

School Renewal Plan Cover Page

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

School Name:	White Knoll Elem
SIDN:	3201049
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Lexington 01
Address 1:	132 White Knoll Way
Address 2:	
City:	West Columbia, SC
Zip Code:	29170
School Renewal Plan Contact Person:	Elizabeth Whisennant
School Plan Contact Phone:	803-821-4501
School Plan E-mail Address:	ewhisennant@lexington1.net


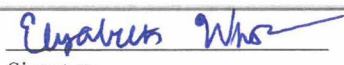
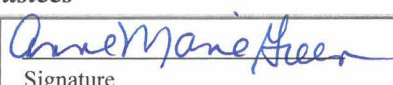
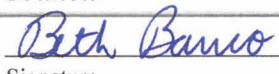
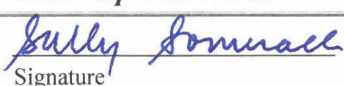
Required Signature Page

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>Elizabeth Whisennant</u> Printed Name	 Signature	<u>3/2/23</u> Date
<i>Chairperson, District Board of Trustees</i>		
<u>Anne Marie Green</u> Printed Name	 Signature	<u>4-11-23</u> Date
<i>Chairperson, School Improvement Council</i>		
<u>Beth Banco</u> Printed Name	 Signature	<u>3/2/23</u> Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Dr. Sally Somerall</u> Printed Name	 Signature	<u>3/2/23</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.	Principal	Elizabeth Whisennant
2.	Teacher	Melissa Leviner
3.	Parent/Guardian	Beth Banco
4.	Community Member	Beau Bradberry
5.	Paraprofessional	Shelley Crossland
6.	School Improvement Council Member	Ruth Arndt
7.	Read to Succeed Reading Coach	Dr. Sally Somerall
8.	School Read To Succeed Literacy Leadership Team Lead	Dr. Sally Somerall
9.	School Read To Succeed Literacy Leadership Team Member	Robin Reeves
	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	
	Teacher	Nancy Amick
	Parent/Guardian	Erin Bradberry
	Paraprofessional	Kelly LaFollette

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 (<i>Include the SBE Regulation number to be waived</i>)	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 (<i>Include the SBE Regulation number to be waived</i>)	



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Executive Summary of Needs Assessment Data Findings

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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








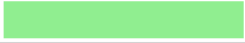







The idea of 'system commitments' rather than strategic goals indicates that these are promises we make to ourselves, our students and our community, rather than numerical goals to check off. Annual performance goals will be driven by our commitments.

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.







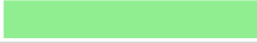







	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for White Knoll Elementary School	Number of Students
Reading Grades 1-5	21-22	All	All	50.6%		(274 / 542)
		ELL	ELL	39.7%		(23 / 58)
			Not ELL	51.9%		(251 / 484)
		Gender	Female	49.6%		(140 / 282)
			Male	51.5%		(134 / 260)
		InstrSetting	Not Special Ed	54.9%		(259 / 472)
			Special Ed	21.4%		(15 / 70)
		Race	Black / Latinx	42.1%		(90 / 214)
	White / Other		56.1%		(184 / 328)	
	20-21	All	All	43.5%		(234 / 538)
		ELL	Not ELL	44.4%		(212 / 478)
			ELL	36.7%		(22 / 60)
		Gender	Female	43.6%		(120 / 275)
			Male	43.3%		(114 / 263)
		InstrSetting	Not Special Ed	47.3%		(225 / 476)
			Special Ed	14.5%		(9 / 62)
		Race	Black / Latinx	37.3%		(76 / 204)
	White / Other		47.3%		(158 / 334)	
	19-20	All	All	53.8%		(272 / 506)
		ELL	Not ELL	55.5%		(252 / 454)
			ELL	38.5%		(20 / 52)
		Gender	Female	57.4%		(159 / 277)
			Male	49.3%		(113 / 229)
		InstrSetting	Not Special Ed	59.7%		(262 / 439)
			Special Ed	14.9%		(10 / 67)
		Race	Black / Latinx	45.4%		(83 / 183)
	White / Other		58.5%		(189 / 323)	
	18-19	All	All	60.0%		(343 / 572)
		ELL	Not ELL	59.9%		(312 / 521)
			ELL	60.8%		(31 / 51)
		Gender	Female	61.8%		(186 / 301)
			Male	57.9%		(157 / 271)
		InstrSetting	Not Special Ed	66.6%		(331 / 497)
Special Ed			16.0%		(12 / 75)	
Race		Black / Latinx	52.8%		(104 / 197)	
	White / Other	63.7%		(239 / 375)		
17-18	All	All	57.8%		(335 / 580)	
	ELL	Not ELL	59.3%		(305 / 514)	
		ELL	45.5%		(30 / 66)	




































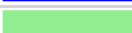



	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for White Knoll Elementary School	Number of Students
Reading Grades 1-5	17-18	Gender	Female	59.9%		(176 / 294)
			Male	55.6%		(159 / 286)
		InstrSetting	Not Special Ed	63.6%		(323 / 508)
			Special Ed	16.7%		(12 / 72)
		Race	Black / Latinx	48.2%		(92 / 191)
			White / Other	62.5%		(243 / 389)
	16-17	All	All	51.1%		(286 / 560)
		ELL	Not ELL	54.1%		(273 / 505)
			ELL	23.6%		(13 / 55)
		Gender	Female	54.1%		(157 / 290)
			Male	47.8%		(129 / 270)
		InstrSetting	Not Special Ed	54.5%		(278 / 510)
			Special Ed	16.0%		(8 / 50)
		Race	Black / Latinx	44.2%		(73 / 165)
	White / Other		53.9%		(213 / 395)	
	15-16	All	All	56.5%		(234 / 414)
		ELL	Not ELL	59.9%		(226 / 377)
			ELL	21.6%		(8 / 37)
		Gender	Female	56.1%		(120 / 214)
			Male	57.0%		(114 / 200)
		InstrSetting	Not Special Ed	60.2%		(222 / 369)
			Special Ed	26.7%		(12 / 45)
		Race	Black / Latinx	39.3%		(44 / 112)
	White / Other		62.9%		(190 / 302)	
	14-15	All	All	46.2%		(234 / 506)
		ELL	Not ELL	46.6%		(221 / 474)
			ELL	40.6%		(13 / 32)
		Gender	Female	50.4%		(124 / 246)
Male			42.3%		(110 / 260)	
InstrSetting		Not Special Ed	52.2%		(227 / 435)	
		Special Ed	9.9%		(7 / 71)	
Race		Black / Latinx	35.1%		(40 / 114)	
	White / Other	49.5%		(194 / 392)		


























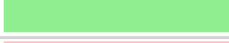






	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for White Knoll Elementary School	Number of Students
ELA	21-22	All	All	36.3%		(125 / 344)
		ELL	Not ELL	38.6%		(123 / 319)
			ELL	8.0%		(2 / 25)
		Gender	Female	39.9%		(77 / 193)
			Male	31.8%		(48 / 151)
		InstrSetting	Not Special Ed	41.4%		(120 / 290)
			Special Ed	9.3%		(5 / 54)
		Race	Black / Latinx	25.7%		(28 / 109)
	White / Other		41.3%		(97 / 235)	
	20-21	All	All	35.5%		(114 / 321)
		ELL	Not ELL	36.4%		(110 / 302)
			ELL	21.1%		(4 / 19)
		Gender	Female	39.9%		(69 / 173)
			Male	30.4%		(45 / 148)
		InstrSetting	Not Special Ed	41.0%		(112 / 273)
			Special Ed	4.2%		(2 / 48)
		Race	Black / Latinx	22.7%		(22 / 97)
	White / Other		41.1%		(92 / 224)	
	18-19	All	All	51.5%		(187 / 363)
		ELL	Not ELL	51.5%		(173 / 336)
			ELL	51.9%		(14 / 27)
		Gender	Female	52.8%		(93 / 176)
			Male	50.3%		(94 / 187)
		InstrSetting	Not Special Ed	58.5%		(179 / 306)
			Special Ed	14.0%		(8 / 57)
		Race	Black / Latinx	40.6%		(43 / 106)
	White / Other		56.0%		(144 / 257)	
	17-18	All	All	47.4%		(173 / 365)
		ELL	Not ELL	49.2%		(164 / 333)
			ELL	28.1%		(9 / 32)
		Gender	Female	51.4%		(92 / 179)
			Male	43.5%		(81 / 186)
		InstrSetting	Not Special Ed	53.0%		(166 / 313)
Special Ed			13.5%		(7 / 52)	
Race		Black / Latinx	36.3%		(41 / 113)	
	White / Other	52.4%		(132 / 252)		
16-17	All	All	41.0%		(160 / 390)	
	ELL	Not ELL	41.3%		(149 / 361)	
		ELL	37.9%		(11 / 29)	

