

School Renewal Plan Cover Page

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

School Name:	Saxe Gotha Elem
SIDN:	3201052
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Lexington County School District One
Address 1:	100 Bill Williamson Court
Address 2:	
City:	Lexington, SC
Zip Code:	29073
School Renewal Plan Contact Person:	Elizabeth Houck
School Plan Contact Phone:	8038214800
School Plan E-mail Address:	ehouck@lexington1.net



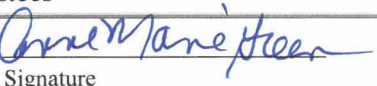
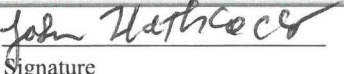
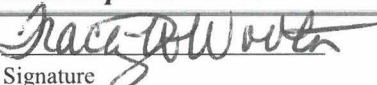
Required Signature Page

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

<i>Superintendent</i>		
<u>Dr. Gerrita Postlewait</u> Printed Name	 Signature	<u>4-11-23</u> Date
<i>Principal</i>		
<u>Elizabeth Houck</u> Printed Name	 Signature	<u>3-13-23</u> Date
<i>Chairperson, District Board of Trustees</i>		
<u>Anne Marie Green</u> Printed Name	 Signature	<u>4-11-23</u> Date
<i>Chairperson, School Improvement Council</i>		
<u>Jason Hathcock</u> Printed Name	 Signature	<u>3-13-23</u> Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Tracey Wooten</u> Printed Name	 Signature	<u>3-13-23</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	Elizabeth Houck
2.	Teacher	Shamala Anderson
3.	Parent/Guardian	Chanta Zeigler
4.	Community Member	Margie Dennis
5.	Paraprofessional	Beverly Spence
6.	School Improvement Council Member	David Jones
7.	Read to Succeed Reading Coach	Dawn Harden
8.	School Read To Succeed Literacy Leadership Team Lead	Tracey Wooten
9.	School Read To Succeed Literacy Leadership Team Member	Dawn Blaum
	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	
	School Read To Succeed Literacy Leadership Team Member	Sharon Barkley
	School Read To Succeed Literacy Leadership Team Member	Patricia Dutton
	School Read To Succeed Literacy Leadership Team Member	Regina Taylor
	School Read To Succeed Literacy Leadership Team Member	Erin Sandusky
	Family Liaison	Amy Shearer
	Math/Science Coach	Ginger Hackett
	University of SC Partner	Jenny Powell
	Assistant Principal	Amy Cooper
	Assistant Principal	Carmelita Cureton

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>)	



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.

[SGES 2021-22 Report Card](#)









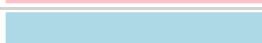





	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Saxe Gotha Elementary School	Number of Students
Reading Grades 1-5	21-22	All	All	53.0%		(278 / 525)
		ELL	ELL	42.1%		(16 / 38)
			Not ELL	53.8%		(262 / 487)
		Gender	Female	52.4%		(131 / 250)
			Male	53.5%		(147 / 275)
		InstrSetting	Not Special Ed	59.5%		(264 / 444)
			Special Ed	17.3%		(14 / 81)
		Race	Black / Latinx	47.6%		(91 / 191)
	White / Other		56.0%		(187 / 334)	
	20-21	All	All	42.4%		(223 / 526)
		ELL	Not ELL	43.4%		(209 / 482)
			ELL	31.8%		(14 / 44)
		Gender	Female	45.4%		(118 / 260)
			Male	39.5%		(105 / 266)
		InstrSetting	Not Special Ed	48.0%		(219 / 456)
			Special Ed	5.7%		(4 / 70)
		Race	Black / Latinx	35.0%		(70 / 200)
	White / Other		46.9%		(153 / 326)	
	19-20	All	All	63.2%		(296 / 468)
		ELL	Not ELL	64.2%		(276 / 430)
			ELL	52.6%		(20 / 38)
		Gender	Female	66.7%		(150 / 225)
			Male	60.1%		(146 / 243)
		InstrSetting	Not Special Ed	69.1%		(284 / 411)
			Special Ed	21.1%		(12 / 57)
		Race	Black / Latinx	59.5%		(97 / 163)
	White / Other		65.2%		(199 / 305)	
	18-19	All	All	62.8%		(362 / 576)
		ELL	Not ELL	63.9%		(337 / 527)
			ELL	51.0%		(25 / 49)
		Gender	Female	64.0%		(178 / 278)
			Male	61.7%		(184 / 298)
		InstrSetting	Not Special Ed	68.7%		(342 / 498)
Special Ed			25.6%		(20 / 78)	
Race		Black / Latinx	52.5%		(105 / 200)	
	White / Other	68.4%		(257 / 376)		
17-18	All	All	68.0%		(395 / 581)	
	ELL	Not ELL	70.5%		(375 / 532)	
		ELL	40.8%		(20 / 49)	

	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Saxe Gotha Elementary School	Number of Students
Reading Grades 1-5	17-18	Gender	Female	70.7%		(200 / 283)
			Male	65.4%		(195 / 298)
		InstrSetting	Not Special Ed	75.6%		(378 / 500)
			Special Ed	21.0%		(17 / 81)
		Race	Black / Latinx	58.3%		(112 / 192)
			White / Other	72.8%		(283 / 389)
	16-17	All	All	63.1%		(355 / 563)
			ELL	65.1%		(345 / 530)
		Gender	ELL	30.3%		(10 / 33)
			Female	62.6%		(164 / 262)
		InstrSetting	Male	63.5%		(191 / 301)
			Not Special Ed	69.7%		(340 / 488)
		Race	Special Ed	20.0%		(15 / 75)
			Black / Latinx	53.2%		(83 / 156)
	15-16	All	White / Other	66.8%		(272 / 407)
			All	59.3%		(321 / 541)
		ELL	Not ELL	61.6%		(316 / 513)
			ELL	17.9%		(5 / 28)
		Gender	Female	61.1%		(151 / 247)
			Male	57.8%		(170 / 294)
		InstrSetting	Not Special Ed	66.1%		(314 / 475)
			Special Ed	10.6%		(7 / 66)
	Race	Black / Latinx	43.8%		(60 / 137)	
		White / Other	64.6%		(261 / 404)	
	14-15	All	All	61.6%		(318 / 516)
			ELL	63.5%		(308 / 485)
		Gender	ELL	32.3%		(10 / 31)
			Female	67.9%		(165 / 243)
		InstrSetting	Male	56.0%		(153 / 273)
			Not Special Ed	68.4%		(303 / 443)
Race		Special Ed	20.5%		(15 / 73)	
		Black / Latinx	56.1%		(69 / 123)	
			White / Other	63.4%		(249 / 393)


























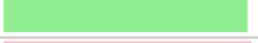






	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Saxe Gotha Elementary School	Number of Students
ELA	21-22	All	All	46.7%		(142 / 304)
		ELL	Not ELL	47.6%		(136 / 286)
			ELL	33.3%		(6 / 18)
		Gender	Female	47.2%		(67 / 142)
			Male	46.3%		(75 / 162)
		InstrSetting	Not Special Ed	54.8%		(136 / 248)
			Special Ed	10.7%		(6 / 56)
		Race	Black / Latinx	37.3%		(31 / 83)
	White / Other		50.2%		(111 / 221)	
	20-21	All	All	40.4%		(118 / 292)
		ELL	Not ELL	40.5%		(111 / 274)
			ELL	38.9%		(7 / 18)
		Gender	Female	45.6%		(67 / 147)
			Male	35.2%		(51 / 145)
		InstrSetting	Not Special Ed	47.4%		(117 / 247)
			Special Ed	2.2%		(1 / 45)
		Race	Black / Latinx	36.0%		(31 / 86)
	White / Other		42.2%		(87 / 206)	
	18-19	All	All	45.3%		(151 / 333)
		ELL	Not ELL	45.9%		(144 / 314)
			ELL	36.8%		(7 / 19)
		Gender	Female	48.2%		(79 / 164)
			Male	42.6%		(72 / 169)
		InstrSetting	Not Special Ed	50.3%		(145 / 288)
			Special Ed	13.3%		(6 / 45)
		Race	Black / Latinx	33.7%		(31 / 92)
	White / Other		49.8%		(120 / 241)	
	17-18	All	All	45.2%		(142 / 314)
		ELL	Not ELL	47.1%		(137 / 291)
			ELL	21.7%		(5 / 23)
		Gender	Female	48.3%		(73 / 151)
			Male	42.3%		(69 / 163)
		InstrSetting	Not Special Ed	50.7%		(136 / 268)
Special Ed			13.0%		(6 / 46)	
Race		Black / Latinx	27.3%		(27 / 99)	
	White / Other	53.5%		(115 / 215)		
16-17	All	All	47.9%		(150 / 313)	
	ELL	Not ELL	50.0%		(147 / 294)	
		ELL	15.8%		(3 / 19)	

