

School Renewal Plan Cover Page

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

School Name:	Rocky Creek Elem
SIDN:	3201066
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Lexington 01
Address 1:	430 Calks Ferry Road
Address 2:	
City:	Lexington, SC
Zip Code:	29072
School Renewal Plan Contact Person:	Michelle Smith
School Plan Contact Phone:	803-821-4200
School Plan E-mail Address:	mismith@lexington1.net


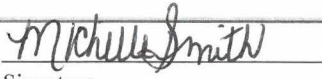
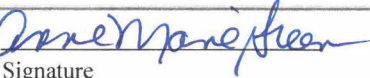
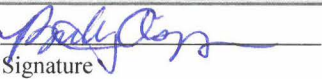
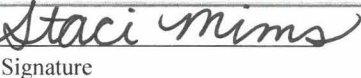
Required Signature Page

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

Assurances for the School Renewal Plans

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

Required Printed Names and Signatures

Superintendent		
<u>Dr. Geritta Postlewait</u> Printed Name	 Signature	<u>4-11-23</u> Date
Principal		
<u>Michele Smith</u> Printed Name	 Signature	<u>3/6/23</u> Date
Chairperson, District Board of Trustees		
<u>Ann Marie Green</u> Printed Name	 Signature	<u>4-11-23</u> Date
Chairperson, School Improvement Council		
<u>Brittney Aspey</u> Printed Name	 Signature	<u>3/6/23</u> Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Staci Mims</u> Printed Name	 Signature	<u>3/6/23</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 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 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 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 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 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 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.	Teacher	Katherine Merrell
2.	Parent/Guardian	Amy Heydt
3.	Community Member	Brittany Venables
4.	Paraprofessional	Julyynn Spence
5.	School Improvement Council Member	Andrea Lamont
6.	Read to Succeed Reading Coach	Staci Mims
7.	School Read To Succeed Literacy Leadership Team Lead	Staci Mims
8.	School Read To Succeed Literacy Leadership Team Member	Cheri Lewis
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		
	Principal	Michelle Smith
	School Read To Succeed Literacy Leadership Team Member	Kristen Smalley
	School Read To Succeed Literacy Leadership Team Member	Jessica Robbins
	School Read To Succeed Literacy Leadership Team Member	Neely Swygert
	School Read To Succeed Literacy Leadership Team Member	Elizabeth Lillienthal

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 Waiver 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)	



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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.

[RCES 2021-22 Report Card](#)

	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Rocky Creek Elementary School	Number of Students
Reading Grades 1-5	21-22	All	All	80.6%		(556 / 690)
		ELL	ELL	84.4%		(38 / 45)
			Not ELL	80.3%		(518 / 645)
		Gender	Female	82.2%		(278 / 338)
			Male	79.0%		(278 / 352)
		InstrSetting	Not Special Ed	86.1%		(515 / 598)
			Special Ed	44.6%		(41 / 92)
		Race	Black / Latinx	66.7%		(54 / 81)
	White / Other		82.4%		(502 / 609)	
	20-21	All	All	71.2%		(500 / 702)
		ELL	Not ELL	70.9%		(467 / 659)
			ELL	76.7%		(33 / 43)
		Gender	Female	75.4%		(252 / 334)
			Male	67.4%		(248 / 368)
		InstrSetting	Not Special Ed	76.2%		(467 / 613)
			Special Ed	37.1%		(33 / 89)
		Race	Black / Latinx	53.8%		(56 / 104)
	White / Other		74.2%		(444 / 598)	
	19-20	All	All	77.9%		(445 / 571)
		ELL	Not ELL	78.0%		(419 / 537)
			ELL	76.5%		(26 / 34)
		Gender	Female	81.8%		(224 / 274)
			Male	74.4%		(221 / 297)
		InstrSetting	Not Special Ed	83.4%		(421 / 505)
			Special Ed	36.4%		(24 / 66)
		Race	Black / Latinx	72.6%		(53 / 73)
	White / Other		78.7%		(392 / 498)	
	18-19	All	All	81.6%		(496 / 608)
		ELL	Not ELL	82.9%		(480 / 579)
			ELL	55.2%		(16 / 29)
		Gender	Female	84.8%		(251 / 296)
			Male	78.5%		(245 / 312)
		InstrSetting	Not Special Ed	85.2%		(455 / 534)
Special Ed			55.4%		(41 / 74)	
Race		Black / Latinx	69.9%		(58 / 83)	
	White / Other	83.4%		(438 / 525)		
17-18	All	All	81.8%		(481 / 588)	
	ELL	Not ELL	82.6%		(466 / 564)	
		ELL	62.5%		(15 / 24)	

	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Rocky Creek Elementary School	Number of Students
Reading Grades 1-5	17-18	Gender	Female	83.4%		(242 / 290)
			Male	80.2%		(239 / 298)
		InstrSetting	Not Special Ed	84.1%		(448 / 533)
			Special Ed	60.0%		(33 / 55)
		Race	Black / Latinx	72.9%		(62 / 85)
			White / Other	83.3%		(419 / 503)
	16-17	All	All	76.5%		(417 / 545)
		ELL	Not ELL	78.1%		(410 / 525)
			ELL	35.0%		(7 / 20)
		Gender	Female	79.3%		(211 / 266)
			Male	73.8%		(206 / 279)
		InstrSetting	Not Special Ed	79.0%		(392 / 496)
			Special Ed	51.0%		(25 / 49)
		Race	Black / Latinx	61.5%		(40 / 65)
	White / Other		78.5%		(377 / 480)	
	15-16	All	All	54.6%		(212 / 388)
		ELL	Not ELL	55.5%		(203 / 366)
			ELL	40.9%		(9 / 22)
		Gender	Female	63.9%		(115 / 180)
			Male	46.6%		(97 / 208)
		InstrSetting	Not Special Ed	57.6%		(198 / 344)
			Special Ed	31.8%		(14 / 44)
		Race	Black / Latinx	46.2%		(24 / 52)
	White / Other		56.0%		(188 / 336)	
	14-15	All	All	57.1%		(222 / 389)
		ELL	Not ELL	58.1%		(215 / 370)
			ELL	36.8%		(7 / 19)
		Gender	Female	62.2%		(107 / 172)
Male			53.0%		(115 / 217)	
InstrSetting		Not Special Ed	63.1%		(207 / 328)	
		Special Ed	24.6%		(15 / 61)	
Race		Black / Latinx	52.2%		(24 / 46)	
	White / Other	57.7%		(198 / 343)		

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Rocky Creek Elementary School	Number of Students
ELA	21-22	All	All	65.6%		(294 / 448)
		ELL	Not ELL	66.4%		(293 / 441)
			ELL	14.3%		(1 / 7)
		Gender	Female	69.5%		(148 / 213)
			Male	62.1%		(146 / 235)
		InstrSetting	Not Special Ed	72.6%		(281 / 387)
			Special Ed	21.3%		(13 / 61)
		Race	Black / Latinx	43.5%		(20 / 46)
	White / Other		68.2%		(274 / 402)	
	20-21	All	All	54.6%		(225 / 412)
		ELL	Not ELL	55.6%		(224 / 403)
			ELL	11.1%		(1 / 9)
		Gender	Female	58.1%		(115 / 198)
			Male	51.4%		(110 / 214)
		InstrSetting	Not Special Ed	60.2%		(215 / 357)
			Special Ed	18.2%		(10 / 55)
		Race	Black / Latinx	30.8%		(12 / 39)
	White / Other		57.1%		(213 / 373)	
	18-19	All	All	65.1%		(233 / 358)
		ELL	Not ELL	66.3%		(232 / 350)
			ELL	12.5%		(1 / 8)
		Gender	Female	72.5%		(129 / 178)
			Male	57.8%		(104 / 180)
		InstrSetting	Not Special Ed	69.4%		(220 / 317)
			Special Ed	31.7%		(13 / 41)
		Race	Black / Latinx	42.1%		(16 / 38)
	White / Other		67.8%		(217 / 320)	
	17-18	All	All	65.6%		(227 / 346)
		ELL	Not ELL	66.5%		(222 / 334)
			ELL	41.7%		(5 / 12)
		Gender	Female	73.0%		(127 / 174)
			Male	58.1%		(100 / 172)
		InstrSetting	Not Special Ed	68.8%		(220 / 320)
Special Ed			26.9%		(7 / 26)	
Race		Black / Latinx	43.5%		(20 / 46)	
	White / Other	69.0%		(207 / 300)		
16-17	All	All	59.5%		(191 / 321)	
	ELL	Not ELL	59.7%		(184 / 308)	

