

School Renewal Plan Cover Page

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

School Name:	Oak Grove Elem
SIDN:	3201009
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Lexington 01
Address 1:	479 Oak Drive
Address 2:	
City:	Lexington, SC
Zip Code:	29073
School Renewal Plan Contact Person:	Christy M. Graham
School Plan Contact Phone:	8038210100
School Plan E-mail Address:	cmgraham@lexington1.net

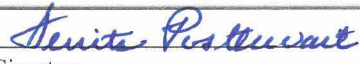
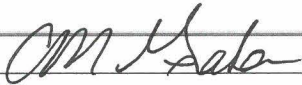
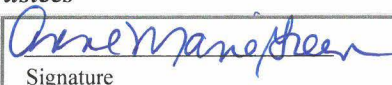
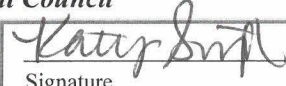
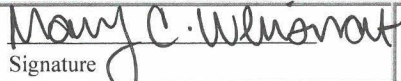
Required Signature Page

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>Christy M. Graham</u> Printed Name	 Signature	<u>3-6-2023</u> Date
<i>Chairperson, District Board of Trustees</i>		
<u>Ann Marie Green</u> Printed Name	 Signature	<u>4-11-23</u> Date
<i>Chairperson, School Improvement Council</i>		
<u>Kathryn Swift</u> Printed Name	 Signature	<u>3-7-2023</u> Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Mary Catherine Whisnant</u> Printed Name	 Signature	<u>3-6-2023</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	Christy M. Graham
2.	Teacher	Deborah Harmon
3.	Parent/Guardian	Stephanie Tucker
4.	Community Member	Wanda Rodriguez
5.	Paraprofessional	Marie Lewis
6.	School Improvement Council Member	Kathryn Swift
7.	Read to Succeed Reading Coach	Mary Catherine Whisnant
8.	School Read To Succeed Literacy Leadership Team Lead	Mary Catherine Whisnant
9.	School Read To Succeed Literacy Leadership Team Member	Dianne Brazell
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		

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)	



Oak Grove 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.






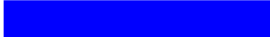








	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Oak Grove Elementary School	Number of Students
Reading Grades 1-5	21-22	All	All	57.3%		(319 / 557)
		ELL	ELL	32.2%		(29 / 90)
			Not ELL	62.1%		(290 / 467)
		Gender	Female	60.1%		(176 / 293)
			Male	54.2%		(143 / 264)
		InstrSetting	Not Special Ed	61.7%		(301 / 488)
			Special Ed	26.1%		(18 / 69)
		Race	Black / Latinx	44.9%		(101 / 225)
			White / Other	65.7%		(218 / 332)
	20-21	All	All	48.2%		(255 / 529)
		ELL	Not ELL	51.5%		(234 / 454)
			ELL	28.0%		(21 / 75)
		Gender	Female	50.7%		(140 / 276)
			Male	45.5%		(115 / 253)
		InstrSetting	Not Special Ed	53.1%		(247 / 465)
			Special Ed	12.5%		(8 / 64)
		Race	Black / Latinx	33.8%		(67 / 198)
			White / Other	56.8%		(188 / 331)
	19-20	All	All	53.6%		(258 / 481)
		ELL	Not ELL	55.0%		(237 / 431)
			ELL	42.0%		(21 / 50)
		Gender	Female	59.2%		(138 / 233)
			Male	48.4%		(120 / 248)
		InstrSetting	Not Special Ed	57.7%		(246 / 426)
			Special Ed	21.8%		(12 / 55)
		Race	Black / Latinx	39.6%		(65 / 164)
			White / Other	60.9%		(193 / 317)
	18-19	All	All	58.3%		(323 / 554)
		ELL	Not ELL	60.2%		(299 / 497)
			ELL	42.1%		(24 / 57)
		Gender	Female	58.6%		(163 / 278)
			Male	58.0%		(160 / 276)
		InstrSetting	Not Special Ed	64.2%		(312 / 486)
			Special Ed	16.2%		(11 / 68)
		Race	Black / Latinx	45.8%		(92 / 201)
			White / Other	65.4%		(231 / 353)
	17-18	All	All	67.3%		(356 / 529)
		ELL	Not ELL	71.5%		(329 / 460)
			ELL	39.1%		(27 / 69)

