School Renewal Plan Cover Page

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

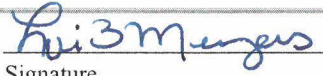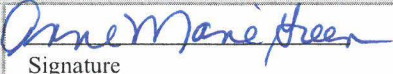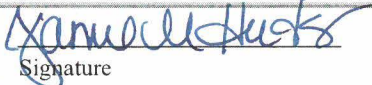|	
School Name:	Lexington Elem
SIDN:	3201007
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Lexington 01
Address 1:	116 Azalea Drive
Address 2:	
City:	Lexington, SC
Zip Code:	29072
School Renewal Plan Contact Person:	Ms. Lori Meyers
School Plan Contact Phone:	803-821-4000
School Plan E-mail Address:	lbmeyers@lexington1.net
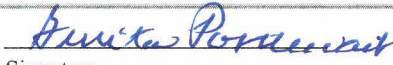
Required Signature Page

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		
Dr. Gerrita Postlewait Printed Name	*Gerrita Postlewait* Signature	4-11-23 Date
Principal		
Ms. Lori Meyers Printed Name	*Lori B Meyers* Signature	3/14/2023 Date
Chairperson, District Board of Trustees		
Anne Marie Green Printed Name	*Anne Marie Green* Signature	4-11-23 Date
Chairperson, School Improvement Council		
Ron Williams Printed Name	*Ron Williams* Signature	3/14/2023 Date
School Read To Succeed Literacy Leadership Team Lead		
Jamie Hudson Printed Name	*Jamie Hudson* Signature	3/14/2023 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))	
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	**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.
Yes	**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.
Yes	**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**	Ms. Lori Meyers
2.	**Teacher**	Erin McMillan
3.	**Parent/Guardian**	Sabrina Floyd
4.	**Community Member**	Ron Williams
5.	**Paraprofessional**	Lisa Looney
6.	**School Improvement Council Member**	Lynn Dempsey
7.	**Read to Succeed Reading Coach**	Jamie Hudson
8.	**School Read To Succeed Literacy Leadership Team Lead**	Jamie Hudson
9.	**School Read To Succeed Literacy Leadership Team Member**	Ashlee Young
	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.

LES 2021-22 Report card
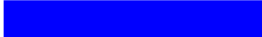
	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Lexington Elementary School	Number of Students
Reading Grades 1-5	21-22	All	All	68.8%		(357 / 519)
		ELL	ELL	51.9%		(28 / 54)
			Not ELL	70.8%		(329 / 465)
		Gender	Female	70.1%		(169 / 241)
			Male	67.6%		(188 / 278)
		InstrSetting	Not Special Ed	74.4%		(331 / 445)
			Special Ed	35.1%		(26 / 74)
		Race	Black / Latinx	54.7%		(104 / 190)
			White / Other	76.9%		(253 / 329)
	20-21	All	All	56.8%		(262 / 461)
		ELL	Not ELL	57.8%		(242 / 419)
			ELL	47.6%		(20 / 42)
		Gender	Female	61.6%		(117 / 190)
			Male	53.5%		(145 / 271)
		InstrSetting	Not Special Ed	63.6%		(252 / 396)
			Special Ed	15.4%		(10 / 65)
		Race	Black / Latinx	40.7%		(72 / 177)
			White / Other	66.9%		(190 / 284)
	19-20	All	All	66.9%		(329 / 492)
		ELL	Not ELL	68.2%		(298 / 437)
			ELL	56.4%		(31 / 55)
		Gender	Female	65.3%		(143 / 219)
			Male	68.1%		(186 / 273)
		InstrSetting	Not Special Ed	72.9%		(299 / 410)
			Special Ed	36.6%		(30 / 82)
		Race	Black / Latinx	52.8%		(95 / 180)
			White / Other	75.0%		(234 / 312)
	18-19	All	All	73.7%		(381 / 517)
		ELL	Not ELL	75.3%		(353 / 469)
			ELL	58.3%		(28 / 48)
		Gender	Female	72.8%		(158 / 217)
			Male	74.3%		(223 / 300)
		InstrSetting	Not Special Ed	80.7%		(359 / 445)
			Special Ed	30.6%		(22 / 72)
		Race	Black / Latinx	61.8%		(118 / 191)
			White / Other	80.7%		(263 / 326)
	17-18	All	All	78.0%		(418 / 536)
		ELL	Not ELL	78.2%		(391 / 500)
			ELL	75.0%		(27 / 36)

