School Renewal Plan Cover Page

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

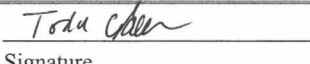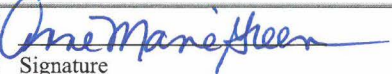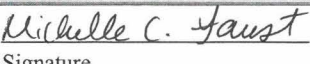|	
School Name:	Carolina Springs Elem
SIDN:	3201062
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Lexington 01
Address 1:	6340 Platt Springs Rd.
Address 2:	
City:	Lexington, SC
Zip Code:	29073
School Renewal Plan Contact Person:	Todd C. Brown
School Plan Contact Phone:	803-821-5101
School Plan E-mail Address:	tbrown@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		
Dr. Gerrita Postlewait Printed Name	*Gerrita Postlewait* Signature	4-11-23 Date
Principal		
Todd C. Brown Printed Name	*Todd Brown* Signature	3/1/23 Date
Chairperson, District Board of Trustees		
Anne Marie Green Printed Name	*Anne Marie Green* Signature	4-11-23 Date
Chairperson, School Improvement Council		
Brian Rhodes Printed Name	*Brian Rhodes* Signature	3-3-23 Date
School Read To Succeed Literacy Leadership Team Lead		
Michelle Faust Printed Name	*Michelle C. Faust* Signature	3-1-23 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 *et seq.* (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	**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.
Yes	**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.
Yes	**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.
Yes	**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.
Yes	**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.
Yes	**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.

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**	Todd C. Brown
2.	**Teacher**	Tyler Smith
3.	**Parent/Guardian**	Katina Williams
4.	**Community Member**	Dan Tunison
5.	**Paraprofessional**	Sue McGraw
6.	**School Improvement Council Member**	Brian Rhodes
7.	**Read to Succeed Reading Coach**	Michelle Faust
8.	**School Read To Succeed Literacy Leadership Team Lead**	Michelle Faust
9.	**School Read To Succeed Literacy Leadership Team Member**	Jessica Moyer
	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	
	Assistant Principal	Tomeka Love
	Assistant Principal	Brandan Craig
	Math Coach	Cara Kropinski
	Lead Interventionist	Tracie Prevatte

District Requested Strategic/Renewal Plan Waiver

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

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

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:
http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/

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

Carolina Springs Elementary School

2018 - 2023 Strategic Plan

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Vision and Mission

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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.

[CSES 2021-22 Report Card Link](#)

