

**Lexington County School District One**  
**2024–2025 School Work Plan**  
**School Name: MIDWAY ELEMENTARY**

<a href="#">Strategic Plan and Interim Goals</a>	<a href="#">Data Analysis</a>
<a href="#">2024-2025 Focus Areas</a>	<a href="#">Professional Learning Plan</a>

- I. **Strategic Plan Goals-** [Click here](#) to review the school’s strategic plan goals.
- II. **Interim Goals-** The table below includes this year’s [interim goals](#). These goals will be reviewed multiple times during the year.

	<b>EOY 23-24</b>	<b>BOY 24-25</b>	<b>MY 24-25</b>	<b>EOY 24-25</b>
<u>ELA K-8 (growth)</u> : The percentage of students meeting or exceeding stretch growth targets on i-Ready Reading will improve by 3 percentage points.	54.9			
<u>Math K-8 (growth)</u> : The percentage of students meeting or exceeding stretch growth targets on i-Ready Mathematics will improve by 4 percentage points.	44.0			
<u>ELA K-2 (performance)</u> : The percentage of K-2 students having an end-of-year overall placement of at least “Early On-Grade” on i-Ready ELA will improve by 3 percentage points.	89%			
<u>Math K-2 (performance)</u> : The percentage of K-2 students having an end-of-year overall placement of at least “Early On-Grade” on i-Ready Math will improve by 3 percentage points.	80%			
<u>Subgroups* (growth)</u> : The percentage of students meeting or exceeding stretch growth targets on i-Ready Reading will improve by 3 percentage points. Identified Subgroup: <b>Pupils in Poverty</b>	42.8%			
<u>Subgroups* (growth)</u> : The percentage of students meeting or exceeding stretch growth targets on i-Ready Math will improve by 4 percentage points. Identified Subgroup: <b>Gifted/Talented</b>	50.2%			
<u>Student Experience</u> : Increase student perceptions of teaching and learning as evidenced by a climate pulse check with a 0.2 satisfaction index increase from the middle of the year 2024 to the middle of the year 2025.	5.1			
<u>Certified Staff Experience</u> : Increase certified staff perceptions of teaching and learning as evidenced by a climate pulse check with a 0.2 satisfaction index increase from the middle of the year 2024 to the middle of the year 2025.	5.6			

\*Note: Subgroups are the student groups reported on the Student Progress indicator of the SCDE school report card (Race/Ethnicity, English Learner, Disabled, Pupil in Poverty).

