Superintendent's Report

Dr. Akil E. Ross, Sr.
Interim Superintendent
School District Five of Lexington and Richland Counties

November 15, 2021

Who Are The Children?

School District Five of Lexington/Richland Counties

Board Meeting
November 15, 2021

Dr. Michael R. Harris
Presenter

ENROLLMENT

(ALL STUDENTS)

SY 2019 – 2020		SY 2020 – 2021		
• **10th Day**	17,442	• **10th Day**	16,748	(-694)
• **45th Day**	17,546	• **45th Day**	16,810	(-736)
• **90th Day**	17,618	• **90th Day**	16,913	(-705)
• **135th Day**	17,565	• **135th Day**	16,960	(-605)
• **180th Day**	17,551	• **180th Day**	16,877	(-674)

ENROLLMENT
2021 - 2022

10th Day (August 31, 2021)

In Person: 16,434

FIVE: 756

All Students: 17,190

45th Day (October 21, 2021)

In Person: 16,541 (+107) since 10th day of school

FIVE: 740 (-16)

All Students: 17,281 (+91) since 10th day of school

District Five
OF LEXINGTON & RICHLAND COUNTIES

How are the Children?
Instructional Update
Board Meeting
November 15, 2021



1st Quarter Grades



Note: Percentages less than 1% are not displayed.

MAP - Fall 2019 and Fall 2021 - Projected Proficiency on SC READY



District Five
OF LEXINGTON & RICHLAND COUNTIES

Varsity Tutors



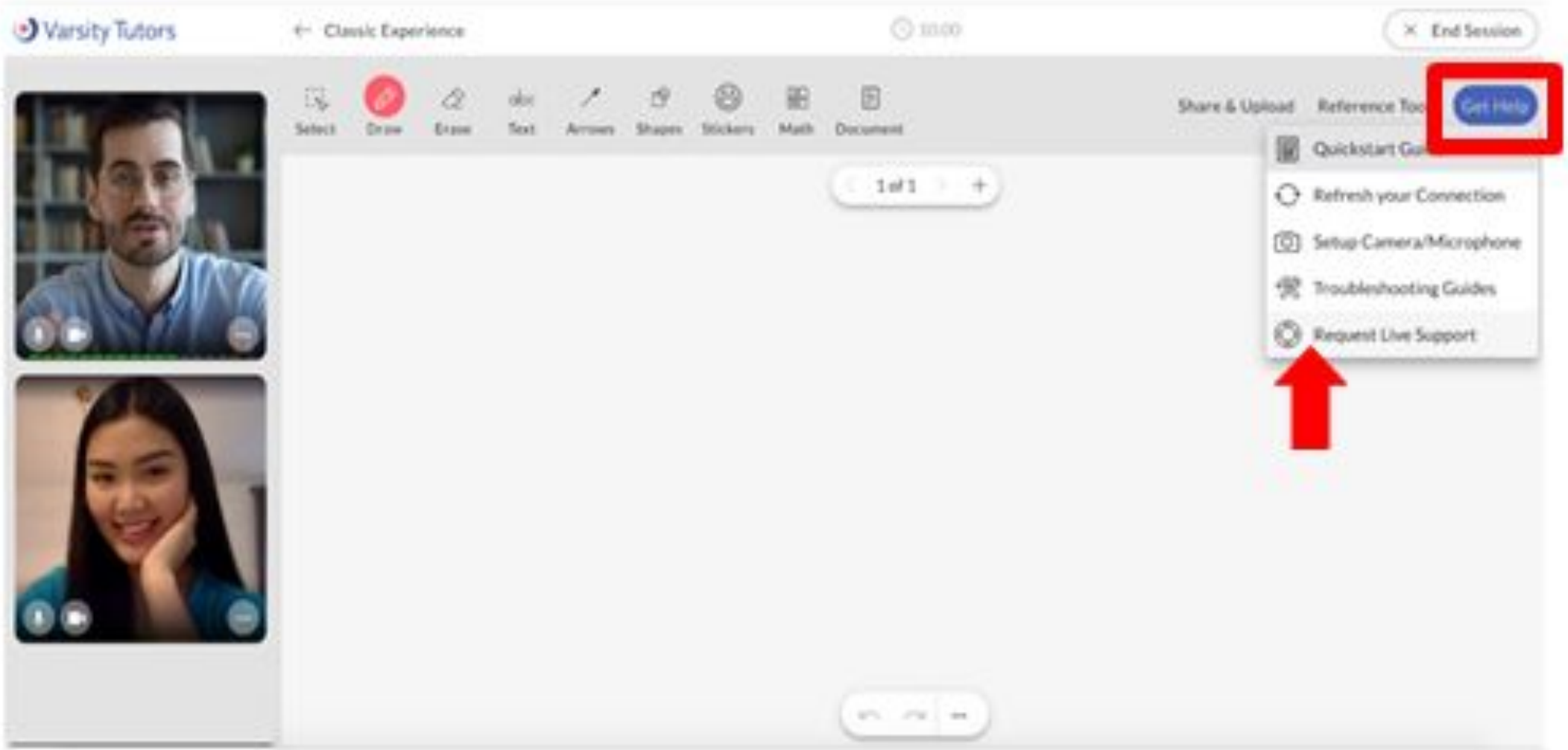
At District 5 of Lexington & Richland Counties

- Small Group 1:5 Tutoring
  - 438 students
  - 2nd & 3rd - ELA
  - 4th & 5th - Math
  - 2x per week for 18 weeks (36 sessions total)
    - Mondays & Wednesdays
      - When either Monday or Wednesday are holidays or non-instructional days Thursday will be considered a “makeup” day



Student Experience

Live Technical Support




District
Five
OF LEXINGTON &
RICHLAND COUNTIES


dreambox
LEARNING

The DreamBox Difference - Intelligent Adaptive Learning



Welcome to DreamBox Math!

dreambox LEARNING

5 lessons per week
15 minutes per day or
an hour a week

Adapts to the individual learner

Aligns to state and regional standards, and NWEA MAP Assessment

85% SC Ready performance predictor



Integrates assessment with instruction

Personalized instruction

Clever integrated and Chromebook compatible

Standards-aligned data and reporting

District Five
OF LEXINGTON & RICHLAND COUNTIES

USA TEST PREP
Your Classroom Partner
Standards-Based Learning

What is USA TestPrep?