	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Carolina Springs Elementary School	Number of Students
Reading Grades 1-5	21-22	All	All	50.1%		(347 / 692)
		ELL	ELL	56.4%		(22 / 39)
			Not ELL	49.8%		(325 / 653)
		Gender	Female	53.0%		(192 / 362)
			Male	47.0%		(155 / 330)
		InstrSetting	Not Special Ed	57.1%		(327 / 573)
			Special Ed	16.8%		(20 / 119)
		Race	Black / Latinx	45.6%		(141 / 309)
			White / Other	53.8%		(206 / 383)
	20-21	All	All	43.6%		(301 / 691)
		ELL	Not ELL	43.9%		(288 / 656)
			ELL	37.1%		(13 / 35)
		Gender	Female	48.6%		(169 / 348)
			Male	38.5%		(132 / 343)
		InstrSetting	Not Special Ed	48.2%		(277 / 575)
			Special Ed	20.7%		(24 / 116)
		Race	Black / Latinx	38.8%		(118 / 304)
			White / Other	47.3%		(183 / 387)
	19-20	All	All	53.5%		(324 / 606)
		ELL	Not ELL	54.1%		(314 / 580)
			ELL	38.5%		(10 / 26)
		Gender	Female	56.3%		(166 / 295)
			Male	50.8%		(158 / 311)
		InstrSetting	Not Special Ed	59.9%		(297 / 496)
			Special Ed	24.5%		(27 / 110)
		Race	Black / Latinx	48.7%		(112 / 230)
			White / Other	56.4%		(212 / 376)
	18-19	All	All	62.2%		(412 / 662)
		ELL	Not ELL	62.8%		(397 / 632)
			ELL	50.0%		(15 / 30)
		Gender	Female	62.9%		(200 / 318)
			Male	61.6%		(212 / 344)
		InstrSetting	Not Special Ed	68.9%		(361 / 524)
			Special Ed	37.0%		(51 / 138)
		Race	Black / Latinx	51.5%		(123 / 239)
			White / Other	68.3%		(289 / 423)
	17-18	All	All	62.2%		(418 / 672)
		ELL	Not ELL	62.9%		(396 / 630)
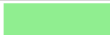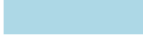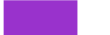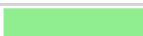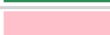
	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Carolina Springs Elementary School	Number of Students
Reading Grades 1-5	17-18	ELL	ELL	52.4%		(22 / 42)
		Gender	Female	65.6%		(208 / 317)
			Male	59.2%		(210 / 355)
		InstrSetting	Not Special Ed	67.8%		(360 / 531)
			Special Ed	41.1%		(58 / 141)
		Race	Black / Latinx	57.2%		(135 / 236)
			White / Other	64.9%		(283 / 436)
	16-17	All	All	59.7%		(275 / 461)
		ELL	Not ELL	61.3%		(261 / 426)
			ELL	40.0%		(14 / 35)
		Gender	Female	67.0%		(148 / 221)
			Male	52.9%		(127 / 240)
		InstrSetting	Not Special Ed	65.8%		(240 / 365)
			Special Ed	36.5%		(35 / 96)
		Race	Black / Latinx	46.4%		(64 / 138)
			White / Other	65.3%		(211 / 323)
	15-16	All	All	55.5%		(193 / 348)
		ELL	Not ELL	55.7%		(186 / 334)
			ELL	50.0%		(7 / 14)
		Gender	Female	63.0%		(104 / 165)
			Male	48.6%		(89 / 183)
		InstrSetting	Not Special Ed	60.7%		(167 / 275)
			Special Ed	35.6%		(26 / 73)
		Race	Black / Latinx	48.0%		(47 / 98)
			White / Other	58.4%		(146 / 250)
	14-15	All	All	54.3%		(238 / 438)
		ELL	Not ELL	54.1%		(231 / 427)
			ELL	63.6%		(7 / 11)
		Gender	Female	53.8%		(121 / 225)
			Male	54.9%		(117 / 213)
		InstrSetting	Not Special Ed	59.3%		(211 / 356)
			Special Ed	32.9%		(27 / 82)
		Race	Black / Latinx	45.5%		(55 / 121)
			White / Other	57.7%		(183 / 317)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Carolina Springs Elementary School	Number of Students
ELA	21-22	All	All	42.7%		(180 / 422)
		ELL	Not ELL	43.4%		(174 / 401)
			ELL	28.6%		(6 / 21)
		Gender	Female	45.3%		(105 / 232)
			Male	39.5%		(75 / 190)
		InstrSetting	Not Special Ed	48.5%		(172 / 355)
			Special Ed	11.9%		(8 / 67)
		Race	Black / Latinx	31.0%		(52 / 168)
			White / Other	50.4%		(128 / 254)
	20-21	All	All	33.5%		(133 / 397)
		ELL	Not ELL	34.5%		(132 / 383)
			ELL	7.1%		(1 / 14)
		Gender	Female	35.6%		(73 / 205)
			Male	31.3%		(60 / 192)
		InstrSetting	Not Special Ed	38.6%		(129 / 334)
			Special Ed	6.3%		(4 / 63)
		Race	Black / Latinx	17.4%		(24 / 138)
			White / Other	42.1%		(109 / 259)
	18-19	All	All	47.3%		(191 / 404)
		ELL	Not ELL	47.7%		(186 / 390)
			ELL	35.7%		(5 / 14)
		Gender	Female	52.2%		(109 / 209)
			Male	42.1%		(82 / 195)
		InstrSetting	Not Special Ed	52.2%		(169 / 324)
			Special Ed	27.5%		(22 / 80)
		Race	Black / Latinx	23.3%		(28 / 120)
			White / Other	57.4%		(163 / 284)
	17-18	All	All	48.9%		(198 / 405)
		ELL	Not ELL	49.1%		(191 / 389)
			ELL	43.8%		(7 / 16)
		Gender	Female	58.9%		(113 / 192)
			Male	39.9%		(85 / 213)
		InstrSetting	Not Special Ed	56.8%		(179 / 315)
			Special Ed	21.1%		(19 / 90)
		Race	Black / Latinx	32.6%		(42 / 129)
			White / Other	56.5%		(156 / 276)
	16-17	All	All	43.2%		(183 / 424)
		ELL	Not ELL	44.2%		(180 / 407)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Carolina Springs Elementary School	Number of Students
ELA	16-17	ELL	ELL	17.6%		(3 / 17)
		Gender	Female	51.3%		(102 / 199)
			Male	36.0%		(81 / 225)
		InstrSetting	Not Special Ed	50.3%		(173 / 344)
			Special Ed	12.5%		(10 / 80)
		Race	Black / Latinx	26.4%		(33 / 125)
			White / Other	50.2%		(150 / 299)
	15-16	All	All	51.7%		(214 / 414)
		ELL	Not ELL	51.9%		(209 / 403)
			ELL	45.5%		(5 / 11)
		Gender	Female	59.7%		(123 / 206)
			Male	43.8%		(91 / 208)
		InstrSetting	Not Special Ed	58.9%		(206 / 350)
			Special Ed	12.5%		(8 / 64)
		Race	Black / Latinx	35.8%		(39 / 109)
			White / Other	57.4%		(175 / 305)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Carolina Springs Elementary School	Number of Students
Math	21-22	All	All	32.0%		(135 / 422)
		ELL	Not ELL	32.7%		(131 / 401)
			ELL	19.0%		(4 / 21)
		Gender	Female	29.3%		(68 / 232)
			Male	35.3%		(67 / 190)
		InstrSetting	Not Special Ed	36.5%		(130 / 356)
			Special Ed	7.6%		(5 / 66)
		Race	Black / Latinx	19.8%		(33 / 167)
			White / Other	40.0%		(102 / 255)
	20-21	All	All	33.8%		(134 / 397)
		ELL	Not ELL	34.7%		(133 / 383)
			ELL	7.1%		(1 / 14)
		Gender	Female	32.4%		(66 / 204)
			Male	35.2%		(68 / 193)
		InstrSetting	Not Special Ed	37.1%		(124 / 334)
			Special Ed	15.9%		(10 / 63)
		Race	Black / Latinx	16.5%		(23 / 139)
			White / Other	43.0%		(111 / 258)
	18-19	All	All	42.8%		(173 / 404)
		ELL	Not ELL	43.6%		(170 / 390)
			ELL	21.4%		(3 / 14)
		Gender	Female	40.2%		(84 / 209)
			Male	45.6%		(89 / 195)
		InstrSetting	Not Special Ed	47.8%		(155 / 324)
			Special Ed	22.5%		(18 / 80)
		Race	Black / Latinx	28.3%		(34 / 120)
			White / Other	48.9%		(139 / 284)
	17-18	All	All	51.9%		(210 / 405)
		ELL	Not ELL	51.7%		(201 / 389)
			ELL	56.3%		(9 / 16)
		Gender	Female	55.2%		(106 / 192)
			Male	48.8%		(104 / 213)
		InstrSetting	Not Special Ed	61.6%		(194 / 315)
			Special Ed	17.8%		(16 / 90)
		Race	Black / Latinx	40.3%		(52 / 129)
			White / Other	57.2%		(158 / 276)
	16-17	All	All	50.7%		(215 / 424)
		ELL	Not ELL	51.8%		(211 / 407)
			ELL	23.5%		(4 / 17)
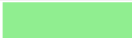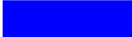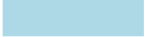
	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Carolina Springs Elementary School	Number of Students
Math	16-17	Gender	Female	52.8%		(105 / 199)
			Male	48.9%		(110 / 225)
		InstrSetting	Not Special Ed	56.7%		(195 / 344)
			Special Ed	25.0%		(20 / 80)
		Race	Black / Latinx	36.8%		(46 / 125)
			White / Other	56.5%		(169 / 299)
	15-16	All	All	54.8%		(227 / 414)
		ELL	Not ELL	54.8%		(221 / 403)
			ELL	54.5%		(6 / 11)
		Gender	Female	53.4%		(110 / 206)
			Male	56.3%		(117 / 208)
		InstrSetting	Not Special Ed	61.4%		(215 / 350)
			Special Ed	18.8%		(12 / 64)
		Race	Black / Latinx	34.9%		(38 / 109)
			White / Other	62.0%		(189 / 305)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Carolina Springs Elementary School	Number of Students

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Carolina Springs Elementary School	Number of Students
Science	21-22	All	All	35.9%		(55 / 153)
		ELL	Not ELL	37.0%		(54 / 146)
			ELL	14.3%		(1 / 7)
		Gender	Female	37.1%		(33 / 89)
			Male	34.4%		(22 / 64)
		InstrSetting	Not Special Ed	42.1%		(53 / 126)
			Special Ed	7.4%		(2 / 27)
		Race	Black / Latinx	20.3%		(14 / 69)
			White / Other	48.8%		(41 / 84)
	20-21	All	All	32.5%		(39 / 120)
		ELL	Not ELL	31.6%		(36 / 114)
			ELL	50.0%		(3 / 6)
		Gender	Female	26.6%		(17 / 64)
			Male	39.3%		(22 / 56)
		InstrSetting	Not Special Ed	35.9%		(37 / 103)
			Special Ed	11.8%		(2 / 17)
		Race	Black / Latinx	17.1%		(6 / 35)
			White / Other	38.8%		(33 / 85)
	18-19	All	All	48.6%		(67 / 138)
		ELL	Not ELL	49.3%		(66 / 134)
			ELL	25.0%		(1 / 4)
		Gender	Female	51.5%		(35 / 68)
			Male	45.7%		(32 / 70)
		InstrSetting	Not Special Ed	56.2%		(59 / 105)
			Special Ed	24.2%		(8 / 33)
		Race	Black / Latinx	29.3%		(12 / 41)
			White / Other	56.7%		(55 / 97)
	17-18	All	All	52.7%		(68 / 129)
		ELL	Not ELL	52.5%		(64 / 122)
			ELL	57.1%		(4 / 7)
		Gender	Female	59.7%		(37 / 62)
			Male	46.3%		(31 / 67)
		InstrSetting	Not Special Ed	62.5%		(60 / 96)
			Special Ed	24.2%		(8 / 33)
		Race	Black / Latinx	34.1%		(14 / 41)
			White / Other	61.4%		(54 / 88)
	16-17	All	All	56.3%		(170 / 302)
		ELL	Not ELL	57.5%		(169 / 294)

