

## School Renewal Plan Cover Page

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

<b>School Name:</b>	Meadow Glen Elementary
<b>SIDN:</b>	3201067
<b>Plan Submission:</b>	School utilizes Cognia
<b>Grade Span:</b>	K To 5
<b>District:</b>	Lexington 01
<b>Address 1:</b>	510 Ginny Lane
<b>Address 2:</b>	
<b>City:</b>	Lexington, SC
<b>Zip Code:</b>	29072
<b>School Renewal Plan Contact Person:</b>	Jennifer McNair
<b>School Plan Contact Phone:</b>	803-821-0400
<b>School Plan E-mail Address:</b>	jmcnair@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

<b>Superintendent</b>		
<u>Dr. Gerrita Postlewait</u> Printed Name	 Signature	<u>4-11-23</u> Date
<b>Principal</b>		
<u>Jennifer McNair</u> Printed Name	 Signature	<u>3/8/23</u> Date
<b>Chairperson, District Board of Trustees</b>		
<u>Anne Marie Green</u> Printed Name	 Signature	<u>4-11-23</u> Date
<b>Chairperson, School Improvement Council</b>		
<u>Sri Lakshmi Sreedharan</u> Printed Name	 Signature	<u>3/13/23</u> Date
<b>School Read To Succeed Literacy Leadership Team Lead</b>		
<u>Michelle Brazell</u> Printed Name	 Signature	<u>3/8/23</u> Date

## Assurances for School Renewal Plan

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

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes	<b>Academic Assistance, PreK–3</b> 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	<b>Academic Assistance, Grades 4–12</b> 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	<b>Parent Involvement</b> 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	<b>Staff Development</b> 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	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	<b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	<b>Collaboration</b> The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

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

## Stakeholder Involvement for School Renewal Plan

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

	Position	Name
1.	<b>Principal</b>	Jennifer McNair
2.	<b>Teacher</b>	Meghan Cegelis
3.	<b>Parent/Guardian</b>	Jennifer Gessner
4.	<b>Community Member</b>	Valencia Bostic
5.	<b>Paraprofessional</b>	Cynthia Cavalear
6.	<b>School Improvement Council Member</b>	Sri Lakshmi Sreedharan
7.	<b>Read to Succeed Reading Coach</b>	Sommer Hoffman
8.	<b>School Read To Succeed Literacy Leadership Team Lead</b>	Michelle Brazell
9.	<b>School Read To Succeed Literacy Leadership Team Member</b>	Corrina Sundstrom
<b>OTHERS</b> (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		
	<b>Teacher</b>	Elizabeth 'Hope' Halfacre
	<b>Teacher</b>	Alecia Clamp
	<b>Teacher</b>	Sabra Denny
	<b>Teacher</b>	Desirae Rice

## District Requested Strategic/Renewal Plan Waiver

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

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

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:

<http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/>

District Waiver Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans ( <i>SBE Regulation 43-261</i> )	
2. Teachers teaching more than 1500 minutes ( <i>SBE Regulation 43-205</i> )	
3. Teachers teaching more than 4 preps ( <i>SBE Regulation 43-205</i> )	
4. High School Principal over two schools or grades more than 9-12 ( <i>SBE Regulation 43-205</i> )	
5. Other ( <i>Include the SBE Regulation number to be waived</i> )	Lexington County School District One received a waiver for SBE Regulations 43-231 (II), 43-232 (I), 43-234 (VI)(C)(1), 43-234 (II)(b), and 43-234 (VI)(C)(I) from the S.C. Department of Education, which gives our students enrolled in the Lexington One Online Learning Academy access to a flexible pathway to the next grade level that is not bound by pace, place, or time. This waiver empowers students to demonstrate mastery of standards through synchronous and asynchronous teaching and learning experiences.
6. Other ( <i>Include the SBE Regulation number to be waived</i> )	



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## 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.



[MGES 2021-22 Report Card](#)






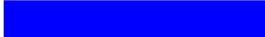








	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Meadow Glen Elementary School	Number of Students
Reading Grades 1-5	21-22	All	All	72.1%		(526 / 730)
		ELL	ELL	67.8%		(99 / 146)
			Not ELL	73.1%		(427 / 584)
		Gender	Female	75.1%		(280 / 373)
			Male	68.9%		(246 / 357)
		InstrSetting	Not Special Ed	78.0%		(499 / 640)
			Special Ed	30.0%		(27 / 90)
		Race	Black / Latinx	48.4%		(59 / 122)
	White / Other		76.8%		(467 / 608)	
	20-21	All	All	66.3%		(477 / 719)
		ELL	Not ELL	68.3%		(384 / 562)
			ELL	59.2%		(93 / 157)
		Gender	Female	69.7%		(253 / 363)
			Male	62.9%		(224 / 356)
		InstrSetting	Not Special Ed	70.6%		(450 / 637)
			Special Ed	32.9%		(27 / 82)
		Race	Black / Latinx	48.2%		(66 / 137)
	White / Other		70.6%		(411 / 582)	
	19-20	All	All	74.2%		(558 / 752)
		ELL	Not ELL	75.6%		(461 / 610)
			ELL	68.3%		(97 / 142)
		Gender	Female	78.7%		(303 / 385)
			Male	69.5%		(255 / 367)
		InstrSetting	Not Special Ed	78.9%		(530 / 672)
			Special Ed	35.0%		(28 / 80)
		Race	Black / Latinx	58.6%		(82 / 140)
	White / Other		77.8%		(476 / 612)	
	18-19	All	All	79.1%		(600 / 759)
		ELL	Not ELL	82.2%		(499 / 607)
			ELL	66.4%		(101 / 152)
		Gender	Female	80.9%		(304 / 376)
			Male	77.3%		(296 / 383)
		InstrSetting	Not Special Ed	84.0%		(568 / 676)
Special Ed			38.6%		(32 / 83)	
Race		Black / Latinx	58.4%		(87 / 149)	
	White / Other	84.1%		(513 / 610)		
17-18	All	All	68.7%		(554 / 806)	
	ELL	Not ELL	71.3%		(482 / 676)	
		ELL	55.4%		(72 / 130)	

	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Meadow Glen Elementary School	Number of Students
<b>Reading Grades 1-5</b>	17-18	Gender	Female	68.8%		(284 / 413)
			Male	68.7%		(270 / 393)
		InstrSetting	Not Special Ed	72.5%		(523 / 721)
			Special Ed	36.5%		(31 / 85)
		Race	Black / Latinx	46.2%		(72 / 156)
			White / Other	74.2%		(482 / 650)
	16-17	All	All	71.8%		(577 / 804)
		ELL	Not ELL	76.3%		(534 / 700)
			ELL	41.3%		(43 / 104)
		Gender	Female	71.9%		(294 / 409)
			Male	71.6%		(283 / 395)
		InstrSetting	Not Special Ed	76.0%		(529 / 696)
			Special Ed	44.4%		(48 / 108)
		Race	Black / Latinx	45.3%		(63 / 139)
	White / Other		77.3%		(514 / 665)	
	15-16	All	All	73.7%		(615 / 835)
		ELL	Not ELL	77.6%		(587 / 756)
			ELL	35.4%		(28 / 79)
		Gender	Female	75.7%		(320 / 423)
			Male	71.6%		(295 / 412)
		InstrSetting	Not Special Ed	77.2%		(578 / 749)
			Special Ed	43.0%		(37 / 86)
		Race	Black / Latinx	52.5%		(83 / 158)
	White / Other		78.6%		(532 / 677)	
	14-15	All	All	76.0%		(575 / 757)
		ELL	Not ELL	79.8%		(533 / 668)
			ELL	47.2%		(42 / 89)
		Gender	Female	77.5%		(297 / 383)
Male			74.3%		(278 / 374)	
InstrSetting		Not Special Ed	80.9%		(539 / 666)	
		Special Ed	39.6%		(36 / 91)	
Race		Black / Latinx	52.8%		(84 / 159)	
	White / Other	82.1%		(491 / 598)		