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for White Knoll Elementary School	Number of Students
ELA	16-17	Gender	Female	46.3%		(93 / 201)
			Male	35.4%		(67 / 189)
		InstrSetting	Not Special Ed	45.6%		(156 / 342)
			Special Ed	8.3%		(4 / 48)
		Race	Black / Latinx	33.7%		(35 / 104)
			White / Other	43.7%		(125 / 286)
	15-16	All	All	48.9%		(171 / 350)
		ELL	Not ELL	50.5%		(163 / 323)
			ELL	29.6%		(8 / 27)
		Gender	Female	59.8%		(110 / 184)
			Male	36.7%		(61 / 166)
		InstrSetting	Not Special Ed	53.2%		(167 / 314)
			Special Ed	11.1%		(4 / 36)
		Race	Black / Latinx	32.4%		(34 / 105)
White / Other	55.9%			(137 / 245)		







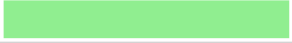






	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for White Knoll Elementary School	Number of Students
Math	21-22	All	All	34.3%		(118 / 344)
		ELL	Not ELL	35.7%		(114 / 319)
			ELL	16.0%		(4 / 25)
		Gender	Female	34.7%		(67 / 193)
			Male	33.8%		(51 / 151)
		InstrSetting	Not Special Ed	38.3%		(111 / 290)
			Special Ed	13.0%		(7 / 54)
		Race	Black / Latinx	21.1%		(23 / 109)
	White / Other		40.4%		(95 / 235)	
	20-21	All	All	31.6%		(101 / 320)
		ELL	Not ELL	32.6%		(98 / 301)
			ELL	15.8%		(3 / 19)
		Gender	Female	27.9%		(48 / 172)
			Male	35.8%		(53 / 148)
		InstrSetting	Not Special Ed	36.8%		(100 / 272)
			Special Ed	2.1%		(1 / 48)
		Race	Black / Latinx	22.7%		(22 / 97)
	White / Other		35.4%		(79 / 223)	
	18-19	All	All	57.9%		(210 / 363)
		ELL	Not ELL	58.0%		(195 / 336)
			ELL	55.6%		(15 / 27)
		Gender	Female	51.1%		(90 / 176)
			Male	64.2%		(120 / 187)
		InstrSetting	Not Special Ed	63.1%		(193 / 306)
			Special Ed	29.8%		(17 / 57)
		Race	Black / Latinx	46.2%		(49 / 106)
	White / Other		62.6%		(161 / 257)	
	17-18	All	All	52.2%		(191 / 366)
		ELL	Not ELL	53.3%		(178 / 334)
			ELL	40.6%		(13 / 32)
		Gender	Female	49.4%		(89 / 180)
			Male	54.8%		(102 / 186)
		InstrSetting	Not Special Ed	57.0%		(179 / 314)
Special Ed			23.1%		(12 / 52)	
Race		Black / Latinx	40.4%		(46 / 114)	
	White / Other	57.5%		(145 / 252)		
16-17	All	All	48.8%		(191 / 391)	
	ELL	Not ELL	49.9%		(180 / 361)	
		ELL	36.7%		(11 / 30)	
	Gender	Female	47.8%		(96 / 201)	

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for White Knoll Elementary School	Number of Students
Math	16-17	Gender	Male	50.0%		(95 / 190)
		InstrSetting	Not Special Ed	53.1%		(182 / 343)
			Special Ed	18.8%		(9 / 48)
		Race	Black / Latinx	32.7%		(34 / 104)
			White / Other	54.7%		(157 / 287)
	15-16	All	All	53.7%		(188 / 350)
		ELL	Not ELL	54.5%		(176 / 323)
			ELL	44.4%		(12 / 27)
		Gender	Female	56.5%		(104 / 184)
			Male	50.6%		(84 / 166)
		InstrSetting	Not Special Ed	58.0%		(182 / 314)
			Special Ed	16.7%		(6 / 36)
		Race	Black / Latinx	37.1%		(39 / 105)
	White / Other		60.8%		(149 / 245)	


























	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for White Knoll Elementary School	Number of Students
Science	21-22	All	All	25.9%		(28 / 108)
		ELL	Not ELL	27.0%		(27 / 100)
			ELL	12.5%		(1 / 8)
		Gender	Female	29.8%		(17 / 57)
			Male	21.6%		(11 / 51)
		InstrSetting	Not Special Ed	29.0%		(27 / 93)
			Special Ed	6.7%		(1 / 15)
		Race	Black / Latinx	15.4%		(6 / 39)
	White / Other		31.9%		(22 / 69)	
	20-21	All	All	35.1%		(39 / 111)
		ELL	Not ELL	36.2%		(38 / 105)
			ELL	16.7%		(1 / 6)
		Gender	Female	36.8%		(25 / 68)
			Male	32.6%		(14 / 43)
		InstrSetting	Not Special Ed	41.8%		(38 / 91)
			Special Ed	5.0%		(1 / 20)
		Race	Black / Latinx	22.6%		(7 / 31)
	White / Other		40.0%		(32 / 80)	
	18-19	All	All	44.3%		(54 / 122)
		ELL	Not ELL	45.0%		(50 / 111)
			ELL	36.4%		(4 / 11)
		Gender	Female	40.3%		(27 / 67)
			Male	49.1%		(27 / 55)
		InstrSetting	Not Special Ed	50.5%		(53 / 105)
			Special Ed	5.9%		(1 / 17)
		Race	Black / Latinx	22.0%		(9 / 41)
	White / Other		55.6%		(45 / 81)	
	17-18	All	All	52.3%		(67 / 128)
		ELL	Not ELL	54.6%		(65 / 119)
			ELL	22.2%		(2 / 9)
		Gender	Female	45.5%		(25 / 55)
			Male	57.5%		(42 / 73)
		InstrSetting	Not Special Ed	53.2%		(58 / 109)
Special Ed			47.4%		(9 / 19)	
Race		Black / Latinx	41.2%		(14 / 34)	
	White / Other	56.4%		(53 / 94)		
16-17	All	All	47.6%		(120 / 252)	
	ELL	Not ELL	47.6%		(110 / 231)	
		ELL	47.6%		(10 / 21)	

