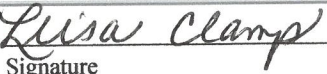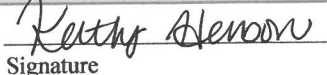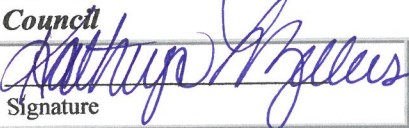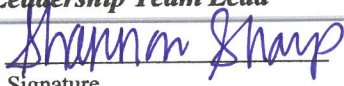|	
School Name:	Lake Murray Elementary
SIDN:	3201056
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Lexington 1
Address 1:	205 Wise Ferry Road
Address 2:	
City:	Lexington, SC
Zip Code:	29072
School Renewal Plan Contact Person:	Mrs. Leisa Clamp
School Plan Contact Phone:	803-821-3100
School Plan E-mail Address:	lclamp2@lexington1.net
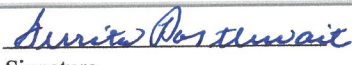
Required Signature Page

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*	3-27-25 Date
Principal		
Mrs. Leisa Clamp Printed Name	*signature*	March 3, 2025 Date
Chairperson, District Board of Trustees		
Mrs. Kathryn W. Henson Printed Name	*signature*	4/1/25 Date
Chairperson, School Improvement Council		
Mrs. Kathyrn Zellers Printed Name	*signature*	3-3-25 Date
School Read To Succeed Literacy Leadership Team Lead		
Mrs. Shannon Sharp Printed Name	*signature*	3-3-25 Date

Assurances for School Renewal Plan

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

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

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

Stakeholder Involvement for School Renewal Plan

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

	Position	Name
1.	**Principal**	Mrs. Leisa Clamp
2.	**Teacher**	Mrs. Mylisa Apperson
3.	**Parent/Guardian**	Mrs. Sharon Maxwell
4.	**Community Member**	Mr. Thomas Bonnette
5.	**Paraprofessional**	Mrs. Angela Prince
6.	**School Improvement Council Member**	Mrs. Kathyrn Zellers
7.	**Read to Succeed Reading Coach**	Mrs. Shannon Sharp
8.	**School Read To Succeed Literacy Leadership Team Lead**	Mrs. Shannon Sharp
9.	**School Read To Succeed Literacy Leadership Team Member**	Mrs. Carolyn Carroll
	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 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/

☑ **Not Applicable**

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*)	
6. Other (*Include the SBE Regulation number to be waived*)	

LEXINGTON SCHOOL DISTRICT ONE

Lake Murray Elementary School
Strategic Renewal Plan
School Plan: 2024/25 - 2028/29
School Year: Update 1 - 2025/26

Table of Contents

COMPREHENSIVE NEEDS ASSESSMENT DATA

Per State Board of Education (SBE) Regulation 43-261:(A)(6)(a), the annual needs assessment will provide a 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.

Directions: Provide all relevant needs assessment data, including both formative and summative assessments, used to gauge student learning, teacher and administrator quality, and school climate. Needs assessment data should not be limited to State Report Card data. Districts and schools must use other relevant data not found in the State Report Card. Data may be represented by the form of charts, graphs, etc.

Provide the link to your district or school's most recent State Report Card:

Lake Murray Elementary School Report Card

	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Lake Murray Elementary School	Number of Students
Reading Grades 1-5	23-24	All	All	79.6%		(573 / 720)
		ELL	Not ELL	80.5%		(521 / 647)
			ELL	71.2%		(52 / 73)
		Gender	Female	80.4%		(279 / 347)
			Male	78.8%		(294 / 373)
		InstrSetting	Not Special Ed	84.9%		(527 / 621)
			Special Ed	46.5%		(46 / 99)
		Race	Black / Latinx	72.3%		(68 / 94)
			White / Other	80.7%		(505 / 626)
	22-23	All	All	83.2%		(584 / 702)
		ELL	Not ELL	83.9%		(520 / 620)
			ELL	78.0%		(64 / 82)
		Gender	Female	84.9%		(287 / 338)
			Male	81.6%		(297 / 364)
		InstrSetting	Not Special Ed	87.7%		(541 / 617)
			Special Ed	50.6%		(43 / 85)
		Race	Black / Latinx	78.7%		(74 / 94)
			White / Other	83.9%		(510 / 608)
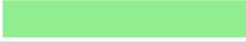
	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Lake Murray Elementary School	Number of Students
ELA	23-24	All	All	80.7%		(327 / 405)
		ELL	Not ELL	83.0%		(322 / 388)
			ELL	29.4%		(5 / 17)
		Gender	Female	84.1%		(174 / 207)
			Male	77.3%		(153 / 198)
		InstrSetting	Not Special Ed	85.5%		(301 / 352)
			Special Ed	49.1%		(26 / 53)
		Race	Black / Latinx	67.6%		(25 / 37)
			White / Other	82.1%		(302 / 368)
	22-23	All	All	82.8%		(332 / 401)
		ELL	Not ELL	84.5%		(326 / 386)
			ELL	40.0%		(6 / 15)
		Gender	Female	84.8%		(162 / 191)
			Male	81.0%		(170 / 210)
		InstrSetting	Not Special Ed	87.1%		(311 / 357)
			Special Ed	47.7%		(21 / 44)
		Race	Black / Latinx	71.4%		(30 / 42)
			White / Other	84.1%		(302 / 359)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Lake Murray Elementary School	Number of Students
Math	23-24	All	All	81.2%		(329 / 405)
		ELL	Not ELL	82.2%		(319 / 388)
			ELL	58.8%		(10 / 17)
		Gender	Female	80.2%		(166 / 207)
			Male	82.3%		(163 / 198)
		InstrSetting	Not Special Ed	85.5%		(301 / 352)
			Special Ed	52.8%		(28 / 53)
		Race	Black / Latinx	56.8%		(21 / 37)
			White / Other	83.7%		(308 / 368)
	22-23	All	All	77.3%		(310 / 401)
		ELL	Not ELL	78.5%		(303 / 386)
			ELL	46.7%		(7 / 15)
		Gender	Female	72.3%		(138 / 191)
			Male	81.9%		(172 / 210)
		InstrSetting	Not Special Ed	80.1%		(286 / 357)
			Special Ed	54.5%		(24 / 44)
		Race	Black / Latinx	57.1%		(24 / 42)
			White / Other	79.7%		(286 / 359)

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth TargetLake Murray Elementary School	Number of Students
Math	23-24	All	All	47.4%		(380 / 802)
		ELL	Not ELL	47.8%		(351 / 734)
			ELL	42.6%		(29 / 68)
		Gender	Female	44.4%		(168 / 378)
			Male	50.0%		(212 / 424)
		InstrSetting	Not Special Ed	47.4%		(325 / 685)
			Special Ed	47.0%		(55 / 117)
		Race	Black / Latinx	40.7%		(35 / 86)
			White / Other	48.2%		(345 / 716)
	22-23	All	All	40.4%		(322 / 797)
		ELL	Not ELL	41.1%		(301 / 733)
			ELL	32.8%		(21 / 64)
		Gender	Female	35.4%		(134 / 379)
			Male	45.0%		(188 / 418)
		InstrSetting	Not Special Ed	42.0%		(292 / 696)
			Special Ed	29.7%		(30 / 101)
		Race	Black / Latinx	36.3%		(29 / 80)
			White / Other	40.9%		(293 / 717)