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Meadow Glen Elementary School	Number of Students
ELA	21-22	All	All	71.7%		(314 / 438)
		ELL	Not ELL	75.0%		(303 / 404)
			ELL	32.4%		(11 / 34)
		Gender	Female	75.1%		(178 / 237)
			Male	67.7%		(136 / 201)
		InstrSetting	Not Special Ed	77.3%		(299 / 387)
			Special Ed	29.4%		(15 / 51)
		Race	Black / Latinx	50.0%		(32 / 64)
	White / Other		75.4%		(282 / 374)	
	20-21	All	All	67.6%		(282 / 417)
		ELL	Not ELL	69.7%		(262 / 376)
			ELL	48.8%		(20 / 41)
		Gender	Female	73.1%		(155 / 212)
			Male	62.0%		(127 / 205)
		InstrSetting	Not Special Ed	73.6%		(270 / 367)
			Special Ed	24.0%		(12 / 50)
		Race	Black / Latinx	38.7%		(24 / 62)
	White / Other		72.7%		(258 / 355)	
	18-19	All	All	71.3%		(335 / 470)
		ELL	Not ELL	74.9%		(308 / 411)
			ELL	45.8%		(27 / 59)
		Gender	Female	77.6%		(177 / 228)
			Male	65.3%		(158 / 242)
		InstrSetting	Not Special Ed	77.2%		(321 / 416)
			Special Ed	25.9%		(14 / 54)
		Race	Black / Latinx	32.4%		(22 / 68)
	White / Other		77.9%		(313 / 402)	
	17-18	All	All	65.5%		(323 / 493)
		ELL	Not ELL	69.4%		(308 / 444)
			ELL	30.6%		(15 / 49)
		Gender	Female	74.6%		(185 / 248)
			Male	56.3%		(138 / 245)
		InstrSetting	Not Special Ed	70.5%		(308 / 437)
Special Ed			26.8%		(15 / 56)	
Race		Black / Latinx	35.8%		(29 / 81)	
	White / Other	71.4%		(294 / 412)		
16-17	All	All	57.7%		(302 / 523)	
	ELL	Not ELL	60.8%		(292 / 480)	
		ELL	23.3%		(10 / 43)	

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Meadow Glen Elementary School	Number of Students
<b>ELA</b>	16-17	Gender	Female	62.3%		(167 / 268)
			Male	52.9%		(135 / 255)
		InstrSetting	Not Special Ed	61.9%		(284 / 459)
			Special Ed	28.1%		(18 / 64)
		Race	Black / Latinx	29.2%		(31 / 106)
			White / Other	65.0%		(271 / 417)
	15-16	All	All	63.3%		(297 / 469)
		ELL	Not ELL	66.1%		(287 / 434)
			ELL	28.6%		(10 / 35)
		Gender	Female	68.9%		(166 / 241)
			Male	57.5%		(131 / 228)
		InstrSetting	Not Special Ed	67.4%		(287 / 426)
			Special Ed	23.3%		(10 / 43)
		Race	Black / Latinx	41.4%		(41 / 99)
White / Other	69.2%			(256 / 370)		

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Meadow Glen Elementary School	Number of Students
<b>Math</b>	21-22	All	All	73.7%		(323 / 438)
		ELL	Not ELL	75.0%		(303 / 404)
			ELL	58.8%		(20 / 34)
		Gender	Female	74.3%		(176 / 237)
			Male	73.1%		(147 / 201)
		InstrSetting	Not Special Ed	78.8%		(305 / 387)
			Special Ed	35.3%		(18 / 51)
		Race	Black / Latinx	43.8%		(28 / 64)
	White / Other		78.9%		(295 / 374)	
	20-21	All	All	69.7%		(290 / 416)
		ELL	Not ELL	71.2%		(267 / 375)
			ELL	56.1%		(23 / 41)
		Gender	Female	67.9%		(144 / 212)
			Male	71.6%		(146 / 204)
		InstrSetting	Not Special Ed	74.9%		(275 / 367)
			Special Ed	30.6%		(15 / 49)
		Race	Black / Latinx	41.0%		(25 / 61)
	White / Other		74.6%		(265 / 355)	
	18-19	All	All	75.3%		(354 / 470)
		ELL	Not ELL	77.1%		(317 / 411)
			ELL	62.7%		(37 / 59)
		Gender	Female	75.4%		(172 / 228)
			Male	75.2%		(182 / 242)
		InstrSetting	Not Special Ed	79.8%		(332 / 416)
			Special Ed	40.7%		(22 / 54)
		Race	Black / Latinx	54.4%		(37 / 68)
	White / Other		78.9%		(317 / 402)	
	17-18	All	All	72.4%		(357 / 493)
		ELL	Not ELL	74.3%		(330 / 444)
			ELL	55.1%		(27 / 49)
		Gender	Female	73.0%		(181 / 248)
			Male	71.8%		(176 / 245)
		InstrSetting	Not Special Ed	76.9%		(336 / 437)
Special Ed			37.5%		(21 / 56)	
Race		Black / Latinx	42.0%		(34 / 81)	
	White / Other	78.4%		(323 / 412)		
16-17	All	All	60.8%		(319 / 525)	
	ELL	Not ELL	64.7%		(310 / 479)	
		ELL	19.6%		(9 / 46)	
	Gender	Female	57.6%		(155 / 269)	

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Meadow Glen Elementary School	Number of Students
<b>Math</b>	16-17	Gender	Male	64.1%		(164 / 256)
		InstrSetting	Not Special Ed	64.3%		(297 / 462)
			Special Ed	34.9%		(22 / 63)
		Race	Black / Latinx	29.9%		(32 / 107)
			White / Other	68.7%		(287 / 418)
	15-16	All	All	69.5%		(326 / 469)
		ELL	Not ELL	71.7%		(311 / 434)
			ELL	42.9%		(15 / 35)
		Gender	Female	68.9%		(166 / 241)
			Male	70.2%		(160 / 228)
		InstrSetting	Not Special Ed	73.7%		(314 / 426)
			Special Ed	27.9%		(12 / 43)
		Race	Black / Latinx	40.4%		(40 / 99)
	White / Other		77.3%		(286 / 370)	


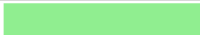

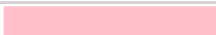



















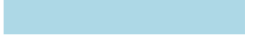





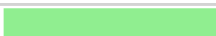

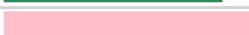






	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Meadow Glen Elementary School	Number of Students
Science	21-22	All	All	73.3%		(99 / 135)
		ELL	Not ELL	75.2%		(94 / 125)
			ELL	50.0%		(5 / 10)
		Gender	Female	71.2%		(52 / 73)
			Male	75.8%		(47 / 62)
		InstrSetting	Not Special Ed	76.8%		(96 / 125)
			Special Ed	30.0%		(3 / 10)
		Race	Black / Latinx	39.1%		(9 / 23)
	White / Other		80.4%		(90 / 112)	
	20-21	All	All	61.4%		(81 / 132)
		ELL	Not ELL	64.2%		(79 / 123)
			ELL	22.2%		(2 / 9)
		Gender	Female	62.7%		(47 / 75)
			Male	59.6%		(34 / 57)
		InstrSetting	Not Special Ed	67.6%		(75 / 111)
			Special Ed	28.6%		(6 / 21)
		Race	Black / Latinx	44.4%		(8 / 18)
	White / Other		64.0%		(73 / 114)	
	18-19	All	All	69.0%		(109 / 158)
		ELL	Not ELL	73.1%		(106 / 145)
			ELL	23.1%		(3 / 13)
		Gender	Female	72.2%		(57 / 79)
			Male	65.8%		(52 / 79)
		InstrSetting	Not Special Ed	74.3%		(104 / 140)
			Special Ed	27.8%		(5 / 18)
		Race	Black / Latinx	26.3%		(5 / 19)
	White / Other		74.8%		(104 / 139)	
	17-18	All	All	67.1%		(106 / 158)
		ELL	Not ELL	70.5%		(98 / 139)
			ELL	42.1%		(8 / 19)
		Gender	Female	61.5%		(48 / 78)
			Male	72.5%		(58 / 80)
		InstrSetting	Not Special Ed	71.3%		(97 / 136)
Special Ed			40.9%		(9 / 22)	
Race		Black / Latinx	32.0%		(8 / 25)	
	White / Other	73.7%		(98 / 133)		
16-17	All	All	65.2%		(225 / 345)	
	ELL	Not ELL	69.1%		(217 / 314)	
		ELL	25.8%		(8 / 31)	







