School Renewal Plan Cover Page

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

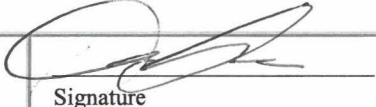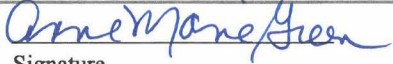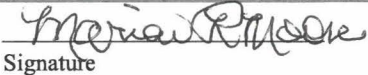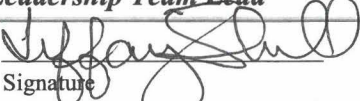|	
School Name:	White Knoll Middle
SIDN:	3201053
Plan Submission:	School utilizes Cognia
Grade Span:	6 To 8
District:	Lexington 01
Address 1:	116 White Knoll Way
Address 2:	
City:	West Columbia, SC
Zip Code:	29170
School Renewal Plan Contact Person:	Don Hardie
School Plan Contact Phone:	8039227096
School Plan E-mail Address:	dhardie@lexington1.net
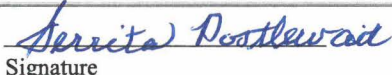
Required Signature Page

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		
Gerrita Postlewait Printed Name	*Gerrita Postlewait* Signature	6 Mar 2023 Date
Principal		
Don Hardie Printed Name	Signature	3/3/23 Date
Chairperson, District Board of Trustees		
Anne Marie Green Printed Name	*Anne Marie Green* Signature	4-11-23 Date
Chairperson, School Improvement Council		
Marion Moore Printed Name	*Marion R Moore* Signature	3/3/23 Date
School Read To Succeed Literacy Leadership Team Lead		
Tiffany Shull Printed Name	*Tiffany Shull* Signature	3/3/23 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 *et seq.* (Supp. 2004))	
N/A	**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).

N/A	**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.
N/A	**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.
N/A	**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.
Yes	**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.
Yes	**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.
Yes	**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.

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**	Don Hardie
2.	**Teacher**	Bria Martin
3.	**Parent/Guardian**	Marion Moore
4.	**Community Member**	David Ford
5.	**Paraprofessional**	Jerry Houghton
6.	**School Improvement Council Member**	Chanta Zeigler
7.	**Read to Succeed Reading Coach**	Tiffany Shull
8.	**School Read To Succeed Literacy Leadership Team Lead**	Monica Fountain
9.	**School Read To Succeed Literacy Leadership Team Member**	Jessica White
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the School Literacy Leadership Team for Read to Succeed	

District Requested Strategic/Renewal Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:

> *Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.*

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:
http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/

District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (*SBE Regulation 43-261*)	
2. Teachers teaching more than 1500 minutes (*SBE Regulation 43-205*)	
3. Teachers teaching more than 4 preps (*SBE Regulation 43-205*)	
4. High School Principal over two schools or grades more than 9-12 (*SBE Regulation 43-205*)	
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.

WKMS 2021-22 Report Card
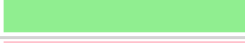
	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for White Knoll Middle School	Number of Students
ELA	21-22	All	All	39.0%		(316 / 810)
		ELL	Not ELL	40.7%		(312 / 767)
			ELL	9.3%		(4 / 43)
		Gender	Female	41.5%		(159 / 383)
			Male	36.8%		(157 / 427)
		InstrSetting	Not Special Ed	45.1%		(306 / 678)
			Special Ed	7.6%		(10 / 132)
		Race	Black / Latinx	30.0%		(83 / 277)
			White / Other	43.7%		(233 / 533)
	20-21	All	All	31.2%		(236 / 757)
		ELL	Not ELL	32.8%		(233 / 710)
			ELL	6.4%		(3 / 47)
		Gender	Female	34.6%		(126 / 364)
			Male	28.0%		(110 / 393)
		InstrSetting	Not Special Ed	36.7%		(232 / 632)
			Special Ed	3.2%		(4 / 125)
		Race	Black / Latinx	24.9%		(65 / 261)
			White / Other	34.5%		(171 / 496)
	18-19	All	All	35.2%		(281 / 799)
		ELL	Not ELL	37.1%		(276 / 744)
			ELL	9.1%		(5 / 55)
		Gender	Female	41.5%		(162 / 390)
			Male	29.1%		(119 / 409)
		InstrSetting	Not Special Ed	40.7%		(276 / 678)
			Special Ed	4.1%		(5 / 121)
		Race	Black / Latinx	27.1%		(77 / 284)
			White / Other	39.6%		(204 / 515)
	17-18	All	All	32.3%		(250 / 773)
		ELL	Not ELL	33.9%		(248 / 732)
			ELL	4.9%		(2 / 41)
		Gender	Female	39.5%		(147 / 372)
			Male	25.7%		(103 / 401)
		InstrSetting	Not Special Ed	36.6%		(244 / 666)
			Special Ed	5.6%		(6 / 107)
		Race	Black / Latinx	24.0%		(65 / 271)
			White / Other	36.9%		(185 / 502)
	16-17	All	All	31.0%		(241 / 778)
		ELL	Not ELL	32.2%		(238 / 739)
			ELL	7.7%		(3 / 39)
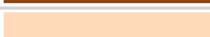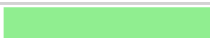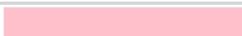
	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for White Knoll Middle School	Number of Students
ELA	16-17	Gender	Female	35.8%		(132 / 369)
			Male	26.7%		(109 / 409)
		InstrSetting	Not Special Ed	35.5%		(237 / 668)
			Special Ed	3.6%		(4 / 110)
		Race	Black / Latinx	22.7%		(47 / 207)
			White / Other	34.0%		(194 / 571)
	15-16	All	All	40.2%		(305 / 759)
		ELL	Not ELL	42.2%		(301 / 714)
			ELL	8.9%		(4 / 45)
		Gender	Female	47.0%		(171 / 364)
			Male	33.9%		(134 / 395)
		InstrSetting	Not Special Ed	46.8%		(300 / 641)
			Special Ed	4.2%		(5 / 118)
		Race	Black / Latinx	26.8%		(55 / 205)
			White / Other	45.2%		(250 / 553)
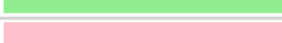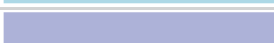
	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for White Knoll Middle School	Number of Students
Math	21-22	All	All	21.1%		(171 / 812)
		ELL	Not ELL	22.0%		(169 / 769)
			ELL	4.7%		(2 / 43)
		Gender	Female	16.4%		(63 / 385)
			Male	25.3%		(108 / 427)
		InstrSetting	Not Special Ed	24.4%		(166 / 681)
			Special Ed	3.8%		(5 / 131)
		Race	Black / Latinx	14.0%		(39 / 279)
			White / Other	24.8%		(132 / 533)
	20-21	All	All	18.5%		(139 / 750)
		ELL	Not ELL	19.3%		(136 / 704)
			ELL	6.5%		(3 / 46)
		Gender	Female	16.7%		(61 / 365)
			Male	20.3%		(78 / 385)
		InstrSetting	Not Special Ed	21.9%		(137 / 627)
			Special Ed	1.6%		(2 / 123)
		Race	Black / Latinx	11.9%		(30 / 253)
			White / Other	21.9%		(109 / 497)
	18-19	All	All	31.2%		(249 / 799)
		ELL	Not ELL	32.7%		(243 / 744)
			ELL	10.9%		(6 / 55)
		Gender	Female	32.8%		(128 / 390)
			Male	29.6%		(121 / 409)
		InstrSetting	Not Special Ed	36.1%		(245 / 678)
			Special Ed	3.3%		(4 / 121)
		Race	Black / Latinx	26.1%		(74 / 284)
			White / Other	34.0%		(175 / 515)
	17-18	All	All	32.5%		(252 / 776)
		ELL	Not ELL	33.6%		(247 / 735)
			ELL	12.2%		(5 / 41)
		Gender	Female	32.7%		(122 / 373)
			Male	32.3%		(130 / 403)
		InstrSetting	Not Special Ed	36.8%		(246 / 668)
			Special Ed	5.6%		(6 / 108)
		Race	Black / Latinx	23.2%		(63 / 272)
			White / Other	37.5%		(189 / 504)
	16-17	All	All	29.0%		(226 / 780)
		ELL	Not ELL	30.4%		(225 / 740)
			ELL	2.5%		(1 / 40)
		Gender	Female	30.9%		(114 / 369)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for White Knoll Middle School	Number of Students
Math	16-17	Gender	Male	27.3%		(112 / 411)
		InstrSetting	Not Special Ed	33.2%		(222 / 669)
			Special Ed	3.6%		(4 / 111)
		Race	Black / Latinx	21.3%		(44 / 207)
			White / Other	31.8%		(182 / 573)
	15-16	All	All	31.6%		(241 / 763)
		ELL	Not ELL	33.2%		(237 / 714)
			ELL	8.2%		(4 / 49)
		Gender	Female	34.1%		(125 / 367)
			Male	29.3%		(116 / 396)
		InstrSetting	Not Special Ed	36.7%		(237 / 645)
			Special Ed	3.4%		(4 / 118)
		Race	Black / Latinx	17.8%		(37 / 208)
			White / Other	36.8%		(204 / 554)