	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Lexington Elementary School	Number of Students
Reading Grades 1-5	17-18	Gender	Female	79.7%		(181 / 227)
			Male	76.7%		(237 / 309)
		InstrSetting	Not Special Ed	83.9%		(385 / 459)
			Special Ed	42.9%		(33 / 77)
		Race	Black / Latinx	67.2%		(117 / 174)
			White / Other	83.1%		(301 / 362)
	16-17	All	All	65.4%		(363 / 555)
		ELL	Not ELL	66.4%		(353 / 532)
			ELL	43.5%		(10 / 23)
		Gender	Female	70.8%		(172 / 243)
			Male	61.2%		(191 / 312)
		InstrSetting	Not Special Ed	69.5%		(333 / 479)
			Special Ed	39.5%		(30 / 76)
		Race	Black / Latinx	53.6%		(90 / 168)
			White / Other	70.5%		(273 / 387)
	15-16	All	All	63.1%		(236 / 374)
		ELL	Not ELL	63.7%		(226 / 355)
			ELL	52.6%		(10 / 19)
		Gender	Female	69.8%		(118 / 169)
			Male	57.6%		(118 / 205)
		InstrSetting	Not Special Ed	66.3%		(214 / 323)
			Special Ed	43.1%		(22 / 51)
		Race	Black / Latinx	45.5%		(51 / 112)
			White / Other	70.6%		(185 / 262)
	14-15	All	All	68.3%		(259 / 379)
		ELL	Not ELL	69.1%		(250 / 362)
			ELL	52.9%		(9 / 17)
		Gender	Female	71.0%		(115 / 162)
			Male	66.4%		(144 / 217)
		InstrSetting	Not Special Ed	72.7%		(234 / 322)
			Special Ed	43.9%		(25 / 57)
		Race	Black / Latinx	52.9%		(54 / 102)
			White / Other	74.0%		(205 / 277)
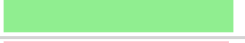
	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Lexington Elementary School	Number of Students
ELA	21-22	All	All	49.0%		(148 / 302)
		ELL	Not ELL	51.1%		(141 / 276)
			ELL	26.9%		(7 / 26)
		Gender	Female	51.4%		(71 / 138)
			Male	47.0%		(77 / 164)
		InstrSetting	Not Special Ed	53.6%		(141 / 263)
			Special Ed	17.9%		(7 / 39)
		Race	Black / Latinx	29.3%		(29 / 99)
			White / Other	58.6%		(119 / 203)
	20-21	All	All	34.7%		(96 / 277)
		ELL	Not ELL	35.1%		(92 / 262)
			ELL	26.7%		(4 / 15)
		Gender	Female	37.8%		(42 / 111)
			Male	32.5%		(54 / 166)
		InstrSetting	Not Special Ed	38.6%		(91 / 236)
			Special Ed	12.2%		(5 / 41)
		Race	Black / Latinx	14.6%		(12 / 82)
			White / Other	43.1%		(84 / 195)
	18-19	All	All	49.0%		(152 / 310)
		ELL	Not ELL	50.5%		(147 / 291)
			ELL	26.3%		(5 / 19)
		Gender	Female	48.9%		(69 / 141)
			Male	49.1%		(83 / 169)
		InstrSetting	Not Special Ed	55.4%		(148 / 267)
			Special Ed	9.3%		(4 / 43)
		Race	Black / Latinx	28.4%		(27 / 95)
			White / Other	58.1%		(125 / 215)
	17-18	All	All	54.2%		(181 / 334)
		ELL	Not ELL	55.0%		(172 / 313)
			ELL	42.9%		(9 / 21)
		Gender	Female	63.0%		(87 / 138)
			Male	48.0%		(94 / 196)
		InstrSetting	Not Special Ed	60.6%		(175 / 289)
			Special Ed	13.3%		(6 / 45)
		Race	Black / Latinx	34.3%		(35 / 102)
			White / Other	62.9%		(146 / 232)
	16-17	All	All	44.2%		(149 / 337)
		ELL	Not ELL	45.1%		(146 / 324)
			ELL	23.1%		(3 / 13)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Lexington Elementary School	Number of Students
ELA	16-17	Gender	Female	47.2%		(67 / 142)
			Male	42.1%		(82 / 195)
		InstrSetting	Not Special Ed	48.4%		(139 / 287)
			Special Ed	20.0%		(10 / 50)
		Race	Black / Latinx	22.6%		(24 / 106)
			White / Other	54.1%		(125 / 231)
	15-16	All	All	48.8%		(162 / 332)
		ELL	Not ELL	49.4%		(157 / 318)
			ELL	35.7%		(5 / 14)
		Gender	Female	52.2%		(83 / 159)
			Male	45.7%		(79 / 173)
		InstrSetting	Not Special Ed	54.0%		(156 / 289)
			Special Ed	14.0%		(6 / 43)
		Race	Black / Latinx	24.2%		(22 / 91)
			White / Other	58.1%		(140 / 241)
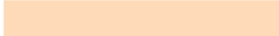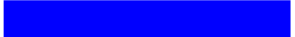
	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Lexington Elementary School	Number of Students
Math	21-22	All	All	47.2%		(142 / 301)
		ELL	Not ELL	48.2%		(133 / 276)
			ELL	36.0%		(9 / 25)
		Gender	Female	44.9%		(62 / 138)
			Male	49.1%		(80 / 163)
		InstrSetting	Not Special Ed	52.1%		(137 / 263)
			Special Ed	13.2%		(5 / 38)
		Race	Black / Latinx	23.5%		(23 / 98)
			White / Other	58.6%		(119 / 203)
	20-21	All	All	38.6%		(107 / 277)
		ELL	Not ELL	38.2%		(100 / 262)
			ELL	46.7%		(7 / 15)
		Gender	Female	38.7%		(43 / 111)
			Male	38.6%		(64 / 166)
		InstrSetting	Not Special Ed	43.2%		(102 / 236)
			Special Ed	12.2%		(5 / 41)
		Race	Black / Latinx	17.1%		(14 / 82)
			White / Other	47.7%		(93 / 195)
	18-19	All	All	56.1%		(174 / 310)
		ELL	Not ELL	57.7%		(168 / 291)
			ELL	31.6%		(6 / 19)
		Gender	Female	53.2%		(75 / 141)
			Male	58.6%		(99 / 169)
		InstrSetting	Not Special Ed	62.2%		(166 / 267)
			Special Ed	18.6%		(8 / 43)
		Race	Black / Latinx	35.8%		(34 / 95)
			White / Other	65.1%		(140 / 215)
	17-18	All	All	64.0%		(213 / 333)
		ELL	Not ELL	65.1%		(203 / 312)
			ELL	47.6%		(10 / 21)
		Gender	Female	64.5%		(89 / 138)
			Male	63.6%		(124 / 195)
		InstrSetting	Not Special Ed	69.9%		(202 / 289)
			Special Ed	25.0%		(11 / 44)
		Race	Black / Latinx	40.6%		(41 / 101)
			White / Other	74.1%		(172 / 232)
	16-17	All	All	58.0%		(196 / 338)
		ELL	Not ELL	58.3%		(189 / 324)
			ELL	50.0%		(7 / 14)
		Gender	Female	56.3%		(80 / 142)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Lexington Elementary School	Number of Students
Math	16-17	Gender	Male	59.2%		(116 / 196)
		InstrSetting	Not Special Ed	63.2%		(182 / 288)
			Special Ed	28.0%		(14 / 50)
		Race	Black / Latinx	35.8%		(38 / 106)
			White / Other	68.1%		(158 / 232)
	15-16	All	All	63.7%		(212 / 333)
		ELL	Not ELL	63.4%		(201 / 317)
			ELL	68.8%		(11 / 16)
		Gender	Female	65.4%		(104 / 159)
			Male	62.1%		(108 / 174)
		InstrSetting	Not Special Ed	68.0%		(198 / 291)
			Special Ed	33.3%		(14 / 42)
		Race	Black / Latinx	42.9%		(39 / 91)
			White / Other	71.5%		(173 / 242)
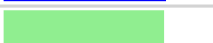
	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Lexington Elementary School	Number of Students
Science	21-22	All	All	48.5%		(47 / 97)
		ELL	Not ELL	50.5%		(46 / 91)
			ELL	16.7%		(1 / 6)
		Gender	Female	43.6%		(17 / 39)
			Male	51.7%		(30 / 58)
		InstrSetting	Not Special Ed	51.8%		(44 / 85)
			Special Ed	25.0%		(3 / 12)
		Race	Black / Latinx	37.9%		(11 / 29)
			White / Other	52.9%		(36 / 68)
	20-21	All	All	38.8%		(38 / 98)
		ELL	Not ELL	38.7%		(36 / 93)
			ELL	40.0%		(2 / 5)
		Gender	Female	35.9%		(14 / 39)
			Male	40.7%		(24 / 59)
		InstrSetting	Not Special Ed	40.7%		(35 / 86)
			Special Ed	25.0%		(3 / 12)
		Race	Black / Latinx	19.2%		(5 / 26)
			White / Other	45.8%		(33 / 72)
	18-19	All	All	54.9%		(62 / 113)
		ELL	Not ELL	54.7%		(58 / 106)
			ELL	57.1%		(4 / 7)
		Gender	Female	55.6%		(30 / 54)
			Male	54.2%		(32 / 59)
		InstrSetting	Not Special Ed	61.5%		(59 / 96)
			Special Ed	17.6%		(3 / 17)
		Race	Black / Latinx	30.3%		(10 / 33)
			White / Other	65.0%		(52 / 80)
	17-18	All	All	60.2%		(59 / 98)
		ELL	Not ELL	62.6%		(57 / 91)
			ELL	28.6%		(2 / 7)
		Gender	Female	64.9%		(24 / 37)
			Male	57.4%		(35 / 61)
		InstrSetting	Not Special Ed	64.7%		(55 / 85)
			Special Ed	30.8%		(4 / 13)
		Race	Black / Latinx	32.1%		(9 / 28)
			White / Other	71.4%		(50 / 70)
	16-17	All	All	51.3%		(122 / 238)
		ELL	Not ELL	51.9%		(121 / 233)
			ELL	20.0%		(1 / 5)

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Lexington Elementary School	Number of Students
Science	16-17	Gender	Female	50.0%		(51 / 102)
			Male	52.2%		(71 / 136)
		InstrSetting	Not Special Ed	55.9%		(114 / 204)
			Special Ed	23.5%		(8 / 34)
		Race	Black / Latinx	32.9%		(26 / 79)
			White / Other	60.4%		(96 / 159)
	15-16	All	All	72.3%		(159 / 220)
		ELL	Not ELL	73.2%		(153 / 209)
			ELL	54.5%		(6 / 11)
		Gender	Female	72.2%		(78 / 108)
			Male	72.3%		(81 / 112)
		InstrSetting	Not Special Ed	78.4%		(149 / 190)
			Special Ed	33.3%		(10 / 30)
		Race	Black / Latinx	50.8%		(31 / 61)
			White / Other	80.5%		(128 / 159)
	14-15	All	All	72.8%		(155 / 213)
		ELL	Not ELL	72.6%		(146 / 201)
			ELL	75.0%		(9 / 12)
		Gender	Female	74.0%		(77 / 104)
			Male	71.6%		(78 / 109)
		InstrSetting	Not Special Ed	80.3%		(147 / 183)
			Special Ed	26.7%		(8 / 30)
		Race	Black / Latinx	48.1%		(26 / 54)
			White / Other	81.1%		(129 / 159)
	13-14	All	All	69.6%		(156 / 224)
		ELL	Not ELL	69.6%		(156 / 224)
		Gender	Female	68.4%		(80 / 117)
			Male	71.0%		(76 / 107)
		InstrSetting	Not Special Ed	76.6%		(151 / 197)
			Special Ed	18.5%		(5 / 27)
		Race	Black / Latinx	53.1%		(34 / 64)
			White / Other	76.1%		(121 / 159)