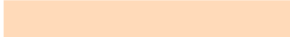




















	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Meadow Glen Elementary School	Number of Students
Science	16-17	Gender	Female	66.1%		(117 / 177)
			Male	64.3%		(108 / 168)
		InstrSetting	Not Special Ed	70.1%		(220 / 314)
			Special Ed	16.1%		(5 / 31)
		Race	Black / Latinx	41.3%		(33 / 80)
			White / Other	72.5%		(192 / 265)
	15-16	All	All	80.4%		(255 / 317)
			ELL	83.3%		(245 / 294)
		Gender	ELL	43.5%		(10 / 23)
			Female	77.5%		(124 / 160)
		InstrSetting	Male	83.4%		(131 / 157)
			Not Special Ed	85.2%		(247 / 290)
		Race	Special Ed	29.6%		(8 / 27)
			Black / Latinx	53.7%		(36 / 67)
	14-15	All	White / Other	87.6%		(219 / 250)
			All	85.8%		(242 / 282)
		ELL	Not ELL	87.3%		(226 / 259)
			ELL	69.6%		(16 / 23)
		Gender	Female	87.7%		(121 / 138)
			Male	84.0%		(121 / 144)
		InstrSetting	Not Special Ed	91.4%		(223 / 244)
			Special Ed	50.0%		(19 / 38)
		Race	Black / Latinx	58.2%		(32 / 55)
			White / Other	92.5%		(210 / 227)
	13-14	All	All	80.7%		(217 / 269)
			ELL	80.7%		(217 / 269)
		Gender	Female	80.1%		(117 / 146)
			Male	81.3%		(100 / 123)
		InstrSetting	Not Special Ed	84.3%		(198 / 235)
			Special Ed	55.9%		(19 / 34)
Race		Black / Latinx	58.6%		(34 / 58)	
		White / Other	86.7%		(183 / 211)	

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Meadow Glen Elementary School	Number of Students
<b>Social Studies</b>	18-19	All	All	86.8%		(138 / 159)
		ELL	Not ELL	87.5%		(126 / 144)
			ELL	80.0%		(12 / 15)
		Gender	Female	85.7%		(66 / 77)
			Male	87.8%		(72 / 82)
		InstrSetting	Not Special Ed	92.0%		(127 / 138)
			Special Ed	52.4%		(11 / 21)
		Race	Black / Latinx	60.0%		(15 / 25)
	White / Other		91.8%		(123 / 134)	
	17-18	All	All	86.9%		(152 / 175)
		ELL	Not ELL	89.4%		(144 / 161)
			ELL	57.1%		(8 / 14)
		Gender	Female	85.6%		(77 / 90)
			Male	88.2%		(75 / 85)
		InstrSetting	Not Special Ed	89.6%		(147 / 164)
			Special Ed	45.5%		(5 / 11)
		Race	Black / Latinx	75.0%		(24 / 32)
	White / Other		89.5%		(128 / 143)	
	16-17	All	All	81.5%		(282 / 346)
		ELL	Not ELL	84.1%		(265 / 315)
			ELL	54.8%		(17 / 31)
		Gender	Female	80.2%		(142 / 177)
			Male	82.8%		(140 / 169)
		InstrSetting	Not Special Ed	84.7%		(266 / 314)
			Special Ed	50.0%		(16 / 32)
		Race	Black / Latinx	67.5%		(54 / 80)
	White / Other		85.7%		(228 / 266)	
	15-16	All	All	89.6%		(284 / 317)
		ELL	Not ELL	91.5%		(269 / 294)
			ELL	65.2%		(15 / 23)
		Gender	Female	88.1%		(141 / 160)
			Male	91.1%		(143 / 157)
		InstrSetting	Not Special Ed	92.8%		(269 / 290)
			Special Ed	55.6%		(15 / 27)
		Race	Black / Latinx	74.6%		(50 / 67)
	White / Other		93.6%		(234 / 250)	
14-15	All	All	90.8%		(256 / 282)	
	ELL	Not ELL	91.1%		(236 / 259)	
		ELL	87.0%		(20 / 23)	
	Gender	Female	90.6%		(125 / 138)	







































	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Meadow Glen Elementary School	Number of Students
<b>Social Studies</b>	14-15	Gender	Male	91.0%		(131 / 144)
		InstrSetting	Not Special Ed	93.0%		(227 / 244)
			Special Ed	76.3%		(29 / 38)
		Race	Black / Latinx	72.7%		(40 / 55)
			White / Other	95.2%		(216 / 227)
	13-14	All	All	89.6%		(240 / 268)
		ELL	Not ELL	89.6%		(240 / 268)
		Gender	Female	91.0%		(121 / 133)
			Male	88.1%		(119 / 135)
		InstrSetting	Not Special Ed	93.4%		(214 / 229)
			Special Ed	66.7%		(26 / 39)
		Race	Black / Latinx	77.6%		(45 / 58)
			White / Other	92.9%		(195 / 210)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Meadow Glen Elementary School	Number of Students
<b>Accelerated/ Eagles</b>	21-22	All	All	22.6%		(101 / 446)
		ELL	Not ELL	23.2%		(84 / 362)
			ELL	20.2%		(17 / 84)
		Gender	Female	24.6%		(59 / 240)
			Male	20.4%		(42 / 206)
		InstrSetting	Not Special Ed	25.2%		(100 / 397)
			Special Ed	2.0%		(1 / 49)
		Race	Black / Latinx	12.2%		(11 / 90)
	White / Other		25.3%		(90 / 356)	
	20-21	All	All	24.2%		(111 / 459)
		ELL	Not ELL	25.7%		(94 / 366)
			ELL	18.3%		(17 / 93)
		Gender	Female	27.6%		(64 / 232)
			Male	20.7%		(47 / 227)
		InstrSetting	Not Special Ed	27.1%		(110 / 406)
			Special Ed	1.9%		(1 / 53)
		Race	Black / Latinx	14.1%		(14 / 99)
	White / Other		26.9%		(97 / 360)	
	19-20	All	All	28.9%		(138 / 477)
		ELL	Not ELL	30.2%		(118 / 391)
			ELL	23.3%		(20 / 86)
		Gender	Female	30.3%		(71 / 234)
			Male	27.6%		(67 / 243)
		InstrSetting	Not Special Ed	32.5%		(136 / 419)
			Special Ed	3.4%		(2 / 58)
		Race	Black / Latinx	12.8%		(12 / 94)
	White / Other		32.9%		(126 / 383)	
	18-19	All	All	31.0%		(151 / 487)
		ELL	Not ELL	32.6%		(126 / 387)
			ELL	25.0%		(25 / 100)
		Gender	Female	32.5%		(76 / 234)
			Male	29.6%		(75 / 253)
InstrSetting		Not Special Ed	33.6%		(145 / 431)	
		Special Ed	10.7%		(6 / 56)	
Race		Black / Latinx	16.8%		(16 / 95)	
	White / Other	34.4%		(135 / 392)		
17-18	All	All	30.2%		(149 / 494)	
	ELL	Not ELL	32.6%		(142 / 435)	



































	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Meadow Glen Elementary School	Number of Students
<b>Accelerated/ Eagles</b>	17-18	ELL	ELL	12.1%		(7 / 58)
		Gender	Female	34.9%		(88 / 252)
			Male	25.2%		(61 / 242)
		InstrSetting	Not Special Ed	32.9%		(142 / 431)
			Special Ed	11.3%		(7 / 62)
		Race	Black / Latinx	18.6%		(18 / 97)
	White / Other		33.0%		(131 / 397)	
	16-17	All	All	27.5%		(148 / 538)
		ELL	Not ELL	29.5%		(144 / 488)
			ELL	8.0%		(4 / 50)
		Gender	Female	27.6%		(75 / 272)
			Male	27.4%		(73 / 266)
		InstrSetting	Not Special Ed	30.3%		(143 / 472)
			Special Ed	7.6%		(5 / 66)
		Race	Black / Latinx	11.7%		(13 / 111)
	White / Other		31.6%		(135 / 427)	
	15-16	All	All	24.8%		(122 / 491)
		ELL	Not ELL	26.5%		(120 / 453)
			ELL	5.3%		(2 / 38)
		Gender	Female	26.5%		(66 / 249)
			Male	23.1%		(56 / 242)
		InstrSetting	Not Special Ed	27.1%		(120 / 442)
			Special Ed	4.1%		(2 / 49)
		Race	Black / Latinx	9.4%		(10 / 106)
White / Other	29.1%			(112 / 385)		






