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Saxe Gotha Elementary School	Number of Students
ELA	16-17	Gender	Female	47.6%		(70 / 147)
			Male	48.2%		(80 / 166)
		InstrSetting	Not Special Ed	51.1%		(144 / 282)
			Special Ed	19.4%		(6 / 31)
		Race	Black / Latinx	36.0%		(31 / 86)
			White / Other	52.4%		(119 / 227)
	15-16	All	All	51.1%		(144 / 282)
		ELL	Not ELL	53.6%		(143 / 267)
			ELL	6.7%		(1 / 15)
		Gender	Female	54.4%		(74 / 136)
			Male	47.9%		(70 / 146)
		InstrSetting	Not Special Ed	56.3%		(143 / 254)
			Special Ed	3.6%		(1 / 28)
		Race	Black / Latinx	36.4%		(28 / 77)
White / Other	56.6%			(116 / 205)		







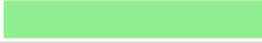






	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Saxe Gotha Elementary School	Number of Students
Math	21-22	All	All	46.4%		(141 / 304)
		ELL	Not ELL	46.5%		(133 / 286)
			ELL	44.4%		(8 / 18)
		Gender	Female	39.4%		(56 / 142)
			Male	52.5%		(85 / 162)
		InstrSetting	Not Special Ed	54.8%		(136 / 248)
			Special Ed	8.9%		(5 / 56)
		Race	Black / Latinx	33.7%		(28 / 83)
	White / Other		51.1%		(113 / 221)	
	20-21	All	All	34.7%		(101 / 291)
		ELL	Not ELL	34.8%		(95 / 273)
			ELL	33.3%		(6 / 18)
		Gender	Female	34.9%		(51 / 146)
			Male	34.5%		(50 / 145)
		InstrSetting	Not Special Ed	40.7%		(100 / 246)
			Special Ed	2.2%		(1 / 45)
		Race	Black / Latinx	29.1%		(25 / 86)
	White / Other		37.1%		(76 / 205)	
	18-19	All	All	50.8%		(169 / 333)
		ELL	Not ELL	51.0%		(160 / 314)
			ELL	47.4%		(9 / 19)
		Gender	Female	50.0%		(82 / 164)
			Male	51.5%		(87 / 169)
		InstrSetting	Not Special Ed	55.9%		(161 / 288)
			Special Ed	17.8%		(8 / 45)
		Race	Black / Latinx	38.0%		(35 / 92)
	White / Other		55.6%		(134 / 241)	
	17-18	All	All	49.8%		(157 / 315)
		ELL	Not ELL	50.7%		(148 / 292)
			ELL	39.1%		(9 / 23)
		Gender	Female	45.0%		(68 / 151)
			Male	54.3%		(89 / 164)
		InstrSetting	Not Special Ed	56.3%		(151 / 268)
Special Ed			12.8%		(6 / 47)	
Race		Black / Latinx	38.4%		(38 / 99)	
	White / Other	55.1%		(119 / 216)		
16-17	All	All	51.8%		(162 / 313)	
	ELL	Not ELL	53.7%		(158 / 294)	
		ELL	21.1%		(4 / 19)	
	Gender	Female	42.9%		(63 / 147)	


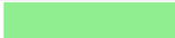







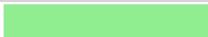





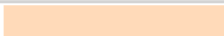




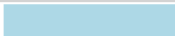




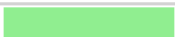

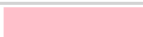


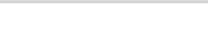

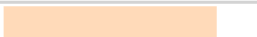
	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Saxe Gotha Elementary School	Number of Students
Math	16-17	Gender	Male	59.6%		(99 / 166)
		InstrSetting	Not Special Ed	55.7%		(157 / 282)
			Special Ed	16.1%		(5 / 31)
		Race	Black / Latinx	31.4%		(27 / 86)
			White / Other	59.5%		(135 / 227)
	15-16	All	All	59.9%		(170 / 284)
		ELL	Not ELL	62.5%		(167 / 267)
			ELL	17.6%		(3 / 17)
		Gender	Female	55.1%		(76 / 138)
			Male	64.4%		(94 / 146)
		InstrSetting	Not Special Ed	64.8%		(166 / 256)
			Special Ed	14.3%		(4 / 28)
		Race	Black / Latinx	45.6%		(36 / 79)
	White / Other		65.4%		(134 / 205)	























	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Saxe Gotha Elementary School	Number of Students
Science	21-22	All	All	41.6%		(42 / 101)
		ELL	Not ELL	43.0%		(40 / 93)
			ELL	25.0%		(2 / 8)
		Gender	Female	30.6%		(15 / 49)
			Male	51.9%		(27 / 52)
		InstrSetting	Not Special Ed	47.6%		(40 / 84)
			Special Ed	11.8%		(2 / 17)
		Race	Black / Latinx	27.0%		(10 / 37)
	White / Other		50.0%		(32 / 64)	
	20-21	All	All	40.8%		(40 / 98)
		ELL	Not ELL	39.8%		(37 / 93)
			ELL	60.0%		(3 / 5)
		Gender	Female	40.0%		(20 / 50)
			Male	41.7%		(20 / 48)
		InstrSetting	Not Special Ed	47.6%		(39 / 82)
			Special Ed	6.3%		(1 / 16)
		Race	Black / Latinx	36.4%		(8 / 22)
	White / Other		42.1%		(32 / 76)	
	18-19	All	All	42.4%		(50 / 118)
		ELL	Not ELL	42.9%		(48 / 112)
			ELL	33.3%		(2 / 6)
		Gender	Female	39.2%		(20 / 51)
			Male	44.8%		(30 / 67)
		InstrSetting	Not Special Ed	47.1%		(49 / 104)
			Special Ed	7.1%		(1 / 14)
		Race	Black / Latinx	34.6%		(9 / 26)
	White / Other		44.6%		(41 / 92)	
	17-18	All	All	51.4%		(54 / 105)
		ELL	Not ELL	53.1%		(52 / 98)
			ELL	28.6%		(2 / 7)
		Gender	Female	48.3%		(28 / 58)
			Male	55.3%		(26 / 47)
		InstrSetting	Not Special Ed	54.9%		(50 / 91)
Special Ed			28.6%		(4 / 14)	
Race		Black / Latinx	29.7%		(11 / 37)	
	White / Other	63.2%		(43 / 68)		
16-17	All	All	58.3%		(116 / 199)	
	ELL	Not ELL	60.4%		(113 / 187)	
		ELL	25.0%		(3 / 12)	