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Lexington Elementary School	Number of Students
Social Studies	18-19	All	All	77.7%		(80 / 103)
		ELL	Not ELL	81.3%		(78 / 96)
			ELL	28.6%		(2 / 7)
		Gender	Female	83.3%		(35 / 42)
			Male	73.8%		(45 / 61)
		InstrSetting	Not Special Ed	82.8%		(77 / 93)
			Special Ed	30.0%		(3 / 10)
		Race	Black / Latinx	62.9%		(22 / 35)
			White / Other	85.3%		(58 / 68)
	17-18	All	All	75.9%		(88 / 116)
		ELL	Not ELL	77.2%		(88 / 114)
			ELL	0.0%		(0 / 2)
		Gender	Female	74.5%		(35 / 47)
			Male	76.8%		(53 / 69)
		InstrSetting	Not Special Ed	81.2%		(82 / 101)
			Special Ed	40.0%		(6 / 15)
		Race	Black / Latinx	57.9%		(22 / 38)
			White / Other	84.6%		(66 / 78)
	16-17	All	All	73.1%		(174 / 238)
		ELL	Not ELL	73.0%		(170 / 233)
			ELL	80.0%		(4 / 5)
		Gender	Female	66.7%		(68 / 102)
			Male	77.9%		(106 / 136)
		InstrSetting	Not Special Ed	79.9%		(163 / 204)
			Special Ed	32.4%		(11 / 34)
		Race	Black / Latinx	54.4%		(43 / 79)
			White / Other	82.4%		(131 / 159)
	15-16	All	All	79.1%		(174 / 220)
		ELL	Not ELL	80.4%		(168 / 209)
			ELL	54.5%		(6 / 11)
		Gender	Female	78.7%		(85 / 108)
			Male	79.5%		(89 / 112)
		InstrSetting	Not Special Ed	84.7%		(161 / 190)
			Special Ed	43.3%		(13 / 30)
		Race	Black / Latinx	60.7%		(37 / 61)
			White / Other	86.2%		(137 / 159)
	14-15	All	All	78.4%		(167 / 213)
		ELL	Not ELL	79.1%		(159 / 201)
			ELL	66.7%		(8 / 12)
		Gender	Female	80.8%		(84 / 104)
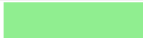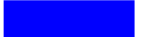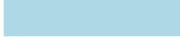
	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Lexington Elementary School	Number of Students
Social Studies	14-15	Gender	Male	76.1%		(83 / 109)
		InstrSetting	Not Special Ed	85.2%		(156 / 183)
			Special Ed	36.7%		(11 / 30)
		Race	Black / Latinx	63.0%		(34 / 54)
			White / Other	83.6%		(133 / 159)
	13-14	All	All	87.0%		(201 / 231)
		ELL	Not ELL	87.0%		(201 / 231)
		Gender	Female	91.7%		(99 / 108)
			Male	82.9%		(102 / 123)
		InstrSetting	Not Special Ed	92.6%		(188 / 203)
			Special Ed	46.4%		(13 / 28)
		Race	Black / Latinx	84.3%		(43 / 51)
			White / Other	87.7%		(157 / 179)
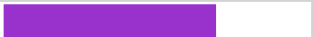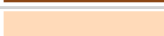
	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington Elementary School	Number of Students
Accelerated/ Eagles	21-22	All	All	7.2%		(24 / 335)
		ELL	Not ELL	7.8%		(23 / 295)
			ELL	2.5%		(1 / 40)
		Gender	Female	6.9%		(10 / 145)
			Male	7.4%		(14 / 190)
		InstrSetting	Not Special Ed	8.4%		(23 / 275)
			Special Ed	1.7%		(1 / 60)
		Race	Black / Latinx	1.5%		(2 / 135)
			White / Other	11.0%		(22 / 200)
	20-21	All	All	8.5%		(27 / 319)
		ELL	Not ELL	8.2%		(24 / 291)
			ELL	10.7%		(3 / 28)
		Gender	Female	8.9%		(11 / 123)
			Male	8.2%		(16 / 196)
		InstrSetting	Not Special Ed	10.1%		(26 / 257)
			Special Ed	1.6%		(1 / 62)
		Race	Black / Latinx	2.7%		(3 / 112)
			White / Other	11.6%		(24 / 207)
	19-20	All	All	13.8%		(46 / 334)
		ELL	Not ELL	13.7%		(41 / 300)
			ELL	14.7%		(5 / 34)
		Gender	Female	10.5%		(16 / 153)
			Male	16.6%		(30 / 181)
		InstrSetting	Not Special Ed	17.4%		(45 / 259)
			Special Ed	1.3%		(1 / 75)
		Race	Black / Latinx	5.4%		(6 / 111)
			White / Other	17.9%		(40 / 223)
	18-19	All	All	15.1%		(54 / 358)
		ELL	Not ELL	15.5%		(51 / 328)
			ELL	10.0%		(3 / 30)
		Gender	Female	15.8%		(25 / 158)
			Male	14.5%		(29 / 200)
		InstrSetting	Not Special Ed	17.5%		(51 / 291)
			Special Ed	4.5%		(3 / 67)
		Race	Black / Latinx	5.7%		(8 / 141)
			White / Other	21.2%		(46 / 217)
	17-18	All	All	14.7%		(51 / 348)
		ELL	Not ELL	15.7%		(50 / 319)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington Elementary School	Number of Students
Accelerated/ Eagles	17-18	ELL	ELL	3.3%		(1 / 30)
		Gender	Female	17.5%		(25 / 143)
			Male	12.7%		(26 / 205)
		InstrSetting	Not Special Ed	16.8%		(49 / 292)
			Special Ed	3.5%		(2 / 57)
		Race	Black / Latinx	5.8%		(7 / 120)
			White / Other	19.3%		(44 / 228)
	16-17	All	All	15.7%		(58 / 370)
		ELL	Not ELL	16.0%		(57 / 356)
			ELL	7.1%		(1 / 14)
		Gender	Female	18.8%		(29 / 154)
			Male	13.4%		(29 / 216)
		InstrSetting	Not Special Ed	18.0%		(55 / 305)
			Special Ed	4.6%		(3 / 65)
		Race	Black / Latinx	4.9%		(6 / 123)
			White / Other	21.1%		(52 / 247)
	15-16	All	All	11.3%		(41 / 364)
		ELL	Not ELL	11.1%		(38 / 341)
			ELL	13.0%		(3 / 23)
		Gender	Female	13.5%		(23 / 170)
			Male	9.3%		(18 / 194)
		InstrSetting	Not Special Ed	12.9%		(40 / 310)
			Special Ed	1.9%		(1 / 54)
		Race	Black / Latinx	2.8%		(3 / 108)
			White / Other	14.8%		(38 / 256)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Lexington Elementary School	Number of Students
Chronic Absences	21-22	All	All	25.3%		(189 / 748)
		ELL	Not ELL	25.4%		(174 / 686)
			ELL	24.2%		(15 / 62)
		Gender	Female	25.6%		(84 / 328)
			Male	25.0%		(105 / 420)
		InstrSetting	Not Special Ed	22.1%		(126 / 570)
			Special Ed	35.4%		(63 / 178)
		Race	Black / Latinx	34.7%		(96 / 277)
			White / Other	19.7%		(93 / 471)
	20-21	All	All	35.5%		(253 / 713)
		ELL	Not ELL	35.6%		(232 / 652)
			ELL	34.4%		(21 / 61)
		Gender	Female	30.6%		(91 / 297)
			Male	38.9%		(162 / 416)
		InstrSetting	Not Special Ed	34.8%		(195 / 561)
			Special Ed	38.2%		(58 / 152)
		Race	Black / Latinx	46.7%		(126 / 270)
			White / Other	28.7%		(127 / 443)
	19-20	All	All	16.6%		(120 / 722)
		ELL	Not ELL	16.8%		(110 / 653)
			ELL	14.5%		(10 / 69)
		Gender	Female	12.8%		(40 / 313)
			Male	19.6%		(80 / 409)
		InstrSetting	Not Special Ed	15.8%		(90 / 570)
			Special Ed	19.7%		(30 / 152)
		Race	Black / Latinx	21.3%		(54 / 254)
			White / Other	14.1%		(66 / 468)
	18-19	All	All	12.9%		(94 / 728)
		ELL	Not ELL	13.0%		(87 / 668)
			ELL	11.7%		(7 / 60)
		Gender	Female	13.4%		(42 / 313)
			Male	12.5%		(52 / 415)
		InstrSetting	Not Special Ed	11.8%		(69 / 587)
			Special Ed	17.7%		(25 / 141)
		Race	Black / Latinx	15.3%		(42 / 275)
			White / Other	11.5%		(52 / 453)
	17-18	All	All	9.4%		(65 / 689)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Lexington Elementary School	Number of Students
Chronic Absences	17-18	ELL	Not ELL	9.9%		(66 / 669)
			ELL	11.4%		(5 / 44)
		Gender	Female	10.3%		(30 / 292)
			Male	8.8%		(35 / 397)
		InstrSetting	Not Special Ed	9.2%		(54 / 584)
			Special Ed	7.5%		(8 / 106)
		Race	Black / Latinx	9.8%		(23 / 235)
			White / Other	9.3%		(42 / 454)
	16-17	All	All	8.5%		(65 / 761)
		ELL	Not ELL	8.6%		(62 / 717)
			ELL	6.8%		(3 / 44)
		Gender	Female	8.5%		(28 / 331)
			Male	8.6%		(37 / 430)
		InstrSetting	Not Special Ed	7.9%		(51 / 642)
			Special Ed	11.8%		(14 / 119)
		Race	Black / Latinx	9.7%		(23 / 236)
			White / Other	8.0%		(42 / 525)
	15-16	All	All	6.9%		(52 / 750)
		ELL	Not ELL	7.2%		(50 / 698)
			ELL	4.3%		(2 / 47)
		Gender	Female	5.9%		(20 / 338)
			Male	7.8%		(32 / 412)
		InstrSetting	Not Special Ed	6.5%		(42 / 642)
			Special Ed	9.3%		(10 / 108)
		Race	Black / Latinx	7.6%		(17 / 223)
			White / Other	6.6%		(35 / 527)
	14-15	All	All	6.8%		(53 / 776)
		ELL	Not ELL	6.6%		(48 / 729)
			ELL	8.8%		(3 / 34)
		Gender	Female	5.4%		(19 / 355)
			Male	8.1%		(34 / 421)
		InstrSetting	Not Special Ed	6.6%		(44 / 665)
			Special Ed	8.1%		(9 / 111)
		Race	Black / Latinx	7.7%		(15 / 196)
			White / Other	6.6%		(38 / 580)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington Elementary School	Number of Students
Referrals	21-22	All	All	14.2%		(106 / 747)
		ELL	Not ELL	14.6%		(100 / 685)
			ELL	9.7%		(6 / 62)
		Gender	Female	7.3%		(24 / 328)
			Male	19.6%		(82 / 419)
		InstrSetting	Not Special Ed	15.8%		(90 / 570)