	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Meadow Glen Elementary School	Number of Students
<b>Chronic Absences</b>	21-22	All	All	7.7%		(67 / 874)
		ELL	Not ELL	8.4%		(61 / 724)
			ELL	4.0%		(6 / 150)
		Gender	Female	6.2%		(27 / 438)
			Male	9.2%		(40 / 436)
		InstrSetting	Not Special Ed	6.9%		(52 / 757)
			Special Ed	12.8%		(15 / 117)
		Race	Black / Latinx	14.4%		(21 / 146)
	White / Other		6.3%		(46 / 728)	
	20-21	All	All	11.4%		(101 / 883)
		ELL	Not ELL	11.4%		(82 / 719)
			ELL	11.6%		(19 / 164)
		Gender	Female	9.7%		(42 / 435)
			Male	13.2%		(59 / 448)
		InstrSetting	Not Special Ed	10.0%		(77 / 767)
			Special Ed	20.7%		(24 / 116)
		Race	Black / Latinx	25.0%		(45 / 180)
	White / Other		8.0%		(56 / 703)	
	19-20	All	All	7.7%		(72 / 940)
		ELL	Not ELL	7.2%		(61 / 847)
			ELL	11.8%		(11 / 93)
		Gender	Female	5.8%		(27 / 465)
			Male	9.5%		(45 / 475)
		InstrSetting	Not Special Ed	7.2%		(60 / 832)
			Special Ed	11.1%		(12 / 108)
		Race	Black / Latinx	10.2%		(18 / 176)
	White / Other		7.1%		(54 / 764)	
	18-19	All	All	5.3%		(50 / 941)
		ELL	Not ELL	5.0%		(42 / 839)
			ELL	7.8%		(8 / 102)
		Gender	Female	4.1%		(19 / 466)
			Male	6.5%		(31 / 475)
		InstrSetting	Not Special Ed	4.6%		(38 / 825)
Special Ed			10.3%		(12 / 116)	
Race		Black / Latinx	9.3%		(17 / 182)	
	White / Other	4.3%		(33 / 759)		
17-18	All	All	5.2%		(49 / 945)	


































	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Meadow Glen Elementary School	Number of Students
<b>Chronic Absences</b>	17-18	ELL	Not ELL	5.1%		(43 / 845)
			ELL	7.5%		(8 / 107)
		Gender	Female	4.2%		(20 / 480)
			Male	6.2%		(29 / 465)
		InstrSetting	Not Special Ed	3.8%		(32 / 846)
			Special Ed	5.1%		(5 / 99)
		Race	Black / Latinx	6.5%		(12 / 186)
			White / Other	4.9%		(37 / 759)
	16-17	All	All	5.2%		(56 / 1085)
		ELL	Not ELL	4.8%		(47 / 970)
			ELL	7.8%		(9 / 115)
		Gender	Female	4.9%		(27 / 546)
			Male	5.4%		(29 / 539)
		InstrSetting	Not Special Ed	5.0%		(48 / 954)
			Special Ed	6.1%		(8 / 131)
		Race	Black / Latinx	8.0%		(15 / 188)
	White / Other		4.6%		(41 / 897)	
	15-16	All	All	4.6%		(47 / 1032)
		ELL	Not ELL	4.0%		(37 / 922)
			ELL	8.4%		(9 / 107)
		Gender	Female	3.5%		(18 / 512)
			Male	5.6%		(29 / 520)
		InstrSetting	Not Special Ed	3.6%		(33 / 914)
			Special Ed	11.9%		(14 / 118)
		Race	Black / Latinx	8.7%		(17 / 195)
	White / Other		3.6%		(30 / 837)	
	14-15	All	All	4.2%		(41 / 968)
		ELL	Not ELL	4.3%		(37 / 865)
			ELL	3.1%		(3 / 98)
		Gender	Female	3.6%		(17 / 473)
			Male	4.8%		(24 / 495)
		InstrSetting	Not Special Ed	3.9%		(33 / 839)
Special Ed			6.2%		(8 / 129)	
Race		Black / Latinx	4.5%		(9 / 198)	
	White / Other	4.2%		(32 / 770)		
































	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Meadow Glen Elementary School	Number of Students
Referrals	21-22	All	All	4.3%		(38 / 874)
		ELL	Not ELL	4.1%		(30 / 724)
			ELL	5.3%		(8 / 150)
		Gender	Female	1.6%		(7 / 438)
			Male	7.1%		(31 / 436)
		InstrSetting	Not Special Ed	2.9%		(22 / 757)
			Special Ed	13.7%		(16 / 117)
		Race	Black / Latinx	4.5%		(6 / 132)
			White / Other	4.3%		(32 / 742)
	20-21	All	All	1.2%		(11 / 883)
		ELL	Not ELL	1.3%		(9 / 719)
			ELL	1.2%		(2 / 164)
		Gender	Female	0.5%		(2 / 435)
			Male	2.0%		(9 / 448)
		InstrSetting	Not Special Ed	0.7%		(5 / 767)
			Special Ed	5.2%		(6 / 116)
		Race	Black / Latinx	1.5%		(2 / 131)
			White / Other	1.2%		(9 / 752)
	19-20	All	All	2.6%		(24 / 940)
		ELL	Not ELL	2.0%		(16 / 783)
			ELL	5.1%		(8 / 157)
		Gender	Female	0.6%		(3 / 465)
			Male	4.4%		(21 / 475)
		InstrSetting	Not Special Ed	1.8%		(15 / 832)
			Special Ed	8.3%		(9 / 108)
		Race	Black / Latinx	7.5%		(10 / 133)
			White / Other	1.7%		(14 / 807)
	18-19	All	All	4.0%		(38 / 941)
		ELL	Not ELL	4.2%		(33 / 782)
			ELL	3.1%		(5 / 159)
		Gender	Female	0.6%		(3 / 466)
			Male	7.4%		(35 / 475)
		InstrSetting	Not Special Ed	3.0%		(25 / 825)
Special Ed			11.2%		(13 / 116)	
Race		Black / Latinx	8.4%		(12 / 143)	
		White / Other	3.3%		(26 / 798)	
17-18	All	All	2.7%		(26 / 962)	
	ELL	Not ELL	2.9%		(24 / 814)	

































	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Meadow Glen Elementary School	Number of Students
<b>Referrals</b>	17-18	ELL	ELL	1.4%		(2 / 148)
		Gender	Female	1.0%		(5 / 485)
			Male	4.4%		(21 / 477)
		InstrSetting	Not Special Ed	2.3%		(20 / 856)
			Special Ed	5.7%		(6 / 106)
		Race	Black / Latinx	8.4%		(13 / 155)
			White / Other	1.6%		(13 / 807)
		16-17	All	All	2.0%	
	ELL		Not ELL	1.9%		(18 / 970)
			ELL	3.5%		(4 / 115)
	Gender		Female	0.5%		(3 / 546)
			Male	3.5%		(19 / 539)
	InstrSetting		Not Special Ed	1.5%		(14 / 954)
			Special Ed	6.1%		(8 / 131)
	Race		Black / Latinx	4.3%		(8 / 188)
		White / Other	1.6%		(14 / 897)	
	15-16	All	All	3.3%		(34 / 1032)
		ELL	Not ELL	3.5%		(32 / 924)
			ELL	1.9%		(2 / 108)
		Gender	Female	1.2%		(6 / 512)
			Male	5.4%		(28 / 520)
		InstrSetting	Not Special Ed	2.4%		(22 / 914)
			Special Ed	10.2%		(12 / 118)
		Race	Black / Latinx	9.2%		(18 / 195)
	White / Other		1.9%		(16 / 837)	
	14-15	All	All	4.8%		(46 / 968)
		ELL	Not ELL	4.7%		(41 / 869)
			ELL	5.1%		(5 / 99)
		Gender	Female	3.2%		(15 / 473)
			Male	6.3%		(31 / 495)
		InstrSetting	Not Special Ed	3.7%		(31 / 839)
			Special Ed	11.6%		(15 / 129)
Race		Black / Latinx	12.1%		(24 / 198)	
	White / Other	2.9%		(22 / 770)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Meadow Glen Elementary School	Number of Students
<b>In School Suspensions</b>	21-22	All	All	2.4%		(21 / 874)
		ELL	Not ELL	2.3%		(17 / 724)
			ELL	2.7%		(4 / 150)
		Gender	Female	0.7%		(3 / 438)
			Male	4.1%		(18 / 436)
		InstrSetting	Not Special Ed	1.7%		(13 / 757)
			Special Ed	6.8%		(8 / 117)
		Race	Black / Latinx	3.8%		(5 / 132)
	White / Other		2.2%		(16 / 742)	
	20-21	All	All	0.8%		(7 / 883)
		ELL	Not ELL	0.7%		(5 / 719)
			ELL	1.2%		(2 / 164)
		Gender	Female	0.5%		(2 / 435)
			Male	1.1%		(5 / 448)
		InstrSetting	Not Special Ed	0.7%		(5 / 767)
			Special Ed	1.7%		(2 / 116)
		Race	Black / Latinx	0.0%		(0 / 131)
	White / Other		0.9%		(7 / 752)	
	19-20	All	All	1.6%		(15 / 940)
		ELL	Not ELL	1.4%		(11 / 783)
			ELL	2.5%		(4 / 157)
		Gender	Female	0.6%		(3 / 465)
			Male	2.5%		(12 / 475)
		InstrSetting	Not Special Ed	1.4%		(12 / 832)
			Special Ed	2.8%		(3 / 108)
		Race	Black / Latinx	3.8%		(5 / 133)
	White / Other		1.2%		(10 / 807)	
	18-19	All	All	1.0%		(9 / 941)
		ELL	Not ELL	1.0%		(8 / 782)
			ELL	0.6%		(1 / 159)
		Gender	Female	0.4%		(2 / 466)
			Male	1.5%		(7 / 475)
		InstrSetting	Not Special Ed	1.0%		(8 / 825)
Special Ed			0.9%		(1 / 116)	
Race		Black / Latinx	1.4%		(2 / 143)	
	White / Other	0.9%		(7 / 798)		
17-18	All	All	1.0%		(10 / 962)	
	ELL	Not ELL	1.0%		(8 / 814)	