	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Oak Grove Elementary School	Number of Students
Reading Grades 1-5	17-18	Gender	Female	68.5%		(172 / 251)
			Male	66.2%		(184 / 278)
		InstrSetting	Not Special Ed	75.6%		(341 / 451)
			Special Ed	19.2%		(15 / 78)
		Race	Black / Latinx	54.3%		(101 / 186)
			White / Other	74.3%		(255 / 343)
	16-17	All	All	61.5%		(249 / 405)
		ELL	Not ELL	65.8%		(242 / 368)
			ELL	18.9%		(7 / 37)
		Gender	Female	62.2%		(120 / 193)
			Male	60.8%		(129 / 212)
		InstrSetting	Not Special Ed	67.2%		(236 / 351)
			Special Ed	24.1%		(13 / 54)
		Race	Black / Latinx	46.5%		(59 / 127)
			White / Other	68.3%		(190 / 278)
	15-16	All	All	49.6%		(186 / 375)
		ELL	Not ELL	53.8%		(182 / 338)
			ELL	10.8%		(4 / 37)
		Gender	Female	53.7%		(101 / 188)
			Male	45.5%		(85 / 187)
		InstrSetting	Not Special Ed	53.2%		(168 / 316)
			Special Ed	30.5%		(18 / 59)
		Race	Black / Latinx	32.4%		(35 / 108)
			White / Other	56.6%		(151 / 267)
	14-15	All	All	47.8%		(184 / 385)
		ELL	Not ELL	50.3%		(179 / 356)
			ELL	17.2%		(5 / 29)
		Gender	Female	50.0%		(96 / 192)
			Male	45.6%		(88 / 193)
		InstrSetting	Not Special Ed	53.6%		(171 / 319)
			Special Ed	19.7%		(13 / 66)
		Race	Black / Latinx	30.0%		(30 / 100)
			White / Other	54.0%		(154 / 285)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Oak Grove Elementary School	Number of Students
ELA	21-22	All	All	51.1%	<div><div></div></div>	(162 / 317)
		ELL	Not ELL	54.8%	<div><div></div></div>	(153 / 279)
			ELL	23.7%	<div><div></div></div>	(9 / 38)
		Gender	Female	54.2%	<div><div></div></div>	(91 / 168)
			Male	47.7%	<div><div></div></div>	(71 / 149)
		InstrSetting	Not Special Ed	56.1%	<div><div></div></div>	(157 / 280)
			Special Ed	13.5%	<div><div></div></div>	(5 / 37)
		Race	Black / Latinx	30.1%	<div><div></div></div>	(31 / 103)
			White / Other	61.2%	<div><div></div></div>	(131 / 214)
	20-21	All	All	38.9%	<div><div></div></div>	(121 / 311)
		ELL	Not ELL	41.7%	<div><div></div></div>	(116 / 278)
			ELL	15.2%	<div><div></div></div>	(5 / 33)
		Gender	Female	39.6%	<div><div></div></div>	(65 / 164)
			Male	38.1%	<div><div></div></div>	(56 / 147)
		InstrSetting	Not Special Ed	44.4%	<div><div></div></div>	(118 / 266)
			Special Ed	6.7%	<div><div></div></div>	(3 / 45)
		Race	Black / Latinx	21.7%	<div><div></div></div>	(23 / 106)
			White / Other	47.8%	<div><div></div></div>	(98 / 205)
	18-19	All	All	54.4%	<div><div></div></div>	(179 / 329)
		ELL	Not ELL	55.9%	<div><div></div></div>	(174 / 311)
			ELL	27.8%	<div><div></div></div>	(5 / 18)
		Gender	Female	57.2%	<div><div></div></div>	(95 / 166)
			Male	51.5%	<div><div></div></div>	(84 / 163)
		InstrSetting	Not Special Ed	62.5%	<div><div></div></div>	(177 / 283)
			Special Ed	4.3%	<div><div></div></div>	(2 / 46)
		Race	Black / Latinx	44.7%	<div><div></div></div>	(46 / 103)
			White / Other	58.8%	<div><div></div></div>	(133 / 226)
	17-18	All	All	46.3%	<div><div></div></div>	(145 / 313)
		ELL	Not ELL	47.8%	<div><div></div></div>	(141 / 295)
			ELL	22.2%	<div><div></div></div>	(4 / 18)
		Gender	Female	49.4%	<div><div></div></div>	(79 / 160)
			Male	43.1%	<div><div></div></div>	(66 / 153)
		InstrSetting	Not Special Ed	54.2%	<div><div></div></div>	(143 / 264)
			Special Ed	4.1%	<div><div></div></div>	(2 / 49)
		Race	Black / Latinx	36.4%	<div><div></div></div>	(36 / 99)
			White / Other	50.9%	<div><div></div></div>	(109 / 214)
	16-17	All	All	47.7%	<div><div></div></div>	(148 / 310)
		ELL	Not ELL	49.7%	<div><div></div></div>	(145 / 292)
			ELL	16.7%	<div><div></div></div>	(3 / 18)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Oak Grove Elementary School	Number of Students
ELA	16-17	Gender	Female	55.1%	<div></div>	(81 / 147)
			Male	41.1%	<div></div>	(67 / 163)
		InstrSetting	Not Special Ed	52.8%	<div></div>	(140 / 265)
			Special Ed	17.8%	<div></div>	(8 / 45)
		Race	Black / Latinx	38.7%	<div></div>	(36 / 93)
			White / Other	51.6%	<div></div>	(112 / 217)
	15-16	All	All	57.4%	<div></div>	(183 / 319)
		ELL	Not ELL	59.3%	<div></div>	(176 / 297)
			ELL	31.8%	<div></div>	(7 / 22)
		Gender	Female	60.4%	<div></div>	(90 / 149)
			Male	54.7%	<div></div>	(93 / 170)
		InstrSetting	Not Special Ed	61.4%	<div></div>	(167 / 272)
			Special Ed	34.0%	<div></div>	(16 / 47)
		Race	Black / Latinx	46.5%	<div></div>	(40 / 86)
			White / Other	61.4%	<div></div>	(143 / 233)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Oak Grove Elementary School	Number of Students
Math	21-22	All	All	45.1%	<div></div>	(143 / 317)
		ELL	Not ELL	47.7%	<div></div>	(133 / 279)
			ELL	26.3%	<div></div>	(10 / 38)
		Gender	Female	41.1%	<div></div>	(69 / 168)
			Male	49.7%	<div></div>	(74 / 149)
		InstrSetting	Not Special Ed	49.3%	<div></div>	(138 / 280)
			Special Ed	13.5%	<div></div>	(5 / 37)
		Race	Black / Latinx	22.3%	<div></div>	(23 / 103)
			White / Other	56.1%	<div></div>	(120 / 214)
	20-21	All	All	36.7%	<div></div>	(114 / 311)
		ELL	Not ELL	39.2%	<div></div>	(109 / 278)
			ELL	15.2%	<div></div>	(5 / 33)
		Gender	Female	35.4%	<div></div>	(58 / 164)
			Male	38.1%	<div></div>	(56 / 147)
		InstrSetting	Not Special Ed	39.8%	<div></div>	(106 / 266)
			Special Ed	17.8%	<div></div>	(8 / 45)
		Race	Black / Latinx	23.6%	<div></div>	(25 / 106)
			White / Other	43.4%	<div></div>	(89 / 205)
	18-19	All	All	64.4%	<div></div>	(212 / 329)
		ELL	Not ELL	66.2%	<div></div>	(206 / 311)
			ELL	33.3%	<div></div>	(6 / 18)
		Gender	Female	62.0%	<div></div>	(103 / 166)
			Male	66.9%	<div></div>	(109 / 163)
		InstrSetting	Not Special Ed	70.7%	<div></div>	(200 / 283)
			Special Ed	26.1%	<div></div>	(12 / 46)
		Race	Black / Latinx	50.5%	<div></div>	(52 / 103)
			White / Other	70.8%	<div></div>	(160 / 226)
	17-18	All	All	63.6%	<div></div>	(199 / 313)
		ELL	Not ELL	65.4%	<div></div>	(193 / 295)
			ELL	33.3%	<div></div>	(6 / 18)
		Gender	Female	61.9%	<div></div>	(99 / 160)
			Male	65.4%	<div></div>	(100 / 153)
		InstrSetting	Not Special Ed	70.8%	<div></div>	(187 / 264)
			Special Ed	24.5%	<div></div>	(12 / 49)
		Race	Black / Latinx	50.5%	<div></div>	(50 / 99)
			White / Other	69.6%	<div></div>	(149 / 214)
	16-17	All	All	63.2%	<div></div>	(196 / 310)
		ELL	Not ELL	64.7%	<div></div>	(189 / 292)
			ELL	38.9%	<div></div>	(7 / 18)
		Gender	Female	68.7%	<div></div>	(101 / 147)


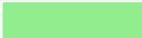
































	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Oak Grove Elementary School	Number of Students
Math	16-17	Gender	Male	58.3%		(95 / 163)
		InstrSetting	Not Special Ed	69.4%		(184 / 265)
			Special Ed	26.7%		(12 / 45)
		Race	Black / Latinx	51.6%		(48 / 93)
			White / Other	68.2%		(148 / 217)
	15-16	All	All	62.5%		(200 / 320)
		ELL	Not ELL	64.6%		(192 / 297)
			ELL	34.8%		(8 / 23)
		Gender	Female	60.0%		(90 / 150)
			Male	64.7%		(110 / 170)
		InstrSetting	Not Special Ed	67.0%		(183 / 273)
			Special Ed	36.2%		(17 / 47)
		Race	Black / Latinx	40.2%		(35 / 87)
			White / Other	70.8%		(165 / 233)

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Oak Grove Elementary School	Number of Students
Science	21-22	All	All	40.7%	<div><div></div></div>	(48 / 118)
		ELL	Not ELL	44.1%	<div><div></div></div>	(45 / 102)
			ELL	18.8%	<div><div></div></div>	(3 / 16)
		Gender	Female	38.8%	<div><div></div></div>	(26 / 67)
			Male	43.1%	<div><div></div></div>	(22 / 51)
		InstrSetting	Not Special Ed	46.5%	<div><div></div></div>	(47 / 101)
			Special Ed	5.9%	<div><div></div></div>	(1 / 17)
		Race	Black / Latinx	20.5%	<div><div></div></div>	(9 / 44)
			White / Other	52.7%	<div><div></div></div>	(39 / 74)
	20-21	All	All	47.2%	<div><div></div></div>	(42 / 89)
		ELL	Not ELL	51.9%	<div><div></div></div>	(40 / 77)
			ELL	16.7%	<div><div></div></div>	(2 / 12)
		Gender	Female	47.8%	<div><div></div></div>	(22 / 46)
			Male	46.5%	<div><div></div></div>	(20 / 43)
		InstrSetting	Not Special Ed	54.8%	<div><div></div></div>	(40 / 73)
			Special Ed	12.5%	<div><div></div></div>	(2 / 16)
		Race	Black / Latinx	29.6%	<div><div></div></div>	(8 / 27)
			White / Other	54.8%	<div><div></div></div>	(34 / 62)
	18-19	All	All	61.3%	<div><div></div></div>	(73 / 119)
		ELL	Not ELL	62.5%	<div><div></div></div>	(70 / 112)
			ELL	42.9%	<div><div></div></div>	(3 / 7)
		Gender	Female	50.8%	<div><div></div></div>	(30 / 59)
			Male	71.7%	<div><div></div></div>	(43 / 60)
		InstrSetting	Not Special Ed	66.7%	<div><div></div></div>	(68 / 102)
			Special Ed	29.4%	<div><div></div></div>	(5 / 17)
		Race	Black / Latinx	54.3%	<div><div></div></div>	(19 / 35)
			White / Other	64.3%	<div><div></div></div>	(54 / 84)
	17-18	All	All	53.8%	<div><div></div></div>	(56 / 104)
		ELL	Not ELL	57.3%	<div><div></div></div>	(55 / 96)
			ELL	12.5%	<div><div></div></div>	(1 / 8)
		Gender	Female	48.1%	<div><div></div></div>	(26 / 54)
			Male	60.0%	<div><div></div></div>	(30 / 50)
		InstrSetting	Not Special Ed	59.8%	<div><div></div></div>	(52 / 87)
			Special Ed	23.5%	<div><div></div></div>	(4 / 17)
		Race	Black / Latinx	31.4%	<div><div></div></div>	(11 / 35)
			White / Other	65.2%	<div><div></div></div>	(45 / 69)
	16-17	All	All	62.2%	<div><div></div></div>	(130 / 209)
		ELL	Not ELL	64.6%	<div><div></div></div>	(128 / 198)
			ELL	18.2%	<div><div></div></div>	(27 / 11)