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for White Knoll Elementary School	Number of Students
Science	16-17	Gender	Female	48.9%		(69 / 141)
			Male	45.9%		(51 / 111)
		InstrSetting	Not Special Ed	52.9%		(118 / 223)
			Special Ed	6.9%		(2 / 29)
		Race	Black / Latinx	32.0%		(24 / 75)
			White / Other	54.2%		(96 / 177)
	15-16	All	All	67.1%		(157 / 234)
			ELL	67.1%		(149 / 222)
		ELL	ELL	66.7%		(8 / 12)
			Gender	Female	69.4%	
		Gender	Male	64.5%		(71 / 110)
			InstrSetting	Not Special Ed	70.4%	
		Special Ed		33.3%		(7 / 21)
		Race	Black / Latinx	55.6%		(40 / 72)
	White / Other		72.2%		(117 / 162)	
	14-15	All	All	72.8%		(155 / 213)
			ELL	72.8%		(147 / 202)
		ELL	ELL	72.7%		(8 / 11)
			Gender	Female	74.2%	
		Male		71.6%		(83 / 116)
		InstrSetting	Not Special Ed	78.0%		(145 / 186)
			Special Ed	37.0%		(10 / 27)
		Race	Black / Latinx	61.1%		(33 / 54)
	White / Other		76.7%		(122 / 159)	
	13-14	All	All	78.4%		(181 / 231)
			ELL	78.4%		(181 / 231)
		Gender	Female	79.2%		(84 / 106)
			Male	77.6%		(97 / 125)
		InstrSetting	Not Special Ed	84.7%		(166 / 196)
			Special Ed	42.9%		(15 / 35)
Race		Black / Latinx	64.3%		(36 / 56)	
		White / Other	82.9%		(145 / 175)	

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for White Knoll Elementary School	Number of Students
Social Studies	18-19	All	All	76.8%		(96 / 125)
		ELL	Not ELL	78.2%		(93 / 119)
			ELL	50.0%		(3 / 6)
		Gender	Female	72.2%		(39 / 54)
			Male	80.3%		(57 / 71)
		InstrSetting	Not Special Ed	79.8%		(83 / 104)
			Special Ed	61.9%		(13 / 21)
		Race	Black / Latinx	63.0%		(17 / 27)
	White / Other		80.6%		(79 / 98)	
	17-18	All	All	79.8%		(95 / 119)
		ELL	Not ELL	81.3%		(87 / 107)
			ELL	66.7%		(8 / 12)
		Gender	Female	80.3%		(49 / 61)
			Male	79.3%		(46 / 58)
		InstrSetting	Not Special Ed	86.4%		(89 / 103)
			Special Ed	37.5%		(6 / 16)
		Race	Black / Latinx	64.9%		(24 / 37)
	White / Other		86.6%		(71 / 82)	
	16-17	All	All	82.9%		(209 / 252)
		ELL	Not ELL	83.5%		(193 / 231)
			ELL	76.2%		(16 / 21)
		Gender	Female	86.5%		(122 / 141)
			Male	78.4%		(87 / 111)
		InstrSetting	Not Special Ed	86.1%		(192 / 223)
			Special Ed	58.6%		(17 / 29)
		Race	Black / Latinx	77.3%		(58 / 75)
	White / Other		85.3%		(151 / 177)	
	15-16	All	All	83.5%		(193 / 231)
		ELL	Not ELL	83.1%		(182 / 219)
			ELL	91.7%		(11 / 12)
		Gender	Female	88.6%		(109 / 123)
			Male	77.8%		(84 / 108)
		InstrSetting	Not Special Ed	84.8%		(179 / 211)
			Special Ed	70.0%		(14 / 20)
		Race	Black / Latinx	81.4%		(57 / 70)
	White / Other		84.5%		(136 / 161)	
14-15	All	All	79.3%		(169 / 213)	
	ELL	Not ELL	79.7%		(161 / 202)	
		ELL	72.7%		(8 / 11)	
	Gender	Female	79.4%		(77 / 97)	

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for White Knoll Elementary School	Number of Students
Social Studies	14-15	Gender	Male	79.3%		(92 / 116)
		InstrSetting	Not Special Ed	82.3%		(153 / 186)
			Special Ed	59.3%		(16 / 27)
		Race	Black / Latinx	70.4%		(38 / 54)
			White / Other	82.4%		(131 / 159)
	13-14	All	All	85.7%		(197 / 230)
		ELL	Not ELL	85.7%		(197 / 230)
		Gender	Female	85.4%		(82 / 96)
			Male	85.8%		(115 / 134)
		InstrSetting	Not Special Ed	91.1%		(173 / 190)
			Special Ed	60.0%		(24 / 40)
		Race	Black / Latinx	74.5%		(35 / 47)
			White / Other	88.5%		(162 / 183)









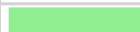

























	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level White Knoll Elementary School	Number of Students
Accelerated/ Eagles	21-22	All	All	9.3%		(33 / 356)
		ELL	Not ELL	10.3%		(33 / 321)
			ELL	0.0%		(0 / 35)
		Gender	Female	11.5%		(23 / 200)
			Male	6.4%		(10 / 156)
		InstrSetting	Not Special Ed	10.6%		(32 / 303)
			Special Ed	1.9%		(1 / 53)
		Race	Black / Latinx	4.3%		(6 / 139)
	White / Other		12.4%		(27 / 217)	
	20-21	All	All	13.3%		(47 / 353)
		ELL	Not ELL	13.8%		(44 / 318)
			ELL	8.6%		(3 / 35)
		Gender	Female	14.2%		(27 / 190)
			Male	12.3%		(20 / 163)
		InstrSetting	Not Special Ed	15.3%		(46 / 301)
			Special Ed	1.9%		(1 / 52)
		Race	Black / Latinx	8.1%		(11 / 135)
	White / Other		16.5%		(36 / 218)	
	19-20	All	All	16.6%		(61 / 367)
		ELL	Not ELL	17.3%		(57 / 329)
			ELL	10.5%		(4 / 38)
		Gender	Female	16.2%		(32 / 198)
			Male	17.2%		(29 / 169)
		InstrSetting	Not Special Ed	19.9%		(61 / 306)
			Special Ed	0.0%		(0 / 61)
		Race	Black / Latinx	9.3%		(13 / 140)
	White / Other		21.1%		(48 / 227)	
	18-19	All	All	18.4%		(70 / 381)
		ELL	Not ELL	18.8%		(65 / 346)
			ELL	14.3%		(5 / 35)
		Gender	Female	19.3%		(35 / 181)
			Male	17.5%		(35 / 200)
InstrSetting		Not Special Ed	21.1%		(68 / 323)	
		Special Ed	3.4%		(2 / 58)	
Race		Black / Latinx	9.2%		(12 / 131)	
	White / Other	23.2%		(58 / 250)		
17-18	All	All	16.7%		(62 / 371)	
	ELL	Not ELL	18.1%		(60 / 332)	







































	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level White Knoll Elementary School	Number of Students
Accelerated/ Eagles	17-18	ELL	ELL	5.1%		(2 / 39)
		Gender	Female	18.4%		(33 / 179)
			Male	15.1%		(29 / 192)
		InstrSetting	Not Special Ed	18.9%		(61 / 323)
			Special Ed	2.1%		(1 / 48)
		Race	Black / Latinx	7.4%		(9 / 121)
	White / Other		21.2%		(53 / 250)	
	16-17	All	All	17.6%		(73 / 414)
		ELL	Not ELL	18.7%		(71 / 379)
			ELL	5.7%		(2 / 35)
		Gender	Female	20.2%		(43 / 213)
			Male	14.9%		(30 / 201)
		InstrSetting	Not Special Ed	19.3%		(70 / 363)
			Special Ed	5.9%		(3 / 51)
		Race	Black / Latinx	5.4%		(6 / 111)
	White / Other		22.1%		(67 / 303)	
	15-16	All	All	18.2%		(66 / 362)
		ELL	Not ELL	19.2%		(64 / 334)
			ELL	7.1%		(2 / 28)
		Gender	Female	22.0%		(42 / 191)
			Male	14.0%		(24 / 171)
		InstrSetting	Not Special Ed	20.2%		(65 / 322)
			Special Ed	2.5%		(1 / 40)
		Race	Black / Latinx	10.8%		(12 / 111)
White / Other	21.5%			(54 / 251)		




























