School Renewal Plan Cover Page

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

School Name:	Lakeside Middle
SIDN:	3201010
Plan Submission:	School utilizes Cognia
Grade Span:	6 To 8
District:	Lexington 01
Address 1:	455 Old Cherokee Road
Address 2:	
City:	Lexington, SC
Zip Code:	29072
School Renewal Plan Contact Person:	Mr. Casey B. Calhoun
School Plan Contact Phone:	803-821-3701
School Plan E-mail Address:	cbcalhoun@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	Signature	4-11-23 Date
Principal		
Casey B. Calhoun Printed Name	Signature	3/14/23 Date
Chairperson, District Board of Trustees		
Anne Marie Green Printed Name	Signature	4-11-23 Date
Chairperson, School Improvement Council		
Jennifer Stork Printed Name	Signature	3/16/23 Date
School Read To Succeed Literacy Leadership Team Lead		
Cassie Herritage Printed Name	Signature	3/16/23 Date

Assurances for School Renewal Plan

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))	
N/A	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	**Staff Development** The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
Yes	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

N/A	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
Yes	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
Yes	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan.
A participant for each numbered position is required.

	Position	Name
1.	**Principal**	Casey B. Calhoun
2.	**Teacher**	Dr. Liza Speece
3.	**Parent/Guardian**	Georgia Kopenhaver
4.	**Community Member**	Terrence Darby
5.	**Paraprofessional**	Laura McCombs
6.	**School Improvement Council Member**	Jennifer Stork
7.	**Read to Succeed Reading Coach**	Dr. Jessica Vicari
8.	**School Read To Succeed Literacy Leadership Team Lead**	Cassie Herritage
9.	**School Read To Succeed Literacy Leadership Team Member**	Ivey Homer
	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*)	

Table of Contents

Vision and Mission

System Commitments

Needs Assessment Data

Executive Summary of Needs Assessment Data Findings

Performance Goals and Action Plans

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.

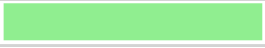
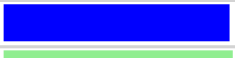
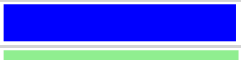
1. All students, regardless of circumstances, advance on time, prepared to graduate and ready to enter college, the military or industry with certification.

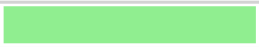
2. Teaching and learning develop power skills in all students.

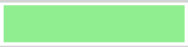
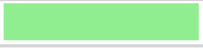
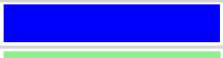
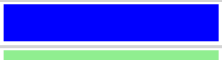
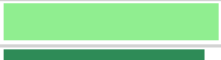
3. Our schools are service-oriented centers of learning, committed to family and community partnerships.

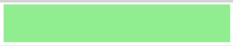
4. Every adult will be equipped with the skills and resources necessary to advocate for and ensure the success of all students.

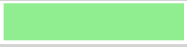
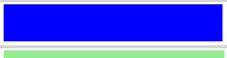
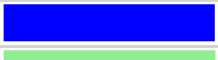
LMS 2021-22 Report Card

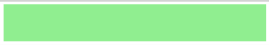
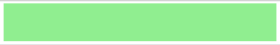
	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Lexington Middle School	Number of Students
ELA	21-22	All	All	56.3%		(348 / 618)
		ELL	Not ELL	57.9%		(344 / 594)
			ELL	16.7%		(4 / 24)
		Gender	Female	60.2%		(180 / 299)
			Male	52.7%		(168 / 319)
		InstrSetting	Not Special Ed	62.9%		(331 / 526)
			Special Ed	18.5%		(17 / 92)
		Race	Black / Latinx	34.2%		(41 / 120)
			White / Other	61.6%		(307 / 498)
	20-21	All	All	57.0%		(320 / 561)
		ELL	Not ELL	58.0%		(317 / 547)
			ELL	21.4%		(3 / 14)
		Gender	Female	59.4%		(158 / 266)
			Male	54.9%		(162 / 295)
		InstrSetting	Not Special Ed	62.0%		(300 / 484)
			Special Ed	26.0%		(20 / 77)
		Race	Black / Latinx	28.0%		(28 / 100)
			White / Other	63.3%		(292 / 461)
	18-19	All	All	61.5%		(619 / 1007)
		ELL	Not ELL	62.6%		(608 / 972)
			ELL	31.4%		(11 / 35)
		Gender	Female	68.4%		(329 / 481)
			Male	55.1%		(290 / 526)
		InstrSetting	Not Special Ed	65.7%		(597 / 909)
			Special Ed	22.4%		(22 / 98)
		Race	Black / Latinx	38.8%		(69 / 178)
			White / Other	66.3%		(550 / 829)
	17-18	All	All	50.5%		(477 / 944)
		ELL	Not ELL	51.3%		(465 / 906)
			ELL	31.6%		(12 / 38)
		Gender	Female	60.3%		(269 / 446)
			Male	41.8%		(208 / 498)
		InstrSetting	Not Special Ed	54.7%		(464 / 849)
			Special Ed	13.7%		(13 / 95)
		Race	Black / Latinx	34.4%		(64 / 186)
			White / Other	54.5%		(413 / 758)
	16-17	All	All	52.1%		(441 / 847)
		ELL	Not ELL	52.6%		(435 / 827)
			ELL	30.0%		(67 / 20)

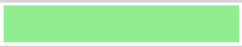
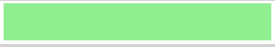
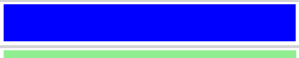
	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Lexington Middle School	Number of Students
ELA	16-17	Gender	Female	59.8%		(241 / 403)
			Male	45.0%		(200 / 444)
		InstrSetting	Not Special Ed	56.8%		(425 / 748)
			Special Ed	16.2%		(16 / 99)
		Race	Black / Latinx	27.7%		(38 / 137)
			White / Other	56.8%		(403 / 710)
	15-16	All	All	55.8%		(464 / 831)
		ELL	Not ELL	56.5%		(459 / 813)
			ELL	27.8%		(5 / 18)
		Gender	Female	63.3%		(245 / 387)
			Male	49.3%		(219 / 444)
		InstrSetting	Not Special Ed	61.4%		(451 / 735)
			Special Ed	13.5%		(13 / 96)
		Race	Black / Latinx	30.8%		(40 / 130)
			White / Other	60.5%		(424 / 701)

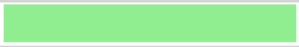
	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Lexington Middle School	Number of Students
Math	21-22	All	All	39.4%		(244 / 619)
		ELL	Not ELL	40.5%		(241 / 595)
			ELL	12.5%		(3 / 24)
		Gender	Female	38.2%		(115 / 301)
			Male	40.6%		(129 / 318)
		InstrSetting	Not Special Ed	45.5%		(239 / 525)
			Special Ed	5.3%		(5 / 94)
		Race	Black / Latinx	17.6%		(21 / 119)
			White / Other	44.6%		(223 / 500)
	20-21	All	All	43.0%		(242 / 563)
		ELL	Not ELL	43.7%		(240 / 549)
			ELL	14.3%		(2 / 14)
		Gender	Female	41.9%		(112 / 267)
			Male	43.9%		(130 / 296)
		InstrSetting	Not Special Ed	47.7%		(232 / 486)
			Special Ed	13.0%		(10 / 77)
		Race	Black / Latinx	14.1%		(14 / 99)
			White / Other	49.1%		(228 / 464)
	18-19	All	All	53.4%		(539 / 1009)
		ELL	Not ELL	54.0%		(526 / 974)
			ELL	37.1%		(13 / 35)
		Gender	Female	54.4%		(262 / 482)
			Male	52.6%		(277 / 527)
		InstrSetting	Not Special Ed	57.4%		(523 / 911)
			Special Ed	16.3%		(16 / 98)
		Race	Black / Latinx	33.1%		(59 / 178)
			White / Other	57.8%		(480 / 831)
	17-18	All	All	48.4%		(457 / 945)
		ELL	Not ELL	48.5%		(440 / 907)
			ELL	44.7%		(17 / 38)
		Gender	Female	51.3%		(229 / 446)
			Male	45.7%		(228 / 499)
		InstrSetting	Not Special Ed	52.3%		(446 / 852)
			Special Ed	11.8%		(11 / 93)
		Race	Black / Latinx	28.9%		(54 / 187)
			White / Other	53.2%		(403 / 758)
	16-17	All	All	48.1%		(408 / 848)
		ELL	Not ELL	48.2%		(399 / 828)
			ELL	45.0%		(9 / 20)
		Gender	Female	49.9%		(201 / 403)