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Meadow Glen Elementary School	Number of Students
<b>In School Suspensions</b>	17-18	ELL	ELL	1.4%		(2 / 148)
		Gender	Female	0.4%		(2 / 485)
			Male	1.7%		(8 / 477)
		InstrSetting	Not Special Ed	0.8%		(7 / 856)
			Special Ed	2.8%		(3 / 106)
		Race	Black / Latinx	2.6%		(4 / 155)
	White / Other		0.7%		(6 / 807)	
	16-17	All	All	0.5%		(5 / 1085)
		ELL	Not ELL	0.3%		(3 / 970)
			ELL	1.7%		(2 / 115)
		Gender	Female	0.4%		(2 / 546)
			Male	0.6%		(3 / 539)
		InstrSetting	Not Special Ed	0.4%		(4 / 954)
			Special Ed	0.8%		(1 / 131)
		Race	Black / Latinx	1.1%		(2 / 188)
	White / Other		0.3%		(3 / 897)	
	15-16	All	All	0.6%		(6 / 1032)
		ELL	Not ELL	0.5%		(5 / 924)
			ELL	0.9%		(1 / 108)
		Gender	Female	0.2%		(1 / 512)
			Male	1.0%		(5 / 520)
		InstrSetting	Not Special Ed	0.4%		(4 / 914)
			Special Ed	1.7%		(2 / 118)
		Race	Black / Latinx	2.6%		(5 / 195)
	White / Other		0.1%		(1 / 837)	
	14-15	All	All	1.3%		(13 / 968)
		ELL	Not ELL	1.5%		(13 / 869)
			ELL	0.0%		(0 / 99)
		Gender	Female	1.1%		(5 / 473)
			Male	1.6%		(8 / 495)
InstrSetting		Not Special Ed	1.1%		(9 / 839)	
		Special Ed	3.1%		(4 / 129)	
Race		Black / Latinx	4.0%		(8 / 198)	
	White / Other	0.6%		(5 / 770)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Meadow Glen Elementary School	Number of Students
<b>Out of School Suspensions</b>	21-22	All	All	2.2%		(19 / 874)
		ELL	Not ELL	2.1%		(15 / 724)
			ELL	2.7%		(4 / 150)
		Gender	Female	0.7%		(3 / 438)
			Male	3.7%		(16 / 436)
		InstrSetting	Not Special Ed	1.5%		(11 / 757)
			Special Ed	6.8%		(8 / 117)
		Race	Black / Latinx	2.3%		(3 / 132)
	White / Other		2.2%		(16 / 742)	
	20-21	All	All	0.6%		(5 / 883)
		ELL	Not ELL	0.7%		(5 / 719)
			ELL	0.0%		(0 / 164)
		Gender	Female	0.0%		(0 / 435)
			Male	1.1%		(5 / 448)
		InstrSetting	Not Special Ed	0.1%		(1 / 767)
			Special Ed	3.4%		(4 / 116)
		Race	Black / Latinx	1.5%		(2 / 131)
	White / Other		0.4%		(3 / 752)	
	19-20	All	All	0.6%		(6 / 940)
		ELL	Not ELL	0.5%		(4 / 783)
			ELL	1.3%		(2 / 157)
		Gender	Female	0.0%		(0 / 465)
			Male	1.3%		(6 / 475)
		InstrSetting	Not Special Ed	0.2%		(2 / 832)
			Special Ed	3.7%		(4 / 108)
		Race	Black / Latinx	1.5%		(2 / 133)
	White / Other		0.5%		(4 / 807)	
	18-19	All	All	0.6%		(6 / 941)
		ELL	Not ELL	0.6%		(5 / 782)
			ELL	0.6%		(1 / 159)
		Gender	Female	0.0%		(0 / 466)
			Male	1.3%		(6 / 475)
		InstrSetting	Not Special Ed	0.1%		(1 / 825)
			Special Ed	4.3%		(5 / 116)
		Race	Black / Latinx	1.4%		(2 / 143)
	White / Other		0.5%		(4 / 798)	
	17-18	All	All	0.7%		(7 / 962)
		ELL	Not ELL	0.7%		(6 / 814)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Meadow Glen Elementary School	Number of Students
<b>Out of School Suspensions</b>	17-18	ELL	ELL	0.7%		(1 / 148)
		Gender	Female	0.0%		(0 / 485)
			Male	1.5%		(7 / 477)
		InstrSetting	Not Special Ed	0.2%		(2 / 856)
			Special Ed	4.7%		(5 / 106)
		Race	Black / Latinx	2.6%		(4 / 155)
	White / Other		0.4%		(3 / 807)	
	16-17	All	All	0.6%		(7 / 1085)
		ELL	Not ELL	0.7%		(7 / 970)
			ELL	0.0%		(0 / 115)
		Gender	Female	0.2%		(1 / 546)
			Male	1.1%		(6 / 539)
		InstrSetting	Not Special Ed	0.3%		(3 / 954)
			Special Ed	3.1%		(4 / 131)
		Race	Black / Latinx	1.6%		(3 / 188)
	White / Other		0.4%		(4 / 897)	
	15-16	All	All	1.3%		(13 / 1032)
		ELL	Not ELL	1.2%		(11 / 924)
			ELL	1.9%		(2 / 108)
		Gender	Female	0.0%		(0 / 512)
			Male	2.5%		(13 / 520)
		InstrSetting	Not Special Ed	0.4%		(4 / 914)
			Special Ed	7.6%		(9 / 118)
		Race	Black / Latinx	2.1%		(4 / 195)
	White / Other		1.1%		(9 / 837)	
	14-15	All	All	0.5%		(5 / 968)
		ELL	Not ELL	0.6%		(5 / 869)
			ELL	0.0%		(0 / 99)
		Gender	Female	0.2%		(1 / 473)
			Male	0.8%		(4 / 495)
InstrSetting		Not Special Ed	0.5%		(4 / 839)	
		Special Ed	0.8%		(1 / 129)	
Race		Black / Latinx	1.5%		(3 / 198)	
	White / Other	0.3%		(2 / 770)		