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Carolina Springs Elementary School	Number of Students
Science	16-17	ELL	ELL	12.5%		(1 / 8)
		Gender	Female	62.9%		(88 / 140)
			Male	50.6%		(82 / 162)
		InstrSetting	Not Special Ed	63.3%		(159 / 251)
			Special Ed	21.6%		(11 / 51)
		Race	Black / Latinx	39.6%		(38 / 96)
			White / Other	64.1%		(132 / 206)
	15-16	All	All	76.1%		(207 / 272)
		ELL	Not ELL	76.8%		(205 / 267)
			ELL	40.0%		(2 / 5)
		Gender	Female	78.3%		(108 / 138)
			Male	73.9%		(99 / 134)
		InstrSetting	Not Special Ed	82.7%		(191 / 231)
			Special Ed	39.0%		(16 / 41)
		Race	Black / Latinx	55.9%		(38 / 68)
			White / Other	82.8%		(169 / 204)
	14-15	All	All	76.4%		(185 / 242)
		ELL	Not ELL	76.3%		(184 / 241)
			ELL	100.0%		(1 / 1)
		Gender	Female	77.3%		(102 / 132)
			Male	75.5%		(83 / 110)
		InstrSetting	Not Special Ed	85.4%		(164 / 192)
			Special Ed	42.0%		(21 / 50)
		Race	Black / Latinx	56.7%		(38 / 67)
			White / Other	84.0%		(147 / 175)
	13-14	All	All	77.6%		(246 / 317)
		ELL	Not ELL	77.6%		(246 / 317)
		Gender	Female	76.8%		(139 / 181)
			Male	78.7%		(107 / 136)
		InstrSetting	Not Special Ed	86.9%		(219 / 252)
			Special Ed	41.5%		(27 / 65)
		Race	Black / Latinx	66.7%		(62 / 93)
			White / Other	82.1%		(184 / 224)