	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for White Knoll Elementary School	Number of Students
Chronic Absences	21-22	All	All	22.2%		(163 / 734)
		ELL	Not ELL	21.7%		(144 / 663)
			ELL	26.8%		(19 / 71)
		Gender	Female	20.6%		(75 / 364)
			Male	23.8%		(88 / 370)
		InstrSetting	Not Special Ed	20.6%		(123 / 598)
			Special Ed	29.4%		(40 / 136)
		Race	Black / Latinx	26.3%		(76 / 289)
	White / Other		19.6%		(87 / 445)	
	20-21	All	All	23.8%		(173 / 726)
		ELL	Not ELL	22.6%		(149 / 659)
			ELL	35.8%		(24 / 67)
		Gender	Female	21.8%		(79 / 362)
			Male	25.8%		(94 / 364)
		InstrSetting	Not Special Ed	22.2%		(132 / 594)
			Special Ed	31.1%		(41 / 132)
		Race	Black / Latinx	30.0%		(82 / 273)
	White / Other		20.1%		(91 / 453)	
	19-20	All	All	12.3%		(94 / 766)
		ELL	Not ELL	11.9%		(84 / 706)
			ELL	16.7%		(10 / 60)
		Gender	Female	13.2%		(51 / 387)
			Male	11.3%		(43 / 379)
		InstrSetting	Not Special Ed	11.1%		(70 / 629)
			Special Ed	17.5%		(24 / 137)
		Race	Black / Latinx	14.1%		(42 / 297)
	White / Other		11.1%		(52 / 469)	
	18-19	All	All	10.6%		(80 / 752)
		ELL	Not ELL	10.6%		(74 / 696)
			ELL	10.7%		(6 / 56)
		Gender	Female	10.6%		(41 / 385)
			Male	10.6%		(39 / 367)
		InstrSetting	Not Special Ed	9.3%		(59 / 633)
			Special Ed	17.6%		(21 / 119)
		Race	Black / Latinx	11.6%		(31 / 267)
	White / Other		10.1%		(49 / 485)	
17-18	All	All	8.7%		(67 / 772)	








































	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for White Knoll Elementary School	Number of Students
Chronic Absences	17-18	ELL	Not ELL	9.7%		(70 / 721)
			ELL	1.7%		(1 / 60)
		Gender	Female	8.9%		(35 / 392)
			Male	8.4%		(32 / 380)
		InstrSetting	Not Special Ed	7.1%		(47 / 666)
			Special Ed	14.0%		(15 / 107)
		Race	Black / Latinx	8.6%		(22 / 256)
			White / Other	8.7%		(45 / 516)
	16-17	All	All	10.1%		(86 / 850)
		ELL	Not ELL	10.4%		(82 / 792)
			ELL	6.9%		(4 / 58)
		Gender	Female	10.6%		(46 / 436)
			Male	9.7%		(40 / 414)
		InstrSetting	Not Special Ed	9.1%		(67 / 739)
			Special Ed	17.1%		(19 / 111)
		Race	Black / Latinx	11.3%		(28 / 248)
	White / Other		9.6%		(58 / 602)	
	15-16	All	All	5.9%		(50 / 854)
		ELL	Not ELL	5.9%		(44 / 741)
			ELL	7.0%		(4 / 57)
		Gender	Female	4.6%		(20 / 433)
			Male	7.1%		(30 / 421)
		InstrSetting	Not Special Ed	5.0%		(37 / 742)
			Special Ed	11.6%		(13 / 112)
		Race	Black / Latinx	4.5%		(11 / 245)
	White / Other		6.4%		(39 / 609)	
	14-15	All	All	7.0%		(63 / 897)
		ELL	Not ELL	7.7%		(57 / 745)
			ELL	8.2%		(4 / 49)
		Gender	Female	7.7%		(34 / 441)
			Male	6.4%		(29 / 456)
		InstrSetting	Not Special Ed	6.7%		(52 / 779)
Special Ed			9.3%		(11 / 118)	
Race		Black / Latinx	5.3%		(12 / 225)	
	White / Other	7.6%		(51 / 672)		































	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll Elementary School	Number of Students
Referrals	21-22	All	All	17.5%		(128 / 733)
		ELL	Not ELL	18.6%		(123 / 662)
			ELL	7.0%		(5 / 71)
		Gender	Female	10.7%		(39 / 364)
			Male	24.1%		(89 / 369)
		InstrSetting	Not Special Ed	18.7%		(112 / 598)
			Special Ed	11.9%		(16 / 135)
		Race	Black / Latinx	18.1%		(45 / 249)
	White / Other		17.1%		(83 / 484)	
	20-21	All	All	11.4%		(83 / 725)
		ELL	Not ELL	11.4%		(75 / 656)
			ELL	11.6%		(8 / 69)
		Gender	Female	6.9%		(25 / 362)
			Male	16.0%		(58 / 363)
		InstrSetting	Not Special Ed	11.3%		(67 / 594)
			Special Ed	12.2%		(16 / 131)
		Race	Black / Latinx	10.2%		(23 / 225)
	White / Other		12.0%		(60 / 500)	
	19-20	All	All	18.9%		(145 / 766)
		ELL	Not ELL	20.1%		(138 / 686)
			ELL	8.8%		(7 / 80)
		Gender	Female	11.6%		(45 / 387)
			Male	26.4%		(100 / 379)
		InstrSetting	Not Special Ed	18.8%		(118 / 629)
			Special Ed	19.7%		(27 / 137)
		Race	Black / Latinx	21.5%		(56 / 261)
	White / Other		17.6%		(89 / 505)	
	18-19	All	All	22.5%		(169 / 752)
		ELL	Not ELL	23.0%		(157 / 683)
			ELL	17.4%		(12 / 69)
		Gender	Female	12.7%		(49 / 385)
			Male	32.7%		(120 / 367)
InstrSetting		Not Special Ed	22.6%		(143 / 633)	
		Special Ed	21.8%		(26 / 119)	
Race		Black / Latinx	23.3%		(52 / 223)	
	White / Other	22.1%		(117 / 529)		
17-18	All	All	22.2%		(177 / 799)	
	ELL	Not ELL	23.7%		(172 / 726)	