Practice Tests and Teacher Resources That Deliver

According to a year-long independent study by an educational research firm, students who use USATestprep gain up to a full year's growth in academic performance.

- Custom Assessments
- Instructional Resources
- District Reporting
- Performance Monitoring
- Test Prep Questions

"I credit my successful EOC scores to USATestprep." - *South Carolina high school teacher*

"I love that it gives me direct mastery data on a specific standard. A quick 10 question quiz can tell me exactly who needs remediation." - *South Carolina middle school teacher*

"Since I have learned how to use the Green Dot Challenge, I have witnessed greater student success in comprehension and analysis." - *South Carolina high school teacher*

"Our district is 1:1 with Chromebooks, so this can be used on remediation, assessments, or because students enjoy it." - *K. Compton, South Carolina*

Elementary: ELA
3-5 SCCCR aligned curriculum

Middle School: ELA, Math, Science, Social Studies
6-8 SCCCR aligned curriculum

USA TEST PREP

Your Classroom Partner

LIFTOFF
Adaptive Intervention

Liftoff for Adaptive Intervention

Liftoff identifies academic gaps and provides adaptive intervention to help students reach specific academic standards.

High School: All Core Subjects including AP, EOC, PSAT, SAT, ACT & Accuplacer

SC Ready Prep Grades 3-8 and EOCEP for all tested courses

District Five OF LEXINGTON & RICHLAND COUNTIES

High School Tutoring

High School Tutoring

- District Five High Schools are offering tutoring for students.
- Each school will use certified teachers to address the needs of students.
- Tutoring will occur after school.
- Tutoring is part of the Academic Recovery Plan submitted by each high school.

District Five OF LEXINGTON & RICHLAND COUNTIES

COVID Student Support Team

Covid Student Support Team

- All schools are continuing to offer this service.
- Students are given access for one week after the quarantine to assist with any work that may be missing due to the quarantine.
- We are monitoring the number of participants and will re-evaluate based on need.

District Five
OF LEXINGTON & RICHLAND COUNTIES

How are the Children?
Instructional Update
Board Meeting
November 15, 2021



COVID-19 DASHBOARD

Student Information



School

(All)

Category

- New Positive Cases
- Isolated Count
- Quarantined Count

2021-2022 through 2025-2026 District Strategic Plan Update

NOVEMBER 15, 2021

This presentation includes recommendations related to the district's 2021-2026 Strategic Plan.

Agenda

- Review of Needs Assessment Process and Goals
- Strategy Development Process
- Recommendations from Strategy Development Committees
- Next Steps

Mission

The mission of School District Five of Lexington and Richland Counties, in partnership with our stakeholders, is to prepare all students to be college and career ready by providing a challenging curriculum in a safe, secure, diverse, and equitable learning environment focused on academic, social, and emotional growth and development.

Strategic Planning

- Schools and districts are required to develop a **five-year strategic plan**.
- The end of the **five-year cycle** usually corresponds with our **reaccreditation** process.
  - A **needs analysis and external review** lead to **new goals, strategies, and actions**.

Strategic Planning

- However, **Cognia** (our accrediting institution) is **updating their standards**.
  - The new standards go into effect on July 1, 2022.
- Districts were given the option of **waiting until the new standards were developed** before participating in the full external review.

Strategic Planning

- We anticipate our Cognia external review will occur during the **2023-24** school year.
- District 5 elected to undertake an **internal needs assessment** and launch our new five-year plan rather than wait on the full reaccreditation process.

Strategic Planning

- Strategic plans are required to address the following areas (SCDE Regulation No. 43-261):
  - School Climate
  - Student Achievement
  - Teacher/Administrator Quality
- Districts are also required to have a plan for Gifted and Talented programs (SCDE Regulation No. 43-220), and this has been tied to the strategic plan process since 2018.

Strategic Planning

- What steps were followed during the Needs Assessment?
  - The District assembled a team of sixty-nine parents, staff members, teachers, administrators, and community members to review data.
  - Committees then:
    - Identified strengths and opportunities for improvement
    - Drafted goals
  - The proposed goals were presented to the board on June 14. Potential strategies were also outlined.

Strategic Planning

Jessica Alspach	Rebecca Dilley	Leslie Jones	Reggie Salazar
April Alsup	Brandon Doty	Mary Kallenbach	Lenny Sanchez
Laura Atkinson	Erin Doty	John Kawamoto	Brian Scott
Lucy Bailey*	Joe Eberlin	Molly Lowder	Brooke Scott
Angie Baird	Michelle Eichelberger	Candice Lugo	Tammy Simpson
Mark Baker	Keisha Evering-Cook	Melissa Magee	Courtney Sims
Sami Blanchard	Karen Fallaw	Danielle Major-Murphy	Andy Smith
Jina Blount	Christina Gardner	Tina McCaskill*	Christina Smith-Galloway
Madelyn Bowers	Faye Golding	Will McGinty	Sally Somerall
Emily Brown	Kaaren Hampton	Jim Mensch	Kara Stevens
Kelly Brown*	Ali Hendrick	I'esha Odom	Virginia Tate*
Megan Burton	Roslyn Himes	Stephanie Parrish	Christy Todd
John Cantey	Brittany Holden	Cassy Paschal	John Waddell
Carianne Chapman	Vann Holden	Smita Patel	Hazel Walker
Terri Lynn Corley	Stephanie Huckabee	Gary Phillips	Sara Wheeler
Elizabeth Crocker	Jess Hutchinson	Jason Pollock	Reggie Wicker*
Telesia Davis	Jackie Jackson	Al Pressley*	Paula Wright
Ava Dean	* Denotes committee leaders		

School Climate – Goals

- We will maintain a safe and secure environment focused on the social and emotional growth and development of all students as measured by:
  - the **percentage of parents, students, and teachers satisfied with the social and physical environment** on the annual State Department of Education Report Card Opinion Survey increasing from 88.78% to 89% (parents), 84.03% to 84.6% (students), and 92.35% to 94.1% (teachers) by 2026.

