					87	95.4%
	20-21					272	89.7%
	18-19					73	95.9%
Parents are involved in school decisions.	21-22			44	88.6%		
	20-21			41	97.6%	273	94.5%
	18-19			44	97.8%	71	81.7%
My child's school considers changes based on what parents say.	21-22					86	89.6%
	20-21					273	57.9%
	18-19					71	64.7%
My child's school schedules activities at times that I can attend.	21-22					86	89.6%
	20-21					270	68.1%
	18-19					73	87.7%
My child's school treats all students fairly.	21-22					87	100.0%
	20-21					275	95.2%
	18-19					71	77.4%
The principal at my child's school is available and welcoming.	21-22					91	97.8%
	20-21					275	95.3%
	18-19					72	93.1%
Parents at my school are aware of school policies.	21-22			44	97.8%		
	20-21			41	97.5%		
	18-19			44	100.0%		
Parents at my school understand the school's instructional programs.	21-22			44	95.5%		
	20-21			41	100.0%		
	18-19			44	100.0%		
Parents at my school support instructional decisions regarding their children.	21-22			44	97.8%		
	20-21			41	97.5%		
	18-19			44	97.8%		
Parents attend conferences requested by teachers at my school.	21-22			44	100.0%		

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			41	97.6%		
	18-19			44	100.0%		
Parents at my school cooperate regarding discipline problems.	21-22			42	92.9%		
	20-21			41	100.0%		
	18-19			44	95.4%		
Parents attend school meetings and other school events.	21-22			42	97.7%		
	20-21			41	92.6%		
	18-19			44	97.8%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
LEARNING ENVIRONMENT							
I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	21-22	358	93.0%	44	95.4%	92	94.6%
	20-21	114	94.8%	41	97.6%	273	72.1%
	18-19	102	90.2%	44	100.0%	73	95.9%
My classes are challenging (not too easy; they make me think).	21-22	366	72.4%	44	97.7%	91	95.6%
	20-21	114	69.3%	41	100.0%	275	93.1%
	18-19	103	73.8%	44	100.0%	73	98.6%
My teachers want me to understand what I am learning, not just remember facts.	21-22	362	95.5%	43	97.7%		
	20-21	114	96.5%	41	100.0%		
	18-19	103	89.3%	44	100.0%		
My teachers expect students to learn.	21-22	361	98.4%	44	97.7%	92	95.7%
	20-21	114	97.3%	41	100.0%	275	95.6%
	18-19	103	98.0%	44	100.0%	73	98.6%
My teachers expect students to behave.	21-22	364	97.5%				
	20-21	114	98.3%				
	18-19	103	99.1%				
My teachers spend enough time helping me learn.	21-22	363	95.6%	44	88.6%		
	20-21	114	96.5%	41	97.6%		
	18-19	103	89.3%	44	95.4%		
My teachers help students when they do not understand something.	21-22	368	97.3%	43	97.7%	89	91.1%
	20-21	114	98.2%	41	100.0%	275	84.4%
	18-19	103	95.2%	44	97.7%	73	83.6%
My teachers do a good job teaching me mathematics.	21-22	365	98.9%				
	20-21	114	99.1%				
	18-19	103	93.2%				
My teachers do a good job teaching me English language arts.	21-22	361	97.2%				
	20-21	114	94.7%				
	18-19	103	94.2%				
My teachers give tests on what I learn in class.	21-22	365	97.3%				
	20-21	114	99.1%				
	18-19	103	100.0%				

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	359	81.9%			87	88.5%
	20-21	114	79.0%			275	91.3%
	18-19	102	80.4%			73	91.7%
My classes are interesting and fun.	21-22	365	80.3%				
	20-21	114	85.1%				
	18-19	102	75.5%				
Students at my school believe they can do good work.	21-22	349	93.1%				
	20-21	114	95.6%				
	18-19	102	97.1%				
My teachers praise students when they do good work.	21-22	358	85.2%				
	20-21	114	84.2%				
	18-19	102	75.5%				
Work done by students can be seen on the walls of my school.	21-22	356	92.5%				
	20-21	114	92.1%				
	18-19	102	88.2%				
The textbooks and workbooks I use at my school really help me to learn.	21-22	357	79.0%				
	20-21	114	82.5%				
	18-19	102	67.7%				
The media center at my school has a good selection of books.	21-22	358	90.3%	43	100.0%		
	20-21	114	89.5%	41	100.0%		
	18-19	102	93.2%	44	100.0%		
I use computers and other technology at my school to help me learn.	21-22	363	97.3%	43	100.0%		
	20-21	114	97.3%	41	100.0%		
	18-19	102	96.1%	44	97.8%		
Teachers at my school effectively implement the State Curriculum Standards.	21-22			43	97.7%		
	20-21			41	100.0%		
	18-19			44	100.0%		
Student assessment information is effectively used by teachers to plan instruction.	21-22			43	95.4%		
	20-21			41	100.0%		
	18-19			44	97.7%		
My school offers effective programs for students with disabilities.	21-22			44	93.2%		