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for White Knoll Middle School	Number of Students
Science	21-22	All	All	36.7%		(97 / 264)
		ELL	Not ELL	38.0%		(95 / 250)
			ELL	14.3%		(2 / 14)
		Gender	Female	32.1%		(43 / 134)
			Male	41.5%		(54 / 130)
		InstrSetting	Not Special Ed	42.7%		(94 / 220)
			Special Ed	6.8%		(3 / 44)
		Race	Black / Latinx	26.7%		(27 / 101)
			White / Other	42.9%		(70 / 163)
	20-21	All	All	31.6%		(83 / 263)
		ELL	Not ELL	32.9%		(83 / 252)
			ELL	0.0%		(0 / 11)
		Gender	Female	27.1%		(35 / 129)
			Male	35.8%		(48 / 134)
		InstrSetting	Not Special Ed	36.2%		(79 / 218)
			Special Ed	8.9%		(4 / 45)
		Race	Black / Latinx	17.9%		(14 / 78)
			White / Other	37.3%		(69 / 185)
	18-19	All	All	50.4%		(256 / 508)
		ELL	Not ELL	52.9%		(248 / 469)
			ELL	20.5%		(8 / 39)
		Gender	Female	55.5%		(132 / 238)
			Male	45.9%		(124 / 270)
		InstrSetting	Not Special Ed	57.4%		(245 / 427)
			Special Ed	13.6%		(11 / 81)
		Race	Black / Latinx	41.2%		(77 / 187)
			White / Other	55.8%		(179 / 321)
	17-18	All	All	50.5%		(266 / 527)
		ELL	Not ELL	52.0%		(260 / 500)
			ELL	22.2%		(6 / 27)
		Gender	Female	49.4%		(129 / 261)
			Male	51.5%		(137 / 266)
		InstrSetting	Not Special Ed	56.6%		(256 / 452)
			Special Ed	13.3%		(10 / 75)
		Race	Black / Latinx	33.5%		(61 / 182)
			White / Other	59.4%		(205 / 345)
	16-17	All	All	43.7%		(341 / 780)
		ELL	Not ELL	45.7%		(338 / 740)
			ELL	7.5%		(3 / 40)
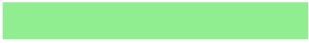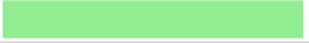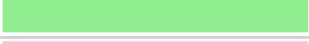
	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for White Knoll Middle School	Number of Students
Science	16-17	Gender	Female	41.4%		(153 / 370)
			Male	45.9%		(188 / 410)
		InstrSetting	Not Special Ed	50.2%		(336 / 669)
			Special Ed	4.5%		(5 / 111)
		Race	Black / Latinx	32.2%		(67 / 208)
			White / Other	47.9%		(274 / 572)
	15-16	All	All	68.7%		(523 / 761)
		ELL	Not ELL	71.0%		(507 / 714)
			ELL	34.0%		(16 / 47)
		Gender	Female	74.7%		(274 / 367)
			Male	63.2%		(249 / 394)
		InstrSetting	Not Special Ed	76.8%		(496 / 646)
			Special Ed	23.5%		(27 / 115)
		Race	Black / Latinx	56.3%		(116 / 206)
			White / Other	73.3%		(407 / 555)
	14-15	All	All	63.1%		(466 / 738)
		ELL	Not ELL	64.0%		(447 / 698)
			ELL	47.5%		(19 / 40)
		Gender	Female	66.9%		(245 / 366)
			Male	59.4%		(221 / 372)
		InstrSetting	Not Special Ed	70.3%		(453 / 644)
			Special Ed	13.8%		(13 / 94)
		Race	Black / Latinx	52.7%		(99 / 188)
			White / Other	66.7%		(367 / 550)
	13-14	All	All	73.2%		(371 / 507)
		ELL	Not ELL	73.2%		(371 / 507)
		Gender	Female	75.7%		(190 / 251)
			Male	70.7%		(181 / 256)
		InstrSetting	Not Special Ed	82.4%		(351 / 426)
			Special Ed	24.7%		(20 / 81)
		Race	Black / Latinx	54.1%		(66 / 122)
			White / Other	79.2%		(305 / 385)
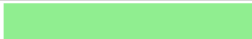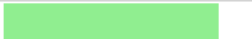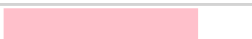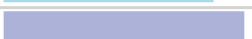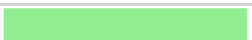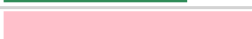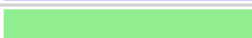
	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for White Knoll Middle School	Number of Students
Social Studies	18-19	All	All	56.4%		(163 / 289)
		ELL	Not ELL	58.6%		(160 / 273)
			ELL	18.8%		(3 / 16)
		Gender	Female	53.3%		(81 / 152)
			Male	59.9%		(82 / 137)
		InstrSetting	Not Special Ed	62.5%		(157 / 251)
			Special Ed	15.8%		(6 / 38)
		Race	Black / Latinx	50.0%		(48 / 96)
			White / Other	59.6%		(115 / 193)
	17-18	All	All	71.9%		(179 / 249)
		ELL	Not ELL	73.1%		(171 / 234)
			ELL	53.3%		(8 / 15)
		Gender	Female	72.6%		(82 / 113)
			Male	71.3%		(97 / 136)
		InstrSetting	Not Special Ed	78.3%		(170 / 217)
			Special Ed	28.1%		(9 / 32)
		Race	Black / Latinx	64.8%		(59 / 91)
			White / Other	75.9%		(120 / 158)
	16-17	All	All	62.5%		(487 / 779)
		ELL	Not ELL	63.5%		(469 / 739)
			ELL	45.0%		(18 / 40)
		Gender	Female	61.5%		(227 / 369)
			Male	63.4%		(260 / 410)
		InstrSetting	Not Special Ed	70.5%		(471 / 668)
			Special Ed	14.4%		(16 / 111)
		Race	Black / Latinx	60.4%		(125 / 207)
			White / Other	63.3%		(362 / 572)
	15-16	All	All	70.3%		(535 / 761)
		ELL	Not ELL	71.6%		(511 / 714)
			ELL	51.1%		(24 / 47)
		Gender	Female	73.0%		(268 / 367)
			Male	67.8%		(267 / 394)
		InstrSetting	Not Special Ed	79.1%		(511 / 646)
			Special Ed	20.9%		(24 / 115)
		Race	Black / Latinx	62.1%		(128 / 206)
			White / Other	73.3%		(407 / 555)
	14-15	All	All	73.6%		(543 / 738)
		ELL	Not ELL	74.4%		(519 / 698)
			ELL	60.0%		(24 / 40)
		Gender	Female	76.8%		(282 / 367)
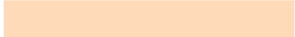
	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for White Knoll Middle School	Number of Students
Social Studies	14-15	Gender	Male	70.4%		(261 / 371)
		InstrSetting	Not Special Ed	80.4%		(517 / 643)
			Special Ed	27.4%		(26 / 95)
		Race	Black / Latinx	68.6%		(129 / 188)
			White / Other	75.3%		(414 / 550)
	13-14	All	All	78.2%		(398 / 509)
		ELL	Not ELL	78.2%		(398 / 509)
		Gender	Female	80.2%		(211 / 263)
			Male	76.0%		(187 / 246)
		InstrSetting	Not Special Ed	85.7%		(372 / 434)
			Special Ed	34.7%		(26 / 75)
		Race	Black / Latinx	63.2%		(79 / 125)
			White / Other	83.1%		(319 / 384)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for White Knoll Middle School	Number of Students
Algebra 1	21-22	All	All	91.3%		(42 / 46)
		ELL	ELL	100.0%		(1 / 1)
			Not ELL	91.1%		(41 / 45)
		Gender	Female	95.2%		(20 / 21)
			Male	88.0%		(22 / 25)
		InstrSetting	Not Special Ed	91.3%		(42 / 46)
		Race	Black / Latinx	71.4%		(5 / 7)
			White / Other	94.9%		(37 / 39)
	20-21	All	All	86.3%		(44 / 51)
		ELL	Not ELL	86.3%		(44 / 51)
		Gender	Female	82.8%		(24 / 29)
			Male	90.9%		(20 / 22)
		InstrSetting	Not Special Ed	86.3%		(44 / 51)
		Race	Black / Latinx	88.2%		(15 / 17)
			White / Other	85.3%		(29 / 34)
	18-19	All	All	93.3%		(42 / 45)
		ELL	Not ELL	95.3%		(41 / 43)
			ELL	50.0%		(1 / 2)
		Gender	Female	96.3%		(26 / 27)
			Male	88.9%		(16 / 18)
		InstrSetting	Not Special Ed	93.3%		(42 / 45)
		Race	Black / Latinx	93.3%		(14 / 15)
			White / Other	93.3%		(28 / 30)
	17-18	All	All	98.0%		(50 / 51)
		ELL	Not ELL	98.0%		(49 / 50)
			ELL	100.0%		(1 / 1)
		Gender	Female	96.9%		(31 / 32)
			Male	100.0%		(19 / 19)
		InstrSetting	Not Special Ed	98.0%		(50 / 51)
		Race	Black / Latinx	100.0%		(9 / 9)
			White / Other	97.6%		(41 / 42)
	16-17	All	All	94.9%		(56 / 59)
		ELL	Not ELL	94.9%		(56 / 59)
		Gender	Female	97.1%		(33 / 34)
			Male	92.0%		(23 / 25)
		InstrSetting	Not Special Ed	94.9%		(56 / 59)
		Race	Black / Latinx	71.4%		(5 / 7)
			White / Other	98.1%		(51 / 52)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for White Knoll Middle School	Number of Students
Algebra 1	15-16	All	All	98.6%		(70 / 71)
		ELL	Not ELL	98.6%		(70 / 71)
		Gender	Female	97.4%		(38 / 39)
			Male	100.0%		(32 / 32)
		InstrSetting	Not Special Ed	98.6%		(70 / 71)
		Race	Black / Latinx	100.0%		(13 / 13)
			White / Other	98.3%		(57 / 58)
	14-15	All	All	100.0%		(54 / 54)
		ELL	Not ELL	100.0%		(53 / 53)
			ELL	100.0%		(1 / 1)
		Gender	Female	100.0%		(28 / 28)
			Male	100.0%		(26 / 26)
		InstrSetting	Not Special Ed	100.0%		(54 / 54)
		Race	Black / Latinx	100.0%		(9 / 9)
			White / Other	100.0%		(45 / 45)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for White Knoll Middle School	Number of Students
English 1	18-19	All	All	100.0%		(69 / 69)
		ELL	Not ELL	100.0%		(69 / 69)
		Gender	Female	100.0%		(40 / 40)
			Male	100.0%		(29 / 29)
		InstrSetting	Not Special Ed	100.0%		(69 / 69)
		Race	Black / Latinx	100.0%		(25 / 25)
			White / Other	100.0%		(44 / 44)
	17-18	All	All	98.4%		(61 / 62)
		ELL	Not ELL	98.4%		(61 / 62)
		Gender	Female	100.0%		(35 / 35)
			Male	96.3%		(26 / 27)
		InstrSetting	Not Special Ed	98.4%		(60 / 61)
			Special Ed	100.0%		(1 / 1)
		Race	Black / Latinx	91.7%		(11 / 12)
			White / Other	100.0%		(50 / 50)
	16-17	All	All	100.0%		(78 / 78)
		ELL	Not ELL	100.0%		(77 / 77)
			ELL	100.0%		(1 / 1)
		Gender	Female	100.0%		(43 / 43)
			Male	100.0%		(35 / 35)
		InstrSetting	Not Special Ed	100.0%		(78 / 78)
		Race	Black / Latinx	100.0%		(12 / 12)
			White / Other	100.0%		(66 / 66)
	15-16	All	All	98.8%		(85 / 86)
		ELL	Not ELL	98.8%		(85 / 86)
		Gender	Female	100.0%		(46 / 46)
			Male	97.5%		(39 / 40)
		InstrSetting	Not Special Ed	98.8%		(85 / 86)
		Race	Black / Latinx	100.0%		(15 / 15)
			White / Other	98.6%		(70 / 71)
	14-15	All	All	100.0%		(51 / 51)
		ELL	Not ELL	100.0%		(51 / 51)
		Gender	Female	100.0%		(30 / 30)
			Male	100.0%		(21 / 21)
		InstrSetting	Not Special Ed	100.0%		(51 / 51)
		Race	Black / Latinx	100.0%		(7 / 7)
			White / Other	100.0%		(44 / 44)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level White Knoll Middle School	Number of Students
Accelerated/ Eagles	21-22	All	All	21.1%		(185 / 878)
		ELL	Not ELL	21.1%		(166 / 788)
			ELL	21.1%		(19 / 90)
		Gender	Female	21.3%		(89 / 418)
			Male	20.9%		(96 / 460)
		InstrSetting	Not Special Ed	24.9%		(183 / 734)
			Special Ed	1.4%		(2 / 144)
		Race	Black / Latinx	18.3%		(67 / 367)
			White / Other	23.1%		(118 / 511)
	20-21	All	All	17.1%		(149 / 873)
		ELL	Not ELL	18.1%		(140 / 772)
			ELL	8.9%		(9 / 101)
		Gender	Female	16.4%		(69 / 421)
			Male	17.7%		(80 / 452)
		InstrSetting	Not Special Ed	20.2%		(148 / 731)
			Special Ed	0.7%		(1 / 142)
		Race	Black / Latinx	10.8%		(40 / 370)
			White / Other	21.7%		(109 / 503)
	19-20	All	All	18.5%		(161 / 869)
		ELL	Not ELL	19.1%		(149 / 780)
			ELL	13.5%		(12 / 89)
		Gender	Female	19.5%		(83 / 426)
			Male	17.6%		(78 / 443)
		InstrSetting	Not Special Ed	21.8%		(158 / 726)
			Special Ed	2.1%		(3 / 143)
		Race	Black / Latinx	14.2%		(49 / 344)
			White / Other	21.3%		(112 / 525)
	18-19	All	All	20.0%		(169 / 846)
		ELL	Not ELL	20.5%		(156 / 762)
			ELL	15.5%		(13 / 84)
		Gender	Female	22.0%		(89 / 405)
			Male	18.1%		(80 / 441)
		InstrSetting	Not Special Ed	23.6%		(168 / 713)
			Special Ed	0.8%		(1 / 133)
		Race	Black / Latinx	14.5%		(50 / 344)
			White / Other	23.7%		(119 / 502)
	17-18	All	All	21.8%		(172 / 789)
		ELL	Not ELL	22.0%		(162 / 738)
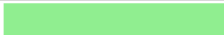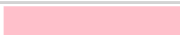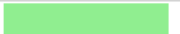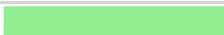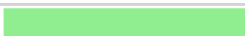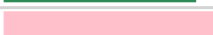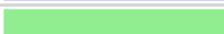
	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level White Knoll Middle School	Number of Students
Accelerated/ Eagles	17-18	ELL	ELL	19.2%		(10 / 52)
		Gender	Female	22.2%		(84 / 379)
			Male	21.5%		(88 / 410)
		InstrSetting	Not Special Ed	24.9%		(170 / 684)
			Special Ed	1.9%		(2 / 106)
		Race	Black / Latinx	16.9%		(47 / 278)
			White / Other	24.5%		(125 / 511)
	16-17	All	All	21.2%		(175 / 826)
		ELL	Not ELL	21.6%		(169 / 782)
			ELL	13.6%		(6 / 44)
		Gender	Female	23.9%		(93 / 389)
			Male	18.8%		(82 / 437)
		InstrSetting	Not Special Ed	24.6%		(174 / 706)
			Special Ed	0.8%		(1 / 120)
		Race	Black / Latinx	17.9%		(40 / 224)
			White / Other	22.4%		(135 / 602)
	15-16	All	All	21.9%		(178 / 811)
		ELL	Not ELL	23.2%		(176 / 759)
			ELL	3.8%		(2 / 52)
		Gender	Female	22.4%		(87 / 389)
			Male	21.6%		(91 / 422)
		InstrSetting	Not Special Ed	25.5%		(176 / 689)
			Special Ed	1.6%		(2 / 122)
		Race	Black / Latinx	12.3%		(28 / 228)
			White / Other	25.7%		(150 / 583)
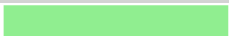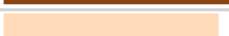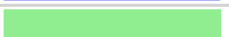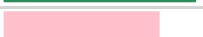
	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level White Knoll Middle School	Number of Students
Honors	21-22	All	All	7.1%		(62 / 878)
		ELL	Not ELL	7.2%		(57 / 788)
			ELL	5.6%		(5 / 90)
		Gender	Female	6.2%		(26 / 418)
			Male	7.8%		(36 / 460)
		InstrSetting	Not Special Ed	8.4%		(62 / 734)
			Special Ed	0.0%		(0 / 144)
		Race	Black / Latinx	3.5%		(13 / 367)
			White / Other	9.6%		(49 / 511)
	20-21	All	All	8.1%		(71 / 873)
		ELL	Not ELL	8.0%		(62 / 772)
			ELL	8.9%		(9 / 101)
		Gender	Female	10.7%		(45 / 421)
			Male	5.8%		(26 / 452)
		InstrSetting	Not Special Ed	9.7%		(71 / 731)
			Special Ed	0.0%		(0 / 142)
		Race	Black / Latinx	7.6%		(28 / 370)
			White / Other	8.5%		(43 / 503)
	19-20	All	All	7.2%		(63 / 869)
		ELL	Not ELL	7.6%		(59 / 780)
			ELL	4.5%		(4 / 89)
		Gender	Female	8.7%		(37 / 426)
			Male	5.9%		(26 / 443)
		InstrSetting	Not Special Ed	8.7%		(63 / 726)
			Special Ed	0.0%		(0 / 143)
		Race	Black / Latinx	4.7%		(16 / 344)
			White / Other	9.0%		(47 / 525)
	18-19	All	All	9.7%		(82 / 846)
		ELL	Not ELL	10.1%		(77 / 762)
			ELL	6.0%		(5 / 84)
		Gender	Female	11.4%		(46 / 405)
			Male	8.2%		(36 / 441)
		InstrSetting	Not Special Ed	11.5%		(82 / 713)
			Special Ed	0.0%		(0 / 133)
		Race	Black / Latinx	8.1%		(28 / 344)
			White / Other	10.8%		(54 / 502)
	17-18	All	All	9.4%		(74 / 789)
		ELL	Not ELL	9.6%		(71 / 738)
			ELL	5.8%		(3 / 52)
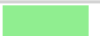
	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level White Knoll Middle School	Number of Students
Honors	17-18	Gender	Female	11.3%		(43 / 379)
			Male	7.6%		(31 / 410)
		InstrSetting	Not Special Ed	10.7%		(73 / 684)
			Special Ed	0.9%		(1 / 106)
		Race	Black / Latinx	6.1%		(17 / 278)
			White / Other	11.2%		(57 / 511)
	16-17	All	All	10.8%		(89 / 826)
		ELL	Not ELL	11.3%		(88 / 782)
			ELL	2.3%		(1 / 44)
		Gender	Female	12.3%		(48 / 389)
			Male	9.4%		(41 / 437)
		InstrSetting	Not Special Ed	12.6%		(89 / 706)
			Special Ed	0.0%		(0 / 120)
		Race	Black / Latinx	5.8%		(13 / 224)
			White / Other	12.6%		(76 / 602)
	15-16	All	All	10.4%		(84 / 811)
		ELL	Not ELL	11.1%		(84 / 759)
			ELL	0.0%		(0 / 52)
		Gender	Female	11.6%		(45 / 389)
			Male	9.2%		(39 / 422)
		InstrSetting	Not Special Ed	12.2%		(84 / 689)
			Special Ed	0.0%		(0 / 122)
		Race	Black / Latinx	7.0%		(16 / 228)
			White / Other	11.7%		(68 / 583)
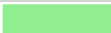
	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for White Knoll Middle School	Number of Students
Chronic Absences	21-22	All	All	31.8%		(284 / 892)
		ELL	Not ELL	32.7%		(267 / 816)
			ELL	22.4%		(17 / 76)
		Gender	Female	30.4%		(129 / 425)
			Male	33.2%		(155 / 467)
		InstrSetting	Not Special Ed	29.4%		(218 / 741)
			Special Ed	43.7%		(66 / 151)
		Race	Black / Latinx	31.5%		(113 / 359)
			White / Other	32.1%		(171 / 533)
	20-21	All	All	38.1%		(333 / 873)
		ELL	Not ELL	37.2%		(292 / 784)
			ELL	46.1%		(41 / 89)
		Gender	Female	38.5%		(162 / 421)
			Male	37.8%		(171 / 452)
		InstrSetting	Not Special Ed	35.6%		(260 / 731)
			Special Ed	51.4%		(73 / 142)
		Race	Black / Latinx	43.5%		(161 / 370)
			White / Other	34.2%		(172 / 503)
	19-20	All	All	14.3%		(124 / 869)
		ELL	Not ELL	13.8%		(113 / 818)
			ELL	21.6%		(11 / 51)
		Gender	Female	13.6%		(58 / 426)
			Male	14.9%		(66 / 443)
		InstrSetting	Not Special Ed	13.5%		(98 / 726)
			Special Ed	18.2%		(26 / 143)
		Race	Black / Latinx	13.1%		(45 / 344)
			White / Other	15.0%		(79 / 525)
	18-19	All	All	13.2%		(112 / 846)
		ELL	Not ELL	13.3%		(105 / 789)
			ELL	12.3%		(7 / 57)
		Gender	Female	11.6%		(47 / 405)
			Male	14.7%		(65 / 441)
		InstrSetting	Not Special Ed	12.2%		(87 / 713)
			Special Ed	18.8%		(25 / 133)
		Race	Black / Latinx	13.1%		(45 / 344)
			White / Other	13.3%		(67 / 502)
	17-18	All	All	10.4%		(83 / 797)
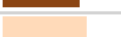
	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for White Knoll Middle School	Number of Students
Chronic Absences	17-18	ELL	Not ELL	12.1%		(93 / 770)
			ELL	2.4%		(1 / 41)
		Gender	Female	10.9%		(42 / 384)
			Male	9.9%		(41 / 413)
		InstrSetting	Not Special Ed	8.7%		(60 / 691)
			Special Ed	16.8%		(18 / 107)
		Race	Black / Latinx	10.3%		(29 / 282)
			White / Other	10.5%		(54 / 515)
	16-17	All	All	13.2%		(111 / 840)
		ELL	Not ELL	13.6%		(108 / 797)
			ELL	7.0%		(3 / 43)
		Gender	Female	14.4%		(57 / 397)
			Male	12.2%		(54 / 443)
		InstrSetting	Not Special Ed	12.5%		(90 / 720)
			Special Ed	17.5%		(21 / 120)
		Race	Black / Latinx	11.7%		(27 / 231)
			White / Other	13.8%		(84 / 609)
	15-16	All	All	8.7%		(72 / 824)
		ELL	Not ELL	8.8%		(68 / 772)
			ELL	7.7%		(4 / 52)
		Gender	Female	7.0%		(28 / 399)
			Male	10.4%		(44 / 425)
		InstrSetting	Not Special Ed	7.4%		(52 / 702)
			Special Ed	16.4%		(20 / 122)
		Race	Black / Latinx	7.4%		(17 / 231)
			White / Other	9.3%		(55 / 593)
	14-15	All	All	9.4%		(76 / 811)
		ELL	Not ELL	9.4%		(72 / 763)
			ELL	8.3%		(4 / 48)
		Gender	Female	7.3%		(29 / 400)
			Male	11.4%		(47 / 411)
		InstrSetting	Not Special Ed	7.7%		(54 / 699)
			Special Ed	19.6%		(22 / 112)
		Race	Black / Latinx	9.6%		(21 / 219)
			White / Other	9.3%		(55 / 592)
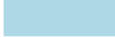
	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll Middle School	Number of Students
Referrals	21-22	All	All	48.1%		(429 / 892)
		ELL	Not ELL	48.5%		(396 / 816)
			ELL	43.4%		(33 / 76)
		Gender	Female	38.6%		(164 / 425)
			Male	56.7%		(265 / 467)
		InstrSetting	Not Special Ed	45.5%		(337 / 741)
			Special Ed	60.9%		(92 / 151)
		Race	Black / Latinx	50.2%		(156 / 311)
			White / Other	47.0%		(273 / 581)
	20-21	All	All	34.0%		(297 / 873)
		ELL	Not ELL	35.7%		(280 / 784)
			ELL	19.1%		(17 / 89)
		Gender	Female	29.2%		(123 / 421)
			Male	38.5%		(174 / 452)
		InstrSetting	Not Special Ed	32.7%		(239 / 731)
			Special Ed	40.8%		(58 / 142)
		Race	Black / Latinx	30.6%		(95 / 310)
			White / Other	35.9%		(202 / 563)
	19-20	All	All	47.0%		(408 / 869)
		ELL	Not ELL	48.2%		(379 / 786)
			ELL	34.9%		(29 / 83)
		Gender	Female	36.6%		(156 / 426)
			Male	56.9%		(252 / 443)
		InstrSetting	Not Special Ed	45.0%		(327 / 726)
			Special Ed	56.6%		(81 / 143)
		Race	Black / Latinx	50.3%		(147 / 292)
			White / Other	45.2%		(261 / 577)
	18-19	All	All	53.1%		(449 / 846)
		ELL	Not ELL	54.3%		(414 / 762)
			ELL	41.7%		(35 / 84)
		Gender	Female	45.7%		(185 / 405)
			Male	59.9%		(264 / 441)
		InstrSetting	Not Special Ed	50.8%		(362 / 713)
			Special Ed	65.4%		(87 / 133)
		Race	Black / Latinx	56.3%		(169 / 300)
			White / Other	51.3%		(280 / 546)
	17-18	All	All	48.5%		(412 / 849)
		ELL	Not ELL	48.5%		(384 / 792)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll Middle School	Number of Students
Referrals	17-18	ELL	ELL	49.1%		(28 / 57)
		Gender	Female	44.3%		(181 / 409)
			Male	52.5%		(231 / 440)
		InstrSetting	Not Special Ed	46.5%		(339 / 729)
			Special Ed	60.8%		(73 / 120)
		Race	Black / Latinx	48.9%		(128 / 262)
			White / Other	48.4%		(284 / 587)
	16-17	All	All	46.4%		(390 / 840)
		ELL	Not ELL	46.3%		(369 / 797)
			ELL	48.8%		(21 / 43)
		Gender	Female	39.3%		(156 / 397)
			Male	52.8%		(234 / 443)
		InstrSetting	Not Special Ed	44.4%		(320 / 720)
			Special Ed	58.3%		(70 / 120)
		Race	Black / Latinx	51.3%		(117 / 228)
			White / Other	44.6%		(273 / 612)
	15-16	All	All	48.3%		(398 / 824)
		ELL	Not ELL	48.6%		(375 / 772)
			ELL	44.2%		(23 / 52)
		Gender	Female	36.8%		(147 / 399)
			Male	59.1%		(251 / 425)
		InstrSetting	Not Special Ed	45.3%		(318 / 702)
			Special Ed	65.6%		(80 / 122)
		Race	Black / Latinx	53.0%		(122 / 230)
			White / Other	46.5%		(276 / 594)
	14-15	All	All	46.7%		(379 / 811)
		ELL	Not ELL	47.1%		(359 / 763)
			ELL	41.7%		(20 / 48)
		Gender	Female	33.8%		(135 / 400)
			Male	59.4%		(244 / 411)
		InstrSetting	Not Special Ed	43.6%		(305 / 699)
			Special Ed	66.1%		(74 / 112)
		Race	Black / Latinx	51.6%		(113 / 219)
			White / Other	44.9%		(266 / 592)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll Middle School	Number of Students
In School Suspensions	21-22	All	All	21.5%		(192 / 892)
		ELL	Not ELL	22.3%		(182 / 816)
			ELL	13.2%		(10 / 76)
		Gender	Female	15.5%		(66 / 425)
			Male	27.0%		(126 / 467)
		InstrSetting	Not Special Ed	20.4%		(151 / 741)
			Special Ed	27.2%		(41 / 151)
		Race	Black / Latinx	23.8%		(74 / 311)
			White / Other	20.3%		(118 / 581)
	20-21	All	All	14.5%		(127 / 873)
		ELL	Not ELL	15.4%		(121 / 784)
			ELL	6.7%		(6 / 89)
		Gender	Female	12.4%		(52 / 421)
			Male	16.6%		(75 / 452)
		InstrSetting	Not Special Ed	13.7%		(100 / 731)
			Special Ed	19.0%		(27 / 142)
		Race	Black / Latinx	12.9%		(40 / 310)
			White / Other	15.5%		(87 / 563)
	19-20	All	All	17.6%		(153 / 869)
		ELL	Not ELL	18.6%		(146 / 786)
			ELL	8.4%		(7 / 83)
		Gender	Female	11.7%		(50 / 426)
			Male	23.3%		(103 / 443)
		InstrSetting	Not Special Ed	16.1%		(117 / 726)
			Special Ed	25.2%		(36 / 143)
		Race	Black / Latinx	19.2%		(56 / 292)
			White / Other	16.8%		(97 / 577)
	18-19	All	All	26.6%		(225 / 846)
		ELL	Not ELL	27.2%		(207 / 762)
			ELL	21.4%		(18 / 84)
		Gender	Female	17.5%		(71 / 405)
			Male	34.9%		(154 / 441)
		InstrSetting	Not Special Ed	23.4%		(167 / 713)
			Special Ed	43.6%		(58 / 133)
		Race	Black / Latinx	31.7%		(95 / 300)
			White / Other	23.8%		(130 / 546)
	17-18	All	All	25.9%		(220 / 849)
		ELL	Not ELL	26.0%		(206 / 792)
			ELL	24.6%		(14 / 57)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll Middle School	Number of Students
In School Suspensions	17-18	Gender	Female	19.3%		(79 / 409)
			Male	32.0%		(141 / 440)
		InstrSetting	Not Special Ed	23.7%		(173 / 729)
			Special Ed	39.2%		(47 / 120)
		Race	Black / Latinx	27.1%		(71 / 262)
			White / Other	25.4%		(149 / 587)
	16-17	All	All	25.8%		(217 / 840)
		ELL	Not ELL	25.6%		(204 / 797)
			ELL	30.2%		(13 / 43)
		Gender	Female	18.6%		(74 / 397)
			Male	32.3%		(143 / 443)
		InstrSetting	Not Special Ed	24.0%		(173 / 720)
			Special Ed	36.7%		(44 / 120)
		Race	Black / Latinx	32.0%		(73 / 228)
			White / Other	23.5%		(144 / 612)
	15-16	All	All	26.1%		(215 / 824)
		ELL	Not ELL	26.0%		(201 / 772)
			ELL	26.9%		(14 / 52)
		Gender	Female	16.5%		(66 / 399)
			Male	35.1%		(149 / 425)
		InstrSetting	Not Special Ed	23.2%		(163 / 702)
			Special Ed	42.6%		(52 / 122)
		Race	Black / Latinx	30.4%		(70 / 230)
			White / Other	24.4%		(145 / 594)
	14-15	All	All	22.2%		(180 / 811)
		ELL	Not ELL	22.5%		(172 / 763)
			ELL	16.7%		(8 / 48)
		Gender	Female	11.8%		(47 / 400)
			Male	32.4%		(133 / 411)
		InstrSetting	Not Special Ed	19.9%		(139 / 699)
			Special Ed	36.6%		(41 / 112)
		Race	Black / Latinx	25.6%		(56 / 219)
			White / Other	20.9%		(124 / 592)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll Middle School	Number of Students
Out of School Suspensions	21-22	All	All	15.4%		(137 / 892)
		ELL	Not ELL	15.9%		(130 / 816)
			ELL	9.2%		(7 / 76)
		Gender	Female	9.6%		(41 / 425)
			Male	20.6%		(96 / 467)
		InstrSetting	Not Special Ed	13.2%		(98 / 741)
			Special Ed	25.8%		(39 / 151)
		Race	Black / Latinx	17.4%		(54 / 311)
			White / Other	14.3%		(83 / 581)
	20-21	All	All	3.7%		(32 / 873)
		ELL	Not ELL	4.0%		(31 / 784)
			ELL	1.1%		(1 / 89)
		Gender	Female	2.1%		(9 / 421)
			Male	5.1%		(23 / 452)
		InstrSetting	Not Special Ed	2.7%		(20 / 731)
			Special Ed	8.5%		(12 / 142)
		Race	Black / Latinx	4.2%		(13 / 310)
			White / Other	3.4%		(19 / 563)
	19-20	All	All	10.0%		(87 / 869)
		ELL	Not ELL	10.6%		(83 / 786)
			ELL	4.8%		(4 / 83)
		Gender	Female	5.6%		(24 / 426)
			Male	14.2%		(63 / 443)
		InstrSetting	Not Special Ed	8.3%		(60 / 726)
			Special Ed	18.9%		(27 / 143)
		Race	Black / Latinx	12.3%		(36 / 292)
			White / Other	8.8%		(51 / 577)
	18-19	All	All	17.6%		(149 / 846)
		ELL	Not ELL	18.5%		(141 / 762)
			ELL	9.5%		(8 / 84)
		Gender	Female	11.9%		(48 / 405)
			Male	22.9%		(101 / 441)
		InstrSetting	Not Special Ed	16.0%		(114 / 713)
			Special Ed	26.3%		(35 / 133)
		Race	Black / Latinx	16.7%		(50 / 300)
			White / Other	18.1%		(99 / 546)
	17-18	All	All	17.7%		(150 / 849)
		ELL	Not ELL	18.1%		(143 / 792)
			ELL	12.3%		(7 / 57)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll Middle School	Number of Students
Out of School Suspensions	17-18	Gender	Female	9.3%		(38 / 409)
			Male	25.5%		(112 / 440)
		InstrSetting	Not Special Ed	14.8%		(108 / 729)
			Special Ed	35.0%		(42 / 120)
		Race	Black / Latinx	18.3%		(48 / 262)
			White / Other	17.4%		(102 / 587)
	16-17	All	All	16.5%		(139 / 840)
		ELL	Not ELL	16.2%		(129 / 797)
			ELL	23.3%		(10 / 43)
		Gender	Female	7.8%		(31 / 397)
			Male	24.4%		(108 / 443)
		InstrSetting	Not Special Ed	14.4%		(104 / 720)
			Special Ed	29.2%		(35 / 120)
		Race	Black / Latinx	18.4%		(42 / 228)
			White / Other	15.8%		(97 / 612)
	15-16	All	All	18.9%		(156 / 824)
		ELL	Not ELL	19.2%		(148 / 772)
			ELL	15.4%		(8 / 52)
		Gender	Female	8.3%		(33 / 399)
			Male	28.9%		(123 / 425)
		InstrSetting	Not Special Ed	16.2%		(114 / 702)
			Special Ed	34.4%		(42 / 122)
		Race	Black / Latinx	21.7%		(50 / 230)
			White / Other	17.8%		(106 / 594)
	14-15	All	All	17.1%		(139 / 811)
		ELL	Not ELL	17.7%		(135 / 763)
			ELL	8.3%		(4 / 48)
		Gender	Female	8.0%		(32 / 400)
			Male	26.0%		(107 / 411)
		InstrSetting	Not Special Ed	14.3%		(100 / 699)
			Special Ed	34.8%		(39 / 112)
		Race	Black / Latinx	21.9%		(48 / 219)
			White / Other	15.4%		(91 / 592)

