

School Renewal Plan Cover Page

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

School Name:	Forts Pond Elem
SIDN:	3201064
Plan Submission:	School utilizes Cognia
Grade Span:	5k To 5
District:	Lexington 01
Address 1:	7350 Fish Hatchery Road
Address 2:	
City:	PELION, SC
Zip Code:	29123-9473
School Renewal Plan Contact Person:	Marie Watson
School Plan Contact Phone:	8038212501
School Plan E-mail Address:	mwatson@lexington1.net

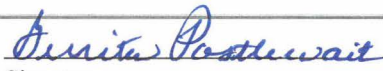
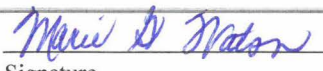
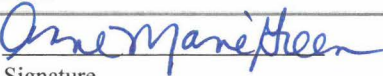

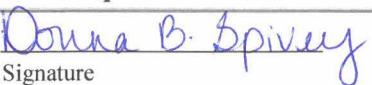
Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

<i>Superintendent</i>		
<u>Dr. Gerrita Postlewait</u> Printed Name	 Signature	<u>4-11-23</u> Date
<i>Principal</i>		
<u>Ms. Marie Watson</u> Printed Name	 Signature	<u>3-14-23</u> Date
<i>Chairperson, District Board of Trustees</i>		
<u>Mrs. Ann Marie Green</u> Printed Name	 Signature	<u>4-11-23</u> Date
<i>Chairperson, School Improvement Council</i>		
<u>Mr. James Baxley</u> Printed Name	 Signature	<u>3-14-23</u> Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Mrs. Donna Spivey</u> Printed Name	 Signature	<u>3-14-2023</u> Date

Assurances for School Renewal Plan

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Yes	<p>Developmental Screening</p> <p>The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
Yes	<p>Half-Day Child Development</p> <p>The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
Yes	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
Yes	<p>Parenting and Family Literacy</p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
Yes	<p>Recruitment</p> <p>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
Yes	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan.
A participant for each numbered position is required.

	Position	Name
1.	Principal	Ms. Marie Watson
2.	Teacher	Ms. Kelly Glover
3.	Parent/Guardian	Mrs. Carrie Blackwell
4.	Community Member	Mr. Jacob Robinson
5.	Paraprofessional	Mrs. Kasci Padgett
6.	School Improvement Council Member	Mr. Jamie Baxley
7.	Read to Succeed Reading Coach	Mrs. Donna Spivey
8.	School Read To Succeed Literacy Leadership Team Lead	Mrs. Donna Spivey
9.	School Read To Succeed Literacy Leadership Team Member	Ms. Marie Watson
10.	School Read To Succeed Literacy Leadership Team Member	Ms. Sujata Wallace
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the School Literacy Leadership Team for Read to Succeed	
	School Read To Succeed Literacy Leadership Team Member	Ms. Margaret Davis
	School Read To Succeed Literacy Leadership Team Member	Mrs. Shaney Stewart
	School Read To Succeed Literacy Leadership Team Member	Mrs. Patricia Budd
	School Read To Succeed Literacy Leadership Team Member	Mrs. Susanne Pender
	School Read To Succeed Literacy Leadership Team Member	Mrs. Barbara McCraw
	School Read To Succeed Literacy Leadership Team Member	Ms. Kelly Glover
	School Read To Succeed Literacy Leadership Team Member	Ms. Tiffany Miller

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 (<i>SBE Regulation 43-261</i>)	
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	
3. Teachers teaching more than 4 preps (<i>SBE Regulation 43-205</i>)	
4. High School Principal over two schools or grades more than 9-12 (<i>SBE Regulation 43-205</i>)	
5. Other (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)	



Forts Pond Elementary School
2018 - 2023 Strategic Plan

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Lexington District One Vision

Empower each child to design the future.



Lexington District One Mission

**Our mission is to cultivate
a caring community
where ALL learners
are extraordinary communicators,
collaborators, creators and critical thinkers.**



System Commitments








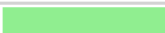







The idea of 'system commitments' rather than strategic goals indicates that these are promises we make to ourselves, our students and our community, rather than numerical goals to check off. Annual performance goals will be driven by our commitments.

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

	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Forts Pond Elementary School	Number of Students
Reading Grades 1-5	21-22	All	All	56.0%	<div></div>	(239 / 427)
		ELL	ELL	54.9%	<div></div>	(28 / 51)
			Not ELL	56.1%	<div></div>	(211 / 376)
		Gender	Female	57.1%	<div></div>	(121 / 212)
			Male	54.9%	<div></div>	(118 / 215)
		InstrSetting	Not Special Ed	67.9%	<div></div>	(222 / 327)
			Special Ed	17.0%	<div></div>	(17 / 100)
		Race	Black / Latinx	51.1%	<div></div>	(67 / 131)
			White / Other	58.1%	<div></div>	(172 / 296)
	20-21	All	All	46.4%	<div></div>	(215 / 463)
		ELL	Not ELL	45.6%	<div></div>	(186 / 408)
			ELL	52.7%	<div></div>	(29 / 55)
		Gender	Female	45.8%	<div></div>	(99 / 216)
			Male	47.0%	<div></div>	(116 / 247)
		InstrSetting	Not Special Ed	54.6%	<div></div>	(201 / 368)
			Special Ed	14.7%	<div></div>	(14 / 95)
		Race	Black / Latinx	45.5%	<div></div>	(66 / 145)
			White / Other	46.9%	<div></div>	(149 / 318)
	19-20	All	All	50.7%	<div></div>	(241 / 475)
		ELL	Not ELL	50.9%	<div></div>	(219 / 430)
			ELL	48.9%	<div></div>	(22 / 45)
		Gender	Female	48.0%	<div></div>	(108 / 225)
			Male	53.2%	<div></div>	(133 / 250)
		InstrSetting	Not Special Ed	59.2%	<div></div>	(216 / 365)
			Special Ed	22.7%	<div></div>	(25 / 110)
		Race	Black / Latinx	54.0%	<div></div>	(67 / 124)
			White / Other	49.6%	<div></div>	(174 / 351)
	18-19	All	All	57.0%	<div></div>	(273 / 479)
		ELL	Not ELL	57.4%	<div></div>	(248 / 432)
			ELL	53.2%	<div></div>	(25 / 47)
		Gender	Female	56.4%	<div></div>	(132 / 234)
			Male	57.6%	<div></div>	(141 / 245)
		InstrSetting	Not Special Ed	65.6%	<div></div>	(246 / 375)
			Special Ed	26.0%	<div></div>	(27 / 104)
		Race	Black / Latinx	57.4%	<div></div>	(70 / 122)
			White / Other	56.9%	<div></div>	(203 / 357)
	17-18	All	All	60.6%	<div></div>	(282 / 465)
		ELL	Not ELL	61.1%	<div></div>	(256 / 419)
			ELL	56.5%	<div></div>	(26 / 46)

	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Forts Pond Elementary School	Number of Students
Reading Grades 1-5	17-18	Gender	Female	62.1%		(136 / 219)
			Male	59.3%		(146 / 246)
		InstrSetting	Not Special Ed	70.8%		(250 / 353)
			Special Ed	28.6%		(32 / 112)
		Race	Black / Latinx	56.7%		(59 / 104)
			White / Other	61.8%		(223 / 361)
	16-17	All	All	52.6%		(263 / 500)
		ELL	Not ELL	53.6%		(246 / 459)
			ELL	41.5%		(17 / 41)
		Gender	Female	52.8%		(124 / 235)
			Male	52.5%		(139 / 265)
		InstrSetting	Not Special Ed	61.8%		(244 / 395)
			Special Ed	18.1%		(19 / 105)
		Race	Black / Latinx	42.9%		(33 / 77)
			White / Other	54.4%		(230 / 423)
	15-16	All	All	45.3%		(205 / 453)
		ELL	Not ELL	46.3%		(198 / 428)
			ELL	28.0%		(7 / 25)
		Gender	Female	47.5%		(106 / 223)
			Male	43.0%		(99 / 230)
		InstrSetting	Not Special Ed	52.4%		(193 / 368)
			Special Ed	14.1%		(12 / 85)
		Race	Black / Latinx	42.0%		(29 / 69)
			White / Other	45.8%		(176 / 384)
	14-15	All	All	45.3%		(198 / 437)
		ELL	Not ELL	46.5%		(190 / 409)
			ELL	28.6%		(8 / 28)
		Gender	Female	49.8%		(104 / 209)
			Male	41.2%		(94 / 228)
		InstrSetting	Not Special Ed	52.9%		(182 / 344)
			Special Ed	17.2%		(16 / 93)
		Race	Black / Latinx	32.8%		(21 / 64)
			White / Other	47.5%		(177 / 373)
