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			41	100.0%		
	18-19			44	97.7%		
Instructional strategies are used to meet the needs of academically gifted students.	21-22			43	95.4%		
	20-21			41	97.5%		
	18-19			44	100.0%		
The level of teacher and staff morale is high at my school.	21-22			44	72.7%		
	20-21			40	95.0%		
	18-19			44	97.7%		
Teachers respect each other at my school.	21-22			44	88.6%		
	20-21			41	97.6%		
	18-19			44	95.4%		
Teachers at my school are recognized and appreciated for good work.	21-22			44	88.7%		
	20-21			41	97.6%		
	18-19			44	97.8%		
Students at my school are motivated and interested in learning.	21-22			44	97.7%		
	20-21			41	100.0%		
	18-19			44	100.0%		
There are sufficient materials and supplies available for classroom and instructional use.	21-22			44	95.4%		
	20-21			41	100.0%		
	18-19			44	100.0%		
Our school has sufficient computers for instructional use.	21-22			43	100.0%		
	20-21			41	100.0%		
	18-19			44	97.8%		
There are relevant professional development opportunities offered to teachers at my school.	21-22			44	97.7%		
	20-21			41	97.6%		
	18-19			44	97.7%		
The school administration communicates clear instructional goals for the school.	21-22			44	97.8%		
	20-21			41	97.6%		
	18-19			44	100.0%		
The school administration sets high standards for students.	21-22			44	93.2%		
	20-21			41	97.6%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The school administration sets high standards for c	18-19			44	100.0%		
The school administration has high expectations for teacher performance.	21-22			44	97.7%		
	20-21			41	100.0%		
	18-19			44	100.0%		
The school administration provides effective instructional leadership.	21-22			44	93.2%		
	20-21			41	97.5%		
	18-19			44	100.0%		
Student assessment information is used to set goals and plan programs for my school.	21-22			43	97.7%		
	20-21			41	100.0%		
	18-19			44	100.0%		
Teacher evaluation at my school focuses on instructional improvement.	21-22			43	100.0%		
	20-21			41	100.0%		
	18-19			44	100.0%		
School administrators visit classrooms to observe instruction.	21-22			43	93.1%		
	20-21			41	97.5%		
	18-19			44	100.0%		
The school administration arranges for collaberative planning and decision making.	21-22			44	95.4%		
	20-21			41	100.0%		
	18-19			44	97.7%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
SOCIAL AND PHYSICAL ENVIRONMENT							
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	21-22	350	92.3%	44	97.7%	88	97.7%
	20-21	113	96.5%	41	100.0%		
	18-19	103	91.3%	44	97.8%	73	97.3%
The grounds around my school are kept clean.	21-22	363	93.7%	44	97.7%		
	20-21	113	94.7%	41	100.0%		
	18-19	103	92.2%	44	100.0%		
The hallways at my school are kept clean.	21-22	363	96.1%	44	97.7%	87	100.0%
	20-21	113	98.3%	41	100.0%	275	88.0%
	18-19	103	94.2%	44	100.0%	73	100.0%
The bathrooms at my school are kept clean.	21-22	363	82.6%	44	95.5%		
	20-21	113	83.2%	41	100.0%		
	18-19	103	69.9%	43	97.7%		
Broken things at my school get fixed.	21-22	335	95.2%	44	97.7%		
	20-21	113	96.4%	41	100.0%		
	18-19	103	92.3%	44	100.0%		
There is enough room for students to learn at my school.	21-22	356	95.2%	44	65.9%		
	20-21	112	97.4%	41	87.8%		
	18-19	103	96.2%	44	95.5%		
Students at my school behave well in class.	21-22	356	66.0%	44	95.4%		
	20-21	113	89.4%	41	97.6%	274	97.4%
	18-19	102	81.4%	44	97.8%	73	84.9%
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	21-22	355	66.8%	44	95.4%		
	20-21	113	86.7%	41	100.0%		
	18-19	103	71.9%	44	97.7%		
Students at my school know the rules and what happens when students break the rules.	21-22	359	92.7%	43	79.1%		
	20-21	113	94.7%	41	100.0%		
	18-19	103	91.3%	44	100.0%		
The rules about how students should behave in my school are fair.	21-22	356	89.6%	44	90.9%		
	20-21	113	96.5%	41	100.0%		
	18-19	103	80.6%	44	100.0%		