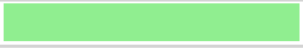
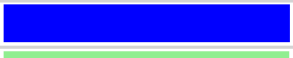
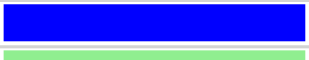
	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Lexington Middle School	Number of Students
Math	16-17	Gender	Male	46.5%		(207 / 445)
		InstrSetting	Not Special Ed	52.4%		(392 / 748)
			Special Ed	16.0%		(16 / 100)
		Race	Black / Latinx	26.3%		(36 / 137)
			White / Other	52.3%		(372 / 711)
	15-16	All	All	50.5%		(420 / 831)
		ELL	Not ELL	50.7%		(412 / 813)
			ELL	44.4%		(8 / 18)
		Gender	Female	52.2%		(202 / 387)
			Male	49.1%		(218 / 444)
		InstrSetting	Not Special Ed	55.3%		(406 / 734)
			Special Ed	14.4%		(14 / 97)
		Race	Black / Latinx	28.5%		(37 / 130)
			White / Other	54.6%		(383 / 701)

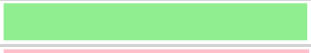
	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Lexington Middle School	Number of Students
Science	21-22	All	All	56.9%		(116 / 204)
		ELL	Not ELL	58.8%		(114 / 194)
			ELL	20.0%		(2 / 10)
		Gender	Female	56.7%		(55 / 97)
			Male	57.0%		(61 / 107)
		InstrSetting	Not Special Ed	64.3%		(108 / 168)
			Special Ed	22.2%		(8 / 36)
		Race	Black / Latinx	42.1%		(16 / 38)
			White / Other	60.2%		(100 / 166)
	20-21	All	All	54.4%		(105 / 193)
		ELL	Not ELL	55.1%		(103 / 187)
			ELL	33.3%		(2 / 6)
		Gender	Female	57.4%		(58 / 101)
			Male	51.1%		(47 / 92)
		InstrSetting	Not Special Ed	60.4%		(102 / 169)
			Special Ed	12.5%		(3 / 24)
		Race	Black / Latinx	24.1%		(7 / 29)
			White / Other	59.8%		(98 / 164)
	18-19	All	All	65.0%		(436 / 671)
		ELL	Not ELL	65.2%		(423 / 649)
			ELL	59.1%		(13 / 22)
		Gender	Female	67.0%		(215 / 321)
			Male	63.1%		(221 / 350)
		InstrSetting	Not Special Ed	70.0%		(420 / 600)
			Special Ed	22.5%		(16 / 71)
		Race	Black / Latinx	39.3%		(44 / 112)
			White / Other	70.1%		(392 / 559)
	17-18	All	All	66.9%		(431 / 644)
		ELL	Not ELL	67.6%		(419 / 620)
			ELL	50.0%		(12 / 24)
		Gender	Female	69.1%		(206 / 298)
			Male	65.0%		(225 / 346)
		InstrSetting	Not Special Ed	71.1%		(411 / 578)
			Special Ed	30.3%		(20 / 66)
		Race	Black / Latinx	47.3%		(61 / 129)
			White / Other	71.8%		(370 / 515)
	16-17	All	All	64.5%		(546 / 847)
		ELL	Not ELL	64.8%		(536 / 827)
			ELL	50.0%		(10 / 20)

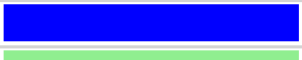
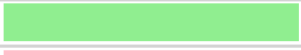
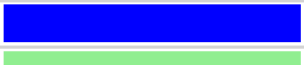
	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Lexington Middle School	Number of Students
Science	16-17	Gender	Female	65.9%		(265 / 402)
			Male	63.1%		(281 / 445)
		InstrSetting	Not Special Ed	69.6%		(520 / 747)
			Special Ed	26.0%		(26 / 100)
		Race	Black / Latinx	35.8%		(49 / 137)
			White / Other	70.0%		(497 / 710)
	15-16	All	All	79.7%		(659 / 827)
		ELL	Not ELL	80.2%		(649 / 809)
			ELL	55.6%		(10 / 18)
		Gender	Female	82.6%		(317 / 384)
			Male	77.2%		(342 / 443)
		InstrSetting	Not Special Ed	84.7%		(619 / 731)
			Special Ed	41.7%		(40 / 96)
		Race	Black / Latinx	53.1%		(69 / 130)
			White / Other	84.6%		(590 / 697)
	14-15	All	All	82.5%		(670 / 812)
		ELL	Not ELL	83.3%		(659 / 791)
			ELL	52.4%		(11 / 21)
		Gender	Female	83.9%		(297 / 354)
			Male	81.4%		(373 / 458)
		InstrSetting	Not Special Ed	89.1%		(632 / 709)
			Special Ed	36.9%		(38 / 103)
		Race	Black / Latinx	57.3%		(75 / 131)
			White / Other	87.4%		(595 / 681)
	13-14	All	All	85.6%		(452 / 528)
		ELL	Not ELL	85.6%		(452 / 528)
		Gender	Female	86.4%		(209 / 242)
			Male	85.0%		(243 / 286)
		InstrSetting	Not Special Ed	91.7%		(431 / 470)
			Special Ed	36.2%		(21 / 58)
		Race	Black / Latinx	65.4%		(51 / 78)
			White / Other	89.1%		(401 / 450)

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Lexington Middle School	Number of Students
Social Studies	18-19	All	All	71.0%		(240 / 338)
		ELL	Not ELL	72.0%		(234 / 325)
			ELL	46.2%		(6 / 13)
		Gender	Female	67.7%		(109 / 161)
			Male	74.0%		(131 / 177)
		InstrSetting	Not Special Ed	73.3%		(228 / 311)
			Special Ed	44.4%		(12 / 27)
		Race	Black / Latinx	57.6%		(38 / 66)
			White / Other	74.3%		(202 / 272)
	17-18	All	All	86.2%		(262 / 304)
		ELL	Not ELL	86.2%		(250 / 290)
			ELL	85.7%		(12 / 14)
		Gender	Female	87.9%		(131 / 149)
			Male	84.5%		(131 / 155)
		InstrSetting	Not Special Ed	90.5%		(248 / 274)
			Special Ed	46.7%		(14 / 30)
		Race	Black / Latinx	74.1%		(43 / 58)
			White / Other	89.0%		(219 / 246)
	16-17	All	All	81.3%		(689 / 847)
		ELL	Not ELL	81.9%		(677 / 827)
			ELL	60.0%		(12 / 20)
		Gender	Female	82.9%		(334 / 403)
			Male	80.0%		(355 / 444)
		InstrSetting	Not Special Ed	85.5%		(639 / 747)
			Special Ed	50.0%		(50 / 100)
		Race	Black / Latinx	58.4%		(80 / 137)
			White / Other	85.8%		(609 / 710)
	15-16	All	All	84.3%		(696 / 826)
		ELL	Not ELL	84.8%		(685 / 808)
			ELL	61.1%		(11 / 18)
		Gender	Female	86.5%		(332 / 384)
			Male	82.4%		(364 / 442)
		InstrSetting	Not Special Ed	89.2%		(651 / 730)
			Special Ed	46.9%		(45 / 96)
		Race	Black / Latinx	66.2%		(86 / 130)
			White / Other	87.6%		(610 / 696)
	14-15	All	All	89.2%		(725 / 813)
		ELL	Not ELL	89.4%		(708 / 792)
			ELL	81.0%		(17 / 21)
		Gender	Female	90.7%		(321 / 354)

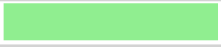
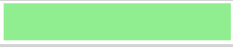
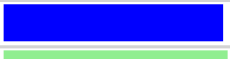
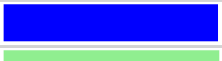
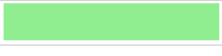
	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Lexington Middle School	Number of Students
Social Studies	14-15	Gender	Male	88.0%		(404 / 459)
		InstrSetting	Not Special Ed	93.4%		(663 / 710)
			Special Ed	60.2%		(62 / 103)
		Race	Black / Latinx	77.1%		(101 / 131)
			White / Other	91.5%		(624 / 682)
	13-14	All	All	89.4%		(471 / 527)
		ELL	Not ELL	89.4%		(471 / 527)
		Gender	Female	90.7%		(214 / 236)
			Male	88.3%		(257 / 291)
		InstrSetting	Not Special Ed	93.0%		(439 / 472)
			Special Ed	58.2%		(32 / 55)
		Race	Black / Latinx	78.7%		(59 / 75)
			White / Other	91.2%		(412 / 452)