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Saxe Gotha Elementary School	Number of Students
Science	16-17	Gender	Female	50.0%		(45 / 90)
			Male	65.1%		(71 / 109)
		InstrSetting	Not Special Ed	61.7%		(113 / 183)
			Special Ed	18.8%		(3 / 16)
		Race	Black / Latinx	47.2%		(25 / 53)
			White / Other	62.3%		(91 / 146)
	15-16	All	All	82.1%		(165 / 201)
			ELL	83.9%		(162 / 193)
		Gender	ELL	37.5%		(3 / 8)
			Female	76.0%		(76 / 100)
		InstrSetting	Male	88.1%		(89 / 101)
			Not Special Ed	85.3%		(157 / 184)
		Race	Special Ed	47.1%		(8 / 17)
			Black / Latinx	75.0%		(39 / 52)
	14-15	All	White / Other	84.5%		(125 / 148)
			All	80.5%		(149 / 185)
		ELL	Not ELL	81.3%		(143 / 176)
			ELL	66.7%		(6 / 9)
		Gender	Female	85.4%		(70 / 82)
			Male	76.7%		(79 / 103)
		InstrSetting	Not Special Ed	85.1%		(137 / 161)
			Special Ed	50.0%		(12 / 24)
		Race	Black / Latinx	80.5%		(33 / 41)
			White / Other	80.6%		(116 / 144)
	13-14	All	All	72.7%		(141 / 194)
			ELL	72.7%		(141 / 194)
		Gender	Female	73.9%		(65 / 88)
			Male	71.7%		(76 / 106)
InstrSetting		Not Special Ed	79.2%		(126 / 159)	
		Special Ed	42.9%		(15 / 35)	
Race		Black / Latinx	60.5%		(26 / 43)	
		White / Other	76.2%		(115 / 151)	

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Saxe Gotha Elementary School	Number of Students
Social Studies	18-19	All	All	74.5%		(79 / 106)
		ELL	Not ELL	76.5%		(75 / 98)
			ELL	50.0%		(4 / 8)
		Gender	Female	71.0%		(44 / 62)
			Male	79.5%		(35 / 44)
		InstrSetting	Not Special Ed	78.9%		(71 / 90)
			Special Ed	50.0%		(8 / 16)
		Race	Black / Latinx	71.0%		(22 / 31)
	White / Other		76.0%		(57 / 75)	
	17-18	All	All	74.4%		(67 / 90)
		ELL	Not ELL	76.5%		(62 / 81)
			ELL	55.6%		(5 / 9)
		Gender	Female	78.8%		(26 / 33)
			Male	71.9%		(41 / 57)
		InstrSetting	Not Special Ed	85.5%		(65 / 76)
			Special Ed	14.3%		(2 / 14)
		Race	Black / Latinx	64.7%		(22 / 34)
	White / Other		80.4%		(45 / 56)	
	16-17	All	All	85.4%		(170 / 199)
		ELL	Not ELL	86.1%		(161 / 187)
			ELL	75.0%		(9 / 12)
		Gender	Female	82.2%		(74 / 90)
			Male	88.1%		(96 / 109)
		InstrSetting	Not Special Ed	87.4%		(160 / 183)
			Special Ed	62.5%		(10 / 16)
		Race	Black / Latinx	79.2%		(42 / 53)
	White / Other		87.7%		(128 / 146)	
	15-16	All	All	85.5%		(171 / 200)
		ELL	Not ELL	85.9%		(165 / 192)
			ELL	75.0%		(6 / 8)
		Gender	Female	80.0%		(80 / 100)
			Male	91.0%		(91 / 100)
		InstrSetting	Not Special Ed	90.2%		(165 / 183)
			Special Ed	35.3%		(6 / 17)
		Race	Black / Latinx	82.7%		(43 / 52)
	White / Other		86.4%		(127 / 147)	
14-15	All	All	85.4%		(158 / 185)	
	ELL	Not ELL	85.2%		(150 / 176)	
		ELL	88.9%		(8 / 9)	
	Gender	Female	84.1%		(69 / 82)	

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Saxe Gotha Elementary School	Number of Students
Social Studies	14-15	Gender	Male	86.4%		(89 / 103)
		InstrSetting	Not Special Ed	89.4%		(144 / 161)
			Special Ed	58.3%		(14 / 24)
		Race	Black / Latinx	90.2%		(37 / 41)
			White / Other	84.0%		(121 / 144)
	13-14	All	All	80.5%		(157 / 195)
		ELL	Not ELL	80.5%		(157 / 195)
		Gender	Female	78.9%		(71 / 90)
			Male	81.9%		(86 / 105)
		InstrSetting	Not Special Ed	86.1%		(142 / 165)
			Special Ed	50.0%		(15 / 30)
		Race	Black / Latinx	80.5%		(33 / 41)
			White / Other	80.5%		(124 / 154)

















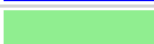

















	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Saxe Gotha Elementary School	Number of Students
Accelerated/ Eagles	21-22	All	All	8.5%		(28 / 331)
		ELL	Not ELL	8.8%		(27 / 307)
			ELL	4.2%		(1 / 24)
		Gender	Female	7.1%		(11 / 156)
			Male	9.7%		(17 / 175)
		InstrSetting	Not Special Ed	10.0%		(28 / 280)
			Special Ed	0.0%		(0 / 51)
		Race	Black / Latinx	4.0%		(5 / 126)
	White / Other		11.2%		(23 / 205)	
	20-21	All	All	10.3%		(33 / 321)
		ELL	Not ELL	10.3%		(30 / 291)
			ELL	10.0%		(3 / 30)
		Gender	Female	12.5%		(20 / 160)
			Male	8.1%		(13 / 161)
		InstrSetting	Not Special Ed	12.3%		(33 / 269)
			Special Ed	0.0%		(0 / 52)
		Race	Black / Latinx	7.1%		(9 / 126)
	White / Other		12.3%		(24 / 195)	
	19-20	All	All	9.9%		(34 / 343)
		ELL	Not ELL	10.4%		(33 / 318)
			ELL	4.0%		(1 / 25)
		Gender	Female	10.9%		(17 / 156)
			Male	9.1%		(17 / 187)
		InstrSetting	Not Special Ed	11.7%		(34 / 291)
			Special Ed	0.0%		(0 / 52)
		Race	Black / Latinx	5.1%		(6 / 117)
	White / Other		12.4%		(28 / 226)	
	18-19	All	All	7.8%		(27 / 348)
		ELL	Not ELL	8.3%		(27 / 325)
			ELL	0.0%		(0 / 23)
		Gender	Female	8.8%		(15 / 171)
			Male	6.8%		(12 / 177)
InstrSetting		Not Special Ed	9.0%		(27 / 299)	
		Special Ed	0.0%		(0 / 49)	
Race		Black / Latinx	2.6%		(3 / 117)	
	White / Other	10.4%		(24 / 231)		
17-18	All	All	11.3%		(37 / 328)	
	ELL	Not ELL	12.5%		(37 / 297)	





































	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Saxe Gotha Elementary School	Number of Students
Accelerated/ Eagles	17-18	ELL	ELL	0.0%		(0 / 34)
		Gender	Female	14.2%		(22 / 155)
			Male	8.7%		(15 / 173)
		InstrSetting	Not Special Ed	11.9%		(34 / 285)
			Special Ed	6.5%		(3 / 46)
		Race	Black / Latinx	6.3%		(7 / 112)
	White / Other		13.9%		(30 / 216)	
	16-17	All	All	13.3%		(45 / 338)
		ELL	Not ELL	14.2%		(45 / 317)
			ELL	0.0%		(0 / 21)
		Gender	Female	13.4%		(21 / 157)
			Male	13.3%		(24 / 181)
		InstrSetting	Not Special Ed	14.6%		(44 / 302)
			Special Ed	2.8%		(1 / 36)
		Race	Black / Latinx	9.4%		(9 / 96)
	White / Other		14.9%		(36 / 242)	
	15-16	All	All	13.1%		(40 / 305)
		ELL	Not ELL	13.9%		(40 / 288)
			ELL	0.0%		(0 / 17)
		Gender	Female	13.3%		(19 / 143)
			Male	13.0%		(21 / 162)
		InstrSetting	Not Special Ed	14.2%		(39 / 274)
			Special Ed	3.2%		(1 / 31)
		Race	Black / Latinx	8.8%		(7 / 80)
White / Other	14.7%			(33 / 225)		