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth TargetLake Murray Elementary School	Number of Students
Reading	23-24	All	All	53.4%		(428 / 801)
		ELL	Not ELL	52.8%		(387 / 733)
			ELL	60.3%		(41 / 68)
		Gender	Female	53.2%		(201 / 378)
			Male	53.7%		(227 / 423)
		InstrSetting	Not Special Ed	53.4%		(366 / 685)
			Special Ed	53.4%		(62 / 116)
		Race	Black / Latinx	54.7%		(47 / 86)
			White / Other	53.3%		(381 / 715)
	22-23	All	All	46.5%		(373 / 803)
		ELL	Not ELL	47.2%		(348 / 737)
			ELL	37.9%		(25 / 66)
		Gender	Female	43.3%		(164 / 379)
			Male	49.3%		(209 / 424)
		InstrSetting	Not Special Ed	47.4%		(332 / 700)
			Special Ed	39.8%		(41 / 103)
		Race	Black / Latinx	42.5%		(34 / 80)
			White / Other	46.9%		(339 / 723)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lake Murray Elementary School	Number of Students
Accelerated/ Eagles	23-24	All	All	29.5%		(124 / 420)
		ELL	Not ELL	28.8%		(109 / 378)
			ELL	35.7%		(15 / 42)
		Gender	Female	24.4%		(52 / 213)
			Male	34.8%		(72 / 207)
		InstrSetting	Not Special Ed	32.6%		(117 / 359)
			Special Ed	11.5%		(7 / 61)
		Race	Black / Latinx	7.7%		(4 / 52)
			White / Other	32.6%		(120 / 368)
	22-23	All	All	23.7%		(99 / 418)
		ELL	Not ELL	22.4%		(83 / 370)
			ELL	33.3%		(16 / 48)
		Gender	Female	18.8%		(37 / 197)
			Male	28.1%		(62 / 221)
		InstrSetting	Not Special Ed	25.8%		(94 / 364)
			Special Ed	9.3%		(5 / 54)
		Race	Black / Latinx	12.7%		(7 / 55)
			White / Other	25.3%		(92 / 363)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Lake Murray Elementary School	Number of Students
Chronic Absences	23-24	All	All	7.5%		(67 / 897)
		ELL	Not ELL	7.6%		(62 / 816)
			ELL	6.2%		(5 / 81)
		Gender	Female	7.4%		(31 / 418)
			Male	7.5%		(36 / 479)
		InstrSetting	Not Special Ed	6.2%		(45 / 728)
			Special Ed	13.0%		(22 / 169)
		Race	Black / Latinx	13.4%		(17 / 127)
			White / Other	6.5%		(50 / 770)
	22-23	All	All	7.5%		(73 / 972)
		ELL	Not ELL	7.2%		(64 / 889)
			ELL	10.8%		(9 / 83)
		Gender	Female	6.7%		(30 / 445)
			Male	8.2%		(43 / 527)
		InstrSetting	Not Special Ed	5.7%		(45 / 786)
			Special Ed	15.1%		(28 / 186)
		Race	Black / Latinx	10.7%		(16 / 150)
			White / Other	6.9%		(57 / 822)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lake Murray Elementary School	Number of Students
Referrals	23-24	All	All	6.6%		(59 / 897)
		ELL	Not ELL	6.6%		(54 / 816)
			ELL	6.2%		(5 / 81)
		Gender	Female	2.6%		(11 / 418)
			Male	10.0%		(48 / 479)
		InstrSetting	Not Special Ed	6.0%		(44 / 728)
			Special Ed	8.9%		(15 / 169)
		Race	Black / Latinx	7.4%		(8 / 108)
			White / Other	6.5%		(51 / 789)
	22-23	All	All	4.3%		(42 / 972)
		ELL	Not ELL	4.0%		(36 / 889)
			ELL	7.2%		(6 / 83)
		Gender	Female	1.6%		(7 / 445)
			Male	6.6%		(35 / 527)
		InstrSetting	Not Special Ed	4.3%		(34 / 786)
			Special Ed	4.3%		(8 / 186)
		Race	Black / Latinx	3.2%		(4 / 126)
			White / Other	4.5%		(38 / 846)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lake Murray Elementary School	Number of Students
In School Suspensions	23-24	All	All	1.4%		(13 / 897)
		ELL	Not ELL	1.6%		(13 / 816)
			ELL	0.0%		(0 / 81)
		Gender	Female	1.0%		(4 / 418)
			Male	1.9%		(9 / 479)
		InstrSetting	Not Special Ed	1.6%		(12 / 728)
			Special Ed	0.6%		(1 / 169)
		Race	Black / Latinx	0.0%		(0 / 108)
			White / Other	1.6%		(13 / 789)
	22-23	All	All	1.0%		(10 / 972)
		ELL	Not ELL	1.0%		(9 / 889)
			ELL	1.2%		(1 / 83)
		Gender	Female	0.9%		(4 / 445)
			Male	1.1%		(6 / 527)
		InstrSetting	Not Special Ed	0.9%		(7 / 786)
			Special Ed	1.6%		(3 / 186)
		Race	Black / Latinx	0.0%		(0 / 126)
			White / Other	1.2%		(10 / 846)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lake Murray Elementary School	Number of Students
Out of School Suspensions	23-24	All	All	1.3%		(12 / 897)
		ELL	Not ELL	1.2%		(10 / 816)
			ELL	2.5%		(2 / 81)
		Gender	Female	0.5%		(2 / 418)
			Male	2.1%		(10 / 479)
		InstrSetting	Not Special Ed	1.1%		(8 / 728)
			Special Ed	2.4%		(4 / 169)
		Race	Black / Latinx	0.0%		(0 / 108)
			White / Other	1.5%		(12 / 789)
	22-23	All	All	2.0%		(19 / 972)
		ELL	Not ELL	1.7%		(15 / 889)
			ELL	4.8%		(4 / 83)
		Gender	Female	0.9%		(4 / 445)
			Male	2.8%		(15 / 527)
		InstrSetting	Not Special Ed	2.3%		(18 / 786)
			Special Ed	0.5%		(1 / 186)
		Race	Black / Latinx	1.6%		(2 / 126)
			White / Other	2.0%		(17 / 846)

