School Renewal Plan Cover Page

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

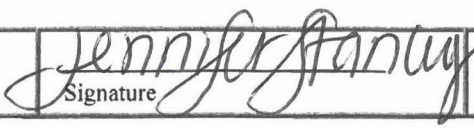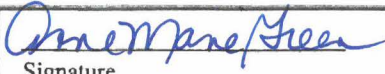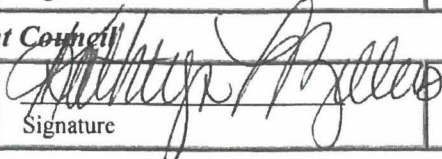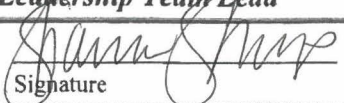|	
School Name:	Lake Murray Elem
SIDN:	3201056
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Lexington 01
Address 1:	205 Wise Ferry Road
Address 2:	
City:	Lexington, SC
Zip Code:	29072
School Renewal Plan Contact Person:	Jennifer Stanley
School Plan Contact Phone:	803-821-3101
School Plan E-mail Address:	jstanley@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		
Jennifer Stanley Printed Name	*Jennifer Stanley* Signature	3/9/23 Date
Chairperson, District Board of Trustees		
Anne Marie Green Printed Name	*Anne Marie Green* Signature	4-11-23 Date
Chairperson, School Improvement Council		
Kathyrn Zellers Printed Name	*Kathyrn Zellers* Signature	3/8/23 Date
School Read To Succeed Literacy Leadership Team Lead		
Shannon Sharp Printed Name	*Shannon Sharp* Signature	3/9/23 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))	
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**	Jennifer Stanley
2.	**Teacher**	Stephanie Ricard
3.	**Parent/Guardian**	Miranda Mulligan
4.	**Community Member**	Kyle Lambert
5.	**Paraprofessional**	Susan Locklier
6.	**School Improvement Council Member**	Kathyrn Zellers
7.	**Read to Succeed Reading Coach**	Shannon Sharp
8.	**School Read To Succeed Literacy Leadership Team Lead**	Shannon Sharp
9.	**School Read To Succeed Literacy Leadership Team Member**	Ashley Yelman
	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	
	School Read To Succeed Literacy Leadership Team Member	Stephanie Ricard
	School Read To Succeed Literacy Leadership Team Member	Jenni Smith
	School Read To Succeed Literacy Leadership Team Member	Kristen Bodmer
	School Read To Succeed Literacy Leadership Team Member	Gail Harries
	School Read To Succeed Literacy Leadership Team Member	Jessica Potts
	School Read To Succeed Literacy Leadership Team Member	Shannon Sharp
	School Read To Succeed Literacy Leadership Team Member	Carrie Carroll
	School Read To Succeed Literacy Leadership Team Member	Leisa Clamp

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*)	

Table of Contents

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.

LMES 2021-22 Report Card

	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Lake Murray Elementary School	Number of Students
Reading Grades 1-5	21-22	All	All	81.2%		(515 / 634)
		ELL	ELL	75.7%		(53 / 70)
			Not ELL	81.9%		(462 / 564)
		Gender	Female	81.5%		(255 / 313)
			Male	81.0%		(260 / 321)
		InstrSetting	Not Special Ed	85.5%		(484 / 566)
			Special Ed	45.6%		(31 / 68)
		Race	Black / Latinx	71.6%		(63 / 88)
			White / Other	82.8%		(452 / 546)
	20-21	All	All	78.3%		(483 / 617)
		ELL	Not ELL	79.0%		(443 / 561)
			ELL	71.4%		(40 / 56)
		Gender	Female	81.7%		(237 / 290)
			Male	75.2%		(246 / 327)
		InstrSetting	Not Special Ed	81.4%		(451 / 554)
			Special Ed	50.8%		(32 / 63)
		Race	Black / Latinx	76.3%		(71 / 93)
			White / Other	78.6%		(412 / 524)
	19-20	All	All	85.5%		(542 / 634)
		ELL	Not ELL	86.1%		(501 / 582)
			ELL	78.8%		(41 / 52)
		Gender	Female	86.3%		(271 / 314)
			Male	84.7%		(271 / 320)
		InstrSetting	Not Special Ed	89.8%		(502 / 559)
			Special Ed	53.3%		(40 / 75)
		Race	Black / Latinx	80.4%		(74 / 92)
			White / Other	86.3%		(468 / 542)
	18-19	All	All	83.8%		(497 / 593)
		ELL	Not ELL	84.4%		(461 / 546)
			ELL	76.6%		(36 / 47)
		Gender	Female	84.2%		(239 / 284)
			Male	83.5%		(258 / 309)
		InstrSetting	Not Special Ed	87.5%		(470 / 537)
			Special Ed	48.2%		(27 / 56)
		Race	Black / Latinx	74.7%		(71 / 95)
			White / Other	85.5%		(426 / 498)
	17-18	All	All	90.1%		(528 / 586)
		ELL	Not ELL	90.5%		(507 / 560)
			ELL	80.8%		(21 / 26)