Student Achievement – Goals

- We will provide challenging curricula focused on the academic development and college and career readiness of all students as measured by:
  - students in grades 2-8 will have a **Median Student Growth Percentile** of 55 or above on MAP Growth Math and 56 or above on MAP Growth Reading by 2026
  - the **graduation rate** will increase from 90.06% to 91.16% by 2026
  - the percentage of students who are **college or career ready** will meet or exceed 78% through 2026

Teacher/Admin Quality – Goals

- We will recruit, retain, and develop a highly effective, diverse staff as measured by:
  - the annual **teacher retention rate** increasing from 90.24% to 91.3%
  - the percentage of teachers who are **satisfied with current working conditions** increasing from 90.95% to 92% on the annual State Department of Education Survey
  - the percentage of teachers who agree that there **are relevant professional development opportunities** offered at their school increasing from 92.23% to 93% on the annual State Department of Education Survey

Gifted and Talented – Goals

- We will provide challenging curricula focused on the academic development of students in gifted programs and provide equitable opportunities for participation in gifted programs as measured by:
  - students in grades 2-8 in the Initial Achievement Band of 90th percentile or above will have a **Median Student Growth Percentile** of 58 or above on MAP Growth Math and 55 or above on MAP Growth Reading by 2026
  - the **Advanced Placement passage rate** will meet or exceed 68% through 2026
  - the **proportion of students who are coded as Black or African American, Hispanic or Latino, or Two or More Races** who participate in AGP, Honors, AP, IB, and Dual Enrollment courses will increase from 17.1% to 27.1% (grades 3-5), 35.7% to 45.7% (grades 6-8), and 49.1% to 59.1% (grades 9-12) by 2026

Strategic Plan Steps

Utilize available data to determine needs

Set goals based on the data

Develop strategies and actions to help the students, teachers, schools, and district reach stated goals

Implement strategies, reflect on successes and areas to continue to improve, and revise

Strategic Planning

- What steps were followed during the strategy development phase?
  - The District assembled a team of 36 parents, students, staff members, teachers, administrators, and community members to identify strategies that will orient the district's work towards the goals.
  - Committees then:
    - examined the goals
    - discussed the needs of our students, teachers, schools, and district
    - created needs-informed strategies to help the district achieve its goals

Strategic Planning

Lucy Bailey*	Sarah Fischer	Carol Lunsford*	Hannah Simpson
Deana Berley	Jenny Garris	Linard McCloud	Danelle Sorrel
Alex Blocker	Melissa Genova	Jim Mensch	Cynthia Spafford
Kelly Brown*	Mark Gentry	Randy Norman	Virginia Tate*
Joe Chapman	Anna Holstein	Nathaniel Oates	Amy Taylor*
Denise Collins	Zakiya Howell	Erin Phelps	Barb Waldman
Christian English	Barrett Isbell	Tara Safriet	Reggie Wicker*
Jenni Farmer	Scott Johnson	Reggie Salazar	Robert Wolff
Shannon Fincannon	Steven Kane	Fannie Simmons	Courtney Woodham
* Denotes committee leaders			

School Climate – Strategies

- We will maintain a safe and secure environment focused on the social and emotional growth and development of all students.
  - We will **partner and engage with families** in order to better understand and address the safety, social, and emotional needs of our students.
  - We will implement research-based practices to ensure the **social and emotional development** of our students.
  - We will promote a safe and secure environment through the establishment, teaching, and reinforcement of **school-wide expectations.**
  - We will promote a safe and secure environment through our **bullying prevention and intervention** programs and practices.
  - We will provide a safe and secure environment for students through the development and implementation of **school safety** procedures.
  - We will provide a safe, secure, and equitable **physical environment** for all students by monitoring, maintaining, and improving district-owned **facilities**.

Student Achievement – Strategies

- We will provide challenging curricula focused on the academic development and college and career readiness of all students.
  - We will provide challenging curricula and implement researched-based instructional practices to ensure the academic development and college or career readiness of **all students**.
  - We will provide challenging curricula and implement researched-based instructional practices to ensure the academic development and college or career readiness of **multi-language learners**.
  - We will provide challenging curricula and implement researched-based instructional practices to ensure the academic development and college or career readiness of **students with disabilities**.
  - We will provide challenging **Career and Technical Education** curricula and opportunities to ensure graduates are **career ready**.
  - We will provide meaningful opportunities for **adult learners** to become college or career ready.
  - We will offer and support differentiated opportunities for challenging curricula through **magnet and choice** programs.

Teacher/Admin Quality – Strategies

- We will recruit, retain, and develop a highly effective, diverse staff.
  - We will provide an equitable learning environment which ensures the development of all students by **retaining a highly effective faculty and staff**.
  - We will improve our ability to offer diverse and equitable learning environments by **retaining and sustaining faculty, staff, and administrators who come from populations that are traditionally underrepresented in our classrooms and schools**.
  - We will provide an equitable learning environment which ensures the development of all students by **recruiting a highly effective faculty and staff**.
  - We will improve our ability to offer diverse and equitable learning environments by **recruiting faculty, staff, and administrators who are representative of the students and communities we serve**.
  - We will improve our ability to offer a learning environment which ensures the development of all students by **providing ongoing support to teacher candidates entering the profession through alternative certification programs**.
  - We will provide an equitable learning environment which ensures the development of all students by **continuing and expanding our professional development programs** with an emphasis on **choice** offerings for faculty and staff.

Gifted and Talented – Strategies

- We will provide **challenging curricula focused on the academic development of students in gifted programs** and provide equitable opportunities for participation in gifted programs.
  - We will **provide a challenging and accelerated curriculum** to gifted and talented students in order to ensure their academic development.
  - We will ensure an equitable learning environment and the academic development of all students by **improving support to students who are taking AGP, Honors, AP, IB, or Dual Enrollment courses for the first time.**
  - We will improve our ability to provide a learning environment which ensures the development of all students by **providing professional development opportunities on the needs of gifted learners to all teachers.**
  - We will improve our ability to provide a learning environment which ensures the development of all students by **providing opportunities for collaboration between teachers at different schools.**

Gifted and Talented – Strategies

- We will provide challenging curricula focused on the academic development of students in gifted programs and **provide equitable opportunities for participation in gifted programs.**
  - We will improve our ability to provide an equitable learning environment which ensures the development of all students **by using district criteria for local identification to place academically talented students in AGP courses.**
  - We will improve our ability to provide an equitable learning environment which ensures the development of all students by **providing parent education about academic opportunities and supports** needed for high achieving students.
  - We will improve our ability to provide an equitable learning environment which ensures the development of all students by **increasing communication regarding opportunities for students and the importance of taking AGP, Honors, AP, IB, and Dual Enrollment courses.**
  - We will improve our ability to provide an equitable learning environment which ensures the development of all students by **providing access to experiential learning opportunities for all students** in order to improve student engagement.