# 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
<b>CURRENT WORKING CONDITIONS</b>							
I have sufficient space in my classroom to meet the educational needs of my students.	20-21			63	90.5%		
	18-19			67	89.6%		
	21-22						
My non-instructional duties do not interfere with my essential role of educating students.	21-22						
	20-21			63	92.0%		
	18-19			67	85.1%		
I have access to reliable communication technology, including phone, fax, and e-mail.	21-22			66	95.5%		
	20-21			63	100.0%		
	18-19			67	98.5%		
I feel supported by administrators at my school.	21-22			65	98.5%		
	20-21			63	96.8%		
	18-19			67	97.1%		
The faculty and staff at my school have a shared vision.	21-22			66	95.5%		
	20-21			63	98.4%		
	18-19			67	92.6%		
I am familiar with local, state, and national policies and how they affect teaching and learning.	21-22			66	95.4%		
	20-21			63	100.0%		
	18-19			67	98.5%		
Local, state, or national policies assist me in meeting the educational needs of my students.	21-22			66	87.9%		
	20-21			63	93.7%		
	18-19			67	91.1%		
The school leadership makes a sustained effort to address teacher concerns.	21-22			65	96.9%		
	20-21			63	95.3%		
	18-19			67	89.6%		
My decisions in areas such as instruction and student progress are supported.	21-22			66	87.9%		
	20-21			63	96.8%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My decisions in areas such as instruction and student learning are based on research and data.	18-19			67	95.5%		
Teachers at my school are encouraged to develop innovative solutions to problems.	21-22			65	96.9%		
	20-21			63	98.4%		
	18-19			67	98.5%		
I feel comfortable raising issues and concerns that are important to me.	21-22			66	87.9%		
	20-21			63	92.1%		
	18-19			67	88.0%		
Sufficient resources are available to allow teachers to take advantage of professional development activities.	21-22			65	93.8%		
	20-21			63	98.4%		
	18-19			67	86.6%		
My class sizes allow me to meet the educational needs of my students.	21-22			65	80.0%		
	20-21			63	81.0%		
	18-19			67	76.2%		
I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	21-22			65	93.8%		
	20-21			63	98.4%		
	18-19			67	94.1%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
<b>HOME-SCHOOL RELATIONS</b>							
I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	21-22	391	94.7%			50	90.0%
	20-21	357	89.6%	63	100.0%	227	80.6%
	18-19	142	92.2%	67	98.5%	101	90.1%
My parent knows what I am expected to learn in school.	21-22	397	93.0%			56	83.9%
	20-21	358	91.1%			227	90.3%
	18-19	143	96.5%			100	94.0%
My parent knows how well I am doing in school.	21-22	398	96.7%				
	20-21	358	96.1%				
	18-19	143	97.9%				
My school informs parents about school programs and activities.	21-22	397	95.5%	65	100.0%		
	20-21	358	96.4%	63	100.0%		
	18-19	143	97.2%	67	98.5%		
Parents at my school know their children's homework assignments.	21-22	353	82.7%	65	90.8%		
	20-21	357	79.8%	63	100.0%		
	18-19	143	84.7%	67	100.0%		
My parent helps me with my homework when I need it.	21-22	368	89.1%				
	20-21	358	87.4%				
	18-19	143	90.2%				
Parents are welcomed at my school.	21-22	392	96.2%				
	20-21	358	86.6%				
	18-19	143	97.2%				
Parents volunteer and participate in activities at my school.	21-22	383	84.8%	62	96.8%		
	20-21	358	81.3%	63	80.9%		
	18-19	143	94.4%	67	83.6%		
My child's teachers contact me to say good things about my child.	21-22					57	79.0%
	20-21					227	91.2%
	18-19					102	86.3%
My child's teachers tell me how I can help my child learn.	21-22					56	85.7%
	20-21					224	77.7%
	18-19					102	92.2%



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					55	96.4%
	20-21					225	84.0%
	18-19					101	59.4%
My child's school returns my phone calls or e-mails promptly.	21-22					56	92.9%
	20-21					226	83.6%
	18-19					101	94.1%
Parents are involved in school decisions.	21-22			66	90.9%		
	20-21			63	98.4%	226	94.3%
	18-19			67	95.6%	101	82.2%
My child's school considers changes based on what parents say.	21-22					49	83.7%
	20-21					227	60.4%
	18-19					98	70.4%
My child's school schedules activities at times that I can attend.	21-22					49	83.7%
	20-21					227	74.0%
	18-19					102	89.2%
My child's school treats all students fairly.	21-22					50	100.0%
	20-21					227	92.5%
	18-19					100	82.0%
The principal at my child's school is available and welcoming.	21-22					55	96.4%
	20-21					227	91.7%
	18-19					101	95.1%
Parents at my school are aware of school policies.	21-22			64	96.9%		
	20-21			63	98.4%		
	18-19			67	97.0%		
Parents at my school understand the school's instructional programs.	21-22			64	96.9%		
	20-21			63	98.4%		
	18-19			67	97.0%		
Parents at my school support instructional decisions regarding their children.	21-22			63	100.0%		
	20-21			63	98.4%		
	18-19			67	95.6%		
Parents attend conferences requested by teachers at my school.	21-22			63	96.9%		

<b>Question</b>	<b>Year</b>	<b>Students</b>	<b>Student Percent Positive</b>	<b>Teachers</b>	<b>Teachers Percent Positive</b>	<b>Parents</b>	<b>Parents Percent Positive</b>
Parents attend conferences requested by teachers at my school.	20-21			63	100.0%		
	18-19			67	98.5%		
Parents at my school cooperate regarding discipline problems.	21-22			63	88.9%		
	20-21			63	98.4%		
	18-19			67	88.1%		
Parents attend school meetings and other school events.	21-22			64	100.0%		
	20-21			63	100.0%		
	18-19			67	98.5%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
<b>LEARNING ENVIRONMENT</b>							
I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	21-22	392	94.1%	66	98.5%	56	87.5%
	20-21	364	95.1%	63	98.4%	227	80.6%
	18-19	146	96.5%	67	94.0%	101	94.0%
My classes are challenging (not too easy; they make me think).	21-22	398	83.4%	65	100.0%	56	91.0%
	20-21	363	72.5%	63	98.4%	227	95.1%
	18-19	147	82.3%	67	98.5%	102	95.1%
My teachers want me to understand what I am learning, not just remember facts.	21-22	403	97.0%	65	100.0%		
	20-21	364	94.3%	63	98.4%		
	18-19	147	96.6%	67	100.0%		
My teachers expect students to learn.	21-22	403	98.7%	66	100.0%	56	96.5%
	20-21	364	98.4%	63	100.0%	227	96.4%
	18-19	147	100.0%	67	100.0%	101	99.0%
My teachers expect students to behave.	21-22	406	97.5%				
	20-21	363	96.4%				
	18-19	147	96.6%				
My teachers spend enough time helping me learn.	21-22	402	96.5%	65	87.7%		
	20-21	364	93.4%	63	98.4%		
	18-19	147	94.5%	67	92.6%		
My teachers help students when they do not understand something.	21-22	403	97.3%	65	95.3%	56	89.3%
	20-21	363	97.6%	63	95.3%	227	86.4%
	18-19	147	98.0%	67	97.0%	101	90.1%
My teachers do a good job teaching me mathematics.	21-22	402	95.8%				
	20-21	364	96.7%				
	18-19	147	93.2%				
My teachers do a good job teaching me English language arts.	21-22	394	95.9%				
	20-21	364	96.2%				
	18-19	146	96.6%				
My teachers give tests on what I learn in class.	21-22	405	98.0%				
	20-21	363	96.2%				
	18-19	147	99.3%				

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	356	78.7%			53	86.8%
	20-21	362	78.8%			227	88.1%
	18-19	147	90.4%			100	89.0%
My classes are interesting and fun.	21-22	398	87.2%				
	20-21	364	86.0%				
	18-19	147	82.3%				
Students at my school believe they can do good work.	21-22	384	92.9%				
	20-21	364	91.5%				
	18-19	146	89.7%				
My teachers praise students when they do good work.	21-22	397	87.6%				
	20-21	364	83.5%				
	18-19	146	87.0%				
Work done by students can be seen on the walls of my school.	21-22	385	93.8%				
	20-21	364	92.1%				
	18-19	147	97.2%				
The textbooks and workbooks I use at my school really help me to learn.	21-22	382	79.3%				
	20-21	364	78.3%				
	18-19	147	87.8%				
The media center at my school has a good selection of books.	21-22	392	88.5%	64	96.9%		
	20-21	364	86.0%	63	98.4%		
	18-19	146	84.9%	67	91.1%		
I use computers and other technology at my school to help me learn.	21-22	404	96.5%	66	100.0%		
	20-21	364	94.5%	63	98.4%		
	18-19	147	96.6%	67	85.1%		
Teachers at my school effectively implement the State Curriculum Standards.	21-22			66	100.0%		
	20-21			63	100.0%		
	18-19			67	98.5%		
Student assessment information is effectively used by teachers to plan instruction.	21-22			65	93.8%		
	20-21			63	100.0%		
	18-19			67	97.0%		
My school offers effective programs for students with disabilities.	21-22			64	96.8%		

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			63	96.8%		
	18-19			67	98.5%		
Instructional strategies are used to meet the needs of academically gifted students.	21-22			65	98.5%		
	20-21			63	98.4%		
	18-19			67	100.0%		
The level of teacher and staff morale is high at my school.	21-22			65	78.5%		
	20-21			63	93.6%		
	18-19			67	89.6%		
Teachers respect each other at my school.	21-22			66	94.0%		
	20-21			63	98.4%		
	18-19			67	94.0%		
Teachers at my school are recognized and appreciated for good work.	21-22			66	90.9%		
	20-21			63	95.2%		
	18-19			67	95.5%		
Students at my school are motivated and interested in learning.	21-22			65	92.3%		
	20-21			63	95.2%		
	18-19			67	98.5%		
There are sufficient materials and supplies available for classroom and instructional use.	21-22			66	98.5%		
	20-21			63	100.0%		
	18-19			67	94.1%		
Our school has sufficient computers for instructional use.	21-22			66	100.0%		
	20-21			63	100.0%		
	18-19			67	68.7%		
There are relevant professional development opportunities offered to teachers at my school.	21-22			65	83.1%		
	20-21			63	88.9%		
	18-19			67	88.1%		
The school administration communicates clear instructional goals for the school.	21-22			65	95.3%		
	20-21			63	96.8%		
	18-19			67	97.0%		
The school administration sets high standards for students.	21-22			66	90.9%		
	20-21			63	96.8%		