	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Lake Murray Elementary School	Number of Students
Reading Grades 1-5	17-18	Gender	Female	90.6%		(260 / 287)
			Male	89.6%		(268 / 299)
		InstrSetting	Not Special Ed	94.8%		(494 / 521)
			Special Ed	52.3%		(34 / 65)
		Race	Black / Latinx	84.4%		(76 / 90)
			White / Other	91.1%		(452 / 496)
	16-17	All	All	78.5%		(432 / 550)
		ELL	Not ELL	78.8%		(419 / 532)
			ELL	72.2%		(13 / 18)
		Gender	Female	79.5%		(206 / 259)
			Male	77.7%		(226 / 291)
		InstrSetting	Not Special Ed	83.5%		(400 / 479)
			Special Ed	45.1%		(32 / 71)
		Race	Black / Latinx	73.0%		(46 / 63)
			White / Other	79.3%		(386 / 487)
	15-16	All	All	51.3%		(163 / 318)
		ELL	Not ELL	51.2%		(155 / 303)
			ELL	53.3%		(8 / 15)
		Gender	Female	58.0%		(87 / 150)
			Male	45.2%		(76 / 168)
		InstrSetting	Not Special Ed	58.6%		(153 / 261)
			Special Ed	17.5%		(10 / 57)
		Race	Black / Latinx	42.9%		(15 / 35)
			White / Other	52.3%		(148 / 283)
	14-15	All	All	45.0%		(157 / 349)
		ELL	Not ELL	44.9%		(149 / 332)
			ELL	47.1%		(8 / 17)
		Gender	Female	42.9%		(70 / 163)
			Male	46.8%		(87 / 186)
		InstrSetting	Not Special Ed	49.8%		(147 / 295)
			Special Ed	18.5%		(10 / 54)
		Race	Black / Latinx	44.8%		(13 / 29)
			White / Other	45.0%		(144 / 320)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Lake Murray Elementary School	Number of Students
ELA	21-22	All	All	77.1%		(289 / 375)
		ELL	Not ELL	78.7%		(285 / 362)
			ELL	30.8%		(4 / 13)
		Gender	Female	80.3%		(147 / 183)
			Male	74.0%		(142 / 192)
		InstrSetting	Not Special Ed	80.9%		(276 / 341)
			Special Ed	38.2%		(13 / 34)
		Race	Black / Latinx	57.1%		(24 / 42)
			White / Other	79.6%		(265 / 333)
	20-21	All	All	69.8%		(245 / 351)
		ELL	Not ELL	71.8%		(242 / 337)
			ELL	21.4%		(3 / 14)
		Gender	Female	71.3%		(114 / 160)
			Male	68.6%		(131 / 191)
		InstrSetting	Not Special Ed	72.5%		(232 / 320)
			Special Ed	41.9%		(13 / 31)
		Race	Black / Latinx	61.1%		(22 / 36)
			White / Other	70.8%		(223 / 315)
	18-19	All	All	75.1%		(277 / 369)
		ELL	Not ELL	75.6%		(270 / 357)
			ELL	58.3%		(7 / 12)
		Gender	Female	78.5%		(142 / 181)
			Male	71.8%		(135 / 188)
		InstrSetting	Not Special Ed	80.3%		(269 / 335)
			Special Ed	23.5%		(8 / 34)
		Race	Black / Latinx	60.4%		(29 / 48)
			White / Other	77.3%		(248 / 321)
	17-18	All	All	70.9%		(251 / 354)
		ELL	Not ELL	70.8%		(243 / 343)
			ELL	72.7%		(8 / 11)
		Gender	Female	72.8%		(134 / 184)
			Male	68.8%		(117 / 170)
		InstrSetting	Not Special Ed	76.7%		(237 / 309)
			Special Ed	31.1%		(14 / 45)
		Race	Black / Latinx	59.6%		(28 / 47)
			White / Other	72.6%		(223 / 307)
	16-17	All	All	62.0%		(219 / 353)
		ELL	Not ELL	61.8%		(210 / 340)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Lake Murray Elementary School	Number of Students
ELA	16-17	ELL	ELL	69.2%		(9 / 13)
		Gender	Female	64.1%		(107 / 167)
			Male	60.2%		(112 / 186)
		InstrSetting	Not Special Ed	66.7%		(206 / 309)
			Special Ed	29.5%		(13 / 44)
		Race	Black / Latinx	50.0%		(21 / 42)
			White / Other	63.7%		(198 / 311)
	15-16	All	All	66.6%		(217 / 326)
		ELL	Not ELL	66.5%		(212 / 319)
			ELL	71.4%		(5 / 7)
		Gender	Female	71.9%		(110 / 153)
			Male	61.8%		(107 / 173)
		InstrSetting	Not Special Ed	72.3%		(206 / 285)
			Special Ed	26.8%		(11 / 41)
		Race	Black / Latinx	54.5%		(18 / 33)
			White / Other	67.9%		(199 / 293)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Lake Murray Elementary School	Number of Students
Math	21-22	All	All	78.9%		(296 / 375)
		ELL	Not ELL	79.6%		(288 / 362)
			ELL	61.5%		(8 / 13)
		Gender	Female	75.4%		(138 / 183)
			Male	82.3%		(158 / 192)
		InstrSetting	Not Special Ed	82.1%		(280 / 341)
			Special Ed	47.1%		(16 / 34)
		Race	Black / Latinx	66.7%		(28 / 42)
			White / Other	80.5%		(268 / 333)
	20-21	All	All	73.5%		(258 / 351)
		ELL	Not ELL	74.5%		(251 / 337)
			ELL	50.0%		(7 / 14)
		Gender	Female	68.8%		(110 / 160)
			Male	77.5%		(148 / 191)
		InstrSetting	Not Special Ed	75.9%		(243 / 320)
			Special Ed	48.4%		(15 / 31)
		Race	Black / Latinx	55.6%		(20 / 36)
			White / Other	75.6%		(238 / 315)
	18-19	All	All	79.9%		(295 / 369)
		ELL	Not ELL	79.8%		(285 / 357)
			ELL	83.3%		(10 / 12)
		Gender	Female	74.6%		(135 / 181)
			Male	85.1%		(160 / 188)
		InstrSetting	Not Special Ed	83.3%		(279 / 335)
			Special Ed	47.1%		(16 / 34)
		Race	Black / Latinx	68.8%		(33 / 48)
			White / Other	81.6%		(262 / 321)
	17-18	All	All	76.8%		(272 / 354)
		ELL	Not ELL	77.0%		(264 / 343)
			ELL	72.7%		(8 / 11)
		Gender	Female	72.3%		(133 / 184)
			Male	81.8%		(139 / 170)
		InstrSetting	Not Special Ed	81.6%		(252 / 309)
			Special Ed	44.4%		(20 / 45)
		Race	Black / Latinx	63.8%		(30 / 47)
			White / Other	78.8%		(242 / 307)
	16-17	All	All	76.8%		(271 / 353)
		ELL	Not ELL	76.2%		(259 / 340)
			ELL	92.3%		(12 / 13)
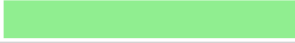
	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Lake Murray Elementary School	Number of Students
Math	16-17	Gender	Female	74.9%		(125 / 167)
			Male	78.5%		(146 / 186)
		InstrSetting	Not Special Ed	81.2%		(251 / 309)
			Special Ed	45.5%		(20 / 44)
		Race	Black / Latinx	66.7%		(28 / 42)
			White / Other	78.1%		(243 / 311)
	15-16	All	All	78.9%		(258 / 327)
		ELL	Not ELL	78.7%		(251 / 319)
			ELL	87.5%		(7 / 8)
		Gender	Female	78.6%		(121 / 154)
			Male	79.2%		(137 / 173)
		InstrSetting	Not Special Ed	83.2%		(238 / 286)
			Special Ed	48.8%		(20 / 41)
		Race	Black / Latinx	66.7%		(22 / 33)
			White / Other	80.3%		(236 / 294)
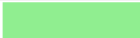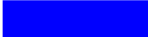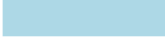
	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Lake Murray Elementary School	Number of Students
Science	21-22	All	All	68.8%		(86 / 125)
		ELL	Not ELL	70.0%		(84 / 120)
			ELL	40.0%		(2 / 5)
		Gender	Female	64.3%		(36 / 56)
			Male	72.5%		(50 / 69)
		InstrSetting	Not Special Ed	71.2%		(84 / 118)
			Special Ed	28.6%		(2 / 7)
		Race	Black / Latinx	53.3%		(8 / 15)
			White / Other	70.9%		(78 / 110)
	20-21	All	All	70.3%		(78 / 111)
		ELL	Not ELL	69.8%		(74 / 106)
			ELL	80.0%		(4 / 5)
		Gender	Female	75.0%		(42 / 56)
			Male	65.5%		(36 / 55)
		InstrSetting	Not Special Ed	75.2%		(76 / 101)
			Special Ed	20.0%		(2 / 10)
		Race	Black / Latinx	64.3%		(9 / 14)
			White / Other	71.1%		(69 / 97)
	18-19	All	All	75.2%		(85 / 113)
		ELL	Not ELL	76.4%		(84 / 110)
			ELL	33.3%		(1 / 3)
		Gender	Female	80.0%		(48 / 60)
			Male	69.8%		(37 / 53)
		InstrSetting	Not Special Ed	78.8%		(78 / 99)
			Special Ed	50.0%		(7 / 14)
		Race	Black / Latinx	50.0%		(5 / 10)
			White / Other	77.7%		(80 / 103)
	17-18	All	All	71.4%		(85 / 119)
		ELL	Not ELL	70.8%		(80 / 113)
			ELL	83.3%		(5 / 6)
		Gender	Female	69.4%		(43 / 62)
			Male	73.7%		(42 / 57)
		InstrSetting	Not Special Ed	75.5%		(80 / 106)
			Special Ed	38.5%		(5 / 13)
		Race	Black / Latinx	52.4%		(11 / 21)
			White / Other	75.5%		(74 / 98)
	16-17	All	All	70.1%		(169 / 241)
		ELL	Not ELL	69.9%		(165 / 236)
			ELL	80.0%		(4 / 5)
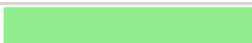
	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Lake Murray Elementary School	Number of Students
Science	16-17	Gender	Female	66.4%		(73 / 110)
			Male	73.3%		(96 / 131)
		InstrSetting	Not Special Ed	74.9%		(161 / 215)
			Special Ed	30.8%		(8 / 26)
		Race	Black / Latinx	52.0%		(13 / 25)
			White / Other	72.2%		(156 / 216)
	15-16	All	All	86.5%		(186 / 215)
		ELL	Not ELL	86.9%		(185 / 213)
			ELL	50.0%		(1 / 2)
		Gender	Female	82.5%		(85 / 103)
			Male	90.2%		(101 / 112)
		InstrSetting	Not Special Ed	91.7%		(176 / 192)
			Special Ed	43.5%		(10 / 23)
		Race	Black / Latinx	95.2%		(20 / 21)
			White / Other	85.6%		(166 / 194)
	14-15	All	All	90.1%		(172 / 191)
		ELL	Not ELL	90.0%		(171 / 190)
			ELL	100.0%		(1 / 1)
		Gender	Female	92.3%		(84 / 91)
			Male	88.0%		(88 / 100)
		InstrSetting	Not Special Ed	94.3%		(164 / 174)
			Special Ed	47.1%		(8 / 17)
		Race	Black / Latinx	84.6%		(11 / 13)
			White / Other	90.4%		(161 / 178)
	13-14	All	All	94.8%		(181 / 191)
		ELL	Not ELL	94.8%		(181 / 191)
		Gender	Female	95.4%		(83 / 87)
			Male	94.2%		(98 / 104)
		InstrSetting	Not Special Ed	97.7%		(172 / 176)
			Special Ed	60.0%		(9 / 15)
		Race	Black / Latinx	75.0%		(9 / 12)
			White / Other	96.1%		(172 / 179)