			Special Ed	9.0%		(16 / 177)
		Race	Black / Latinx	19.2%		(46 / 239)
			White / Other	11.8%		(60 / 508)
	20-21	All	All	12.9%		(92 / 712)
		ELL	Not ELL	13.5%		(88 / 651)
			ELL	6.6%		(4 / 61)
		Gender	Female	6.1%		(18 / 297)
			Male	17.8%		(74 / 415)
		InstrSetting	Not Special Ed	13.9%		(78 / 561)
			Special Ed	9.3%		(14 / 151)
		Race	Black / Latinx	16.0%		(34 / 212)
			White / Other	11.6%		(58 / 500)
	19-20	All	All	18.0%		(130 / 722)
		ELL	Not ELL	18.8%		(120 / 638)
			ELL	11.9%		(10 / 84)
		Gender	Female	9.6%		(30 / 313)
			Male	24.4%		(100 / 409)
		InstrSetting	Not Special Ed	18.6%		(106 / 570)
			Special Ed	15.8%		(24 / 152)
		Race	Black / Latinx	24.3%		(49 / 202)
			White / Other	15.6%		(81 / 520)
	18-19	All	All	14.0%		(102 / 728)
		ELL	Not ELL	15.0%		(98 / 653)
			ELL	5.3%		(4 / 75)
		Gender	Female	5.4%		(17 / 313)
			Male	20.5%		(85 / 415)
		InstrSetting	Not Special Ed	13.6%		(80 / 587)
			Special Ed	15.6%		(22 / 141)
		Race	Black / Latinx	19.7%		(46 / 234)
			White / Other	11.3%		(56 / 494)
	17-18	All	All	15.4%		(113 / 733)
		ELL	Not ELL	16.3%		(110 / 674)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington Elementary School	Number of Students
Referrals	17-18	ELL	ELL	5.1%		(3 / 59)
		Gender	Female	8.6%		(27 / 313)
			Male	20.5%		(86 / 420)
		InstrSetting	Not Special Ed	13.4%		(80 / 596)
			Special Ed	24.1%		(33 / 137)
		Race	Black / Latinx	27.5%		(57 / 207)
			White / Other	10.6%		(56 / 526)
	16-17	All	All	20.4%		(155 / 761)
		ELL	Not ELL	20.9%		(150 / 717)
			ELL	11.4%		(5 / 44)
		Gender	Female	10.6%		(35 / 331)
			Male	27.9%		(120 / 430)
		InstrSetting	Not Special Ed	20.2%		(130 / 642)
			Special Ed	21.0%		(25 / 119)
		Race	Black / Latinx	30.2%		(71 / 235)
			White / Other	16.0%		(84 / 526)
	15-16	All	All	14.1%		(106 / 750)
		ELL	Not ELL	14.9%		(105 / 703)
			ELL	2.1%		(1 / 47)
		Gender	Female	9.2%		(31 / 338)
			Male	18.2%		(75 / 412)
		InstrSetting	Not Special Ed	13.7%		(88 / 642)
			Special Ed	16.7%		(18 / 108)
		Race	Black / Latinx	26.2%		(58 / 221)
			White / Other	9.1%		(48 / 529)
	14-15	All	All	12.9%		(100 / 776)
		ELL	Not ELL	13.3%		(99 / 742)
			ELL	2.9%		(1 / 34)
		Gender	Female	7.0%		(25 / 355)
			Male	17.8%		(75 / 421)
		InstrSetting	Not Special Ed	13.2%		(88 / 665)
			Special Ed	10.8%		(12 / 111)
		Race	Black / Latinx	17.5%		(34 / 194)
			White / Other	11.3%		(66 / 582)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington Elementary School	Number of Students
In School Suspensions	21-22	All	All	1.3%		(10 / 747)
		ELL	Not ELL	1.3%		(9 / 685)
			ELL	1.6%		(1 / 62)
		Gender	Female	0.3%		(1 / 328)
			Male	2.1%		(9 / 419)
		InstrSetting	Not Special Ed	1.8%		(10 / 570)
			Special Ed	0.0%		(0 / 177)
		Race	Black / Latinx	1.3%		(3 / 239)
			White / Other	1.4%		(7 / 508)
	20-21	All	All	2.1%		(15 / 712)
		ELL	Not ELL	2.3%		(15 / 651)
			ELL	0.0%		(0 / 61)
		Gender	Female	0.3%		(1 / 297)
			Male	3.4%		(14 / 415)
		InstrSetting	Not Special Ed	2.3%		(13 / 561)
			Special Ed	1.3%		(2 / 151)
		Race	Black / Latinx	5.2%		(11 / 212)
			White / Other	0.8%		(4 / 500)
	19-20	All	All	3.5%		(25 / 722)
		ELL	Not ELL	3.9%		(25 / 638)
			ELL	0.0%		(0 / 84)
		Gender	Female	0.6%		(2 / 313)
			Male	5.6%		(23 / 409)
		InstrSetting	Not Special Ed	3.2%		(18 / 570)
			Special Ed	4.6%		(7 / 152)
		Race	Black / Latinx	5.9%		(12 / 202)
			White / Other	2.5%		(13 / 520)
	18-19	All	All	4.9%		(36 / 728)
		ELL	Not ELL	5.4%		(35 / 653)
			ELL	1.3%		(1 / 75)
		Gender	Female	0.6%		(2 / 313)
			Male	8.2%		(34 / 415)
		InstrSetting	Not Special Ed	4.8%		(28 / 587)
			Special Ed	5.7%		(8 / 141)
		Race	Black / Latinx	6.8%		(16 / 234)
			White / Other	4.0%		(20 / 494)
	17-18	All	All	3.1%		(23 / 733)
		ELL	Not ELL	3.4%		(23 / 674)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington Elementary School	Number of Students
In School Suspensions	17-18	ELL	ELL	0.0%		(0 / 59)
		Gender	Female	1.3%		(4 / 313)
			Male	4.5%		(19 / 420)
		InstrSetting	Not Special Ed	2.3%		(14 / 596)
			Special Ed	6.6%		(9 / 137)
		Race	Black / Latinx	6.8%		(14 / 207)
			White / Other	1.7%		(9 / 526)
	16-17	All	All	5.7%		(43 / 761)
		ELL	Not ELL	6.0%		(43 / 717)
			ELL	0.0%		(0 / 44)
		Gender	Female	1.5%		(5 / 331)
			Male	8.8%		(38 / 430)
		InstrSetting	Not Special Ed	5.5%		(35 / 642)
			Special Ed	6.7%		(8 / 119)
		Race	Black / Latinx	9.4%		(22 / 235)
			White / Other	4.0%		(21 / 526)
	15-16	All	All	4.7%		(35 / 750)
		ELL	Not ELL	5.0%		(35 / 703)
			ELL	0.0%		(0 / 47)
		Gender	Female	1.8%		(6 / 338)
			Male	7.0%		(29 / 412)
		InstrSetting	Not Special Ed	4.7%		(30 / 642)
			Special Ed	4.6%		(5 / 108)
		Race	Black / Latinx	7.2%		(16 / 221)
			White / Other	3.6%		(19 / 529)
	14-15	All	All	3.2%		(25 / 776)
		ELL	Not ELL	3.4%		(25 / 742)
			ELL	0.0%		(0 / 34)
		Gender	Female	0.8%		(3 / 355)
			Male	5.2%		(22 / 421)
		InstrSetting	Not Special Ed	3.0%		(20 / 665)
			Special Ed	4.5%		(5 / 111)
		Race	Black / Latinx	6.7%		(13 / 194)
			White / Other	2.1%		(12 / 582)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington Elementary School	Number of Students
Out of School Suspensions	21-22	All	All	2.4%		(18 / 747)
		ELL	Not ELL	2.6%		(18 / 685)
			ELL	0.0%		(0 / 62)
		Gender	Female	0.3%		(1 / 328)
			Male	4.1%		(17 / 419)
		InstrSetting	Not Special Ed	2.8%		(16 / 570)
			Special Ed	1.1%		(2 / 177)
		Race	Black / Latinx	3.3%		(8 / 239)
			White / Other	2.0%		(10 / 508)
	20-21	All	All	3.5%		(25 / 712)
		ELL	Not ELL	3.8%		(25 / 651)
			ELL	0.0%		(0 / 61)
		Gender	Female	1.3%		(4 / 297)
			Male	5.1%		(21 / 415)
		InstrSetting	Not Special Ed	3.9%		(22 / 561)
			Special Ed	2.0%		(3 / 151)
		Race	Black / Latinx	6.6%		(14 / 212)
			White / Other	2.2%		(11 / 500)
	19-20	All	All	3.5%		(25 / 722)
		ELL	Not ELL	3.8%		(24 / 638)
			ELL	1.2%		(1 / 84)
		Gender	Female	0.6%		(2 / 313)
			Male	5.6%		(23 / 409)
		InstrSetting	Not Special Ed	3.5%		(20 / 570)
			Special Ed	3.3%		(5 / 152)
		Race	Black / Latinx	3.5%		(7 / 202)
			White / Other	3.5%		(18 / 520)
	18-19	All	All	3.6%		(26 / 728)
		ELL	Not ELL	3.7%		(24 / 653)
			ELL	2.7%		(2 / 75)
		Gender	Female	0.6%		(2 / 313)
			Male	5.8%		(24 / 415)
		InstrSetting	Not Special Ed	3.6%		(21 / 587)
			Special Ed	3.5%		(5 / 141)
		Race	Black / Latinx	6.8%		(16 / 234)
			White / Other	2.0%		(10 / 494)
	17-18	All	All	3.0%		(22 / 733)
		ELL	Not ELL	3.1%		(21 / 674)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington Elementary School	Number of Students
Out of School Suspensions	17-18	ELL	ELL	1.7%		(1 / 59)
		Gender	Female	1.0%		(3 / 313)
			Male	4.5%		(19 / 420)
		InstrSetting	Not Special Ed	2.3%		(14 / 596)
			Special Ed	5.8%		(8 / 137)
		Race	Black / Latinx	5.8%		(12 / 207)
			White / Other	1.9%		(10 / 526)
	16-17	All	All	5.4%		(41 / 761)
		ELL	Not ELL	5.7%		(41 / 717)
			ELL	0.0%		(0 / 44)
		Gender	Female	2.7%		(9 / 331)
			Male	7.4%		(32 / 430)
		InstrSetting	Not Special Ed	5.3%		(34 / 642)
			Special Ed	5.9%		(7 / 119)
		Race	Black / Latinx	10.2%		(24 / 235)
			White / Other	3.2%		(17 / 526)
	15-16	All	All	4.3%		(32 / 750)
		ELL	Not ELL	4.6%		(32 / 703)
			ELL	0.0%		(0 / 47)
		Gender	Female	3.0%		(10 / 338)
			Male	5.3%		(22 / 412)
		InstrSetting	Not Special Ed	4.5%		(29 / 642)
			Special Ed	2.8%		(3 / 108)
		Race	Black / Latinx	10.0%		(22 / 221)
			White / Other	1.9%		(10 / 529)
	14-15	All	All	3.0%		(23 / 776)
		ELL	Not ELL	3.1%		(23 / 742)
			ELL	0.0%		(0 / 34)
		Gender	Female	1.4%		(5 / 355)
			Male	4.3%		(18 / 421)
		InstrSetting	Not Special Ed	2.7%		(18 / 665)
			Special Ed	4.5%		(5 / 111)
		Race	Black / Latinx	5.7%		(11 / 194)
			White / Other	2.1%		(12 / 582)