### III. Data Analysis

<p><b>Areas of Strength:</b> Briefly summarize recent student data (e.g., standardized test scores, perceptions, attendance, discipline, etc.) and identify areas of strength.</p>	<ul style="list-style-type: none"> <li>● SC READY Math Meets + Exceeds grew from 73.8% to 79.5% from SP23-SP24 for ALL Students</li> <li>● SCREADY Math Males Meets + Exceeds grew from 75.0% to 83.4%</li> <li>● SCREADY Math Black Males Meets + Exceeds grew from 8.3% to 44.4%</li> <li>● SC READY ELA SPED Meets + Exceeds grew from 25.4% to 28.1%</li> <li>● SC READY ELA PiP in 4th grade Meets + Exceeds grew from 44.7% to 60%</li> <li>● iReady Reading 75% of students met their Typical Growth and 51% met their Stretch Growth Goals</li> <li>● iReady Math 72% of students met their Typical Growth and 41% met their Stretch Growth Goals</li> <li>● Number of referrals decreased from 181 to 111 with a significant drop in inappropriate language and hit/kick/push</li> </ul>
<p><b>Areas for Improvement:</b> Briefly summarize recent student data (e.g., standardized test scores, perceptions, attendance, discipline) and identify areas for improvement.</p>	<ul style="list-style-type: none"> <li>● SCREADY Math Black Females Meets + Exceeds dropped from 27.3% to 9.1%</li> <li>● SC READY ELA Meets + Exceeds dropped from 76.4% to 70.4% from SP23-SP24 for ALL Students</li> <li>● SC READY ELA Meets + Exceeds dropped from 73.9% to 59.7% from SP23-SP24 for 3rd Grade Students</li> <li>● SC READY ELA Meets + Exceeds Males in all grades is 64.8% and 75.8% for SP24</li> <li>● iReady Reading only 38% 3rd grade students met their Stretch Growth</li> <li>● iReady Math only 31% 3rd grade students met their Stretch Growth</li> <li>● iReady Math only 34% 4th grade students met their Stretch Growth</li> <li>● Implementation Survey results: Student ownership of the Graduate Profile, activating prior knowledge, higher level thinking strategies, Student reflection, impactful feedback, Teacher reflection</li> </ul>
<p><b>Contributing Factors/Root Cause:</b> Identify and explain factors that may be contributing to the areas for improvement named in the data analysis process.</p>	<ul style="list-style-type: none"> <li>● <b>Accelerating Stretch Growth for all students, especially G/T</b> <ul style="list-style-type: none"> <li>○ Growth mindset/Fixed mindset</li> <li>○ Low tolerance for frustration</li> <li>○ Rigor - are we challenging students</li> <li>○ Student engagement</li> <li>○ Reflecting--Monitoring goals/goal setting</li> <li>○ Addressing needs in small group/1-on-1 based on data</li> </ul> </li> <li>● <b>Male ELA Performance</b> <ul style="list-style-type: none"> <li>○ Low engagement/lack of engagement strategies</li> <li>○ Instructional strategies</li> <li>○ Daily choice reading opportunities in class/outside of school reading</li> <li>○ Need for more hands-on/active engagement opportunities (less quiet/independent work time)</li> <li>○ Engaged in learning</li> <li>○ More collaboration (peer) opportunities</li> </ul> </li> </ul>

#### IV. Focus Areas

<b>Instructional Focus Area:</b> State a clear, concise instructional focus area that aligns with student needs and school improvement plans. Give a brief explanation of why this focus area was selected. This section should include specific connections to the indicators in the <a href="#">Instructional Framework</a> and the competencies in the <a href="#">Graduate Profile</a> ; identify those connections. This focus area will drive your professional learning plan.	<b>Focus Area: Implementation of District and State-Level Initiatives</b> <b>Rationale:</b> To empower elementary teachers and elevate student achievement, all elementary schools will prioritize the implementation of key instructional initiatives this school year. This strategic focus encompasses the district's Instructional Framework and Graduate Profile, LETRS, and other content-specific learning. This focused approach ensures that teachers have the dedicated time, necessary resources, and training to effectively implement each initiative, ultimately creating quality learning experiences for our students. <b>Framework Indicator(s):</b> 5, 7, 9, 13, 21, 24, 25, 27 <b>Profile Competency:</b> Knowledgeable
	<b>Focus Area for Teachers Not Completing LETRS Training: Differentiated Instruction for G/T students, strengthening teacher collaboration</b> <b>Rationale:</b> To empower teachers to create engaging learning experiences that meet the needs of all students, intentionally creating lessons that support those identified as Gifted and Talented to reach their i-Ready stretch growth. <b>Framework Indicator(s):</b> 16, 19, 29 <b>Profile Competency:</b> Knowledgeable
<b>School Climate Focus Area:</b> State a clear, concise school climate focus area that aligns with student needs and school improvement plans. Give a brief explanation of why this focus area was selected. This section should include specific connections to the indicators in the Instructional Framework and the competencies in the Graduate Profile; identify those connections. This focus area may feed into your professional learning plan and/or be more technical/operational in nature.	<b>Focus Area:</b> To improve the sense of belonging so that all students feel included in the MES community and impact students' academic achievement. <b>Rationale:</b> To ensure that all students and families feel seen and heard throughout the MES community. <b>Framework Indicator(s):</b> 2, 26 <b>Profile Competency:</b> Personally and Socially Responsible and Kind