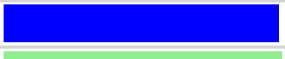
	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington Middle School	Number of Students
Algebra 1	21-22	All	All	94.2%		(97 / 103)
		ELL	ELL	50.0%		(1 / 2)
			Not ELL	95.0%		(96 / 101)
		Gender	Female	93.9%		(46 / 49)
			Male	94.4%		(51 / 54)
		InstrSetting	Not Special Ed	94.1%		(96 / 102)
			Special Ed	100.0%		(1 / 1)
		Race	Black / Latinx	86.7%		(13 / 15)
			White / Other	95.5%		(84 / 88)
	20-21	All	All	96.9%		(95 / 98)
		ELL	Not ELL	96.9%		(95 / 98)
		Gender	Female	95.8%		(46 / 48)
			Male	98.0%		(49 / 50)
		InstrSetting	Not Special Ed	96.8%		(91 / 94)
			Special Ed	100.0%		(4 / 4)
		Race	Black / Latinx	100.0%		(14 / 14)
			White / Other	96.4%		(81 / 84)
	18-19	All	All	98.5%		(131 / 133)
		ELL	Not ELL	98.5%		(129 / 131)
			ELL	100.0%		(2 / 2)
		Gender	Female	97.0%		(65 / 67)
			Male	100.0%		(66 / 66)
		InstrSetting	Not Special Ed	98.5%		(130 / 132)
			Special Ed	100.0%		(1 / 1)
		Race	Black / Latinx	100.0%		(14 / 14)
			White / Other	98.3%		(117 / 119)
	17-18	All	All	93.6%		(147 / 157)
		ELL	Not ELL	93.4%		(141 / 151)
			ELL	100.0%		(6 / 6)
		Gender	Female	91.4%		(74 / 81)
			Male	96.1%		(73 / 76)
		InstrSetting	Not Special Ed	93.5%		(145 / 155)
			Special Ed	100.0%		(2 / 2)
		Race	Black / Latinx	100.0%		(20 / 20)
			White / Other	92.7%		(127 / 137)
	16-17	All	All	98.7%		(148 / 150)
		ELL	Not ELL	98.7%		(147 / 149)
			ELL	100.0%		(1 / 1)

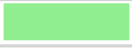
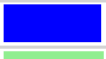
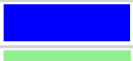
	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington Middle School	Number of Students
Algebra 1	16-17	Gender	Female	98.6%		(73 / 74)
			Male	98.7%		(75 / 76)
		InstrSetting	Not Special Ed	98.6%		(145 / 147)
			Special Ed	100.0%		(3 / 3)
		Race	Black / Latinx	100.0%		(8 / 8)
			White / Other	98.6%		(140 / 142)
	15-16	All	All	97.0%		(131 / 135)
		ELL	Not ELL	97.0%		(130 / 134)
			ELL	100.0%		(1 / 1)
		Gender	Female	95.9%		(70 / 73)
			Male	98.4%		(61 / 62)
		InstrSetting	Not Special Ed	97.0%		(130 / 134)
			Special Ed	100.0%		(1 / 1)
		Race	Black / Latinx	80.0%		(4 / 5)
			White / Other	97.7%		(127 / 130)
	14-15	All	All	99.3%		(136 / 137)
		ELL	Not ELL	99.3%		(136 / 137)
		Gender	Female	100.0%		(50 / 50)
			Male	98.9%		(86 / 87)
		InstrSetting	Not Special Ed	99.3%		(133 / 134)
			Special Ed	100.0%		(3 / 3)
		Race	Black / Latinx	100.0%		(12 / 12)
			White / Other	99.2%		(124 / 125)

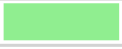
	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington Middle School	Number of Students
English 1	18-19	All	All	100.0%		(152 / 152)
		ELL	Not ELL	100.0%		(151 / 151)
			ELL	100.0%		(1 / 1)
		Gender	Female	100.0%		(79 / 79)
			Male	100.0%		(73 / 73)
		InstrSetting	Not Special Ed	100.0%		(150 / 150)
			Special Ed	100.0%		(2 / 2)
		Race	Black / Latinx	100.0%		(16 / 16)
			White / Other	100.0%		(136 / 136)
	17-18	All	All	95.1%		(174 / 183)
		ELL	Not ELL	95.0%		(170 / 179)
			ELL	100.0%		(4 / 4)
		Gender	Female	95.0%		(95 / 100)
			Male	95.2%		(79 / 83)
		InstrSetting	Not Special Ed	95.0%		(170 / 179)
			Special Ed	100.0%		(4 / 4)
		Race	Black / Latinx	86.4%		(19 / 22)
			White / Other	96.3%		(154 / 160)
	16-17	All	All	96.6%		(171 / 177)
		ELL	Not ELL	96.6%		(171 / 177)
		Gender	Female	98.9%		(93 / 94)
			Male	94.0%		(78 / 83)
		InstrSetting	Not Special Ed	96.5%		(167 / 173)
			Special Ed	100.0%		(4 / 4)
		Race	Black / Latinx	100.0%		(11 / 11)
			White / Other	96.4%		(160 / 166)
	15-16	All	All	98.1%		(151 / 154)
		ELL	Not ELL	98.0%		(150 / 153)
			ELL	100.0%		(1 / 1)
		Gender	Female	100.0%		(83 / 83)
			Male	95.8%		(68 / 71)
		InstrSetting	Not Special Ed	98.0%		(149 / 152)
			Special Ed	100.0%		(2 / 2)
		Race	Black / Latinx	88.9%		(8 / 9)
			White / Other	98.6%		(143 / 145)
	14-15	All	All	97.3%		(144 / 148)
		ELL	Not ELL	97.3%		(143 / 147)
			ELL	100.0%		(1 / 1)
		Gender	Female	98.3%		(59 / 60)

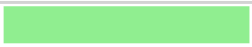
	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington Middle School	Number of Students
English 1	14-15	Gender	Male	96.6%		(85 / 88)
		InstrSetting	Not Special Ed	97.9%		(142 / 145)
			Special Ed	66.7%		(2 / 3)
		Race	Black / Latinx	100.0%		(14 / 14)
			White / Other	97.0%		(130 / 134)

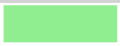
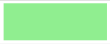
	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington Middle School	Number of Students
Accelerated/ Eagles	21-22	All	All	34.5%		(230 / 667)
		ELL	Not ELL	35.3%		(215 / 609)
			ELL	25.9%		(15 / 58)
		Gender	Female	34.4%		(108 / 314)
			Male	34.6%		(122 / 353)
		InstrSetting	Not Special Ed	39.0%		(221 / 567)
			Special Ed	9.0%		(9 / 100)
		Race	Black / Latinx	18.7%		(31 / 166)
			White / Other	39.7%		(199 / 501)
	20-21	All	All	37.7%		(240 / 636)
		ELL	Not ELL	37.4%		(220 / 588)
			ELL	41.7%		(20 / 48)
		Gender	Female	35.8%		(106 / 296)
			Male	39.4%		(134 / 340)
		InstrSetting	Not Special Ed	42.7%		(232 / 543)
			Special Ed	8.6%		(8 / 93)
		Race	Black / Latinx	19.7%		(30 / 152)
			White / Other	43.4%		(210 / 484)
	19-20	All	All	32.7%		(220 / 672)
		ELL	Not ELL	33.0%		(206 / 625)
			ELL	29.8%		(14 / 47)
		Gender	Female	34.2%		(107 / 313)
			Male	31.5%		(113 / 359)
		InstrSetting	Not Special Ed	36.4%		(214 / 588)
			Special Ed	7.1%		(6 / 84)
		Race	Black / Latinx	18.8%		(30 / 160)
			White / Other	37.1%		(190 / 512)
	18-19	All	All	36.1%		(384 / 1063)
		ELL	Not ELL	36.9%		(370 / 1004)
			ELL	23.7%		(14 / 59)
		Gender	Female	36.9%		(186 / 504)
			Male	35.4%		(198 / 559)
		InstrSetting	Not Special Ed	39.2%		(377 / 961)
			Special Ed	6.9%		(7 / 102)
		Race	Black / Latinx	21.7%		(50 / 230)
			White / Other	40.1%		(334 / 833)
	17-18	All	All	35.3%		(339 / 961)
		ELL	Not ELL	35.5%		(323 / 909)

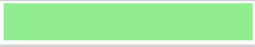
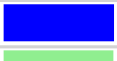
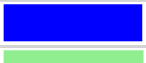
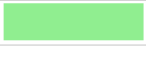
	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington Middle School	Number of Students
Accelerated/ Eagles	17-18	ELL	ELL	28.3%		(15 / 53)
		Gender	Female	36.1%		(165 / 457)
			Male	34.5%		(174 / 504)
		InstrSetting	Not Special Ed	38.4%		(331 / 863)
			Special Ed	7.1%		(7 / 99)
		Race	Black / Latinx	23.4%		(46 / 197)
			White / Other	38.4%		(293 / 764)
	16-17	All	All	38.3%		(336 / 878)
		ELL	Not ELL	38.4%		(327 / 852)
			ELL	34.6%		(9 / 26)
		Gender	Female	43.0%		(177 / 412)
			Male	34.1%		(159 / 466)
		InstrSetting	Not Special Ed	42.4%		(326 / 769)
			Special Ed	9.2%		(10 / 109)
		Race	Black / Latinx	21.6%		(32 / 148)
			White / Other	41.6%		(304 / 730)
	15-16	All	All	45.3%		(389 / 859)
		ELL	Not ELL	45.8%		(383 / 836)
			ELL	26.1%		(6 / 23)
		Gender	Female	46.9%		(188 / 401)
			Male	43.9%		(201 / 458)
		InstrSetting	Not Special Ed	50.3%		(380 / 756)
			Special Ed	8.7%		(9 / 103)
		Race	Black / Latinx	24.1%		(33 / 137)
			White / Other	49.3%		(356 / 722)