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			34	88.2%		
	18-19			47	95.7%		
	21-22						
My non-instructional duties do not interfere with my essential role of educating students.	21-22						
	20-21			34	85.3%		
	18-19			47	85.1%		
I have access to reliable communication technology, including phone, fax, and e-mail.	21-22			45	84.5%		
	20-21			34	97.1%		
	18-19			47	97.9%		
I feel supported by administrators at my school.	21-22			45	97.7%		
	20-21			34	100.0%		
	18-19			47	85.1%		
The faculty and staff at my school have a shared vision.	21-22			45	84.5%		
	20-21			34	100.0%		
	18-19			47	85.1%		
I am familiar with local, state, and national policies and how they affect teaching and learning.	21-22			44	86.3%		
	20-21			34	100.0%		
	18-19			47	100.0%		
Local, state, or national policies assist me in meeting the educational needs of my students.	21-22			45	95.6%		
	20-21			34	88.2%		
	18-19			47	80.8%		
The school leadership makes a sustained effort to address teacher concerns.	21-22			44	97.7%		
	20-21			34	100.0%		
	18-19			47	80.9%		
My decisions in areas such as instruction and student progress are supported.	21-22			45	95.6%		
	20-21			34	100.0%		

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			47	89.4%		
Teachers at my school are encouraged to develop innovative solutions to problems.	21-22			44	97.7%		
	20-21			34	100.0%		
	18-19			47	91.5%		
I feel comfortable raising issues and concerns that are important to me.	21-22			45	95.6%		
	20-21			34	94.1%		
	18-19			47	70.2%		
Sufficient resources are available to allow teachers to take advantage of professional development activities.	21-22			45	91.1%		
	20-21			34	94.1%		
	18-19			47	87.2%		
My class sizes allow me to meet the educational needs of my students.	21-22			45	84.4%		
	20-21			34	76.4%		
	18-19			47	65.9%		
I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	21-22			45	91.1%		
	20-21			34	97.1%		
	18-19			47	85.1%		