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Rocky Creek Elementary School	Number of Students
ELA	16-17	ELL	ELL	53.8%		(7 / 13)
		Gender	Female	66.5%		(103 / 155)
			Male	53.0%		(88 / 166)
		InstrSetting	Not Special Ed	61.6%		(183 / 297)
			Special Ed	33.3%		(8 / 24)
		Race	Black / Latinx	52.5%		(21 / 40)
	White / Other		60.5%		(170 / 281)	
	15-16	All	All	66.7%		(232 / 348)
		ELL	Not ELL	68.5%		(226 / 330)
			ELL	33.3%		(6 / 18)
		Gender	Female	74.5%		(123 / 165)
			Male	59.6%		(109 / 183)
		InstrSetting	Not Special Ed	69.5%		(223 / 321)
			Special Ed	33.3%		(9 / 27)
Race		Black / Latinx	48.7%		(19 / 39)	
	White / Other	68.9%		(213 / 309)		

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Rocky Creek Elementary School	Number of Students
Math	21-22	All	All	61.4%		(275 / 448)
		ELL	Not ELL	61.9%		(273 / 441)
			ELL	28.6%		(2 / 7)
		Gender	Female	58.7%		(125 / 213)
			Male	63.8%		(150 / 235)
		InstrSetting	Not Special Ed	67.4%		(261 / 387)
			Special Ed	23.0%		(14 / 61)
		Race	Black / Latinx	39.1%		(18 / 46)
	White / Other		63.9%		(257 / 402)	
	20-21	All	All	56.1%		(231 / 412)
		ELL	Not ELL	57.1%		(230 / 403)
			ELL	11.1%		(1 / 9)
		Gender	Female	47.0%		(93 / 198)
			Male	64.5%		(138 / 214)
		InstrSetting	Not Special Ed	60.2%		(215 / 357)
			Special Ed	29.1%		(16 / 55)
		Race	Black / Latinx	35.9%		(14 / 39)
	White / Other		58.2%		(217 / 373)	
	18-19	All	All	66.2%		(237 / 358)
		ELL	Not ELL	67.1%		(235 / 350)
			ELL	25.0%		(2 / 8)
		Gender	Female	65.7%		(117 / 178)
			Male	66.7%		(120 / 180)
		InstrSetting	Not Special Ed	70.0%		(222 / 317)
			Special Ed	36.6%		(15 / 41)
		Race	Black / Latinx	50.0%		(19 / 38)
	White / Other		68.1%		(218 / 320)	
	17-18	All	All	69.7%		(241 / 346)
		ELL	Not ELL	70.4%		(235 / 334)
			ELL	50.0%		(6 / 12)
		Gender	Female	69.5%		(121 / 174)
			Male	69.8%		(120 / 172)
		InstrSetting	Not Special Ed	73.4%		(235 / 320)
Special Ed			23.1%		(6 / 26)	
Race		Black / Latinx	54.3%		(25 / 46)	
	White / Other	72.0%		(216 / 300)		
16-17	All	All	62.3%		(200 / 321)	
	ELL	Not ELL	63.0%		(194 / 308)	
		ELL	46.2%		(6 / 13)	























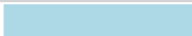





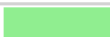






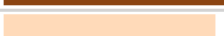

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Rocky Creek Elementary School	Number of Students
Math	16-17	Gender	Female	59.4%		(92 / 155)
			Male	65.1%		(108 / 166)
		InstrSetting	Not Special Ed	64.3%		(191 / 297)
			Special Ed	37.5%		(9 / 24)
		Race	Black / Latinx	50.0%		(20 / 40)
			White / Other	64.1%		(180 / 281)
	15-16	All	All	69.5%		(242 / 348)
		ELL	Not ELL	70.9%		(234 / 330)
			ELL	44.4%		(8 / 18)
		Gender	Female	68.5%		(113 / 165)
			Male	70.5%		(129 / 183)
		InstrSetting	Not Special Ed	72.3%		(232 / 321)
			Special Ed	37.0%		(10 / 27)
		Race	Black / Latinx	46.2%		(18 / 39)
White / Other	72.5%			(224 / 309)		
















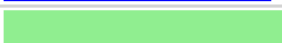








	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Rocky Creek Elementary School	Number of Students
Science	21-22	All	All	54.2%		(83 / 153)
		ELL	Not ELL	55.3%		(83 / 150)
			ELL	0.0%		(0 / 3)
		Gender	Female	53.2%		(41 / 77)
			Male	55.3%		(42 / 76)
		InstrSetting	Not Special Ed	60.6%		(80 / 132)
			Special Ed	14.3%		(3 / 21)
		Race	Black / Latinx	20.0%		(3 / 15)
	White / Other		58.0%		(80 / 138)	
	20-21	All	All	51.4%		(73 / 142)
		ELL	Not ELL	51.8%		(72 / 139)
			ELL	33.3%		(1 / 3)
		Gender	Female	43.5%		(27 / 62)
			Male	57.5%		(46 / 80)
		InstrSetting	Not Special Ed	54.9%		(67 / 122)
			Special Ed	30.0%		(6 / 20)
		Race	Black / Latinx	30.8%		(4 / 13)
	White / Other		53.5%		(69 / 129)	
	18-19	All	All	68.3%		(82 / 120)
		ELL	Not ELL	69.2%		(81 / 117)
			ELL	33.3%		(1 / 3)
		Gender	Female	74.6%		(44 / 59)
			Male	62.3%		(38 / 61)
		InstrSetting	Not Special Ed	70.9%		(78 / 110)
			Special Ed	40.0%		(4 / 10)
		Race	Black / Latinx	18.2%		(2 / 11)
	White / Other		73.4%		(80 / 109)	
	17-18	All	All	64.5%		(71 / 110)
		ELL	Not ELL	63.8%		(67 / 105)
			ELL	80.0%		(4 / 5)
		Gender	Female	61.0%		(36 / 59)
			Male	68.6%		(35 / 51)
		InstrSetting	Not Special Ed	66.7%		(68 / 102)
Special Ed			37.5%		(3 / 8)	
Race		Black / Latinx	60.0%		(9 / 15)	
	White / Other	65.3%		(62 / 95)		
16-17	All	All	63.8%		(139 / 218)	
	ELL	Not ELL	65.6%		(137 / 209)	
		ELL	22.2%		(2 / 9)	

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Rocky Creek Elementary School	Number of Students	
Science	16-17	Gender	Female	67.9%		(72 / 106)	
			Male	59.8%		(67 / 112)	
		InstrSetting	Not Special Ed	65.8%		(133 / 202)	
			Special Ed	37.5%		(6 / 16)	
		Race	Black / Latinx	42.9%		(12 / 28)	
			White / Other	66.8%		(127 / 190)	
	15-16	All	All	88.2%		(210 / 238)	
			ELL	Not ELL	88.7%		(205 / 231)
				ELL	71.4%		(5 / 7)
		Gender	Female	90.4%		(104 / 115)	
			Male	86.2%		(106 / 123)	
		InstrSetting	Not Special Ed	90.1%		(201 / 223)	
			Special Ed	60.0%		(9 / 15)	
		Race	Black / Latinx	82.6%		(19 / 23)	
	White / Other		88.8%		(191 / 215)		
	14-15	All	All	91.2%		(227 / 249)	
			ELL	Not ELL	91.4%		(223 / 244)
				ELL	80.0%		(4 / 5)
		Gender	Female	87.9%		(102 / 116)	
			Male	94.0%		(125 / 133)	
		InstrSetting	Not Special Ed	93.5%		(215 / 230)	
			Special Ed	63.2%		(12 / 19)	
		Race	Black / Latinx	80.0%		(16 / 20)	
	White / Other		92.1%		(211 / 229)		
	13-14	All	All	90.1%		(209 / 232)	
			ELL	Not ELL	90.1%		(209 / 232)
				ELL	71.4%		(5 / 7)
		Gender	Female	90.1%		(91 / 101)	
			Male	90.1%		(118 / 131)	
		InstrSetting	Not Special Ed	96.2%		(200 / 208)	
			Special Ed	37.5%		(9 / 24)	
		Race	Black / Latinx	68.4%		(13 / 19)	
White / Other	92.0%			(196 / 213)			