	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Saxe Gotha Elementary School	Number of Students
Chronic Absences	21-22	All	All	27.6%		(214 / 775)
		ELL	Not ELL	28.7%		(206 / 719)
			ELL	14.3%		(8 / 56)
		Gender	Female	27.7%		(99 / 358)
			Male	27.6%		(115 / 417)
		InstrSetting	Not Special Ed	26.2%		(154 / 588)
			Special Ed	32.1%		(60 / 187)
		Race	Black / Latinx	29.3%		(84 / 287)
	White / Other		26.6%		(130 / 488)	
	20-21	All	All	31.4%		(237 / 754)
		ELL	Not ELL	31.3%		(216 / 691)
			ELL	33.3%		(21 / 63)
		Gender	Female	30.9%		(110 / 356)
			Male	31.9%		(127 / 398)
		InstrSetting	Not Special Ed	29.8%		(178 / 597)
			Special Ed	37.6%		(59 / 157)
		Race	Black / Latinx	37.2%		(107 / 288)
	White / Other		27.9%		(130 / 466)	
	19-20	All	All	14.1%		(116 / 822)
		ELL	Not ELL	14.0%		(108 / 769)
			ELL	15.1%		(8 / 53)
		Gender	Female	15.8%		(59 / 373)
			Male	12.7%		(57 / 449)
		InstrSetting	Not Special Ed	13.7%		(90 / 659)
			Special Ed	16.0%		(26 / 163)
		Race	Black / Latinx	14.0%		(42 / 299)
	White / Other		14.1%		(74 / 523)	
	18-19	All	All	13.1%		(110 / 842)
		ELL	Not ELL	13.1%		(103 / 786)
			ELL	12.5%		(7 / 56)
		Gender	Female	13.6%		(54 / 396)
			Male	12.6%		(56 / 446)
		InstrSetting	Not Special Ed	11.1%		(74 / 669)
Special Ed			20.8%		(36 / 173)	
Race		Black / Latinx	11.5%		(34 / 295)	
	White / Other	13.9%		(76 / 547)		
17-18	All	All	10.3%		(81 / 786)	


































	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Saxe Gotha Elementary School	Number of Students
Chronic Absences	17-18	ELL	Not ELL	11.6%		(85 / 735)
			ELL	10.0%		(7 / 70)
		Gender	Female	10.3%		(39 / 377)
			Male	10.3%		(42 / 409)
		InstrSetting	Not Special Ed	7.9%		(52 / 660)
			Special Ed	18.2%		(24 / 132)
		Race	Black / Latinx	11.9%		(32 / 269)
			White / Other	9.5%		(49 / 517)
	16-17	All	All	10.3%		(87 / 848)
		ELL	Not ELL	10.9%		(86 / 789)
			ELL	1.7%		(1 / 59)
		Gender	Female	9.1%		(35 / 383)
			Male	11.2%		(52 / 465)
		InstrSetting	Not Special Ed	9.0%		(63 / 701)
			Special Ed	16.3%		(24 / 147)
		Race	Black / Latinx	9.5%		(22 / 231)
	White / Other		10.5%		(65 / 617)	
	15-16	All	All	7.4%		(63 / 848)
		ELL	Not ELL	7.7%		(58 / 756)
			ELL	0.0%		(0 / 43)
		Gender	Female	9.8%		(37 / 378)
			Male	5.5%		(26 / 470)
		InstrSetting	Not Special Ed	7.1%		(50 / 708)
			Special Ed	9.3%		(13 / 140)
		Race	Black / Latinx	6.8%		(15 / 220)
	White / Other		7.6%		(48 / 628)	
	14-15	All	All	9.6%		(86 / 893)
		ELL	Not ELL	9.6%		(73 / 760)
			ELL	4.4%		(2 / 45)
		Gender	Female	11.4%		(44 / 386)
			Male	8.3%		(42 / 507)
		InstrSetting	Not Special Ed	8.1%		(59 / 724)
Special Ed			16.0%		(27 / 169)	
Race		Black / Latinx	6.9%		(15 / 216)	
	White / Other	10.5%		(71 / 677)		































	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Saxe Gotha Elementary School	Number of Students
Referrals	21-22	All	All	17.4%		(135 / 775)
		ELL	Not ELL	17.1%		(123 / 718)
			ELL	21.1%		(12 / 57)
		Gender	Female	12.0%		(43 / 358)
			Male	22.1%		(92 / 417)
		InstrSetting	Not Special Ed	16.8%		(99 / 588)
			Special Ed	19.3%		(36 / 187)
		Race	Black / Latinx	22.5%		(49 / 218)
	White / Other		15.4%		(86 / 557)	
	20-21	All	All	11.1%		(84 / 754)
		ELL	Not ELL	12.0%		(83 / 690)
			ELL	1.6%		(1 / 64)
		Gender	Female	5.6%		(20 / 356)
			Male	16.1%		(64 / 398)
		InstrSetting	Not Special Ed	10.1%		(60 / 597)
			Special Ed	15.3%		(24 / 157)
		Race	Black / Latinx	11.3%		(24 / 212)
	White / Other		11.1%		(60 / 542)	
	19-20	All	All	13.3%		(109 / 822)
		ELL	Not ELL	13.9%		(106 / 760)
			ELL	4.8%		(3 / 62)
		Gender	Female	5.1%		(19 / 373)
			Male	20.0%		(90 / 449)
		InstrSetting	Not Special Ed	12.9%		(85 / 659)
			Special Ed	14.7%		(24 / 163)
		Race	Black / Latinx	13.8%		(30 / 218)
	White / Other		13.1%		(79 / 604)	
	18-19	All	All	17.1%		(144 / 842)
		ELL	Not ELL	17.6%		(137 / 780)
			ELL	11.3%		(7 / 62)
		Gender	Female	10.4%		(41 / 396)
			Male	23.1%		(103 / 446)
		InstrSetting	Not Special Ed	17.5%		(117 / 669)
Special Ed			15.6%		(27 / 173)	
Race		Black / Latinx	21.8%		(52 / 239)	
	White / Other	15.3%		(92 / 603)		
17-18	All	All	19.6%		(164 / 838)	
	ELL	Not ELL	20.3%		(155 / 762)	