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Lake Murray Elementary School	Number of Students
Social Studies	18-19	All	All	93.0%		(120 / 129)
		ELL	Not ELL	93.5%		(116 / 124)
			ELL	80.0%		(4 / 5)
		Gender	Female	93.9%		(62 / 66)
			Male	92.1%		(58 / 63)
		InstrSetting	Not Special Ed	97.5%		(117 / 120)
			Special Ed	33.3%		(3 / 9)
		Race	Black / Latinx	84.0%		(21 / 25)
			White / Other	95.2%		(99 / 104)
	17-18	All	All	95.2%		(118 / 124)
		ELL	Not ELL	95.1%		(116 / 122)
			ELL	100.0%		(2 / 2)
		Gender	Female	93.7%		(59 / 63)
			Male	96.7%		(59 / 61)
		InstrSetting	Not Special Ed	95.5%		(106 / 111)
			Special Ed	92.3%		(12 / 13)
		Race	Black / Latinx	92.3%		(12 / 13)
			White / Other	95.5%		(106 / 111)
	16-17	All	All	93.8%		(226 / 241)
		ELL	Not ELL	94.1%		(222 / 236)
			ELL	80.0%		(4 / 5)
		Gender	Female	94.5%		(104 / 110)
			Male	93.1%		(122 / 131)
		InstrSetting	Not Special Ed	95.3%		(205 / 215)
			Special Ed	80.8%		(21 / 26)
		Race	Black / Latinx	96.0%		(24 / 25)
			White / Other	93.5%		(202 / 216)
	15-16	All	All	88.4%		(190 / 215)
		ELL	Not ELL	89.2%		(190 / 213)
			ELL	0.0%		(0 / 2)
		Gender	Female	87.4%		(90 / 103)
			Male	89.3%		(100 / 112)
		InstrSetting	Not Special Ed	91.1%		(175 / 192)
			Special Ed	65.2%		(15 / 23)
		Race	Black / Latinx	90.5%		(19 / 21)
			White / Other	88.1%		(171 / 194)
	14-15	All	All	92.1%		(176 / 191)
		ELL	Not ELL	92.1%		(175 / 190)
			ELL	100.0%		(1 / 1)
		Gender	Female	94.5%		(86 / 91)