Executive Summary of Needs Assessment Data Findings

School Name: Lake Murray Elementary

Goal Area	Goal	2024 Baseline	2025
Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 86.78% by 2029.	76.8%	77.3%
Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 65.5% by 2029.	55.5%	53.2%
Gifted and Talented (Academic)	The percent of SC READY ELA and Math scores from Gifted and Talented identified students that meet Added Value Targets will reach 53.5% by 2029.	48.5%	50.4%
Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	5.30	5.30
School Climate	The percent of School Climate points earned on the state report card will reach 95% by 2029.	90.0%	88.6%
Teacher and Administrator Quality	Increase the cumulative average of teachers' composite score on the SC Teaching Standards 4.0 rubric from 3.0 to 3.5 by 2029. (Observation protocols will be reevaluated and calibrated in the 24-25 school year in order to obtain accurate baseline data.)	3.00	3.50

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. ***Use the questions in each box to guide your reflection.***

Executive Summary of Needs Assessment Data Findings

| **Student Achievement**

Primary School
(K - 2) Student

Elementary/ Middle School
(3 - 8) Student

High School (9 - 12) Student | ● What were areas of strength and growth related to student achievement on your school's report card last year?
● What did your mid-year review of your school's work plan indicate regarding student achievement now?
● Based on your review, what is your school's priority area of need in this area?

At Lake Murray Elementary, we support our district's mission to guide all students to learn, grow and excel. At Lake Murray Elementary School, overall we had 54.5% of our students demonstrating readiness of the KRA assessment. In terms of our 1st grade and 2nd grade students being "on track" as they progressed to 2nd and 3rd grade, there was a significant difference in ELA with 74.3% of our 1st graders being on track and only 84.8% of our 2nd graders being on track. The core of this issue was students not having a solid command of the foundations for literacy. Therefore, we have continued professional learning through the participation in LETRS training for all K-3rd grade teachers and special area teachers (special education, interventionist, ML teachers). This has continued to deepen their understanding of the science of reading. This training has helped bridge classroom practice with new standards and ELA curriculum with a focus on phonological awareness, phonemic awareness, phonics, vocabulary, comprehension, and writing. In addition, all of our 4K-3rd grade teachers are implementing both the Heggerty and UFLI curriculum to strengthen students' phonemic awareness, phonics, and spelling. The SLO's for all teachers (5K-5th) are centered around writing. We are using the LETRS spelling inventory, as a component, to identify and provide small group instruction to increase the students' score on the writing rubric as it relates to conventions and spelling domain. For the iReady ELA Winter Benchmark, we were pleased to see that in 5K 41%, 1st Grade 47%, 2nd grade 40% and 3rd grade 48% were Mid or Above Grade Level. Overall, we continue to see growth with the majority of our students in ELA.