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Saxe Gotha Elementary School	Number of Students
Referrals	17-18	ELL	ELL	11.8%		(9 / 76)
		Gender	Female	10.1%		(40 / 396)
			Male	28.1%		(124 / 442)
		InstrSetting	Not Special Ed	18.0%		(125 / 695)
			Special Ed	27.3%		(39 / 143)
		Race	Black / Latinx	23.1%		(58 / 251)
	White / Other		18.1%		(106 / 587)	
	16-17	All	All	22.8%		(193 / 848)
		ELL	Not ELL	23.8%		(188 / 789)
			ELL	8.5%		(5 / 59)
		Gender	Female	13.8%		(53 / 383)
			Male	30.1%		(140 / 465)
		InstrSetting	Not Special Ed	23.4%		(164 / 701)
			Special Ed	19.7%		(29 / 147)
		Race	Black / Latinx	22.9%		(53 / 231)
	White / Other		22.7%		(140 / 617)	
	15-16	All	All	15.8%		(134 / 848)
		ELL	Not ELL	16.1%		(129 / 803)
			ELL	11.1%		(5 / 45)
		Gender	Female	10.1%		(38 / 378)
			Male	20.4%		(96 / 470)
		InstrSetting	Not Special Ed	15.8%		(112 / 708)
			Special Ed	15.7%		(22 / 140)
		Race	Black / Latinx	17.2%		(38 / 221)
	White / Other		15.3%		(96 / 627)	
	14-15	All	All	13.1%		(117 / 893)
		ELL	Not ELL	13.3%		(112 / 843)
			ELL	10.0%		(5 / 50)
		Gender	Female	5.4%		(21 / 386)
			Male	18.9%		(96 / 507)
InstrSetting		Not Special Ed	11.7%		(85 / 724)	
		Special Ed	18.9%		(32 / 169)	
Race		Black / Latinx	14.2%		(31 / 218)	
	White / Other	12.7%		(86 / 675)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Saxe Gotha Elementary School	Number of Students
In School Suspensions	21-22	All	All	3.2%		(25 / 775)
		ELL	Not ELL	3.2%		(23 / 718)
			ELL	3.5%		(2 / 57)
		Gender	Female	2.0%		(7 / 358)
			Male	4.3%		(18 / 417)
		InstrSetting	Not Special Ed	3.2%		(19 / 588)
			Special Ed	3.2%		(6 / 187)
		Race	Black / Latinx	6.0%		(13 / 218)
	White / Other		2.2%		(12 / 557)	
	20-21	All	All	2.4%		(18 / 754)
		ELL	Not ELL	2.5%		(17 / 690)
			ELL	1.6%		(1 / 64)
		Gender	Female	0.6%		(2 / 356)
			Male	4.0%		(16 / 398)
		InstrSetting	Not Special Ed	2.2%		(13 / 597)
			Special Ed	3.2%		(5 / 157)
		Race	Black / Latinx	1.9%		(4 / 212)
	White / Other		2.6%		(14 / 542)	
	19-20	All	All	1.9%		(16 / 822)
		ELL	Not ELL	2.0%		(15 / 760)
			ELL	1.6%		(1 / 62)
		Gender	Female	0.8%		(3 / 373)
			Male	2.9%		(13 / 449)
		InstrSetting	Not Special Ed	2.3%		(15 / 659)
			Special Ed	0.6%		(1 / 163)
		Race	Black / Latinx	2.8%		(6 / 218)
	White / Other		1.7%		(10 / 604)	
	18-19	All	All	2.0%		(17 / 842)
		ELL	Not ELL	2.2%		(17 / 780)
			ELL	0.0%		(0 / 62)
		Gender	Female	0.0%		(0 / 396)
			Male	3.8%		(17 / 446)
		InstrSetting	Not Special Ed	1.6%		(11 / 669)
Special Ed			3.5%		(6 / 173)	
Race		Black / Latinx	1.7%		(4 / 239)	
	White / Other	2.2%		(13 / 603)		
17-18	All	All	0.5%		(4 / 838)	
	ELL	Not ELL	0.5%		(4 / 762)	

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Saxe Gotha Elementary School	Number of Students
In School Suspensions	17-18	ELL	ELL	0.0%		(0 / 76)
		Gender	Female	0.0%		(0 / 396)
			Male	0.9%		(4 / 442)
		InstrSetting	Not Special Ed	0.3%		(2 / 695)
			Special Ed	1.4%		(2 / 143)
		Race	Black / Latinx	0.8%		(2 / 251)
	White / Other		0.3%		(2 / 587)	
	16-17	All	All	1.3%		(11 / 848)
		ELL	Not ELL	1.4%		(11 / 789)
			ELL	0.0%		(0 / 59)
		Gender	Female	1.6%		(6 / 383)
			Male	1.1%		(5 / 465)
		InstrSetting	Not Special Ed	1.3%		(9 / 701)
			Special Ed	1.4%		(2 / 147)
		Race	Black / Latinx	1.7%		(4 / 231)
	White / Other		1.1%		(7 / 617)	
	15-16	All	All	0.9%		(8 / 848)
		ELL	Not ELL	1.0%		(8 / 803)
			ELL	0.0%		(0 / 45)
		Gender	Female	0.5%		(2 / 378)
			Male	1.3%		(6 / 470)
		InstrSetting	Not Special Ed	1.0%		(7 / 708)
			Special Ed	0.7%		(1 / 140)
		Race	Black / Latinx	0.5%		(1 / 221)
	White / Other		1.1%		(7 / 627)	
	14-15	All	All	2.5%		(22 / 893)
		ELL	Not ELL	2.4%		(20 / 843)
			ELL	4.0%		(2 / 50)
		Gender	Female	1.3%		(5 / 386)
			Male	3.4%		(17 / 507)
InstrSetting		Not Special Ed	2.3%		(17 / 724)	
		Special Ed	3.0%		(5 / 169)	
Race		Black / Latinx	2.8%		(6 / 218)	
	White / Other	2.4%		(16 / 675)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Saxe Gotha Elementary School	Number of Students
Out of School Suspensions	21-22	All	All	3.0%		(23 / 775)
		ELL	Not ELL	2.9%		(21 / 718)
			ELL	3.5%		(2 / 57)
		Gender	Female	1.7%		(6 / 358)
			Male	4.1%		(17 / 417)
		InstrSetting	Not Special Ed	3.1%		(18 / 588)
			Special Ed	2.7%		(5 / 187)
		Race	Black / Latinx	5.0%		(11 / 218)
	White / Other		2.2%		(12 / 557)	
	20-21	All	All	1.6%		(12 / 754)
		ELL	Not ELL	1.7%		(12 / 690)
			ELL	0.0%		(0 / 64)
		Gender	Female	0.0%		(0 / 356)
			Male	3.0%		(12 / 398)
		InstrSetting	Not Special Ed	1.3%		(8 / 597)
			Special Ed	2.5%		(4 / 157)
		Race	Black / Latinx	1.4%		(3 / 212)
	White / Other		1.7%		(9 / 542)	
	19-20	All	All	2.2%		(18 / 822)
		ELL	Not ELL	2.4%		(18 / 760)
			ELL	0.0%		(0 / 62)
		Gender	Female	1.1%		(4 / 373)
			Male	3.1%		(14 / 449)
		InstrSetting	Not Special Ed	1.7%		(11 / 659)
			Special Ed	4.3%		(7 / 163)
		Race	Black / Latinx	2.3%		(5 / 218)
	White / Other		2.2%		(13 / 604)	
	18-19	All	All	2.0%		(17 / 842)
		ELL	Not ELL	2.2%		(17 / 780)
			ELL	0.0%		(0 / 62)
		Gender	Female	0.0%		(0 / 396)
			Male	3.8%		(17 / 446)
InstrSetting		Not Special Ed	1.6%		(11 / 669)	
		Special Ed	3.5%		(6 / 173)	
Race		Black / Latinx	2.1%		(5 / 239)	
	White / Other	2.0%		(12 / 603)		
17-18	All	All	2.4%		(20 / 838)	
	ELL	Not ELL	2.5%		(19 / 762)	

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Saxe Gotha Elementary School	Number of Students
Out of School Suspensions	17-18	ELL	ELL	1.3%		(1 / 76)
		Gender	Female	0.3%		(1 / 396)
			Male	4.3%		(19 / 442)
		InstrSetting	Not Special Ed	1.9%		(13 / 695)
			Special Ed	4.9%		(7 / 143)
		Race	Black / Latinx	2.4%		(6 / 251)
	White / Other		2.4%		(14 / 587)	
	16-17	All	All	1.7%		(14 / 848)
		ELL	Not ELL	1.8%		(14 / 789)
			ELL	0.0%		(0 / 59)
		Gender	Female	1.3%		(5 / 383)
			Male	1.9%		(9 / 465)
		InstrSetting	Not Special Ed	1.9%		(13 / 701)
			Special Ed	0.7%		(1 / 147)
		Race	Black / Latinx	3.0%		(7 / 231)
	White / Other		1.1%		(7 / 617)	
	15-16	All	All	1.8%		(15 / 848)
		ELL	Not ELL	1.9%		(15 / 803)
			ELL	0.0%		(0 / 45)
		Gender	Female	1.3%		(5 / 378)
			Male	2.1%		(10 / 470)
		InstrSetting	Not Special Ed	1.6%		(11 / 708)
			Special Ed	2.9%		(4 / 140)
		Race	Black / Latinx	1.8%		(4 / 221)
	White / Other		1.8%		(11 / 627)	
	14-15	All	All	1.1%		(10 / 893)
		ELL	Not ELL	1.2%		(10 / 843)
			ELL	0.0%		(0 / 50)
		Gender	Female	0.0%		(0 / 386)
			Male	2.0%		(10 / 507)
		InstrSetting	Not Special Ed	0.7%		(5 / 724)
			Special Ed	3.0%		(5 / 169)
		Race	Black / Latinx	0.9%		(2 / 218)
White / Other	1.2%			(8 / 675)		