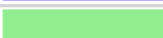








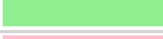







	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Forts Pond Elementary School	Number of Students
ELA	21-22	All	All	32.3%	<div><div></div></div>	(80 / 248)
		ELL	Not ELL	32.5%	<div><div></div></div>	(74 / 228)
			ELL	30.0%	<div><div></div></div>	(6 / 20)
		Gender	Female	39.2%	<div><div></div></div>	(47 / 120)
			Male	25.8%	<div><div></div></div>	(33 / 128)
		InstrSetting	Not Special Ed	39.2%	<div><div></div></div>	(78 / 199)
			Special Ed	4.1%	<div><div></div></div>	(2 / 49)
		Race	Black / Latinx	27.3%	<div><div></div></div>	(15 / 55)
			White / Other	33.7%	<div><div></div></div>	(65 / 193)
	20-21	All	All	25.2%	<div><div></div></div>	(67 / 266)
		ELL	Not ELL	25.8%	<div><div></div></div>	(65 / 252)
			ELL	14.3%	<div><div></div></div>	(2 / 14)
		Gender	Female	28.2%	<div><div></div></div>	(35 / 124)
			Male	22.5%	<div><div></div></div>	(32 / 142)
		InstrSetting	Not Special Ed	30.0%	<div><div></div></div>	(64 / 213)
			Special Ed	5.7%	<div><div></div></div>	(3 / 53)
		Race	Black / Latinx	18.2%	<div><div></div></div>	(12 / 66)
			White / Other	27.5%	<div><div></div></div>	(55 / 200)
	18-19	All	All	30.5%	<div><div></div></div>	(91 / 298)
		ELL	Not ELL	31.2%	<div><div></div></div>	(86 / 276)
			ELL	22.7%	<div><div></div></div>	(5 / 22)
		Gender	Female	32.4%	<div><div></div></div>	(44 / 136)
			Male	29.0%	<div><div></div></div>	(47 / 162)
		InstrSetting	Not Special Ed	37.1%	<div><div></div></div>	(82 / 221)
			Special Ed	11.7%	<div><div></div></div>	(9 / 77)
		Race	Black / Latinx	25.5%	<div><div></div></div>	(14 / 55)
			White / Other	31.7%	<div><div></div></div>	(77 / 243)
	17-18	All	All	34.7%	<div><div></div></div>	(90 / 259)
		ELL	Not ELL	34.8%	<div><div></div></div>	(85 / 244)
			ELL	33.3%	<div><div></div></div>	(5 / 15)
		Gender	Female	42.9%	<div><div></div></div>	(51 / 119)
			Male	27.9%	<div><div></div></div>	(39 / 140)
		InstrSetting	Not Special Ed	44.3%	<div><div></div></div>	(86 / 194)
			Special Ed	6.2%	<div><div></div></div>	(4 / 65)
		Race	Black / Latinx	31.8%	<div><div></div></div>	(14 / 44)
			White / Other	35.3%	<div><div></div></div>	(76 / 215)
	16-17	All	All	27.5%	<div><div></div></div>	(79 / 287)
		ELL	Not ELL	27.6%	<div><div></div></div>	(75 / 272)
			ELL	26.7%	<div><div></div></div>	(4 / 15)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Forts Pond Elementary School	Number of Students
ELA	16-17	Gender	Female	30.4%		(42 / 138)
			Male	24.8%		(37 / 149)
		InstrSetting	Not Special Ed	33.3%		(76 / 228)
			Special Ed	5.1%		(3 / 59)
		Race	Black / Latinx	29.2%		(14 / 48)
			White / Other	27.2%		(65 / 239)
	15-16	All	All	30.2%		(81 / 268)
		ELL	Not ELL	30.7%		(79 / 257)
			ELL	18.2%		(2 / 11)
		Gender	Female	32.8%		(44 / 134)
			Male	27.6%		(37 / 134)
		InstrSetting	Not Special Ed	35.5%		(76 / 214)
			Special Ed	9.3%		(5 / 54)
		Race	Black / Latinx	22.0%		(9 / 41)
			White / Other	31.7%		(72 / 227)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Forts Pond Elementary School	Number of Students
Math	21-22	All	All	33.3%	<div><div></div></div>	(82 / 246)
		ELL	Not ELL	33.2%	<div><div></div></div>	(75 / 226)
			ELL	35.0%	<div><div></div></div>	(7 / 20)
		Gender	Female	31.4%	<div><div></div></div>	(37 / 118)
			Male	35.2%	<div><div></div></div>	(45 / 128)
		InstrSetting	Not Special Ed	38.6%	<div><div></div></div>	(76 / 197)
			Special Ed	12.2%	<div><div></div></div>	(6 / 49)
		Race	Black / Latinx	25.5%	<div><div></div></div>	(14 / 55)
			White / Other	35.6%	<div><div></div></div>	(68 / 191)
	20-21	All	All	25.2%	<div><div></div></div>	(67 / 266)
		ELL	Not ELL	25.0%	<div><div></div></div>	(63 / 252)
			ELL	28.6%	<div><div></div></div>	(4 / 14)
		Gender	Female	22.6%	<div><div></div></div>	(28 / 124)
			Male	27.5%	<div><div></div></div>	(39 / 142)
		InstrSetting	Not Special Ed	30.0%	<div><div></div></div>	(64 / 213)
			Special Ed	5.7%	<div><div></div></div>	(3 / 53)
		Race	Black / Latinx	18.2%	<div><div></div></div>	(12 / 66)
			White / Other	27.5%	<div><div></div></div>	(55 / 200)
	18-19	All	All	39.8%	<div><div></div></div>	(119 / 299)
		ELL	Not ELL	40.8%	<div><div></div></div>	(113 / 277)
			ELL	27.3%	<div><div></div></div>	(6 / 22)
		Gender	Female	33.8%	<div><div></div></div>	(46 / 136)
			Male	44.8%	<div><div></div></div>	(73 / 163)
		InstrSetting	Not Special Ed	49.1%	<div><div></div></div>	(109 / 222)
			Special Ed	13.0%	<div><div></div></div>	(10 / 77)
		Race	Black / Latinx	27.3%	<div><div></div></div>	(15 / 55)
			White / Other	42.6%	<div><div></div></div>	(104 / 244)
	17-18	All	All	46.3%	<div><div></div></div>	(120 / 259)
		ELL	Not ELL	47.5%	<div><div></div></div>	(116 / 244)
			ELL	26.7%	<div><div></div></div>	(4 / 15)
		Gender	Female	47.1%	<div><div></div></div>	(56 / 119)
			Male	45.7%	<div><div></div></div>	(64 / 140)
		InstrSetting	Not Special Ed	56.7%	<div><div></div></div>	(110 / 194)
			Special Ed	15.4%	<div><div></div></div>	(10 / 65)
		Race	Black / Latinx	29.5%	<div><div></div></div>	(13 / 44)
			White / Other	49.8%	<div><div></div></div>	(107 / 215)
	16-17	All	All	40.1%	<div><div></div></div>	(115 / 287)
		ELL	Not ELL	41.0%	<div><div></div></div>	(111 / 271)
			ELL	25.0%	<div><div></div></div>	(4 / 16)
		Gender	Female	35.0%	<div><div></div></div>	(48 / 137)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Forts Pond Elementary School	Number of Students
Math	16-17	Gender	Male	44.7%	<div><div></div></div>	(67 / 150)
			InstrSetting	Not Special Ed	47.8%	<div><div></div></div>
			Special Ed	10.2%	<div><div></div></div>	(6 / 59)
		Race	Black / Latinx	28.6%	<div><div></div></div>	(14 / 49)
			White / Other	42.4%	<div><div></div></div>	(101 / 238)
	15-16	All	All	37.7%	<div><div></div></div>	(101 / 268)
		ELL	Not ELL	38.5%	<div><div></div></div>	(99 / 257)
			ELL		18.2%	<div><div></div></div>
		Gender	Female	36.6%	<div><div></div></div>	(49 / 134)
			Male	38.8%	<div><div></div></div>	(52 / 134)
		InstrSetting	Not Special Ed	41.6%	<div><div></div></div>	(89 / 214)
			Special Ed	22.2%	<div><div></div></div>	(12 / 54)
		Race	Black / Latinx	26.8%	<div><div></div></div>	(11 / 41)
			White / Other	39.6%	<div><div></div></div>	(90 / 227)

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Forts Pond Elementary School	Number of Students
Science	21-22	All	All	31.8%	<div></div>	(28 / 88)
		ELL	Not ELL	31.3%	<div></div>	(25 / 80)
			ELL	37.5%	<div></div>	(3 / 8)
		Gender	Female	28.9%	<div></div>	(13 / 45)
			Male	34.9%	<div></div>	(15 / 43)
		InstrSetting	Not Special Ed	36.8%	<div></div>	(28 / 76)
			Special Ed	0.0%	<div></div>	(0 / 12)
		Race	Black / Latinx	41.2%	<div></div>	(7 / 17)
			White / Other	29.6%	<div></div>	(21 / 71)
	20-21	All	All	18.8%	<div></div>	(13 / 69)
		ELL	Not ELL	19.7%	<div></div>	(13 / 66)
			ELL	0.0%	<div></div>	(0 / 3)
		Gender	Female	13.5%	<div></div>	(5 / 37)
			Male	25.0%	<div></div>	(8 / 32)
		InstrSetting	Not Special Ed	24.1%	<div></div>	(13 / 54)
			Special Ed	0.0%	<div></div>	(0 / 15)
		Race	Black / Latinx	14.3%	<div></div>	(3 / 21)
			White / Other	20.8%	<div></div>	(10 / 48)
	18-19	All	All	32.3%	<div></div>	(30 / 93)
		ELL	Not ELL	34.5%	<div></div>	(29 / 84)
			ELL	11.1%	<div></div>	(1 / 9)
		Gender	Female	25.0%	<div></div>	(11 / 44)
			Male	38.8%	<div></div>	(19 / 49)
		InstrSetting	Not Special Ed	40.6%	<div></div>	(26 / 64)
			Special Ed	13.8%	<div></div>	(4 / 29)
		Race	Black / Latinx	33.3%	<div></div>	(5 / 15)
			White / Other	32.1%	<div></div>	(25 / 78)
	17-18	All	All	43.9%	<div></div>	(36 / 82)
		ELL	Not ELL	42.1%	<div></div>	(32 / 76)
			ELL	66.7%	<div></div>	(4 / 6)
		Gender	Female	47.2%	<div></div>	(17 / 36)
			Male	41.3%	<div></div>	(19 / 46)
		InstrSetting	Not Special Ed	54.8%	<div></div>	(34 / 62)
			Special Ed	10.0%	<div></div>	(2 / 20)
		Race	Black / Latinx	40.0%	<div></div>	(6 / 15)
			White / Other	44.8%	<div></div>	(30 / 67)
	16-17	All	All	31.2%	<div></div>	(62 / 199)
		ELL	Not ELL	32.3%	<div></div>	(61 / 189)
			ELL	10.0%	<div></div>	(1 / 10)

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Forts Pond Elementary School	Number of Students
Science	16-17	Gender	Female	30.7%		(31 / 101)
			Male	31.6%		(31 / 98)
		InstrSetting	Not Special Ed	36.9%		(59 / 160)
			Special Ed	7.7%		(3 / 39)
		Race	Black / Latinx	19.4%		(6 / 31)
			White / Other	33.3%		(56 / 168)
	15-16	All	All	46.2%		(78 / 169)
		ELL	Not ELL	46.3%		(76 / 164)
			ELL	40.0%		(2 / 5)
		Gender	Female	51.2%		(44 / 86)
			Male	41.0%		(34 / 83)
		InstrSetting	Not Special Ed	54.5%		(72 / 132)
			Special Ed	16.2%		(6 / 37)
		Race	Black / Latinx	40.0%		(10 / 25)
			White / Other	47.2%		(68 / 144)
	14-15	All	All	54.5%		(97 / 178)
		ELL	Not ELL	54.4%		(93 / 171)
			ELL	57.1%		(4 / 7)
		Gender	Female	57.1%		(40 / 70)
			Male	52.8%		(57 / 108)
		InstrSetting	Not Special Ed	62.7%		(84 / 134)
			Special Ed	29.5%		(13 / 44)
		Race	Black / Latinx	41.7%		(10 / 24)
			White / Other	56.5%		(87 / 154)
	13-14	All	All	55.7%		(102 / 183)
		ELL	Not ELL	55.7%		(102 / 183)
		Gender	Female	50.6%		(42 / 83)
			Male	60.0%		(60 / 100)
		InstrSetting	Not Special Ed	65.2%		(92 / 141)
			Special Ed	23.8%		(10 / 42)
		Race	Black / Latinx	40.7%		(11 / 27)
			White / Other	58.1%		(90 / 155)