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll Elementary School	Number of Students
Referrals	17-18	ELL	ELL	6.8%		(5 / 73)
		Gender	Female	10.6%		(43 / 405)
			Male	34.0%		(134 / 394)
		InstrSetting	Not Special Ed	22.0%		(149 / 677)
			Special Ed	23.0%		(28 / 122)
		Race	Black / Latinx	20.2%		(45 / 223)
	White / Other		22.9%		(132 / 576)	
	16-17	All	All	14.6%		(124 / 850)
		ELL	Not ELL	15.4%		(122 / 792)
			ELL	3.4%		(2 / 58)
		Gender	Female	5.5%		(24 / 436)
			Male	24.2%		(100 / 414)
		InstrSetting	Not Special Ed	13.4%		(99 / 739)
			Special Ed	22.5%		(25 / 111)
		Race	Black / Latinx	14.6%		(36 / 246)
	White / Other		14.6%		(88 / 604)	
	15-16	All	All	8.7%		(74 / 854)
		ELL	Not ELL	9.2%		(73 / 795)
			ELL	1.7%		(1 / 59)
		Gender	Female	4.4%		(19 / 433)
			Male	13.1%		(55 / 421)
		InstrSetting	Not Special Ed	7.7%		(57 / 742)
			Special Ed	15.2%		(17 / 112)
		Race	Black / Latinx	11.1%		(27 / 244)
	White / Other		7.7%		(47 / 610)	
	14-15	All	All	7.8%		(70 / 897)
		ELL	Not ELL	8.2%		(69 / 845)
			ELL	1.9%		(1 / 52)
		Gender	Female	2.9%		(13 / 441)
			Male	12.5%		(57 / 456)
		InstrSetting	Not Special Ed	6.7%		(52 / 779)
			Special Ed	15.3%		(18 / 118)
Race		Black / Latinx	9.3%		(21 / 225)	
	White / Other	7.3%		(49 / 672)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll Elementary School	Number of Students
In School Suspensions	21-22	All	All	4.2%		(31 / 733)
		ELL	Not ELL	4.2%		(28 / 662)
			ELL	4.2%		(3 / 71)
		Gender	Female	2.7%		(10 / 364)
			Male	5.7%		(21 / 369)
		InstrSetting	Not Special Ed	4.5%		(27 / 598)
			Special Ed	3.0%		(4 / 135)
		Race	Black / Latinx	4.8%		(12 / 249)
	White / Other		3.9%		(19 / 484)	
	20-21	All	All	2.3%		(17 / 725)
		ELL	Not ELL	2.3%		(15 / 656)
			ELL	2.9%		(2 / 69)
		Gender	Female	1.9%		(7 / 362)
			Male	2.8%		(10 / 363)
		InstrSetting	Not Special Ed	2.2%		(13 / 594)
			Special Ed	3.1%		(4 / 131)
		Race	Black / Latinx	1.8%		(4 / 225)
	White / Other		2.6%		(13 / 500)	
	19-20	All	All	4.4%		(34 / 766)
		ELL	Not ELL	4.8%		(33 / 686)
			ELL	1.3%		(1 / 80)
		Gender	Female	2.8%		(11 / 387)
			Male	6.1%		(23 / 379)
		InstrSetting	Not Special Ed	4.1%		(26 / 629)
			Special Ed	5.8%		(8 / 137)
		Race	Black / Latinx	6.1%		(16 / 261)
	White / Other		3.6%		(18 / 505)	
	18-19	All	All	6.4%		(48 / 752)
		ELL	Not ELL	6.9%		(47 / 683)
			ELL	1.4%		(1 / 69)
		Gender	Female	2.3%		(9 / 385)
			Male	10.6%		(39 / 367)
		InstrSetting	Not Special Ed	6.8%		(43 / 633)
			Special Ed	4.2%		(5 / 119)
		Race	Black / Latinx	8.1%		(18 / 223)
	White / Other		5.7%		(30 / 529)	
17-18	All	All	6.0%		(48 / 799)	
	ELL	Not ELL	6.6%		(48 / 726)	
		ELL	0.0%		(0 / 73)	

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll Elementary School	Number of Students	
In School Suspensions	17-18	Gender	Female	2.7%		(11 / 405)	
			Male	9.4%		(37 / 394)	
		InstrSetting	Not Special Ed	5.8%		(39 / 677)	
			Special Ed	7.4%		(9 / 122)	
		Race	Black / Latinx	2.7%		(6 / 223)	
			White / Other	7.3%		(42 / 576)	
	16-17	All	All	3.5%		(30 / 850)	
			ELL	Not ELL	3.8%		(30 / 792)
		Gender	ELL	0.0%		(0 / 58)	
			Female	1.6%		(7 / 436)	
		InstrSetting	Male	5.6%		(23 / 414)	
			Not Special Ed	3.5%		(26 / 739)	
		Race	Special Ed	3.6%		(4 / 111)	
			Black / Latinx	4.1%		(10 / 246)	
	15-16	All	All	2.0%		(17 / 854)	
			ELL	Not ELL	2.1%		(17 / 795)
		Gender	ELL	0.0%		(0 / 59)	
			Female	0.0%		(0 / 433)	
		InstrSetting	Male	4.0%		(17 / 421)	
			Not Special Ed	1.6%		(12 / 742)	
		Race	Special Ed	4.5%		(5 / 112)	
			Black / Latinx	2.0%		(5 / 244)	
		14-15	All	All	0.8%		(7 / 897)
				ELL	Not ELL	0.8%	
	Gender		ELL	0.0%		(0 / 52)	
			Female	0.7%		(3 / 441)	
	InstrSetting		Male	0.9%		(4 / 456)	
			Not Special Ed	0.5%		(4 / 779)	
	Race		Special Ed	2.5%		(3 / 118)	
			Black / Latinx	0.4%		(1 / 225)	
		White / Other	0.9%		(6 / 672)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll Elementary School	Number of Students
Out of School Suspensions	21-22	All	All	2.7%		(20 / 733)
		ELL	Not ELL	3.0%		(20 / 662)
			ELL	0.0%		(0 / 71)
		Gender	Female	0.5%		(2 / 364)
			Male	4.9%		(18 / 369)
		InstrSetting	Not Special Ed	2.3%		(14 / 598)
			Special Ed	4.4%		(6 / 135)
		Race	Black / Latinx	2.0%		(5 / 249)
	White / Other		3.1%		(15 / 484)	
	20-21	All	All	1.2%		(9 / 725)
		ELL	Not ELL	1.4%		(9 / 656)
			ELL	0.0%		(0 / 69)
		Gender	Female	0.8%		(3 / 362)
			Male	1.7%		(6 / 363)
		InstrSetting	Not Special Ed	1.2%		(7 / 594)
			Special Ed	1.5%		(2 / 131)
		Race	Black / Latinx	1.3%		(3 / 225)
	White / Other		1.2%		(6 / 500)	
	19-20	All	All	3.3%		(25 / 766)
		ELL	Not ELL	3.5%		(24 / 686)
			ELL	1.3%		(1 / 80)
		Gender	Female	1.0%		(4 / 387)
			Male	5.5%		(21 / 379)
		InstrSetting	Not Special Ed	2.7%		(17 / 629)
			Special Ed	5.8%		(8 / 137)
		Race	Black / Latinx	4.2%		(11 / 261)
	White / Other		2.8%		(14 / 505)	
	18-19	All	All	4.1%		(31 / 752)
		ELL	Not ELL	4.4%		(30 / 683)
			ELL	1.4%		(1 / 69)
		Gender	Female	0.8%		(3 / 385)
			Male	7.6%		(28 / 367)
		InstrSetting	Not Special Ed	4.3%		(27 / 633)
Special Ed			3.4%		(4 / 119)	
Race		Black / Latinx	5.8%		(13 / 223)	
	White / Other	3.4%		(18 / 529)		
17-18	All	All	5.0%		(40 / 799)	
	ELL	Not ELL	5.4%		(39 / 726)	
		ELL	1.4%		(1 / 73)	

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll Elementary School	Number of Students
Out of School Suspensions	17-18	Gender	Female	1.2%		(5 / 405)
			Male	8.9%		(35 / 394)
		InstrSetting	Not Special Ed	4.9%		(33 / 677)
			Special Ed	5.7%		(7 / 122)
		Race	Black / Latinx	4.9%		(11 / 223)
			White / Other	5.0%		(29 / 576)
	16-17	All	All	3.1%		(26 / 850)
		ELL	Not ELL	3.3%		(26 / 792)
			ELL	0.0%		(0 / 58)
		Gender	Female	1.1%		(5 / 436)
			Male	5.1%		(21 / 414)
		InstrSetting	Not Special Ed	3.0%		(22 / 739)
			Special Ed	3.6%		(4 / 111)
		Race	Black / Latinx	3.7%		(9 / 246)
	White / Other		2.8%		(17 / 604)	
	15-16	All	All	1.5%		(13 / 854)
		ELL	Not ELL	1.6%		(13 / 795)
			ELL	0.0%		(0 / 59)
		Gender	Female	0.2%		(1 / 433)
			Male	2.9%		(12 / 421)
		InstrSetting	Not Special Ed	0.8%		(6 / 742)
			Special Ed	6.3%		(7 / 112)
		Race	Black / Latinx	1.6%		(4 / 244)
	White / Other		1.5%		(9 / 610)	
	14-15	All	All	2.6%		(23 / 897)
		ELL	Not ELL	2.7%		(23 / 845)
			ELL	0.0%		(0 / 52)
		Gender	Female	0.9%		(4 / 441)
Male			4.2%		(19 / 456)	
InstrSetting		Not Special Ed	1.9%		(15 / 779)	
		Special Ed	6.8%		(8 / 118)	
Race		Black / Latinx	3.1%		(7 / 225)	
	White / Other	2.4%		(16 / 672)		