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	257	93.0%			33	90.9%
	20-21	67	80.6%	34	88.2%	87	67.8%
	18-19	102	88.2%	47	95.7%	39	76.9%
My parent knows what I am expected to learn in school.	21-22	266	89.1%			44	81.9%
	20-21	68	86.8%			87	83.9%
	18-19	102	93.1%			39	87.2%
My parent knows how well I am doing in school.	21-22	269	95.6%				
	20-21	67	95.5%				
	18-19	102	98.0%				
My school informs parents about school programs and activities.	21-22	261	93.5%	45	95.6%		
	20-21	68	94.1%	34	100.0%		
	18-19	102	94.1%	47	100.0%		
Parents at my school know their children's homework assignments.	21-22	258	82.6%	45	75.6%		
	20-21	67	73.1%	34	91.1%		
	18-19	102	83.3%	47	91.5%		
My parent helps me with my homework when I need it.	21-22	264	89.4%				
	20-21	68	83.9%				
	18-19	102	90.2%				
Parents are welcomed at my school.	21-22	264	92.4%				
	20-21	67	80.6%				
	18-19	102	98.0%				
Parents volunteer and participate in activities at my school.	21-22	246	83.0%	42	57.1%		
	20-21	68	69.2%	34	41.2%		
	18-19	101	91.1%	47	85.1%		
My child's teachers contact me to say good things about my child.	21-22					43	76.7%
	20-21					87	79.3%
	18-19					39	82.0%
My child's teachers tell me how I can help my child learn.	21-22					44	79.6%
	20-21					86	67.4%
	18-19					40	92.5%

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					43	93.0%
	20-21					86	74.4%
	18-19					38	68.4%
My child's school returns my phone calls or e-mails promptly.	21-22					44	90.9%
	20-21					85	76.5%
	18-19					39	87.2%
Parents are involved in school decisions.	21-22			45	82.2%		
	20-21			34	70.6%	86	88.3%
	18-19			47	91.5%	39	84.7%
My child's school considers changes based on what parents say.	21-22					40	90.0%
	20-21					86	52.3%
	18-19					38	71.1%
My child's school schedules activities at times that I can attend.	21-22					40	90.0%
	20-21					85	54.1%
	18-19					39	89.8%
My child's school treats all students fairly.	21-22					43	95.3%
	20-21					87	85.0%
	18-19					37	81.0%
The principal at my child's school is available and welcoming.	21-22					44	95.4%
	20-21					87	64.4%
	18-19					38	78.9%
Parents at my school are aware of school policies.	21-22			45	86.6%		
	20-21			34	100.0%		
	18-19			47	100.0%		
Parents at my school understand the school's instructional programs.	21-22			45	84.4%		
	20-21			34	91.2%		
	18-19			47	89.3%		
Parents at my school support instructional decisions regarding their children.	21-22			45	91.2%		
	20-21			34	100.0%		
	18-19			47	93.6%		
Parents attend conferences requested by teachers at my school.	21-22			45	88.9%		

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			34	94.2%		
	18-19			47	100.0%		
Parents at my school cooperate regarding discipline problems.	21-22			44	79.6%		
	20-21			34	91.2%		
	18-19			47	91.5%		
Parents attend school meetings and other school events.	21-22			43	79.1%		
	20-21			34	82.3%		
	18-19			47	100.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
LEARNING ENVIRONMENT							
I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	21-22	259	91.1%	45	91.1%	44	86.4%
	20-21	70	90.0%	34	100.0%	86	72.1%
	18-19	102	95.1%	47	85.1%	39	94.9%
My classes are challenging (not too easy; they make me think).	21-22	261	75.1%	45	100.0%	44	79.5%
	20-21	70	77.2%	34	100.0%	87	89.7%
	18-19	102	75.5%	47	97.9%	40	97.5%
My teachers want me to understand what I am learning, not just remember facts.	21-22	262	96.6%	44	100.0%		
	20-21	70	95.7%	34	100.0%		
	18-19	102	94.1%	47	97.9%		
My teachers expect students to learn.	21-22	269	98.5%	44	97.7%	43	93.0%
	20-21	70	97.1%	34	100.0%	87	93.1%
	18-19	102	97.0%	47	100.0%	39	100.0%
My teachers expect students to behave.	21-22	265	95.5%				
	20-21	70	97.2%				
	18-19	102	99.0%				
My teachers spend enough time helping me learn.	21-22	267	94.0%	45	97.8%		
	20-21	70	91.4%	34	97.1%		
	18-19	102	96.1%	47	91.5%		
My teachers help students when they do not understand something.	21-22	268	94.4%	45	97.7%	42	90.5%
	20-21	70	98.6%	34	97.0%	87	80.5%
	18-19	102	96.0%	47	97.9%	39	84.6%
My teachers do a good job teaching me mathematics.	21-22	271	97.4%				
	20-21	71	97.2%				
	18-19	102	96.1%				
My teachers do a good job teaching me English language arts.	21-22	254	92.1%				
	20-21	70	94.3%				
	18-19	102	94.2%				
My teachers give tests on what I learn in class.	21-22	265	96.6%				
	20-21	70	97.1%				
	18-19	102	100.0%				

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	255	81.2%			40	75.0%
	20-21	70	90.0%			87	89.7%
	18-19	102	91.2%			40	95.0%
My classes are interesting and fun.	21-22	263	87.9%				
	20-21	71	77.5%				
	18-19	102	80.4%				
Students at my school believe they can do good work.	21-22	257	86.4%				
	20-21	68	92.7%				
	18-19	102	80.4%				
My teachers praise students when they do good work.	21-22	258	85.3%				
	20-21	70	87.1%				
	18-19	102	78.4%				
Work done by students can be seen on the walls of my school.	21-22	256	88.7%				
	20-21	70	77.1%				
	18-19	101	83.1%				
The textbooks and workbooks I use at my school really help me to learn.	21-22	258	84.1%				
	20-21	70	87.2%				
	18-19	102	82.3%				
The media center at my school has a good selection of books.	21-22	252	87.3%	45	100.0%		
	20-21	70	84.3%	34	97.1%		
	18-19	102	87.3%	46	100.0%		
I use computers and other technology at my school to help me learn.	21-22	261	95.0%	44	93.1%		
	20-21	70	91.4%	34	100.0%		
	18-19	102	90.2%	46	89.1%		
Teachers at my school effectively implement the State Curriculum Standards.	21-22			44	97.8%		
	20-21			34	100.0%		
	18-19			47	97.9%		
Student assessment information is effectively used by teachers to plan instruction.	21-22			44	93.2%		
	20-21			34	100.0%		
	18-19			47	97.9%		
My school offers effective programs for students with disabilities.	21-22			44	95.5%		