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Forts Pond Elementary School	Number of Students
Social Studies	18-19	All	All	53.3%	<div><div></div></div>	(48 / 90)
		ELL	Not ELL	55.3%	<div><div></div></div>	(47 / 85)
			ELL	20.0%	<div><div></div></div>	(1 / 5)
		Gender	Female	55.3%	<div><div></div></div>	(21 / 38)
			Male	51.9%	<div><div></div></div>	(27 / 52)
		InstrSetting	Not Special Ed	62.0%	<div><div></div></div>	(44 / 71)
			Special Ed	21.1%	<div><div></div></div>	(4 / 19)
		Race	Black / Latinx	44.4%	<div><div></div></div>	(8 / 18)
			White / Other	55.6%	<div><div></div></div>	(40 / 72)
	17-18	All	All	58.2%	<div><div></div></div>	(53 / 91)
		ELL	Not ELL	60.2%	<div><div></div></div>	(53 / 88)
			ELL	0.0%	<div><div></div></div>	(0 / 3)
		Gender	Female	50.0%	<div><div></div></div>	(21 / 42)
			Male	65.3%	<div><div></div></div>	(32 / 49)
		InstrSetting	Not Special Ed	60.0%	<div><div></div></div>	(45 / 75)
			Special Ed	50.0%	<div><div></div></div>	(8 / 16)
		Race	Black / Latinx	42.9%	<div><div></div></div>	(6 / 14)
			White / Other	61.0%	<div><div></div></div>	(47 / 77)
	16-17	All	All	51.8%	<div><div></div></div>	(103 / 199)
		ELL	Not ELL	52.9%	<div><div></div></div>	(100 / 189)
			ELL	30.0%	<div><div></div></div>	(3 / 10)
		Gender	Female	49.5%	<div><div></div></div>	(50 / 101)
			Male	54.1%	<div><div></div></div>	(53 / 98)
		InstrSetting	Not Special Ed	57.5%	<div><div></div></div>	(92 / 160)
			Special Ed	28.2%	<div><div></div></div>	(11 / 39)
		Race	Black / Latinx	45.2%	<div><div></div></div>	(14 / 31)
			White / Other	53.0%	<div><div></div></div>	(89 / 168)
	15-16	All	All	62.7%	<div><div></div></div>	(106 / 169)
		ELL	Not ELL	62.2%	<div><div></div></div>	(102 / 164)
			ELL	80.0%	<div><div></div></div>	(4 / 5)
		Gender	Female	67.4%	<div><div></div></div>	(58 / 86)
			Male	57.8%	<div><div></div></div>	(48 / 83)
		InstrSetting	Not Special Ed	70.5%	<div><div></div></div>	(93 / 132)
			Special Ed	35.1%	<div><div></div></div>	(13 / 37)
		Race	Black / Latinx	64.0%	<div><div></div></div>	(16 / 25)
			White / Other	62.5%	<div><div></div></div>	(90 / 144)
	14-15	All	All	62.4%	<div><div></div></div>	(111 / 178)
		ELL	Not ELL	61.4%	<div><div></div></div>	(105 / 171)
			ELL	85.7%	<div><div></div></div>	(6 / 7)
		Gender	Female	60.0%	<div><div></div></div>	(42 / 70)



















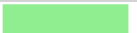
















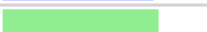


	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Forts Pond Elementary School	Number of Students
Social Studies	14-15	Gender	Male	63.9%		(69 / 108)
		InstrSetting	Not Special Ed	65.7%		(88 / 134)
			Special Ed	52.3%		(23 / 44)
		Race	Black / Latinx	66.7%		(16 / 24)
			White / Other	61.7%		(95 / 154)
	13-14	All	All	73.7%		(137 / 186)
		ELL	Not ELL	73.7%		(137 / 186)
		Gender	Female	82.1%		(69 / 84)
			Male	66.7%		(68 / 102)
		InstrSetting	Not Special Ed	81.5%		(119 / 146)
			Special Ed	45.0%		(18 / 40)
		Race	Black / Latinx	72.0%		(18 / 25)
			White / Other	73.9%		(119 / 161)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Forts Pond Elementary School	Number of Students
Accelerated/ Eagles	21-22	All	All	4.1%		(11 / 266)
		ELL	Not ELL	4.3%		(10 / 235)
			ELL	3.2%		(1 / 31)
		Gender	Female	3.1%		(4 / 130)
			Male	5.1%		(7 / 136)
		InstrSetting	Not Special Ed	5.2%		(11 / 211)
			Special Ed	0.0%		(0 / 55)
		Race	Black / Latinx	3.7%		(3 / 81)
			White / Other	4.3%		(8 / 185)
	20-21	All	All	6.8%		(21 / 308)
		ELL	Not ELL	7.0%		(19 / 272)
			ELL	5.6%		(2 / 36)
		Gender	Female	4.2%		(6 / 142)
			Male	9.0%		(15 / 166)
		InstrSetting	Not Special Ed	8.5%		(21 / 246)
			Special Ed	0.0%		(0 / 62)
		Race	Black / Latinx	3.2%		(3 / 93)
			White / Other	8.4%		(18 / 215)
	19-20	All	All	7.1%		(21 / 295)
		ELL	Not ELL	7.5%		(20 / 267)
			ELL	3.6%		(1 / 28)
		Gender	Female	3.0%		(4 / 133)
			Male	10.5%		(17 / 162)
		InstrSetting	Not Special Ed	9.1%		(20 / 219)
			Special Ed	1.3%		(1 / 76)
		Race	Black / Latinx	6.4%		(5 / 78)
			White / Other	7.4%		(16 / 217)
	18-19	All	All	10.1%		(32 / 316)
		ELL	Not ELL	10.9%		(31 / 284)
			ELL	3.1%		(1 / 32)
		Gender	Female	8.7%		(13 / 149)
			Male	11.4%		(19 / 167)
		InstrSetting	Not Special Ed	13.1%		(31 / 237)
			Special Ed	1.3%		(1 / 79)
		Race	Black / Latinx	7.5%		(6 / 80)
			White / Other	11.0%		(26 / 236)
	17-18	All	All	12.8%		(34 / 266)
		ELL	Not ELL	13.9%		(34 / 244)


































	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Forts Pond Elementary School	Number of Students
Accelerated/ Eagles	17-18	ELL	ELL	0.0%		(0 / 24)
		Gender	Female	16.7%		(20 / 120)
			Male	9.6%		(14 / 146)
		InstrSetting	Not Special Ed	16.0%		(33 / 206)
			Special Ed	1.6%		(1 / 62)
		Race	Black / Latinx	4.4%		(3 / 68)
			White / Other	15.7%		(31 / 198)
	16-17	All	All	12.4%		(38 / 306)
		ELL	Not ELL	13.3%		(38 / 286)
			ELL	0.0%		(0 / 20)
		Gender	Female	15.1%		(22 / 146)
			Male	10.0%		(16 / 160)
		InstrSetting	Not Special Ed	14.7%		(36 / 245)
			Special Ed	3.3%		(2 / 61)
		Race	Black / Latinx	3.4%		(2 / 58)
			White / Other	14.5%		(36 / 248)
	15-16	All	All	9.9%		(29 / 292)
		ELL	Not ELL	10.5%		(29 / 276)
			ELL	0.0%		(0 / 16)
		Gender	Female	10.7%		(16 / 150)
			Male	9.2%		(13 / 142)
		InstrSetting	Not Special Ed	12.1%		(28 / 232)
			Special Ed	1.7%		(1 / 60)
		Race	Black / Latinx	6.4%		(3 / 47)
			White / Other	10.6%		(26 / 245)
























	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Forts Pond Elementary School	Number of Students
Chronic Absences	21-22	All	All	25.1%		(127 / 506)
		ELL	Not ELL	25.8%		(116 / 450)
			ELL	19.6%		(11 / 56)
		Gender	Female	26.4%		(66 / 250)
			Male	23.8%		(61 / 256)
		InstrSetting	Not Special Ed	20.9%		(79 / 378)
			Special Ed	37.5%		(48 / 128)
		Race	Black / Latinx	29.6%		(45 / 152)
			White / Other	23.2%		(82 / 354)
	20-21	All	All	34.4%		(196 / 570)
		ELL	Not ELL	33.9%		(174 / 514)
			ELL	39.3%		(22 / 56)
		Gender	Female	35.2%		(93 / 264)
			Male	33.7%		(103 / 306)
		InstrSetting	Not Special Ed	33.3%		(147 / 442)
			Special Ed	38.3%		(49 / 128)
		Race	Black / Latinx	43.8%		(78 / 178)
			White / Other	30.1%		(118 / 392)
	19-20	All	All	16.6%		(96 / 579)
		ELL	Not ELL	16.9%		(91 / 539)
			ELL	12.5%		(5 / 40)
		Gender	Female	18.9%		(51 / 270)
			Male	14.6%		(45 / 309)
		InstrSetting	Not Special Ed	15.5%		(67 / 431)
			Special Ed	19.6%		(29 / 148)
		Race	Black / Latinx	11.9%		(19 / 159)
			White / Other	18.3%		(77 / 420)
	18-19	All	All	18.7%		(116 / 619)
		ELL	Not ELL	19.8%		(114 / 577)
			ELL	4.8%		(2 / 42)
		Gender	Female	18.9%		(58 / 307)
			Male	18.6%		(58 / 312)
		InstrSetting	Not Special Ed	16.9%		(79 / 467)
			Special Ed	24.3%		(37 / 152)
		Race	Black / Latinx	13.6%		(22 / 162)
			White / Other	20.6%		(94 / 457)
	17-18	All	All	13.4%		(75 / 561)




