Next Steps – District Plan

- District administrators will develop action plans associated with each strategy.
  - These plans will include:
    - Action Steps
    - Timelines
    - Person(s) Responsible
    - Estimated Costs
    - Funding Sources
    - Indicators of Implementation
- Some action steps will last five years while others may only last one or two years.
- District-level action plans will be finalized by December 17.

Next Steps – District Plan

- Based on the strategy development process, district administrators are already working on some specific action steps.
  - Example: Teacher/Administrator Quality – Teacher Retention – Improve two-way communication, utilize new and existing data to inform our action plan related to teacher retention

Next Steps – Schools

- Schools are in the process of working with stakeholder groups to draft their goals.
- Schools will develop strategies to address their goals by December 17. This will also include stakeholder input.
- Schools will then develop action plans associated with each strategy by January 31.

Questions

1st Job Initiative

1st JOBS INITIATIVE

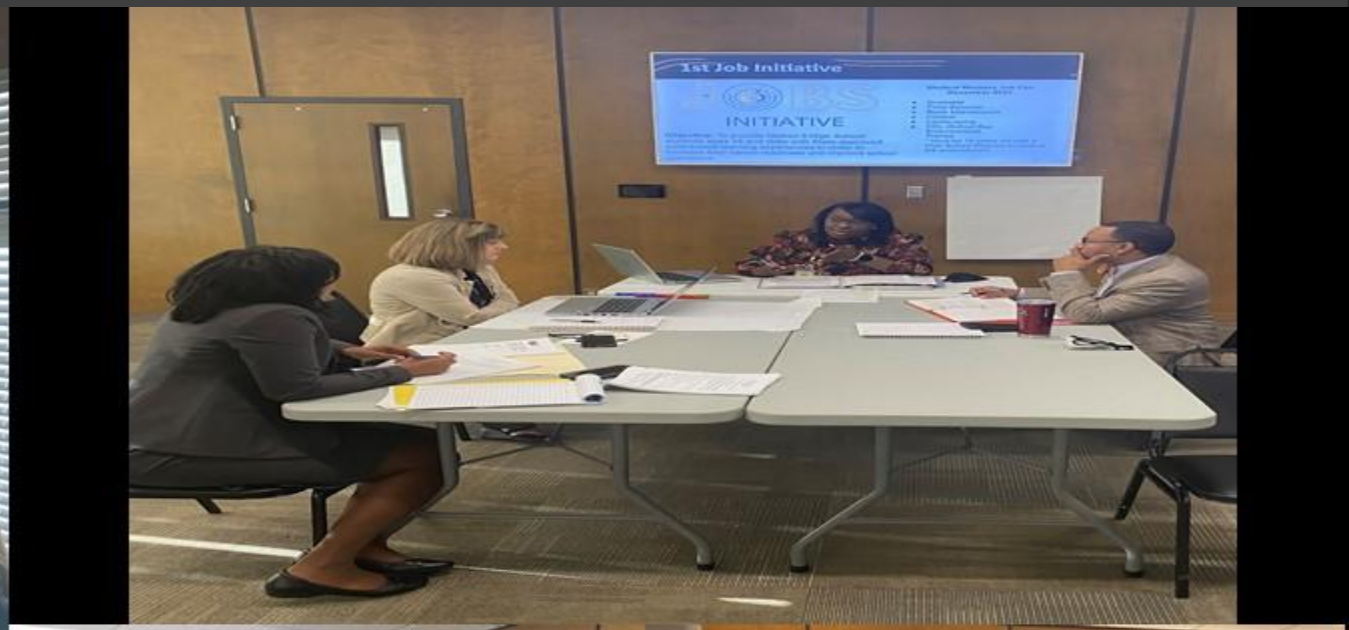
Student Workers Job Fair
December 2021

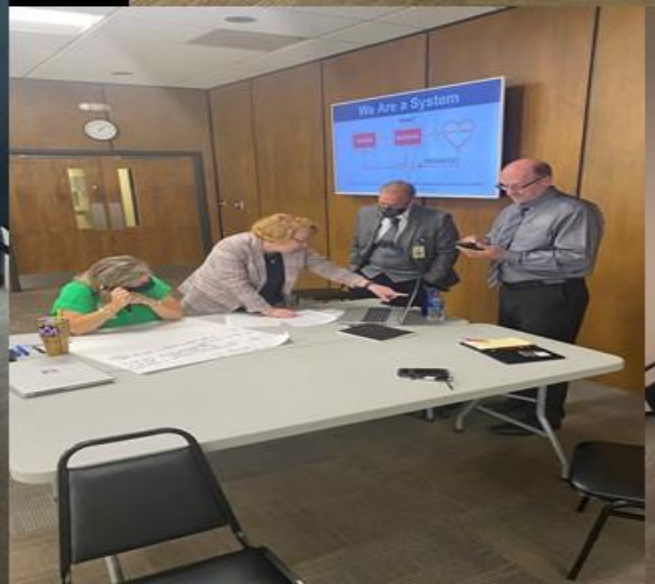
- Custodial
- Food Services
- Basic Maintenance
- Clerical
- Landscaping
- CDL (School Bus Endorsement) Trainee
  * Must be 18 years old with a High School Diploma to receive the endorsement