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			39	82.0%		
	18-19			60	88.3%		
	21-22						
My non-instructional duties do not interfere with my essential role of educating students.	21-22						
	20-21			39	89.7%		
	18-19			60	91.7%		
I have access to reliable communication technology, including phone, fax, and e-mail.	21-22			52	94.3%		
	20-21			39	97.4%		
	18-19			60	98.4%		
I feel supported by administrators at my school.	21-22			53	98.1%		
	20-21			39	92.3%		
	18-19			60	91.7%		
The faculty and staff at my school have a shared vision.	21-22			52	94.3%		
	20-21			39	97.5%		
	18-19			60	98.3%		
I am familiar with local, state, and national policies and how they affect teaching and learning.	21-22			52	98.1%		
	20-21			39	97.4%		
	18-19			60	100.0%		
Local, state, or national policies assist me in meeting the educational needs of my students.	21-22			54	92.6%		
	20-21			39	82.0%		
	18-19			60	90.0%		
The school leadership makes a sustained effort to address teacher concerns.	21-22			54	96.3%		
	20-21			39	87.1%		
	18-19			60	90.0%		
My decisions in areas such as instruction and student progress are supported.	21-22			54	92.6%		
	20-21			39	94.8%		

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 based on research and data.	18-19			60	93.3%		
Teachers at my school are encouraged to develop innovative solutions to problems.	21-22			54	96.3%		
	20-21			39	87.1%		
	18-19			60	95.0%		
I feel comfortable raising issues and concerns that are important to me.	21-22			54	92.6%		
	20-21			39	87.2%		
	18-19			60	86.6%		
Sufficient resources are available to allow teachers to take advantage of professional development activities.	21-22			53	100.0%		
	20-21			39	94.9%		
	18-19			60	91.7%		
My class sizes allow me to meet the educational needs of my students.	21-22			52	80.7%		
	20-21			39	66.7%		
	18-19			60	81.7%		
I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	21-22			53	100.0%		
	20-21			39	89.7%		
	18-19			60	91.7%		

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	286	91.9%			20	100.0%
	20-21	92	89.1%	39	97.5%	143	69.3%
	18-19	122	86.0%	60	90.0%	73	65.7%
My parent knows what I am expected to learn in school.	21-22	293	89.8%			26	96.1%
	20-21	95	90.5%			143	88.8%
	18-19	122	89.3%			72	80.6%
My parent knows how well I am doing in school.	21-22	303	95.3%				
	20-21	95	96.8%				
	18-19	122	98.4%				
My school informs parents about school programs and activities.	21-22	289	96.2%	54	100.0%		
	20-21	95	95.8%	39	100.0%		
	18-19	122	94.3%	60	98.3%		
Parents at my school know their children's homework assignments.	21-22	257	84.0%	54	87.0%		
	20-21	93	86.0%	39	87.2%		
	18-19	122	75.5%	60	90.0%		
My parent helps me with my homework when I need it.	21-22	288	85.7%				
	20-21	95	90.6%				
	18-19	122	85.3%				
Parents are welcomed at my school.	21-22	294	93.2%				
	20-21	94	90.4%				
	18-19	122	94.2%				
Parents volunteer and participate in activities at my school.	21-22	273	75.8%	40	70.0%		
	20-21	94	79.8%	38	42.1%		
	18-19	122	89.4%	60	70.0%		
My child's teachers contact me to say good things about my child.	21-22					26	96.2%
	20-21					143	86.1%
	18-19					73	56.1%
My child's teachers tell me how I can help my child learn.	21-22					26	96.1%
	20-21					139	82.0%
	18-19					73	72.6%

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					26	96.1%
	20-21					142	86.6%
	18-19					72	66.7%
My child's school returns my phone calls or e-mails promptly.	21-22					27	92.6%
	20-21					143	86.8%
	18-19					71	95.8%
Parents are involved in school decisions.	21-22			53	92.4%		
	20-21			39	97.4%	143	93.1%
	18-19			60	91.7%	71	76.1%
My child's school considers changes based on what parents say.	21-22					24	100.0%
	20-21					143	57.4%
	18-19					72	50.0%
My child's school schedules activities at times that I can attend.	21-22					24	100.0%
	20-21					143	66.5%
	18-19					73	80.9%
My child's school treats all students fairly.	21-22					25	100.0%
	20-21					143	94.5%
	18-19					73	79.5%
The principal at my child's school is available and welcoming.	21-22					26	100.0%
	20-21					143	84.7%
	18-19					73	86.3%
Parents at my school are aware of school policies.	21-22			53	96.2%		
	20-21			39	100.0%		
	18-19			60	95.0%		
Parents at my school understand the school's instructional programs.	21-22			53	88.7%		
	20-21			39	89.7%		
	18-19			60	91.7%		
Parents at my school support instructional decisions regarding their children.	21-22			54	94.4%		
	20-21			39	100.0%		
	18-19			60	91.7%		
Parents attend conferences requested by teachers at my school.	21-22			53	94.3%		

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			39	94.9%		
	18-19			60	93.3%		
Parents at my school cooperate regarding discipline problems.	21-22			53	92.4%		
	20-21			39	97.4%		
	18-19			60	93.4%		
Parents attend school meetings and other school events.	21-22			51	96.1%		
	20-21			39	89.8%		
	18-19			60	88.3%		

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	293	88.7%	54	96.3%	26	92.3%
	20-21	95	89.4%	39	97.4%	143	66.5%
	18-19	124	79.8%	60	93.3%	73	87.7%
My classes are challenging (not too easy; they make me think).	21-22	287	72.5%	54	98.2%	23	95.6%
	20-21	95	68.4%	39	100.0%	143	93.1%
	18-19	124	72.6%	60	100.0%	73	91.8%
My teachers want me to understand what I am learning, not just remember facts.	21-22	299	94.3%	54	100.0%		
	20-21	95	96.8%	39	100.0%		
	18-19	124	95.1%	60	96.6%		
My teachers expect students to learn.	21-22	304	97.3%	54	100.0%	26	100.0%
	20-21	95	97.9%	39	100.0%	143	97.2%
	18-19	124	96.7%	60	100.0%	71	93.0%
My teachers expect students to behave.	21-22	302	95.3%				
	20-21	95	98.9%				
	18-19	124	97.6%				
My teachers spend enough time helping me learn.	21-22	298	95.6%	54	90.7%		
	20-21	94	92.5%	39	94.9%		
	18-19	124	87.9%	60	91.7%		
My teachers help students when they do not understand something.	21-22	303	96.4%	53	96.2%	25	100.0%
	20-21	95	97.9%	39	87.1%	143	86.7%
	18-19	124	95.2%	60	96.7%	73	72.6%
My teachers do a good job teaching me mathematics.	21-22	304	96.1%				
	20-21	95	96.9%				
	18-19	124	95.2%				
My teachers do a good job teaching me English language arts.	21-22	282	94.0%				
	20-21	94	94.7%				
	18-19	124	87.9%				
My teachers give tests on what I learn in class.	21-22	302	97.0%				
	20-21	94	100.0%				
	18-19	124	97.6%				