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Rocky Creek Elementary School	Number of Students
Social Studies	18-19	All	All	85.7%		(102 / 119)
		ELL	Not ELL	86.3%		(101 / 117)
			ELL	50.0%		(1 / 2)
		Gender	Female	77.4%		(48 / 62)
			Male	94.7%		(54 / 57)
		InstrSetting	Not Special Ed	87.2%		(95 / 109)
			Special Ed	70.0%		(7 / 10)
		Race	Black / Latinx	78.6%		(11 / 14)
	White / Other		86.7%		(91 / 105)	
	17-18	All	All	85.2%		(98 / 115)
		ELL	Not ELL	87.4%		(97 / 111)
			ELL	25.0%		(1 / 4)
		Gender	Female	90.9%		(50 / 55)
			Male	80.0%		(48 / 60)
		InstrSetting	Not Special Ed	90.6%		(96 / 106)
			Special Ed	22.2%		(2 / 9)
		Race	Black / Latinx	62.5%		(10 / 16)
	White / Other		88.9%		(88 / 99)	
	16-17	All	All	89.9%		(196 / 218)
		ELL	Not ELL	90.0%		(188 / 209)
			ELL	88.9%		(8 / 9)
		Gender	Female	91.5%		(97 / 106)
			Male	88.4%		(99 / 112)
		InstrSetting	Not Special Ed	91.6%		(185 / 202)
			Special Ed	68.8%		(11 / 16)
		Race	Black / Latinx	82.1%		(23 / 28)
	White / Other		91.1%		(173 / 190)	
	15-16	All	All	91.2%		(217 / 238)
		ELL	Not ELL	92.6%		(214 / 231)
			ELL	42.9%		(3 / 7)
		Gender	Female	95.7%		(110 / 115)
			Male	87.0%		(107 / 123)
		InstrSetting	Not Special Ed	92.8%		(207 / 223)
			Special Ed	66.7%		(10 / 15)
		Race	Black / Latinx	69.6%		(16 / 23)
	White / Other		93.5%		(201 / 215)	
14-15	All	All	96.4%		(239 / 248)	
	ELL	Not ELL	96.3%		(234 / 243)	
		ELL	100.0%		(5 / 5)	
	Gender	Female	95.7%		(111 / 116)	


































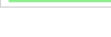
	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Rocky Creek Elementary School	Number of Students
Social Studies	14-15	Gender	Male	97.0%		(128 / 132)
		InstrSetting	Not Special Ed	97.8%		(224 / 229)
			Special Ed	78.9%		(15 / 19)
		Race	Black / Latinx	90.0%		(18 / 20)
			White / Other	96.9%		(221 / 228)
	13-14	All	All	93.5%		(215 / 230)
		ELL	Not ELL	93.5%		(215 / 230)
		Gender	Female	93.6%		(102 / 109)
			Male	93.4%		(113 / 121)
		InstrSetting	Not Special Ed	99.5%		(199 / 200)
			Special Ed	53.3%		(16 / 30)
		Race	Black / Latinx	88.9%		(16 / 18)
			White / Other	93.9%		(199 / 212)















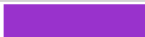


















	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Rocky Creek Elementary School	Number of Students
Accelerated/ Eagles	21-22	All	All	16.2%		(75 / 463)
		ELL	Not ELL	16.5%		(71 / 431)
			ELL	12.5%		(4 / 32)
		Gender	Female	15.9%		(35 / 220)
			Male	16.5%		(40 / 243)
		InstrSetting	Not Special Ed	18.0%		(72 / 399)
			Special Ed	4.7%		(3 / 64)
		Race	Black / Latinx	7.8%		(6 / 77)
	White / Other		17.9%		(69 / 386)	
	20-21	All	All	20.0%		(89 / 446)
		ELL	Not ELL	21.2%		(89 / 419)
			ELL	0.0%		(0 / 27)
		Gender	Female	16.6%		(36 / 217)
			Male	23.1%		(53 / 229)
		InstrSetting	Not Special Ed	22.3%		(85 / 381)
			Special Ed	6.2%		(4 / 65)
		Race	Black / Latinx	13.2%		(9 / 68)
	White / Other		21.2%		(80 / 378)	
	19-20	All	All	18.5%		(78 / 422)
		ELL	Not ELL	19.4%		(77 / 397)
			ELL	4.0%		(1 / 25)
		Gender	Female	16.6%		(33 / 199)
			Male	20.2%		(45 / 223)
		InstrSetting	Not Special Ed	19.7%		(73 / 371)
			Special Ed	9.8%		(5 / 51)
		Race	Black / Latinx	11.3%		(7 / 62)
	White / Other		19.7%		(71 / 360)	
	18-19	All	All	21.6%		(79 / 365)
		ELL	Not ELL	22.2%		(77 / 347)
			ELL	11.1%		(2 / 18)
		Gender	Female	22.0%		(40 / 182)
			Male	21.3%		(39 / 183)
		InstrSetting	Not Special Ed	23.8%		(77 / 324)
Special Ed			4.9%		(2 / 41)	
Race		Black / Latinx	23.4%		(11 / 47)	
	White / Other	21.4%		(68 / 318)		
17-18	All	All	23.9%		(83 / 348)	
	ELL	Not ELL	24.2%		(80 / 331)	

















	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Rocky Creek Elementary School	Number of Students
Accelerated/ Eagles	17-18	ELL	ELL	16.7%		(3 / 18)
		Gender	Female	24.7%		(43 / 174)
			Male	23.0%		(40 / 174)
		InstrSetting	Not Special Ed	24.4%		(78 / 320)
			Special Ed	17.2%		(5 / 29)
		Race	Black / Latinx	21.2%		(11 / 52)
	White / Other		24.3%		(72 / 296)	
	16-17	All	All	29.0%		(96 / 331)
		ELL	Not ELL	29.2%		(93 / 318)
			ELL	23.1%		(3 / 13)
		Gender	Female	30.8%		(49 / 159)
			Male	27.3%		(47 / 172)
		InstrSetting	Not Special Ed	29.8%		(91 / 305)
			Special Ed	19.2%		(5 / 26)
		Race	Black / Latinx	29.3%		(12 / 41)
	White / Other		29.0%		(84 / 290)	
	15-16	All	All	27.0%		(96 / 356)
		ELL	Not ELL	28.1%		(95 / 338)
			ELL	5.6%		(1 / 18)
		Gender	Female	28.6%		(48 / 168)
			Male	25.5%		(48 / 188)
		InstrSetting	Not Special Ed	27.7%		(91 / 329)
			Special Ed	18.5%		(5 / 27)
		Race	Black / Latinx	15.0%		(6 / 40)
White / Other	28.5%			(90 / 316)		


























	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Rocky Creek Elementary School	Number of Students
Chronic Absences	21-22	All	All	13.2%		(121 / 916)
		ELL	Not ELL	13.2%		(115 / 871)
			ELL	13.3%		(6 / 45)
		Gender	Female	13.9%		(62 / 446)
			Male	12.6%		(59 / 470)
		InstrSetting	Not Special Ed	12.3%		(95 / 774)
			Special Ed	18.3%		(26 / 142)
		Race	Black / Latinx	23.7%		(27 / 114)
	White / Other		11.7%		(94 / 802)	
	20-21	All	All	14.5%		(130 / 899)
		ELL	Not ELL	14.3%		(122 / 856)
			ELL	18.6%		(8 / 43)
		Gender	Female	14.4%		(63 / 439)
			Male	14.6%		(67 / 460)
		InstrSetting	Not Special Ed	15.4%		(117 / 761)
			Special Ed	9.4%		(13 / 138)
		Race	Black / Latinx	24.4%		(32 / 131)
	White / Other		12.8%		(98 / 768)	
	19-20	All	All	10.2%		(90 / 883)
		ELL	Not ELL	10.2%		(87 / 857)
			ELL	11.5%		(3 / 26)
		Gender	Female	10.5%		(44 / 419)
			Male	9.9%		(46 / 464)
		InstrSetting	Not Special Ed	10.2%		(78 / 765)
			Special Ed	10.2%		(12 / 118)
		Race	Black / Latinx	9.7%		(13 / 134)
	White / Other		10.3%		(77 / 749)	
	18-19	All	All	8.9%		(69 / 778)
		ELL	Not ELL	8.3%		(63 / 755)
			ELL	26.1%		(6 / 23)
		Gender	Female	10.1%		(38 / 378)
			Male	7.8%		(31 / 400)
		InstrSetting	Not Special Ed	8.5%		(57 / 672)
Special Ed			11.3%		(12 / 106)	
Race		Black / Latinx	11.4%		(12 / 105)	
	White / Other	8.5%		(57 / 673)		
17-18	All	All	5.8%		(44 / 765)	
