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			55	74.5%		
	18-19			53	60.4%		
	21-22						
My non-instructional duties do not interfere with my essential role of educating students.	21-22						
	20-21			55	80.0%		
	18-19			53	67.9%		
I have access to reliable communication technology, including phone, fax, and e-mail.	21-22			59	74.5%		
	20-21			55	100.0%		
	18-19			52	98.1%		
I feel supported by administrators at my school.	21-22			59	100.0%		
	20-21			55	92.7%		
	18-19			53	58.5%		
The faculty and staff at my school have a shared vision.	21-22			59	74.5%		
	20-21			55	92.7%		
	18-19			53	73.6%		
I am familiar with local, state, and national policies and how they affect teaching and learning.	21-22			57	73.7%		
	20-21			55	94.5%		
	18-19			53	98.2%		
Local, state, or national policies assist me in meeting the educational needs of my students.	21-22			58	77.6%		
	20-21			55	70.9%		
	18-19			53	54.7%		
The school leadership makes a sustained effort to address teacher concerns.	21-22			58	93.1%		
	20-21			55	90.9%		
	18-19			53	60.4%		
My decisions in areas such as instruction and student progress are supported.	21-22			58	77.6%		
	20-21			55	92.7%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My decisions in areas such as instruction and stude	18-19			53	77.4%		
Teachers at my school are encouraged to develop innovative solutions to problems.	21-22			58	93.1%		
	20-21			55	100.0%		
	18-19			53	86.8%		
I feel comfortable raising issues and concerns that are important to me.	21-22			58	77.6%		
	20-21			55	94.5%		
	18-19			53	66.0%		
Sufficient resources are available to allow teachers to take advantage of professional development activities.	21-22			59	72.9%		
	20-21			55	81.8%		
	18-19			52	80.7%		
My class sizes allow me to meet the educational needs of my students.	21-22			58	37.9%		
	20-21			55	60.0%		
	18-19			53	45.3%		
I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	21-22			59	72.9%		
	20-21			55	90.9%		
	18-19			53	64.2%		