	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Forts Pond Elementary School	Number of Students
Chronic Absences	17-18	ELL	Not ELL	16.0%		(87 / 543)
			ELL	6.9%		(2 / 29)
		Gender	Female	13.9%		(37 / 267)
			Male	12.9%		(38 / 294)
		InstrSetting	Not Special Ed	12.5%		(55 / 440)
			Special Ed	16.5%		(21 / 127)
		Race	Black / Latinx	14.2%		(19 / 134)
			White / Other	13.1%		(56 / 427)
	16-17	All	All	13.1%		(88 / 671)
		ELL	Not ELL	13.7%		(87 / 636)
			ELL	2.9%		(1 / 35)
		Gender	Female	13.5%		(43 / 318)
			Male	12.7%		(45 / 353)
		InstrSetting	Not Special Ed	12.1%		(65 / 535)
			Special Ed	16.9%		(23 / 136)
		Race	Black / Latinx	15.9%		(18 / 113)
			White / Other	12.5%		(70 / 558)
	15-16	All	All	13.2%		(89 / 672)
		ELL	Not ELL	13.7%		(87 / 634)
			ELL	5.6%		(2 / 36)
		Gender	Female	14.1%		(46 / 326)
			Male	12.4%		(43 / 346)
		InstrSetting	Not Special Ed	12.1%		(64 / 528)
			Special Ed	17.4%		(25 / 144)
		Race	Black / Latinx	8.9%		(9 / 101)
			White / Other	14.0%		(80 / 571)
	14-15	All	All	8.2%		(53 / 647)
		ELL	Not ELL	8.6%		(52 / 607)
			ELL	2.6%		(1 / 38)
		Gender	Female	7.6%		(23 / 302)
			Male	8.7%		(30 / 345)
		InstrSetting	Not Special Ed	8.9%		(45 / 504)
			Special Ed	5.6%		(8 / 143)
		Race	Black / Latinx	7.1%		(7 / 99)
			White / Other	8.4%		(46 / 548)
































	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Forts Pond Elementary School	Number of Students
Referrals	21-22	All	All	16.2%		(82 / 506)
		ELL	Not ELL	16.9%		(76 / 450)
			ELL	10.7%		(6 / 56)
		Gender	Female	10.0%		(25 / 250)
			Male	22.3%		(57 / 256)
		InstrSetting	Not Special Ed	15.9%		(60 / 378)
			Special Ed	17.2%		(22 / 128)
		Race	Black / Latinx	16.1%		(20 / 124)
			White / Other	16.2%		(62 / 382)
	20-21	All	All	7.9%		(45 / 570)
		ELL	Not ELL	8.4%		(43 / 514)
			ELL	3.6%		(2 / 56)
		Gender	Female	5.7%		(15 / 264)
			Male	9.8%		(30 / 306)
		InstrSetting	Not Special Ed	6.8%		(30 / 442)
			Special Ed	11.7%		(15 / 128)
		Race	Black / Latinx	6.7%		(9 / 134)
			White / Other	8.3%		(36 / 436)
	19-20	All	All	14.2%		(82 / 579)
		ELL	Not ELL	15.2%		(80 / 527)
			ELL	3.8%		(2 / 52)
		Gender	Female	5.9%		(16 / 270)
			Male	21.4%		(66 / 309)
		InstrSetting	Not Special Ed	10.9%		(47 / 431)
			Special Ed	23.6%		(35 / 148)
		Race	Black / Latinx	14.3%		(16 / 112)
			White / Other	14.1%		(66 / 467)
	18-19	All	All	24.6%		(152 / 619)
		ELL	Not ELL	26.0%		(145 / 558)
			ELL	11.5%		(7 / 61)
		Gender	Female	16.3%		(50 / 307)
			Male	32.7%		(102 / 312)
		InstrSetting	Not Special Ed	20.6%		(96 / 467)
			Special Ed	36.8%		(56 / 152)
		Race	Black / Latinx	20.2%		(25 / 124)
			White / Other	25.7%		(127 / 495)
	17-18	All	All	18.2%		(108 / 594)
		ELL	Not ELL	18.8%		(104 / 552)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Forts Pond Elementary School	Number of Students
Referrals	17-18	ELL	ELL	9.5%		(4 / 42)
		Gender	Female	11.6%		(33 / 285)
			Male	24.3%		(75 / 309)
		InstrSetting	Not Special Ed	14.3%		(63 / 441)
			Special Ed	29.4%		(45 / 153)
		Race	Black / Latinx	19.2%		(19 / 99)
			White / Other	18.0%		(89 / 495)
	16-17	All	All	20.3%		(136 / 671)
		ELL	Not ELL	21.2%		(135 / 636)
			ELL	2.9%		(1 / 35)
		Gender	Female	11.6%		(37 / 318)
			Male	28.0%		(99 / 353)
		InstrSetting	Not Special Ed	18.5%		(99 / 535)
			Special Ed	27.2%		(37 / 136)
		Race	Black / Latinx	14.4%		(16 / 111)
			White / Other	21.4%		(120 / 560)
	15-16	All	All	21.0%		(141 / 672)
		ELL	Not ELL	22.0%		(140 / 636)
			ELL	2.8%		(1 / 36)
		Gender	Female	10.1%		(33 / 326)
			Male	31.2%		(108 / 346)
		InstrSetting	Not Special Ed	17.4%		(92 / 528)
			Special Ed	34.0%		(49 / 144)
		Race	Black / Latinx	13.3%		(14 / 105)
			White / Other	22.4%		(127 / 567)
	14-15	All	All	19.8%		(128 / 647)
		ELL	Not ELL	20.4%		(124 / 609)
			ELL	10.5%		(4 / 38)
		Gender	Female	9.3%		(28 / 302)
			Male	29.0%		(100 / 345)
		InstrSetting	Not Special Ed	17.3%		(87 / 504)
			Special Ed	28.7%		(41 / 143)
		Race	Black / Latinx	15.2%		(16 / 105)
			White / Other	20.7%		(112 / 542)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Forts Pond Elementary School	Number of Students
In School Suspensions	21-22	All	All	1.6%		(8 / 506)
		ELL	Not ELL	1.6%		(7 / 450)
			ELL	1.8%		(1 / 56)
		Gender	Female	0.8%		(2 / 250)
			Male	2.3%		(6 / 256)
		InstrSetting	Not Special Ed	0.8%		(3 / 378)
			Special Ed	3.9%		(5 / 128)
		Race	Black / Latinx	3.2%		(4 / 124)
			White / Other	1.0%		(4 / 382)
	20-21	All	All	1.2%		(7 / 570)
		ELL	Not ELL	1.4%		(7 / 514)
			ELL	0.0%		(0 / 56)
		Gender	Female	0.4%		(1 / 264)
			Male	2.0%		(6 / 306)
		InstrSetting	Not Special Ed	1.4%		(6 / 442)
			Special Ed	0.8%		(1 / 128)
		Race	Black / Latinx	0.7%		(1 / 134)
			White / Other	1.4%		(6 / 436)
	19-20	All	All	0.3%		(2 / 579)
		ELL	Not ELL	0.4%		(2 / 527)
			ELL	0.0%		(0 / 52)
		Gender	Female	0.7%		(2 / 270)
			Male	0.0%		(0 / 309)
		InstrSetting	Not Special Ed	0.2%		(1 / 431)
			Special Ed	0.7%		(1 / 148)
		Race	Black / Latinx	0.9%		(1 / 112)
			White / Other	0.2%		(1 / 467)
	18-19	All	All	0.3%		(2 / 619)
		ELL	Not ELL	0.4%		(2 / 558)
			ELL	0.0%		(0 / 61)
		Gender	Female	0.3%		(1 / 307)
			Male	0.3%		(1 / 312)
		InstrSetting	Not Special Ed	0.4%		(2 / 467)
			Special Ed	0.0%		(0 / 152)
		Race	Black / Latinx	0.8%		(1 / 124)
			White / Other	0.2%		(1 / 495)
	17-18	All	All	0.3%		(2 / 594)
		ELL	Not ELL	0.4%		(2 / 552)
			ELL	0.0%		(0 / 42)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Forts Pond Elementary School	Number of Students
In School Suspensions	17-18	Gender	Female	0.0%		(0 / 285)
			Male	0.6%		(2 / 309)
		InstrSetting	Not Special Ed	0.0%		(0 / 441)
			Special Ed	1.3%		(2 / 153)
		Race	Black / Latinx	1.0%		(1 / 99)
			White / Other	0.2%		(1 / 495)
	16-17	All	All	0.1%		(1 / 671)
		ELL	Not ELL	0.2%		(1 / 636)
			ELL	0.0%		(0 / 35)
		Gender	Female	0.3%		(1 / 318)
			Male	0.0%		(0 / 353)
		InstrSetting	Not Special Ed	0.0%		(0 / 535)
			Special Ed	0.7%		(1 / 136)
		Race	Black / Latinx	0.0%		(0 / 111)
			White / Other	0.2%		(1 / 560)
	15-16	All	All	0.4%		(3 / 672)
		ELL	Not ELL	0.5%		(3 / 636)
			ELL	0.0%		(0 / 36)
		Gender	Female	0.0%		(0 / 326)
			Male	0.9%		(3 / 346)
		InstrSetting	Not Special Ed	0.4%		(2 / 528)
			Special Ed	0.7%		(1 / 144)
		Race	Black / Latinx	0.0%		(0 / 105)
			White / Other	0.5%		(3 / 567)
	14-15	All	All	0.9%		(6 / 647)
		ELL	Not ELL	0.8%		(5 / 609)
			ELL	2.6%		(1 / 38)
		Gender	Female	0.0%		(0 / 302)
			Male	1.7%		(6 / 345)
		InstrSetting	Not Special Ed	0.6%		(3 / 504)
			Special Ed	2.1%		(3 / 143)
		Race	Black / Latinx	1.9%		(2 / 105)
			White / Other	0.7%		(4 / 542)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Forts Pond Elementary School	Number of Students
Out of School Suspensions	21-22	All	All	4.0%		(20 / 506)
		ELL	Not ELL	4.2%		(19 / 450)
			ELL	1.8%		(1 / 56)
		Gender	Female	1.6%		(4 / 250)
			Male	6.3%		(16 / 256)
		InstrSetting	Not Special Ed	4.2%		(16 / 378)
			Special Ed	3.1%		(4 / 128)
		Race	Black / Latinx	4.0%		(5 / 124)
			White / Other	3.9%		(15 / 382)
	20-21	All	All	2.1%		(12 / 570)
		ELL	Not ELL	2.1%		(11 / 514)
			ELL	1.8%		(1 / 56)
		Gender	Female	0.8%		(2 / 264)
			Male	3.3%		(10 / 306)
		InstrSetting	Not Special Ed	1.8%		(8 / 442)
			Special Ed	3.1%		(4 / 128)
		Race	Black / Latinx	0.7%		(1 / 134)
			White / Other	2.5%		(11 / 436)
	19-20	All	All	2.4%		(14 / 579)
		ELL	Not ELL	2.7%		(14 / 527)
			ELL	0.0%		(0 / 52)
		Gender	Female	1.1%		(3 / 270)
			Male	3.6%		(11 / 309)
		InstrSetting	Not Special Ed	1.2%		(5 / 431)
			Special Ed	6.1%		(9 / 148)
		Race	Black / Latinx	2.7%		(3 / 112)
			White / Other	2.4%		(11 / 467)
	18-19	All	All	0.3%		(2 / 619)
		ELL	Not ELL	0.2%		(1 / 558)
			ELL	1.6%		(1 / 61)
		Gender	Female	0.0%		(0 / 307)
			Male	0.6%		(2 / 312)
		InstrSetting	Not Special Ed	0.0%		(0 / 467)
			Special Ed	1.3%		(2 / 152)
		Race	Black / Latinx	1.6%		(2 / 124)
			White / Other	0.0%		(0 / 495)
	17-18	All	All	4.7%		(28 / 594)
		ELL	Not ELL	4.7%		(26 / 552)
			ELL	4.8%		(27 / 42)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Forts Pond Elementary School	Number of Students
Out of School Suspensions	17-18	Gender	Female	1.1%		(3 / 285)
			Male	8.1%		(25 / 309)
		InstrSetting	Not Special Ed	2.9%		(13 / 441)
			Special Ed	9.8%		(15 / 153)
		Race	Black / Latinx	8.1%		(8 / 99)
			White / Other	4.0%		(20 / 495)
	16-17	All	All	3.1%		(21 / 671)
		ELL	Not ELL	3.3%		(21 / 636)
			ELL	0.0%		(0 / 35)
		Gender	Female	2.2%		(7 / 318)
			Male	4.0%		(14 / 353)
		InstrSetting	Not Special Ed	2.6%		(14 / 535)
			Special Ed	5.1%		(7 / 136)
		Race	Black / Latinx	1.8%		(2 / 111)
			White / Other	3.4%		(19 / 560)
	15-16	All	All	4.2%		(28 / 672)
		ELL	Not ELL	4.4%		(28 / 636)
			ELL	0.0%		(0 / 36)
		Gender	Female	1.8%		(6 / 326)
			Male	6.4%		(22 / 346)
		InstrSetting	Not Special Ed	3.6%		(19 / 528)
			Special Ed	6.3%		(9 / 144)
		Race	Black / Latinx	2.9%		(3 / 105)
			White / Other	4.4%		(25 / 567)
	14-15	All	All	3.1%		(20 / 647)
		ELL	Not ELL	3.0%		(18 / 609)
			ELL	5.3%		(2 / 38)
		Gender	Female	1.0%		(3 / 302)
			Male	4.9%		(17 / 345)
		InstrSetting	Not Special Ed	2.8%		(14 / 504)
			Special Ed	4.2%		(6 / 143)
		Race	Black / Latinx	5.7%		(6 / 105)
			White / Other	2.6%		(14 / 542)