	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Rocky Creek Elementary School	Number of Students
Chronic Absences	17-18	ELL	Not ELL	6.0%		(44 / 739)
			ELL	9.7%		(3 / 31)
		Gender	Female	6.4%		(24 / 376)
			Male	5.1%		(20 / 389)
		InstrSetting	Not Special Ed	5.4%		(36 / 672)
			Special Ed	5.3%		(5 / 94)
		Race	Black / Latinx	3.3%		(4 / 122)
			White / Other	6.2%		(40 / 643)
	16-17	All	All	7.3%		(52 / 717)
		ELL	Not ELL	6.9%		(48 / 693)
			ELL	16.7%		(4 / 24)
		Gender	Female	7.2%		(25 / 346)
			Male	7.3%		(27 / 371)
		InstrSetting	Not Special Ed	6.3%		(40 / 633)
			Special Ed	14.3%		(12 / 84)
		Race	Black / Latinx	6.8%		(6 / 88)
	White / Other		7.3%		(46 / 629)	
	15-16	All	All	4.4%		(32 / 720)
		ELL	Not ELL	4.2%		(29 / 691)
			ELL	10.3%		(3 / 29)
		Gender	Female	4.2%		(14 / 336)
			Male	4.7%		(18 / 384)
		InstrSetting	Not Special Ed	4.6%		(29 / 637)
			Special Ed	3.6%		(3 / 83)
		Race	Black / Latinx	8.6%		(7 / 81)
	White / Other		3.9%		(25 / 639)	
	14-15	All	All	3.2%		(23 / 710)
		ELL	Not ELL	3.4%		(23 / 682)
			ELL	0.0%		(0 / 25)
		Gender	Female	2.4%		(8 / 337)
			Male	4.0%		(15 / 373)
		InstrSetting	Not Special Ed	3.2%		(20 / 631)
Special Ed			3.8%		(3 / 79)	
Race		Black / Latinx	1.3%		(1 / 80)	
	White / Other	3.5%		(22 / 630)		












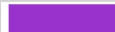















	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Rocky Creek Elementary School	Number of Students
Referrals	21-22	All	All	1.0%		(9 / 915)
		ELL	Not ELL	1.0%		(9 / 870)
			ELL	0.0%		(0 / 45)
		Gender	Female	0.2%		(1 / 445)
			Male	1.7%		(8 / 470)
		InstrSetting	Not Special Ed	0.9%		(7 / 774)
			Special Ed	1.4%		(2 / 141)
		Race	Black / Latinx	2.0%		(2 / 98)
	White / Other		0.9%		(7 / 817)	
	20-21	All	All	0.2%		(2 / 898)
		ELL	Not ELL	0.2%		(2 / 855)
			ELL	0.0%		(0 / 43)
		Gender	Female	0.0%		(0 / 438)
			Male	0.4%		(2 / 460)
		InstrSetting	Not Special Ed	0.1%		(1 / 761)
			Special Ed	0.7%		(1 / 137)
		Race	Black / Latinx	1.1%		(1 / 91)
	White / Other		0.1%		(1 / 807)	
	19-20	All	All	3.6%		(32 / 883)
		ELL	Not ELL	3.8%		(32 / 836)
			ELL	0.0%		(0 / 47)
		Gender	Female	1.7%		(7 / 419)
			Male	5.4%		(25 / 464)
		InstrSetting	Not Special Ed	2.9%		(22 / 765)
			Special Ed	8.5%		(10 / 118)
		Race	Black / Latinx	4.3%		(4 / 93)
	White / Other		3.5%		(28 / 790)	
	18-19	All	All	8.0%		(62 / 778)
		ELL	Not ELL	8.1%		(60 / 738)
			ELL	5.0%		(2 / 40)
		Gender	Female	3.7%		(14 / 378)
			Male	12.0%		(48 / 400)
		InstrSetting	Not Special Ed	7.6%		(51 / 672)
Special Ed			10.4%		(11 / 106)	
Race		Black / Latinx	9.2%		(7 / 76)	
	White / Other	7.8%		(55 / 702)		
17-18	All	All	8.8%		(69 / 785)	
	ELL	Not ELL	9.2%		(68 / 743)	

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Rocky Creek Elementary School	Number of Students
Referrals	17-18	ELL	ELL	2.4%		(1 / 42)
		Gender	Female	4.1%		(16 / 387)
			Male	13.3%		(53 / 398)
		InstrSetting	Not Special Ed	8.1%		(56 / 689)
			Special Ed	13.5%		(13 / 96)
		Race	Black / Latinx	12.8%		(12 / 94)
			White / Other	8.2%		(57 / 691)
		16-17	All	All	9.3%	
	ELL		Not ELL	9.4%		(65 / 693)
			ELL	8.3%		(2 / 24)
	Gender		Female	3.8%		(13 / 346)
			Male	14.6%		(54 / 371)
	InstrSetting		Not Special Ed	7.9%		(50 / 633)
			Special Ed	20.2%		(17 / 84)
	Race		Black / Latinx	9.2%		(8 / 87)
		White / Other	9.4%		(59 / 630)	
	15-16	All	All	2.1%		(15 / 720)
		ELL	Not ELL	2.0%		(14 / 691)
			ELL	3.4%		(1 / 29)
		Gender	Female	0.9%		(3 / 336)
			Male	3.1%		(12 / 384)
		InstrSetting	Not Special Ed	2.2%		(14 / 637)
			Special Ed	1.2%		(1 / 83)
		Race	Black / Latinx	3.7%		(3 / 82)
	White / Other		1.9%		(12 / 638)	
	14-15	All	All	5.1%		(36 / 710)
		ELL	Not ELL	5.3%		(36 / 685)
			ELL	0.0%		(0 / 25)
		Gender	Female	1.8%		(6 / 337)
			Male	8.0%		(30 / 373)
		InstrSetting	Not Special Ed	4.8%		(30 / 631)
			Special Ed	7.6%		(6 / 79)
Race		Black / Latinx	3.7%		(3 / 81)	
	White / Other	5.2%		(33 / 629)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Rocky Creek Elementary School	Number of Students
In School Suspensions	21-22	All	All	0.7%		(6 / 915)
		ELL	Not ELL	0.7%		(6 / 870)
			ELL	0.0%		(0 / 45)
		Gender	Female	0.2%		(1 / 445)
			Male	1.1%		(5 / 470)
		InstrSetting	Not Special Ed	0.6%		(5 / 774)
			Special Ed	0.7%		(1 / 141)
		Race	Black / Latinx	2.0%		(2 / 98)
	White / Other		0.5%		(4 / 817)	
	20-21	All	All	0.0%		(0 / 898)
		ELL	Not ELL	0.0%		(0 / 855)
			ELL	0.0%		(0 / 43)
		Gender	Female	0.0%		(0 / 438)
			Male	0.0%		(0 / 460)
		InstrSetting	Not Special Ed	0.0%		(0 / 761)
			Special Ed	0.0%		(0 / 137)
		Race	Black / Latinx	0.0%		(0 / 91)
	White / Other		0.0%		(0 / 807)	
	19-20	All	All	0.0%		(0 / 883)
		ELL	Not ELL	0.0%		(0 / 836)
			ELL	0.0%		(0 / 47)
		Gender	Female	0.0%		(0 / 419)
			Male	0.0%		(0 / 464)
		InstrSetting	Not Special Ed	0.0%		(0 / 765)
			Special Ed	0.0%		(0 / 118)
		Race	Black / Latinx	0.0%		(0 / 93)
	White / Other		0.0%		(0 / 790)	
	18-19	All	All	0.4%		(3 / 778)
		ELL	Not ELL	0.4%		(3 / 738)
			ELL	0.0%		(0 / 40)
		Gender	Female	0.0%		(0 / 378)
			Male	0.8%		(3 / 400)
		InstrSetting	Not Special Ed	0.4%		(3 / 672)
			Special Ed	0.0%		(0 / 106)
		Race	Black / Latinx	1.3%		(1 / 76)
	White / Other		0.3%		(2 / 702)	
	17-18	All	All	0.8%		(6 / 785)
		ELL	Not ELL	0.8%		(6 / 743)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Rocky Creek Elementary School	Number of Students
In School Suspensions	17-18	ELL	ELL	0.0%		(0 / 42)
		Gender	Female	0.3%		(1 / 387)
			Male	1.3%		(5 / 398)
		InstrSetting	Not Special Ed	0.6%		(4 / 689)
			Special Ed	2.1%		(2 / 96)
		Race	Black / Latinx	2.1%		(2 / 94)
			White / Other	0.6%		(4 / 691)
	16-17	All	All	1.3%		(9 / 717)
		ELL	Not ELL	1.3%		(9 / 693)
			ELL	0.0%		(0 / 24)
		Gender	Female	0.3%		(1 / 346)
			Male	2.2%		(8 / 371)
		InstrSetting	Not Special Ed	1.3%		(8 / 633)
			Special Ed	1.2%		(1 / 84)
		Race	Black / Latinx	0.0%		(0 / 87)
	White / Other		1.4%		(9 / 630)	
	15-16	All	All	0.6%		(4 / 720)
		ELL	Not ELL	0.4%		(3 / 691)
			ELL	3.4%		(1 / 29)
		Gender	Female	0.0%		(0 / 336)
			Male	1.0%		(4 / 384)
		InstrSetting	Not Special Ed	0.6%		(4 / 637)
			Special Ed	0.0%		(0 / 83)
		Race	Black / Latinx	1.2%		(1 / 82)
	White / Other		0.5%		(3 / 638)	
	14-15	All	All	0.1%		(1 / 710)
		ELL	Not ELL	0.1%		(1 / 685)
			ELL	0.0%		(0 / 25)
		Gender	Female	0.0%		(0 / 337)
			Male	0.3%		(1 / 373)
		InstrSetting	Not Special Ed	0.2%		(1 / 631)
Special Ed			0.0%		(0 / 79)	
Race		Black / Latinx	0.0%		(0 / 81)	
	White / Other	0.2%		(1 / 629)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Rocky Creek Elementary School	Number of Students
Out of School Suspensions	21-22	All	All	0.4%		(4 / 915)
		ELL	Not ELL	0.5%		(4 / 870)
			ELL	0.0%		(0 / 45)
		Gender	Female	0.0%		(0 / 445)
			Male	0.9%		(4 / 470)
		InstrSetting	Not Special Ed	0.4%		(3 / 774)
			Special Ed	0.7%		(1 / 141)
		Race	Black / Latinx	0.0%		(0 / 98)
	White / Other		0.5%		(4 / 817)	
	20-21	All	All	0.2%		(2 / 898)
		ELL	Not ELL	0.2%		(2 / 855)
			ELL	0.0%		(0 / 43)
		Gender	Female	0.0%		(0 / 438)
			Male	0.4%		(2 / 460)
		InstrSetting	Not Special Ed	0.1%		(1 / 761)
			Special Ed	0.7%		(1 / 137)
		Race	Black / Latinx	1.1%		(1 / 91)
	White / Other		0.1%		(1 / 807)	
	19-20	All	All	0.7%		(6 / 883)
		ELL	Not ELL	0.7%		(6 / 836)
			ELL	0.0%		(0 / 47)
		Gender	Female	0.5%		(2 / 419)
			Male	0.9%		(4 / 464)
		InstrSetting	Not Special Ed	0.1%		(1 / 765)
			Special Ed	4.2%		(5 / 118)
		Race	Black / Latinx	1.1%		(1 / 93)
	White / Other		0.6%		(5 / 790)	
	18-19	All	All	1.0%		(8 / 778)
		ELL	Not ELL	1.1%		(8 / 738)
			ELL	0.0%		(0 / 40)
		Gender	Female	0.3%		(1 / 378)
			Male	1.8%		(7 / 400)
		InstrSetting	Not Special Ed	0.7%		(5 / 672)
Special Ed			2.8%		(3 / 106)	
Race		Black / Latinx	1.3%		(1 / 76)	
	White / Other	1.0%		(7 / 702)		
17-18	All	All	1.1%		(9 / 785)	
	ELL	Not ELL	1.2%		(9 / 743)	