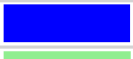
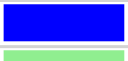
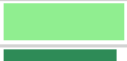
	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington Middle School	Number of Students
Honors	21-22	All	All	17.8%		(119 / 667)
		ELL	Not ELL	18.1%		(110 / 609)
			ELL	15.5%		(9 / 58)
		Gender	Female	18.2%		(57 / 314)
			Male	17.6%		(62 / 353)
		InstrSetting	Not Special Ed	20.6%		(117 / 567)
			Special Ed	2.0%		(2 / 100)
		Race	Black / Latinx	13.3%		(22 / 166)
			White / Other	19.4%		(97 / 501)
	20-21	All	All	20.6%		(131 / 636)
		ELL	Not ELL	20.7%		(122 / 588)
			ELL	18.8%		(9 / 48)
		Gender	Female	23.0%		(68 / 296)
			Male	18.5%		(63 / 340)
		InstrSetting	Not Special Ed	22.7%		(123 / 543)
			Special Ed	8.6%		(8 / 93)
		Race	Black / Latinx	13.2%		(20 / 152)
			White / Other	22.9%		(111 / 484)
	19-20	All	All	21.4%		(144 / 672)
		ELL	Not ELL	21.9%		(137 / 625)
			ELL	14.9%		(7 / 47)
		Gender	Female	25.6%		(80 / 313)
			Male	17.8%		(64 / 359)
		InstrSetting	Not Special Ed	24.1%		(142 / 588)
			Special Ed	2.4%		(2 / 84)
		Race	Black / Latinx	13.1%		(21 / 160)
			White / Other	24.0%		(123 / 512)
	18-19	All	All	16.1%		(171 / 1063)
		ELL	Not ELL	16.4%		(165 / 1004)
			ELL	10.2%		(6 / 59)
		Gender	Female	16.7%		(84 / 504)
			Male	15.6%		(87 / 559)
		InstrSetting	Not Special Ed	17.6%		(169 / 961)
			Special Ed	2.0%		(2 / 102)
		Race	Black / Latinx	7.4%		(17 / 230)
			White / Other	18.5%		(154 / 833)
	17-18	All	All	20.8%		(200 / 961)
		ELL	Not ELL	20.9%		(190 / 909)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington Middle School	Number of Students
Honors	17-18	ELL	ELL	20.8%		(11 / 53)
		Gender	Female	23.9%		(109 / 457)
			Male	18.1%		(91 / 504)
		InstrSetting	Not Special Ed	22.8%		(197 / 863)
			Special Ed	4.0%		(4 / 99)
		Race	Black / Latinx	12.7%		(25 / 197)
			White / Other	22.9%		(175 / 764)
	16-17	All	All	22.4%		(197 / 878)
		ELL	Not ELL	22.8%		(194 / 852)
			ELL	11.5%		(3 / 26)
		Gender	Female	23.8%		(98 / 412)
			Male	21.2%		(99 / 466)
		InstrSetting	Not Special Ed	25.1%		(193 / 769)
			Special Ed	3.7%		(4 / 109)
		Race	Black / Latinx	8.1%		(12 / 148)
			White / Other	25.3%		(185 / 730)
	15-16	All	All	18.7%		(161 / 859)
		ELL	Not ELL	19.0%		(159 / 836)
			ELL	8.7%		(2 / 23)
		Gender	Female	20.7%		(83 / 401)
			Male	17.0%		(78 / 458)
		InstrSetting	Not Special Ed	21.0%		(159 / 756)
			Special Ed	1.9%		(2 / 103)
		Race	Black / Latinx	6.6%		(9 / 137)
			White / Other	21.1%		(152 / 722)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Lexington Middle School	Number of Students
Chronic Absences	21-22	All	All	21.5%		(145 / 673)
		ELL	Not ELL	22.3%		(139 / 624)
			ELL	12.2%		(6 / 49)
		Gender	Female	21.5%		(69 / 321)
			Male	21.6%		(76 / 352)
		InstrSetting	Not Special Ed	21.6%		(123 / 569)
			Special Ed	21.2%		(22 / 104)
		Race	Black / Latinx	27.7%		(41 / 148)
			White / Other	19.8%		(104 / 525)
	20-21	All	All	22.0%		(140 / 636)
		ELL	Not ELL	22.4%		(134 / 599)
			ELL	16.2%		(6 / 37)
		Gender	Female	21.6%		(64 / 296)
			Male	22.4%		(76 / 340)
		InstrSetting	Not Special Ed	21.9%		(119 / 543)
			Special Ed	22.6%		(21 / 93)
		Race	Black / Latinx	26.3%		(40 / 152)
			White / Other	20.7%		(100 / 484)
	19-20	All	All	11.0%		(74 / 672)
		ELL	Not ELL	11.0%		(72 / 654)
			ELL	11.1%		(2 / 18)
		Gender	Female	11.5%		(36 / 313)
			Male	10.6%		(38 / 359)
		InstrSetting	Not Special Ed	10.7%		(63 / 588)
			Special Ed	13.1%		(11 / 84)
		Race	Black / Latinx	13.8%		(22 / 160)
			White / Other	10.2%		(52 / 512)
	18-19	All	All	6.6%		(70 / 1063)
		ELL	Not ELL	6.7%		(69 / 1027)
			ELL	2.8%		(1 / 36)
		Gender	Female	5.0%		(25 / 504)
			Male	8.1%		(45 / 559)
		InstrSetting	Not Special Ed	6.3%		(61 / 961)
			Special Ed	8.8%		(9 / 102)
		Race	Black / Latinx	9.1%		(21 / 230)
			White / Other	5.9%		(49 / 833)
	17-18	All	All	10.0%		(97 / 968)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Lexington Middle School	Number of Students
Chronic Absences	17-18	ELL	Not ELL	10.3%		(98 / 949)
			ELL	7.9%		(3 / 38)
		Gender	Female	9.1%		(42 / 460)
			Male	10.8%		(55 / 508)
		InstrSetting	Not Special Ed	7.3%		(63 / 868)
			Special Ed	14.9%		(15 / 101)
		Race	Black / Latinx	8.5%		(17 / 201)
			White / Other	10.4%		(80 / 767)
	16-17	All	All	9.3%		(82 / 885)
		ELL	Not ELL	9.4%		(81 / 862)
			ELL	4.3%		(1 / 23)
		Gender	Female	7.7%		(32 / 417)
			Male	10.7%		(50 / 468)
		InstrSetting	Not Special Ed	8.0%		(62 / 776)
			Special Ed	18.3%		(20 / 109)
		Race	Black / Latinx	12.8%		(19 / 148)
			White / Other	8.5%		(63 / 737)
	15-16	All	All	7.4%		(65 / 874)
		ELL	Not ELL	7.6%		(64 / 846)
			ELL	0.0%		(0 / 23)
		Gender	Female	6.9%		(28 / 403)
			Male	7.9%		(37 / 471)
		InstrSetting	Not Special Ed	6.4%		(49 / 765)
			Special Ed	14.7%		(16 / 109)
		Race	Black / Latinx	6.3%		(9 / 143)
			White / Other	7.7%		(56 / 731)
	14-15	All	All	7.2%		(63 / 869)
		ELL	Not ELL	7.4%		(62 / 840)
			ELL	0.0%		(0 / 22)
		Gender	Female	7.7%		(29 / 376)
			Male	6.9%		(34 / 493)
		InstrSetting	Not Special Ed	6.1%		(46 / 749)
			Special Ed	14.2%		(17 / 120)
		Race	Black / Latinx	6.7%		(10 / 149)
			White / Other	7.4%		(53 / 720)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington Middle School	Number of Students
Referrals	21-22	All	All	49.2%		(331 / 673)
		ELL	Not ELL	50.0%		(312 / 624)
			ELL	38.8%		(19 / 49)
		Gender	Female	35.8%		(115 / 321)
			Male	61.4%		(216 / 352)
		InstrSetting	Not Special Ed	48.5%		(276 / 569)
			Special Ed	52.9%		(55 / 104)
		Race	Black / Latinx	56.7%		(76 / 134)
			White / Other	47.3%		(255 / 539)
	20-21	All	All	23.4%		(149 / 636)
		ELL	Not ELL	23.9%		(143 / 599)
			ELL	16.2%		(6 / 37)
		Gender	Female	14.9%		(44 / 296)
			Male	30.9%		(105 / 340)
		InstrSetting	Not Special Ed	22.7%		(123 / 543)
			Special Ed	28.0%		(26 / 93)
		Race	Black / Latinx	31.4%		(37 / 118)
			White / Other	21.6%		(112 / 518)
	19-20	All	All	23.2%		(156 / 672)
		ELL	Not ELL	22.9%		(144 / 630)
			ELL	28.6%		(12 / 42)
		Gender	Female	11.8%		(37 / 313)
			Male	33.1%		(119 / 359)
		InstrSetting	Not Special Ed	22.3%		(131 / 588)
			Special Ed	29.8%		(25 / 84)
		Race	Black / Latinx	38.9%		(49 / 126)
			White / Other	19.6%		(107 / 546)
	18-19	All	All	22.2%		(236 / 1063)
		ELL	Not ELL	22.1%		(222 / 1004)
			ELL	23.7%		(14 / 59)
		Gender	Female	15.3%		(77 / 504)
			Male	28.4%		(159 / 559)
		InstrSetting	Not Special Ed	19.4%		(186 / 961)
			Special Ed	49.0%		(50 / 102)
		Race	Black / Latinx	36.7%		(72 / 196)
			White / Other	18.9%		(164 / 867)
	17-18	All	All	27.8%		(278 / 1000)