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Lake Murray Elementary School	Number of Students
Social Studies	14-15	Gender	Male	90.0%		(90 / 100)
		InstrSetting	Not Special Ed	95.4%		(166 / 174)
			Special Ed	58.8%		(10 / 17)
		Race	Black / Latinx	92.3%		(12 / 13)
			White / Other	92.1%		(164 / 178)
	13-14	All	All	97.4%		(187 / 192)
		ELL	Not ELL	97.4%		(187 / 192)
		Gender	Female	95.1%		(78 / 82)
			Male	99.1%		(109 / 110)
		InstrSetting	Not Special Ed	98.9%		(172 / 174)
			Special Ed	83.3%		(15 / 18)
		Race	Black / Latinx	100.0%		(15 / 15)
			White / Other	97.2%		(172 / 177)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lake Murray Elementary School	Number of Students
Accelerated/ Eagles	21-22	All	All	17.6%		(69 / 391)
		ELL	Not ELL	16.8%		(58 / 345)
			ELL	23.9%		(11 / 46)
		Gender	Female	15.2%		(28 / 184)
			Male	19.8%		(41 / 207)
		InstrSetting	Not Special Ed	19.0%		(65 / 342)
			Special Ed	8.2%		(4 / 49)
		Race	Black / Latinx	7.0%		(5 / 71)
			White / Other	20.0%		(64 / 320)
	20-21	All	All	22.6%		(88 / 389)
		ELL	Not ELL	22.4%		(78 / 348)
			ELL	24.4%		(10 / 41)
		Gender	Female	21.2%		(38 / 179)
			Male	23.8%		(50 / 210)
		InstrSetting	Not Special Ed	24.4%		(85 / 348)
			Special Ed	7.3%		(3 / 41)
		Race	Black / Latinx	18.8%		(13 / 69)
			White / Other	23.4%		(75 / 320)
	19-20	All	All	26.3%		(105 / 399)
		ELL	Not ELL	25.5%		(94 / 368)
			ELL	35.5%		(11 / 31)
		Gender	Female	28.0%		(56 / 200)
			Male	24.6%		(49 / 199)
		InstrSetting	Not Special Ed	27.2%		(97 / 357)
			Special Ed	19.0%		(8 / 42)
		Race	Black / Latinx	12.5%		(8 / 64)
			White / Other	29.0%		(97 / 335)
	18-19	All	All	28.0%		(107 / 382)
		ELL	Not ELL	27.3%		(96 / 352)
			ELL	36.7%		(11 / 30)
		Gender	Female	25.0%		(47 / 188)
			Male	30.9%		(60 / 194)
		InstrSetting	Not Special Ed	29.8%		(102 / 342)
			Special Ed	12.5%		(5 / 40)
		Race	Black / Latinx	7.8%		(5 / 64)
			White / Other	32.1%		(102 / 318)
	17-18	All	All	27.2%		(97 / 357)
		ELL	Not ELL	27.3%		(92 / 337)
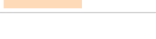
	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lake Murray Elementary School	Number of Students
Accelerated/ Eagles	17-18	ELL	ELL	26.3%		(5 / 19)
		Gender	Female	26.1%		(48 / 184)
			Male	28.3%		(49 / 173)
		InstrSetting	Not Special Ed	29.7%		(93 / 313)
			Special Ed	9.3%		(4 / 43)
		Race	Black / Latinx	8.8%		(5 / 57)
			White / Other	30.7%		(92 / 300)
	16-17	All	All	30.4%		(109 / 358)
		ELL	Not ELL	30.4%		(105 / 345)
			ELL	30.8%		(4 / 13)
		Gender	Female	31.0%		(52 / 168)
			Male	30.0%		(57 / 190)
		InstrSetting	Not Special Ed	33.4%		(104 / 311)
			Special Ed	10.6%		(5 / 47)
		Race	Black / Latinx	14.0%		(6 / 43)
			White / Other	32.7%		(103 / 315)
	15-16	All	All	29.4%		(99 / 337)
		ELL	Not ELL	29.5%		(97 / 329)
			ELL	25.0%		(2 / 8)
		Gender	Female	33.3%		(53 / 159)
			Male	25.8%		(46 / 178)
		InstrSetting	Not Special Ed	31.5%		(93 / 295)
			Special Ed	14.3%		(6 / 42)
		Race	Black / Latinx	20.6%		(7 / 34)
			White / Other	30.4%		(92 / 303)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Lake Murray Elementary School	Number of Students
Chronic Absences	21-22	All	All	12.6%		(115 / 916)
		ELL	Not ELL	12.6%		(105 / 831)
			ELL	11.8%		(10 / 85)
		Gender	Female	11.7%		(50 / 429)
			Male	13.3%		(65 / 487)
		InstrSetting	Not Special Ed	10.5%		(79 / 752)
			Special Ed	22.0%		(36 / 164)
		Race	Black / Latinx	18.4%		(26 / 141)
			White / Other	11.5%		(89 / 775)
	20-21	All	All	14.8%		(133 / 899)
		ELL	Not ELL	14.5%		(121 / 836)
			ELL	19.0%		(12 / 63)
		Gender	Female	14.1%		(58 / 411)
			Male	15.4%		(75 / 488)
		InstrSetting	Not Special Ed	13.9%		(102 / 734)
			Special Ed	18.8%		(31 / 165)
		Race	Black / Latinx	24.8%		(39 / 157)
			White / Other	12.7%		(94 / 742)
	19-20	All	All	11.7%		(107 / 918)
		ELL	Not ELL	11.5%		(102 / 885)
			ELL	15.2%		(5 / 33)
		Gender	Female	10.8%		(48 / 444)
			Male	12.4%		(59 / 474)
		InstrSetting	Not Special Ed	10.9%		(81 / 746)
			Special Ed	15.1%		(26 / 172)
		Race	Black / Latinx	16.9%		(26 / 154)
			White / Other	10.6%		(81 / 764)
	18-19	All	All	7.0%		(59 / 844)
		ELL	Not ELL	6.8%		(55 / 811)
			ELL	12.1%		(4 / 33)
		Gender	Female	4.2%		(16 / 382)
			Male	9.3%		(43 / 462)
		InstrSetting	Not Special Ed	4.8%		(33 / 681)
			Special Ed	16.0%		(26 / 163)
		Race	Black / Latinx	9.8%		(14 / 143)
			White / Other	6.4%		(45 / 701)
	17-18	All	All	7.1%		(56 / 784)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Lake Murray Elementary School	Number of Students
Chronic Absences	17-18	ELL	Not ELL	7.3%		(56 / 766)
			ELL	19.4%		(6 / 31)
		Gender	Female	6.8%		(26 / 382)
			Male	7.5%		(30 / 402)
		InstrSetting	Not Special Ed	4.6%		(31 / 675)
			Special Ed	16.2%		(18 / 111)
		Race	Black / Latinx	8.9%		(11 / 123)
			White / Other	6.8%		(45 / 661)
	16-17	All	All	7.1%		(55 / 770)
		ELL	Not ELL	7.0%		(52 / 741)
			ELL	10.3%		(3 / 29)
		Gender	Female	6.6%		(23 / 350)
			Male	7.6%		(32 / 420)
		InstrSetting	Not Special Ed	4.0%		(26 / 644)
			Special Ed	23.0%		(29 / 126)
		Race	Black / Latinx	13.5%		(14 / 104)
			White / Other	6.2%		(41 / 666)
	15-16	All	All	5.6%		(41 / 728)
		ELL	Not ELL	5.0%		(35 / 700)
			ELL	21.4%		(6 / 28)
		Gender	Female	5.3%		(18 / 339)
			Male	5.9%		(23 / 389)
		InstrSetting	Not Special Ed	3.2%		(19 / 595)
			Special Ed	16.5%		(22 / 133)
		Race	Black / Latinx	13.3%		(11 / 83)
			White / Other	4.7%		(30 / 645)
	14-15	All	All	6.2%		(42 / 678)
		ELL	Not ELL	6.0%		(39 / 651)
			ELL	8.0%		(2 / 25)
		Gender	Female	6.1%		(19 / 313)
			Male	6.3%		(23 / 365)
		InstrSetting	Not Special Ed	4.3%		(24 / 554)
			Special Ed	14.5%		(18 / 124)
		Race	Black / Latinx	18.1%		(13 / 72)
			White / Other	4.8%		(29 / 606)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lake Murray Elementary School	Number of Students
Referrals	21-22	All	All	6.0%		(55 / 915)
		ELL	Not ELL	6.0%		(50 / 830)
			ELL	5.9%		(5 / 85)
		Gender	Female	3.3%		(14 / 428)
			Male	8.4%		(41 / 487)
		InstrSetting	Not Special Ed	6.3%		(47 / 752)
			Special Ed	4.9%		(8 / 163)
		Race	Black / Latinx	8.6%		(10 / 116)
			White / Other	5.6%		(45 / 799)
	20-21	All	All	2.0%		(18 / 897)
		ELL	Not ELL	2.0%		(17 / 834)
			ELL	1.6%		(1 / 63)
		Gender	Female	1.0%		(4 / 409)
			Male	2.9%		(14 / 488)
		InstrSetting	Not Special Ed	1.8%		(13 / 734)
			Special Ed	3.1%		(5 / 163)
		Race	Black / Latinx	5.3%		(6 / 113)
			White / Other	1.5%		(12 / 784)
	19-20	All	All	3.6%		(33 / 918)
		ELL	Not ELL	3.4%		(29 / 860)
			ELL	6.9%		(4 / 58)
		Gender	Female	1.8%		(8 / 444)
			Male	5.3%		(25 / 474)
		InstrSetting	Not Special Ed	2.9%		(22 / 746)
			Special Ed	6.4%		(11 / 172)
		Race	Black / Latinx	3.5%		(4 / 114)
			White / Other	3.6%		(29 / 804)
	18-19	All	All	5.9%		(50 / 844)