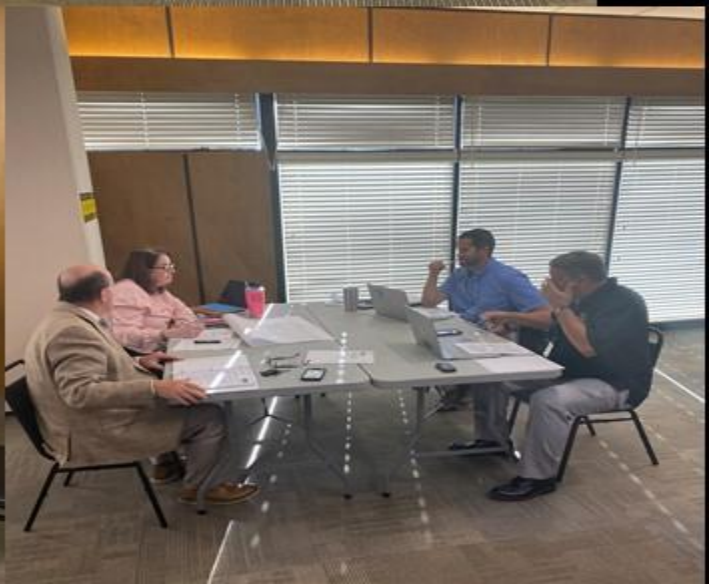
Objective: To provide District 5 High School students ages 16 and older with State-approved work-based learning experiences in order to increase their career readiness and improve school operations

1st Jobs Preparing









Teaching and Measuring the “Soft Skills”

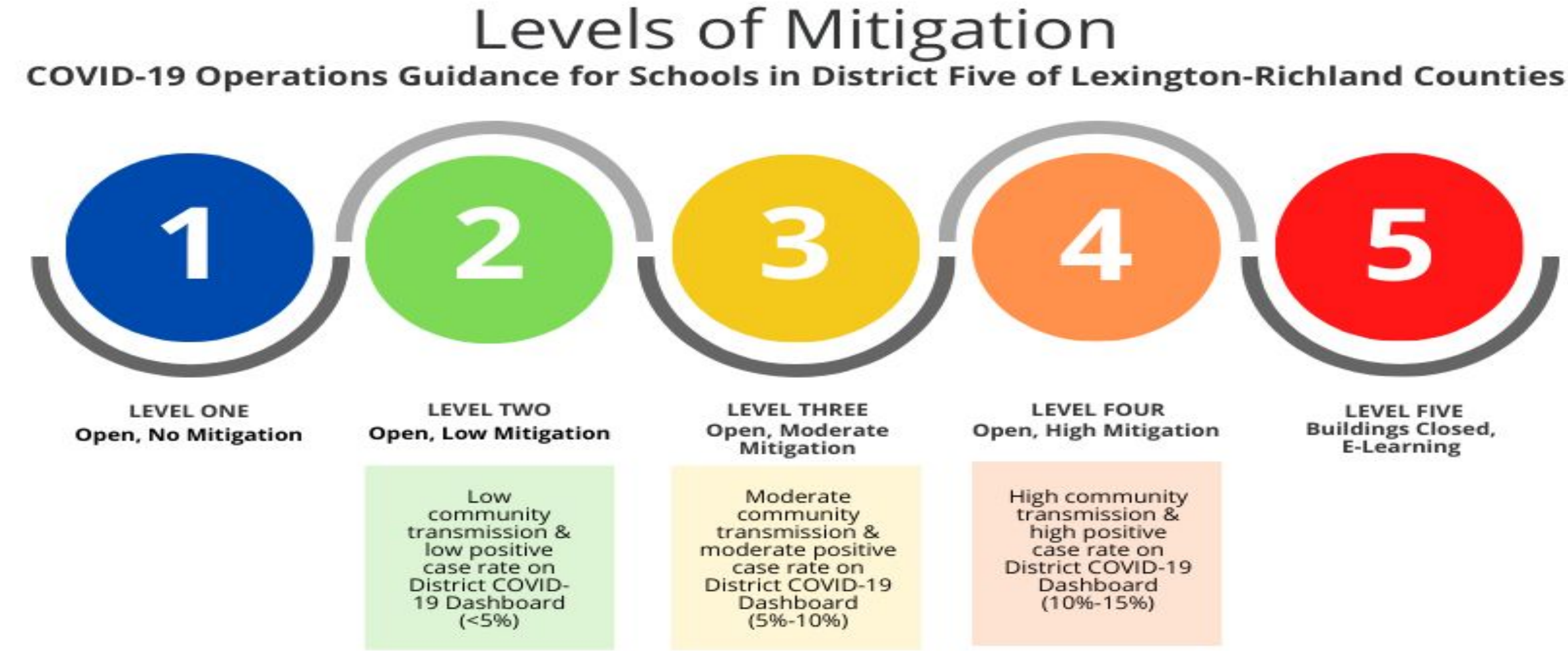


Communication
Problem Solving
Leadership
Time Management
Work Ethic
Dependability
Teamwork
Focus
Self-Management
Financial Management