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	346	92.4%	44	72.7%		
	20-21	113	92.9%	41	97.6%		
	18-19	103	91.2%	44	97.7%		
I feel safe at my school before and after school hours.	21-22	348	93.7%	43	100.0%		
	20-21	113	97.3%	41	100.0%		
	18-19	103	92.3%	44	100.0%		
I feel safe at my school during the school day.	21-22	359	93.6%	44	97.7%	91	98.9%
	20-21	113	97.4%	41	95.1%	275	70.2%
	18-19	103	92.2%	44	100.0%	73	100.0%
I feel safe going to or coming from my school.	21-22	356	94.9%	44	100.0%		
	20-21	113	99.1%	41	100.0%		
	18-19	103	93.2%	44	100.0%		
Students from different backgrounds get along well at my school.	21-22	351	91.5%	44	95.4%		
	20-21	113	91.1%	41	97.5%		
	18-19	103	85.5%	44	97.7%		
Teachers and students get along well with each other at my school.	21-22	362	93.4%	44	100.0%		
	20-21	113	96.5%	41	100.0%		
	18-19	103	92.2%	44	100.0%		
Teachers work together to help students at my school.	21-22	363	97.3%	44	93.2%		
	20-21	113	96.5%	41	97.6%		
	18-19	103	90.3%	44	95.4%		
**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	353	36.2%	43	7.0%		
	20-21	114	34.2%	41	4.8%		
	18-19	102	27.4%	44	4.6%		
**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	358	28.2%				
	20-21	114	14.0%				
	18-19	101	13.9%				
**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	355	5.9%	43	4.7%		
	20-21	114	5.3%	41	0.0%		
	18-19	101	7.0%	44	0.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
**I have been bullied while going to or from school.	21-22	345	13.6%				
	20-21	114	3.5%				
	18-19	101	6.0%				
	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
**I have been bullied by someone from my school using a computer, a cell phone or other electronic devices.	21-22	355	9.0%				
	20-21	114	3.6%				
	18-19	101	4.0%				
Adults at my school prevent bullying from happening.	21-22	354	85.1%	44	97.7%	78	94.8%
	20-21	114	92.1%	41	95.2%	275	56.0%
	18-19	101	91.1%	44	90.9%	73	78.1%
I can always go to adults at my school if I am being bullied.	21-22	356	95.0%				
	20-21	114	95.6%				
	18-19	103	92.2%				
An adult at my school has talked to me about bullying.	21-22	365	90.4%				
	20-21	114	86.9%				
	18-19	103	91.3%				
My child's teachers care about my child as an individual.	21-22					68	95.6%
	20-21					275	96.0%
	18-19					73	97.3%
My child's school has an anti-bullying program to prevent or deal with bullying.	21-22					68	95.6%
	20-21					275	91.6%
	18-19					73	67.1%
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					52	19.2%
During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	21-22						
	20-21						
	18-19					52	19.3%
I recommend that all parents/guardians attend IGP conferences with their children.	21-22						
	20-21						
	18-19					51	23.5%

Executive Summary of Needs Assessment Data Findings

School Name: New Providence 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.