		ELL	Not ELL	28.2%		(267 / 948)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington Middle School	Number of Students
Referrals	17-18	ELL	ELL	21.2%		(11 / 52)
		Gender	Female	18.2%		(86 / 473)
			Male	36.4%		(192 / 527)
		InstrSetting	Not Special Ed	25.4%		(227 / 894)
			Special Ed	48.1%		(51 / 106)
		Race	Black / Latinx	43.7%		(80 / 183)
			White / Other	24.2%		(198 / 817)
	16-17	All	All	30.7%		(272 / 885)
		ELL	Not ELL	30.6%		(264 / 862)
			ELL	34.8%		(8 / 23)
		Gender	Female	16.3%		(68 / 417)
			Male	43.6%		(204 / 468)
		InstrSetting	Not Special Ed	27.3%		(212 / 776)
			Special Ed	55.0%		(60 / 109)
		Race	Black / Latinx	54.4%		(80 / 147)
			White / Other	26.0%		(192 / 738)
	15-16	All	All	25.5%		(222 / 872)
		ELL	Not ELL	25.6%		(217 / 849)
			ELL	21.7%		(5 / 23)
		Gender	Female	15.4%		(62 / 403)
			Male	34.1%		(160 / 469)
		InstrSetting	Not Special Ed	23.8%		(182 / 764)
			Special Ed	37.0%		(40 / 108)
		Race	Black / Latinx	46.9%		(68 / 145)
			White / Other	21.2%		(154 / 727)
	14-15	All	All	24.2%		(210 / 867)
		ELL	Not ELL	24.3%		(205 / 845)
			ELL	22.7%		(5 / 22)
		Gender	Female	14.1%		(53 / 375)
			Male	31.9%		(157 / 492)
		InstrSetting	Not Special Ed	22.4%		(168 / 749)
			Special Ed	35.6%		(42 / 118)
		Race	Black / Latinx	36.8%		(56 / 152)
			White / Other	21.5%		(154 / 715)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington Middle School	Number of Students
In School Suspensions	21-22	All	All	16.0%		(108 / 673)
		ELL	Not ELL	16.0%		(100 / 624)
			ELL	16.3%		(8 / 49)
		Gender	Female	9.3%		(30 / 321)
			Male	22.2%		(78 / 352)
		InstrSetting	Not Special Ed	15.6%		(89 / 569)
			Special Ed	18.3%		(19 / 104)
		Race	Black / Latinx	24.6%		(33 / 134)
			White / Other	13.9%		(75 / 539)
	20-21	All	All	9.6%		(61 / 636)
		ELL	Not ELL	9.5%		(57 / 599)
			ELL	10.8%		(4 / 37)
		Gender	Female	5.4%		(16 / 296)
			Male	13.2%		(45 / 340)
		InstrSetting	Not Special Ed	9.6%		(52 / 543)
			Special Ed	9.7%		(9 / 93)
		Race	Black / Latinx	13.6%		(16 / 118)
			White / Other	8.7%		(45 / 518)
	19-20	All	All	12.8%		(86 / 672)
		ELL	Not ELL	12.7%		(80 / 630)
			ELL	14.3%		(6 / 42)
		Gender	Female	5.8%		(18 / 313)
			Male	18.9%		(68 / 359)
		InstrSetting	Not Special Ed	12.1%		(71 / 588)
			Special Ed	17.9%		(15 / 84)
		Race	Black / Latinx	24.6%		(31 / 126)
			White / Other	10.1%		(55 / 546)
	18-19	All	All	11.4%		(121 / 1063)
		ELL	Not ELL	11.4%		(114 / 1004)
			ELL	11.9%		(7 / 59)
		Gender	Female	6.5%		(33 / 504)
			Male	15.7%		(88 / 559)
		InstrSetting	Not Special Ed	9.5%		(91 / 961)
			Special Ed	29.4%		(30 / 102)
		Race	Black / Latinx	18.9%		(37 / 196)
			White / Other	9.7%		(84 / 867)
	17-18	All	All	11.5%		(115 / 1000)
		ELL	Not ELL	11.9%		(113 / 948)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington Middle School	Number of Students
In School Suspensions	17-18	ELL	ELL	3.8%		(2 / 52)
		Gender	Female	6.8%		(32 / 473)
			Male	15.7%		(83 / 527)
		InstrSetting	Not Special Ed	9.6%		(86 / 894)
			Special Ed	27.4%		(29 / 106)
		Race	Black / Latinx	20.2%		(37 / 183)
			White / Other	9.5%		(78 / 817)
	16-17	All	All	16.4%		(145 / 885)
		ELL	Not ELL	16.1%		(139 / 862)
			ELL	26.1%		(6 / 23)
		Gender	Female	9.1%		(38 / 417)
			Male	22.9%		(107 / 468)
		InstrSetting	Not Special Ed	13.4%		(104 / 776)
			Special Ed	37.6%		(41 / 109)
		Race	Black / Latinx	29.3%		(43 / 147)
			White / Other	13.8%		(102 / 738)
	15-16	All	All	11.8%		(103 / 872)
		ELL	Not ELL	11.7%		(99 / 849)
			ELL	17.4%		(4 / 23)
		Gender	Female	6.5%		(26 / 403)
			Male	16.4%		(77 / 469)
		InstrSetting	Not Special Ed	9.9%		(76 / 764)
			Special Ed	25.0%		(27 / 108)
		Race	Black / Latinx	26.2%		(38 / 145)
			White / Other	8.9%		(65 / 727)
	14-15	All	All	11.4%		(99 / 867)
		ELL	Not ELL	11.5%		(97 / 845)
			ELL	9.1%		(2 / 22)
		Gender	Female	5.3%		(20 / 375)
			Male	16.1%		(79 / 492)
		InstrSetting	Not Special Ed	9.2%		(69 / 749)
			Special Ed	25.4%		(30 / 118)
		Race	Black / Latinx	20.4%		(31 / 152)
			White / Other	9.5%		(68 / 715)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington Middle School	Number of Students
Out of School Suspensions	21-22	All	All	10.0%		(67 / 673)
		ELL	Not ELL	10.4%		(65 / 624)
			ELL	4.1%		(2 / 49)
		Gender	Female	6.9%		(22 / 321)
			Male	12.8%		(45 / 352)
		InstrSetting	Not Special Ed	9.1%		(52 / 569)
			Special Ed	14.4%		(15 / 104)
		Race	Black / Latinx	17.9%		(24 / 134)
			White / Other	8.0%		(43 / 539)
	20-21	All	All	4.2%		(27 / 636)
		ELL	Not ELL	4.0%		(24 / 599)
			ELL	8.1%		(3 / 37)
		Gender	Female	2.4%		(7 / 296)
			Male	5.9%		(20 / 340)
		InstrSetting	Not Special Ed	4.2%		(23 / 543)
			Special Ed	4.3%		(4 / 93)
		Race	Black / Latinx	7.6%		(9 / 118)
			White / Other	3.5%		(18 / 518)
	19-20	All	All	6.3%		(42 / 672)
		ELL	Not ELL	6.2%		(39 / 630)
			ELL	7.1%		(3 / 42)
		Gender	Female	2.9%		(9 / 313)
			Male	9.2%		(33 / 359)
		InstrSetting	Not Special Ed	6.1%		(36 / 588)
			Special Ed	7.1%		(6 / 84)
		Race	Black / Latinx	11.9%		(15 / 126)
			White / Other	4.9%		(27 / 546)
	18-19	All	All	6.8%		(72 / 1063)
		ELL	Not ELL	6.8%		(68 / 1004)
			ELL	6.8%		(4 / 59)
		Gender	Female	3.2%		(16 / 504)
			Male	10.0%		(56 / 559)
		InstrSetting	Not Special Ed	5.0%		(48 / 961)
			Special Ed	23.5%		(24 / 102)
		Race	Black / Latinx	13.3%		(26 / 196)
			White / Other	5.3%		(46 / 867)
	17-18	All	All	9.5%		(95 / 1000)
		ELL	Not ELL	9.7%		(92 / 948)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington Middle School	Number of Students
Out of School Suspensions	17-18	ELL	ELL	5.8%		(3 / 52)
		Gender	Female	5.9%		(28 / 473)
			Male	12.7%		(67 / 527)
		InstrSetting	Not Special Ed	8.1%		(72 / 894)
			Special Ed	21.7%		(23 / 106)
		Race	Black / Latinx	20.2%		(37 / 183)
			White / Other	7.1%		(58 / 817)
	16-17	All	All	8.7%		(77 / 885)
		ELL	Not ELL	8.7%		(75 / 862)
			ELL	8.7%		(2 / 23)
		Gender	Female	3.4%		(14 / 417)
			Male	13.5%		(63 / 468)
		InstrSetting	Not Special Ed	7.1%		(55 / 776)
			Special Ed	20.2%		(22 / 109)
		Race	Black / Latinx	16.3%		(24 / 147)
			White / Other	7.2%		(53 / 738)
	15-16	All	All	4.7%		(41 / 872)
		ELL	Not ELL	4.7%		(40 / 849)
			ELL	4.3%		(1 / 23)
		Gender	Female	1.0%		(4 / 403)
			Male	7.9%		(37 / 469)
		InstrSetting	Not Special Ed	3.9%		(30 / 764)
			Special Ed	10.2%		(11 / 108)
		Race	Black / Latinx	9.7%		(14 / 145)
			White / Other	3.7%		(27 / 727)
	14-15	All	All	5.9%		(51 / 867)
		ELL	Not ELL	5.9%		(50 / 845)
			ELL	4.5%		(1 / 22)
		Gender	Female	3.5%		(13 / 375)
			Male	7.7%		(38 / 492)
		InstrSetting	Not Special Ed	5.3%		(40 / 749)
			Special Ed	9.3%		(11 / 118)
		Race	Black / Latinx	11.2%		(17 / 152)
			White / Other	4.8%		(34 / 715)