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			51	80.4%		
	18-19			58	84.4%		
	21-22						
My non-instructional duties do not interfere with my essential role of educating students.	21-22						
	20-21			51	86.3%		
	18-19			58	84.5%		
I have access to reliable communication technology, including phone, fax, and e-mail.	21-22			53	92.4%		
	20-21			51	98.0%		
	18-19			58	98.2%		
I feel supported by administrators at my school.	21-22			52	96.1%		
	20-21			51	90.2%		
	18-19			58	82.8%		
The faculty and staff at my school have a shared vision.	21-22			53	92.4%		
	20-21			51	90.2%		
	18-19			58	88.0%		
I am familiar with local, state, and national policies and how they affect teaching and learning.	21-22			52	92.3%		
	20-21			51	100.0%		
	18-19			58	98.3%		
Local, state, or national policies assist me in meeting the educational needs of my students.	21-22			53	83.0%		
	20-21			51	86.3%		
	18-19			58	77.6%		
The school leadership makes a sustained effort to address teacher concerns.	21-22			53	94.4%		
	20-21			51	86.3%		
	18-19			58	82.8%		
My decisions in areas such as instruction and student progress are supported.	21-22			53	83.0%		
	20-21			51	94.1%		

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			58	84.4%		
Teachers at my school are encouraged to develop innovative solutions to problems.	21-22			53	94.4%		
	20-21			51	92.1%		
	18-19			58	91.4%		
I feel comfortable raising issues and concerns that are important to me.	21-22			53	83.0%		
	20-21			51	80.4%		
	18-19			57	73.7%		
Sufficient resources are available to allow teachers to take advantage of professional development activities.	21-22			53	90.6%		
	20-21			51	94.1%		
	18-19			57	87.7%		
My class sizes allow me to meet the educational needs of my students.	21-22			50	76.0%		
	20-21			51	78.4%		
	18-19			58	74.1%		
I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	21-22			53	90.6%		
	20-21			51	90.2%		
	18-19			58	84.5%		

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	265	89.0%			22	81.8%
	20-21	99	83.9%	51	92.1%	189	71.4%
	18-19	107	86.9%	58	91.3%	47	78.7%
My parent knows what I am expected to learn in school.	21-22	274	88.3%			25	88.0%
	20-21	99	88.8%			189	82.5%
	18-19	107	88.8%			47	78.8%
My parent knows how well I am doing in school.	21-22	279	92.8%				
	20-21	99	90.9%				
	18-19	107	95.4%				
My school informs parents about school programs and activities.	21-22	278	96.0%	54	94.4%		
	20-21	99	95.0%	51	94.1%		
	18-19	107	95.3%	58	96.6%		
Parents at my school know their children's homework assignments.	21-22	269	79.9%	52	84.6%		
	20-21	99	82.8%	51	84.3%		
	18-19	107	67.3%	58	94.8%		
My parent helps me with my homework when I need it.	21-22	285	85.3%				
	20-21	99	92.9%				
	18-19	107	84.1%				
Parents are welcomed at my school.	21-22	277	93.8%				
	20-21	99	95.0%				
	18-19	107	96.2%				
Parents volunteer and participate in activities at my school.	21-22	267	83.2%	41	65.8%		
	20-21	99	76.8%	51	35.3%		
	18-19	107	83.2%	58	65.5%		
My child's teachers contact me to say good things about my child.	21-22					24	83.4%
	20-21					191	85.4%
	18-19					47	70.3%
My child's teachers tell me how I can help my child learn.	21-22					25	84.0%
	20-21					183	76.0%
	18-19					47	76.6%

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					25	92.0%
	20-21					188	79.8%
	18-19					47	63.8%
My child's school returns my phone calls or e-mails promptly.	21-22					24	87.5%
	20-21					188	88.8%
	18-19					47	91.5%
Parents are involved in school decisions.	21-22			52	84.6%		
	20-21			51	82.3%	189	92.1%
	18-19			58	82.7%	46	78.3%
My child's school considers changes based on what parents say.	21-22					24	70.8%
	20-21					189	58.2%
	18-19					45	66.6%
My child's school schedules activities at times that I can attend.	21-22					24	70.8%
	20-21					191	66.0%
	18-19					47	87.2%
My child's school treats all students fairly.	21-22					26	100.0%
	20-21					191	89.0%
	18-19					47	76.6%
The principal at my child's school is available and welcoming.	21-22					25	92.0%
	20-21					191	75.4%
	18-19					46	91.3%
Parents at my school are aware of school policies.	21-22			54	90.8%		
	20-21			51	90.2%		
	18-19			58	93.1%		
Parents at my school understand the school's instructional programs.	21-22			51	88.3%		
	20-21			51	86.3%		
	18-19			58	87.9%		
Parents at my school support instructional decisions regarding their children.	21-22			53	92.4%		
	20-21			51	92.1%		
	18-19			58	93.1%		
Parents attend conferences requested by teachers at my school.	21-22			54	98.1%		

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	90.2%		
	18-19			58	98.3%		
Parents at my school cooperate regarding discipline problems.	21-22			51	86.3%		
	20-21			51	92.2%		
	18-19			58	93.1%		
Parents attend school meetings and other school events.	21-22			53	84.9%		
	20-21			51	72.6%		
	18-19			58	86.2%		

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	273	86.5%	52	96.2%	25	80.0%
	20-21	99	87.8%	51	92.2%	191	77.4%
	18-19	107	85.0%	58	91.3%	47	91.5%
My classes are challenging (not too easy; they make me think).	21-22	277	80.1%	53	98.1%	27	96.3%
	20-21	99	77.8%	51	98.1%	191	93.2%
	18-19	107	90.7%	58	100.0%	47	100.0%
My teachers want me to understand what I am learning, not just remember facts.	21-22	279	95.0%	52	98.1%		
	20-21	99	91.9%	51	96.1%		
	18-19	107	97.2%	58	98.3%		
My teachers expect students to learn.	21-22	284	98.6%	53	98.1%	25	92.0%
	20-21	99	99.0%	51	100.0%	191	92.7%
	18-19	107	98.2%	58	100.0%	47	93.6%
My teachers expect students to behave.	21-22	286	96.9%				
	20-21	99	96.9%				
	18-19	107	100.0%				
My teachers spend enough time helping me learn.	21-22	280	94.0%	52	92.3%		
	20-21	99	93.0%	51	90.2%		
	18-19	107	88.8%	58	93.1%		
My teachers help students when they do not understand something.	21-22	286	96.5%	52	88.5%	27	85.1%
	20-21	99	96.0%	51	96.1%	191	84.3%
	18-19	107	95.3%	58	94.8%	47	85.1%
My teachers do a good job teaching me mathematics.	21-22	283	95.0%				
	20-21	97	97.9%				
	18-19	107	93.5%				
My teachers do a good job teaching me English language arts.	21-22	276	93.2%				
	20-21	99	97.0%				
	18-19	107	90.7%				
My teachers give tests on what I learn in class.	21-22	282	95.7%				
	20-21	99	95.9%				
	18-19	107	97.2%				