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Carolina Springs Elementary School	Number of Students
Social Studies	18-19	All	All	66.7%		(82 / 123)
		ELL	Not ELL	66.9%		(79 / 118)
			ELL	60.0%		(3 / 5)
		Gender	Female	63.6%		(42 / 66)
			Male	70.2%		(40 / 57)
		InstrSetting	Not Special Ed	74.5%		(73 / 98)
			Special Ed	36.0%		(9 / 25)
		Race	Black / Latinx	48.6%		(17 / 35)
			White / Other	73.9%		(65 / 88)
	17-18	All	All	75.3%		(116 / 154)
		ELL	Not ELL	75.7%		(115 / 152)
			ELL	50.0%		(1 / 2)
		Gender	Female	79.4%		(54 / 68)
			Male	72.1%		(62 / 86)
		InstrSetting	Not Special Ed	85.8%		(109 / 127)
			Special Ed	25.9%		(7 / 27)
		Race	Black / Latinx	72.5%		(37 / 51)
			White / Other	76.7%		(79 / 103)
	16-17	All	All	86.4%		(261 / 302)
		ELL	Not ELL	87.1%		(256 / 294)
			ELL	62.5%		(5 / 8)
		Gender	Female	88.6%		(124 / 140)
			Male	84.6%		(137 / 162)
		InstrSetting	Not Special Ed	90.0%		(226 / 251)
			Special Ed	68.6%		(35 / 51)
		Race	Black / Latinx	78.1%		(75 / 96)
			White / Other	90.3%		(186 / 206)
	15-16	All	All	86.4%		(235 / 272)
		ELL	Not ELL	86.9%		(232 / 267)
			ELL	60.0%		(3 / 5)
		Gender	Female	89.9%		(124 / 138)
			Male	82.8%		(111 / 134)
		InstrSetting	Not Special Ed	92.2%		(213 / 231)
			Special Ed	53.7%		(22 / 41)
		Race	Black / Latinx	79.4%		(54 / 68)
			White / Other	88.7%		(181 / 204)
	14-15	All	All	83.5%		(202 / 242)
		ELL	Not ELL	83.4%		(201 / 241)
			ELL	100.0%		(1 / 1)
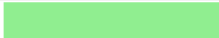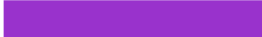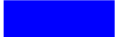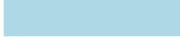
	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Carolina Springs Elementary School	Number of Students
Social Studies	14-15	Gender	Female	84.1%		(111 / 132)
			Male	82.7%		(91 / 110)
		InstrSetting	Not Special Ed	92.2%		(177 / 192)
			Special Ed	50.0%		(25 / 50)
		Race	Black / Latinx	70.1%		(47 / 67)
			White / Other	88.6%		(155 / 175)
	13-14	All	All	83.5%		(264 / 316)
		ELL	Not ELL	83.5%		(264 / 316)
		Gender	Female	84.4%		(146 / 173)
			Male	82.5%		(118 / 143)
		InstrSetting	Not Special Ed	90.2%		(230 / 255)
			Special Ed	55.7%		(34 / 61)
		Race	Black / Latinx	81.1%		(73 / 90)
			White / Other	84.5%		(191 / 226)
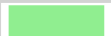
	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Carolina Springs Elementary School	Number of Students
Accelerated/ Eagles	21-22	All	All	10.2%		(46 / 449)
		ELL	Not ELL	10.4%		(44 / 422)
			ELL	7.4%		(2 / 27)
		Gender	Female	9.5%		(23 / 241)
			Male	11.1%		(23 / 208)
		InstrSetting	Not Special Ed	11.8%		(45 / 381)
			Special Ed	1.5%		(1 / 68)
		Race	Black / Latinx	5.2%		(11 / 210)
			White / Other	14.6%		(35 / 239)
	20-21	All	All	12.0%		(53 / 440)
		ELL	Not ELL	11.8%		(49 / 415)
			ELL	16.0%		(4 / 25)
		Gender	Female	13.1%		(29 / 222)
			Male	11.0%		(24 / 218)
		InstrSetting	Not Special Ed	13.9%		(52 / 373)
			Special Ed	1.5%		(1 / 67)
		Race	Black / Latinx	7.4%		(14 / 189)
			White / Other	15.5%		(39 / 251)
	19-20	All	All	12.5%		(53 / 424)
		ELL	Not ELL	12.3%		(50 / 406)
			ELL	16.7%		(3 / 18)
		Gender	Female	15.5%		(32 / 207)
			Male	9.7%		(21 / 217)
		InstrSetting	Not Special Ed	14.0%		(49 / 351)
			Special Ed	5.5%		(4 / 73)
		Race	Black / Latinx	9.2%		(14 / 153)
			White / Other	14.4%		(39 / 271)
	18-19	All	All	12.1%		(53 / 437)
		ELL	Not ELL	12.5%		(52 / 416)
			ELL	4.8%		(1 / 21)
		Gender	Female	14.3%		(32 / 223)
			Male	9.8%		(21 / 214)
		InstrSetting	Not Special Ed	13.9%		(49 / 352)
			Special Ed	4.7%		(4 / 85)
		Race	Black / Latinx	9.0%		(15 / 167)
			White / Other	14.1%		(38 / 270)
	17-18	All	All	18.0%		(74 / 410)
		ELL	Not ELL	17.7%		(69 / 390)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Carolina Springs Elementary School	Number of Students
Accelerated/ Eagles	17-18	ELL	ELL	23.8%		(5 / 21)
		Gender	Female	18.0%		(35 / 194)
			Male	18.1%		(39 / 216)
		InstrSetting	Not Special Ed	20.6%		(68 / 330)
			Special Ed	7.4%		(6 / 81)
		Race	Black / Latinx	13.3%		(19 / 143)
			White / Other	20.6%		(55 / 267)
	16-17	All	All	17.5%		(76 / 434)
		ELL	Not ELL	18.4%		(76 / 414)
			ELL	0.0%		(0 / 20)
		Gender	Female	18.5%		(38 / 205)
			Male	16.6%		(38 / 229)
		InstrSetting	Not Special Ed	20.1%		(71 / 353)
			Special Ed	6.2%		(5 / 81)
		Race	Black / Latinx	11.5%		(15 / 130)
			White / Other	20.1%		(61 / 304)
	15-16	All	All	19.1%		(82 / 430)
		ELL	Not ELL	19.1%		(80 / 418)
			ELL	16.7%		(2 / 12)
		Gender	Female	22.0%		(47 / 214)
			Male	16.2%		(35 / 216)
		InstrSetting	Not Special Ed	21.6%		(78 / 361)
			Special Ed	5.8%		(4 / 69)
		Race	Black / Latinx	12.2%		(14 / 115)
			White / Other	21.6%		(68 / 315)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Carolina Springs Elementary School	Number of Students
Chronic Absences	21-22	All	All	26.2%		(243 / 927)
		ELL	Not ELL	25.4%		(222 / 873)
			ELL	38.9%		(21 / 54)
		Gender	Female	25.7%		(123 / 478)
			Male	26.7%		(120 / 449)
		InstrSetting	Not Special Ed	24.3%		(185 / 760)
			Special Ed	34.7%		(58 / 167)
		Race	Black / Latinx	27.8%		(117 / 421)
			White / Other	24.9%		(126 / 506)
	20-21	All	All	26.0%		(232 / 891)
		ELL	Not ELL	25.6%		(219 / 854)
			ELL	35.1%		(13 / 37)
		Gender	Female	24.6%		(108 / 439)
			Male	27.4%		(124 / 452)
		InstrSetting	Not Special Ed	24.0%		(177 / 739)
			Special Ed	36.2%		(55 / 152)
		Race	Black / Latinx	32.4%		(122 / 377)
			White / Other	21.4%		(110 / 514)
	19-20	All	All	14.4%		(126 / 877)
		ELL	Not ELL	14.4%		(122 / 848)
			ELL	13.8%		(4 / 29)
		Gender	Female	15.6%		(67 / 430)
			Male	13.2%		(59 / 447)
		InstrSetting	Not Special Ed	14.2%		(101 / 713)
			Special Ed	15.2%		(25 / 164)
		Race	Black / Latinx	12.5%		(43 / 345)
			White / Other	15.6%		(83 / 532)
	18-19	All	All	11.1%		(96 / 867)
		ELL	Not ELL	11.0%		(92 / 833)
			ELL	11.8%		(4 / 34)
		Gender	Female	10.4%		(44 / 425)
			Male	11.8%		(52 / 442)
		InstrSetting	Not Special Ed	10.6%		(74 / 698)
			Special Ed	13.0%		(22 / 169)
		Race	Black / Latinx	9.5%		(31 / 326)
			White / Other	12.0%		(65 / 541)
	17-18	All	All	6.9%		(57 / 828)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Carolina Springs Elementary School	Number of Students
Chronic Absences	17-18	ELL	Not ELL	7.3%		(60 / 819)
			ELL	22.2%		(8 / 36)
		Gender	Female	7.6%		(30 / 396)
			Male	6.3%		(27 / 432)
		InstrSetting	Not Special Ed	7.2%		(49 / 685)
			Special Ed	3.4%		(5 / 145)
		Race	Black / Latinx	7.6%		(23 / 303)
			White / Other	6.5%		(34 / 525)
	16-17	All	All	8.6%		(74 / 858)
		ELL	Not ELL	8.4%		(69 / 822)
			ELL	13.9%		(5 / 36)
		Gender	Female	10.0%		(41 / 409)
			Male	7.3%		(33 / 449)
		InstrSetting	Not Special Ed	8.4%		(60 / 715)
			Special Ed	9.8%		(14 / 143)
		Race	Black / Latinx	9.3%		(24 / 258)
			White / Other	8.3%		(50 / 600)
	15-16	All	All	7.9%		(66 / 834)
		ELL	Not ELL	7.7%		(62 / 803)
			ELL	13.8%		(4 / 29)
		Gender	Female	9.8%		(40 / 407)
			Male	6.1%		(26 / 427)
		InstrSetting	Not Special Ed	8.4%		(58 / 689)
			Special Ed	5.5%		(8 / 145)
		Race	Black / Latinx	6.6%		(15 / 228)
			White / Other	8.4%		(51 / 606)
	14-15	All	All	5.7%		(45 / 793)
		ELL	Not ELL	4.9%		(37 / 762)
			ELL	24.0%		(6 / 25)
		Gender	Female	6.2%		(25 / 405)
			Male	5.2%		(20 / 388)
		InstrSetting	Not Special Ed	5.9%		(38 / 646)
			Special Ed	4.8%		(7 / 147)
		Race	Black / Latinx	4.9%		(11 / 224)
			White / Other	6.0%		(34 / 569)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Carolina Springs Elementary School	Number of Students
Referrals	21-22	All	All	16.3%		(151 / 927)
		ELL	Not ELL	17.1%		(149 / 873)
			ELL	3.7%		(2 / 54)
		Gender	Female	9.0%		(43 / 478)
			Male	24.1%		(108 / 449)
		InstrSetting	Not Special Ed	15.3%		(116 / 760)
			Special Ed	21.0%		(35 / 167)
		Race	Black / Latinx	19.5%		(71 / 365)
			White / Other	14.2%		(80 / 562)
	20-21	All	All	8.8%		(78 / 891)
		ELL	Not ELL	8.9%		(76 / 854)
			ELL	5.4%		(2 / 37)
		Gender	Female	3.0%		(13 / 439)
			Male	14.4%		(65 / 452)
		InstrSetting	Not Special Ed	7.2%		(53 / 739)
			Special Ed	16.4%		(25 / 152)
		Race	Black / Latinx	7.5%		(23 / 306)
			White / Other	9.4%		(55 / 585)
	19-20	All	All	4.7%		(41 / 877)
		ELL	Not ELL	4.5%		(38 / 842)
			ELL	8.6%		(3 / 35)
		Gender	Female	1.6%		(7 / 430)
			Male	7.6%		(34 / 447)
		InstrSetting	Not Special Ed	4.1%		(29 / 713)
			Special Ed	7.3%		(12 / 164)
		Race	Black / Latinx	6.4%		(18 / 281)
			White / Other	3.9%		(23 / 596)
	18-19	All	All	15.2%		(132 / 867)
		ELL	Not ELL	15.7%		(130 / 826)
			ELL	4.9%		(2 / 41)
		Gender	Female	7.5%		(32 / 425)
			Male	22.6%		(100 / 442)
		InstrSetting	Not Special Ed	14.5%		(101 / 698)
			Special Ed	18.3%		(31 / 169)
		Race	Black / Latinx	23.6%		(62 / 263)
			White / Other	11.6%		(70 / 604)
	17-18	All	All	10.9%		(96 / 878)
		ELL	Not ELL	11.4%		(95 / 835)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Carolina Springs Elementary School	Number of Students
Referrals	17-18	ELL	ELL	2.3%		(1 / 43)
		Gender	Female	5.4%		(23 / 423)
			Male	16.0%		(73 / 455)
		InstrSetting	Not Special Ed	10.1%		(70 / 696)
			Special Ed	14.3%		(26 / 182)
		Race	Black / Latinx	14.7%		(39 / 265)
			White / Other	9.3%		(57 / 613)
	16-17	All	All	7.3%		(63 / 858)
		ELL	Not ELL	7.5%		(62 / 822)
			ELL	2.8%		(1 / 36)
		Gender	Female	1.5%		(6 / 409)
			Male	12.7%		(57 / 449)
		InstrSetting	Not Special Ed	7.0%		(50 / 715)
			Special Ed	9.1%		(13 / 143)
		Race	Black / Latinx	10.5%		(27 / 258)
			White / Other	6.0%		(36 / 600)
	15-16	All	All	7.3%		(61 / 834)
		ELL	Not ELL	7.5%		(60 / 805)
			ELL	3.4%		(1 / 29)
		Gender	Female	2.7%		(11 / 407)
			Male	11.7%		(50 / 427)
		InstrSetting	Not Special Ed	6.1%		(42 / 689)
			Special Ed	13.1%		(19 / 145)
		Race	Black / Latinx	13.5%		(31 / 229)
			White / Other	5.0%		(30 / 605)
	14-15	All	All	8.4%		(67 / 793)
		ELL	Not ELL	8.7%		(67 / 768)
			ELL	0.0%		(0 / 25)
		Gender	Female	4.7%		(19 / 405)
			Male	12.4%		(48 / 388)
		InstrSetting	Not Special Ed	7.6%		(49 / 646)
			Special Ed	12.2%		(18 / 147)
		Race	Black / Latinx	13.4%		(30 / 224)
			White / Other	6.5%		(37 / 569)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Carolina Springs Elementary School	Number of Students
In School Suspensions	21-22	All	All	4.3%		(40 / 927)
		ELL	Not ELL	4.5%		(39 / 873)
			ELL	1.9%		(1 / 54)
		Gender	Female	2.5%		(12 / 478)
			Male	6.2%		(28 / 449)
		InstrSetting	Not Special Ed	4.1%		(31 / 760)
			Special Ed	5.4%		(9 / 167)
		Race	Black / Latinx	5.2%		(19 / 365)
			White / Other	3.7%		(21 / 562)
	20-21	All	All	0.9%		(8 / 891)
		ELL	Not ELL	0.9%		(8 / 854)
			ELL	0.0%		(0 / 37)
		Gender	Female	0.5%		(2 / 439)
			Male	1.3%		(6 / 452)
		InstrSetting	Not Special Ed	0.5%		(4 / 739)
			Special Ed	2.6%		(4 / 152)
		Race	Black / Latinx	1.3%		(4 / 306)
			White / Other	0.7%		(4 / 585)
	19-20	All	All	0.5%		(4 / 877)
		ELL	Not ELL	0.5%		(4 / 842)
			ELL	0.0%		(0 / 35)
		Gender	Female	0.2%		(1 / 430)
			Male	0.7%		(3 / 447)
		InstrSetting	Not Special Ed	0.4%		(3 / 713)
			Special Ed	0.6%		(1 / 164)
		Race	Black / Latinx	1.1%		(3 / 281)
			White / Other	0.2%		(1 / 596)
	18-19	All	All	2.0%		(17 / 867)
		ELL	Not ELL	2.1%		(17 / 826)
			ELL	0.0%		(0 / 41)
		Gender	Female	0.2%		(1 / 425)
			Male	3.6%		(16 / 442)
		InstrSetting	Not Special Ed	1.9%		(13 / 698)
			Special Ed	2.4%		(4 / 169)
		Race	Black / Latinx	3.8%		(10 / 263)
			White / Other	1.2%		(7 / 604)
	17-18	All	All	0.6%		(5 / 878)
		ELL	Not ELL	0.6%		(5 / 835)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Carolina Springs Elementary School	Number of Students
In School Suspensions	17-18	ELL	ELL	0.0%		(0 / 43)
		Gender	Female	0.0%		(0 / 423)
			Male	1.1%		(5 / 455)
		InstrSetting	Not Special Ed	0.6%		(4 / 696)
			Special Ed	0.5%		(1 / 182)
		Race	Black / Latinx	1.1%		(3 / 265)
			White / Other	0.3%		(2 / 613)
	16-17	All	All	1.7%		(15 / 858)
		ELL	Not ELL	1.8%		(15 / 822)
			ELL	0.0%		(0 / 36)
		Gender	Female	0.0%		(0 / 409)
			Male	3.3%		(15 / 449)
		InstrSetting	Not Special Ed	1.7%		(12 / 715)
			Special Ed	2.1%		(3 / 143)
		Race	Black / Latinx	1.9%		(5 / 258)
			White / Other	1.7%		(10 / 600)
	15-16	All	All	1.1%		(9 / 834)
		ELL	Not ELL	1.1%		(9 / 805)
			ELL	0.0%		(0 / 29)
		Gender	Female	0.5%		(2 / 407)
			Male	1.6%		(7 / 427)
		InstrSetting	Not Special Ed	0.9%		(6 / 689)
			Special Ed	2.1%		(3 / 145)
		Race	Black / Latinx	2.2%		(5 / 229)
			White / Other	0.7%		(4 / 605)
	14-15	All	All	0.6%		(5 / 793)
		ELL	Not ELL	0.7%		(5 / 768)
			ELL	0.0%		(0 / 25)
		Gender	Female	0.2%		(1 / 405)
			Male	1.0%		(4 / 388)
		InstrSetting	Not Special Ed	0.6%		(4 / 646)
			Special Ed	0.7%		(1 / 147)
		Race	Black / Latinx	0.9%		(2 / 224)
			White / Other	0.5%		(3 / 569)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Carolina Springs Elementary School	Number of Students
Out of School Suspensions	21-22	All	All	3.0%		(28 / 927)
		ELL	Not ELL	3.2%		(28 / 873)
			ELL	0.0%		(0 / 54)
		Gender	Female	1.0%		(5 / 478)
			Male	5.1%		(23 / 449)
		InstrSetting	Not Special Ed	3.0%		(23 / 760)
			Special Ed	3.0%		(5 / 167)
		Race	Black / Latinx	3.6%		(13 / 365)
			White / Other	2.7%		(15 / 562)
	20-21	All	All	2.0%		(18 / 891)
		ELL	Not ELL	2.1%		(18 / 854)
			ELL	0.0%		(0 / 37)
		Gender	Female	0.7%		(3 / 439)
			Male	3.3%		(15 / 452)
		InstrSetting	Not Special Ed	1.1%		(8 / 739)
			Special Ed	6.6%		(10 / 152)
		Race	Black / Latinx	2.3%		(7 / 306)
			White / Other	1.9%		(11 / 585)
	19-20	All	All	0.8%		(7 / 877)
		ELL	Not ELL	0.8%		(7 / 842)
			ELL	0.0%		(0 / 35)
		Gender	Female	0.2%		(1 / 430)
			Male	1.3%		(6 / 447)
		InstrSetting	Not Special Ed	0.6%		(4 / 713)
			Special Ed	1.8%		(3 / 164)
		Race	Black / Latinx	1.4%		(4 / 281)
			White / Other	0.5%		(3 / 596)
	18-19	All	All	2.2%		(19 / 867)
		ELL	Not ELL	2.2%		(18 / 826)
			ELL	2.4%		(1 / 41)
		Gender	Female	0.5%		(2 / 425)
			Male	3.8%		(17 / 442)
		InstrSetting	Not Special Ed	2.1%		(15 / 698)
			Special Ed	2.4%		(4 / 169)
		Race	Black / Latinx	3.0%		(8 / 263)
			White / Other	1.8%		(11 / 604)
	17-18	All	All	1.5%		(13 / 878)
		ELL	Not ELL	1.6%		(13 / 835)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Carolina Springs Elementary School	Number of Students
Out of School Suspensions	17-18	ELL	ELL	0.0%		(0 / 43)
		Gender	Female	0.0%		(0 / 423)
			Male	2.9%		(13 / 455)
		InstrSetting	Not Special Ed	1.3%		(9 / 696)
			Special Ed	2.2%		(4 / 182)
		Race	Black / Latinx	2.3%		(6 / 265)
			White / Other	1.1%		(7 / 613)
	16-17	All	All	0.5%		(4 / 858)
		ELL	Not ELL	0.5%		(4 / 822)
			ELL	0.0%		(0 / 36)
		Gender	Female	0.0%		(0 / 409)
			Male	0.9%		(4 / 449)
		InstrSetting	Not Special Ed	0.6%		(4 / 715)
			Special Ed	0.0%		(0 / 143)
		Race	Black / Latinx	0.8%		(2 / 258)
			White / Other	0.3%		(2 / 600)
	15-16	All	All	1.6%		(13 / 834)
		ELL	Not ELL	1.6%		(13 / 805)
			ELL	0.0%		(0 / 29)
		Gender	Female	0.0%		(0 / 407)
			Male	3.0%		(13 / 427)
		InstrSetting	Not Special Ed	1.3%		(9 / 689)
			Special Ed	2.8%		(4 / 145)
		Race	Black / Latinx	3.1%		(7 / 229)
			White / Other	1.0%		(6 / 605)
	14-15	All	All	1.0%		(8 / 793)
		ELL	Not ELL	1.0%		(8 / 768)
			ELL	0.0%		(0 / 25)
		Gender	Female	0.5%		(2 / 405)
			Male	1.5%		(6 / 388)
		InstrSetting	Not Special Ed	0.9%		(6 / 646)
			Special Ed	1.4%		(2 / 147)
		Race	Black / Latinx	0.9%		(2 / 224)
			White / Other	1.1%		(6 / 569)