		ELL	Not ELL	5.8%		(46 / 793)
			ELL	7.8%		(4 / 51)
		Gender	Female	2.4%		(9 / 382)
			Male	8.9%		(41 / 462)
		InstrSetting	Not Special Ed	6.3%		(43 / 681)
			Special Ed	4.3%		(7 / 163)
		Race	Black / Latinx	11.6%		(13 / 112)
			White / Other	5.1%		(37 / 732)
	17-18	All	All	5.3%		(43 / 812)
		ELL	Not ELL	5.0%		(38 / 764)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lake Murray Elementary School	Number of Students
Referrals	17-18	ELL	ELL	10.4%		(5 / 48)
		Gender	Female	3.6%		(14 / 392)
			Male	6.9%		(29 / 420)
		InstrSetting	Not Special Ed	5.2%		(36 / 689)
			Special Ed	5.7%		(7 / 123)
		Race	Black / Latinx	11.1%		(12 / 108)
			White / Other	4.4%		(31 / 704)
	16-17	All	All	4.4%		(34 / 770)
		ELL	Not ELL	4.3%		(32 / 741)
			ELL	6.9%		(2 / 29)
		Gender	Female	1.7%		(6 / 350)
			Male	6.7%		(28 / 420)
		InstrSetting	Not Special Ed	4.3%		(28 / 644)
			Special Ed	4.8%		(6 / 126)
		Race	Black / Latinx	10.6%		(11 / 104)
			White / Other	3.5%		(23 / 666)
	15-16	All	All	2.3%		(17 / 728)
		ELL	Not ELL	2.4%		(17 / 700)
			ELL	0.0%		(0 / 28)
		Gender	Female	0.9%		(3 / 339)
			Male	3.6%		(14 / 389)
		InstrSetting	Not Special Ed	2.4%		(14 / 595)
			Special Ed	2.3%		(3 / 133)
		Race	Black / Latinx	4.7%		(4 / 85)
			White / Other	2.0%		(13 / 643)
	14-15	All	All	3.2%		(22 / 678)
		ELL	Not ELL	3.2%		(21 / 653)
			ELL	4.0%		(1 / 25)
		Gender	Female	0.6%		(2 / 313)
			Male	5.5%		(20 / 365)
		InstrSetting	Not Special Ed	2.5%		(14 / 554)
			Special Ed	6.5%		(8 / 124)
		Race	Black / Latinx	5.6%		(4 / 72)
			White / Other	3.0%		(18 / 606)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lake Murray Elementary School	Number of Students
In School Suspensions	21-22	All	All	0.4%		(4 / 915)
		ELL	Not ELL	0.5%		(4 / 830)
			ELL	0.0%		(0 / 85)
		Gender	Female	0.5%		(2 / 428)
			Male	0.4%		(2 / 487)
		InstrSetting	Not Special Ed	0.5%		(4 / 752)
			Special Ed	0.0%		(0 / 163)
		Race	Black / Latinx	0.9%		(1 / 116)
			White / Other	0.4%		(3 / 799)
	20-21	All	All	0.2%		(2 / 897)
		ELL	Not ELL	0.2%		(2 / 834)
			ELL	0.0%		(0 / 63)
		Gender	Female	0.2%		(1 / 409)
			Male	0.2%		(1 / 488)
		InstrSetting	Not Special Ed	0.3%		(2 / 734)
			Special Ed	0.0%		(0 / 163)
		Race	Black / Latinx	0.0%		(0 / 113)
			White / Other	0.3%		(2 / 784)
	19-20	All	All	0.3%		(3 / 918)
		ELL	Not ELL	0.3%		(3 / 860)
			ELL	0.0%		(0 / 58)
		Gender	Female	0.0%		(0 / 444)
			Male	0.6%		(3 / 474)
		InstrSetting	Not Special Ed	0.3%		(2 / 746)
			Special Ed	0.6%		(1 / 172)
		Race	Black / Latinx	0.9%		(1 / 114)
			White / Other	0.2%		(2 / 804)
	18-19	All	All	1.7%		(14 / 844)
		ELL	Not ELL	1.8%		(14 / 793)
			ELL	0.0%		(0 / 51)
		Gender	Female	0.8%		(3 / 382)
			Male	2.4%		(11 / 462)
		InstrSetting	Not Special Ed	1.9%		(13 / 681)
			Special Ed	0.6%		(1 / 163)
		Race	Black / Latinx	3.6%		(4 / 112)
			White / Other	1.4%		(10 / 732)
	17-18	All	All	0.6%		(5 / 812)
		ELL	Not ELL	0.4%		(3 / 764)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lake Murray Elementary School	Number of Students
In School Suspensions	17-18	ELL	ELL	4.2%		(2 / 48)
		Gender	Female	0.0%		(0 / 392)
			Male	1.2%		(5 / 420)
		InstrSetting	Not Special Ed	0.6%		(4 / 689)
			Special Ed	0.8%		(1 / 123)
		Race	Black / Latinx	0.9%		(1 / 108)
			White / Other	0.6%		(4 / 704)
	16-17	All	All	0.5%		(4 / 770)
		ELL	Not ELL	0.5%		(4 / 741)
			ELL	0.0%		(0 / 29)
		Gender	Female	0.3%		(1 / 350)
			Male	0.7%		(3 / 420)
		InstrSetting	Not Special Ed	0.5%		(3 / 644)
			Special Ed	0.8%		(1 / 126)
		Race	Black / Latinx	1.0%		(1 / 104)
			White / Other	0.5%		(3 / 666)
	15-16	All	All	0.0%		(0 / 728)
		ELL	Not ELL	0.0%		(0 / 700)
			ELL	0.0%		(0 / 28)
		Gender	Female	0.0%		(0 / 339)
			Male	0.0%		(0 / 389)
		InstrSetting	Not Special Ed	0.0%		(0 / 595)
			Special Ed	0.0%		(0 / 133)
		Race	Black / Latinx	0.0%		(0 / 85)
			White / Other	0.0%		(0 / 643)
	14-15	All	All	0.9%		(6 / 678)
		ELL	Not ELL	0.9%		(6 / 653)
			ELL	0.0%		(0 / 25)
		Gender	Female	0.3%		(1 / 313)
			Male	1.4%		(5 / 365)
		InstrSetting	Not Special Ed	0.7%		(4 / 554)
			Special Ed	1.6%		(2 / 124)
		Race	Black / Latinx	0.0%		(0 / 72)
			White / Other	1.0%		(6 / 606)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lake Murray Elementary School	Number of Students
Out of School Suspensions	21-22	All	All	2.0%		(18 / 915)
		ELL	Not ELL	1.8%		(15 / 830)
			ELL	3.5%		(3 / 85)
		Gender	Female	0.7%		(3 / 428)
			Male	3.1%		(15 / 487)
		InstrSetting	Not Special Ed	2.0%		(15 / 752)
			Special Ed	1.8%		(3 / 163)
		Race	Black / Latinx	4.3%		(5 / 116)
			White / Other	1.6%		(13 / 799)
	20-21	All	All	0.7%		(6 / 897)
		ELL	Not ELL	0.6%		(5 / 834)
			ELL	1.6%		(1 / 63)
		Gender	Female	0.0%		(0 / 409)
			Male	1.2%		(6 / 488)
		InstrSetting	Not Special Ed	0.5%		(4 / 734)
			Special Ed	1.2%		(2 / 163)
		Race	Black / Latinx	1.8%		(2 / 113)
			White / Other	0.5%		(4 / 784)
	19-20	All	All	1.5%		(14 / 918)
		ELL	Not ELL	1.4%		(12 / 860)
			ELL	3.4%		(2 / 58)
		Gender	Female	0.7%		(3 / 444)
			Male	2.3%		(11 / 474)
		InstrSetting	Not Special Ed	1.2%		(9 / 746)
			Special Ed	2.9%		(5 / 172)
		Race	Black / Latinx	0.0%		(0 / 114)
			White / Other	1.7%		(14 / 804)
	18-19	All	All	2.3%		(19 / 844)
		ELL	Not ELL	2.1%		(17 / 793)
			ELL	3.9%		(2 / 51)
		Gender	Female	0.5%		(2 / 382)
			Male	3.7%		(17 / 462)
		InstrSetting	Not Special Ed	2.1%		(14 / 681)
			Special Ed	3.1%		(5 / 163)
		Race	Black / Latinx	4.5%		(5 / 112)
			White / Other	1.9%		(14 / 732)
	17-18	All	All	2.5%		(20 / 812)
		ELL	Not ELL	2.1%		(16 / 764)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lake Murray Elementary School	Number of Students
Out of School Suspensions	17-18	ELL	ELL	8.3%		(4 / 48)
		Gender	Female	1.0%		(4 / 392)
			Male	3.8%		(16 / 420)
		InstrSetting	Not Special Ed	2.3%		(16 / 689)
			Special Ed	3.3%		(4 / 123)
		Race	Black / Latinx	3.7%		(4 / 108)
			White / Other	2.3%		(16 / 704)
	16-17	All	All	2.9%		(22 / 770)
		ELL	Not ELL	2.8%		(21 / 741)
			ELL	3.4%		(1 / 29)
		Gender	Female	0.9%		(3 / 350)
			Male	4.5%		(19 / 420)
		InstrSetting	Not Special Ed	2.8%		(18 / 644)
			Special Ed	3.2%		(4 / 126)
		Race	Black / Latinx	6.7%		(7 / 104)
			White / Other	2.3%		(15 / 666)
	15-16	All	All	1.1%		(8 / 728)
		ELL	Not ELL	1.1%		(8 / 700)
			ELL	0.0%		(0 / 28)
		Gender	Female	0.9%		(3 / 339)
			Male	1.3%		(5 / 389)
		InstrSetting	Not Special Ed	1.0%		(6 / 595)
			Special Ed	1.5%		(2 / 133)
		Race	Black / Latinx	2.4%		(2 / 85)
			White / Other	0.9%		(6 / 643)
	14-15	All	All	1.0%		(7 / 678)
		ELL	Not ELL	0.9%		(6 / 653)
			ELL	4.0%		(1 / 25)
		Gender	Female	0.0%		(0 / 313)
			Male	1.9%		(7 / 365)
		InstrSetting	Not Special Ed	0.9%		(5 / 554)
			Special Ed	1.6%		(2 / 124)
		Race	Black / Latinx	1.4%		(1 / 72)
			White / Other	1.0%		(6 / 606)