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	263	75.7%			20	95.0%
	20-21	91	70.4%			143	84.6%
	18-19	124	62.1%			72	72.2%
My classes are interesting and fun.	21-22	301	85.7%				
	20-21	95	81.1%				
	18-19	124	75.8%				
Students at my school believe they can do good work.	21-22	283	84.8%				
	20-21	94	89.4%				
	18-19	124	75.8%				
My teachers praise students when they do good work.	21-22	284	83.8%				
	20-21	94	86.2%				
	18-19	124	78.3%				
Work done by students can be seen on the walls of my school.	21-22	292	85.6%				
	20-21	94	87.3%				
	18-19	124	94.3%				
The textbooks and workbooks I use at my school really help me to learn.	21-22	298	80.2%				
	20-21	95	85.3%				
	18-19	124	71.0%				
The media center at my school has a good selection of books.	21-22	296	90.2%	53	100.0%		
	20-21	94	85.1%	39	100.0%		
	18-19	124	78.2%	60	100.0%		
I use computers and other technology at my school to help me learn.	21-22	304	92.1%	53	94.3%		
	20-21	95	95.8%	39	94.9%		
	18-19	124	87.1%	60	86.6%		
Teachers at my school effectively implement the State Curriculum Standards.	21-22			54	98.2%		
	20-21			39	100.0%		
	18-19			60	100.0%		
Student assessment information is effectively used by teachers to plan instruction.	21-22			54	90.7%		
	20-21			39	100.0%		
	18-19			60	98.3%		
My school offers effective programs for students with disabilities.	21-22			53	94.3%		

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			39	92.3%		
	18-19			60	95.0%		
Instructional strategies are used to meet the needs of academically gifted students.	21-22			53	92.5%		
	20-21			39	89.7%		
	18-19			60	96.7%		
The level of teacher and staff morale is high at my school.	21-22			54	90.8%		
	20-21			39	84.6%		
	18-19			60	85.0%		
Teachers respect each other at my school.	21-22			54	100.0%		
	20-21			39	97.4%		
	18-19			60	95.0%		
Teachers at my school are recognized and appreciated for good work.	21-22			54	96.3%		
	20-21			38	94.8%		
	18-19			60	90.0%		
Students at my school are motivated and interested in learning.	21-22			54	88.9%		
	20-21			39	97.5%		
	18-19			60	90.0%		
There are sufficient materials and supplies available for classroom and instructional use.	21-22			54	98.1%		
	20-21			39	100.0%		
	18-19			60	91.6%		
Our school has sufficient computers for instructional use.	21-22			53	100.0%		
	20-21			39	97.4%		
	18-19			60	80.0%		
There are relevant professional development opportunities offered to teachers at my school.	21-22			54	94.5%		
	20-21			39	92.3%		
	18-19			60	95.0%		
The school administration communicates clear instructional goals for the school.	21-22			54	96.3%		
	20-21			39	94.9%		
	18-19			60	95.0%		
The school administration sets high standards for students.	21-22			54	96.3%		
	20-21			39	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			60	95.0%		
The school administration has high expectations for teacher performance.	21-22			54	96.3%		
	20-21			39	100.0%		
	18-19			60	100.0%		
The school administration provides effective instructional leadership.	21-22			54	94.5%		
	20-21			39	92.3%		
	18-19			60	93.3%		
Student assessment information is used to set goals and plan programs for my school.	21-22			53	96.2%		
	20-21			39	100.0%		
	18-19			60	98.3%		
Teacher evaluation at my school focuses on instructional improvement.	21-22			53	96.2%		
	20-21			39	92.3%		
	18-19			60	95.0%		
School administrators visit classrooms to observe instruction.	21-22			54	92.6%		
	20-21			39	100.0%		
	18-19			60	96.7%		
The school administration arranges for collaborative planning and decision making.	21-22			54	92.6%		
	20-21			39	97.5%		
	18-19			60	93.4%		

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	288	89.2%	53	100.0%	25	100.0%
	20-21	95	92.6%	39	97.4%		
	18-19	124	80.7%	60	93.4%	72	88.9%
The grounds around my school are kept clean.	21-22	299	84.2%	54	100.0%		
	20-21	95	90.5%	39	100.0%		
	18-19	124	82.2%	60	96.6%		
The hallways at my school are kept clean.	21-22	302	89.4%	54	100.0%	25	100.0%
	20-21	95	96.8%	39	100.0%	143	81.9%
	18-19	124	91.9%	60	95.0%	73	95.9%
The bathrooms at my school are kept clean.	21-22	299	51.9%	54	96.3%		
	20-21	95	80.0%	39	100.0%		
	18-19	124	62.9%	60	93.3%		
Broken things at my school get fixed.	21-22	284	89.5%	54	100.0%		
	20-21	93	94.6%	39	97.4%		
	18-19	124	84.7%	60	91.7%		
There is enough room for students to learn at my school.	21-22	294	95.9%	54	98.1%		
	20-21	95	95.8%	39	94.8%		
	18-19	124	91.2%	60	91.7%		
Students at my school behave well in class.	21-22	288	56.6%	54	88.9%		
	20-21	94	67.0%	39	94.9%	143	95.1%
	18-19	124	44.4%	60	91.6%	73	61.7%
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	21-22	291	58.0%	54	88.9%		
	20-21	94	68.1%	39	94.9%		
	18-19	124	45.2%	60	90.0%		
Students at my school know the rules and what happens when students break the rules.	21-22	285	88.7%	54	87.0%		
	20-21	95	93.7%	39	97.4%		
	18-19	124	85.5%	60	93.3%		
The rules about how students should behave in my school are fair.	21-22	298	89.6%	54	100.0%		
	20-21	95	93.7%	39	97.4%		
	18-19	124	82.3%	60	93.4%		

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	262	91.6%	54	92.6%		
	20-21	93	91.4%	39	97.4%		
	18-19	124	87.9%	60	91.6%		
I feel safe at my school before and after school hours.	21-22	294	90.9%	54	100.0%		
	20-21	95	93.7%	39	100.0%		
	18-19	124	87.9%	60	100.0%		
I feel safe at my school during the school day.	21-22	294	94.5%	54	98.2%	25	100.0%
	20-21	95	93.7%	39	100.0%	143	65.1%
	18-19	124	91.1%	60	100.0%	73	93.2%
I feel safe going to or coming from my school.	21-22	292	91.8%	54	100.0%		
	20-21	95	95.8%	39	97.5%		
	18-19	124	91.1%	60	100.0%		
Students from different backgrounds get along well at my school.	21-22	284	80.3%	53	94.3%		
	20-21	94	88.3%	39	97.4%		
	18-19	124	71.8%	60	96.7%		
Teachers and students get along well with each other at my school.	21-22	290	89.7%	53	100.0%		
	20-21	95	92.6%	39	100.0%		
	18-19	124	81.4%	60	95.0%		
Teachers work together to help students at my school.	21-22	298	96.4%	54	92.6%		
	20-21	93	100.0%	39	100.0%		
	18-19	124	92.0%	60	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	280	46.7%	54	3.7%		
	20-21	95	37.9%	39	5.1%		
	18-19	124	60.5%	60	5.0%		
**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	292	34.6%				
	20-21	95	27.3%				
	18-19	124	34.7%				
**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	292	9.9%	54	3.7%		
	20-21	95	7.4%	39	0.0%		
	18-19	124	10.5%	60	5.0%		

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	287	18.1%				
	20-21	94	8.5%				
	18-19	124	17.0%				
	**(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	287	10.8%				
	20-21	95	8.5%				
	18-19	124	11.3%				
Adults at my school prevent bullying from happening.	21-22	287	87.1%	54	92.6%	20	90.0%
	20-21	94	89.4%	39	87.2%	143	47.6%
	18-19	124	75.0%	60	100.0%	73	68.5%
I can always go to adults at my school if I am being bullied.	21-22	301	91.7%				
	20-21	95	91.5%				
	18-19	124	77.4%				
An adult at my school has talked to me about bullying.	21-22	296	86.5%				
	20-21	95	82.1%				
	18-19	124	86.3%				
My child's teachers care about my child as an individual.	21-22					17	94.2%
	20-21					142	95.0%
	18-19					73	86.3%
My child's school has an anti-bullying program to prevent or deal with bullying.	21-22					17	94.2%
	20-21					143	85.3%
	18-19					73	58.9%
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					52	40.4%
During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	21-22						
	20-21						
	18-19					50	36.0%
I recommend that all parents/guardians attend IGP conferences with their children.	21-22						
	20-21						
	18-19					50	42.0%