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	666	91.6%			57	71.9%
	20-21	157	83.4%	55	65.5%	209	61.8%
	18-19	219	76.7%	53	66.0%	23	69.5%
My parent knows what I am expected to learn in school.	21-22	699	89.8%			76	63.1%
	20-21	158	82.9%			210	71.9%
	18-19	219	79.9%			23	91.3%
My parent knows how well I am doing in school.	21-22	709	96.3%				
	20-21	158	89.2%				
	18-19	220	91.3%				
My school informs parents about school programs and activities.	21-22	694	89.9%	58	86.2%		
	20-21	158	89.3%	55	92.7%		
	18-19	219	87.2%	53	92.4%		
Parents at my school know their children's homework assignments.	21-22	651	73.5%	58	44.9%		
	20-21	158	64.5%	55	58.1%		
	18-19	219	59.8%	53	60.4%		
My parent helps me with my homework when I need it.	21-22	681	86.0%				
	20-21	158	75.9%				
	18-19	219	65.8%				
Parents are welcomed at my school.	21-22	660	92.1%				
	20-21	158	89.2%				
	18-19	220	92.3%				
Parents volunteer and participate in activities at my school.	21-22	617	68.7%	50	18.0%		
	20-21	158	56.9%	55	18.2%		
	18-19	218	63.7%	53	24.5%		
My child's teachers contact me to say good things about my child.	21-22					75	54.7%
	20-21					210	74.7%
	18-19					24	45.8%
My child's teachers tell me how I can help my child learn.	21-22					74	51.4%
	20-21					200	48.5%
	18-19					24	70.9%