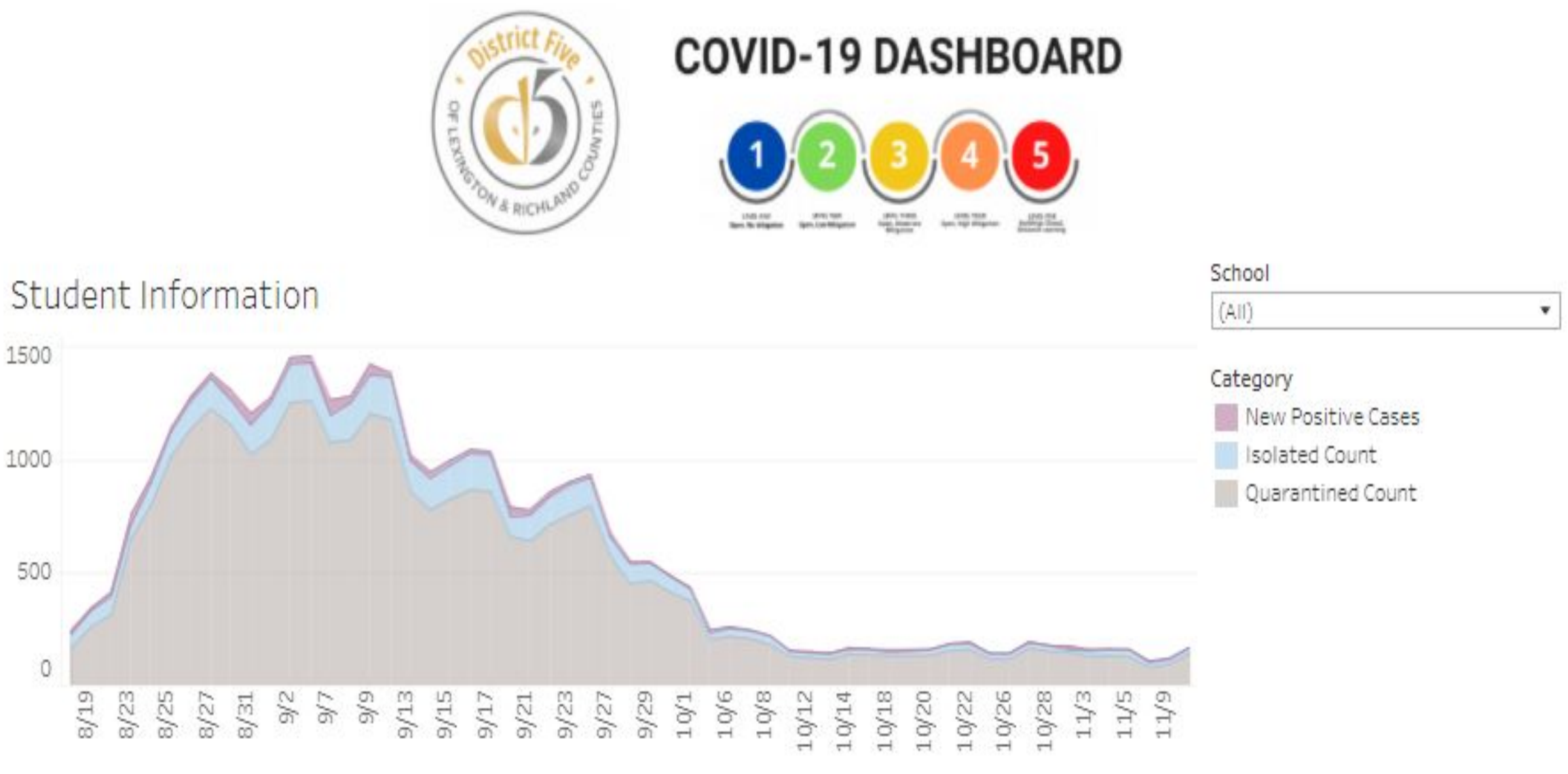
Teacher Support Pilot Expectations Coaches



Safe in-person learning environment



Lessons Learned



Lessons Learned

Levels of Mitigation

COVID-19 Operations Guidance for District Schools

Using guidance from DHEC received on July 29, 2021, District Five of Lexington & Richland Counties has created Five Levels of Mitigation Guidance for the operations of schools. Each level is intended to help schools communicate, prepare and implement mitigation strategies to reduce transmission of COVID-19.

BLUE - LEVEL ONE (Open - No Mitigation)

- Operate according to normal policies and procedures

GREEN - LEVEL TWO (Open - Low Mitigation)

Low community transmission & low positive case rate on District COVID-19 Dashboard (Less than 5%)

- Encourage mask wearing
- Encourage social distancing to the extent possible
- Encourage hand washing and respiratory etiquette
- COVID health room protocols remain in place
- Symptomatic students and staff will be required to wear a mask while in the health room/athletic trainer's office.
- Students and staff self assess daily per the self screening checklist
- Visitors with clear educational or medical purpose allowed and strongly encouraged to wear a mask
- Volunteers with clear educational or medical purpose allowed and strongly encouraged to wear a mask
- COVID cleaning and disinfecting procedure in place for building and buses
- Field trips limited to day trips and close geographic area with consideration of community transmission. Masks required on buses.
- Quarantine students at 3 feet or closer proximity (if a cluster occurs, stricter quarantine may be required).

YELLOW - LEVEL THREE (Open - Moderate Mitigation)

Moderate community transmission & moderate positive case rate on District COVID-19 Dashboard (5%-9.99%)

Level Two protocols in place, with the following additions/changes:

- Utilize a consistent seating arrangement in the cafeteria or other common indoor area
- Visitors limited to front office areas
- Field trips suspended. Special consideration to be given to to athletic events, as well as high school students that need to attend internships and complete class assignments off campus.
- Quarantine students at 3 feet or closer proximity (if a cluster occurs, stricter quarantine may be required).

ORANGE - LEVEL FOUR (Open - High Mitigation)

High community transmission & high positive case rate on District COVID-19 Dashboard (10%-15%)

Level Three protocols in place, with the following additions/changes:

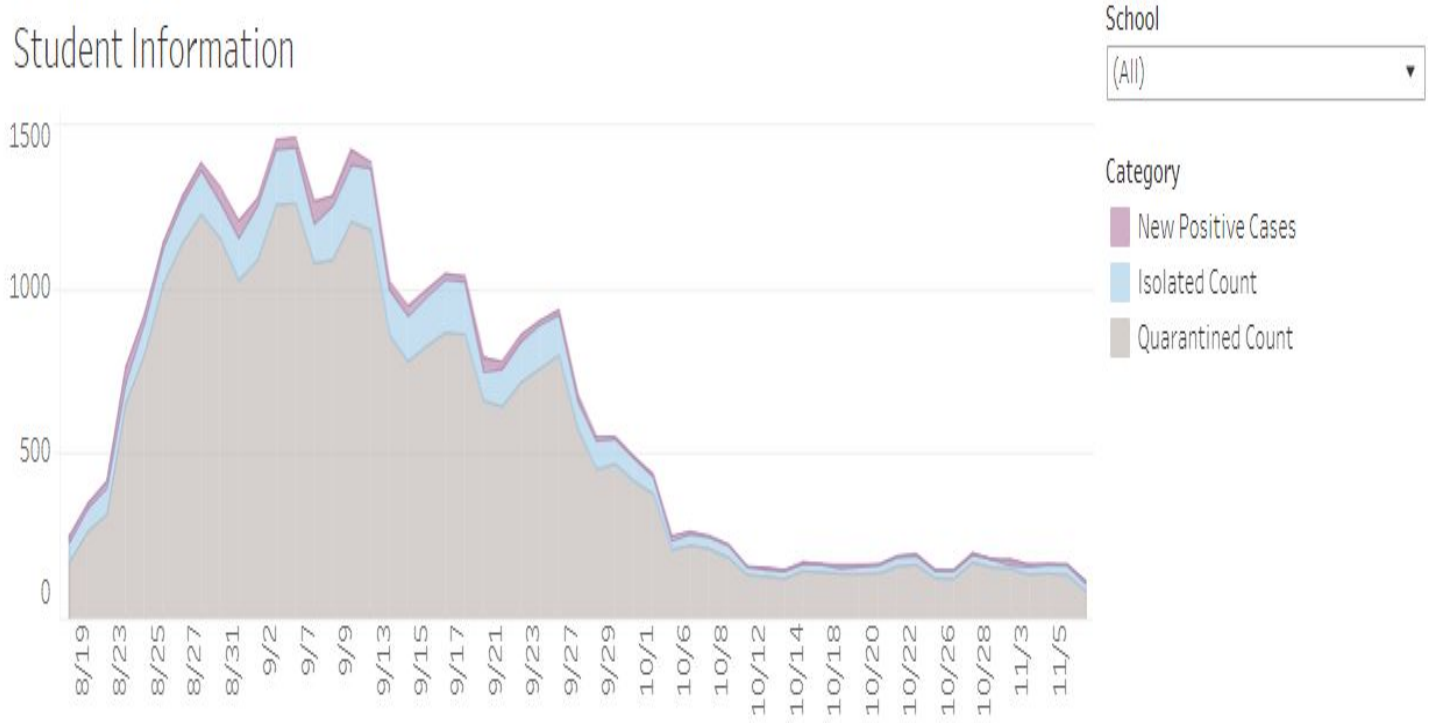
- Increase COVID Exclusion criteria for students and staff
- Visitors not allowed
- Volunteers not allowed
- Avoid students congregating in common use areas
- Quarantine students at 3 feet or closer proximity (if a cluster occurs, stricter quarantine may be required). 14 day quarantine in effect.
- Consider putting high risk sports and extracurricular activities on hold
- Consider abbreviated school day and/or weekly schedule to allow for more intense sanitation
- Consider use of optional screening testing program

RED - LEVEL FIVE (Buildings Closed, Distance Learning)

- Students will receive distance learning and buildings will be closed by Governor mandate or Superintendent

COVID-19 DASHBOARD





Classroom Mitigations

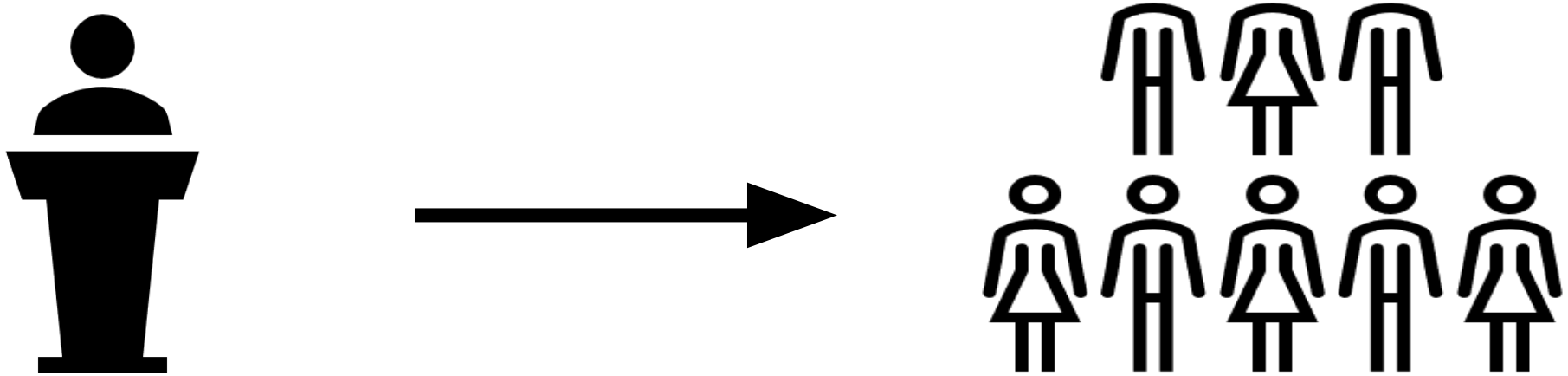
School District Five of Lexington and Richland Counties is developing a teacher support pilot to address academic and behavioral issues in secondary schools. This pilot will use the D5 COVID-19 mitigations framework to support the classroom teacher with layered supports and student interventions from the school and district administration.

NO Interventions Needed

Teacher Interventions Needed

School Interventions Needed

District Interventions Needed



Teacher

Students

Administrative
Coaching and Resources

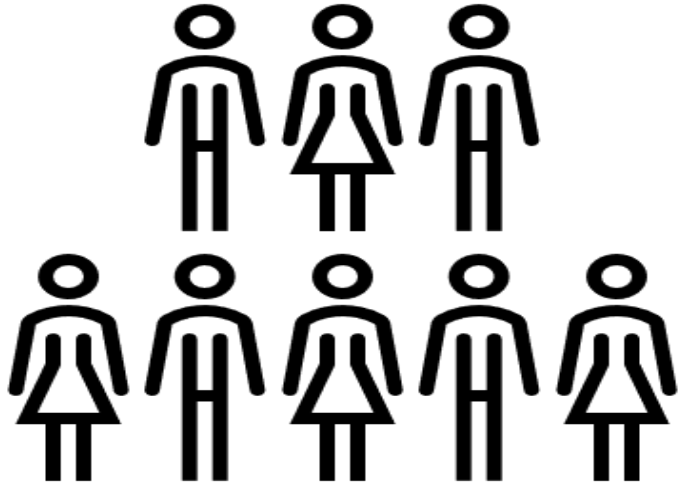
Academic Deficits

State Standards

Behavioral Issues



Teacher



Students

Current Teacher Support Model

Under the current model, the teacher is responsible for teaching state standards, academic deficits, and behavioral issues.