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			34	91.1%		
	18-19			47	93.6%		
Instructional strategies are used to meet the needs of academically gifted students.	21-22			44	97.7%		
	20-21			34	91.2%		
	18-19			47	97.9%		
The level of teacher and staff morale is high at my school.	21-22			45	53.3%		
	20-21			34	94.1%		
	18-19			46	73.9%		
Teachers respect each other at my school.	21-22			44	70.5%		
	20-21			34	97.1%		
	18-19			46	89.2%		
Teachers at my school are recognized and appreciated for good work.	21-22			45	80.0%		
	20-21			34	94.2%		
	18-19			46	80.5%		
Students at my school are motivated and interested in learning.	21-22			45	86.6%		
	20-21			34	94.1%		
	18-19			46	95.7%		
There are sufficient materials and supplies available for classroom and instructional use.	21-22			45	93.3%		
	20-21			34	94.1%		
	18-19			46	87.0%		
Our school has sufficient computers for instructional use.	21-22			44	100.0%		
	20-21			34	100.0%		
	18-19			46	87.0%		
There are relevant professional development opportunities offered to teachers at my school.	21-22			44	88.6%		
	20-21			34	94.1%		
	18-19			46	91.3%		
The school administration communicates clear instructional goals for the school.	21-22			45	82.2%		
	20-21			34	94.1%		
	18-19			47	89.3%		
The school administration sets high standards for students.	21-22			45	93.3%		
	20-21			34	100.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The school administration sets high standards for s	18-19			47	97.9%		
The school administration has high expectations for teacher performance.	21-22			45	88.9%		
	20-21			34	100.0%		
	18-19			47	97.9%		
The school administration provides effective instructional leadership.	21-22			45	80.0%		
	20-21			34	97.1%		
	18-19			47	85.1%		
Student assessment information is used to set goals and plan programs for my school.	21-22			43	100.0%		
	20-21			34	97.0%		
	18-19			47	93.6%		
Teacher evaluation at my school focuses on instructional improvement.	21-22			45	100.0%		
	20-21			34	97.1%		
	18-19			47	89.4%		
School administrators visit classrooms to observe instruction.	21-22			45	80.0%		
	20-21			34	94.1%		
	18-19			47	95.7%		
The school administration arranges for collaborative planning and decision making.	21-22			45	88.9%		
	20-21			34	97.0%		
	18-19			47	95.7%		

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	252	91.6%	45	80.0%	42	92.8%
	20-21	70	90.0%	34	97.1%		
	18-19	102	88.2%	47	87.2%	39	89.7%
The grounds around my school are kept clean.	21-22	257	78.3%	45	73.4%		
	20-21	71	83.1%	34	97.0%		
	18-19	102	83.4%	47	97.9%		
The hallways at my school are kept clean.	21-22	264	87.9%	45	73.4%	43	95.3%
	20-21	70	91.5%	34	97.1%	86	68.6%
	18-19	102	93.1%	47	100.0%	40	95.0%
The bathrooms at my school are kept clean.	21-22	258	61.6%	45	68.9%		
	20-21	70	75.7%	34	88.2%		
	18-19	102	65.7%	47	97.9%		
Broken things at my school get fixed.	21-22	258	92.3%	45	84.5%		
	20-21	70	91.4%	34	91.2%		
	18-19	102	92.1%	47	97.9%		
There is enough room for students to learn at my school.	21-22	263	97.7%	45	75.5%		
	20-21	70	95.8%	34	91.2%		
	18-19	102	97.0%	47	87.2%		
Students at my school behave well in class.	21-22	260	61.2%	44	84.1%		
	20-21	70	71.4%	34	94.1%	86	87.2%
	18-19	102	52.9%	47	89.4%	39	66.7%
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	21-22	257	60.3%	44	84.1%		
	20-21	70	71.5%	34	91.2%		
	18-19	102	51.9%	47	83.0%		
Students at my school know the rules and what happens when students break the rules.	21-22	254	87.4%	44	63.6%		
	20-21	70	92.9%	34	94.1%		
	18-19	102	88.2%	47	89.3%		
The rules about how students should behave in my school are fair.	21-22	260	90.4%	44	88.7%		
	20-21	70	85.8%	34	100.0%		
	18-19	102	90.2%	47	97.9%		

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	254	88.6%	45	66.7%		
	20-21	68	89.7%	34	97.1%		
	18-19	101	93.1%	47	87.3%		
I feel safe at my school before and after school hours.	21-22	261	88.5%	45	100.0%		
	20-21	69	94.2%	34	97.1%		
	18-19	102	95.1%	46	95.6%		
I feel safe at my school during the school day.	21-22	262	89.7%	45	100.0%	44	95.5%
	20-21	70	95.7%	34	97.1%	87	63.2%
	18-19	102	95.1%	47	97.9%	40	90.0%
I feel safe going to or coming from my school.	21-22	258	93.4%	45	100.0%		
	20-21	70	92.8%	34	100.0%		
	18-19	102	96.1%	47	95.7%		
Students from different backgrounds get along well at my school.	21-22	246	84.6%	45	97.8%		
	20-21	69	91.3%	34	100.0%		
	18-19	102	75.5%	47	95.7%		
Teachers and students get along well with each other at my school.	21-22	261	90.0%	45	93.3%		
	20-21	70	92.9%	34	100.0%		
	18-19	102	83.4%	47	93.6%		
Teachers work together to help students at my school.	21-22	260	95.7%	44	95.5%		
	20-21	70	91.5%	34	100.0%		
	18-19	102	96.1%	47	95.7%		
	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
**I have seen or know of another student being bullied.	21-22	248	56.5%	44	27.3%		
	20-21	70	45.7%	34	17.6%		
	18-19	102	44.1%	47	23.4%		
	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
**I have been bullied at the school during the school day.	21-22	255	49.4%				
	20-21	67	29.9%				
	18-19	102	29.4%				
	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
**I have bullied another student at my school.	21-22	256	13.3%	42	7.2%		
	20-21	68	8.8%	34	2.9%		
	18-19	102	8.9%	47	14.9%		

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	255	27.5%				
	20-21	67	12.0%				
	18-19	102	7.8%				
		**(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	252	19.5%				
	20-21	68	7.4%				
	18-19	102	5.9%				
Adults at my school prevent bullying from happening.	21-22	256	83.3%	44	79.5%	38	79.0%
	20-21	70	84.3%	34	97.1%	86	41.8%
	18-19	102	80.4%	47	89.3%	39	74.4%
I can always go to adults at my school if I am being bullied.	21-22	259	90.4%				
	20-21	70	88.6%				
	18-19	102	92.2%				
An adult at my school has talked to me about bullying.	21-22	257	75.1%				
	20-21	69	76.8%				
	18-19	102	80.4%				
My child's teachers care about my child as an individual.	21-22					33	78.8%
	20-21					87	88.5%
	18-19					40	95.0%
My child's school has an anti-bullying program to prevent or deal with bullying.	21-22					33	78.8%
	20-21					86	75.6%
	18-19					39	51.3%
The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.	21-22						
	20-21						
	18-19					24	25.0%
During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	21-22						
	20-21						
	18-19					26	23.0%
I recommend that all parents/guardians attend IGP conferences with their children.	21-22						
	20-21						
	18-19					26	30.7%

Executive Summary of Needs Assessment Data Findings

School Name: <mark>*Lexington Elementary School*</mark>

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
 	
<mark>Primary School (K - 2) Student</mark>
	Grades K-2
	At the end of the 21-22 school year,
	   ● *67.9% of all Kindergarten students,*
	   ● *77.6% of all Grade 1 students, and*
	   ● *85.7% of all Grade 2 students*
	scored meets or exceeds as evidenced by text level using the Fountas and Pinnell rating scale.
	