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			43	90.7%		
	18-19			49	83.7%		
	21-22						
My non-instructional duties do not interfere with my essential role of educating students.	21-22						
	20-21			43	90.7%		
	18-19			49	85.7%		
I have access to reliable communication technology, including phone, fax, and e-mail.	21-22			39	94.9%		
	20-21			43	100.0%		
	18-19			49	100.0%		
I feel supported by administrators at my school.	21-22			39	92.3%		
	20-21			43	86.0%		
	18-19			49	91.8%		
The faculty and staff at my school have a shared vision.	21-22			39	94.9%		
	20-21			43	95.4%		
	18-19			49	95.9%		
I am familiar with local, state, and national policies and how they affect teaching and learning.	21-22			39	87.2%		
	20-21			43	100.0%		
	18-19			49	95.9%		
Local, state, or national policies assist me in meeting the educational needs of my students.	21-22			39	82.1%		
	20-21			43	81.4%		
	18-19			49	79.6%		
The school leadership makes a sustained effort to address teacher concerns.	21-22			38	92.1%		
	20-21			43	83.7%		
	18-19			49	89.8%		
My decisions in areas such as instruction and student progress are supported.	21-22			39	82.1%		
	20-21			43	95.3%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My decisions in areas such as instruction and student learning are effective.	18-19			49	93.9%		
Teachers at my school are encouraged to develop innovative solutions to problems.	21-22			38	92.1%		
	20-21			43	95.4%		
	18-19			49	93.8%		
I feel comfortable raising issues and concerns that are important to me.	21-22			39	82.1%		
	20-21			43	86.0%		
	18-19			49	89.8%		
Sufficient resources are available to allow teachers to take advantage of professional development activities.	21-22			39	87.2%		
	20-21			43	93.0%		
	18-19			49	93.8%		
My class sizes allow me to meet the educational needs of my students.	21-22			37	51.3%		
	20-21			43	79.1%		
	18-19			49	61.3%		
I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	21-22			39	87.2%		
	20-21			43	93.0%		
	18-19			49	93.9%		

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	204	94.6%			30	86.6%
	20-21	114	87.7%	43	83.7%	73	68.5%
	18-19	80	82.6%	49	87.8%	52	75.0%
My parent knows what I am expected to learn in school.	21-22	203	92.2%			32	87.5%
	20-21	114	76.3%			73	75.3%
	18-19	80	88.8%			55	85.4%
My parent knows how well I am doing in school.	21-22	205	96.1%				
	20-21	114	93.0%				
	18-19	79	94.9%				
My school informs parents about school programs and activities.	21-22	205	94.7%	39	97.4%		
	20-21	114	92.1%	43	100.0%		
	18-19	80	93.8%	49	100.0%		
Parents at my school know their children's homework assignments.	21-22	164	85.4%	38	63.2%		
	20-21	114	72.8%	43	72.1%		
	18-19	80	77.5%	49	87.8%		
My parent helps me with my homework when I need it.	21-22	179	85.4%				
	20-21	114	74.6%				
	18-19	79	77.2%				
Parents are welcomed at my school.	21-22	204	94.6%				
	20-21	114	92.1%				
	18-19	80	97.6%				
Parents volunteer and participate in activities at my school.	21-22	197	89.8%	37	54.0%		
	20-21	114	79.8%	43	51.2%		
	18-19	80	87.5%	49	71.4%		
My child's teachers contact me to say good things about my child.	21-22					33	84.8%
	20-21					73	84.9%
	18-19					54	57.4%
My child's teachers tell me how I can help my child learn.	21-22					33	93.9%
	20-21					68	72.0%
	18-19					53	64.2%

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					33	94.0%
	20-21					71	78.8%
	18-19					53	56.6%
My child's school returns my phone calls or e-mails promptly.	21-22					32	84.4%
	20-21					72	88.9%
	18-19					51	90.2%
Parents are involved in school decisions.	21-22			38	89.5%		
	20-21			43	83.8%	73	90.4%
	18-19			49	83.6%	52	90.4%
My child's school considers changes based on what parents say.	21-22					31	96.8%
	20-21					73	54.8%
	18-19					54	76.0%
My child's school schedules activities at times that I can attend.	21-22					31	96.8%
	20-21					73	60.2%
	18-19					53	81.1%
My child's school treats all students fairly.	21-22					31	100.0%
	20-21					73	95.9%
	18-19					51	78.5%
The principal at my child's school is available and welcoming.	21-22					32	100.1%
	20-21					73	97.3%
	18-19					55	91.0%
Parents at my school are aware of school policies.	21-22			38	86.8%		
	20-21			43	93.0%		
	18-19			49	100.0%		
Parents at my school understand the school's instructional programs.	21-22			38	68.5%		
	20-21			43	86.0%		
	18-19			49	91.8%		
Parents at my school support instructional decisions regarding their children.	21-22			38	76.4%		
	20-21			43	88.4%		
	18-19			49	93.9%		
Parents attend conferences requested by teachers at my school.	21-22			38	68.5%		

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			43	88.3%		
	18-19			49	87.8%		
Parents at my school cooperate regarding discipline problems.	21-22			36	75.0%		
	20-21			43	83.7%		
	18-19			49	83.6%		
Parents attend school meetings and other school events.	21-22			37	75.6%		
	20-21			43	76.8%		
	18-19			49	89.8%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
LEARNING ENVIRONMENT							
I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	21-22	201	95.6%	39	77.0%	34	97.1%
	20-21	114	87.7%	43	90.7%	73	54.7%
	18-19	79	82.3%	49	96.0%	54	94.4%
My classes are challenging (not too easy; they make me think).	21-22	202	76.7%	39	92.3%	34	97.0%
	20-21	114	74.6%	43	100.0%	73	80.9%
	18-19	80	72.6%	49	97.9%	53	96.3%
My teachers want me to understand what I am learning, not just remember facts.	21-22	200	95.5%	38	94.7%		
	20-21	114	92.1%	43	97.7%		
	18-19	80	95.0%	49	95.9%		
My teachers expect students to learn.	21-22	207	96.6%	39	89.8%	34	97.1%
	20-21	114	97.4%	43	97.6%	73	95.9%
	18-19	80	100.0%	49	98.0%	54	98.2%
My teachers expect students to behave.	21-22	203	96.5%				
	20-21	114	93.9%				
	18-19	80	100.0%				
My teachers spend enough time helping me learn.	21-22	204	92.1%	39	89.8%		
	20-21	114	88.6%	43	90.7%		
	18-19	80	85.1%	49	89.8%		
My teachers help students when they do not understand something.	21-22	206	98.1%	39	87.2%	34	97.1%
	20-21	114	93.9%	43	90.7%	73	83.6%
	18-19	80	92.6%	49	98.0%	54	87.0%
My teachers do a good job teaching me mathematics.	21-22	208	97.1%				
	20-21	114	94.8%				
	18-19	80	92.5%				
My teachers do a good job teaching me English language arts.	21-22	203	96.1%				
	20-21	114	94.8%				
	18-19	80	97.5%				
My teachers give tests on what I learn in class.	21-22	206	96.1%				
	20-21	114	98.3%				
	18-19	80	96.3%				