When reviewing 4th-5th SC Ready data, our students scored 81% meets or exceeds in both Math and ELA. In order to continue this rate of success, our teachers have worked alongside our gifted and talented teacher and our math coach to provide professional development on strategies to target students' specific needs. The teachers incorporate a backwards design approach when planning and also use item analysis of unit assessments to look at both class and grade level trends. After the iReady math winter benchmark, teachers analyzed their data through the four quadrants to see where students were performing: high growth/high performance, high growth/low performance, low growth/high performance, low growth/low performance. Teachers used this data to differentiate instruction through small groups for reinforcement and enrichment. |

Executive Summary of Needs Assessment Data Findings

	As we have reviewed our data, we have placed a focus on the subgroup of our 4th and 5th grade gifted and talented students. Through the use of strategies gained from professional learning around the text, Teaching Gifted Kids in Today's Classroom by Brulles, we are working to increase the academic achievement for our 4th and 5th grade students as evidenced by iReady stretch growth in reading and math. Our gifted and talented teacher is also providing professional development around purposeful questioning to engage and promote inquiry and self directed learning.
Teacher/Administrator Quality	● What were areas of strength and growth related to teacher/admin quality on the SCDE staff and student survey last year? ● What did your mid-year review and the staff pulse check survey data indicate regarding teacher/admin quality now? ● Based on your review, what is your school's priority area of need in this area? At Lake Murray Elementary, we are very proud of the data from our school report card in which 100 percent of teachers were satisfied with the learning environment and the social and physical environment. 99% were satisfied with home school relations. The percentage of teachers with advanced degrees has increased from 64% to 71%. We currently have thirteen teachers who hold their National Board Certification. Furthermore, our prime instructional time remained at 91% and the teacher attendance rate at 96%. On the district mid-year pulse check survey, given in January 2025, 96% of LMES teachers agreed that they feel safe before, during and after school. The percentage of teachers that agree that students are well behaved in class increased from 94% to 96%. The number of teachers that agree that students are well behaved in the lunchroom, and all school grounds increased from 91% to 96%. This has been an area of focus identified on our school work plan for the 2024-2025 school year, and it continues to be the biggest concern for teachers. According to the mid-year pulse check survey, only 20% of teachers strongly agree. Therefore, a portion of time during each faculty meeting is devoted to reviewing the graduate profile competencies and the components of the behavior matrix in order to ensure that we are maintaining consistent behavior expectations for all students. As a staff, we reflect on our practices and how we are measuring up toward meeting our work plan goal of decreasing inappropriate behaviors during non-instructional settings each month. Teachers are using morning meetings and closing circles to specifically emphasize what each competency should look like and sound like within our building in order to promote a safe, orderly environment. Additionally, many of our teachers are sponsoring student leadership teams within our building to help develop and encourage students to take an active role in creating a

Executive Summary of Needs Assessment Data Findings

	safe, respectful and responsible culture and climate at LMES
School Climate	• What were areas of strength and growth related to school climate on the SCDE staff and student survey last year? • What did your mid-year review and the student/staff pulse check survey data indicate regarding school climate now? • Based on your review, what is your school's priority area of need in this area? The vision at Lake Murray Elementary School is "Anchored in Leadership, Learning, and Love." It has become the foundation of our school culture. In order to support school wide leadership opportunities, students are given specific responsibilities within their classrooms. Beginning in the 4th grade, students are encouraged to apply for school leadership teams. Friendly Helpers, Book Buddies, Lake Murray Live News Team, LMES Navigators, and the Garden/Beautification Club are just a few of the many opportunities that students have to showcase their leadership potential. Students are highlighted for being leaders of their own learning daily at LMES. Our ticket system, Model Mariner Cards, and Class Shout Outs are just a few ways students are celebrated for displaying the competencies of a Lexington One Graduate. Grade levels also come together for Team Time to shout out students who are meeting their learning targets. Through goal setting and initiatives such as our grade level book challenges, all students are encouraged to learn, grow, and excel. At Lake Murray Elementary, we recognize that in order for our students to become leaders and learn effectively, they must first be loved and supported. Through our school counseling lessons and service learning projects, students learn how to show empathy, thoughtfulness, and encouragement. We devoted an entire month to emphasizing kindness and inclusion on campus. As part of our school based work plan, our focus was centered around the implementation and students following the School Wide Behavior Expectations. To achieve this, all staff explicitly taught and consistently reviewed the LMES behavior matrix that outlines how students are to Be Safe, Be Respectful and Be Responsible throughout the building. To create a positive climate within the classroom, teachers are using the structures of morning meeting and closing circle to emphasize the competencies of the Profile of the Lexington One Graduate which explicitly teach our students to be: Knowledgeable, Creative Thinkers and Problem Solvers, Independent Learners, Communicators, Collaborators, Future Ready Literate, Personally and Socially Responsible, Kind and Resilient. We have a school based committee who focuses on providing resources to embed these traits throughout each lesson. In regards to our Student Survey results from the school report card, the results increased to 97% of students are satisfied with the learning environment, 98% are satisfied with the social and physical