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					71	85.9%
	20-21					207	59.0%
	18-19					22	45.4%
My child's school returns my phone calls or e-mails promptly.	21-22					70	81.4%
	20-21					209	79.4%
	18-19					23	78.3%
Parents are involved in school decisions.	21-22			58	70.7%		
	20-21			55	70.9%	210	75.8%
	18-19			53	60.4%	23	82.6%
My child's school considers changes based on what parents say.	21-22					68	76.4%
	20-21					210	41.0%
	18-19					22	59.1%
My child's school schedules activities at times that I can attend.	21-22					68	76.4%
	20-21					210	56.6%
	18-19					24	70.8%
My child's school treats all students fairly.	21-22					67	95.5%
	20-21					210	81.9%
	18-19					24	75.0%
The principal at my child's school is available and welcoming.	21-22					71	95.8%
	20-21					210	74.3%
	18-19					24	87.5%
Parents at my school are aware of school policies.	21-22			58	65.5%		
	20-21			55	85.4%		
	18-19			53	88.7%		
Parents at my school understand the school's instructional programs.	21-22			58	63.7%		
	20-21			55	76.4%		
	18-19			53	79.2%		
Parents at my school support instructional decisions regarding their children.	21-22			58	63.8%		
	20-21			55	74.5%		
	18-19			53	69.8%		
Parents attend conferences requested by teachers at my school.	21-22			56	60.7%		