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	153	74.5%			27	88.9%
	20-21	114	56.2%			73	64.4%
	18-19	80	66.3%			54	77.7%
My classes are interesting and fun.	21-22	204	90.2%				
	20-21	114	86.0%				
	18-19	80	78.8%				
Students at my school believe they can do good work.	21-22	202	89.1%				
	20-21	114	84.2%				
	18-19	80	80.1%				
My teachers praise students when they do good work.	21-22	206	91.7%				
	20-21	114	84.2%				
	18-19	80	85.0%				
Work done by students can be seen on the walls of my school.	21-22	205	87.8%				
	20-21	114	82.5%				
	18-19	80	96.3%				
The textbooks and workbooks I use at my school really help me to learn.	21-22	200	86.0%				
	20-21	114	72.8%				
	18-19	80	66.3%				
The media center at my school has a good selection of books.	21-22	206	88.8%	38	100.0%		
	20-21	114	86.0%	43	97.7%		
	18-19	80	83.8%	49	95.9%		
I use computers and other technology at my school to help me learn.	21-22	205	96.6%	39	77.0%		
	20-21	114	98.3%	43	100.0%		
	18-19	80	96.3%	49	87.7%		
Teachers at my school effectively implement the State Curriculum Standards.	21-22			39	84.6%		
	20-21			43	97.7%		
	18-19			49	98.0%		
Student assessment information is effectively used by teachers to plan instruction.	21-22			37	86.4%		
	20-21			43	97.7%		
	18-19			49	95.9%		
My school offers effective programs for students with disabilities.	21-22			37	100.0%		

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			43	97.7%		
	18-19			49	98.0%		
Instructional strategies are used to meet the needs of academically gifted students.	21-22			34	88.2%		
	20-21			43	95.3%		
	18-19			49	89.8%		
The level of teacher and staff morale is high at my school.	21-22			39	61.5%		
	20-21			43	69.7%		
	18-19			49	87.8%		
Teachers respect each other at my school.	21-22			39	87.2%		
	20-21			43	88.4%		
	18-19			49	91.9%		
Teachers at my school are recognized and appreciated for good work.	21-22			38	71.0%		
	20-21			43	74.4%		
	18-19			49	85.7%		
Students at my school are motivated and interested in learning.	21-22			39	74.3%		
	20-21			43	88.3%		
	18-19			49	93.9%		
There are sufficient materials and supplies available for classroom and instructional use.	21-22			39	97.5%		
	20-21			43	95.4%		
	18-19			49	95.9%		
Our school has sufficient computers for instructional use.	21-22			38	100.0%		
	20-21			43	100.0%		
	18-19			49	96.0%		
There are relevant professional development opportunities offered to teachers at my school.	21-22			38	89.4%		
	20-21			43	95.3%		
	18-19			49	98.0%		
The school administration communicates clear instructional goals for the school.	21-22			39	84.6%		
	20-21			43	97.6%		
	18-19			49	98.0%		
The school administration sets high standards for students.	21-22			39	84.7%		
	20-21			43	95.3%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The school administration sets high standards for c	18-19			49	100.0%		
The school administration has high expectations for teacher performance.	21-22			39	89.7%		
	20-21			43	95.3%		
	18-19			49	98.0%		
The school administration provides effective instructional leadership.	21-22			39	82.0%		
	20-21			43	90.7%		
	18-19			49	95.9%		
Student assessment information is used to set goals and plan programs for my school.	21-22			38	92.1%		
	20-21			43	97.6%		
	18-19			49	95.9%		
Teacher evaluation at my school focuses on instructional improvement.	21-22			39	84.6%		
	20-21			43	90.7%		
	18-19			49	97.9%		
School administrators visit classrooms to observe instruction.	21-22			38	76.4%		
	20-21			43	90.7%		
	18-19			49	95.9%		
The school administration arranges for collaborative planning and decision making.	21-22			38	86.9%		
	20-21			43	83.7%		
	18-19			49	95.9%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
SOCIAL AND PHYSICAL ENVIRONMENT							
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	21-22	203	94.1%	39	94.9%	33	100.0%
	20-21	114	92.1%	43	93.0%		
	18-19	80	88.8%	49	95.9%	56	94.6%
The grounds around my school are kept clean.	21-22	205	88.7%	39	89.7%		
	20-21	114	81.6%	43	100.0%		
	18-19	80	82.6%	49	100.0%		
The hallways at my school are kept clean.	21-22	207	94.2%	39	92.3%	31	100.0%
	20-21	114	93.0%	43	100.0%	73	83.6%
	18-19	80	90.0%	49	100.0%	55	96.3%
The bathrooms at my school are kept clean.	21-22	204	63.2%	39	94.9%		
	20-21	114	56.1%	43	95.3%		
	18-19	80	63.8%	49	95.9%		
Broken things at my school get fixed.	21-22	196	92.4%	39	92.3%		
	20-21	114	92.1%	43	100.0%		
	18-19	80	91.3%	49	100.0%		
There is enough room for students to learn at my school.	21-22	205	95.6%	38	86.9%		
	20-21	114	92.1%	43	88.4%		
	18-19	80	97.6%	49	83.7%		
Students at my school behave well in class.	21-22	196	70.9%	39	69.3%		
	20-21	114	55.2%	43	93.1%	73	93.2%
	18-19	80	68.8%	49	89.8%	54	76.0%
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	21-22	203	60.1%	39	69.3%		
	20-21	114	69.3%	43	93.0%		
	18-19	80	66.3%	49	89.8%		
Students at my school know the rules and what happens when students break the rules.	21-22	204	94.6%	39	66.7%		
	20-21	114	86.0%	43	95.3%		
	18-19	80	88.8%	49	85.8%		
The rules about how students should behave in my school are fair.	21-22	199	93.0%	39	87.2%		
	20-21	114	87.7%	43	95.4%		
	18-19	80	77.5%	49	91.8%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The rules for behavior are enforced at my school.	21-22	197	88.3%	39	64.1%		
	20-21	114	89.5%	43	90.7%		
	18-19	80	95.0%	49	87.7%		
I feel safe at my school before and after school hours.	21-22	203	94.1%	39	100.0%		
	20-21	114	88.5%	43	100.0%		
	18-19	80	95.0%	49	100.0%		
I feel safe at my school during the school day.	21-22	204	96.1%	39	100.0%	33	100.0%
	20-21	114	89.4%	43	100.0%	73	68.5%
	18-19	80	92.6%	49	100.0%	53	98.2%
I feel safe going to or coming from my school.	21-22	203	97.1%	39	100.0%		
	20-21	114	92.1%	43	100.0%		
	18-19	80	87.5%	49	100.0%		
Students from different backgrounds get along well at my school.	21-22	199	91.5%	39	94.9%		
	20-21	114	89.5%	43	97.7%		
	18-19	80	85.1%	49	97.9%		
Teachers and students get along well with each other at my school.	21-22	204	93.2%	39	97.4%		
	20-21	114	82.5%	43	100.0%		
	18-19	80	83.8%	49	100.0%		
Teachers work together to help students at my school.	21-22	208	96.6%	38	94.8%		
	20-21	114	86.9%	43	88.4%		
	18-19	80	95.0%	49	97.9%		
**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	193	48.2%	39	12.9%		
	20-21	114	43.0%	43	4.7%		
	18-19	80	36.3%	49	8.1%		
**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	189	34.9%				
	20-21	114	26.3%				
	18-19	80	27.5%				
**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	191	14.2%	39	10.3%		
	20-21	114	6.2%	43	7.0%		
	18-19	80	6.3%	49	10.2%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
**I have been bullied while going to or from school.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	180	24.4%				
	20-21	114	15.8%				
	18-19	80	10.0%				
**I have been bullied by someone from my school using a computer, a cell phone or other electronic devices.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	180	11.6%				
	20-21	114	9.6%				
	18-19	80	7.6%				
Adults at my school prevent bullying from happening.	21-22	198	89.9%	39	92.3%	31	93.6%
	20-21	114	80.7%	43	93.0%	73	63.0%
	18-19	80	87.6%	49	95.9%	54	77.7%
I can always go to adults at my school if I am being bullied.	21-22	201	93.0%				
	20-21	114	88.6%				
	18-19	80	92.6%				
An adult at my school has talked to me about bullying.	21-22	198	86.3%				
	20-21	114	93.8%				
	18-19	80	90.0%				
My child's teachers care about my child as an individual.	21-22					27	85.2%
	20-21					73	87.7%
	18-19					55	94.6%
My child's school has an anti-bullying program to prevent or deal with bullying.	21-22					27	85.2%
	20-21					73	83.6%
	18-19					55	80.0%
The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.	21-22						
	20-21						
	18-19					38	52.6%
During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	21-22						
	20-21						
	18-19					38	52.6%
I recommend that all parents/guardians attend IGP conferences with their children.	21-22						
	20-21						
	18-19					37	54.0%

Executive Summary of Needs Assessment Data Findings

School Name: Forts Pond 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	<p><i>Based on our school-wide data analysis, Forts Pond Elementary School has prioritized the use of the workshop model in all of our ELA classrooms. We have promoted establishing a data-driven culture focused on all learners' needs, in order we will create an intentional learning environment where all students will grow and feel success. Also, in order to meet the needs of our readers, FPES has dedicated intentional time to Lexia LETRS training to promote a focus on phonics and phonemic awareness to promote success with students ability in decoding to accurately and fluently read texts and then subsequently comprehend grade-level texts. Lastly, FPES has intentionally dedicated work towards systems and structures to meet the needs of our struggling readers. Coaches plan to utilize the DCI (documented classroom intervention) for students and support teachers with their interventions.</i></p> <p><i>We have used the following learning targets to drive our work around student achievement:</i></p> <ul style="list-style-type: none">● I can effectively implement the reading workshop model.<ul style="list-style-type: none">○ I can use a variety of data sources that inform instructional grouping and content for small group instruction and individual conferring as well as guide the design of mini-lessons, assessments, and team plans○ I can create and maintain time and space to implement all components of an effective reading
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Executive Summary of Needs Assessment Data Findings