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Oak Grove Elementary School	Number of Students
Science	16-17	Gender	Female	62.9%		(61 / 97)
			Male	61.6%		(69 / 112)
		InstrSetting	Not Special Ed	67.4%		(120 / 178)
			Special Ed	32.3%		(10 / 31)
		Race	Black / Latinx	39.3%		(24 / 61)
			White / Other	71.6%		(106 / 148)
	15-16	All	All	77.9%		(169 / 217)
		ELL	Not ELL	79.8%		(162 / 203)
			ELL	50.0%		(7 / 14)
		Gender	Female	76.2%		(80 / 105)
			Male	79.5%		(89 / 112)
		InstrSetting	Not Special Ed	84.4%		(157 / 186)
			Special Ed	38.7%		(12 / 31)
		Race	Black / Latinx	60.4%		(32 / 53)
			White / Other	83.5%		(137 / 164)
	14-15	All	All	79.3%		(169 / 213)
		ELL	Not ELL	80.5%		(161 / 200)
			ELL	61.5%		(8 / 13)
		Gender	Female	75.7%		(81 / 107)
			Male	83.0%		(88 / 106)
		InstrSetting	Not Special Ed	81.8%		(157 / 192)
			Special Ed	57.1%		(12 / 21)
		Race	Black / Latinx	63.3%		(31 / 49)
			White / Other	84.1%		(138 / 164)
	13-14	All	All	84.9%		(158 / 186)
		ELL	Not ELL	84.9%		(158 / 186)
		Gender	Female	84.4%		(81 / 96)
			Male	85.6%		(77 / 90)
		InstrSetting	Not Special Ed	87.8%		(151 / 172)
			Special Ed	50.0%		(7 / 14)
		Race	Black / Latinx	72.7%		(32 / 44)
			White / Other	88.7%		(126 / 142)

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Oak Grove Elementary School	Number of Students
Social Studies	18-19	All	All	71.4%	<div><div></div></div>	(70 / 98)
		ELL	Not ELL	73.1%	<div><div></div></div>	(68 / 93)
			ELL	40.0%	<div><div></div></div>	(2 / 5)
		Gender	Female	66.7%	<div><div></div></div>	(36 / 54)
			Male	77.3%	<div><div></div></div>	(34 / 44)
		InstrSetting	Not Special Ed	80.2%	<div><div></div></div>	(65 / 81)
			Special Ed	29.4%	<div><div></div></div>	(5 / 17)
		Race	Black / Latinx	67.7%	<div><div></div></div>	(21 / 31)
			White / Other	73.1%	<div><div></div></div>	(49 / 67)
	17-18	All	All	70.8%	<div><div></div></div>	(68 / 96)
		ELL	Not ELL	71.4%	<div><div></div></div>	(65 / 91)
			ELL	60.0%	<div><div></div></div>	(3 / 5)
		Gender	Female	68.2%	<div><div></div></div>	(30 / 44)
			Male	73.1%	<div><div></div></div>	(38 / 52)
		InstrSetting	Not Special Ed	75.9%	<div><div></div></div>	(63 / 83)
			Special Ed	38.5%	<div><div></div></div>	(5 / 13)
		Race	Black / Latinx	62.9%	<div><div></div></div>	(22 / 35)
			White / Other	75.4%	<div><div></div></div>	(46 / 61)
	16-17	All	All	84.7%	<div><div></div></div>	(177 / 209)
		ELL	Not ELL	85.4%	<div><div></div></div>	(169 / 198)
			ELL	72.7%	<div><div></div></div>	(8 / 11)
		Gender	Female	84.5%	<div><div></div></div>	(82 / 97)
			Male	84.8%	<div><div></div></div>	(95 / 112)
		InstrSetting	Not Special Ed	88.2%	<div><div></div></div>	(157 / 178)
			Special Ed	64.5%	<div><div></div></div>	(20 / 31)
		Race	Black / Latinx	80.3%	<div><div></div></div>	(49 / 61)
			White / Other	86.5%	<div><div></div></div>	(128 / 148)
	15-16	All	All	91.2%	<div><div></div></div>	(198 / 217)
		ELL	Not ELL	92.6%	<div><div></div></div>	(188 / 203)
			ELL	71.4%	<div><div></div></div>	(10 / 14)
		Gender	Female	93.3%	<div><div></div></div>	(98 / 105)
			Male	89.3%	<div><div></div></div>	(100 / 112)
		InstrSetting	Not Special Ed	95.2%	<div><div></div></div>	(177 / 186)
			Special Ed	67.7%	<div><div></div></div>	(21 / 31)
		Race	Black / Latinx	81.1%	<div><div></div></div>	(43 / 53)
			White / Other	94.5%	<div><div></div></div>	(155 / 164)
	14-15	All	All	87.8%	<div><div></div></div>	(187 / 213)
		ELL	Not ELL	88.0%	<div><div></div></div>	(176 / 200)
			ELL	84.6%	<div><div></div></div>	(11 / 13)
		Gender	Female	86.9%	<div><div></div></div>	(93 / 107)

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Oak Grove Elementary School	Number of Students
Social Studies	14-15	Gender	Male	88.7%	<div></div>	(94 / 106)
			Female	88.7%	<div></div>	(94 / 106)
		InstrSetting	Not Special Ed	89.6%	<div></div>	(172 / 192)
			Special Ed	71.4%	<div></div>	(15 / 21)
		Race	Black / Latinx	87.8%	<div></div>	(43 / 49)
			White / Other	87.8%	<div></div>	(144 / 164)
	13-14	All	All	89.9%	<div></div>	(170 / 189)
		ELL	Not ELL	89.9%	<div></div>	(170 / 189)
		Gender	Female	89.1%	<div></div>	(82 / 92)
			Male	90.7%	<div></div>	(88 / 97)
		InstrSetting	Not Special Ed	90.2%	<div></div>	(156 / 173)
			Special Ed	87.5%	<div></div>	(14 / 16)
		Race	Black / Latinx	74.4%	<div></div>	(29 / 39)
			White / Other	94.0%	<div></div>	(141 / 150)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Oak Grove Elementary School	Number of Students
Accelerated/ Eagles	21-22	All	All	9.3%		(32 / 345)
		ELL	Not ELL	10.3%		(30 / 291)
			ELL	3.7%		(2 / 54)
		Gender	Female	8.7%		(16 / 183)
			Male	9.9%		(16 / 162)
		InstrSetting	Not Special Ed	10.3%		(32 / 310)
			Special Ed	0.0%		(0 / 35)
		Race	Black / Latinx	5.0%		(7 / 140)
			White / Other	12.2%		(25 / 205)
	20-21	All	All	14.1%		(47 / 334)
		ELL	Not ELL	15.8%		(45 / 285)
			ELL	4.1%		(2 / 49)
		Gender	Female	13.7%		(24 / 175)
			Male	14.5%		(23 / 159)
		InstrSetting	Not Special Ed	16.4%		(47 / 287)
			Special Ed	0.0%		(0 / 47)
		Race	Black / Latinx	6.7%		(9 / 134)
			White / Other	19.0%		(38 / 200)
	19-20	All	All	14.5%		(50 / 345)
		ELL	Not ELL	15.8%		(49 / 310)
			ELL	2.9%		(1 / 35)
		Gender	Female	12.9%		(21 / 163)
			Male	15.9%		(29 / 182)
		InstrSetting	Not Special Ed	16.5%		(49 / 297)
			Special Ed	2.1%		(1 / 48)
		Race	Black / Latinx	9.4%		(12 / 128)
			White / Other	17.5%		(38 / 217)
	18-19	All	All	12.8%		(44 / 345)
		ELL	Not ELL	13.8%		(44 / 320)
			ELL	0.0%		(0 / 25)
		Gender	Female	13.1%		(23 / 175)
			Male	12.4%		(21 / 170)
		InstrSetting	Not Special Ed	14.9%		(44 / 296)
			Special Ed	0.0%		(0 / 49)
		Race	Black / Latinx	6.3%		(8 / 128)
			White / Other	16.6%		(36 / 217)
	17-18	All	All	13.5%		(43 / 319)
		ELL	Not ELL	14.8%		(43 / 291)