Pilot Teacher Support Model

Under the new model, the teacher is will have support with teaching academic deficits, and behavioral issues.

Teacher



State Standards

Behavioral Issues



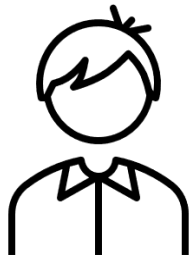
Students

Academic Deficits

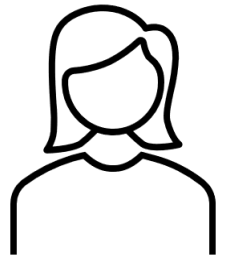


Expectation Coach

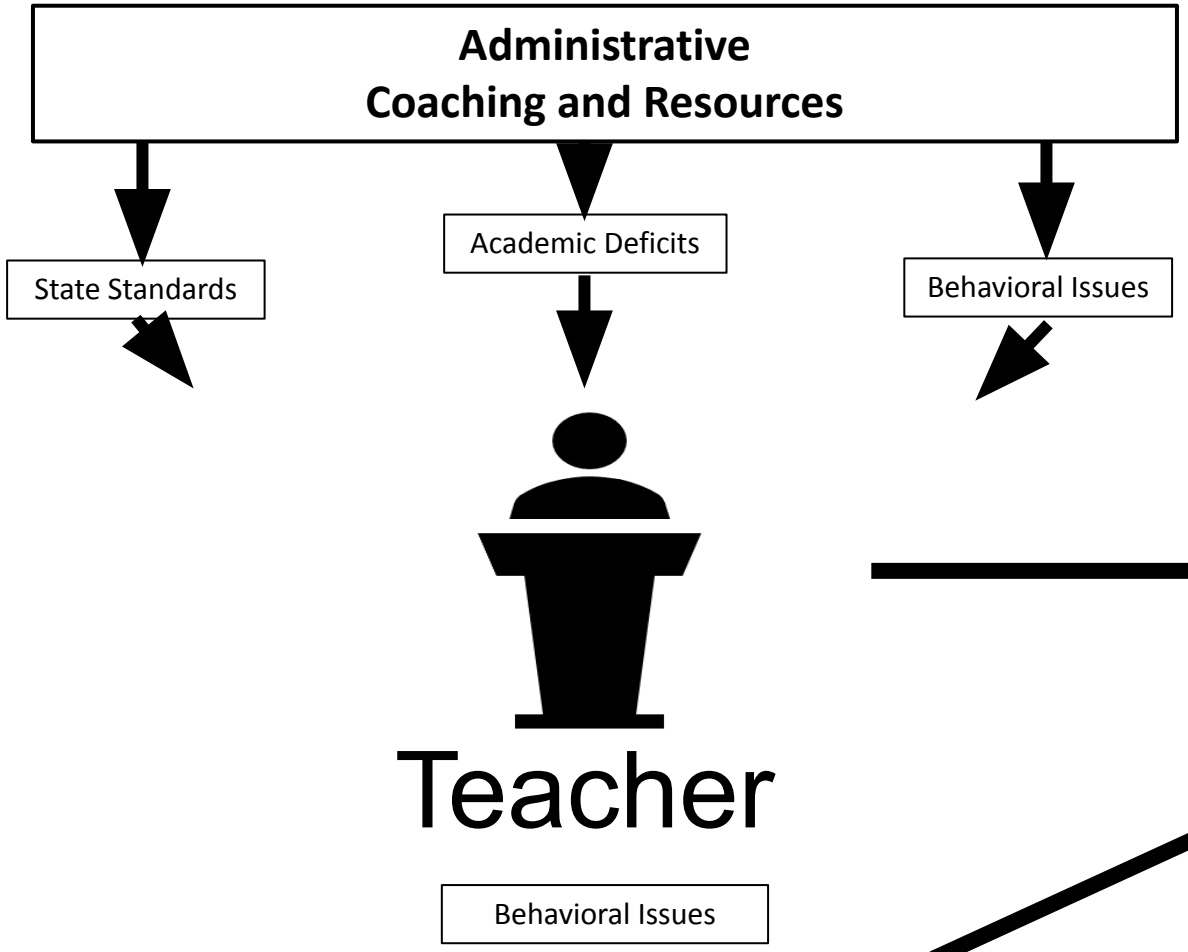
1. Building Positive Relationships with students
2. Supporting Administration, Teachers and Staff
3. Connecting with Families

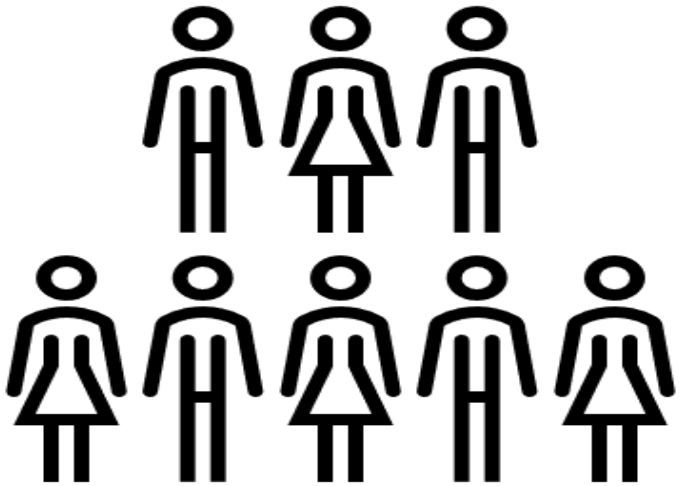


Literacy Tutor



Numeracy Tutor





Students

Academic Deficits

Literacy Tutor

Numeracy Tutor

Expectation Coach

1. Building Positive Relationships with students
2. Supporting Administration, Teachers and Staff
3. Connecting with Families


HAPPY
VETERANS DAY
To our men and women in uniform past, present and future,
God bless you and thank you!

One-Time Educator Gift



American Education Week

November 15th - 19th, 2021

Permanent employees (in a permanent position as of 11/01/2021) will receive a one-time gift of **$1,000.00** on Friday, November 19th