	<p>workshop model, including providing small group interventions to meet the needs of all my students.</p> <ul style="list-style-type: none"> • I can utilize knowledge gained from LETRS and my understanding of how children learn to read and spell to describe what skills support proficient reading. • I can implement an effective multi-tiered system of support to address the needs of all students. <p><i>In our recent data dive, we have determined the following next steps to improve out students' growth:</i></p> <ul style="list-style-type: none"> - <i>Continue to look at multiple pieces of data to drive instruction and implement an effective MTSS. Also, continue to promote the understanding of triangulation of data.</i> - <i>Use PLC time intentionally to look at data and begin creating groups and how we will differentiate those groups (including implementing some flexible groups amongst teachers).</i> - <i>Utilize coaching cycles and model classroom visits. Create in-house model classroom visits for teachers to see and gain ideas from others.</i> - <i>Consider dissolving departmentalization in the upper grade-levels as students are not growing in the anticipated ways.</i>
Teacher/Administrator Quality	<p><i>At Forts Pond Elementary School, all stakeholders collectively wrote a mission statement this year. The mission statement is:</i></p> <ul style="list-style-type: none"> • <i>We trust each other.</i> • <i>We care.</i> • <i>We work together to do our best.</i> • <i>We celebrate every person.</i> • <i>We are the Mighty Mallards.</i> <p><i>At Forts Pond Elementary School, we understand the importance of effective collaboration in PLCs and across vertical teams/support services in order to implement a data-driven culture that supports a multi-tiered system of supports to address the needs of all students. Through the intentional work of professional learning communities, teachers are able to implement the South Carolina 4.0 Rubric for teaching standards. In order to support professional development opportunities as well as allow teachers to develop creative, innovative solutions to school problems, we have and continue to empower teachers through leadership and coaching opportunities.</i></p> <p><i>In order to support transparency, buy-in, and accountability, FPES has engaged in multiple forms of Learning Walks as well as provide immediate individual and school-wide feedback. The school leadership team as well as district officials and the entire teacher population have actively participated in these structures.</i></p>

Executive Summary of Needs Assessment Data Findings

School Climate	<p><i>At Forts Pond Elementary School, we have dedicated work on systems and structures that allow for a positive school culture. Below are our areas of focus based on our needs assessment:</i></p> <ul style="list-style-type: none"> <i>Absenteeism - FPES would like to decrease absenteeism. We understand the critical need for students to attend school as well as having effective communication between school and home. We have established an attendance as well as norms around connections with families surrounding absenteeism.</i> <i>Behavior - We have focused on Socio-Emotional Learning to promote a sense of belonging among students, staff, and stakeholders. We have utilized Morning Meeting, Closing Circle, student leadership opportunities, and relationship-building strategies to make students develop a sense of belonging. We have put value on having student leadership (Student council and school-wide jobs). We have prioritized celebrations (Birthdays, Positive Office Referrals, Shout-Outs, etc.) We continue to work on a multi-tiered system of support for challenging behaviors as well as an understanding of trauma-resilience in schools.</i> <i>Family communication and community events have been prioritized to allow families to feel connected to the school building as well as learning alongside their students.</i>
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Student Achievement:

- By the end of 22-23 school year, to increase the percentage of students in grades K-2 meeting or exceeding standard on the end of year text level by 10%.

Progress toward Goals:

Grade-Level	FALL IReady % Meeting or Exceeding (Early On/ Mid/Above)	WINTER IReady % Meeting or Exceeding (Early On/ Mid/Above)	Difference (Goal is to see increase)	FALL IReady % Meeting or Exceeding (1 Grade-Level Below / 2+ GL Below)	WINTER IReady % Meeting or Exceeding (1 Grade-Level Below / 2+ GL Below)	Difference (Goal is to see reduction)
K	8%	37%	29%	92%	63%	29%
1	8%	28%	20%	92%	72%	20%
2	9%	22%	13%	91%	78%	13%

Baseline:

Based on 2021-2022 Q4 results, the percentages of students scoring met or exceeds on text levels

Executive Summary of Needs Assessment Data Findings

- Overall=59%
- Kindergarten=62%
- 1st Grade=50%
- 2nd Grade=63%

Grade-Level	FALL (Q1) Text Levels Meeting or Exceeding	WINTER (Q2) Text Levels Meeting or Exceeding	Difference (Goal is to see increase)
K	67%	70%	3%
1	47%	55%	8%
2	33%	51%	18%

- By the end of 22-23 school year, 34% of students will score proficient or exceeds on grade level standards for SC-READY ELA
 - High and Urgent Need students are 1.5 times as likely to NOT be reading on grade level text by the end of year in grades K-2 as other students.
 - High and Urgent Need students are 1.3 times as likely to score Not Meets or Approaches on SC READY ELA as other students.

Baseline:

Based on 2021-2022 results, the percentages of students scoring met or exceeds on ELA SC-READY were:

- Overall=32%
- 3rd grade=32%
- 4th grade=35%
- 5th grade=29%

Grade-Level	FALL IReady % Meeting or Exceeding (Early On/ Mid/Above)	WINTER IReady % Meeting or Exceeding (Early On/ Mid/Above)	Difference (Goal is to see increase)	FALL IReady % Meeting or Exceeding (1 Grade-Level Below / 2+ GL Below)	WINTER IReady % Meeting or Exceeding (1 Grade-Level Below / 2+ GL Below)	Difference (Goal is to see reduction)
3	23%	45%	23%	77%	55%	23%
4	14%	18%	4%	86%	82%	4%
5	20%	28%	8%	80%	72%	8%

Baseline:

Based on 2021-2022 Q4 results, the percentages of students scoring met or exceeds on text levels

- Overall=59%
- 3rd Grade=48%
- 4th Grade=63%
- 5th Grade=72%

Executive Summary of Needs Assessment Data Findings

Grade-Level	FALL (Q1) Text Levels Meeting or Exceeding	WINTER (Q2) Text Levels Meeting or Exceeding	Difference (Goal is to see increase)
3	51%	69%	18%
4	42%	78%	35%
5	59%	71%	12%

Teacher/Administrator Quality:

- By the end of the 22-23 school year, at least 80% of teachers will have an average score of 3 on the Instruction domain on the SC 4.0 Rubric during administrator walk-throughs.
- Positive responses to the SCDE survey item "sufficient resources are available to allow teachers to take advantage of professional development activities" and " teachers at my school are encouraged to develop innovative solutions to problems" will reach 98%.

Year	Professional Development	Innovative Solutions
2017-2018	93.3%	95.6%
2018-2019	93.8%	93.8%
2019-2020	COVID Shutdown	COVID Shutdown
2020-2021	93%	95.4%
2021-2022		

School Climate:

Absenteeism - Percentage of students chronically absent will decrease by 0.5% annually.

Year	Percentage	Excuses
2017-2018	15%	2021 - 2022 Unexcused - 22% PN - 32% Medical - 24%
2018-2019	18.8%	
2019-2020	16.6%	
2020-2021	34.4%	2022 - 2023 Unexcused - 17% PN - 36%

Executive Summary of Needs Assessment Data Findings

2021-2022	25.1%	Medical - 35%
Currently - 2022-2023	28.6%	

Percentage of students with 3 or more discipline referrals will decrease by 0.5 points annually

Year	Percentage	Behavior
2017-2018	5.9%	2021 - 2022 Bus Violation - 33% Hit/Kick/Push - 20% Inappropriate Behavior - 18%
2018-2019	9.2%	
2019-2020	3.8%	
2020-2021	1.8%	2022 - 2023 Refusal to Obey - 18% Disrupting Class - 16% Inappropriate Behavior and Hit/Kick/Push - 14%
2021-2022	4.3%	
Currently 2022-2023	2.9%	

Percentage of positive student and parent responses on the state survey metric "I am satisfied with home/school relations at my school" will reach 95%.

Year	Student Percentage	Parent Percentage
2019-2020	COVID Shutdown	COVID Shutdown
2020-2021	87.7%	68.5%
2021 - 2022	94.6%	86.7%

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	South Carolina State Department of Education Required Goal Categories
<ul style="list-style-type: none">• Literacy and Numeracy• High Impact Teaching and Learning• Leadership Development• Opportunity and Access	<ul style="list-style-type: none">• 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.

Executive Summary of Needs Assessment Data Findings

	<p>workshop model, including providing small group interventions to meet the needs of all my students.</p> <ul style="list-style-type: none"> • I can utilize knowledge gained from LETRS and my understanding of how children learn to read and spell to describe what skills support proficient reading. • I can implement an effective multi-tiered system of support to address the needs of all students. <p><i>In our recent data dive, we have determined the following next steps to improve out students' growth:</i></p> <ul style="list-style-type: none"> - <i>Continue to look at multiple pieces of data to drive instruction and implement an effective MTSS. Also, continue to promote the understanding of triangulation of data.</i> - <i>Use PLC time intentionally to look at data and begin creating groups and how we will differentiate those groups (including implementing some flexible groups amongst teachers).</i> - <i>Utilize coaching cycles and model classroom visits. Create in-house model classroom visits for teachers to see and gain ideas from others.</i> - <i>Consider dissolving departmentalization in the upper grade-levels as students are not growing in the anticipated ways.</i>
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Student Achievement:

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Progress toward Goals:

Grade-Level	FALL IReady % Meeting or Exceeding (Early On/ Mid/Above)	WINTER IReady % Meeting or Exceeding (Early On/ Mid/Above)	Difference (Goal is to see increase)	FALL IReady % Meeting or Exceeding (1 Grade-Level Below / 2+ GL Below)	WINTER IReady % Meeting or Exceeding (1 Grade-Level Below / 2+ GL Below)	Difference (Goal is to see reduction)
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Executive Summary of Needs Assessment Data Findings

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Baseline:

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Grade-Level	FALL IReady % Meeting or Exceeding (Early On/ Mid/Above)	WINTER IReady % Meeting or Exceeding (Early On/ Mid/Above)	Difference (Goal is to see increase)	FALL IReady % Meeting or Exceeding (1 Grade-Level Below / 2+ GL Below)	WINTER IReady % Meeting or Exceeding (1 Grade-Level Below / 2+ GL Below)	Difference (Goal is to see reduction)
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Executive Summary of Needs Assessment Data Findings

Grade-Level	FALL (Q1) Text Levels Meeting or Exceeding	WINTER (Q2) Text Levels Meeting or Exceeding	Difference (Goal is to see increase)
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- Positive responses to the SCDE survey item "sufficient resources are available to allow teachers to take advantage of professional development activities" and "teachers at my school are encouraged to develop innovative solutions to problems" will reach 98%.