	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Oak Grove Elementary School	Number of Students
Accelerated/ Eagles	17-18	ELL	ELL	0.0%		(0 / 28)
		Gender	Female	11.6%	<div></div>	(19 / 164)
			Male	15.5%	<div></div>	(24 / 155)
		InstrSetting	Not Special Ed	15.3%	<div></div>	(42 / 275)
			Special Ed	2.3%	<div></div>	(1 / 44)
		Race	Black / Latinx	9.0%	<div></div>	(11 / 122)
			White / Other	16.2%	<div></div>	(32 / 197)
	16-17	All	All	18.1%	<div></div>	(60 / 331)
		ELL	Not ELL	19.5%	<div></div>	(60 / 308)
			ELL	0.0%		(0 / 23)
		Gender	Female	20.9%	<div></div>	(33 / 158)
			Male	15.6%	<div></div>	(27 / 173)
		InstrSetting	Not Special Ed	20.4%	<div></div>	(57 / 280)
			Special Ed	5.9%	<div></div>	(3 / 51)
		Race	Black / Latinx	8.7%	<div></div>	(9 / 104)
			White / Other	22.5%	<div></div>	(51 / 227)
	15-16	All	All	17.9%	<div></div>	(60 / 336)
		ELL	Not ELL	19.3%	<div></div>	(60 / 311)
			ELL	0.0%		(0 / 25)
		Gender	Female	17.6%	<div></div>	(28 / 159)
			Male	18.1%	<div></div>	(32 / 177)
		InstrSetting	Not Special Ed	19.0%	<div></div>	(54 / 284)
			Special Ed	11.5%	<div></div>	(6 / 52)
		Race	Black / Latinx	8.6%	<div></div>	(8 / 93)
			White / Other	21.4%	<div></div>	(52 / 243)





























	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Oak Grove Elementary School	Number of Students
Chronic Absences	21-22	All	All	21.0%		(168 / 800)
		ELL	Not ELL	20.1%		(136 / 678)
			ELL	26.2%		(32 / 122)
		Gender	Female	20.5%		(83 / 404)
			Male	21.5%		(85 / 396)
		InstrSetting	Not Special Ed	18.2%		(117 / 643)
			Special Ed	32.5%		(51 / 157)
		Race	Black / Latinx	27.1%		(92 / 339)
			White / Other	16.5%		(76 / 461)
	20-21	All	All	20.5%		(152 / 743)
		ELL	Not ELL	19.6%		(126 / 642)
			ELL	25.7%		(26 / 101)
		Gender	Female	18.7%		(70 / 374)
			Male	22.2%		(82 / 369)
		InstrSetting	Not Special Ed	19.0%		(116 / 611)
			Special Ed	27.3%		(36 / 132)
		Race	Black / Latinx	25.1%		(74 / 295)
			White / Other	17.4%		(78 / 448)
	19-20	All	All	13.7%		(107 / 780)
		ELL	Not ELL	13.8%		(100 / 724)
			ELL	12.5%		(7 / 56)
		Gender	Female	13.9%		(52 / 373)
			Male	13.5%		(55 / 407)
		InstrSetting	Not Special Ed	12.9%		(83 / 641)
			Special Ed	17.3%		(24 / 139)
		Race	Black / Latinx	14.4%		(40 / 278)
			White / Other	13.3%		(67 / 502)
	18-19	All	All	13.3%		(106 / 799)
		ELL	Not ELL	13.1%		(97 / 738)
			ELL	14.8%		(9 / 61)
		Gender	Female	12.9%		(50 / 388)
			Male	13.6%		(56 / 411)
		InstrSetting	Not Special Ed	11.1%		(71 / 642)
			Special Ed	22.3%		(35 / 157)
		Race	Black / Latinx	15.4%		(43 / 279)
			White / Other	12.1%		(63 / 520)
	17-18	All	All	12.8%		(96 / 748)







































	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Oak Grove Elementary School	Number of Students
Chronic Absences	17-18	ELL	Not ELL	13.5%		(94 / 697)
			ELL	14.8%		(9 / 61)
		Gender	Female	13.3%		(49 / 368)
			Male	12.4%		(47 / 380)
		InstrSetting	Not Special Ed	11.3%		(71 / 631)
			Special Ed	16.1%		(19 / 118)
		Race	Black / Latinx	13.7%		(38 / 277)
			White / Other	12.3%		(58 / 471)
	16-17	All	All	11.9%		(94 / 787)
		ELL	Not ELL	12.0%		(88 / 732)
			ELL	10.9%		(6 / 55)
		Gender	Female	10.7%		(40 / 373)
			Male	13.0%		(54 / 414)
		InstrSetting	Not Special Ed	10.8%		(73 / 678)
			Special Ed	19.3%		(21 / 109)
		Race	Black / Latinx	10.1%		(23 / 228)
			White / Other	12.7%		(71 / 559)
	15-16	All	All	8.6%		(69 / 798)
		ELL	Not ELL	8.8%		(65 / 736)
			ELL	8.0%		(4 / 50)
		Gender	Female	7.4%		(28 / 378)
			Male	9.8%		(41 / 420)
		InstrSetting	Not Special Ed	6.8%		(44 / 649)
			Special Ed	16.8%		(25 / 149)
		Race	Black / Latinx	11.1%		(24 / 216)
			White / Other	7.7%		(45 / 582)
	14-15	All	All	8.8%		(71 / 808)
		ELL	Not ELL	8.4%		(61 / 726)
			ELL	17.2%		(10 / 58)
		Gender	Female	7.9%		(30 / 382)
			Male	9.6%		(41 / 426)
		InstrSetting	Not Special Ed	7.0%		(46 / 657)
			Special Ed	16.6%		(25 / 151)
		Race	Black / Latinx	11.9%		(24 / 201)
			White / Other	7.7%		(47 / 607)
