<b>Question</b>	<b>Year</b>	<b>Students</b>	<b>Student Percent Positive</b>	<b>Teachers</b>	<b>Teachers Percent Positive</b>	<b>Parents</b>	<b>Parents Percent Positive</b>
The school administration sets high standards for c	18-19			67	98.5%		
The school administration has high expectations for teacher performance.	21-22			66	98.5%		
	20-21			63	100.0%		
	18-19			67	100.0%		
The school administration provides effective instructional leadership.	21-22			66	95.5%		
	20-21			63	95.3%		
	18-19			67	95.5%		
Student assessment information is used to set goals and plan programs for my school.	21-22			65	96.9%		
	20-21			63	95.2%		
	18-19			67	95.5%		
Teacher evaluation at my school focuses on instructional improvement.	21-22			65	98.4%		
	20-21			63	100.0%		
	18-19			67	97.0%		
School administrators visit classrooms to observe instruction.	21-22			65	95.3%		
	20-21			63	93.7%		
	18-19			67	95.5%		
The school administration arranges for collaborative planning and decision making.	21-22			65	98.4%		
	20-21			63	92.0%		
	18-19			67	95.5%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
<b>SOCIAL AND PHYSICAL ENVIRONMENT</b>							
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	21-22	385	94.0%	66	98.5%	55	98.1%
	20-21	360	94.5%	63	96.8%		
	18-19	145	95.2%	67	97.0%	101	94.1%
The grounds around my school are kept clean.	21-22	392	92.6%	66	98.5%		
	20-21	361	92.0%	63	98.4%		
	18-19	147	93.2%	67	98.5%		
The hallways at my school are kept clean.	21-22	395	97.0%	66	98.4%	50	100.0%
	20-21	361	95.9%	63	100.0%	227	82.4%
	18-19	147	98.0%	67	97.1%	102	99.0%
The bathrooms at my school are kept clean.	21-22	390	79.0%	66	98.4%		
	20-21	361	81.2%	63	100.0%		
	18-19	147	85.0%	67	92.5%		
Broken things at my school get fixed.	21-22	369	95.9%	66	98.5%		
	20-21	361	94.8%	63	98.5%		
	18-19	146	95.2%	67	100.0%		
There is enough room for students to learn at my school.	21-22	393	96.2%	66	91.0%		
	20-21	360	94.2%	63	90.5%		
	18-19	147	93.9%	67	80.6%		
Students at my school behave well in class.	21-22	390	75.9%	66	92.5%		
	20-21	361	76.8%	63	96.8%	227	96.5%
	18-19	146	71.2%	67	97.0%	102	86.3%
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	21-22	378	69.6%	66	92.5%		
	20-21	361	79.3%	63	98.4%		
	18-19	146	72.6%	67	95.5%		
Students at my school know the rules and what happens when students break the rules.	21-22	396	90.4%	66	74.3%		
	20-21	360	93.6%	63	90.4%		
	18-19	147	92.5%	67	77.6%		
The rules about how students should behave in my school are fair.	21-22	392	91.8%	66	90.9%		
	20-21	361	92.6%	63	96.8%		
	18-19	147	92.6%	67	88.1%		

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	373	92.8%	66	74.2%		
	20-21	359	94.7%	63	92.1%		
	18-19	144	95.9%	67	73.2%		
I feel safe at my school before and after school hours.	21-22	389	95.4%	66	100.0%		
	20-21	361	94.7%	63	98.4%		
	18-19	145	94.5%	67	98.5%		
I feel safe at my school during the school day.	21-22	397	95.2%	66	100.0%	54	100.0%
	20-21	359	94.5%	63	100.0%	227	63.0%
	18-19	145	96.6%	67	97.0%	102	96.0%
I feel safe going to or coming from my school.	21-22	399	96.0%	66	98.4%		
	20-21	360	93.6%	63	98.4%		
	18-19	145	97.2%	67	100.0%		
Students from different backgrounds get along well at my school.	21-22	379	90.8%	66	100.0%		
	20-21	361	90.8%	63	100.0%		
	18-19	145	93.1%	67	98.5%		
Teachers and students get along well with each other at my school.	21-22	393	93.7%	66	100.0%		
	20-21	360	93.1%	63	100.0%		
	18-19	145	92.4%	67	98.5%		
Teachers work together to help students at my school.	21-22	388	96.9%	65	96.9%		
	20-21	359	97.5%	63	98.4%		
	18-19	145	98.7%	67	97.0%		
**I have seen or know of another student being bullied.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	374	39.8%	63	14.3%		
	20-21	359	29.8%	62	14.6%		
	18-19	145	38.0%	67	13.5%		
**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	379	25.3%				
	20-21	361	21.3%				
	18-19	145	22.0%				
**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	387	6.9%	65	9.2%		
	20-21	361	7.2%	63	3.2%		
	18-19	145	5.5%	67	4.5%		



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	377	13.2%				
	20-21	361	9.6%				
	18-19	145	9.6%				
	**(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	381	9.2%				
	20-21	361	9.1%				
	18-19	145	4.2%				
Adults at my school prevent bullying from happening.	21-22	392	89.5%	66	94.0%	44	95.5%
	20-21	360	88.3%	63	96.8%	227	49.8%
	18-19	145	89.7%	67	94.0%	100	74.0%
I can always go to adults at my school if I am being bullied.	21-22	384	93.7%				
	20-21	361	96.2%				
	18-19	144	93.8%				
An adult at my school has talked to me about bullying.	21-22	394	89.3%				
	20-21	361	88.1%				
	18-19	145	90.3%				
My child's teachers care about my child as an individual.	21-22					38	97.4%
	20-21					227	94.3%
	18-19					102	96.1%
My child's school has an anti-bullying program to prevent or deal with bullying.	21-22					38	97.4%
	20-21					227	90.3%
	18-19					100	61.0%
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					74	27.0%
During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	21-22						
	20-21						
	18-19					73	24.6%
I recommend that all parents/guardians attend IGP conferences with their children.	21-22						
	20-21						
	18-19					73	24.7%

# Executive Summary of Needs Assessment Data Findings

School Name: **Meadow Glen Elementary 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.

<p><b>Student Achievement</b></p> <p><b>Primary School</b> (K - 2) Student</p> <p><b>Elementary/ Middle School</b> (3 - 8) Student</p> <p>High School (9 - 12) Student</p>	<p><i>At least 30% of all students will meet their stretch growth goals as identified in iReady ELA and iReady Math. Text levels will be used for progress monitoring and data triangulation as well as formative checks for understanding when developing strategies to support all learners.</i></p> <p><b>Math: 51.7% Fall to Winter Typical Growth Met</b>  <b>34.5% Fall to Winter Stretch Growth Met</b></p> <p><b>Reading: 55.2% Fall to Winter Typical Growth Met</b>  <b>43.3% Fall to Winter Stretch Growth Met</b>  <b>(iReady Fall to Winter Data Measures)</b></p> <p><i>We continue to focus on our faculty learning target: I can differentiate instruction based on data and student needs in order to create access and growth for all students as effective learners, ethical people who contribute to a better world.</i></p> <p><i>We recognize that some students in specific subgroups (students with disabilities for example) are not meeting or exceeding expectations. Working to actively engage all students and student reflection on their own progress toward learning targets based on meaningful evidence are two ways we work to meet their needs through high-quality teaching and learning.</i></p>
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# Executive Summary of Needs Assessment Data Findings