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			57	86.0%		
	18-19			52	96.2%		
	21-22						
My non-instructional duties do not interfere with my essential role of educating students.	21-22						
	20-21			57	86.0%		
	18-19			52	96.2%		
I have access to reliable communication technology, including phone, fax, and e-mail.	21-22			57	100.0%		
	20-21			57	98.2%		
	18-19			52	100.0%		
I feel supported by administrators at my school.	21-22			57	100.0%		
	20-21			57	98.3%		
	18-19			52	100.0%		
The faculty and staff at my school have a shared vision.	21-22			57	100.0%		
	20-21			57	98.2%		
	18-19			52	100.0%		
I am familiar with local, state, and national policies and how they affect teaching and learning.	21-22			57	98.2%		
	20-21			57	98.2%		
	18-19			52	100.0%		
Local, state, or national policies assist me in meeting the educational needs of my students.	21-22			57	100.0%		
	20-21			57	89.5%		
	18-19			52	100.0%		
The school leadership makes a sustained effort to address teacher concerns.	21-22			57	100.0%		
	20-21			57	98.2%		
	18-19			52	100.0%		
My decisions in areas such as instruction and student progress are supported.	21-22			57	100.0%		
	20-21			57	98.2%		

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			52	98.0%		
Teachers at my school are encouraged to develop innovative solutions to problems.	21-22			57	100.0%		
	20-21			57	98.3%		
	18-19			52	100.0%		
I feel comfortable raising issues and concerns that are important to me.	21-22			57	100.0%		
	20-21			57	96.5%		
	18-19			52	100.0%		
Sufficient resources are available to allow teachers to take advantage of professional development activities.	21-22			57	100.0%		
	20-21			57	94.7%		
	18-19			52	100.0%		
My class sizes allow me to meet the educational needs of my students.	21-22			57	89.5%		
	20-21			57	84.2%		
	18-19			52	96.2%		
I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	21-22			57	100.0%		
	20-21			57	96.5%		
	18-19			52	100.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
HOME-SCHOOL RELATIONS							
I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	21-22	329	93.9%			30	96.7%
	20-21	117	90.6%	57	98.2%	246	85.0%
	18-19	126	93.6%	52	100.0%	71	74.7%
My parent knows what I am expected to learn in school.	21-22	332	94.3%			36	97.2%
	20-21	122	95.1%			247	93.1%
	18-19	125	94.4%			70	80.0%
My parent knows how well I am doing in school.	21-22	332	98.5%				
	20-21	123	97.6%				
	18-19	126	100.0%				
My school informs parents about school programs and activities.	21-22	330	96.9%	57	100.0%		
	20-21	120	96.7%	57	98.3%		
	18-19	126	98.5%	52	100.0%		
Parents at my school know their children's homework assignments.	21-22	321	87.8%	57	100.0%		
	20-21	112	84.8%	57	98.2%		
	18-19	126	90.4%	52	98.0%		
My parent helps me with my homework when I need it.	21-22	318	89.3%				
	20-21	116	88.8%				
	18-19	126	94.4%				
Parents are welcomed at my school.	21-22	327	95.1%				
	20-21	112	91.1%				
	18-19	126	100.0%				
Parents volunteer and participate in activities at my school.	21-22	332	89.8%	56	100.0%		
	20-21	109	87.2%	57	42.1%		
	18-19	126	96.0%	52	100.0%		
My child's teachers contact me to say good things about my child.	21-22					36	88.9%
	20-21					247	94.7%
	18-19					70	84.3%
My child's teachers tell me how I can help my child learn.	21-22					36	97.2%
	20-21					245	93.1%
	18-19					70	84.3%

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My child's teachers invite me to visit my child's classrooms during the school day.	21-22					36	100.0%
	20-21					245	94.3%
	18-19					71	66.2%
My child's school returns my phone calls or e-mails promptly.	21-22					36	91.7%
	20-21					245	89.8%
	18-19					70	87.1%
Parents are involved in school decisions.	21-22			57	96.5%		
	20-21			57	84.2%	247	95.6%
	18-19			52	100.0%	69	81.2%
My child's school considers changes based on what parents say.	21-22					33	87.8%
	20-21					247	66.4%
	18-19					70	71.4%
My child's school schedules activities at times that I can attend.	21-22					33	87.8%
	20-21					247	73.3%
	18-19					71	84.6%
My child's school treats all students fairly.	21-22					36	100.0%
	20-21					247	95.9%
	18-19					71	83.1%
The principal at my child's school is available and welcoming.	21-22					36	97.3%
	20-21					247	89.1%
	18-19					71	88.8%
Parents at my school are aware of school policies.	21-22			57	100.0%		
	20-21			57	98.3%		
	18-19			52	100.0%		
Parents at my school understand the school's instructional programs.	21-22			57	100.0%		
	20-21			57	98.2%		
	18-19			52	100.0%		
Parents at my school support instructional decisions regarding their children.	21-22			57	100.0%		
	20-21			57	98.2%		
	18-19			52	100.0%		
Parents attend conferences requested by teachers at my school.	21-22			57	100.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
Parents attend conferences requested by teachers at my school.	20-21			57	98.2%		
	18-19			52	100.0%		
Parents at my school cooperate regarding discipline problems.	21-22			57	100.0%		
	20-21			57	94.7%		
	18-19			52	100.0%		
Parents attend school meetings and other school events.	21-22			57	100.0%		
	20-21			57	87.7%		
	18-19			52	100.0%		

LEARNING ENVIRONMENT

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	21-22	326	95.1%	57	100.0%	37	91.9%
	20-21	122	92.6%	57	98.3%	247	79.7%
	18-19	125	94.4%	52	100.0%	70	97.2%
My classes are challenging (not too easy; they make me think).	21-22	328	79.3%	57	100.0%	36	91.6%
	20-21	125	69.6%	57	98.3%	247	95.2%
	18-19	126	71.5%	52	98.1%	71	94.4%
My teachers want me to understand what I am learning, not just remember facts.	21-22	332	97.3%	57	100.0%		
	20-21	126	92.8%	57	98.3%		
	18-19	126	97.6%	52	98.1%		
My teachers expect students to learn.	21-22	331	98.8%	57	100.0%	37	97.3%
	20-21	126	98.4%	57	98.2%	247	98.0%
	18-19	126	98.4%	52	98.1%	69	95.6%
My teachers expect students to behave.	21-22	330	98.8%				
	20-21	126	100.0%				
	18-19	126	100.0%				
My teachers spend enough time helping me learn.	21-22	331	96.1%	57	100.0%		
	20-21	124	92.7%	57	96.5%		
	18-19	126	96.9%	52	100.0%		
My teachers help students when they do not understand something.	21-22	333	97.3%	57	100.0%	35	97.1%
	20-21	126	98.4%	57	96.5%	247	93.6%
	18-19	126	100.0%	52	98.1%	69	88.4%
My teachers do a good job teaching me mathematics.	21-22	334	98.2%				
	20-21	126	92.1%				
	18-19	126	96.1%				
My teachers do a good job teaching me English language arts.	21-22	328	97.9%				
	20-21	125	94.4%				
	18-19	125	99.2%				
My teachers give tests on what I learn in class.	21-22	333	98.2%				
	20-21	126	97.6%				
	18-19	126	99.2%				