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			55	70.9%		
	18-19			53	71.7%		
	21-22			57	70.2%		
Parents at my school cooperate regarding discipline problems.	20-21			55	74.5%		
	18-19			53	71.7%		
	21-22			55	52.8%		
Parents attend school meetings and other school events.	20-21			55	58.1%		
	18-19			53	60.3%		

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	659	81.6%	58	68.9%	77	83.1%
	20-21	160	79.4%	55	87.3%	209	61.2%
	18-19	221	69.2%	52	65.4%	23	82.6%
My classes are challenging (not too easy; they make me think).	21-22	703	81.8%	59	93.3%	77	89.6%
	20-21	161	78.9%	55	94.6%	210	85.7%
	18-19	222	79.8%	53	90.6%	24	87.5%
My teachers want me to understand what I am learning, not just remember facts.	21-22	704	90.0%	59	95.0%		
	20-21	161	81.4%	55	94.6%		
	18-19	221	90.5%	53	84.9%		
My teachers expect students to learn.	21-22	712	97.1%	59	93.2%	76	94.7%
	20-21	161	95.6%	55	94.6%	210	86.2%
	18-19	220	96.3%	53	90.6%	23	91.3%
My teachers expect students to behave.	21-22	719	95.1%				
	20-21	161	95.6%				
	18-19	220	95.9%				
My teachers spend enough time helping me learn.	21-22	692	85.9%	58	81.0%		
	20-21	161	81.4%	55	81.8%		
	18-19	220	79.5%	53	75.4%		
My teachers help students when they do not understand something.	21-22	700	91.2%	59	74.6%	73	78.0%
	20-21	160	90.0%	55	85.5%	210	71.5%
	18-19	220	82.8%	53	83.0%	23	87.0%
My teachers do a good job teaching me mathematics.	21-22	691	87.3%				
	20-21	161	94.4%				
	18-19	220	80.0%				
My teachers do a good job teaching me English language arts.	21-22	712	93.8%				
	20-21	161	81.4%				
	18-19	220	89.5%				
My teachers give tests on what I learn in class.	21-22	715	96.5%				
	20-21	161	95.7%				
	18-19	220	96.8%				