Executive Summary of Needs Assessment Data Findings

	environment, and 98% are satisfied with home-school relations. On the district mid year pulse check, 96% (average) of our LMES 3rd-5th graders agree that they feel safe before and after school, 97% agree that they feel safe during the school day. Just like with the teacher data, the students felt an area of growth was around students behaving in the hallways, cafeteria, and on the school grounds. This data supported the need to revisit our school behavior matrix with the students. Our goal is for all students to have a sense of belonging and to feel safe and cared for at Lake Murray Elementary

Location: Lake Murray Elementary

Level	Area	Goal	2024 (From 2023 Report Card)	2025 (From 2024 Report Card)	2026 (From 2025 Report Card)	2027 (From 2026 Report Card)	2028 (From 2027 Report Card)	2029 (From 2028 Report Card)
Elementary/Middle	Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 86.78% by 2029.	76.78%	78.8%	80.8%	82.8%	84.8%	86.8%
Elementary/Middle	Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 65.5% by 2029.	55.50%	57.50%	59.50%	61.50%	63.50%	65.50%
		Actual Data (Academic Ach.)		77.3%				
		Actual Data (Progress)		53.2%				

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement the new Lexington One Instructional Framework and Graduate Profile	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	-Implementation Monitoring Tool Data -Classroom Observation Data
Use the curriculum and assessments as outlined in the District's Curriculum Management, Assessment Plans and Instructional Technology Plans. Develop a school-based professional learning plan based on the district-level plan.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Closer alignment of written, taught, and assessed curriculum -Increase in questioning and critical thinking on classroom observation tool. - Increase in satisfaction as assessed on relevant areas of the SCDE climate survey
Implement revised school work plan process that is aligned to the strategic plan and school renewal plan.	July 2024-June 2029	School Leadership Team and Teacher Leaders	NA	NA	- Completed school work plans - Completed the school work plan review process yearly
Identify student intervention needs and implement appropriate supports as needed.	July 2024-June 2029	School Leadership Team and Teacher	NA	NA	- Increase in students reaching typical and stretch growth targets on interim assessments - Revised staffing and scheduling to match changes in intervention program

Level	Area	Goal	2023-2024 Observation Data	2024-2025 Observation Data	2025-2026 Observation Data	2026-2027 Observation Data	2027-2028 Observation Data	2028-2029 Observation Data
Elementary/Middle	Teacher and Administrator Quality	Increase the cumulative average of teachers' composite score on the SC Teaching Standards 4.0 rubric from 3.0 to 3.5 by 2029. (Observation protocols will be reevaluated and calibrated in the 24-25 school year in order to obtain accurate baseline data.)	3.00	3.10	3.20	3.30	3.40	3.50
		Actual Data (4.0 Rubric)		3.50				