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			24	91.6%		
	18-19			37	70.2%		
	21-22						
My non-instructional duties do not interfere with my essential role of educating students.	21-22						
	20-21			24	83.3%		
	18-19			37	70.2%		
I have access to reliable communication technology, including phone, fax, and e-mail.	21-22			40	82.5%		
	20-21			24	100.0%		
	18-19			37	94.6%		
I feel supported by administrators at my school.	21-22			40	95.0%		
	20-21			24	62.5%		
	18-19			37	75.7%		
The faculty and staff at my school have a shared vision.	21-22			40	82.5%		
	20-21			24	54.2%		
	18-19			37	75.7%		
I am familiar with local, state, and national policies and how they affect teaching and learning.	21-22			41	75.6%		
	20-21			24	95.8%		
	18-19			37	97.3%		
Local, state, or national policies assist me in meeting the educational needs of my students.	21-22			41	87.8%		
	20-21			24	66.7%		
	18-19			37	51.3%		
The school leadership makes a sustained effort to address teacher concerns.	21-22			40	95.0%		
	20-21			24	58.3%		
	18-19			37	78.3%		
My decisions in areas such as instruction and student progress are supported.	21-22			41	87.8%		
	20-21			24	75.0%		

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			37	83.7%		
Teachers at my school are encouraged to develop innovative solutions to problems.	21-22			40	95.0%		
	20-21			24	75.0%		
	18-19			37	81.1%		
I feel comfortable raising issues and concerns that are important to me.	21-22			41	87.8%		
	20-21			24	62.5%		
	18-19			37	75.6%		
Sufficient resources are available to allow teachers to take advantage of professional development activities.	21-22			40	95.0%		
	20-21			24	79.2%		
	18-19			37	81.0%		
My class sizes allow me to meet the educational needs of my students.	21-22			40	75.0%		
	20-21			24	66.7%		
	18-19			37	45.9%		
I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	21-22			40	95.0%		
	20-21			24	66.7%		
	18-19			37	75.6%		

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	411	93.6%			28	78.5%
	20-21	122	85.3%	24	83.4%	82	63.4%
	18-19	316	83.5%	37	86.4%	146	67.1%
My parent knows what I am expected to learn in school.	21-22	420	90.5%			34	52.9%
	20-21	122	77.8%			82	62.2%
	18-19	319	80.5%			146	66.4%
My parent knows how well I am doing in school.	21-22	423	96.7%				
	20-21	122	90.1%				
	18-19	319	94.0%				
My school informs parents about school programs and activities.	21-22	415	90.4%	41	92.6%		
	20-21	122	77.9%	24	100.0%		
	18-19	318	84.9%	37	91.9%		
Parents at my school know their children's homework assignments.	21-22	402	74.4%	41	95.2%		
	20-21	122	61.4%	24	91.6%		
	18-19	318	51.0%	37	81.1%		
My parent helps me with my homework when I need it.	21-22	415	84.4%				
	20-21	122	78.7%				
	18-19	319	73.0%				
Parents are welcomed at my school.	21-22	393	89.1%				
	20-21	122	81.1%				
	18-19	318	92.1%				
Parents volunteer and participate in activities at my school.	21-22	394	69.0%	37	70.2%		
	20-21	121	59.5%	24	58.4%		
	18-19	317	75.1%	37	70.2%		
My child's teachers contact me to say good things about my child.	21-22					34	47.1%
	20-21					82	76.8%
	18-19					147	46.2%
My child's teachers tell me how I can help my child learn.	21-22					32	50.0%
	20-21					80	45.1%
	18-19					148	45.3%

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					33	94.0%
	20-21					81	50.6%
	18-19					146	27.4%
My child's school returns my phone calls or e-mails promptly.	21-22					34	88.2%
	20-21					82	75.6%
	18-19					148	83.8%
Parents are involved in school decisions.	21-22			39	89.7%		
	20-21			24	70.8%	82	80.5%
	18-19			37	83.7%	145	70.3%
My child's school considers changes based on what parents say.	21-22					29	93.1%
	20-21					82	40.3%
	18-19					143	56.0%
My child's school schedules activities at times that I can attend.	21-22					29	93.1%
	20-21					82	69.5%
	18-19					146	84.9%
My child's school treats all students fairly.	21-22					32	96.9%
	20-21					82	87.8%
	18-19					149	70.4%
The principal at my child's school is available and welcoming.	21-22					33	87.8%
	20-21					82	68.3%
	18-19					148	77.0%
Parents at my school are aware of school policies.	21-22			39	84.7%		
	20-21			24	79.2%		
	18-19			37	94.6%		
Parents at my school understand the school's instructional programs.	21-22			39	92.4%		
	20-21			24	79.2%		
	18-19			37	75.6%		
Parents at my school support instructional decisions regarding their children.	21-22			41	90.2%		
	20-21			24	91.6%		
	18-19			37	89.2%		
Parents attend conferences requested by teachers at my school.	21-22			40	97.5%		

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			24	100.0%		
	18-19			37	83.7%		
Parents at my school cooperate regarding discipline problems.	21-22			40	92.5%		
	20-21			24	83.3%		
	18-19			37	86.5%		
Parents attend school meetings and other school events.	21-22			40	95.0%		
	20-21			24	91.7%		
	18-19			37	83.7%		

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	411	86.7%	41	85.4%	36	83.3%
	20-21	122	79.5%	24	62.5%	82	70.8%
	18-19	320	77.5%	37	78.3%	150	88.0%
My classes are challenging (not too easy; they make me think).	21-22	424	80.2%	41	97.5%	37	89.2%
	20-21	122	71.3%	24	91.6%	82	84.1%
	18-19	320	83.5%	37	89.2%	151	92.1%
My teachers want me to understand what I am learning, not just remember facts.	21-22	417	91.6%	39	100.0%		
	20-21	120	75.8%	24	100.0%		
	18-19	320	84.7%	37	91.8%		
My teachers expect students to learn.	21-22	428	97.5%	40	97.5%	37	86.5%
	20-21	121	94.2%	24	95.8%	82	90.2%
	18-19	320	97.9%	37	91.9%	150	91.3%
My teachers expect students to behave.	21-22	428	96.3%				
	20-21	119	93.3%				
	18-19	320	96.0%				
My teachers spend enough time helping me learn.	21-22	416	90.2%	40	97.5%		
	20-21	122	83.6%	24	87.5%		
	18-19	320	79.7%	37	97.3%		
My teachers help students when they do not understand something.	21-22	424	94.6%	40	90.0%	37	86.5%
	20-21	122	86.8%	24	87.5%	82	84.2%
	18-19	320	87.5%	37	86.4%	151	82.2%
My teachers do a good job teaching me mathematics.	21-22	419	96.4%				
	20-21	121	92.6%				
	18-19	320	90.0%				
My teachers do a good job teaching me English language arts.	21-22	424	94.1%				
	20-21	121	90.9%				
	18-19	319	84.6%				
My teachers give tests on what I learn in class.	21-22	427	97.2%				
	20-21	122	95.1%				
	18-19	320	97.2%				