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			59	89.8%		
	18-19			53	84.9%		
	21-22						
My non-instructional duties do not interfere with my essential role of educating students.	21-22						
	20-21			59	86.5%		
	18-19			53	86.8%		
I have access to reliable communication technology, including phone, fax, and e-mail.	21-22			44	86.4%		
	20-21			59	98.3%		
	18-19			53	100.0%		
I feel supported by administrators at my school.	21-22			44	90.9%		
	20-21			59	86.4%		
	18-19			53	92.4%		
The faculty and staff at my school have a shared vision.	21-22			44	86.4%		
	20-21			59	83.0%		
	18-19			53	98.1%		
I am familiar with local, state, and national policies and how they affect teaching and learning.	21-22			44	79.5%		
	20-21			59	96.6%		
	18-19			53	98.1%		
Local, state, or national policies assist me in meeting the educational needs of my students.	21-22			44	84.1%		
	20-21			59	89.9%		
	18-19			53	75.5%		
The school leadership makes a sustained effort to address teacher concerns.	21-22			44	86.4%		
	20-21			59	86.4%		
	18-19			53	88.7%		
My decisions in areas such as instruction and student progress are supported.	21-22			44	84.1%		
	20-21			59	91.5%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My decisions in areas such as instruction and stude	18-19			53	96.3%		
Teachers at my school are encouraged to develop innovative solutions to problems.	21-22			44	86.4%		
	20-21			59	93.2%		
	18-19			53	94.3%		
I feel comfortable raising issues and concerns that are important to me.	21-22			44	84.1%		
	20-21			59	88.1%		
	18-19			53	83.0%		
Sufficient resources are available to allow teachers to take advantage of professional development activities.	21-22			43	86.1%		
	20-21			59	91.5%		
	18-19			53	96.2%		
My class sizes allow me to meet the educational needs of my students.	21-22			42	69.1%		
	20-21			59	62.7%		
	18-19			53	68.0%		
I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	21-22			43	86.1%		
	20-21			59	86.4%		
	18-19			53	92.5%		