<p>Student Achievement</p> <p>Primary School (K - 2) Student</p> <p>Elementary/ Middle School (3 - 8) Student</p> <p>High School (9 - 12) Student</p>	<p>The percent of students meeting or exceeding standard on end-of-year text levels in grades K-2 for the 2021-2022 school year was 76% which was a decrease of 2% from the 2020-2021 school year. We have continued to identify specific students to receive 1:1 tutoring using the Teachers College Reading and Writing Project tutoring curriculum. Related arts teachers are used to support students who are identified as needing extra assistance in reading and math. Students not meeting grade-level text levels are reviewed with homeroom teachers and other support staff at monthly Student Advocacy Team Meeting in order to discuss specific, helpful strategies and possible support services.</p> <p>The percentage of students in Tier II and Tier III interventions for math and/or reading in the 2021-2022 school year was 15%. In the 2022-2023 school year, NPE has currently identified 10.9% of students receiving Tier II or Tier III interventions. Continued focus and shifts with Tier I (DCI) instruction, in both reading and math with a focus on equity, workshop models and small group instruction, are aimed at reducing this number over time. Data reviews, periodic data review protocols, use of i-Ready reading and math data are used to identify ways to reduce the number of Tier II and Tier III students served.</p>
<p>Student Achievement</p> <p>Primary School (K - 2) Student</p> <p>Elementary/ Middle School (3 - 8) Student</p> <p>High School (9 - 12) Student</p>	<p>The percentage of students meeting or exceeding standards on SC READY ELA for grades 3-5 in 2021-2022 was 74.9%, which was an increase of 9.3% from 2020-2021 school year. This was ahead of District (54.9%) and State (49%) performance. Continued professional learning in word study, shifts in Tier I (DCI) instruction and consistent data reviews support our work moving forward.</p> <p>The percentage of gifted enrollment equity indices for African American students was 0.00% for 2021-2022 and is currently 3% in the 2022-2023 school year. The school has continued to discuss equity for all students and purchase books that reflect varied cultural and ethnic diversity. First, second, fourth and fifth grades continue to be exposed to a challenging curriculum by our eagles teacher.</p>

Executive Summary of Needs Assessment Data Findings

	<p>Professional learning plans and systems planning will continue to ensure equitable opportunities for enrichment.</p> <p>The percentage of students scoring "Exceeds" on SC READY ELA and Math and on SC PASS Science and Social Studies in grades 3-5 in 2021-2022 was 47% ELA, 39% Math, and 35% Science. At this time the state no longer assesses Social Studies. Math continues to be an area of focus as we move forward. Our school's current school based work plan's achievement goals are centered around math improvements.</p>
<p>Teacher/Administrator Quality</p>	<p>Positive responses to the SCDE survey item, "I am satisfied with the learning environment in my school,"decreased among teachers from 97.6% in 2020-2021 to 95.4% in 201-2022. Positive responses to, "I am satisfied with the social and physical environment at my school,"decreased among teachers from 100% in 2020-2021 to 97.7% in 201-2022. Teacher and administrator quality is addressed through ongoing Behavioral and Mental Health support for staff, professional learning opportunities and continued morale-building activities and actions.</p>
<p>School Climate</p>	<p>During the 2022-2023 school year, NPE has continued to implement Power Skills, Lifelong Guidelines and LIFESKILLS. We have also implemented a partnership with Lexington High School's <i>Students in Action</i> group and River Bluff High School's Mentor (mentors for identified students). In addition, Lion Leadership rallies and The Lions Roar with Character Rally rewards students for effort and other behaviors. This positively encourages demonstration of the Power Skills, Lifelong Guidelines and LIFESKILLS. Positive behavior interventions continue to be a topic of discussion in our monthly Student Advocacy Team Meetings. Our school team works hard to build relationships with parents, providing wrap-around support to ensure success for all students. A scheduled Morning Meeting and Closing Circle time is implemented in each class and weekly lessons are provided to teachers to discuss Behavioral and Mental Health Topics.</p> <p>Positive responses to the SCDE survey item, "I am satisfied with the learning environment in my school,"increased among parents from 72.1% in 2020-2021 to 94.6% in 201-2022. Positive responses to, "I am satisfied with home-school relations,"increased among parents from 76.4% in 2020-2021 to 91.9% in 201-2022. We have continued to address home-school relationships through provision of regular parent newsletters (<i>The Lion Ledger</i>), call-outs and mass emails, SMS text messages to parents, and live weekly classroom newsletters. As well, communication and connection has continued to be enhanced on our school website and through social media efforts like Facebook, Twitter and Instagram. The "Parent Hub" of resources for academics, technology and social-emotional needs has continued to be enhanced. Fifth grade students have been presented with opportunities for leadership experiences around the building such as Paw Patrol, Morning News Show, Reading Buddies and a Principal's Student Advisory Team.</p>

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

- Literacy and Numeracy
- High Impact Teaching and Learning
- Leadership Development
- Opportunity and Access

South Carolina State Department of Education Required Goal Categories

- Student Achievement
- Teacher and Administrator Quality
- School Climate
- Gifted and Talented

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	82.4%	84.3%	86.3%	93.0%	95.0%	97.0%
			(Actual)	77.4%	81.7%	74.6%	74.0%	
	% of students meeting or exceeding standard on SC READY ELA will increase annually by 2 points.	Grades 3-5	71.7%	73.6%	75.6%	75.6%	77.6%	79.6%
			(Actual)	76.5%		65.6%	74.9%	
	% of students meeting or exceeding standard on SC READY Math will increase annually by 2 points.	Grades 3-5	78.3%	80.3%	82.3%	84.3%	86.3%	88.3%
			(Actual)	78.7%		66.4%	71.7%	
	% of students in Tier 2 or Tier 3 interventions for math and/or reading will decrease annually by 1 point.	Grades K-5	6.0%	4.9%	3.9%	2.5%	1.5%	0.4%
			(Actual)	8.6%	11.4%	11.7%	14.4%	