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Rocky Creek Elementary School	Number of Students
Out of School Suspensions	17-18	ELL	ELL	0.0%		(0 / 42)
		Gender	Female	0.5%		(2 / 387)
			Male	1.8%		(7 / 398)
		InstrSetting	Not Special Ed	0.9%		(6 / 689)
			Special Ed	3.1%		(3 / 96)
		Race	Black / Latinx	2.1%		(2 / 94)
	White / Other		1.0%		(7 / 691)	
	16-17	All	All	1.8%		(13 / 717)
		ELL	Not ELL	1.9%		(13 / 693)
			ELL	0.0%		(0 / 24)
		Gender	Female	0.3%		(1 / 346)
			Male	3.2%		(12 / 371)
		InstrSetting	Not Special Ed	1.1%		(7 / 633)
			Special Ed	7.1%		(6 / 84)
		Race	Black / Latinx	2.3%		(2 / 87)
	White / Other		1.7%		(11 / 630)	
	15-16	All	All	0.6%		(4 / 720)
		ELL	Not ELL	0.6%		(4 / 691)
			ELL	0.0%		(0 / 29)
		Gender	Female	0.0%		(0 / 336)
			Male	1.0%		(4 / 384)
		InstrSetting	Not Special Ed	0.5%		(3 / 637)
			Special Ed	1.2%		(1 / 83)
		Race	Black / Latinx	0.0%		(0 / 82)
	White / Other		0.6%		(4 / 638)	
	14-15	All	All	0.4%		(3 / 710)
		ELL	Not ELL	0.4%		(3 / 685)
			ELL	0.0%		(0 / 25)
		Gender	Female	0.0%		(0 / 337)
			Male	0.8%		(3 / 373)
InstrSetting		Not Special Ed	0.3%		(2 / 631)	
		Special Ed	1.3%		(1 / 79)	
Race		Black / Latinx	1.2%		(1 / 81)	
	White / Other	0.3%		(2 / 629)		

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			58	94.9%		
	18-19			56	98.2%		
	21-22						
My non-instructional duties do not interfere with my essential role of educating students.	21-22						
	20-21			58	87.9%		
	18-19			56	96.5%		
I have access to reliable communication technology, including phone, fax, and e-mail.	21-22			58	93.1%		
	20-21			58	100.0%		
	18-19			56	100.0%		
I feel supported by administrators at my school.	21-22			57	98.3%		
	20-21			58	98.3%		
	18-19			56	96.4%		
The faculty and staff at my school have a shared vision.	21-22			58	93.1%		
	20-21			58	100.0%		
	18-19			56	100.0%		
I am familiar with local, state, and national policies and how they affect teaching and learning.	21-22			58	94.8%		
	20-21			58	98.3%		
	18-19			56	98.2%		
Local, state, or national policies assist me in meeting the educational needs of my students.	21-22			57	89.5%		
	20-21			58	91.4%		
	18-19			56	87.5%		
The school leadership makes a sustained effort to address teacher concerns.	21-22			57	96.5%		
	20-21			58	100.0%		
	18-19			56	100.0%		
My decisions in areas such as instruction and student progress are supported.	21-22			57	89.5%		
	20-21			58	100.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My decisions in areas such as instruction and student	18-19			56	100.0%		
Teachers at my school are encouraged to develop innovative solutions to problems.	21-22			57	96.5%		
	20-21			58	100.0%		
	18-19			56	100.0%		
I feel comfortable raising issues and concerns that are important to me.	21-22			57	89.5%		
	20-21			58	98.3%		
	18-19			56	92.9%		
Sufficient resources are available to allow teachers to take advantage of professional development activities.	21-22			58	100.0%		
	20-21			58	100.0%		
	18-19			56	98.2%		
My class sizes allow me to meet the educational needs of my students.	21-22			58	86.2%		
	20-21			58	65.5%		
	18-19			56	85.7%		
I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	21-22			58	100.0%		
	20-21			58	100.0%		
	18-19			56	100.0%		

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	374	94.9%			44	86.4%
	20-21	119	89.9%	58	100.0%	156	76.2%
	18-19	116	91.4%	56	100.0%	56	76.8%
My parent knows what I am expected to learn in school.	21-22	372	95.4%			53	100.0%
	20-21	121	93.4%			158	93.0%
	18-19	116	93.1%			54	88.9%
My parent knows how well I am doing in school.	21-22	381	98.5%				
	20-21	121	96.7%				
	18-19	116	96.5%				
My school informs parents about school programs and activities.	21-22	375	98.4%	58	98.2%		
	20-21	121	95.0%	58	100.0%		
	18-19	116	97.4%	56	100.0%		
Parents at my school know their children's homework assignments.	21-22	241	87.6%	58	91.4%		
	20-21	120	84.1%	58	98.3%		
	18-19	116	87.0%	56	100.0%		
My parent helps me with my homework when I need it.	21-22	240	90.4%				
	20-21	121	87.6%				
	18-19	116	92.3%				
Parents are welcomed at my school.	21-22	381	96.3%				
	20-21	121	97.5%				
	18-19	115	97.4%				
Parents volunteer and participate in activities at my school.	21-22	372	90.1%	55	98.2%		
	20-21	121	85.1%	58	65.5%		
	18-19	116	90.6%	56	100.0%		
My child's teachers contact me to say good things about my child.	21-22					52	73.0%
	20-21					157	85.4%
	18-19					56	75.0%
My child's teachers tell me how I can help my child learn.	21-22					53	86.8%
	20-21					152	85.6%
	18-19					56	80.3%