<p><b>Teacher/Administrator Quality</b></p>	<p><i>MGES teachers and staff are committed to motivating students' minds, growing leaders, exploring as thinkers, and serving others. Our school is proud to include a Mandarin partial immersion program where students celebrate a learning culture of inquiry and collaboration. Throughout of building, students learn and grow together with a focus on mastery of knowledge and skills, high levels of character and leadership, and the production of high-quality work.</i></p> <p><i>Through Beginning of year and Midyear learning walks, we noted growth in the below areas.</i></p> <table border="1" data-bbox="548 510 1416 1329"> <thead> <tr> <th></th> <th><i>Beginning of year (BOY)</i></th> <th><i>Midyear (MYR)</i></th> </tr> </thead> <tbody> <tr> <td>All students actively engage in checking for understanding.</td> <td>27%</td> <td>50%</td> </tr> <tr> <td>Students actively and effectively engage in protocols.</td> <td>52%</td> <td>73%</td> </tr> <tr> <td>Students set goals, track, and reflect on their own progress toward learning targets based on meaningful evidence.</td> <td>29%</td> <td>45%</td> </tr> <tr> <td>Crew leaders use norm language to support learning or to redirect behavior.</td> <td>67%</td> <td>85%</td> </tr> <tr> <td>Crew leaders use team building, group problem solving, or other collaborative activities to foster a strong sense of community.</td> <td>86%</td> <td>83%</td> </tr> <tr> <td>Crew structures include many routines that build a community and culture of crew.</td> <td>83%</td> <td>92%</td> </tr> </tbody> </table> <p><i>Our Instructional leadership team collaborates regularly to discuss progress and develop professional learning opportunities that support teachers and increase student success. An area of growth that we are addressing is students setting goals and tracking progress. While growth in this area was seen from BOY to MYR, this is still a priority.</i></p>		<i>Beginning of year (BOY)</i>	<i>Midyear (MYR)</i>	All students actively engage in checking for understanding.	27%	50%	Students actively and effectively engage in protocols.	52%	73%	Students set goals, track, and reflect on their own progress toward learning targets based on meaningful evidence.	29%	45%	Crew leaders use norm language to support learning or to redirect behavior.	67%	85%	Crew leaders use team building, group problem solving, or other collaborative activities to foster a strong sense of community.	86%	83%	Crew structures include many routines that build a community and culture of crew.	83%	92%
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<p><b>School Climate</b></p>	<p><i>Strengths are seen in the areas of Satisfaction with the social and physical environment. Additionally, We see strengths among teachers and students regarding home-school relationships and the learning environment. An area we continue to focus on is parent satisfaction with the learning environment. We are addressing this need through increased opportunities for parents/guardians to engage in school experiences(parent-teacher conferences, celebrations of learning, student-led conferences).</i></p>																					

# Executive Summary of Needs Assessment Data Findings

	Teachers	Students	Parents
Percent satisfied with learning environment	98.5%	94.1%	87.5%
Percent satisfied with social and physical environment	98.5%	94.0%	98.2%
Percent satisfied with school-home relations	Data N/A	94.6%	90.0%

(SDE Report Card Survey data 2021-2022)

## 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.

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### 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

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### 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	65.6%	67.5%	69.5%	76.7%	78.7%	80.7%
			(Actual)	81.0%	74.7%	65.7%	63.9%	
	% of students meeting or exceeding standard on SC READY ELA will increase annually by 2 points.	Grades 3-5	65.5%	67.5%	69.5%	65.7%	69.6%	71.6%
			(Actual)	71.3%		67.6%	71.7%	
	% of students meeting or exceeding standard on SC READY Math will increase annually by 2 points.	Grades 3-5	72.4%	74.4%	76.4%	78.4%	80.4%	82.4%
			(Actual)	75.3%		69.7%	73.7%	
	% of students in Tier 2 or Tier 3 interventions for math and/or reading will decrease annually by 1 point.	Grades K-5	7.3%	6.2%	5.2%	9.8%	8.8%	7.8%
			(Actual)	9.4%	15.6%	15.0%	6.1%	

Action Plan for Performance Goal 1:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal	None	n/a	Tiered system of support matrix
2. With support from the district's central services, implement a research-based instructional model in mathematics and language arts that increases student success in literacy and numeracy.	May 2018 - June 2019	ELA Coordinator, Math Coordinator, ELA and Math Leadership Teams	None	n/a	Professional learning experiences for teachers and administrators, classroom observations, student achievement data review, teacher reflection data
3. Research the impact of time, space and place on student achievement and make recommendations for learner-centered scheduling decisions.	May 2018 - December 2018	Principal, Secondary Director, Elementary Director	None	n/a	Scheduling recommendations for 2019-2020
4. Expand intervention approaches for all students using varied methods of service.	May 2018 - June 2019	RTI Coordinator, Lead Interventionist, Special Education Coordinators, GT Coordinator	None	n/a	Scheduling recommendations for 2019-2020 Student achievement results measured by school-based data teams
5. Leverage the SC Teaching Standards 4.0 to	May 2018 -	Principal, Assistant	None	n/a	Student engagement survey

empower all teachers to engage all students in high impact learning experiences that cultivate the application of identified power skills.	June 2021	Principals			results, professional learning plans based upon observation data
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**Performance Goal 2 :** The district will implement strategies to improve equity in high level coursework.

**System Commitment(s):** 1, 2

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

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

**Reading Plan Goal:**

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	Gifted enrollment equity indices for minority groups will increase by 0.03 annually.	Grades 3-5	0.742	0.771	0.801	0.831	0.861	0.891
			(Actual)	0.289	0.264	0.365	0.313	

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	28.0%	28.9%	29.9%	30.9%	34.3%	35.3%
			(Actual)	37.7%		33.3%	42.7%	
	% scoring Exceeds on SC READY Math subject test will increase by 1 point annually	Grades 3-5	41.4%	42.3%	43.3%	44.3%	45.3%	46.3%
			(Actual)	44.7%		37.5%	44.1%	
	% scoring Exceeds on SCPASS Science subject test will increase by 1 point annually	Grades 4-5	27.2%	28.2%	29.2%	30.2%	31.2%	32.2%
			(Actual)	29.1%		27.3%	38.5%	
	% scoring Exceeds on SCPASS Social Studies subject test will increase by 1 point annually	Grades 4-5	50.3%	51.2%	52.2%	39.3%	40.3%	41.2%
			(Actual)	52.2%				

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

coursework.					to 2018-2019.
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**Performance Goal 4 :** The district will improve the conditions that lead to student success in each school by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth.

**System Commitment(s):** 1, 2, 4

**State Department Category:** School Climate, Teacher/Admin Quality

**Strategic Area of Emphasis:** Opportunities and Access, Leadership Development

**Reading Plan Goal:**

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	% of students chronically absent will decrease by 0.5 points annually.	Grades K-5	3.7%	3.1%	2.6%	2.2%	1.7%	1.1%
			(Actual)	5.3%	7.7%	11.4%	7.7%	
	% of students with 3 or more discipline referrals will decrease by 0.5 points annually.	Grades K-5	0.7%	0.2%	-0.3%	0.0%	0.0%	0.0%
			(Actual)	0.9%	1.3%	0.7%	1.1%	
	SC READY equity indices for minority groups will increase by 0.03 annually.	Grades 3-5	0.565	0.594	0.624	0.629	0.659	0.688
			(Actual)	0.592		0.580	0.645	

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

		Elementary Schools, Director of Secondary Schools, District RTI Coordinator			
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**Performance Goal 5 :** The district will increase opportunities for district personnel to participate in collaborative professional learning opportunities that impact student achievement.

**System Commitment(s): 4**

**State Department Category:** Teacher/Admin Quality

**Strategic Area of Emphasis:** Leadership Development

**Reading Plan Goal:**

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	Positive responses to the SCDE survey item "Sufficient resources are available to allow teachers to take advantage of professional development activities." will reach 98% by 2021		86.8%	90.5%	94.3%	98.0%	98.0%	98.0%
		(Actual)	86.6%		98.4%	93.8%		
	Positive responses to the SCDE survey item "Teachers at my school are encouraged to develop innovative solutions to problems." will reach 98% by 2021		92.6%	94.4%	96.2%	98.0%	98.0%	98.0%
		(Actual)	98.5%		98.4%	96.9%		

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

implementation of workshop model in reading, writing, and math PK-8 and Student Engagement Model in 9-12	8 ELA and Math; 2019-2020 Secondary	Math Coordinator, ELA and Math Leadership Teams			experiences for teachers and administrators, classroom observations, student achievement data review, teacher reflection data
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**Performance Goal 6 :** The district will implement strategies to improve customer service, parent engagement, and community involvement.

**System Commitment(s):** 3

**State Department Category:** Teacher and Administrator Quality, School Climate

**Strategic Area of Emphasis:** Leadership Development

**Reading Plan Goal:**

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	% of positive student and parent responses on the state survey metric "I am satisfied with the social and physical environment at my school" will reach 95% by 2019-20.		94.3%	94.6%	95.0%	95.0%	95.0%	95.0%
			(Actual)	94.8%		94.5%	94.5%	
Elementary	% 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.		87.1%	91.0%	95.0%	95.0%	95.0%	95.0%
			(Actual)	91.3%		86.1%	94.2%	

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