	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Oak Grove Elementary School	Number of Students
Referrals	21-22	All	All	15.6%		(125 / 799)
		ELL	Not ELL	16.4%		(111 / 677)
			ELL	11.5%		(14 / 122)
		Gender	Female	10.7%		(43 / 403)
			Male	20.7%		(82 / 396)
		InstrSetting	Not Special Ed	14.5%		(93 / 643)
			Special Ed	20.5%		(32 / 156)
		Race	Black / Latinx	19.2%		(53 / 276)
			White / Other	13.8%		(72 / 523)
	20-21	All	All	5.0%		(37 / 743)
		ELL	Not ELL	4.8%		(31 / 642)
			ELL	5.9%		(6 / 101)
		Gender	Female	1.3%		(5 / 374)
			Male	8.7%		(32 / 369)
		InstrSetting	Not Special Ed	3.9%		(24 / 611)
			Special Ed	9.8%		(13 / 132)
		Race	Black / Latinx	7.1%		(17 / 241)
			White / Other	4.0%		(20 / 502)
	19-20	All	All	8.7%		(68 / 780)
		ELL	Not ELL	9.2%		(64 / 697)
			ELL	4.8%		(4 / 83)
		Gender	Female	4.0%		(15 / 373)
			Male	13.0%		(53 / 407)
		InstrSetting	Not Special Ed	8.0%		(51 / 641)
			Special Ed	12.2%		(17 / 139)
		Race	Black / Latinx	11.5%		(26 / 227)
			White / Other	7.6%		(42 / 553)
	18-19	All	All	8.9%		(71 / 799)
		ELL	Not ELL	9.3%		(66 / 713)
			ELL	5.8%		(5 / 86)
		Gender	Female	3.6%		(14 / 388)
			Male	13.9%		(57 / 411)
		InstrSetting	Not Special Ed	7.6%		(49 / 642)
			Special Ed	14.0%		(22 / 157)
		Race	Black / Latinx	12.1%		(28 / 231)
			White / Other	7.6%		(43 / 568)
	17-18	All	All	9.7%		(76 / 784)
		ELL	Not ELL	10.5%		(73 / 695)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Oak Grove Elementary School	Number of Students
Referrals	17-18	ELL	ELL	3.4%		(3 / 89)
		Gender	Female	6.0%		(23 / 381)
			Male	13.2%		(53 / 403)
		InstrSetting	Not Special Ed	9.2%		(59 / 640)
			Special Ed	11.8%		(17 / 144)
		Race	Black / Latinx	12.4%		(30 / 241)
			White / Other	8.5%		(46 / 543)
	16-17	All	All	7.5%		(59 / 787)
		ELL	Not ELL	7.4%		(54 / 732)
			ELL	9.1%		(5 / 55)
		Gender	Female	2.9%		(11 / 373)
			Male	11.6%		(48 / 414)
		InstrSetting	Not Special Ed	6.3%		(43 / 678)
			Special Ed	14.7%		(16 / 109)
		Race	Black / Latinx	12.7%		(29 / 228)
			White / Other	5.4%		(30 / 559)
	15-16	All	All	9.6%		(77 / 798)
		ELL	Not ELL	9.7%		(72 / 746)
			ELL	9.6%		(5 / 52)
		Gender	Female	5.0%		(19 / 378)
			Male	13.8%		(58 / 420)
		InstrSetting	Not Special Ed	9.2%		(60 / 649)
			Special Ed	11.4%		(17 / 149)
		Race	Black / Latinx	16.7%		(36 / 215)
			White / Other	7.0%		(41 / 583)
	14-15	All	All	8.4%		(68 / 808)
		ELL	Not ELL	8.6%		(64 / 748)
			ELL	6.7%		(4 / 60)
		Gender	Female	3.9%		(15 / 382)
			Male	12.4%		(53 / 426)
		InstrSetting	Not Special Ed	7.5%		(49 / 657)
			Special Ed	12.6%		(19 / 151)
		Race	Black / Latinx	14.5%		(29 / 200)
			White / Other	6.4%		(39 / 608)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Oak Grove Elementary School	Number of Students
In School Suspensions	21-22	All	All	1.6%		(13 / 799)
		ELL	Not ELL	1.9%		(13 / 677)
			ELL	0.0%		(0 / 122)
		Gender	Female	1.0%		(4 / 403)
			Male	2.3%		(9 / 396)
		InstrSetting	Not Special Ed	0.9%		(6 / 643)
			Special Ed	4.5%		(7 / 156)
		Race	Black / Latinx	1.1%		(3 / 276)
			White / Other	1.9%		(10 / 523)
	20-21	All	All	0.1%		(1 / 743)
		ELL	Not ELL	0.2%		(1 / 642)
			ELL	0.0%		(0 / 101)
		Gender	Female	0.0%		(0 / 374)
			Male	0.3%		(1 / 369)
		InstrSetting	Not Special Ed	0.2%		(1 / 611)
			Special Ed	0.0%		(0 / 132)
		Race	Black / Latinx	0.0%		(0 / 241)
			White / Other	0.2%		(1 / 502)
	19-20	All	All	0.4%		(3 / 780)
		ELL	Not ELL	0.4%		(3 / 697)
			ELL	0.0%		(0 / 83)
		Gender	Female	0.0%		(0 / 373)
			Male	0.7%		(3 / 407)
		InstrSetting	Not Special Ed	0.2%		(1 / 641)
			Special Ed	1.4%		(2 / 139)
		Race	Black / Latinx	0.4%		(1 / 227)
			White / Other	0.4%		(2 / 553)
	18-19	All	All	1.8%		(14 / 799)
		ELL	Not ELL	2.0%		(14 / 713)
			ELL	0.0%		(0 / 86)
		Gender	Female	1.3%		(5 / 388)
			Male	2.2%		(9 / 411)
		InstrSetting	Not Special Ed	1.1%		(7 / 642)
			Special Ed	4.5%		(7 / 157)
		Race	Black / Latinx	3.0%		(7 / 231)
			White / Other	1.2%		(7 / 568)
	17-18	All	All	1.4%		(11 / 784)
		ELL	Not ELL	1.6%		(11 / 695)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Oak Grove Elementary School	Number of Students
In School Suspensions	17-18	ELL	ELL	0.0%		(0 / 89)
		Gender	Female	1.3%		(5 / 381)
			Male	1.5%		(6 / 403)
		InstrSetting	Not Special Ed	1.6%		(10 / 640)
			Special Ed	0.7%		(1 / 144)
		Race	Black / Latinx	2.1%		(5 / 241)
			White / Other	1.1%		(6 / 543)
	16-17	All	All	0.4%		(3 / 787)
		ELL	Not ELL	0.4%		(3 / 732)
			ELL	0.0%		(0 / 55)
		Gender	Female	0.0%		(0 / 373)
			Male	0.7%		(3 / 414)
		InstrSetting	Not Special Ed	0.3%		(2 / 678)
			Special Ed	0.9%		(1 / 109)
		Race	Black / Latinx	0.4%		(1 / 228)
			White / Other	0.4%		(2 / 559)
	15-16	All	All	0.9%		(7 / 798)
		ELL	Not ELL	0.9%		(7 / 746)
			ELL	0.0%		(0 / 52)
		Gender	Female	0.3%		(1 / 378)
			Male	1.4%		(6 / 420)
		InstrSetting	Not Special Ed	0.6%		(4 / 649)
			Special Ed	2.0%		(3 / 149)
		Race	Black / Latinx	1.4%		(3 / 215)
			White / Other	0.7%		(4 / 583)
	14-15	All	All	0.6%		(5 / 808)
		ELL	Not ELL	0.7%		(5 / 748)
			ELL	0.0%		(0 / 60)
		Gender	Female	0.0%		(0 / 382)
			Male	1.2%		(5 / 426)
		InstrSetting	Not Special Ed	0.6%		(4 / 657)
			Special Ed	0.7%		(1 / 151)
		Race	Black / Latinx	1.5%		(3 / 200)
			White / Other	0.3%		(2 / 608)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Oak Grove Elementary School	Number of Students
Out of School Suspensions	21-22	All	All	4.0%		(32 / 799)
		ELL	Not ELL	4.6%		(31 / 677)
			ELL	0.8%		(1 / 122)
		Gender	Female	3.0%		(12 / 403)
			Male	5.1%		(20 / 396)
		InstrSetting	Not Special Ed	3.4%		(22 / 643)
			Special Ed	6.4%		(10 / 156)
		Race	Black / Latinx	5.1%		(14 / 276)
			White / Other	3.4%		(18 / 523)
	20-21	All	All	0.9%		(7 / 743)
		ELL	Not ELL	0.8%		(5 / 642)
			ELL	2.0%		(2 / 101)
		Gender	Female	0.3%		(1 / 374)
			Male	1.6%		(6 / 369)
		InstrSetting	Not Special Ed	0.8%		(5 / 611)
			Special Ed	1.5%		(2 / 132)
		Race	Black / Latinx	2.1%		(5 / 241)
			White / Other	0.4%		(2 / 502)
	19-20	All	All	1.2%		(9 / 780)
		ELL	Not ELL	1.3%		(9 / 697)
			ELL	0.0%		(0 / 83)
		Gender	Female	0.5%		(2 / 373)
			Male	1.7%		(7 / 407)
		InstrSetting	Not Special Ed	0.8%		(5 / 641)
			Special Ed	2.9%		(4 / 139)
		Race	Black / Latinx	1.3%		(3 / 227)
			White / Other	1.1%		(6 / 553)
	18-19	All	All	4.0%		(32 / 799)
		ELL	Not ELL	4.3%		(31 / 713)
			ELL	1.2%		(1 / 86)
		Gender	Female	1.0%		(4 / 388)
			Male	6.8%		(28 / 411)
		InstrSetting	Not Special Ed	2.8%		(18 / 642)
			Special Ed	8.9%		(14 / 157)
		Race	Black / Latinx	5.6%		(13 / 231)
			White / Other	3.3%		(19 / 568)
	17-18	All	All	4.2%		(33 / 784)
		ELL	Not ELL	4.7%		(33 / 695)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Oak Grove Elementary School	Number of Students
Out of School Suspensions	17-18	ELL	ELL	0.0%		(0 / 89)
		Gender	Female	1.8%		(7 / 381)
			Male	6.5%		(26 / 403)
		InstrSetting	Not Special Ed	3.9%		(25 / 640)
			Special Ed	5.6%		(8 / 144)
		Race	Black / Latinx	5.8%		(14 / 241)
			White / Other	3.5%		(19 / 543)
	16-17	All	All	1.3%		(10 / 787)
		ELL	Not ELL	1.4%		(10 / 732)
			ELL	0.0%		(0 / 55)
		Gender	Female	0.3%		(1 / 373)
			Male	2.2%		(9 / 414)
		InstrSetting	Not Special Ed	0.7%		(5 / 678)
			Special Ed	4.6%		(5 / 109)
		Race	Black / Latinx	1.8%		(4 / 228)
			White / Other	1.1%		(6 / 559)
	15-16	All	All	2.6%		(21 / 798)
		ELL	Not ELL	2.7%		(20 / 746)
			ELL	1.9%		(1 / 52)
		Gender	Female	1.3%		(5 / 378)
			Male	3.8%		(16 / 420)
		InstrSetting	Not Special Ed	1.8%		(12 / 649)
			Special Ed	6.0%		(9 / 149)
		Race	Black / Latinx	4.7%		(10 / 215)
			White / Other	1.9%		(11 / 583)
	14-15	All	All	2.2%		(18 / 808)
		ELL	Not ELL	2.4%		(18 / 748)
			ELL	0.0%		(0 / 60)
		Gender	Female	0.8%		(3 / 382)
			Male	3.5%		(15 / 426)
		InstrSetting	Not Special Ed	1.7%		(11 / 657)
			Special Ed	4.6%		(7 / 151)
		Race	Black / Latinx	6.0%		(12 / 200)
			White / Other	1.0%		(6 / 608)