Year	Professional Development	Innovative Solutions
2017-2018	93.3%	95.6%
2018-2019	93.8%	93.8%
2019-2020	COVID Shutdown	COVID Shutdown
2020-2021	93%	95.4%
2021-2022		

School Climate:

Absenteeism - Percentage of students chronically absent will decrease by 0.5% annually.

Year	Percentage	Excuses
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2018-2019	18.8%	
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Executive Summary of Needs Assessment Data Findings

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Currently - 2022-2023	28.6%	

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2018-2019	9.2%	
2019-2020	3.8%	
2020-2021	1.8%	2022 - 2023 Refusal to Obey - 18% Disrupting Class - 16% Inappropriate Behavior and Hit/Kick/Push - 14%
2021-2022	4.3%	
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Percentage of positive student and parent responses on the state survey metric "I am satisfied with home/school relations at my school" will reach 95%.

Year	Student Percentage	Parent Percentage
2019-2020	COVID Shutdown	COVID Shutdown
2020-2021	87.7%	68.5%
2021 - 2022	94.6%	86.7%

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	59.6%	61.6%	63.6%	50.9%	52.9%	54.9%
			(Actual)	59.7%	60.7%	44.0%	55.7%	
	% of students meeting or exceeding standard on SC READY ELA will increase annually by 2 points.	Grades 3-5	34.8%	36.7%	38.7%	35.5%	37.5%	39.5%
			(Actual)	30.5%		25.2%	32.3%	
	% of students meeting or exceeding standard on SC READY Math will increase annually by 2 points.	Grades 3-5	46.3%	48.3%	50.3%	52.3%	54.3%	56.3%
			(Actual)	39.8%		25.2%	33.3%	
	% of students in Tier 2 or Tier 3 interventions for math and/or reading will decrease annually by 1 point.	Grades K-5	23.8%	22.7%	21.7%	22.5%	21.5%	20.4%
			(Actual)	20.6%	22.3%	22.8%	30.0%	

Action Plan for Performance Goal 1:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal	None	n/a	Tiered system of support matrix
2. With support from the district's central services, implement a research-based instructional model in mathematics and language arts that increases student success in literacy and numeracy.	May 2018 - June 2019	ELA Coordinator, Math Coordinator, ELA and Math Leadership Teams	None	n/a	Professional learning experiences for teachers and administrators, classroom observations, student achievement data review, teacher reflection data
3. Research the impact of time, space and place on student achievement and make recommendations for learner-centered scheduling decisions.	May 2018 - December 2018	Principal, Secondary Director, Elementary Director	None	n/a	Scheduling recommendations for 2019-2020
4. Expand intervention approaches for all students using varied methods of service.	May 2018 - June 2019	RTI Coordinator, Lead Interventionist, Special Education Coordinators, GT Coordinator	None	n/a	Scheduling recommendations for 2019-2020 Student achievement results measured by school-based data teams
5. Leverage the SC Teaching Standards 4.0 to	May 2018 -	Principal, Assistant	None	n/a	Student engagement survey

empower all teachers to engage all students in high impact learning experiences that cultivate the application of identified power skills.	June 2021	Principals			results, professional learning plans based upon observation data
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Performance Goal 2 : The district will implement strategies to improve equity in high level coursework.

System Commitment(s): 1, 2

State Department Category: Gifted and Talented, Teacher and Administrator Quality, School Climate, Student Achievement

Strategic Area of Emphasis: Opportunity and Access, High impact teaching and learning

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	Gifted enrollment equity indices for minority groups will increase by 0.03 annually.	Grades 3-5	0.328	0.357	0.387	0.628	0.658	0.688
			(Actual)	0.457	0.598	0.513	1.034	

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	12.0%	12.9%	13.9%	14.9%	15.9%	16.9%
			(Actual)	8.1%		4.5%	12.1%	
	% scoring Exceeds on SC READY Math subject test will increase by 1 point annually	Grades 3-5	23.9%	24.9%	25.9%	26.9%	27.9%	28.9%
			(Actual)	15.4%		7.1%	11.8%	
	% scoring Exceeds on SCPASS Science subject test will increase by 1 point annually	Grades 4-5	11.0%	11.9%	12.9%	13.9%	14.9%	15.9%
			(Actual)	8.6%		5.8%	12.5%	
	% scoring Exceeds on SCPASS Social Studies subject test will increase by 1 point annually	Grades 4-5	11.0%	11.9%	12.9%	11.5%	12.5%	13.5%
			(Actual)	7.8%				

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.
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Performance Goal 4 : The district will improve the conditions that lead to student success in each school by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth.

System Commitment(s): 1, 2, 4

State Department Category: School Climate, Teacher/Admin Quality

Strategic Area of Emphasis: Opportunities and Access, Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	% of students chronically absent will decrease by 0.5 points annually.	Grades K-5	15.0%	14.5%	14.0%	13.5%	13.0%	12.5%
			(Actual)	18.8%	16.6%	34.4%	25.1%	
	% of students with 3 or more discipline referrals will decrease by 0.5 points annually.	Grades K-5	6.1%	5.6%	5.1%	4.6%	4.1%	3.6%
			(Actual)	9.2%	3.8%	1.8%	4.9%	
	SC READY equity indices for minority groups will increase by 0.03 annually.	Grades 3-5	0.714	0.744	0.774	0.804	0.834	0.864
			(Actual)	0.750		0.722	0.804	

Action Plan for Performance Goal 4:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal, Director of Accountability, Elementary Director, Secondary Director, School Data Teams	None	n/a	Tiered system of support matrix
2. Establish a wellness team to support the physical, social, and emotional health of students and staff.	August 2018	Principal, Director of School Counseling, Lead Nurse	None	n/a	Wellness team orientation program, monthly monitoring of team records.
3. Utilize district Mental health resources, including counselors shared between schools, in order to provide service to students.	Fall of 2018 to Fall of 2019	Principal, Director of School Counseling			HR Records
4. Implement a system whereby each student is well known by an adult advocate who supports the student's social, emotional, and academic development.	August 2018- Ongoing	Principal, Director of School Counseling, Director of Elementary Schools, Director of Secondary Schools			Status updates from School Wellness Teams and school-level directors of school counseling
5. Student behavior policies will be reviewed and revised to ensure that appropriate interventions are used to support student success.	August 2018- Ongoing	Principal, Director of Student Services			Revision of current board policies.
6. Provide student-centered transition supports for students entering or leaving the school for any reason, including enrolling in or returning from alternative placement, home-based services, illness, suspension, etc.	Fall of 2018	Principal, SLT, Director of Student Services, Director of School Counseling, Director of			Status updates from School Wellness Teams and school-level directors of school counseling

		Elementary Schools, Director of Secondary Schools, District RTI Coordinator			
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Performance Goal 5 : The district will increase opportunities for district personnel to participate in collaborative professional learning opportunities that impact student achievement.

System Commitment(s): 4

State Department Category: Teacher/Admin Quality

Strategic Area of Emphasis: Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	Positive responses to the SCDE survey item "Sufficient resources are available to allow teachers to take advantage of professional development activities." will reach 98% by 2021		93.3%	94.9%	96.4%	98.0%	98.0%	98.0%
			(Actual)	93.8%		93.0%	87.2%	
	Positive responses to the SCDE survey item "Teachers at my school are encouraged to develop innovative solutions to problems." will reach 98% by 2021		95.6%	96.4%	97.2%	98.0%	98.0%	98.0%
			(Actual)	93.8%		95.4%	92.1%	

Action Plan for Performance Goal 5:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal, Director of Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Design a school professional learning plan aligned with system commitments and strategic areas of emphasis (opportunities and access, literacy and numeracy, high-impact teaching and learning, and leadership development)	May 2018 - December 2018	Principal, Director of Professional Learning and Leadership Development	\$22,400	General Budget	School Professional Learning Plan
3. Working with central services office of leadership development, implement a competency-based educational leadership system to develop and support teacher leaders, assistant principals, and aspiring principals.	May 2018 - June 2019	Principal, Director of Professional Learning and Leadership Development, Director of Human Resources	\$108,200	General Budget	Retention of high-performing employees, Transparency of development and hiring process at all leadership levels, Staff engagement and commitment to the development process, Increase in pool of prospective school leaders
4. Design or redesign structures that empower educator collaboration and professional learning opportunities to more effectively support student outcomes.	May 2018 – Nov. 2018	Principal, Elementary Director, Secondary Director, Teacher Leadership Council	None	n/a	Proposal for changes to collaborative planning, vertical planning opportunities and school-based PLCs presented to principals, November 2018
5. Create model classrooms and labsites for visible	2018-2019 PK-	ELA Coordinator,	None	n/a	Professional learning

implementation of workshop model in reading, writing, and math PK-8 and Student Engagement Model in 9-12	8 ELA and Math; 2019-2020 Secondary	Math Coordinator, ELA and Math Leadership Teams			experiences for teachers and administrators, classroom observations, student achievement data review, teacher reflection data
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Performance Goal 6 : The district will implement strategies to improve customer service, parent engagement, and community involvement.

System Commitment(s): 3

State Department Category: Teacher and Administrator Quality, School Climate

Strategic Area of Emphasis: Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	% of positive student and parent responses on the state survey metric "I am satisfied with the social and physical environment at my school" will reach 95% by 2019-20.		93.3%	94.2%	95.0%	95.0%	95.0%	95.0%
			(Actual)	91.2%		92.1%	94.9%	
	% 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.		89.6%	92.3%	95.0%	95.0%	95.0%	95.0%
			(Actual)	79.6%		80.2%	93.6%	

Action Plan for Performance Goal 6:					Evaluation
1. Customer service efforts will be supported and monitored through the school’s ongoing improvement meetings with central services.	August 2018 - ongoing	Principal, Director of Elementary Schools, Director of Secondary Schools	None	n/a	Tiered system of support matrix
2. Define job-specific customer service skills for all employees as part of on-boarding and annual HR training.	August 2018	Principal, Director of Human Resources	None	n/a	HR training modules
3. Increase feedback opportunities for students and parents through on-site events, digital communication, and sampling tools.	August 2018 - ongoing	Principal,Director of Accountability	None	n/a	Customer Service/School-Home Relations data available on district dashboard