Executive Summary of Needs Assessment Data Findings

	<p>These charts show the percentage of students who are on track to meet their growth goals based on I-ready data from fall to winter.</p> <table border="1" data-bbox="548 289 1416 430"> <tr> <td>Math</td> <td>% meeting Average Growth</td> <td>% meeting Accelerated Growth</td> </tr> <tr> <td></td> <td>40.9%</td> <td>23.2%</td> </tr> </table> <table border="1" data-bbox="548 487 1416 627"> <tr> <td>Reading</td> <td>% meeting Average Growth</td> <td>% meeting Accelerated Growth</td> </tr> <tr> <td></td> <td>55.3%</td> <td>41.3%</td> </tr> </table> <p>Using a school-wide review of this data and reflective practice, we have made shifts in instructional strategies and increased <i>instructional support to ensure all students at WKE reach their learning goals.</i></p>	Math	% meeting Average Growth	% meeting Accelerated Growth		40.9%	23.2%	Reading	% meeting Average Growth	% meeting Accelerated Growth		55.3%	41.3%
Math	% meeting Average Growth	% meeting Accelerated Growth											
	40.9%	23.2%											
Reading	% meeting Average Growth	% meeting Accelerated Growth											
	55.3%	41.3%											
<p>Teacher/Administrator Quality</p>	<p>White Knoll Elementary prides itself on hiring and retaining the most qualified educators to promote rigorous instruction in the classroom. Nearly 66% of our teachers hold advanced degrees and 100% of our teachers participate in ongoing professional learning. We have also been able to increase our teacher retention rate to 84%. Our professional learning this year has focused on our work plan goals of increasing student agency, critical thinking and problem solving in our classrooms. During our mid-year learning walk the baselines of these teaching practices all increased as measured by these elements being score a 3 or 4 on the 4.0 South Carolina Teaching rubric as demonstrated in the chart below</p> <table border="1" data-bbox="548 1071 1416 1304"> <thead> <tr> <th></th> <th>Fall learning walk</th> <th>Mid-year learning walk</th> </tr> </thead> <tbody> <tr> <td>Activities and Materials</td> <td>66%</td> <td>82.4%</td> </tr> <tr> <td>Critical Thinking</td> <td>37%</td> <td>88.2%</td> </tr> <tr> <td>Problem Solving</td> <td>61%</td> <td>76.4%</td> </tr> </tbody> </table> <p>The WKE leadership team meets regularly as lead learners to monitor progress, reflect on practice and make adjustments for continual improvement. The leadership team is an inclusive team designed to create distributive leadership and includes school administration, the literacy coach, math coach, two teachers, lead interventionist, school librarian, and MLP teacher.</p>		Fall learning walk	Mid-year learning walk	Activities and Materials	66%	82.4%	Critical Thinking	37%	88.2%	Problem Solving	61%	76.4%
	Fall learning walk	Mid-year learning walk											
Activities and Materials	66%	82.4%											
Critical Thinking	37%	88.2%											
Problem Solving	61%	76.4%											
<p>School Climate</p>	<p>At White Knoll Elementary, we believe that love comes first. We focus on building lasting relationships with students and families to assist each child in reaching their full potential. We have a full-time family liaison who works hard to serve the needs of the whole child by providing resources to families in need. Through her relationships with our community we have increased the families we serve in this capacity by 200%. We have also created a community closet and expanded our community partnerships.</p> <p>We collaborate regularly with our stakeholders to create new and innovative ways to engage families in academic and social interactions. This year we made it a goal to increase our family engagement by increasing our family events. The events have included our Back to school Bash, Show what You Know night, Family skate nights, and a family field trip to the State Museum. We collaborate regularly with our stakeholders to create new and innovative ways to engage</p>												

Executive Summary of Needs Assessment Data Findings

	<p>families in academic and social interactions. Our annual SCDE climate surveys report that these actions are having a positive impact on parent, teacher, and student perceptions. This chart below shows our survey results from the 21-22 school year.</p>		
	Students	Parents	Teachers
Satisfaction with the learning environment	88.7%	92.3%	96.3%
Satisfaction with the physical environment	89.2%	100%	100%
Satisfaction with home/school relations	91.9%	100%	N/A

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	77.7%	79.7%	81.7%	70.8%	72.8%	74.8%
			(Actual)	76.1%	65.3%	64.0%	70.8%	
	% of students meeting or exceeding standard on SC READY ELA will increase annually by 2 points.	Grades 3-5	47.4%	49.4%	51.4%	49.0%	51.0%	53.0%
			(Actual)	51.5%		35.5%	36.3%	
	% of students meeting or exceeding standard on SC READY Math will increase annually by 2 points.	Grades 3-5	52.2%	54.1%	56.1%	58.1%	60.1%	62.1%
			(Actual)	57.9%		31.6%	34.3%	
	% of students in Tier 2 or Tier 3 interventions for math and/or reading will decrease annually by 1 point.	Grades K-5	9.8%	8.7%	7.7%	9.3%	8.3%	7.3%
			(Actual)	13.2%	22.6%	24.0%	24.3%	

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	0.504	0.533	0.563	0.593	0.652	0.682
			(Actual)	0.526	0.534	0.622	0.376	

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	17.0%	17.9%	18.9%	19.9%	20.9%	21.9%
			(Actual)	22.3%		14.0%	15.4%	
	% scoring Exceeds on SC READY Math subject test will increase by 1 point annually	Grades 3-5	23.0%	23.9%	24.9%	25.9%	26.9%	27.9%
			(Actual)	25.6%		10.9%	11.6%	
	% scoring Exceeds on SCPASS Science subject test will increase by 1 point annually	Grades 4-5	22.7%	23.6%	24.6%	25.6%	26.6%	27.6%
			(Actual)	13.1%		14.4%	8.3%	
	% scoring Exceeds on SCPASS Social Studies subject test will increase by 1 point annually	Grades 4-5	33.6%	34.6%	35.6%	32.2%	33.2%	34.1%
			(Actual)	38.4%				

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	9.8%	9.2%	8.7%	8.3%	7.8%	7.2%
			(Actual)	10.7%	11.2%	22.5%	21.4%	
	% of students with 3 or more discipline referrals will decrease by 0.5 points annually.	Grades K-5	9.0%	8.4%	7.9%	3.6%	3.1%	2.5%
			(Actual)	9.3%	9.2%	2.1%	5.7%	
	SC READY equity indices for minority groups will increase by 0.03 annually.	Grades 3-5	0.776	0.806	0.836	0.873	0.903	0.932
			(Actual)	0.794		0.676	0.662	

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		91.5%	93.7%	95.8%	98.0%	98.0%	98.0%
		(Actual)	91.7%		94.9%	100.0%		
	Positive responses to the SCDE survey item "Teachers at my school are encouraged to develop innovative solutions to problems." will reach 98% by 2021		93.2%	94.8%	96.4%	98.0%	98.0%	98.0%
		(Actual)	95.0%		87.1%	96.3%		

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.		83.5%	89.2%	95.0%	95.0%	95.0%	95.0%
			(Actual)	83.7%		92.6%	90.1%	
	% 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.		77.2%	86.1%	95.0%	95.0%	95.0%	95.0%
			(Actual)	78.4%		77.1%	92.4%	

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