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			45	75.5%		
	18-19			117	84.6%		
	21-22						
My non-instructional duties do not interfere with my essential role of educating students.	21-22						
	20-21			45	80.0%		
	18-19			117	85.5%		
I have access to reliable communication technology, including phone, fax, and e-mail.	21-22			46	95.6%		
	20-21			45	100.0%		
	18-19			117	98.3%		
I feel supported by administrators at my school.	21-22			46	95.6%		
	20-21			45	93.4%		
	18-19			117	92.3%		
The faculty and staff at my school have a shared vision.	21-22			46	95.6%		
	20-21			45	100.0%		
	18-19			117	90.5%		
I am familiar with local, state, and national policies and how they affect teaching and learning.	21-22			46	91.3%		
	20-21			45	95.5%		
	18-19			117	99.2%		
Local, state, or national policies assist me in meeting the educational needs of my students.	21-22			46	93.5%		
	20-21			45	88.9%		
	18-19			117	91.5%		
The school leadership makes a sustained effort to address teacher concerns.	21-22			46	95.6%		
	20-21			45	95.6%		
	18-19			117	89.7%		
My decisions in areas such as instruction and student progress are supported.	21-22			46	93.5%		
	20-21			45	97.8%		

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			117	92.3%		
Teachers at my school are encouraged to develop innovative solutions to problems.	21-22			46	95.6%		
	20-21			46	97.8%		
	18-19			117	90.6%		
I feel comfortable raising issues and concerns that are important to me.	21-22			46	93.5%		
	20-21			46	84.8%		
	18-19			117	91.5%		
Sufficient resources are available to allow teachers to take advantage of professional development activities.	21-22			45	88.9%		
	20-21			46	91.3%		
	18-19			117	90.6%		
My class sizes allow me to meet the educational needs of my students.	21-22			46	73.9%		
	20-21			46	73.9%		
	18-19			117	78.6%		
I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	21-22			45	88.9%		
	20-21			46	91.3%		
	18-19			117	90.6%		

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	278	95.0%			16	100.0%
	20-21	90	83.4%	46	97.8%	79	73.4%
	18-19	100	83.0%	117	95.8%	25	72.0%
My parent knows what I am expected to learn in school.	21-22	287	90.9%			19	89.4%
	20-21	93	86.0%			78	87.2%
	18-19	100	87.0%			25	68.0%
My parent knows how well I am doing in school.	21-22	291	94.5%				
	20-21	93	94.6%				
	18-19	100	96.0%				
My school informs parents about school programs and activities.	21-22	283	94.7%	46	100.0%		
	20-21	93	95.7%	46	100.0%		
	18-19	100	85.0%	117	99.1%		
Parents at my school know their children's homework assignments.	21-22	255	81.9%	46	93.4%		
	20-21	78	80.8%	46	80.4%		
	18-19	99	70.7%	117	95.7%		
My parent helps me with my homework when I need it.	21-22	262	86.6%				
	20-21	80	85.1%				
	18-19	99	84.8%				
Parents are welcomed at my school.	21-22	288	94.4%				
	20-21	92	89.2%				
	18-19	99	94.9%				
Parents volunteer and participate in activities at my school.	21-22	275	84.7%	45	88.9%		
	20-21	91	79.2%	46	69.5%		
	18-19	100	82.0%	117	91.4%		
My child's teachers contact me to say good things about my child.	21-22					19	84.2%
	20-21					79	83.6%
	18-19					26	53.9%
My child's teachers tell me how I can help my child learn.	21-22					19	89.4%
	20-21					77	75.4%
	18-19					25	72.0%

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					18	100.0%
	20-21					79	82.3%
	18-19					25	52.0%
My child's school returns my phone calls or e-mails promptly.	21-22					19	94.7%
	20-21					78	84.6%
	18-19					25	84.0%
Parents are involved in school decisions.	21-22			46	76.1%		
	20-21			46	91.3%	79	92.4%
	18-19			117	95.7%	25	76.0%
My child's school considers changes based on what parents say.	21-22					18	100.0%
	20-21					78	60.3%
	18-19					25	60.0%
My child's school schedules activities at times that I can attend.	21-22					18	100.0%
	20-21					78	65.4%
	18-19					26	69.2%
My child's school treats all students fairly.	21-22					19	100.0%
	20-21					79	92.4%
	18-19					26	80.7%
The principal at my child's school is available and welcoming.	21-22					19	100.0%
	20-21					79	91.1%
	18-19					26	76.9%
Parents at my school are aware of school policies.	21-22			45	100.0%		
	20-21			46	100.0%		
	18-19			117	98.3%		
Parents at my school understand the school's instructional programs.	21-22			45	100.0%		
	20-21			46	97.8%		
	18-19			117	95.7%		
Parents at my school support instructional decisions regarding their children.	21-22			46	100.0%		
	20-21			46	100.0%		
	18-19			117	96.6%		
Parents attend conferences requested by teachers at my school.	21-22			45	91.1%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
Parents attend conferences requested by teachers at my school.	20-21			46	87.0%		
	18-19			117	97.4%		
Parents at my school cooperate regarding discipline problems.	21-22			45	95.6%		
	20-21			46	95.7%		
	18-19			117	90.6%		
Parents attend school meetings and other school events.	21-22			46	93.5%		
	20-21			46	78.3%		
	18-19			117	96.5%		

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	279	91.7%	46	93.5%	19	100.0%
	20-21	93	90.3%	46	100.0%	79	76.0%
	18-19	98	76.5%	117	92.3%	25	80.0%
My classes are challenging (not too easy; they make me think).	21-22	285	70.5%	46	100.0%	19	94.8%
	20-21	94	73.4%	46	100.0%	79	91.1%
	18-19	100	68.0%	117	99.2%	25	88.0%
My teachers want me to understand what I am learning, not just remember facts.	21-22	290	95.5%	46	100.0%		
	20-21	94	95.8%	46	100.0%		
	18-19	100	93.0%	117	99.1%		
My teachers expect students to learn.	21-22	291	96.2%	46	100.0%	19	100.0%
	20-21	94	99.0%	46	100.0%	79	95.0%
	18-19	100	94.0%	117	98.3%	25	92.0%
My teachers expect students to behave.	21-22	292	96.9%				
	20-21	94	98.9%				
	18-19	100	96.0%				
My teachers spend enough time helping me learn.	21-22	285	93.3%	46	95.7%		
	20-21	94	92.5%	46	100.0%		
	18-19	100	85.0%	117	94.9%		
My teachers help students when they do not understand something.	21-22	289	97.6%	46	97.8%	19	100.0%
	20-21	94	95.7%	46	93.5%	79	79.7%
	18-19	100	92.0%	117	97.4%	25	80.0%
My teachers do a good job teaching me mathematics.	21-22	288	95.2%				
	20-21	94	96.8%				
	18-19	100	92.0%				
My teachers do a good job teaching me English language arts.	21-22	281	95.7%				
	20-21	93	96.8%				
	18-19	100	90.0%				
My teachers give tests on what I learn in class.	21-22	290	96.2%				
	20-21	94	93.6%				
	18-19	99	95.9%				