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	307	94.2%			28	92.9%
	20-21	135	89.7%	59	84.8%	86	72.1%
	18-19	114	89.5%	53	88.7%	76	68.4%
My parent knows what I am expected to learn in school.	21-22	324	88.3%			30	83.3%
	20-21	135	90.3%			86	77.9%
	18-19	114	93.9%			73	83.5%
My parent knows how well I am doing in school.	21-22	331	95.8%				
	20-21	135	97.1%				
	18-19	114	96.5%				
My school informs parents about school programs and activities.	21-22	318	93.7%	44	97.7%		
	20-21	135	97.7%	59	98.3%		
	18-19	114	97.3%	53	100.0%		
Parents at my school know their children's homework assignments.	21-22	236	78.8%	44	72.7%		
	20-21	135	80.0%	59	79.6%		
	18-19	113	85.0%	53	79.2%		
My parent helps me with my homework when I need it.	21-22	233	80.7%				
	20-21	135	90.3%				
	18-19	113	81.4%				
Parents are welcomed at my school.	21-22	311	95.5%				
	20-21	135	90.4%				
	18-19	114	99.1%				
Parents volunteer and participate in activities at my school.	21-22	295	80.7%	41	70.8%		
	20-21	134	74.6%	59	44.0%		
	18-19	114	89.5%	53	67.9%		
My child's teachers contact me to say good things about my child.	21-22					31	87.1%
	20-21					86	77.9%
	18-19					74	74.3%
My child's teachers tell me how I can help my child learn.	21-22					30	93.3%
	20-21					84	76.2%
	18-19					75	81.3%

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					31	90.3%
	20-21					86	76.8%
	18-19					74	66.2%
My child's school returns my phone calls or e-mails promptly.	21-22					31	83.8%
	20-21					86	82.6%
	18-19					75	89.3%
Parents are involved in school decisions.	21-22			44	88.6%		
	20-21			59	71.2%	86	91.8%
	18-19			53	83.0%	70	85.7%
My child's school considers changes based on what parents say.	21-22					29	93.1%
	20-21					86	48.9%
	18-19					72	72.2%
My child's school schedules activities at times that I can attend.	21-22					29	93.1%
	20-21					86	54.7%
	18-19					74	85.2%
My child's school treats all students fairly.	21-22					28	100.0%
	20-21					86	91.8%
	18-19					75	74.7%
The principal at my child's school is available and welcoming.	21-22					29	96.6%
	20-21					86	76.7%
	18-19					72	93.1%
Parents at my school are aware of school policies.	21-22			43	93.1%		
	20-21			59	94.9%		
	18-19			53	98.1%		
Parents at my school understand the school's instructional programs.	21-22			43	86.0%		
	20-21			59	86.5%		
	18-19			53	90.6%		
Parents at my school support instructional decisions regarding their children.	21-22			42	85.7%		
	20-21			59	89.8%		
	18-19			53	92.5%		
Parents attend conferences requested by teachers at my school.	21-22			43	90.7%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
Parents attend conferences requested by teachers at my school.	20-21			59	88.1%		
	18-19			53	90.5%		
Parents at my school cooperate regarding discipline problems.	21-22			43	74.4%		
	20-21			59	84.7%		
	18-19			53	83.0%		
Parents attend school meetings and other school events.	21-22			40	87.5%		
	20-21			59	72.9%		
	18-19			53	84.9%		