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 2018 - June 2019	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 2018 - June 2019	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 2018 - December 2018	Principal, Secondary Director, Elementary Director	None	n/a	Scheduling recommendations for 2019-2020
4. Expand intervention approaches for all students using varied methods of service.	May 2018 - June 2019	RTI Coordinator, Lead Interventionist, Special Education Coordinators, GT Coordinator	None	n/a	Scheduling recommendations for 2019-2020 Student achievement results measured by school-based data teams
5. Leverage the SC Teaching Standards 4.0 to	May 2018 -	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
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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	0.205	0.235	0.265	0.543	0.736	0.765
			(Actual)	0.256	0.513	0.706	0.531	

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 2018 - June 2019	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 2018 – August 2018	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 2018 – June 2019	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 2018 – June 2019	Content Coordinators, Lead Teachers	None	n/a	Comparison of assessment results from 2017-2018 to 2018-2019, 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 2018 – June 2019	Principal, GT Coordinator, Lead Teachers	None	n/a	Comparison of student success data in high level coursework from 2017-2018 to 2018-2019.

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	35.3%	36.2%	37.2%	38.2%	39.2%	40.2%
			(Actual)	45.1%		37.5%	46.5%	
	% scoring Exceeds on SC READY Math subject test will increase by 1 point annually	Grades 3-5	51.2%	52.1%	53.1%	54.1%	55.1%	56.1%
			(Actual)	50.2%		35.9%	39.0%	
	% scoring Exceeds on SCPASS Science subject test will increase by 1 point annually	Grades 4-5	49.6%	50.5%	51.5%	52.5%	53.5%	54.5%
			(Actual)	51.6%		34.0%	35.5%	
	% scoring Exceeds on SCPASS Social Studies subject test will increase by 1 point annually	Grades 4-5	65.1%	66.1%	67.1%	68.8%	69.8%	70.7%
			(Actual)	73.6%				

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 2018 - June 2019	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 2018 – August 2018	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 2018 – August 2018	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 2018 – June 2019	Content Coordinators, Lead Teachers	None	n/a	Comparison of assessment results from 2017-2018 to 2018-2019, 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 2018 – June 2019	Principal, GT Coordinator, Lead Teachers	None	n/a	Comparison of student success data in high level coursework from 2017-2018

coursework.					to 2018-2019.
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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	2.6%	2.0%	1.5%	1.1%	0.6%	0.0%
			(Actual)	4.0%	8.2%	11.3%	7.3%	
	% of students with 3 or more discipline referrals will decrease by 0.5 points annually.	Grades K-5	1.8%	1.3%	0.8%	0.0%	0.0%	0.0%
			(Actual)	0.9%	0.4%	0.0%	1.1%	
	SC READY equity indices for minority groups will increase by 0.03 annually.	Grades 3-5	0.729	0.759	0.789	0.818	0.848	0.877
			(Actual)	0.773		0.625	0.714	

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 2018 - June 2019	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 2018	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 2018 to Fall of 2019	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 2018- 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 2018- 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 2018	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			
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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		100.0%	98.0%	98.0%	98.0%	98.0%	98.0%
			(Actual)	97.8%		97.5%	97.7%	
Elementary	Positive responses to the SCDE survey item "Teachers at my school are encouraged to develop innovative solutions to problems." will reach 98% by 2021		95.2%	96.1%	97.1%	98.0%	98.0%	98.0%
			(Actual)	100.0%		95.1%	97.7%	

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 2018 - June 2019	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 2018 - December 2018	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 2018 - June 2019	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 2018 – Nov. 2018	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 2018
5. Create model classrooms and labsites for visible	2018-2019 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
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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.		94.1%	94.6%	95.0%	95.0%	95.0%	95.0%
		(Actual)		93.8%		96.5%	93.4%	
	% 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.		83.3%	89.1%	95.0%	95.0%	95.0%	95.0%
		(Actual)		84.0%		79.4%	94.6%	

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 2018 - 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 2018	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 2018 - ongoing	Principal, Director of Accountability	None	n/a	Customer Service/School-Home Relations data available on district dashboard