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	280	87.5%			24	87.5%
	20-21	98	84.7%			190	86.8%
	18-19	107	93.5%			47	97.8%
My classes are interesting and fun.	21-22	276	84.0%				
	20-21	98	83.7%				
	18-19	107	77.6%				
Students at my school believe they can do good work.	21-22	271	83.4%				
	20-21	99	87.9%				
	18-19	107	75.7%				
My teachers praise students when they do good work.	21-22	280	87.5%				
	20-21	99	79.8%				
	18-19	107	88.8%				
Work done by students can be seen on the walls of my school.	21-22	276	90.6%				
	20-21	98	90.8%				
	18-19	107	95.4%				
The textbooks and workbooks I use at my school really help me to learn.	21-22	279	82.5%				
	20-21	99	77.8%				
	18-19	107	71.1%				
The media center at my school has a good selection of books.	21-22	282	94.3%	53	98.1%		
	20-21	99	89.9%	51	100.0%		
	18-19	107	75.7%	58	100.0%		
I use computers and other technology at my school to help me learn.	21-22	280	95.4%	53	94.3%		
	20-21	99	99.0%	51	98.0%		
	18-19	107	92.6%	58	93.1%		
Teachers at my school effectively implement the State Curriculum Standards.	21-22			53	100.0%		
	20-21			51	100.0%		
	18-19			58	100.0%		
Student assessment information is effectively used by teachers to plan instruction.	21-22			50	98.0%		
	20-21			51	98.0%		
	18-19			58	98.2%		
My school offers effective programs for students with disabilities.	21-22			52	96.1%		

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	96.0%		
	18-19			58	94.9%		
Instructional strategies are used to meet the needs of academically gifted students.	21-22			48	91.7%		
	20-21			51	94.1%		
	18-19			58	91.4%		
The level of teacher and staff morale is high at my school.	21-22			52	77.0%		
	20-21			51	82.3%		
	18-19			58	63.8%		
Teachers respect each other at my school.	21-22			53	98.1%		
	20-21			51	86.3%		
	18-19			58	89.6%		
Teachers at my school are recognized and appreciated for good work.	21-22			52	82.7%		
	20-21			51	82.4%		
	18-19			58	77.5%		
Students at my school are motivated and interested in learning.	21-22			52	88.5%		
	20-21			51	88.3%		
	18-19			58	89.7%		
There are sufficient materials and supplies available for classroom and instructional use.	21-22			51	92.2%		
	20-21			51	90.2%		
	18-19			58	96.5%		
Our school has sufficient computers for instructional use.	21-22			51	98.1%		
	20-21			51	100.0%		
	18-19			58	75.9%		
There are relevant professional development opportunities offered to teachers at my school.	21-22			52	92.4%		
	20-21			51	96.1%		
	18-19			58	91.4%		
The school administration communicates clear instructional goals for the school.	21-22			53	96.2%		
	20-21			51	92.2%		
	18-19			58	84.5%		
The school administration sets high standards for students.	21-22			53	96.2%		
	20-21			51	98.1%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The school administration sets high standards for c	18-19			58	96.6%		
The school administration has high expectations for teacher performance.	21-22			53	96.2%		
	20-21			51	100.0%		
	18-19			58	100.0%		
The school administration provides effective instructional leadership.	21-22			51	92.1%		
	20-21			51	86.3%		
	18-19			58	84.5%		
Student assessment information is used to set goals and plan programs for my school.	21-22			50	96.0%		
	20-21			51	94.1%		
	18-19			58	93.1%		
Teacher evaluation at my school focuses on instructional improvement.	21-22			50	98.0%		
	20-21			51	92.1%		
	18-19			58	94.8%		
School administrators visit classrooms to observe instruction.	21-22			51	82.4%		
	20-21			51	86.3%		
	18-19			58	81.0%		
The school administration arranges for collaborative planning and decision making.	21-22			52	90.4%		
	20-21			51	92.1%		
	18-19			58	87.9%		

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	271	89.7%	53	92.5%	25	84.0%
	20-21	99	91.9%	51	92.1%		
	18-19	107	88.8%	58	87.9%	47	87.2%
The grounds around my school are kept clean.	21-22	275	88.0%	54	96.3%		
	20-21	98	87.8%	51	90.2%		
	18-19	107	81.3%	58	84.4%		
The hallways at my school are kept clean.	21-22	281	92.6%	54	96.3%	26	100.0%
	20-21	98	95.9%	51	92.2%	191	80.6%
	18-19	107	90.6%	58	84.5%	47	95.8%
The bathrooms at my school are kept clean.	21-22	279	54.1%	54	94.5%		
	20-21	99	72.8%	51	88.3%		
	18-19	107	70.1%	58	84.5%		
Broken things at my school get fixed.	21-22	264	92.4%	53	92.5%		
	20-21	99	91.9%	51	84.3%		
	18-19	107	90.6%	58	81.1%		
There is enough room for students to learn at my school.	21-22	273	95.2%	53	84.9%		
	20-21	99	93.0%	51	92.2%		
	18-19	107	91.6%	58	89.7%		
Students at my school behave well in class.	21-22	273	59.7%	53	86.8%		
	20-21	99	76.8%	51	94.1%	191	87.4%
	18-19	107	49.5%	58	87.9%	47	78.7%
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	21-22	269	59.8%	53	86.8%		
	20-21	99	70.7%	51	92.2%		
	18-19	107	57.0%	58	89.6%		
Students at my school know the rules and what happens when students break the rules.	21-22	275	92.7%	54	77.7%		
	20-21	99	94.0%	51	82.4%		
	18-19	107	91.6%	58	88.0%		
The rules about how students should behave in my school are fair.	21-22	280	85.3%	53	90.6%		
	20-21	99	89.9%	51	94.1%		
	18-19	107	83.2%	58	94.8%		

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	267	92.2%	52	80.7%		
	20-21	99	94.9%	51	94.1%		
	18-19	107	94.4%	58	75.9%		
I feel safe at my school before and after school hours.	21-22	273	87.6%	53	100.0%		
	20-21	99	94.0%	51	96.1%		
	18-19	107	90.6%	58	100.0%		
I feel safe at my school during the school day.	21-22	280	91.1%	53	100.0%	26	84.7%
	20-21	98	94.9%	51	100.0%	191	67.0%
	18-19	107	93.5%	58	100.0%	47	89.4%
I feel safe going to or coming from my school.	21-22	276	88.0%	53	100.0%		
	20-21	99	91.9%	51	100.0%		
	18-19	107	88.8%	58	100.0%		
Students from different backgrounds get along well at my school.	21-22	274	82.5%	53	98.1%		
	20-21	99	86.9%	51	98.0%		
	18-19	107	81.3%	58	98.3%		
Teachers and students get along well with each other at my school.	21-22	277	89.8%	53	98.1%		
	20-21	98	91.9%	51	100.0%		
	18-19	107	81.3%	58	98.3%		
Teachers work together to help students at my school.	21-22	282	93.6%	52	94.3%		
	20-21	99	99.0%	51	90.2%		
	18-19	107	96.3%	58	94.8%		
**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	268	54.9%	52	5.7%		
	20-21	99	45.4%	51	13.7%		
	18-19	107	57.0%	58	12.0%		
**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	274	42.0%				
	20-21	99	23.3%				
	18-19	107	25.2%				
**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	276	14.8%	54	5.6%		
	20-21	99	12.1%	51	5.9%		
	18-19	107	5.6%	58	8.6%		

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	273	23.0%				
	20-21	99	15.1%				
	18-19	107	15.9%				
	**(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	272	18.4%				
	20-21	99	15.2%				
	18-19	107	13.0%				
Adults at my school prevent bullying from happening.	21-22	274	86.1%	52	88.5%	23	82.6%
	20-21	99	89.9%	51	90.2%	190	45.8%
	18-19	107	88.8%	58	94.8%	47	72.3%
I can always go to adults at my school if I am being bullied.	21-22	275	87.6%				
	20-21	99	92.9%				
	18-19	107	91.6%				
An adult at my school has talked to me about bullying.	21-22	277	83.0%				
	20-21	99	85.9%				
	18-19	107	93.4%				
My child's teachers care about my child as an individual.	21-22					18	83.4%
	20-21					191	91.1%
	18-19					47	89.4%
My child's school has an anti-bullying program to prevent or deal with bullying.	21-22					18	83.4%
	20-21					191	78.5%
	18-19					46	63.1%
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					38	39.5%
During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	21-22						
	20-21						
	18-19					36	36.1%
I recommend that all parents/guardians attend IGP conferences with their children.	21-22						
	20-21						
	18-19					36	50.0%