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	325	89.5%	44	79.6%	31	87.1%
	20-21	136	93.4%	59	86.4%	86	74.4%
	18-19	114	83.3%	53	96.3%	74	90.5%
My classes are challenging (not too easy; they make me think).	21-22	322	77.3%	44	97.7%	32	100.0%
	20-21	137	72.9%	59	93.2%	86	89.5%
	18-19	114	71.0%	53	100.0%	73	91.8%
My teachers want me to understand what I am learning, not just remember facts.	21-22	325	93.6%	44	97.7%		
	20-21	137	95.6%	59	96.6%		
	18-19	114	96.5%	53	100.0%		
My teachers expect students to learn.	21-22	326	99.1%	44	100.0%	30	100.0%
	20-21	137	97.1%	59	94.9%	86	90.7%
	18-19	114	99.1%	53	100.0%	75	94.6%
My teachers expect students to behave.	21-22	325	96.9%				
	20-21	137	98.6%				
	18-19	114	99.1%				
My teachers spend enough time helping me learn.	21-22	330	92.4%	44	86.4%		
	20-21	137	91.9%	59	91.5%		
	18-19	114	88.6%	53	92.4%		
My teachers help students when they do not understand something.	21-22	332	96.7%	44	88.6%	29	89.6%
	20-21	137	98.5%	59	89.8%	86	77.9%
	18-19	114	93.8%	53	96.3%	72	86.1%
My teachers do a good job teaching me mathematics.	21-22	329	95.7%				
	20-21	136	98.5%				
	18-19	114	97.4%				
My teachers do a good job teaching me English language arts.	21-22	328	97.3%				
	20-21	137	96.3%				
	18-19	114	93.0%				
My teachers give tests on what I learn in class.	21-22	332	98.2%				
	20-21	137	98.6%				
	18-19	114	97.4%				

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	227	65.2%			27	85.1%
	20-21	135	68.9%			86	72.1%
	18-19	114	64.1%			75	77.4%
My classes are interesting and fun.	21-22	330	83.4%				
	20-21	135	82.2%				
	18-19	114	78.0%				
Students at my school believe they can do good work.	21-22	311	84.3%				
	20-21	135	84.4%				
	18-19	114	74.5%				
My teachers praise students when they do good work.	21-22	319	81.5%				
	20-21	136	82.4%				
	18-19	114	85.1%				
Work done by students can be seen on the walls of my school.	21-22	320	91.0%				
	20-21	136	90.5%				
	18-19	114	97.4%				
The textbooks and workbooks I use at my school really help me to learn.	21-22	327	85.0%				
	20-21	136	80.1%				
	18-19	114	73.7%				
The media center at my school has a good selection of books.	21-22	324	91.7%	42	100.0%		
	20-21	136	91.1%	59	98.3%		
	18-19	114	86.0%	53	98.1%		
I use computers and other technology at my school to help me learn.	21-22	327	95.4%	43	83.8%		
	20-21	136	95.6%	59	94.9%		
	18-19	114	97.4%	53	88.7%		
Teachers at my school effectively implement the State Curriculum Standards.	21-22			43	100.0%		
	20-21			59	98.3%		
	18-19			53	100.0%		
Student assessment information is effectively used by teachers to plan instruction.	21-22			44	95.4%		
	20-21			59	91.5%		
	18-19			53	98.2%		
My school offers effective programs for students with disabilities.	21-22			44	84.1%		

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			59	89.8%		
	18-19			53	98.1%		
Instructional strategies are used to meet the needs of academically gifted students.	21-22			43	97.7%		
	20-21			59	96.6%		
	18-19			53	98.1%		
The level of teacher and staff morale is high at my school.	21-22			44	52.3%		
	20-21			59	71.2%		
	18-19			53	88.7%		
Teachers respect each other at my school.	21-22			44	90.9%		
	20-21			59	84.8%		
	18-19			53	90.6%		
Teachers at my school are recognized and appreciated for good work.	21-22			43	76.8%		
	20-21			59	89.9%		
	18-19			53	92.5%		
Students at my school are motivated and interested in learning.	21-22			44	65.9%		
	20-21			59	84.7%		
	18-19			53	98.1%		
There are sufficient materials and supplies available for classroom and instructional use.	21-22			44	93.2%		
	20-21			59	94.9%		
	18-19			53	84.9%		
Our school has sufficient computers for instructional use.	21-22			44	100.0%		
	20-21			59	100.0%		
	18-19			53	86.8%		
There are relevant professional development opportunities offered to teachers at my school.	21-22			42	90.4%		
	20-21			59	91.5%		
	18-19			53	94.4%		
The school administration communicates clear instructional goals for the school.	21-22			43	83.7%		
	20-21			59	86.4%		
	18-19			53	98.1%		
The school administration sets high standards for students.	21-22			44	86.4%		
	20-21			59	86.4%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The school administration sets high standards for s	18-19			53	100.0%		
The school administration has high expectations for teacher performance.	21-22			44	90.9%		
	20-21			59	89.9%		
	18-19			53	100.0%		
The school administration provides effective instructional leadership.	21-22			43	86.1%		
	20-21			59	83.0%		
	18-19			53	94.4%		
Student assessment information is used to set goals and plan programs for my school.	21-22			43	93.0%		
	20-21			59	89.8%		
	18-19			53	100.0%		
Teacher evaluation at my school focuses on instructional improvement.	21-22			44	86.3%		
	20-21			59	91.5%		
	18-19			53	98.2%		
School administrators visit classrooms to observe instruction.	21-22			44	88.6%		
	20-21			59	94.9%		
	18-19			53	98.1%		
The school administration arranges for collaborative planning and decision making.	21-22			43	95.4%		
	20-21			59	91.5%		
	18-19			53	98.1%		

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	307	89.6%	43	86.1%	29	96.5%
	20-21	137	91.2%	59	93.2%		
	18-19	114	84.2%	53	100.0%	74	89.2%
The grounds around my school are kept clean.	21-22	327	72.8%	44	90.9%		
	20-21	137	84.7%	59	93.2%		
	18-19	114	76.3%	53	100.0%		
The hallways at my school are kept clean.	21-22	331	84.3%	44	93.2%	28	100.0%
	20-21	137	92.7%	59	94.9%	84	71.5%
	18-19	114	88.6%	53	100.0%	75	98.7%
The bathrooms at my school are kept clean.	21-22	326	41.7%	43	90.7%		
	20-21	136	61.7%	59	89.8%		
	18-19	114	51.7%	53	100.0%		
Broken things at my school get fixed.	21-22	318	90.9%	44	93.2%		
	20-21	137	88.3%	59	93.2%		
	18-19	114	88.6%	53	100.0%		
There is enough room for students to learn at my school.	21-22	330	93.6%	44	84.1%		
	20-21	137	97.1%	59	96.7%		
	18-19	114	94.8%	53	94.4%		
Students at my school behave well in class.	21-22	315	48.6%	43	55.8%		
	20-21	137	66.4%	59	83.0%	85	90.6%
	18-19	114	44.7%	53	88.7%	75	68.0%
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	21-22	320	50.0%	43	55.8%		
	20-21	136	70.5%	59	83.0%		
	18-19	114	43.8%	53	96.3%		
Students at my school know the rules and what happens when students break the rules.	21-22	322	89.1%	44	54.6%		
	20-21	137	96.4%	59	67.8%		
	18-19	114	93.0%	53	90.6%		
The rules about how students should behave in my school are fair.	21-22	318	87.1%	43	86.1%		
	20-21	137	89.0%	59	88.1%		
	18-19	114	81.6%	53	90.6%		