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	243	60.1%			12	83.3%
	20-21	77	62.4%			79	78.4%
	18-19	98	66.3%			24	79.1%
My classes are interesting and fun.	21-22	290	85.2%				
	20-21	93	82.8%				
	18-19	98	64.3%				
Students at my school believe they can do good work.	21-22	278	91.7%				
	20-21	93	83.9%				
	18-19	98	72.4%				
My teachers praise students when they do good work.	21-22	282	85.4%				
	20-21	92	82.6%				
	18-19	98	73.4%				
Work done by students can be seen on the walls of my school.	21-22	281	90.8%				
	20-21	92	71.8%				
	18-19	98	78.6%				
The textbooks and workbooks I use at my school really help me to learn.	21-22	285	81.8%				
	20-21	92	70.7%				
	18-19	98	75.5%				
The media center at my school has a good selection of books.	21-22	279	89.9%	46	100.0%		
	20-21	92	83.7%	46	100.0%		
	18-19	98	68.4%	117	95.8%		
I use computers and other technology at my school to help me learn.	21-22	288	97.2%	46	100.0%		
	20-21	93	98.9%	46	97.9%		
	18-19	98	93.9%	117	88.8%		
Teachers at my school effectively implement the State Curriculum Standards.	21-22			46	100.0%		
	20-21			46	100.0%		
	18-19			117	98.3%		
Student assessment information is effectively used by teachers to plan instruction.	21-22			46	100.0%		
	20-21			46	97.8%		
	18-19			117	96.6%		
My school offers effective programs for students with disabilities.	21-22			45	88.9%		

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			46	91.3%		
	18-19			117	96.6%		
Instructional strategies are used to meet the needs of academically gifted students.	21-22			45	91.1%		
	20-21			46	89.1%		
	18-19			117	95.8%		
The level of teacher and staff morale is high at my school.	21-22			45	88.9%		
	20-21			46	87.0%		
	18-19			117	80.3%		
Teachers respect each other at my school.	21-22			45	97.8%		
	20-21			46	93.5%		
	18-19			117	92.3%		
Teachers at my school are recognized and appreciated for good work.	21-22			46	91.3%		
	20-21			46	93.5%		
	18-19			117	86.3%		
Students at my school are motivated and interested in learning.	21-22			46	95.7%		
	20-21			46	95.6%		
	18-19			117	96.6%		
There are sufficient materials and supplies available for classroom and instructional use.	21-22			46	95.7%		
	20-21			46	93.5%		
	18-19			117	88.8%		
Our school has sufficient computers for instructional use.	21-22			46	100.0%		
	20-21			46	97.8%		
	18-19			117	83.7%		
There are relevant professional development opportunities offered to teachers at my school.	21-22			46	95.6%		
	20-21			46	95.7%		
	18-19			117	94.8%		
The school administration communicates clear instructional goals for the school.	21-22			46	97.9%		
	20-21			46	97.8%		
	18-19			117	93.2%		
The school administration sets high standards for students.	21-22			46	97.8%		
	20-21			46	97.8%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The school administration sets high standards for c	18-19			117	93.2%		
The school administration has high expectations for teacher performance.	21-22			46	97.8%		
	20-21			46	100.0%		
	18-19			117	95.8%		
The school administration provides effective instructional leadership.	21-22			46	97.8%		
	20-21			46	97.8%		
	18-19			117	90.6%		
Student assessment information is used to set goals and plan programs for my school.	21-22			46	97.8%		
	20-21			46	97.8%		
	18-19			117	95.8%		
Teacher evaluation at my school focuses on instructional improvement.	21-22			46	97.8%		
	20-21			46	97.8%		
	18-19			117	95.7%		
School administrators visit classrooms to observe instruction.	21-22			46	95.6%		
	20-21			46	100.0%		
	18-19			117	88.9%		
The school administration arranges for collaborative planning and decision making.	21-22			46	95.6%		
	20-21			46	95.7%		
	18-19			117	94.0%		

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	279	92.5%	46	93.5%	19	100.0%
	20-21	92	91.3%	46	95.6%		
	18-19	100	73.0%	117	90.6%	26	84.6%
The grounds around my school are kept clean.	21-22	279	87.1%	46	82.7%		
	20-21	91	92.3%	46	91.3%		
	18-19	100	64.0%	117	97.4%		
The hallways at my school are kept clean.	21-22	281	92.2%	46	91.3%	19	100.0%
	20-21	93	92.5%	46	91.3%	78	83.3%
	18-19	100	66.0%	117	98.2%	26	92.3%
The bathrooms at my school are kept clean.	21-22	285	65.3%	46	87.0%		
	20-21	92	76.1%	46	89.1%		
	18-19	100	41.0%	117	94.8%		
Broken things at my school get fixed.	21-22	266	89.5%	46	76.1%		
	20-21	90	94.4%	46	84.8%		
	18-19	100	68.0%	117	92.3%		
There is enough room for students to learn at my school.	21-22	280	93.6%	46	78.2%		
	20-21	93	91.4%	46	89.2%		
	18-19	100	69.0%	117	82.0%		
Students at my school behave well in class.	21-22	275	70.9%	46	95.6%		
	20-21	94	64.9%	46	95.7%	79	93.7%
	18-19	100	30.0%	117	90.6%	26	57.7%
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	21-22	270	67.0%	46	95.6%		
	20-21	93	69.9%	46	97.8%		
	18-19	100	36.0%	117	87.1%		
Students at my school know the rules and what happens when students break the rules.	21-22	288	91.7%	46	95.6%		
	20-21	94	92.5%	46	95.7%		
	18-19	100	83.0%	117	83.7%		
The rules about how students should behave in my school are fair.	21-22	280	89.3%	46	100.0%		
	20-21	94	94.7%	46	100.0%		
	18-19	100	72.0%	117	86.3%		

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	253	92.1%	46	97.9%		
	20-21	94	90.4%	46	93.5%		
	18-19	100	90.0%	117	81.2%		
I feel safe at my school before and after school hours.	21-22	281	94.3%	46	100.0%		
	20-21	89	93.3%	46	100.0%		
	18-19	100	72.0%	117	98.3%		
I feel safe at my school during the school day.	21-22	283	94.7%	46	100.0%	18	100.0%
	20-21	94	93.6%	46	100.0%	79	69.6%
	18-19	100	80.0%	117	100.0%	26	80.8%
I feel safe going to or coming from my school.	21-22	282	96.1%	46	100.0%		
	20-21	92	90.2%	46	100.0%		
	18-19	100	83.0%	117	100.0%		
Students from different backgrounds get along well at my school.	21-22	269	87.7%	46	100.0%		
	20-21	94	84.1%	46	100.0%		
	18-19	100	60.0%	117	95.7%		
Teachers and students get along well with each other at my school.	21-22	282	95.1%	46	97.8%		
	20-21	93	92.5%	46	97.8%		
	18-19	100	69.0%	117	97.4%		
Teachers work together to help students at my school.	21-22	286	96.9%	46	97.8%		
	20-21	93	99.0%	46	97.9%		
	18-19	100	86.0%	117	97.5%		
**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	272	42.3%	45	2.2%		
	20-21	91	37.4%	46	10.9%		
	18-19	99	66.7%	117	4.3%		
**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	277	35.0%				
	20-21	92	25.0%				
	18-19	100	37.0%				
**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	278	13.7%	44	4.5%		
	20-21	91	6.6%	46	6.5%		
	18-19	100	9.0%	117	4.3%		