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement the new Lexington One Instructional Framework and Graduate Profile	July 2024-June 2029	School Leadership Team	NA	NA	-Implementation Monitoring Tool Data -Classroom Observation Data
- Use the curriculum and assessments as outlined in the District's Curriculum Management, Assessment Plans and Instructional Technology Plans. - Implement practices and structures that improve student access to quality instructional programming and the support necessary to fully take advantage of those opportunities.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	-Closer alignment of curriculum to standard and instruction to standard, -Increase in questioning and critical thinking on classroom observation tool. - Increase in satisfaction as assessed on relevant areas of the SCDE climate survey
Develop and implement school work plan that is aligned to the strategic plan and respective school renewal plans.	July 2024-June 2029	School Leadership Team	NA	NA	- Completed school work plans - Updated agendas for beginning, middle, and end of year meetings

Level	Area	Goal	2024 (from 2023 Report Cards)	2025 (from 2024 Report Cards)	2026 (From 2025 Report Cards)	2027 (From 2026 Report Cards)	2028 (From 2027 Report Cards)	2029 (From 2028 Report Cards)
Elementary/Middle	School Climate	The percent of School Climate points earned on the state report card will reach 95% by 2029.	90.0%	91.0%	92.0%	93.0%	94.0%	95.0%
		Actual Data	88.6%					

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement the new Lexington One Instructional Framework and Graduate Profile	July 2024-June 2029	School Leadership Team	NA	NA	-Implementation Monitoring Tool Data -Classroom Observation Data
Use the curriculum and assessments as outlined in the District's Curriculum Management, Assessment Plans and Instructional Technology Plans.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Closer alignment of written, taught, and assessed curriculum -Increase in questioning and critical thinking on classroom observation tool. - Increase in satisfaction as assessed on relevant areas of the SCDE climate survey
Implement revised policies and procedures that prioritize safety, promote positive student behavior, and support the mental well-being of our students and staff.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Increase in satisfaction as assessed on relevant areas of the SCDE climate survey - Increase in satisfaction as assessed by the school pulse survey - Increase in satisfaction as assessed on the SC Teacher Working Conditions Survey
Implement the district's strategic communications and engagement plan.	July 2024-June 2029	School Leadership Team	NA	NA	- Increase in satisfaction as assessed on relevant areas of the SCDE climate survey - Increase in satisfaction as assessed by the school pulse survey

Level	Area	Goal	2024 (2023 SC Ready)	2025 (2024 SC Ready)	2026 (2025 SC Ready)	2027 (2026 SC Ready)	2028 (2027 SC Ready)	2029 (2028 SC Ready)
Elementary/Middle	Gifted and Talented (Academic)	The percent of SC READY ELA and Math scores from Gifted and Talented identified students that meet Added Value Targets will reach 53.5% by 2029.	48.5%	49.5%	50.5%	51.5%	52.5%	53.5%
		Actual Data	50.4%					

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement the new Lexington One Instructional Framework and Graduate Profile	July 2024-June 2029	School Leadership Team	NA	NA	-Implementation Monitoring Tool Data -Classroom Observation Data
Use the curriculum and assessments as outlined in the District's Curriculum Management, Assessment Plans and Instructional Technology Plans. Implement practices and structures that improve student access to quality instructional programming and the support necessary to fully take advantage of those opportunities.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Closer alignment of written, taught, and assessed curriculum -Increase in questioning and critical thinking on classroom observation tool. - Increase in satisfaction as assessed on relevant areas of the SCDE climate survey
Implement district gifted and talented systems and structures related to preparation, identification, and delivery models to include the necessary support students may need to be successful.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Increase in those who are identified by Grade 5 (for elementary schools ONLY) - Increase in the number of student work samples that meet multiple attributes of powerful learning experiences - Increase in the number of students who remain in G/T coursework through middle school (for middle schools ONLY)

Level	Area	Goal	2024 GT Survey	2025 GT Survey	2026 GT Survey	2027 GT Survey	2028 GT Survey	2029 GT Survey
Elementary/Middle	Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	5.30	5.30	5.35	5.40	5.45	5.50
		Actual Data	5.30					

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement district gifted and talented systems and structures related to preparation, identification, and delivery models to include the necessary support students may need to be successful.	July 2024-June 2029	School Leadership Team and Teachers			- Increase in those who are identified by Grade 5 (for elementary schools ONLY) - Increase in the number of student work samples that meet multiple attributes of powerful learning experiences - Increase in the number of students who remain in G/T coursework through middle school (for middle schools ONLY)