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	299	91.0%	44	43.2%		
	20-21	137	94.9%	59	71.2%		
	18-19	114	95.6%	53	86.8%		
I feel safe at my school before and after school hours.	21-22	312	90.0%	44	97.7%		
	20-21	137	90.5%	59	96.6%		
	18-19	109	91.7%	53	100.0%		
I feel safe at my school during the school day.	21-22	325	91.4%	44	97.7%	30	100.0%
	20-21	137	93.5%	59	98.3%	85	68.3%
	18-19	114	93.9%	53	100.0%	76	94.8%
I feel safe going to or coming from my school.	21-22	325	92.9%	43	100.0%		
	20-21	137	95.6%	59	100.0%		
	18-19	114	83.3%	53	100.0%		
Students from different backgrounds get along well at my school.	21-22	315	84.1%	43	93.1%		
	20-21	137	90.5%	59	98.3%		
	18-19	114	79.8%	53	94.4%		
Teachers and students get along well with each other at my school.	21-22	320	88.1%	43	97.7%		
	20-21	137	91.9%	59	98.3%		
	18-19	114	85.1%	53	98.2%		
Teachers work together to help students at my school.	21-22	329	95.1%	43	95.4%		
	20-21	137	98.6%	59	93.2%		
	18-19	113	92.9%	53	96.2%		
**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	309	56.3%	43	11.7%		
	20-21	136	48.5%	59	13.6%		
	18-19	114	54.4%	53	5.7%		
**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	314	39.2%				
	20-21	136	28.7%				
	18-19	114	33.4%				
**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	316	15.2%	43	23.3%		
	20-21	136	8.0%	59	8.5%		
	18-19	114	13.1%	53	11.3%		

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	313	25.9%				
	20-21	136	14.0%				
	18-19	114	16.7%				
		**(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	312	17.7%				
	20-21	136	9.6%				
	18-19	114	16.6%				
Adults at my school prevent bullying from happening.	21-22	326	85.3%	42	81.0%	27	85.1%
	20-21	136	80.8%	59	96.6%	85	49.4%
	18-19	114	85.1%	53	92.4%	74	71.6%
I can always go to adults at my school if I am being bullied.	21-22	325	89.8%				
	20-21	136	86.8%				
	18-19	114	93.0%				
An adult at my school has talked to me about bullying.	21-22	322	68.7%				
	20-21	136	80.1%				
	18-19	114	86.8%				
My child's teachers care about my child as an individual.	21-22					22	81.8%
	20-21					85	87.1%
	18-19					76	92.1%
My child's school has an anti-bullying program to prevent or deal with bullying.	21-22					22	81.8%
	20-21					85	84.7%
	18-19					72	73.6%
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					47	42.6%
During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	21-22						
	20-21						
	18-19					47	38.3%
I recommend that all parents/guardians attend IGP conferences with their children.	21-22						
	20-21						
	18-19					45	40.0%

Executive Summary of Needs Assessment Data Findings

School Name: Carolina Springs 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.

Student Achievement Primary School (K - 2) Student Elementary/ Middle School (3 - 8) Student High School (9 - 12) Student	During the 2021-2022 school year 50.1% of students 5K-5th grade scored at the met/exceeds level for reading text levels. This was an increase in over 7% from the previous school year. SCREADY ELA scores indicate that 42.7% of students scored at the met/exceeds level, an increase of almost 10% from the previous year. Math scores on the SCREADY assessment have not rebounded from the decrease in achievement scores witnessed from the pandemic with 32% of our students scoring at the meets/exceeds level, a slight decrease of 1.8% from the previous assessment. CSES has also seen a slight decrease in the number of students having the opportunity for accelerated classes since the previous school year. CSES continues to provide intervention to students who are not meeting grade level standards and the intervention team currently has three interventions who are trained or going through training for Reading Recovery. The impact of this program will benefit students in 1st grade and throughout the school moving forward. Our core teachers continue to place an emphasis on small group instruction and engagement in the workshop model in Reading and Math has been a priority to provide high quality instruction across grade levels. CSES has also implemented a school wide intervention time for all students to receive small group instruction for remediation or acceleration.
Teacher/Administrator	Carolina Springs takes pride in hiring and retaining highly qualified

Executive Summary of Needs Assessment Data Findings

Quality	teachers. The percentage of teachers returning to Carolina Springs is 88.2% from last year which is slightly above the three year average of 87.2% This is evidence of the strong culture and commitment to the students and community that have been developed at CSES.
School Climate	Carolina Springs strives to build positive relationships between teachers, students, parents and the community. We believe that we are a true school family and work hard to take care of each member of the special community. Based on the survey data CSES will continue to focus on building positive relationships with all community stakeholders, and making our school a service oriented center of learning. We are excited about the opportunities that being a Title I school has brought to our school community and have welcomed parents back into the school. We are building on this new momentum of inviting visitors back into our school to showcase students through Curriculum and STEM Nights. We also have been able to bring parents into the building through Husky University, a morning meeting where students and parents interact through school staff facilitating games, activities and learning as a family and school community.

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	55.5%	57.5%	59.5%	70.9%	72.9%	74.9%
			(Actual)	60.6%	54.7%	53.4%	51.4%	
	% of students meeting or exceeding standard on SC READY ELA will increase annually by 2 points.	Grades 3-5	48.9%	50.8%	52.8%	51.2%	53.2%	55.2%
			(Actual)	47.3%		33.5%	42.7%	
	% of students meeting or exceeding standard on SC READY Math will increase annually by 2 points.	Grades 3-5	51.9%	53.8%	55.8%	57.8%	59.8%	61.8%
			(Actual)	42.8%		33.8%	32.0%	
	% of students in Tier 2 or Tier 3 interventions for math and/or reading will decrease annually by 1 point.	Grades K-5	12.9%	11.8%	10.8%	12.6%	11.6%	10.6%
			(Actual)	12.5%	17.5%	19.7%	3.8%	

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 2019-2020Student 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	0.930	0.960	0.990	1.020	1.050	1.000
			(Actual)	0.506	0.408	0.510	0.464	

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	20.7%	21.7%	22.7%	23.7%	24.7%	25.7%
			(Actual)	18.6%		12.6%	18.0%	
	% scoring Exceeds on SC READY Math subject test will increase by 1 point annually	Grades 3-5	22.7%	23.7%	24.7%	25.7%	26.7%	27.7%
			(Actual)	17.6%		9.3%	10.9%	
	% scoring Exceeds on SCPASS Science subject test will increase by 1 point annually	Grades 4-5	24.0%	25.0%	26.0%	27.0%	28.0%	29.0%
			(Actual)	17.4%		7.5%	10.5%	
	% scoring Exceeds on SCPASS Social Studies subject test will increase by 1 point annually	Grades 4-5	45.5%	46.4%	47.4%	41.4%	42.4%	43.4%
			(Actual)	22.8%				

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	8.3%	7.7%	7.2%	6.8%	6.3%	5.7%
			(Actual)	10.4%	14.2%	25.3%	26.1%	
	% of students with 3 or more discipline referrals will decrease by 0.5 points annually.	Grades K-5	3.4%	2.8%	2.3%	0.0%	0.0%	0.0%
			(Actual)	5.9%	1.2%	2.5%	5.0%	
	SC READY equity indices for minority groups will increase by 0.03 annually.	Grades 3-5	0.707	0.736	0.766	0.799	0.829	0.858
			(Actual)	0.573		0.505	0.680	

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		96.3%	96.9%	97.4%	98.0%	98.0%	98.0%
			(Actual)	96.2%		91.5%	86.1%	
	Positive responses to the SCDE survey item "Teachers at my school are encouraged to develop innovative solutions to problems." will reach 98% by 2021		100.0%	98.0%	98.0%	98.0%	98.0%	98.0%
			(Actual)	94.3%		93.2%	86.4%	

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.		90.2%	92.6%	95.0%	95.0%	95.0%	95.0%
			(Actual)	86.2%		91.2%	90.2%	
	% 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.		90.2%	92.6%	95.0%	95.0%	95.0%	95.0%
			(Actual)	81.1%		82.9%	94.1%	

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