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	421	77.7%			35	85.8%
	20-21	122	65.6%			82	80.5%
	18-19	320	82.2%			150	86.0%
My classes are interesting and fun.	21-22	410	71.4%				
	20-21	122	52.5%				
	18-19	320	51.6%				
Students at my school believe they can do good work.	21-22	389	76.1%				
	20-21	122	60.7%				
	18-19	319	59.0%				
My teachers praise students when they do good work.	21-22	408	77.4%				
	20-21	122	68.0%				
	18-19	320	64.7%				
Work done by students can be seen on the walls of my school.	21-22	406	75.8%				
	20-21	122	70.5%				
	18-19	320	66.5%				
The textbooks and workbooks I use at my school really help me to learn.	21-22	374	58.0%				
	20-21	122	33.7%				
	18-19	320	38.7%				
The media center at my school has a good selection of books.	21-22	401	87.3%	39	100.0%		
	20-21	122	77.9%	24	100.0%		
	18-19	317	79.5%	37	91.9%		
I use computers and other technology at my school to help me learn.	21-22	422	96.7%	41	97.6%		
	20-21	122	95.0%	24	100.0%		
	18-19	319	94.9%	37	86.5%		
Teachers at my school effectively implement the State Curriculum Standards.	21-22			40	100.0%		
	20-21			24	100.0%		
	18-19			37	97.3%		
Student assessment information is effectively used by teachers to plan instruction.	21-22			39	92.3%		
	20-21			24	91.6%		
	18-19			37	89.2%		
My school offers effective programs for students with disabilities.	21-22			41	97.6%		

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			24	91.7%		
	18-19			37	94.6%		
Instructional strategies are used to meet the needs of academically gifted students.	21-22			40	92.5%		
	20-21			24	79.2%		
	18-19			37	86.4%		
The level of teacher and staff morale is high at my school.	21-22			41	75.6%		
	20-21			24	37.5%		
	18-19			37	72.9%		
Teachers respect each other at my school.	21-22			40	97.5%		
	20-21			24	95.8%		
	18-19			37	86.5%		
Teachers at my school are recognized and appreciated for good work.	21-22			41	80.5%		
	20-21			24	58.3%		
	18-19			37	78.3%		
Students at my school are motivated and interested in learning.	21-22			41	85.4%		
	20-21			24	70.9%		
	18-19			37	83.8%		
There are sufficient materials and supplies available for classroom and instructional use.	21-22			41	97.6%		
	20-21			24	100.0%		
	18-19			37	86.5%		
Our school has sufficient computers for instructional use.	21-22			41	97.6%		
	20-21			24	100.0%		
	18-19			37	89.2%		
There are relevant professional development opportunities offered to teachers at my school.	21-22			40	85.0%		
	20-21			23	73.9%		
	18-19			37	70.2%		
The school administration communicates clear instructional goals for the school.	21-22			41	80.4%		
	20-21			24	58.4%		
	18-19			37	70.2%		
The school administration sets high standards for students.	21-22			41	75.6%		
	20-21			24	54.1%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The school administration sets high standards for s	18-19			37	75.6%		
The school administration has high expectations for teacher performance.	21-22			41	85.4%		
	20-21			24	83.3%		
	18-19			37	86.5%		
The school administration provides effective instructional leadership.	21-22			41	80.5%		
	20-21			24	58.4%		
	18-19			37	70.2%		
Student assessment information is used to set goals and plan programs for my school.	21-22			39	89.7%		
	20-21			24	75.0%		
	18-19			37	83.7%		
Teacher evaluation at my school focuses on instructional improvement.	21-22			39	89.8%		
	20-21			24	79.2%		
	18-19			37	86.4%		
School administrators visit classrooms to observe instruction.	21-22			37	75.7%		
	20-21			24	54.2%		
	18-19			37	70.2%		
The school administration arranges for collaberative planning and decision making.	21-22			41	82.9%		
	20-21			24	58.3%		
	18-19			37	78.4%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
SOCIAL AND PHYSICAL ENVIRONMENT							
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	21-22	407	84.5%	39	92.3%	35	88.6%
	20-21	122	75.4%	24	75.0%	44	52.2%
	18-19	320	79.1%	37	75.6%	149	83.9%
The grounds around my school are kept clean.	21-22	417	70.5%	41	90.3%		
	20-21	121	68.6%	24	95.8%		
	18-19	320	78.8%	37	94.6%		
The hallways at my school are kept clean.	21-22	424	76.6%	41	90.2%	32	96.9%
	20-21	122	79.5%	24	95.9%	82	64.6%
	18-19	320	87.2%	37	86.5%	150	86.6%
The bathrooms at my school are kept clean.	21-22	417	44.4%	41	90.2%		
	20-21	122	40.2%	24	95.9%		
	18-19	320	53.2%	37	78.3%		
Broken things at my school get fixed.	21-22	405	70.4%	40	80.0%		
	20-21	121	72.7%	24	95.8%		
	18-19	320	80.3%	37	83.7%		
There is enough room for students to learn at my school.	21-22	418	91.6%	40	92.5%		
	20-21	122	77.0%	24	100.0%		
	18-19	319	89.9%	37	89.1%		
Students at my school behave well in class.	21-22	413	56.2%	41	83.0%		
	20-21	122	53.3%	24	79.2%	82	92.7%
	18-19	320	47.8%	37	83.8%	148	63.6%
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	21-22	410	49.8%	41	83.0%		
	20-21	122	45.1%	24	62.5%		
	18-19	320	36.9%	37	62.1%		
Students at my school know the rules and what happens when students break the rules.	21-22	420	87.0%	41	41.4%		
	20-21	122	84.4%	24	33.3%		
	18-19	320	85.0%	37	56.7%		
The rules about how students should behave in my school are fair.	21-22	412	82.8%	40	82.5%		
	20-21	122	74.6%	24	54.1%		
	18-19	319	82.5%	37	72.9%		

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	408	89.2%	41	43.9%		
	20-21	122	81.1%	24	50.0%		
	18-19	320	92.2%	37	59.4%		
I feel safe at my school before and after school hours.	21-22	412	88.4%	41	97.5%		
	20-21	122	86.9%	24	95.9%		
	18-19	319	87.5%	37	94.6%		
I feel safe at my school during the school day.	21-22	412	88.1%	40	100.0%	35	88.6%
	20-21	121	86.8%	24	100.0%	82	52.4%
	18-19	320	90.9%	37	94.6%	148	91.2%
I feel safe going to or coming from my school.	21-22	412	93.9%	41	100.0%		
	20-21	122	89.3%	24	100.0%		
	18-19	320	94.7%	37	91.9%		
Students from different backgrounds get along well at my school.	21-22	402	81.9%	39	87.2%		
	20-21	122	77.8%	24	87.5%		
	18-19	319	85.6%	37	89.1%		
Teachers and students get along well with each other at my school.	21-22	414	88.4%	41	100.0%		
	20-21	122	77.0%	24	100.0%		
	18-19	320	79.4%	37	91.8%		
Teachers work together to help students at my school.	21-22	402	93.0%	40	90.0%		
	20-21	121	86.0%	24	79.2%		
	18-19	319	87.2%	37	86.5%		
**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	391	49.9%	41	7.3%		
	20-21	122	54.1%	24	12.5%		
	18-19	320	57.2%	37	24.3%		
**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	411	26.0%				
	20-21	122	23.8%				
	18-19	320	23.8%				
**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	414	12.1%	39	7.7%		
	20-21	122	14.0%	24	8.4%		
	18-19	319	8.1%	37	21.6%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
**I have been bullied while going to or from school.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	409	13.7%				
	20-21	122	11.4%				
	18-19	319	11.0%				
**I have been bullied by someone from my school using a computer, a cell phone or other electronic devices.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	407	14.0%				
	20-21	121	16.5%				
	18-19	319	12.5%				
Adults at my school prevent bullying from happening.	21-22	398	71.1%	41	82.9%	31	83.8%
	20-21	122	60.7%	24	87.5%	82	47.6%
	18-19	319	61.1%	37	91.9%	151	67.6%
I can always go to adults at my school if I am being bullied.	21-22	404	77.8%				
	20-21	122	62.3%				
	18-19	319	71.8%				
An adult at my school has talked to me about bullying.	21-22	396	65.6%				
	20-21	121	58.7%				
	18-19	319	72.7%				
My child's teachers care about my child as an individual.	21-22					27	88.9%
	20-21					82	83.0%
	18-19					151	80.1%
My child's school has an anti-bullying program to prevent or deal with bullying.	21-22					27	88.9%
	20-21					82	75.6%
	18-19					147	58.5%
The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.	21-22						
	20-21					44	68.2%
	18-19					149	89.9%
During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	21-22						
	20-21					44	61.3%
	18-19					149	94.6%
I recommend that all parents/guardians attend IGP conferences with their children.	21-22						
	20-21					79	60.8%
	18-19					149	91.9%