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	307	86.6%			32	90.6%
	20-21	123	70.7%			247	89.4%
	18-19	125	92.8%			71	93.0%
My classes are interesting and fun.	21-22	328	86.6%				
	20-21	123	81.3%				
	18-19	125	87.2%				
Students at my school believe they can do good work.	21-22	315	94.0%				
	20-21	118	95.7%				
	18-19	125	88.0%				
My teachers praise students when they do good work.	21-22	329	90.9%				
	20-21	123	82.1%				
	18-19	125	88.0%				
Work done by students can be seen on the walls of my school.	21-22	326	93.8%				
	20-21	119	92.4%				
	18-19	125	92.0%				
The textbooks and workbooks I use at my school really help me to learn.	21-22	329	92.7%				
	20-21	122	82.8%				
	18-19	125	84.8%				
The media center at my school has a good selection of books.	21-22	327	95.1%	57	100.0%		
	20-21	119	95.8%	57	96.5%		
	18-19	125	96.0%	52	100.0%		
I use computers and other technology at my school to help me learn.	21-22	333	98.5%	57	100.0%		
	20-21	121	98.4%	57	98.3%		
	18-19	125	97.6%	52	98.1%		
Teachers at my school effectively implement the State Curriculum Standards.	21-22			57	100.0%		
	20-21			57	98.2%		
	18-19			52	98.1%		
Student assessment information is effectively used by teachers to plan instruction.	21-22			57	100.0%		
	20-21			57	98.3%		
	18-19			52	96.2%		
My school offers effective programs for students with disabilities.	21-22			57	100.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My school offers effective programs for students with disabilities.	20-21			57	94.8%		
	18-19			52	98.0%		
Instructional strategies are used to meet the needs of academically gifted students.	21-22			57	100.0%		
	20-21			57	96.5%		
	18-19			52	98.1%		
The level of teacher and staff morale is high at my school.	21-22			57	100.0%		
	20-21			57	94.7%		
	18-19			52	100.0%		
Teachers respect each other at my school.	21-22			57	100.0%		
	20-21			57	96.5%		
	18-19			52	100.0%		
Teachers at my school are recognized and appreciated for good work.	21-22			57	98.3%		
	20-21			57	96.5%		
	18-19			52	100.0%		
Students at my school are motivated and interested in learning.	21-22			57	100.0%		
	20-21			57	98.2%		
	18-19			52	100.0%		
There are sufficient materials and supplies available for classroom and instructional use.	21-22			57	100.0%		
	20-21			57	96.5%		
	18-19			52	100.0%		
Our school has sufficient computers for instructional use.	21-22			57	100.0%		
	20-21			57	96.5%		
	18-19			52	88.5%		
There are relevant professional development opportunities offered to teachers at my school.	21-22			57	100.0%		
	20-21			57	94.7%		
	18-19			52	100.0%		
The school administration communicates clear instructional goals for the school.	21-22			57	100.0%		
	20-21			57	96.5%		
	18-19			52	100.0%		
The school administration sets high standards for students.	21-22			57	100.0%		
	20-21			57	98.3%		

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	100.0%		
The school administration has high expectations for teacher performance.	21-22			57	100.0%		
	20-21			57	98.2%		
	18-19			52	100.0%		
The school administration provides effective instructional leadership.	21-22			57	100.0%		
	20-21			57	98.2%		
	18-19			52	100.0%		
Student assessment information is used to set goals and plan programs for my school.	21-22			57	100.0%		
	20-21			57	96.5%		
	18-19			52	100.0%		
Teacher evaluation at my school focuses on instructional improvement.	21-22			57	100.0%		
	20-21			57	94.8%		
	18-19			52	100.0%		
School administrators visit classrooms to observe instruction.	21-22			57	96.5%		
	20-21			57	89.4%		
	18-19			52	100.0%		
The school administration arranges for collaberative planning and decision making.	21-22			57	100.0%		
	20-21			57	94.7%		
	18-19			52	100.0%		

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	327	95.7%	57	100.0%	36	91.7%
	20-21	121	95.8%	57	100.0%		
	18-19	126	96.9%	52	100.0%	71	94.4%
The grounds around my school are kept clean.	21-22	328	95.8%	57	100.0%		
	20-21	121	95.0%	57	98.3%		
	18-19	126	93.6%	52	100.0%		
The hallways at my school are kept clean.	21-22	329	97.2%	57	100.0%	36	100.0%
	20-21	121	99.1%	57	98.3%	247	89.1%
	18-19	126	92.9%	52	100.0%	71	92.9%
The bathrooms at my school are kept clean.	21-22	327	77.7%	57	100.0%		
	20-21	119	69.0%	57	96.5%		
	18-19	126	76.9%	52	100.0%		
Broken things at my school get fixed.	21-22	325	95.4%	57	100.0%		
	20-21	120	95.9%	57	98.3%		
	18-19	126	96.1%	52	100.0%		
There is enough room for students to learn at my school.	21-22	327	97.8%	57	100.0%		
	20-21	120	91.7%	57	93.0%		
	18-19	126	99.2%	52	100.0%		
Students at my school behave well in class.	21-22	326	75.8%	57	100.0%		
	20-21	120	83.3%	57	96.5%	247	97.6%
	18-19	126	75.3%	51	100.0%	71	85.9%
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	21-22	323	78.9%	57	100.0%		
	20-21	120	83.4%	57	98.3%		
	18-19	126	72.3%	52	100.0%		
Students at my school know the rules and what happens when students break the rules.	21-22	326	96.3%	57	100.0%		
	20-21	121	93.4%	57	98.3%		
	18-19	126	92.9%	52	100.0%		
The rules about how students should behave in my school are fair.	21-22	320	95.7%	57	100.0%		
	20-21	122	91.0%	57	98.3%		
	18-19	126	93.7%	52	100.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The rules for behavior are enforced at my school.	21-22	321	93.1%	57	100.0%		
	20-21	121	90.1%	57	96.5%		
	18-19	126	93.6%	51	100.0%		
I feel safe at my school before and after school hours.	21-22	327	97.0%	57	100.0%		
	20-21	121	93.4%	57	98.3%		
	18-19	126	96.8%	52	98.1%		
I feel safe at my school during the school day.	21-22	331	97.0%	57	100.0%	36	94.4%
	20-21	122	95.1%	57	96.5%	247	77.7%
	18-19	126	96.8%	52	100.0%	71	97.2%
I feel safe going to or coming from my school.	21-22	331	97.9%	57	100.0%		
	20-21	121	100.0%	57	98.2%		
	18-19	126	97.7%	52	100.0%		
Students from different backgrounds get along well at my school.	21-22	322	92.2%	57	100.0%		
	20-21	122	96.7%	57	98.2%		
	18-19	126	91.3%	52	100.0%		
Teachers and students get along well with each other at my school.	21-22	330	94.0%	57	100.0%		
	20-21	124	97.6%	57	98.3%		
	18-19	126	96.8%	52	100.0%		
Teachers work together to help students at my school.	21-22	330	97.6%	57	100.0%		
	20-21	124	100.0%	57	98.3%		
	18-19	126	99.2%	52	98.1%		
**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	317	33.7%	57	3.5%		
	20-21	122	21.3%	57	5.3%		
	18-19	126	32.5%	52	5.8%		
**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	320	26.2%				
	20-21	122	15.6%				
	18-19	126	22.2%				
**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	327	4.9%	57	3.5%		
	20-21	122	5.0%	57	3.5%		
	18-19	126	4.0%	52	3.8%		

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	319	13.2%				
	20-21	123	3.2%				
	18-19	126	4.8%				
		**(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	326	6.7%				
	20-21	124	4.8%				
	18-19	126	1.6%				
Adults at my school prevent bullying from happening.	21-22	323	90.8%	57	98.2%	32	90.6%
	20-21	125	91.2%	57	94.7%	246	58.9%
	18-19	126	91.2%	52	100.0%	70	78.5%
I can always go to adults at my school if I am being bullied.	21-22	325	93.5%				
	20-21	125	97.6%				
	18-19	126	96.1%				
An adult at my school has talked to me about bullying.	21-22	326	83.7%				
	20-21	123	84.6%				
	18-19	126	79.3%				
My child's teachers care about my child as an individual.	21-22					28	92.8%
	20-21					247	98.4%
	18-19					71	92.9%
My child's school has an anti-bullying program to prevent or deal with bullying.	21-22					28	92.8%
	20-21					247	93.5%
	18-19					71	54.9%
The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.	21-22						
	20-21						
	18-19					53	28.3%
During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	21-22						
	20-21						
	18-19					53	24.5%
I recommend that all parents/guardians attend IGP conferences with their children.	21-22						
	20-21						
	18-19					52	30.8%