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	658	63.1%			71	87.3%
	20-21	160	57.5%			210	73.8%
	18-19	221	68.3%			24	79.2%
My classes are interesting and fun.	21-22	685	67.0%				
	20-21	160	50.0%				
	18-19	220	55.0%				
Students at my school believe they can do good work.	21-22	645	67.6%				
	20-21	160	52.5%				
	18-19	219	54.8%				
My teachers praise students when they do good work.	21-22	665	75.8%				
	20-21	159	66.6%				
	18-19	220	65.0%				
Work done by students can be seen on the walls of my school.	21-22	677	80.3%				
	20-21	160	76.3%				
	18-19	220	79.1%				
The textbooks and workbooks I use at my school really help me to learn.	21-22	663	68.0%				
	20-21	160	44.4%				
	18-19	219	48.8%				
The media center at my school has a good selection of books.	21-22	633	80.0%	56	84.0%		
	20-21	160	76.3%	55	81.8%		
	18-19	219	79.9%	53	94.3%		
I use computers and other technology at my school to help me learn.	21-22	710	95.6%	59	94.9%		
	20-21	160	94.4%	55	94.6%		
	18-19	220	94.1%	53	86.8%		
Teachers at my school effectively implement the State Curriculum Standards.	21-22			59	100.0%		
	20-21			55	96.4%		
	18-19			53	96.2%		
Student assessment information is effectively used by teachers to plan instruction.	21-22			59	89.9%		
	20-21			55	92.7%		
	18-19			53	92.5%		
My school offers effective programs for students with disabilities.	21-22			57	93.0%		

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			55	89.1%		
	18-19			53	86.8%		
Instructional strategies are used to meet the needs of academically gifted students.	21-22			57	77.2%		
	20-21			55	83.7%		
	18-19			53	75.4%		
The level of teacher and staff morale is high at my school.	21-22			59	44.1%		
	20-21			55	60.0%		
	18-19			53	47.1%		
Teachers respect each other at my school.	21-22			58	86.2%		
	20-21			55	83.7%		
	18-19			53	81.1%		
Teachers at my school are recognized and appreciated for good work.	21-22			59	81.4%		
	20-21			55	83.6%		
	18-19			53	81.2%		
Students at my school are motivated and interested in learning.	21-22			58	39.7%		
	20-21			55	54.5%		
	18-19			52	53.9%		
There are sufficient materials and supplies available for classroom and instructional use.	21-22			59	96.6%		
	20-21			55	85.5%		
	18-19			53	86.8%		
Our school has sufficient computers for instructional use.	21-22			59	98.3%		
	20-21			55	100.0%		
	18-19			53	92.4%		
There are relevant professional development opportunities offered to teachers at my school.	21-22			59	83.1%		
	20-21			55	94.5%		
	18-19			53	90.5%		
The school administration communicates clear instructional goals for the school.	21-22			59	74.6%		
	20-21			55	80.0%		
	18-19			52	75.0%		
The school administration sets high standards for students.	21-22			59	69.5%		
	20-21			55	89.1%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The school administration sets high standards for s	18-19			52	65.3%		
The school administration has high expectations for teacher performance.	21-22			59	93.2%		
	20-21			55	98.1%		
	18-19			52	82.7%		
The school administration provides effective instructional leadership.	21-22			59	74.6%		
	20-21			55	94.5%		
	18-19			52	69.3%		
Student assessment information is used to set goals and plan programs for my school.	21-22			57	89.5%		
	20-21			55	92.8%		
	18-19			52	90.4%		
Teacher evaluation at my school focuses on instructional improvement.	21-22			57	93.0%		
	20-21			55	96.4%		
	18-19			52	84.6%		
School administrators visit classrooms to observe instruction.	21-22			59	83.1%		
	20-21			55	100.0%		
	18-19			52	75.0%		
The school administration arranges for collaborative planning and decision making.	21-22			58	75.9%		
	20-21			55	87.3%		
	18-19			52	73.0%		

SOCIAL AND PHYSICAL ENVIRONMENT

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	21-22	662	80.5%	58	72.4%	70	84.3%
	20-21	160	78.2%	55	92.8%	115	53.0%
	18-19	220	71.4%	53	81.1%	23	69.5%
The grounds around my school are kept clean.	21-22	682	81.9%	59	93.2%		
	20-21	160	75.7%	55	96.4%		
	18-19	219	85.9%	53	98.1%		
The hallways at my school are kept clean.	21-22	698	86.3%	58	91.4%	67	95.5%
	20-21	160	83.2%	55	92.7%	210	75.2%
	18-19	219	89.5%	53	98.1%	23	82.6%
The bathrooms at my school are kept clean.	21-22	686	58.5%	59	84.7%		
	20-21	160	61.9%	55	90.9%		
	18-19	219	68.9%	53	98.1%		
Broken things at my school get fixed.	21-22	666	84.0%	59	89.8%		
	20-21	160	81.9%	55	90.9%		
	18-19	219	85.3%	52	96.2%		
There is enough room for students to learn at my school.	21-22	695	89.4%	59	74.6%		
	20-21	159	89.9%	55	81.8%		
	18-19	219	85.4%	52	86.5%		
Students at my school behave well in class.	21-22	672	43.8%	58	34.5%		
	20-21	160	49.4%	55	76.4%	209	83.2%
	18-19	220	45.5%	53	62.2%	23	47.8%
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	21-22	666	40.1%	58	34.5%		
	20-21	160	49.4%	55	61.8%		
	18-19	219	39.7%	53	47.1%		
Students at my school know the rules and what happens when students break the rules.	21-22	689	83.3%	59	40.7%		
	20-21	160	88.2%	55	69.1%		
	18-19	219	84.0%	53	60.3%		
The rules about how students should behave in my school are fair.	21-22	671	79.1%	59	71.2%		
	20-21	160	74.4%	55	89.1%		
	18-19	220	67.3%	53	90.5%		

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	663	88.7%	59	40.7%		
	20-21	159	88.7%	55	76.4%		
	18-19	220	93.6%	53	54.7%		
I feel safe at my school before and after school hours.	21-22	677	88.4%	59	91.5%		
	20-21	160	89.4%	55	100.0%		
	18-19	219	85.8%	53	94.4%		
I feel safe at my school during the school day.	21-22	691	85.1%	59	89.9%	71	84.5%
	20-21	160	90.1%	55	100.0%	208	51.0%
	18-19	219	85.0%	53	92.5%	24	70.8%
I feel safe going to or coming from my school.	21-22	690	93.5%	59	98.3%		
	20-21	160	91.9%	55	100.0%		
	18-19	219	90.0%	53	92.5%		
Students from different backgrounds get along well at my school.	21-22	657	76.7%	58	67.3%		
	20-21	160	76.3%	55	90.9%		
	18-19	219	74.4%	53	83.0%		
Teachers and students get along well with each other at my school.	21-22	680	73.1%	58	86.2%		
	20-21	160	86.3%	55	94.5%		
	18-19	219	71.2%	53	90.6%		
Teachers work together to help students at my school.	21-22	684	86.5%	59	86.4%		
	20-21	160	83.8%	55	89.1%		
	18-19	219	80.3%	53	88.7%		
**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	646	55.9%	58	17.3%		
	20-21	161	50.3%	55	10.9%		
	18-19	220	60.9%	53	22.7%		
**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	666	30.2%				
	20-21	161	23.6%				
	18-19	219	31.5%				
**I have bullied another student at my school.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	674	13.6%	58	25.8%		
	20-21	161	13.1%	55	18.1%		
	18-19	219	8.7%	53	32.0%		

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	669	18.9%				
	20-21	161	13.7%				
	18-19	219	16.4%				
		**(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	670	19.1%				
	20-21	161	18.1%				
	18-19	219	14.2%				
Adults at my school prevent bullying from happening.	21-22	654	66.6%	59	83.1%	61	65.6%
	20-21	161	61.5%	55	90.9%	210	49.1%
	18-19	218	60.6%	53	77.4%	23	56.5%
I can always go to adults at my school if I am being bullied.	21-22	660	74.7%				
	20-21	161	73.3%				
	18-19	219	72.2%				
An adult at my school has talked to me about bullying.	21-22	678	71.2%				
	20-21	161	59.6%				
	18-19	220	75.5%				
My child's teachers care about my child as an individual.	21-22					50	72.0%
	20-21					210	75.3%
	18-19					23	91.3%
My child's school has an anti-bullying program to prevent or deal with bullying.	21-22					50	72.0%
	20-21					210	73.8%
	18-19					23	52.1%
The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.	21-22						
	20-21					116	50.0%
	18-19					24	95.8%
During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	21-22						
	20-21					117	54.7%
	18-19					24	95.9%
I recommend that all parents/guardians attend IGP conferences with their children.	21-22						
	20-21					204	60.8%
	18-19					23	91.3%