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My child's teachers invite me to visit my child's classrooms during the school day.	21-22					49	87.8%
	20-21					154	88.4%
	18-19					54	64.8%
My child's school returns my phone calls or e-mails promptly.	21-22					51	94.2%
	20-21					154	90.3%
	18-19					56	100.0%
Parents are involved in school decisions.	21-22			58	96.5%		
	20-21			58	93.1%	157	93.0%
	18-19			55	100.0%	53	86.8%
My child's school considers changes based on what parents say.	21-22					47	80.9%
	20-21					155	57.4%
	18-19					56	69.7%
My child's school schedules activities at times that I can attend.	21-22					47	80.9%
	20-21					156	64.8%
	18-19					56	85.7%
My child's school treats all students fairly.	21-22					51	98.1%
	20-21					158	94.3%
	18-19					56	89.2%
The principal at my child's school is available and welcoming.	21-22					52	92.3%
	20-21					158	79.8%
	18-19					56	89.3%
Parents at my school are aware of school policies.	21-22			58	98.3%		
	20-21			58	100.0%		
	18-19			56	100.0%		
Parents at my school understand the school's instructional programs.	21-22			58	93.1%		
	20-21			58	98.3%		
	18-19			56	100.0%		
Parents at my school support instructional decisions regarding their children.	21-22			58	98.3%		
	20-21			58	100.0%		
	18-19			56	100.0%		
Parents attend conferences requested by teachers at my school.	21-22			56	100.0%		

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			58	96.6%		
	18-19			56	100.0%		
Parents at my school cooperate regarding discipline problems.	21-22			57	94.8%		
	20-21			58	100.0%		
	18-19			56	100.0%		
Parents attend school meetings and other school events.	21-22			57	100.0%		
	20-21			58	86.2%		
	18-19			56	100.0%		

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	378	91.8%	57	98.3%	53	88.7%
	20-21	122	95.1%	58	100.0%	157	75.1%
	18-19	118	90.7%	56	100.0%	57	94.7%
My classes are challenging (not too easy; they make me think).	21-22	377	74.8%	58	100.0%	53	94.4%
	20-21	121	74.3%	58	100.0%	158	91.8%
	18-19	119	76.4%	56	100.0%	57	98.3%
My teachers want me to understand what I am learning, not just remember facts.	21-22	377	96.3%	58	100.0%		
	20-21	122	97.5%	57	100.0%		
	18-19	119	91.6%	56	100.0%		
My teachers expect students to learn.	21-22	374	98.7%	58	100.0%	52	96.2%
	20-21	122	98.4%	58	100.0%	158	96.9%
	18-19	119	96.7%	56	100.0%	57	98.2%
My teachers expect students to behave.	21-22	378	97.6%				
	20-21	122	100.0%				
	18-19	120	97.5%				
My teachers spend enough time helping me learn.	21-22	377	93.4%	57	100.0%		
	20-21	121	94.2%	57	100.0%		
	18-19	120	95.8%	56	100.0%		
My teachers help students when they do not understand something.	21-22	382	96.4%	58	100.0%	50	82.0%
	20-21	122	99.2%	58	100.0%	158	91.7%
	18-19	120	97.5%	56	100.0%	57	84.2%
My teachers do a good job teaching me mathematics.	21-22	381	97.1%				
	20-21	122	94.3%				
	18-19	120	95.0%				
My teachers do a good job teaching me English language arts.	21-22	371	95.4%				
	20-21	122	96.8%				
	18-19	118	97.4%				
My teachers give tests on what I learn in class.	21-22	378	94.5%				
	20-21	122	96.8%				
	18-19	120	96.7%				

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	228	75.9%			30	70.0%
	20-21	120	90.0%			154	75.4%
	18-19	117	88.9%			57	93.0%
My classes are interesting and fun.	21-22	381	84.2%				
	20-21	120	83.3%				
	18-19	118	78.8%				
Students at my school believe they can do good work.	21-22	363	90.6%				
	20-21	120	97.5%				
	18-19	118	88.1%				
My teachers praise students when they do good work.	21-22	367	90.7%				
	20-21	120	85.0%				
	18-19	118	80.5%				
Work done by students can be seen on the walls of my school.	21-22	375	92.8%				
	20-21	121	90.1%				
	18-19	118	85.6%				
The textbooks and workbooks I use at my school really help me to learn.	21-22	375	84.3%				
	20-21	121	86.8%				
	18-19	118	84.8%				
The media center at my school has a good selection of books.	21-22	375	88.8%	58	98.3%		
	20-21	120	86.7%	58	96.6%		
	18-19	117	89.7%	56	100.0%		
I use computers and other technology at my school to help me learn.	21-22	382	97.7%	58	100.0%		
	20-21	121	98.4%	58	100.0%		
	18-19	118	97.4%	56	98.2%		
Teachers at my school effectively implement the State Curriculum Standards.	21-22			58	100.0%		
	20-21			58	100.0%		
	18-19			56	100.0%		
Student assessment information is effectively used by teachers to plan instruction.	21-22			57	100.0%		
	20-21			57	100.0%		
	18-19			56	98.2%		
My school offers effective programs for students with disabilities.	21-22			58	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			58	98.2%		
	18-19			56	100.0%		
Instructional strategies are used to meet the needs of academically gifted students.	21-22			58	98.3%		
	20-21			58	96.6%		
	18-19			56	100.0%		
The level of teacher and staff morale is high at my school.	21-22			58	81.1%		
	20-21			58	100.0%		
	18-19			56	100.0%		
Teachers respect each other at my school.	21-22			58	100.0%		
	20-21			58	100.0%		
	18-19			56	100.0%		
Teachers at my school are recognized and appreciated for good work.	21-22			58	94.8%		
	20-21			58	98.3%		
	18-19			56	100.0%		
Students at my school are motivated and interested in learning.	21-22			57	94.7%		
	20-21			58	100.0%		
	18-19			56	100.0%		
There are sufficient materials and supplies available for classroom and instructional use.	21-22			58	98.3%		
	20-21			58	100.0%		
	18-19			56	98.2%		
Our school has sufficient computers for instructional use.	21-22			58	98.3%		
	20-21			58	100.0%		
	18-19			56	96.4%		
There are relevant professional development opportunities offered to teachers at my school.	21-22			58	89.7%		
	20-21			58	100.0%		
	18-19			56	100.0%		
The school administration communicates clear instructional goals for the school.	21-22			57	89.4%		
	20-21			58	98.3%		
	18-19			56	100.0%		
The school administration sets high standards for students.	21-22			58	94.8%		
	20-21			58	100.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The school administration sets high standards for c	18-19			56	100.0%		
The school administration has high expectations for teacher performance.	21-22			58	96.5%		
	20-21			57	100.0%		
	18-19			56	100.0%		
The school administration provides effective instructional leadership.	21-22			57	92.9%		
	20-21			58	96.5%		
	18-19			56	100.0%		
Student assessment information is used to set goals and plan programs for my school.	21-22			57	94.7%		
	20-21			58	100.0%		
	18-19			56	100.0%		
Teacher evaluation at my school focuses on instructional improvement.	21-22			58	96.5%		
	20-21			58	98.3%		
	18-19			56	100.0%		
School administrators visit classrooms to observe instruction.	21-22			54	79.6%		
	20-21			58	94.9%		
	18-19			56	100.0%		
The school administration arranges for collaberative planning and decision making.	21-22			57	91.2%		
	20-21			58	98.3%		
	18-19			56	100.0%		