	On the 22-23 Winter benchmark assessment for iReady in the area of Reading
	   ● *56.61% of Kindergarten students,*
	   ● *37.19% of Grade 1 students, and*
	   ● *40% of Grade 2 students*
	scored early on, mid or above grade level.
	
	On the 22-23 Winter benchmark assessment for iReady in the area of Math
	   ● *41.18% of Kindergarten*
	   ● *25.89% of Grade 1 students, and*
	   ● *25.72% of Grade 2 students*
	scored early on, mid or above grade level.
	
	During the 21-22 school year, 72.1% of students were demonstrating or approaching readiness on the Kindergarten

Executive Summary of Needs Assessment Data Findings

<mark>Elementary/ Middle School (3 - 8) Student</mark> High School (9 - 12) Student	*Readiness Assessment.* *We are addressing reading and math needs through small group instruction, our Reading Recovery program in Grade 1 and increased support through our Response to Intervention program, using Multi-Tiered Systems of Support (MTSS).* *Our teachers receive coaching support from our literacy and math coaches to plan for and engage learners through reading and math workshops. This model provides students with focused mini-lessons, guided support, and independent practice with the skills they need to be successful. Students are receiving specific feedback through small group and individual conferencing. Professional learning is provided through Teacher's College to support the workshop model framework. Professional learning is also provided by iReady consultants and through information provided by the coaches in a monthly coaching newsletter. We have provided additional academic support personnel to striving learners through Littera and Dreambox.* *Grades 3-5* *At the end of the 21-22 school year, 50.4% of Grade 3-5 students scored Meets or Exceeds in ELA on the SC READY Assessment.* *At the end of the 21-22 school year, 48.3% of Grade 3-5 students scored Meets or Exceeds in Math on the SC READY Assessment.* *On the 22-23 Winter benchmark assessment for iReady in the area of Reading* • *49% of Grade 3 students,* • *28.1% of Grade 4 students, and* • *40.18% of Grade 5 students* *scored early on, mid or above grade level.* *On the 22-23 Winter benchmark assessment for iReady in the area of Math* • *23.71% of Grade 3 students,* • *29.2% of Grade 4 students, and* • *35.92% of Grade 5 students* *scored early on, mid or above grade level.* *Executive Summary of Needs Assessment Data Findings* *We are addressing these needs through increased support through our Response to Intervention (RTI) program. Our teachers receive support from both a literacy and math coach to construct lessons using the workshop model. This model provides students with a learning experience where they have guided practice with the skills they need. Teachers hold daily lessons using the writer's workshop model and students receive specific feedback through small group*

	and individual conferencing. Our teachers provide daily instruction through the International Baccalaureate (IB) Primary Years Programme which has a focus on inquiry-based instruction.
Teacher/Administrator Quality	Percentage of teachers with advanced degrees: 46.4% Percentage of teachers returning from previous year: 90.2% Percentage of classes taught by Highly Qualified Teachers: 100% Improve Prime Instructional Time: 86.5% At Lexington Elementary School our teachers receive regular professional learning in reading, writing, and math workshop from our school-based literacy and math coaches. Teachers who are new to the profession or new to Lexington Elementary are offered specialized training in reading and math workshop models, and peer ambassadors provide additional support as well. The staff receives additional days of training from our *International Baccalaureate (IB)* coordinator in the IB Primary Years Programme, including Exhibition. New teachers to our school are provided a mentor and meet periodically as a cohort to discuss topics from school procedures to instructional approaches.
School Climate	*Teacher Attendance Rate: 94.2%* *Student Attendance Rate: 82%* *School Poverty Index: 55.1%* *Satisfied with the Social and Physical Environment: Teachers: (80%), Students (91.7%), Parents (92.9%)* *Satisfied with Home-school relations: Teachers (N/A), Students (93%), Parents (90.9%)* *Satisfied with the Learning Environment: Teachers (91.1%), Students (91.1%), Parents (86.4%)* *Percent of EL Students who met progress toward proficiency target: 62.5%* *As an International Baccalaureate (IB) PYP School, we offer an inquiry-based transdisciplinary curriculum that is student-centered. The IB PYP program is a curricular framework that promotes using state standards in a transdisciplinary model. It reflects the best of educational research while promoting leadership and cultural inclusion. After completing their research, Grade 5 students presented their Exhibition projects to the community. Students researched real-world problems or shared personal passions using the inquiry, literacy, and communication skills learned during their PYP experience.* *This year we moved our international flag display, representing 21 countries, from the lower courtyard to the cafeteria where we will*

	be able to honor all of the students and their cultures on a daily basis. We now have 26 countries represented at LES. *Our multilingual learner population continues to show tremendous growth, measured by ACCESS, an English proficiency test that is given each year to all served multilingual learners. Students not only receive high-quality classroom instruction and classroom accommodations based on their English proficiency level and also have regular support from our Multilingual Program (MLP) instructor.*

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	75.7%	77.6%	79.6%	79.9%	81.9%	83.9%
			(Actual)	75.1%	61.6%	61.7%	73.2%	
	% of students meeting or exceeding standard on SC READY ELA will increase annually by 2 points.	Grades 3-5	54.2%	56.1%	58.1%	52.2%	54.2%	56.2%
			(Actual)	49.0%		34.7%	49.0%	
	% of students meeting or exceeding standard on SC READY Math will increase annually by 2 points.	Grades 3-5	64.0%	65.9%	67.9%	69.9%	71.9%	73.9%
			(Actual)	56.1%		38.6%	47.2%	
	% of students in Tier 2 or Tier 3 interventions for math and/or reading will decrease annually by 1 point.	Grades K-5	7.2%	6.2%	5.2%	6.9%	5.9%	4.8%
			(Actual)	17.1%	22.7%	24.0%	26.5%	

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	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

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	0.402	0.431	0.461	0.491	0.521	0.551
			(Actual)	0.266	0.446	0.343	0.182	

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	17.1%	18.0%	19.0%	20.0%	21.0%	22.0%
			(Actual)	22.9%		10.5%	23.2%	
	% scoring Exceeds on SC READY Math subject test will increase by 1 point annually	Grades 3-5	36.0%	37.0%	38.0%	39.0%	40.0%	41.0%
			(Actual)	30.3%		18.1%	23.6%	
	% scoring Exceeds on SCPASS Science subject test will increase by 1 point annually	Grades 4-5	24.5%	25.4%	26.4%	27.4%	28.4%	29.4%
			(Actual)	19.5%		16.3%	23.7%	
	% scoring Exceeds on SCPASS Social Studies subject test will increase by 1 point annually	Grades 4-5	35.3%	36.3%	37.3%	35.1%	36.1%	37.0%
			(Actual)	23.3%				

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
Elementary	% of students chronically absent will decrease by 0.5 points annually.	Grades K-5	7.8%	7.3%	6.8%	6.3%	5.8%	5.3%
			(Actual)	11.6%	15.1%	34.2%	24.9%	
	% of students with 3 or more discipline referrals will decrease by 0.5 points annually.	Grades K-5	15.8%	15.2%	14.7%	17.4%	16.9%	16.4%
			(Actual)	14.7%	19.0%	12.6%	3.9%	
	SC READY equity indices for minority groups will increase by 0.03 annually.	Grades 3-5	0.600	0.630	0.660	0.692	0.722	0.752
			(Actual)	0.611		0.433	0.549	

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			

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		86.9%	90.6%	94.3%	98.0%	98.0%	98.0%
			(Actual)	87.2%		94.1%	91.1%	
	Positive responses to the SCDE survey item "Teachers at my school are encouraged to develop innovative solutions to problems." will reach 98% by 2021		89.1%	92.1%	95.0%	98.0%	98.0%	98.0%
			(Actual)	91.5%		100.0%	97.7%	

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
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.		86.0%	90.5%	95.0%	95.0%	95.0%	95.0%
			(Actual)	88.6%		90.0%	91.8%	
	% 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.		83.8%	89.4%	95.0%	95.0%	95.0%	95.0%
			(Actual)	85.1%		73.4%	92.8%	

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