Executive Summary of Needs Assessment Data Findings

School Name: *Saxe Gotha 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 mission of SGES is to cultivate a caring community where ALL learners are extraordinary communicators, collaborators, creators, and critical thinkers. The vision is to empower everyone to be leaders, thinkers, and creators of tomorrow.</p> <p>ELA and mathematics instruction is presented daily using the workshop model. This model allows students to receive grade-level instruction through mini-lessons and time for independent practice. At the same time, teachers address individual student needs through one-on-one conferences and small-guided-group work. This model also encourages student goal-setting, problem-solving, and collaboration, which will equip our students with the skills necessary to be college- and career-ready.</p> <p>SGES was selected as a pilot school for iReady My Pathway computerized instructional program. The goal has been to implement the program with fidelity, and the payoff has been noted. 57.1% of SGE students met their fall-to-winter typical growth in math, and 68.3% of SGE students met their fall-to-winter typical growth in reading.</p>
--	---

Executive Summary of Needs Assessment Data Findings

	<p>When examining data at the end of the 2021-2022 school year, it was evident a focus was needed in reading at Saxe Gotha for the 2022-2023 school year. The following goals were developed.</p> <p>By the end of the 22-23 school year, the percentage of students scoring mid or above grade level using the iReady Reading assessment will increase by 50% from fall to spring (9% to 59%). After Mid-Year iReady testing, the percentage of students scoring mid or above grade level had increased from 9% to 26%.</p> <p>SGES student scoring excels or meets on SCReady ELA in 2021-2022 was 46%. The goal for 2022-2023 is: By the end of the 22-23 school year, the percentage of students scoring excels or meets on SCReady ELA will increase by 2% from 46% to 48%.</p> <p>SGES special education students scoring “Not Met” on SCReady ELA was 79%, while 20% of regular education students scored “Not Met” on SCReady ELA. The following goal was developed.</p> <p>Saxe Gotha students are closing the gap between cohorts of children, and thus the performance on iReady reading there will be a 10% decrease in the number of students in SPED scoring two or more grade levels below (57% to 47%).</p> <p>When conducting a mid-year data review, the goal was increased from 10% decrease to 15% decrease because the goal set in the fall had already been met.</p>
<p>Teacher/Administrator Quality</p>	<p>All SGES teachers and administrators participate in a monthly cross grade level book study groups led by teacher leaders studying <i>The Joyful Teacher: Strategies for Becoming the Teacher Every Student Deserves</i> by Berit Gordon. The SGES team has also been working closely with district leaders and iReady representatives as implementation of My Pathway as a Lexington One pilot school for 2022-2023. Training sessions have included as interpreting scores, assigning individual tasks, and using different reports the system provides. Data is reviewed on a regular basis to ensure students are growing in reading and math.</p> <p>Teacher attendance rate for 2021-2022 was 92.3% and 62.2% of teachers have received advanced degrees. All teachers for 2021-2022 were continuing contract teachers and there were no teachers teaching out of their field.</p>
<p>School Climate</p>	<p>The vision of SGES and Lexington District One is to empower everyone to be leaders, thinkers and creators of tomorrow. At SGES, ALL means ALL. Inclusion is an important part of who we are and what we do each day, and becoming a Unified Partner school has been a goal for all at SGE. During the fall of 2021,</p>

Executive Summary of Needs Assessment Data Findings

	<p>SGES was named a South Carolina Special Olympics National Banner Unified Champion School, and from the 8,000 Unified Champion Schools across the United States, SGES was named one of 25 Special Olympics ESPN Honor Roll Schools for 2021.</p> <p>The Sunshine Committee, also known as the Pep Squad, increases morale, and creates a healthy school climate and culture that supports our faculty and staff. The committee’s effort to spread “sunshine” throughout the school includes opportunities to celebrate and highlight the success of the faculty and staff, celebrate birthdays, engage in fun activities, and create schoolwide initiatives that include our students, such as a countdown to winter break calendar. The committee is intentional about its efforts to include all and serve the school in a capacity that continues to create a positive and healthy growth mindset.</p> <p>SGES has committed to integrating our Special Olympics initiatives and our schoolwide Growth Mindset. This partnership will result in project-based learning opportunities for ALL of our students. A group of teacher leaders are working to becoming a South Carolina Green Steps School. Becoming a South Carolina Green Steps School will lead to being able to apply for the National Green Ribbon Schools award.</p> <p>The results from the 2021-2022 State Department of Education survey are below:</p> <p>Percent satisfied with learning environment Teachers 96.2% Students 86.4% Parents 80.0%</p> <p>Percent satisfied with social and physical environment Teachers 92.6% Parents 89.7% Students 84.0%</p> <p>Percent satisfied with school-home relations Students 89.1% Parents 81.8%</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	66.3%	68.2%	70.2%	70.8%	72.8%	74.8%
			(Actual)	60.1%	65.1%	53.8%	53.4%	
	% of students meeting or exceeding standard on SC READY ELA will increase annually by 2 points.	Grades 3-5	45.2%	47.2%	49.2%	55.9%	57.9%	59.9%
			(Actual)	45.4%		40.4%	46.7%	
% of students meeting or exceeding standard on SC READY Math will increase annually by 2 points.	Grades 3-5	49.8%	51.8%	53.8%	55.8%	57.8%	59.8%	
		(Actual)	50.8%		34.7%	46.4%		
% of students in Tier 2 or Tier 3 interventions for math and/or reading will decrease annually by 1 point.	Grades K-5	10.2%	9.2%	8.2%	10.8%	9.8%	8.8%	
		(Actual)	12.5%	19.5%	21.8%	8.0%		

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
--	-----------	------------	--	--	--

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	0.484	0.514	0.544	0.666	0.949	0.979
			(Actual)	0.104	0.394	0.919	0.762	

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	13.1%	14.0%	15.0%	16.0%	17.1%	18.1%
			(Actual)	18.6%		16.1%	23.4%	
	% scoring Exceeds on SC READY Math subject test will increase by 1 point annually	Grades 3-5	20.3%	21.3%	22.3%	23.3%	24.3%	25.3%
			(Actual)	20.7%		12.7%	19.7%	
	% scoring Exceeds on SCPASS Science subject test will increase by 1 point annually	Grades 4-5	21.0%	21.9%	22.9%	23.9%	24.9%	25.9%
			(Actual)	15.3%		20.4%	15.8%	
	% scoring Exceeds on SCPASS Social Studies subject test will increase by 1 point annually	Grades 4-5	24.4%	25.4%	26.4%	34.2%	35.2%	36.1%
			(Actual)	30.2%				

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.
-------------	--	--	--	--	---------------

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	8.9%	8.4%	7.9%	7.4%	6.9%	6.4%
			(Actual)	11.4%	13.0%	31.3%	26.7%	
	% of students with 3 or more discipline referrals will decrease by 0.5 points annually.	Grades K-5	9.3%	8.7%	8.2%	7.7%	7.2%	6.7%
			(Actual)	11.5%	9.1%	7.5%	6.4%	
	SC READY equity indices for minority groups will increase by 0.03 annually.	Grades 3-5	0.705	0.735	0.765	0.795	0.897	0.926
			(Actual)	0.747		0.867	0.764	

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			
--	--	---	--	--	--

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		93.1%	94.7%	96.4%	98.0%	98.0%	98.0%
			(Actual)	87.7%		94.1%	90.6%	
	Positive responses to the SCDE survey item "Teachers at my school are encouraged to develop innovative solutions to problems." will reach 98% by 2021		98.2%	98.0%	98.0%	98.0%	98.0%	98.0%
			(Actual)	91.4%		92.1%	94.4%	

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
--	-------------------------------------	---	--	--	---

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.		71.5%	83.3%	95.0%	95.0%	95.0%	95.0%
			(Actual)	88.3%		91.9%	89.2%	
	% 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.		85.0%	90.0%	95.0%	95.0%	95.0%	95.0%
			(Actual)	84.4%		75.7%	88.5%	

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