Executive Summary of Needs Assessment Data Findings

School Name: *Lakeside Middle School*

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	*Lakeside Middle School students continue to perform well overall on SC Ready state tests. The overall percentage of students who scored meets or exceeds on SC ready ELA is 55.6%, which exceeds the state and district scores. The overall percentage of students who scored meets or exceeds on SC Ready Math 39.1, which exceeds the state average but falls short of the district average by 4.6%. On SC Pass 6th grade Science, 58.9% of LMS students scored meets or exceeds.* *An area of growth for Lakeside Middle School is the achievement gaps regarding our students' math performance. Lakeside Middle School will increase the percentage of students scoring meets or exceeds in math performance by 5% in each grade on SC Ready from SY21-22 scores. This will continue to be a focus of ours as we strive to ensure every student is ready for the rigor of high school when they leave our campus.*
Teacher/Administrator Quality	*According to the South Carolina state report card for Lakeside Middle School, our teacher retention rate increased from 79% to 82%. We feel this is an area of growth that can be directly addressed by continuing to develop ways to improve relationships between teachers and leaders. The LMS leadership team strategically identifies, empowers, and grows leaders through technical and adaptive change to further the implementation of the three dimensions of student achievement: mastery of knowledge*

Executive Summary of Needs Assessment Data Findings

	and skills, high-quality student work, and character. This structure creates positive relationships between leadership and teachers, thus resulting in higher retention. Our goal is to retain at least 90% of our teachers for the SY22-23.
School Climate	*Lakeside considers the work of school climate to be ongoing with all stakeholders including students, teachers, and families. Our expansion of student and faculty Crew structures has positively impacted school culture and cultivated an environment centered on the hope that every person feels they belong. While our Crew structure has helped build on-campus relationships, school-home relationships remain an area of growth. We did see an increase from 62.4% to 78.6% in family satisfaction of school-home relations from 20-21 to 21-22. We still feel there is room for improvement, however. One way we will work towards improving school-home relations is by inviting families into our building to participate in their students' student-led conferences (100% student participation) and Passage presentations. Our goal is for family satisfaction with school-home relations to be at least 85% for SY22-23.*

System Commitments

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

1. All students, regardless of circumstances, advance on time, prepared to graduate and ready to enter college, the military or industry with certification.

2. Teaching and learning develop power skills in all students.

3. Our schools are service-oriented centers of learning, committed to family and community partnerships.

4. Every adult will be equipped with the skills and resources necessary to advocate for and ensure the success of all students.

Strategic Areas of Emphasis

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

South Carolina State Department of Education Required Goal Categories

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

Performance Goals

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

2. The district will implement strategies to improve equity in high level coursework.

3. The district will implement strategies to improve performance in high level coursework.

4. The district will improve the conditions that lead to student success in each school by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth.

5. The district will increase opportunities for district personnel to participate in collaborative professional learning opportunities that impact student achievement.

6. The district will implement strategies to improve customer service, parent engagement, and community involvement.

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

System Commitment(s): 1

State Department Category: Student Achievement

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

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Middle	% of students meeting or exceeding standard on SC READY ELA will increase annually by 2 points.	Grades 6-8	50.5%	52.5%	54.5%	60.1%	62.1%	64.1%
			(Actual)	61.5%		57.0%	56.3%	
	% of students meeting or exceeding standard on SC READY Math will increase annually by 2 points.	Grades 6-8	48.4%	50.3%	52.3%	54.3%	56.3%	58.3%
			(Actual)	53.4%		43.0%	39.4%	
	% of students in Tier 2 or Tier 3 interventions for math and/or reading will decrease annually by 0.5 points.	Grade 8	3.9%	3.4%	2.9%	2.4%	1.9%	1.4%
			(Actual)	10.6%	6.0%	7.1%	0.5%	

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 empower all teachers to engage all students in high impact learning experiences that cultivate the application of identified power skills.	May 2018 – June 2021	Principal, Assistant Principals	None	n/a	Student engagement survey results, professional learning plans based upon observation data

Performance Goal 2 : The district will implement strategies to improve equity in high level coursework.

System Commitment(s): 1, 2

State Department Category: Gifted and Talented, Teacher and Administrator Quality, School Climate, Student Achievement

Strategic Area of Emphasis: Opportunity and Access, High impact teaching and learning

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Middle	Accelerated/honors course enrollment equity indices for minority groups will increase by 0.03 annually.	Grades 6-8	0.605	0.635	0.665	0.695	0.725	0.755
			(Actual)	0.511	0.498	0.509	0.583	

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

Performance Goal 3 : The district will implement strategies to improve performance in high level coursework.

System Commitment(s): 1

State Department Category: Gifted and Talented, Student Achievement

Strategic Area of Emphasis: High Impact Teaching and Learning, Literacy and Numeracy

Reading Plan Goal: 4

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Middle	% scoring Exceeds on SC READY ELA subject test will increase by 1.5 points annually	Grades 6-8	21.9%	23.4%	24.9%	26.4%	27.9%	29.4%
			(Actual)	25.1%		22.6%	24.3%	
	% scoring Exceeds on SC READY Math subject test will increase by 1.5 points annually	Grades 6-8	23.3%	24.7%	26.2%	29.7%	31.2%	32.7%
			(Actual)	26.1%		19.7%	18.7%	
	% scoring Exceeds on SCPASS Science subject test will increase by 1.5 points annually	Grades 6-8	33.5%	35.0%	36.5%	38.0%	39.5%	41.0%
			(Actual)	39.8%		28.5%	34.8%	
	% scoring Exceeds on SCPASS Social Studies subject test will increase by 1.5 points annually	Grades 6-8	51.3%	52.8%	54.3%	55.9%	57.4%	58.9%
			(Actual)	41.7%				

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

coursework.					to 2018-2019.

Performance Goal 4 : The district will improve the conditions that lead to student success in each school by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth.

System Commitment(s): 1, 2, 4

State Department Category: School Climate, Teacher/Admin Quality

Strategic Area of Emphasis: Opportunities and Access, Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Middle	% of students chronically absent will decrease by 0.5 points annually.	Grades 6-8	10.0%	9.5%	9.0%	8.5%	8.0%	7.5%
			(Actual)	6.6%	11.0%	22.0%	21.6%	
	% of students with 1 or more out-of-school suspensions or expulsions will decrease by 0.5 points annually.	Grades 6-8	9.5%	9.0%	8.5%	8.0%	7.5%	7.0%
			(Actual)	6.8%	6.3%	4.3%	10.0%	
	SC READY equity indices for minority groups will increase by 0.03 annually.	Grades 6-8	0.623	0.652	0.682	0.667	0.697	0.727
			(Actual)	0.626		0.422	0.542	

Action Plan for Performance Goal 4:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal, Director of Accountability, Elementary Director, Secondary Director, School Data Teams	None	n/a	Tiered system of support matrix
2. Establish a wellness team to support the physical, social, and emotional health of students and staff.	August 2018	Principal, Director of School Counseling,Lead Nurse	None	n/a	Wellness team orientation program, monthly monitoring of team records.
3. Utilize district Mental health resources, including counselors shared between schools, in order to provide service to students.	Fall of 2018 to Fall of 2019	Principal,Director of School Counseling			HR Records
4. Implement a system whereby each student is well known by an adult advocate who supports the student's social, emotional, and academic development.	August 2018-Ongoing	Principal, Director of School Counseling, Director of Elementary Schools, Director of Secondary Schools			Status updates from School Wellness Teams and school-level directors of school counseling
5. Student behavior policies will be reviewed and revised to ensure that appropriate interventions are used to support student success.	August 2018-Ongoing	Principal, Director of Student Services			Revision of current board policies.
6. Provide student-centered transition supports for students entering or leaving the school for any reason, including enrolling in or returning from alternative placement, home-based services, illness,	Fall of 2018	Principal, SLT, Director of Student Services, Director of School Counseling,			Status updates from School Wellness Teams and school-level directors of school counseling

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

Performance Goal 5 : The district will increase opportunities for district personnel to participate in collaborative professional learning opportunities that impact student achievement.

System Commitment(s): 4

State Department Category: Teacher/Admin Quality

Strategic Area of Emphasis: Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Middle	Positive responses to the SCDE survey item "Sufficient resources are available to allow teachers to take advantage of professional development activities." will reach 98% by 2021		98.2%	98.0%	98.0%	100.0%	98.0%	98.0%
			(Actual)	81.0%		79.2%	95.0%	
	Positive responses to the SCDE survey item "Teachers at my school are encouraged to develop innovative solutions to problems." will reach 98% by 2021		96.5%	97.0%	97.5%	98.0%	98.0%	98.0%
			(Actual)	81.1%		75.0%	95.0%	

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

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

Performance Goal 6 : The district will implement strategies to improve customer service, parent engagement, and community involvement.

System Commitment(s): 3

State Department Category: Teacher and Administrator Quality, School Climate

Strategic Area of Emphasis: Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Middle	% of positive student and parent responses on the state survey metric "I am satisfied with the social and physical environment at my school" will reach 95% by 2019-20.		77.5%	86.2%	95.0%	95.0%	95.0%	95.0%
			(Actual)	80.6%		69.3%	84.8%	
	% 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.		81.3%	88.2%	95.0%	95.0%	95.0%	95.0%
			(Actual)	78.3%		76.5%	92.6%	

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