

Crosswell Drive Elementary

Shawn P. Hagerty, Ed.D., Principal
Tonyetta Thomas, Ed.D. Assistant Principal



Sumter School District

Crosswell Drive Elementary was erected in 1950 and is one of 15 fully accredited elementary schools in Sumter School District.

Crosswell Drive Elementary strives for academic and social and emotional excellence. Our 3 to 5 year plan of excellence projects significant academic movement on state-wide assessments as well as data associated with behavior and attendance.

Crosswell Drive Elementary has a talented team of teachers and staff. All teachers and staff strive for excellence and continue to refine their educational practices. We all generate a growth mind-set and are fully committed to the education of our students



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Crosswell Drive Elementary

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Sumter, SC 29150

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Drone Video:

<https://youtu.be/OO3jxhmJ1o0>

Crosswell Drive Elementary

Annual School Improvement Council (SIC) Report to Parents 2024-25



SIC Council

Elected:

Melissa Ricks, Chair
Patrice Harris, Teacher
Makesha Choice, Parent
Eloise Blanding, Parent

Appointed:

Willicia Major, Comm. Member
James McQuiller, Comm. Member

Ex-Officio:

Shawn P. Hagerty, Principal
Tonyetta Thomas, Assistant Principal

Crosswell Drive Elementary



Vision

- Crosswell Drive Elementary will provide a positive and productive learning environment that seeks to develop and build critical thinkers, life-long learners, and productive citizens.
- Crosswell Drive Elementary School's vision is to make steady, incremental, and meaningful improvements in state-wide standardized assessments over a five year period resulting in the recognition of Crosswell Drive Elementary in the top 10% of performing elementary schools in the state of South Carolina.

Educational Strategies

- Crosswell Drive Elementary will strengthen early intervening/onset services for students in grades K-5 who show impacting weaknesses in the areas of ELA and Math.
- Increase systemic/school-wide data analysis and data-based decision making
- Strengthen the formal evaluation/observation process to identify areas of strength and weaknesses specific to professional learning opportunities for teachers and staff
- Increase District office collaboration efforts and identify additional resources for support
- Develop meaningful professional learning opportunities for teachers and staff as identified through formal evaluation and observation



ELA and Mathematics are our
Priority

trends as well as other informal identified individual and school-wide deficiencies.

- Increase the effectiveness and fidelity of early onset intervention systems utilizing research-based curriculum and effective best practices.

Performance Goals

- Utilize data to drive daily instruction.
- Implement state standards in grades PK-5 and provide teachers with weekly professional development.
- Increase rigor, relevance, and relationship in classroom instruction.
- Implement small group instruction in reading and mathematics.
- Continue annual school-wide reading and math initiatives.
- Promote family and community engagement.
- Develop a multi-tiered system of supports.

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