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	370	93.2%	58	98.2%	51	94.1%
	20-21	122	95.9%	58	100.0%		
	18-19	120	95.0%	56	100.0%	57	91.2%
The grounds around my school are kept clean.	21-22	380	91.3%	58	96.6%		
	20-21	122	93.5%	58	100.0%		
	18-19	119	96.6%	56	100.0%		
The hallways at my school are kept clean.	21-22	382	96.0%	58	98.3%	51	98.1%
	20-21	122	98.3%	58	98.3%	157	80.9%
	18-19	120	98.4%	56	100.0%	57	100.0%
The bathrooms at my school are kept clean.	21-22	373	72.4%	57	98.3%		
	20-21	120	78.3%	58	98.3%		
	18-19	120	76.7%	56	100.0%		
Broken things at my school get fixed.	21-22	372	93.6%	58	96.5%		
	20-21	122	94.3%	58	100.0%		
	18-19	120	95.0%	56	100.0%		
There is enough room for students to learn at my school.	21-22	380	95.5%	58	91.4%		
	20-21	122	98.4%	58	98.2%		
	18-19	120	96.6%	56	100.0%		
Students at my school behave well in class.	21-22	370	66.5%	58	98.3%		
	20-21	122	79.5%	58	100.0%	157	91.7%
	18-19	120	74.1%	56	100.0%	56	92.9%
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	21-22	363	71.4%	58	98.3%		
	20-21	122	83.6%	58	100.0%		
	18-19	119	70.6%	56	100.0%		
Students at my school know the rules and what happens when students break the rules.	21-22	366	94.2%	58	86.3%		
	20-21	122	91.8%	58	96.5%		
	18-19	119	92.4%	56	100.0%		
The rules about how students should behave in my school are fair.	21-22	375	90.9%	58	94.8%		
	20-21	122	92.7%	58	100.0%		
	18-19	120	89.2%	56	100.0%		

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	365	95.6%	55	87.3%		
	20-21	120	97.5%	58	100.0%		
	18-19	120	90.0%	56	100.0%		
I feel safe at my school before and after school hours.	21-22	374	94.7%	57	98.2%		
	20-21	122	95.1%	58	100.0%		
	18-19	120	92.5%	56	100.0%		
I feel safe at my school during the school day.	21-22	380	95.8%	58	100.0%	50	100.0%
	20-21	122	97.5%	58	100.0%	157	62.4%
	18-19	120	96.7%	56	100.0%	57	94.7%
I feel safe going to or coming from my school.	21-22	376	96.3%	58	100.0%		
	20-21	122	96.7%	58	100.0%		
	18-19	120	96.7%	56	100.0%		
Students from different backgrounds get along well at my school.	21-22	358	93.9%	58	100.0%		
	20-21	121	95.0%	58	100.0%		
	18-19	120	89.1%	56	100.0%		
Teachers and students get along well with each other at my school.	21-22	377	94.2%	58	100.0%		
	20-21	121	94.2%	58	100.0%		
	18-19	120	95.0%	56	100.0%		
Teachers work together to help students at my school.	21-22	383	97.6%	58	100.0%		
	20-21	122	97.5%	58	98.3%		
	18-19	120	98.4%	56	100.0%		
**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	370	34.3%	57	12.3%		
	20-21	120	34.2%	58	3.4%		
	18-19	120	49.1%	56	16.1%		
**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	376	27.1%				
	20-21	122	20.5%				
	18-19	120	25.0%				
**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	372	4.8%	57	12.3%		
	20-21	120	5.9%	58	0.0%		
	18-19	120	7.5%	56	10.7%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
**I have been bullied while going to or from school.	21-22	360	14.5%				
	20-21	122	4.9%				
	18-19	120	9.2%				
	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
**I have been bullied by someone from my school using a computer, a cell phone or other electronic devices.	21-22	361	9.2%				
	20-21	122	3.3%				
	18-19	120	9.2%				
Adults at my school prevent bullying from happening.	21-22	371	92.8%	58	93.1%	38	89.5%
	20-21	121	92.6%	58	98.3%	157	42.7%
	18-19	120	90.0%	56	98.2%	57	70.2%
I can always go to adults at my school if I am being bullied.	21-22	377	94.7%				
	20-21	122	93.4%				
	18-19	120	93.3%				
An adult at my school has talked to me about bullying.	21-22	372	87.6%				
	20-21	121	80.2%				
	18-19	120	85.9%				
My child's teachers care about my child as an individual.	21-22					33	87.9%
	20-21					158	95.6%
	18-19					57	96.5%
My child's school has an anti-bullying program to prevent or deal with bullying.	21-22					33	87.9%
	20-21					156	82.1%
	18-19					56	64.3%
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					43	16.3%
During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	21-22						
	20-21						
	18-19					41	14.6%
I recommend that all parents/guardians attend IGP conferences with their children.	21-22						
	20-21						
	18-19					41	22.0%

Executive Summary of Needs Assessment Data Findings

School Name: *Rocky Creek Elementary*

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.

<p>Student Achievement</p> <p>Primary School (K - 2) Student</p>	<p>Goal: The percentage of students in grades k-2 meeting or exceeding standard on the end of year text level will increase annually by 2 points.</p> <p>2017-2018 83.2% Baseline</p> <p>2018-2019 83.5% an increase of 0.3%. Goal Not Met</p> <p>2019-2020 76.7% a decrease of 6.8%. Goal Not Met</p> <p>2020-2021 71.2% a decrease of 5.5%. Goal Not Met</p> <p>2021-2022 78.9% a decrease of 7.7% Goal Not Met</p> <p>After reviewing text level data, we identified strategies to increase the effectiveness of reading instruction.</p>
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Executive Summary of Needs Assessment Data Findings

- Provide professional learning to grade 1 teachers to make informed decisions using running records and checking accuracy and comprehension
- Professional learning for 5k teachers to use decodable readers in small groups and match small group instruction to student needs
- Professional learning for 3rd grade teachers to use text demands to guide small group instruction
- Professional development with ELA instructional coach
- Grade level data meetings to analyze ELA data to guide instruction
- Certification and Implementation of Reading Recovery for identified 1st grade students

Goal: The percentage of students in grades 3-5 meeting or exceeding the standard on SC Ready ELA will increase annually by 2 points.

2017-2018 Baseline 65.6%

2018-2019 65.1% a decrease of 0.5%. Goal Not Met

2019-2020 COVID 19 Shutdown

2020-2021 54.6% a decrease of 10.5%. Goal Not Met

2021-2022 65.6% an increase of 11% Goal Met but projected to be at 69.5% by this time.

After reviewing data in SCReady Reading and Writing, we identified the following areas for growth for our students:

- Reading - Literary Text
- Reading Informational Text

These are strategies we are implementing to address achievement in math.

- Professional development with ELA instructional coach
- Grade level data meetings to analyze ELA data to guide instruction
- Professional learning for all teachers to address effective and targeted small group instruction

Executive Summary of Needs Assessment Data Findings

Goal: The percentage of students in grades 3-8 meeting or exceeding standard SC Ready Math will increase annually by 2 points.

2017-2018 Baseline 69.7%

2018-2019 66.2% a decrease of 3.5%. Goal Not Met

2019-2020 COVID 19 Shutdown

2020-2021 56.1% a decrease of 10.1%. Goal Not Met

2021-2022 61.4% an increase of 5.3% Goal Met but projected to be at 77.6% by this time

After reviewing data in SCReady Math, we have identified the following areas of growth for our students:

- Number Sense and Base Ten
- Algebraic Thinking and Operations

These are strategies we are implementing to address achievement in math.

- iReady diagnostic interventions
- Utilize Dreambox to accelerate learning
- Participate in ongoing professional development with district math coach to work on strategies to address these areas
- Facilitate grade level data meetings to analyze Math data to guide instruction

Goal: SC Ready equity indices for minority groups will increase by 0.3 annually.

2017-2018 Baseline 0.682

2018-2019 .0.702 an increase of 0.02. Goal Met

2019-2020 COVID 19 Shutdown

2020-2021 0.602 a decrease of 0.1. Goal Not Met

2021-2022 0.650 an increase of 0.048 Goal Not Met

Executive Summary of Needs Assessment Data Findings

<p>High School (9 - 12) Student</p>	
<p>Teacher/Administrator or Quality</p>	<p>Goal: The percentage of students in Tier 1 or Tier 2 interventions for math and/or reading will decrease annually by 1 point.</p> <p>2017-2018 Baseline 4.1%</p> <p>2018-2019 10.2% an increase of 6.1%. Goal Not Met</p> <p>2019-2020 13.1% an increase of 2.9%. Goal Not Met</p> <p>2020-2021 14.8% an increase of 1.7%. Goal Not Met</p> <p>2021-2022 16.6% an increase of 1.8% Goal Not Met</p> <p>Goal: The positive responses to the SCDE survey item "sufficient resources are available to allow teachers to take advantage of professional development activities" will reach 98%.</p> <p>2017-2018 Baseline 100%</p> <p>2018-2019 98.2% Goal Met</p> <p>2019-2020 COVID 19 Shutdown</p> <p>2020-2021 100% Goal Met</p> <p>2021-2022 100% Goal Met</p>

Executive Summary of Needs Assessment Data Findings

<p>School Climate</p>	<p>Goal: The positive responses to SCDE survey item " teachers at my school are encouraged to develop innovative solutions to problems" will reach 98%.</p> <p>2017-2018 Baseline 100%</p> <p>2018-2019 100% Goal Met</p> <p>2019-2020 COVID 19 Shutdown</p> <p>2020-2021 100% Goal Met</p> <p>2021-2022 96.5% Goal Not Met</p> <p>Goal: The percentage of students chronically absent will decrease by 0.5% annually.</p> <p>2017-2018 Baseline 6.1%</p> <p>2018-2019 7.9% an increase of 1.8%. Goal Not Met</p> <p>2019-2020 9.9% an increase of 2%. Goal not Met</p> <p>2020-2021 14.2% an increase of 4.3%. Goal Not Met</p> <p>2021-2022 13% a decrease of 1.2% Goal Met</p> <p>These are strategies we are implementing to address chronic absenteeism.</p> <ul style="list-style-type: none">• Weekly Attendance Team communication with Administration, Students Records Operator and Counselors• Electronic Attendance correspondence to address communication needs of families
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Executive Summary of Needs Assessment Data Findings

Goal: The percentage of students with 3 or more discipline referrals will decrease by 0.5 points annually.