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	272	16.9%				
	20-21	88	9.1%				
	18-19	100	18.0%				
**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	273	12.8%				
	20-21	90	7.8%				
	18-19	100	13.0%				
Adults at my school prevent bullying from happening.	21-22	279	90.7%	46	89.1%	15	100.0%
	20-21	92	85.8%	46	97.8%	78	57.7%
	18-19	100	75.0%	117	94.0%	25	64.0%
I can always go to adults at my school if I am being bullied.	21-22	283	93.6%				
	20-21	93	84.9%				
	18-19	100	84.0%				
An adult at my school has talked to me about bullying.	21-22	286	85.3%				
	20-21	91	87.9%				
	18-19	100	83.0%				
My child's teachers care about my child as an individual.	21-22					14	92.8%
	20-21					79	92.5%
	18-19					26	84.7%
My child's school has an anti-bullying program to prevent or deal with bullying.	21-22					14	92.8%
	20-21					78	84.6%
	18-19					26	57.7%
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					21	28.6%
During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	21-22						
	20-21						
	18-19					20	25.0%
I recommend that all parents/guardians attend IGP conferences with their children.	21-22						
	20-21						
	18-19					20	25.0%

Executive Summary of Needs Assessment Data Findings

School Name: OGES

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	22-23 School Year Primary Students Data Source: iReady Winter Assessment
Primary School (K - 2) Student	<u>Strength:</u> 84% of Kindergarten students met their typical growth with their iReady reading assessment. 61% of students met their strength growth goal.
Elementary/ Middle School (3 - 8) Student	<u>Strength:</u> 73% of first-grade students met their typical growth with their iReady reading assessment. 54% of students met their strength growth goal.
High School (9 - 12) Student	<u>Improvement Needed:</u> 38% of second-grade students met their typical growth with their iReady math assessment. 25% of students met their strength growth goal.
	22-23 School Year Elementary Students Data Source: 2021-2022 SCReady
	<u>Strength:</u> 51.10% of students in grades 3-5 are meeting or exceeding their grade level expectations on the SCReady Reading assessment. This is an increase of 12% compared to last school year.

Executive Summary of Needs Assessment Data Findings

	<p><u>Strength:</u> 45.11% of students in grades 3-5 are meeting or exceeding their grade level expectations on the SCReady Math assessment. This is an increase of 8.5% compared to last school year.</p> <p>Improvement Needed: 40.68% of 4th-grade students are meeting or exceeding their grade level expectations on the SCReady Science assessment. This is a decrease from the previous year with 47.10% of students meeting grade-level expectations in science.</p>
Teacher/Administrator Quality	<p>22-23 School Year Data Source: SCDE Home-School Relations Survey</p> <p><u>Strength:</u> 89.5% of teachers feel that parents volunteer and participate in activities in my school. This is an increase of 69.5% from the previous year. We have been working on making our parents feel welcome and a part of the school environment to support their child's education.</p> <p><u>Improvement Needed:</u> 73.0% of teachers feel their class sizes are too large to meet the educational needs of all students. This is the same score as the previous year.</p>
School Climate	<p>22-23 School Year Data Source: SCDE Home-School Relations Survey</p> <p><u>Strength:</u> 100% of parents responded that they are "satisfied with the learning environment in my school." This increased from 76% the previous year.</p> <p><u>Strength:</u> 100% of parents responded that they are "satisfied with home and school relations." This increased from 73.4% the previous year. Our school focus has been on increasing communication with families to make them aware of what is going on at school.</p> <p><u>Improvement Needed:</u> 84% of parents responded that "My child's teachers contact me to say good things about my child." Although this is up one percent from the previous year, we still need to work on connecting with families with positive feedback.</p>

System Commitments

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

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

Strategic Areas of Emphasis	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.

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	76.8%	78.7%	80.7%	74.3%	76.3%	78.3%
			(Actual)	71.3%	57.2%	60.6%	66.3%	
	% of students meeting or exceeding standard on SC READY ELA will increase annually by 2 points.	Grades 3-5	46.3%	48.3%	50.3%	55.7%	57.7%	59.7%
			(Actual)	54.4%		38.9%	51.1%	
	% of students meeting or exceeding standard on SC READY Math will increase annually by 2 points.	Grades 3-5	63.6%	65.5%	67.5%	69.5%	71.5%	73.5%
			(Actual)	64.4%		36.7%	45.1%	
	% of students in Tier 2 or Tier 3 interventions for math and/or reading will decrease annually by 1 point.	Grades K-5	11.1%	10.1%	9.1%	15.6%	14.6%	13.5%
			(Actual)	15.9%	20.3%	17.7%	21.7%	

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	0.601	0.631	0.661	0.691	0.721	0.751
			(Actual)	0.672	0.618	0.540	0.267	

Action Plan for Performance Goal 2:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Director of Assessment and Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Increase school and teacher access to high quality data resources in order to identify skill gaps that impede individual students’ access to gifted and talented programs or high level coursework.	May 2018 – August 2018	Director of Accountability, Principal	None	n/a	District Data Dashboard
3. Provide supports to students based on identified needs to cultivate growth in the skill sets needed to qualify for enrichment and accelerated coursework.	May 2018 – June 2019	Principal, ELA Coordinator, Math Coordinator,GT Coordinator	None	n/a	Curriculum Unit Plans, SLOs documenting approaches used to achieve specific growth targets for individual students, student achievement results
4. Review and revise coursework at all levels to be more inclusive and responsive to all students’ backgrounds and varied experiences.	May 2018 – June 2019	Content Coordinators, Lead Teachers	None	n/a	Comparison of assessment results from 2017-2018 to 2018-2019, revised CUPs, revised assessments
5. Research and apply support structures for nontraditional students in order to increase the students’ success rates and continued participation in accelerated coursework.	May 2018 – June 2019	Principal, GT Coordinator, Lead Teachers	None	n/a	Comparison of student success data in high level coursework from 2017-2018 to 2018-2019.

Performance Goal 3 : The district will implement strategies to improve performance in high level coursework.

System Commitment(s): 1

State Department Category: Gifted and Talented, Student Achievement

Strategic Area of Emphasis: High Impact Teaching and Learning, Literacy and Numeracy

Reading Plan Goal: 4

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	% scoring Exceeds on SC READY ELA subject test will increase by 1 point annually	Grades 3-5	13.4%	14.4%	15.4%	16.4%	17.4%	18.4%
			(Actual)	22.5%		12.9%	25.2%	
	% scoring Exceeds on SC READY Math subject test will increase by 1 point annually	Grades 3-5	33.9%	34.8%	35.8%	36.8%	37.8%	38.8%
			(Actual)	30.1%		13.2%	18.6%	
	% scoring Exceeds on SCPASS Science subject test will increase by 1 point annually	Grades 4-5	22.1%	23.1%	24.1%	25.1%	26.1%	27.1%
			(Actual)	26.9%		23.6%	13.6%	
	% scoring Exceeds on SCPASS Social Studies subject test will increase by 1 point annually	Grades 4-5	27.1%	28.0%	29.0%	40.8%	41.8%	42.8%
			(Actual)	21.4%				

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	13.1%	12.5%	12.0%	11.6%	11.1%	10.5%
			(Actual)	11.8%	13.5%	19.2%	19.4%	
	% of students with 3 or more discipline referrals will decrease by 0.5 points annually.	Grades K-5	3.2%	2.7%	2.2%	1.2%	0.7%	0.1%
			(Actual)	4.2%	2.2%	1.2%	6.1%	
	SC READY equity indices for minority groups will increase by 0.03 annually.	Grades 3-5	0.785	0.815	0.845	0.934	0.964	0.994
			(Actual)	0.801		0.599	0.545	

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		98.1%	98.0%	98.0%	98.0%	98.0%	98.0%
			(Actual)	90.6%		91.3%	88.9%	
	Positive responses to the SCDE survey item "Teachers at my school are encouraged to develop innovative solutions to problems." will reach 98% by 2021		100.0%	98.0%	98.0%	98.0%	98.0%	98.0%
			(Actual)	90.6%		97.8%	95.6%	

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.		79.6%	87.3%	95.0%	95.0%	95.0%	95.0%
			(Actual)	75.4%		91.3%	93.0%	
	% 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.		77.5%	86.3%	95.0%	95.0%	95.0%	95.0%
			(Actual)	80.8%		78.7%	95.3%	

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