Executive Summary of Needs Assessment Data Findings

School Name: Lake Murray Elementary

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

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

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

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

| **Student Achievement** Primary School (K - 2) Student Elementary/ Middle School (3 - 8) Student High School (9 - 12) Student | At Lake Murray Elementary School, we had 54% of our students demonstrating readiness of the KRA assessment with only a 4.4% difference between language and literacy skills and mathematics. We are continuing to see the trend of students entering 5K without a preschool experience. Therefore, teachers are not only instructing students on foundational skills such as letters, phonemic awareness, and numbers, but also modeling and explicitly teaching students how to problem solve, communicate, and collaborate with their classmates. In terms of our 1st grade and 2nd grade students being "on track" as they progress to 2nd and 3rd grade, we were pleased with the alignment in percentages between English Language Arts (ELA) and mathematics. When reviewing our 3rd-5th SC Ready data, we are targeting ELA, with a goal this year of 80% of our students scoring Met or Exceeds. To support literacy growth of all students, teachers are engaged in professional development around text demands, writing small groups, and school based coaching labs. The impact of this professional development is monitored through learning walks, classroom observations, as well as the progress of the students' growth targets on the teachers' SLO. A subgroup that we have a focus on, in regards to closing the achievement gap, are the students in special education for reading. Throughout the year, we have engaged in professional development with our special education teachers, administration, literacy coach, and district |

Executive Summary of Needs Assessment Data Findings

	curriculum specialist. We are continuously analyzing the data from progress monitoring, running records, and IReady school benchmarks to ensure the strategies we are implementing instructionally are impacting the growth of these students. Our goals for our students in special education for reading center around increasing their running records by three text levels as well as having 40% of our students in 3rd-5th grade score Met on SC Ready in ELA.
Teacher/Administrator Quality	At Lake Murray Elementary, we are very proud of the data from our school report card in which the percent satisfied with the learning environment, social and physical environment, school home relations, school safety before and after hours, and the rules for behavior are all 100%. We currently have seven teachers who hold their National Board Certification, and are pleased to note we have increased our average to 94.6% of teachers returning from the previous year (over a three year average). Our teacher attendance did decline last year to 95.1%, and we are working diligently on improving teacher attendance to what it was prior to the pandemic.
School Climate	As part of our school based work plan, we are focusing this year on leveraging the structure of the school wide behavioral matrix and expectations to ensure all students have a safe environment for learning to occur. At the beginning of the school year, all staff explicitly taught the LMES behavior matrix that outlines how students are to Be Safe, Be Respectful and Be Responsible throughout the building. To create a positive climate within the classroom, teachers are using the structures of morning meeting and closing circle as well as the Lexington School District One Powerskills of Integrity, Perseverance, Critical Thinking, Communication, Accountability, Interpersonal Skills, Willingness to Take Risks and Collaboration. Through our learning walks and observations, we have documented that the intentional focus on both the behavior matrix and Powerskills is evident on our campus. Furthermore, Student Survey results showed students responding positively to the following statements: 95.1% are satisfied with the learning environment, 95.7% are satisfied with the social and physical environment, and 93.9% are satisfied with home-school relations. Our goal is, always, for students to feel that they are safe and cared for at Lake Murray Elementary.

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	93.7%	95.6%	97.6%	90.6%	92.6%	94.6%
			(Actual)	89.6%	86.6%	77.7%	79.7%	
	% of students meeting or exceeding standard on SC READY ELA will increase annually by 2 points.	Grades 3-5	70.9%	72.9%	74.9%	70.0%	72.0%	74.0%
			(Actual)	75.1%		69.8%	77.1%	
	% of students meeting or exceeding standard on SC READY Math will increase annually by 2 points.	Grades 3-5	76.8%	78.8%	80.8%	82.8%	84.8%	86.8%
			(Actual)	80.0%		73.5%	78.9%	
	% of students in Tier 2 or Tier 3 interventions for math and/or reading will decrease annually by 1 point.	Grades K-5	4.1%	3.0%	2.0%	7.5%	6.5%	5.4%
			(Actual)	3.7%	9.4%	13.6%	14.3%	

Action Plan for Performance Goal 1:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal	None	n/a	Tiered system of support matrix
2. With support from the district's central services, implement a research-based instructional model in mathematics and language arts that increases student success in literacy and numeracy.	May 2018 - June 2019	ELA Coordinator, Math Coordinator, ELA and Math Leadership Teams	None	n/a	Professional learning experiences for teachers and administrators, classroom observations, student achievement data review, teacher reflection data
3. Research the impact of time, space and place on student achievement and make recommendations for learner-centered scheduling decisions.	May 2018 - December 2018	Principal, Secondary Director, Elementary Director	None	n/a	Scheduling recommendations for 2019-2020
4. Expand intervention approaches for all students using varied methods of service.	May 2018 – June 2019	RTI Coordinator, Lead Interventionist, Special Education Coordinators, GT Coordinator	None	n/a	Scheduling recommendations for 2019-2020Student 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	0.512	0.541	0.571	0.711	0.762	0.791
			(Actual)	0.304	0.475	0.732	0.327	

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	34.5%	35.4%	36.4%	37.4%	39.2%	40.1%
			(Actual)	45.0%		38.2%	49.3%	
	% scoring Exceeds on SC READY Math subject test will increase by 1 point annually	Grades 3-5	45.8%	46.7%	47.7%	48.7%	49.7%	50.7%
			(Actual)	46.6%		39.6%	47.2%	
	% scoring Exceeds on SCPASS Science subject test will increase by 1 point annually	Grades 4-5	28.6%	29.5%	30.5%	31.5%	32.5%	33.5%
			(Actual)	36.3%		30.6%	36.8%	
	% scoring Exceeds on SCPASS Social Studies subject test will increase by 1 point annually	Grades 4-5	69.4%	70.3%	71.3%	62.1%	63.1%	64.0%
			(Actual)	64.3%				

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	6.9%	6.3%	5.8%	5.3%	4.8%	4.3%
			(Actual)	6.0%	10.3%	13.1%	10.6%	
	% of students with 3 or more discipline referrals will decrease by 0.5 points annually.	Grades K-5	1.4%	0.8%	0.3%	0.0%	0.0%	0.0%
			(Actual)	1.8%	0.6%	0.3%	0.7%	
	SC READY equity indices for minority groups will increase by 0.03 annually.	Grades 3-5	0.795	0.824	0.854	0.884	0.914	0.944
			(Actual)	0.833		0.814	0.794	

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		98.1%	98.0%	98.0%	100.0%	98.0%	98.0%
			(Actual)	100.0%		94.7%	100.0%	
	Positive responses to the SCDE survey item "Teachers at my school are encouraged to develop innovative solutions to problems." will reach 98% by 2021		100.0%	98.0%	98.0%	98.0%	98.0%	98.0%
			(Actual)	100.0%		98.3%	100.0%	

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

Lake Murray Elementary School

11/9/2022 2:55:52 PM

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.		91.8%	93.4%	95.0%	95.0%	95.0%	95.0%
			(Actual)	96.0%		95.8%	95.3%	
	% of positive student and parent responses on the state survey metric "I am satisfied with home/school relations at my school" will reach 95% by 2019-20.		91.3%	93.1%	95.0%	95.0%	95.0%	95.0%
			(Actual)	86.8%		86.8%	94.1%	

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