2017-2018 3.8% Baseline

2018-2019 2.4% a decrease of 1.4%. Goal Met

2019-2020 0.5% a decrease of 1.9%. Goal Met

2020-2021 0.1% a decrease of 0.4%. Goal Met

2021-2022 0.3% a decrease of 0.2% Goal Met

(Goal was met because you cannot decrease the percentages by 0.5%)

These are strategies we are implementing to address chronic absenteeism.

- Meet monthly with our Leadership Team to analyze behavior data and provide action plans for targeted areas.
- Provide necessary MTSS interventions for students with numerous disciplinary referrals that include monitoring, mentoring, and counseling support.
- Social Emotional Support (morning meetings, mental wellness team meetings, on-site mental health counselor, two on-site school counselors)

Goal: The percentage of positive students and parent responses on the state survey metric “I am satisfied with the social and physical environment at my school” will reach 95%.

2017-2018 91.4% Baseline

2018-2019 93.8% Goal Not Met

2019-2020 COVID 19 Shutdown

2020-2021 95.9% Goal Met

2021-2022 93.3% Goal Not Met

Executive Summary of Needs Assessment Data Findings

Other

Goal: The 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%.

2017-2018 89.5% Baseline

2018-2019 86.7% a decrease of 10%. Goal Not Met

2019-2020 COVID 19 Shutdown

2020-2021 82.1% an increase of 0.6%. Goal Not Met

2021-2022 - 94% Goal Not Met

Goal: The percentage of students scoring exceeds on SC Ready ELA subject test will increase by 1 point annually.

2017-2018 Baseline 26.6%

2018-2019 34.6% an increase of 8% Goal Met

2019-2020 COVID 19 Shutdown

2020-2021 27.7% a decrease of 6.9% Goal Not Met

2021-2022 38.8% an increase of 11.1% Goal Met

Goal: The percentage of students scoring exceeds on SC Ready Math will increase by 1 point annually.

2017-2018 Baseline 36.1%

2018-2019 31.8% an increase of 4.3% Goal Met

2019-2020 COVID 19 Shutdown

2020-2021 26% a decrease of 5.8% Goal Not Met

2021-2022 38.8% an increase 7.3% Goal Met

Executive Summary of Needs Assessment Data Findings

Goal: The percentage of students scoring exceeds on SC PASS Science will increase by 1 point annually.

2017-2018 Baseline 26.4%

2018-2019 32.5% an increase of 6.1%. Goal Met

2019-2020 COVID 19 Shutdown

2020-2021 19% a decrease of 13.5%. Goal Not Met

2021-2022 26.8% an increase of 7.8% Goal Met

Goal: The percentage of students scoring exceeds on SC PASS Social Studies subject test will increase by 1 point annually.

2017-2018 Baseline 47%

2018-2019 42.9% a decrease of 4.1%. Goal Not Met

2019-2020 COVID 19 Shutdown

Goal: Gifted enrollment equity indices for minority groups will increase by 0.03 annually.

2017-2018 0.709 Baseline

2018-2019 1.088 an increase of 0.379. Goal Met

2019-2020 0.436 an decrease of 0.652. Goal Not Met

2020-2021 0.534 an increase of 0.098. Goal Met

2021-2022 0.345 a decrease of 0.189 Goal Not Met

We have provided students who met one criteria the opportunity to participate in our gifted and talented program. The goal of the participation was to increase each student's ability to meet a second criteria. In 2020 students did not participate in state testing which is one of the criteria used to determine if a student qualifies for the gifted and talented program.

System Commitments

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

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

Strategic Areas of Emphasis

- Literacy and Numeracy
- High Impact Teaching and Learning
- Leadership Development
- Opportunity and Access

South Carolina State Department of Education Required Goal Categories

- Student Achievement
- Teacher and Administrator Quality
- School Climate
- Gifted and Talented

Performance Goals

1. The district will increase the percentage of students who are progressing on-time with the requisite skills for success at their current grade levels.
2. The district will implement strategies to improve equity in high level coursework.
3. The district will implement strategies to improve performance in high level coursework.
4. The district will improve the conditions that lead to student success in each school by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth.
5. The district will increase opportunities for district personnel to participate in collaborative professional learning opportunities that impact student achievement.
6. The district will implement strategies to improve customer service, parent engagement, and community involvement.

Performance Goal 1 : The district will increase the percentage of students who are progressing on-time with the requisite skills for success at their current grade levels.

System Commitment(s): 1

State Department Category: Student Achievement

Strategic Area of Emphasis: Literacy and numeracy, High impact teaching and learning

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	% of students meeting or exceeding standard on end-of-year text levels will increase annually by 2 points.	Grades K-2	83.2%	85.1%	87.1%	91.3%	93.3%	95.3%
			(Actual)	83.5%	76.7%	71.2%	78.9%	
	% of students meeting or exceeding standard on SC READY ELA will increase annually by 2 points.	Grades 3-5	65.6%	67.6%	69.6%	67.5%	69.5%	71.5%
			(Actual)	65.1%		54.6%	65.6%	
% of students meeting or exceeding standard on SC READY Math will increase annually by 2 points.	Grades 3-5	69.7%	71.6%	73.6%	75.6%	77.6%	79.6%	
		(Actual)	66.2%		56.1%	61.4%		
% of students in Tier 2 or Tier 3 interventions for math and/or reading will decrease annually by 1 point.	Grades K-5	4.1%	3.1%	2.1%	12.2%	11.2%	10.2%	
		(Actual)	10.2%	13.1%	14.8%	16.6%		

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	0.709	0.738	0.768	0.946	0.976	1.006
			(Actual)	1.088	0.436	0.534	0.345	

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	26.6%	27.5%	28.5%	29.5%	30.5%	31.5%
			(Actual)	34.6%		27.7%	38.8%	
	% scoring Exceeds on SC READY Math subject test will increase by 1 point annually	Grades 3-5	36.1%	37.1%	38.1%	39.1%	40.1%	41.1%
			(Actual)	31.8%		26.0%	33.3%	
	% scoring Exceeds on SCPASS Science subject test will increase by 1 point annually	Grades 4-5	26.4%	27.3%	28.3%	29.3%	30.3%	31.3%
			(Actual)	32.5%		19.0%	26.8%	
	% scoring Exceeds on SCPASS Social Studies subject test will increase by 1 point annually	Grades 4-5	47.0%	47.9%	48.9%	42.1%	43.1%	44.0%
			(Actual)	42.9%				

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	6.1%	5.6%	5.1%	4.6%	4.1%	3.6%
			(Actual)	7.9%	9.9%	14.2%	13.0%	
	% of students with 3 or more discipline referrals will decrease by 0.5 points annually.	Grades K-5	3.8%	3.2%	2.7%	2.2%	1.7%	1.2%
			(Actual)	2.4%	0.5%	0.1%	0.3%	
	SC READY equity indices for minority groups will increase by 0.03 annually.	Grades 3-5	0.682	0.712	0.742	0.772	0.802	0.832
			(Actual)	0.702		0.602	0.650	

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		100.0%	98.0%	98.0%	98.0%	98.0%	98.0%
			(Actual)	98.2%		100.0%	100.0%	
Elementary	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)	100.0%		100.0%	96.5%	

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.		91.4%	93.2%	95.0%	95.0%	95.0%	95.0%
			(Actual)	93.8%		95.9%	93.3%	
	% 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.		89.5%	92.2%	95.0%	95.0%	95.0%	95.0%
			(Actual)	86.7%		82.1%	94.0%	

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