Executive Summary of Needs Assessment Data Findings

School Name: *WKMS*

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for districts and schools data:
http://ed.sc.gov/data/report-cards/state-report-cards/

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

Student Achievement Primary School (K - 2) Student ==Elementary/ Middle School (3 - 8) Student== High School (9 - 12) Student	Improving student achievement remains our primary focus. Last year 38.5% of students scored met or exceeding on ELA and 20.8% met or exceeding on math. Both of these results are below district and state averages. In science, 36.3% scored met or above in our sixth grade. This result was about 10% below the state and district average. We also have significant opportunity gaps for male students in ELA and for minority students, students in poverty, and students with special needs in all academic areas. Our focus is implementing our workshop/ student engagement model of instruction and AVID strategies. In addition, we are working for better implementation of a push-in model for both RTI and special education and an increase in services to our growing English Learner population. We had 54.5% of our EL students meet progress toward proficiency, which slightly exceeded the state average, but was less than the district average. We are also using a pull-out RTI model for both math and ELA students who are identified as high-risk. We look at iReady scores, current and historical grades, and state testing to identify those students who qualify.
Teacher/Administrator Quality	We continue to work to recruit and retain quality teachers for each classroom. Around 65% of our teachers have advanced

Executive Summary of Needs Assessment Data Findings

	degrees and 6 teachers are National Board Certified Teachers. This year we got a third assistant principal that is helping with discipline and teacher support. We continue to work on teacher attendance rates; last year's attendance rate was 92.6%. We also continue to work to retain teachers, as last year's retention rate was 89%. There are currently 7 induction teachers on staff and 5 annual teachers. All others have continuing contracts.
School Climate	We continue to work on improving our school climate at White Knoll Middle School. Our latest survey results from students and parents indicate that most are satisfied with WKMS. Approximately 82% of students are satisfied with the learning environment, 92% are satisfied with home relations, and 81% with the social and physical environment. About 84% of parents are satisfied with the social and physical environment, 83% are satisfied with the learning environment, and 72% with home/school relations. Teacher surveys were lower than parent and student survey results with 69% of the teachers satisfied with the learning environment, and 72% satisfied with the social and physical environment. The school recently hired a third AP and continues to work hard on improving the social and physical environment for the teachers. Parents have been invited into the school monthly during the second semester to foster school and home relations. White Knoll Middle School is helping all students develop the world-class skills as well as life and career characteristics of the Profile of the South Carolina Graduate by providing a challenging academic program delivered by competent and caring professionals in an engaging classroom environment. In Lexington School District One, and at White Knoll Middle School, our vision is to empower EACH child to design the future. To see that vision become reality, we focus on two key priorities: to build relationships with students and parents with a focus on the Seven Habits, and to provide excellent instruction and student engagement in all classes every day. At WKMS we believe that relationships are the foundation of all learning. We are working to empower students every day by getting to know each other, building social contracts, celebrating together, and affirming each other. We have worked together to build a culture of kindness throughout our building through the use of a kindness curriculum in our

Executive Summary of Needs Assessment Data Findings

	extended homeroom called Flight time. WKMS has implemented positive referrals Friday as a way to encourage students and teachers. Positive referrals can be made by teachers and students for teachers and students. Their names are announced during lunch for the grade to cheer; pictures are taken with the administration; the student receives a pin; and their pictures are posted on social media. We also believe that a high level of student engagement is critical to learning. To that end, all of our teachers have worked to implement an instructional model that incorporates focused direct instruction, individual and collaborative student work, teacher conferencing, and the use of quality digital resources. Our school has embraced the AVID model of instruction based on the elements of Writing, Inquiry, Collaboration, Organization, and Reading. This theme can be found in teacher lesson plans, strategies in the classrooms, and PLCs for our staff as well as organized notebooks set up by our students. We currently have the AVID elective course in all three grade levels and hope to grow this class to six full sections next school year. We have grown our AVID site team to 7 teachers this year to help expand the program. The WKMS Learning Commons is undergoing a complete physical layout change as well as organizing by genre the books to better meet the needs of students and staff. Teachers feel empowered to utilize their planning time to collaborate with the instructional coaches, digital learning coach, and school librarian, all of which are driving high expectations for teaching and learning. As we look to the future, we will endeavor to apply the lessons learned during the COVID years to improve the delivery of instruction and care for students and families. We will meet this challenge as we have others in the past, empowering each child to design the future. War Hawks LET'S SOAR!

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
Middle	% of students meeting or exceeding standard on SC READY ELA will increase annually by 2 points.	Grades 6-8	32.3%	34.3%	36.3%	39.0%	41.0%	43.0%
			(Actual)	35.2%		31.2%	39.0%	
	% of students meeting or exceeding standard on SC READY Math will increase annually by 2 points.	Grades 6-8	32.5%	34.4%	36.4%	37.0%	39.0%	41.0%
			(Actual)	31.2%		18.5%	21.1%	
	% of students in Tier 2 or Tier 3 interventions for math and/or reading will decrease annually by 0.5 points.	Grade 8	9.0%	8.5%	8.0%	7.5%	7.0%	6.5%
			(Actual)	9.5%	14.0%	8.1%	9.2%	

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 2019-2020Student achievement results measured by school-based data teams
5. Leverage the SC Teaching Standards 4.0 to empower all teachers to engage all students in high impact learning experiences that cultivate the application of identified power skills.	May 2018 – June 2021	Principal, Assistant Principals	None	n/a	Student engagement survey results, professional learning plans based upon observation data

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
Middle	Accelerated/honors course enrollment equity indices for minority groups will increase by 0.03 annually.	Grades 6-8	0.708	0.737	0.767	0.864	0.894	0.923
			(Actual)	0.755	0.739	0.759	0.740	

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
Middle	% scoring Exceeds on SC READY ELA subject test will increase by 1.5 points annually	Grades 6-8	7.6%	9.1%	10.6%	12.1%	13.6%	15.1%
			(Actual)	9.8%		10.7%	10.6%	
	% scoring Exceeds on SC READY Math subject test will increase by 1.5 points annually	Grades 6-8	13.9%	15.4%	16.9%	17.5%	19.0%	20.5%
			(Actual)	11.1%		5.2%	7.1%	
	% scoring Exceeds on SCPASS Science subject test will increase by 1.5 points annually	Grades 6-8	23.7%	25.2%	26.7%	28.2%	29.7%	31.2%
			(Actual)	21.5%		10.3%	17.4%	
	% scoring Exceeds on SCPASS Social Studies subject test will increase by 1.5 points annually	Grades 6-8	33.7%	35.2%	36.7%	38.2%	39.7%	41.2%
			(Actual)	21.8%				

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

coursework.				to 2018-2019.

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
Middle	% of students chronically absent will decrease by 0.5 points annually.	Grades 6-8	13.9%	13.4%	12.9%	12.4%	11.9%	11.4%
			(Actual)	13.2%	14.3%	38.1%	31.8%	
	% of students with 1 or more out-of-school suspensions or expulsions will decrease by 0.5 points annually.	Grades 6-8	17.6%	17.0%	16.5%	14.6%	14.1%	13.5%
			(Actual)	17.6%	10.0%	3.7%	15.4%	
	SC READY equity indices for minority groups will increase by 0.03 annually.	Grades 6-8	0.769	0.799	0.829	0.859	0.889	0.919
			(Actual)	0.802		0.743	0.731	

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,	Fall of 2018	Principal, SLT, Director of Student Services, Director of School Counseling,			Status updates from School Wellness Teams and school-level directors of school counseling

suspension, etc.		Director of Elementary Schools, Director of Secondary Schools, District RTI Coordinator			

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
Middle	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		86.6%	90.4%	94.2%	98.0%	98.0%	98.0%
			(Actual)	80.7%		81.8%	72.9%	
	Positive responses to the SCDE survey item "Teachers at my school are encouraged to develop innovative solutions to problems." will reach 98% by 2021		84.5%	89.0%	93.5%	98.0%	98.0%	98.0%
			(Actual)	86.8%		100.0%	93.1%	

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

implementation of workshop model in reading, writing, and math PK-8 and Student Engagement Model in 9-12	8 ELA and Math; 2019-2020 Secondary	Math Coordinator, ELA and Math Leadership Teams			experiences for teachers and administrators, classroom observations, student achievement data review, teacher reflection data

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
Middle	% 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.		73.6%	84.3%	95.0%	95.0%	95.0%	95.0%
			(Actual)	71.2%		67.7%	80.9%	
	% of positive student and parent responses on the state survey metric "I am satisfied with home/school relations at my school" will reach 95% by 2019-20.		78.7%	86.9%	95.0%	95.0%	95.0%	95.0%
			(Actual)	76.0%		71.1%	90.1%	

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