School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2024/25 to 2028/29
Upcoming School Year: 2025/26

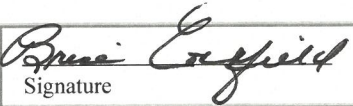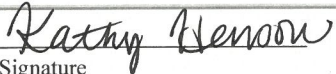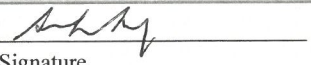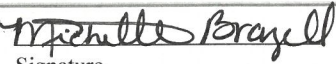|	
School Name:	Meadow Glen Elementary
SIDN:	3201067
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Lexington 1
Address 1:	510 Ginny Ln
Address 2:	
City:	Lexington, SC
Zip Code:	29072-8041
School Renewal Plan Contact Person:	Brice Cockfield, Ed.D.
School Plan Contact Phone:	803-821-0401
School Plan E-mail Address:	bcockfield@lexington1.net
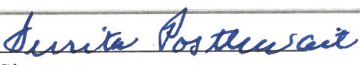
Required Signature Page

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)* Gerrita Postlewait	3-27-25 Date
Principal		
Brice Cockfield, Ed.D. Printed Name	*(signature)* Brice Cockfield	02/21/25 Date
Chairperson, District Board of Trustees		
Kathryn W. Henson Printed Name	*(signature)* Kathryn Henson	4/1/25 Date
Chairperson, School Improvement Council		
Mrs. Sri Lakshmi Ramya Sreedharan Printed Name	*(signature)*	02/21/25 Date
School Read To Succeed Literacy Leadership Team Lead		
Mrs. Michelle Brazell Printed Name	*(signature)* Michelle Brazell	02/21/25 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
	Position	**Name**
1.	**Principal**	Brice Cockfield, Ed.D.
2.	**Teacher**	Ms. Rebecca Goodson
3.	**Parent/Guardian**	Mrs. Kara Brurok
4.	**Community Member**	Mrs. Valencia Bostic
5.	**Paraprofessional**	Mrs. Patricia Ellis
6.	**School Improvement Council Member**	Mrs. Sri Lakshmi Ramya Sreedharan
7.	**Read to Succeed Reading Coach**	Meghan Cegelis
8.	**School Read To Succeed Literacy Leadership Team Lead**	Mrs. Michelle Brazell
9.	**School Read To Succeed Literacy Leadership Team Member**	Mrs. Hope Halfacre
	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

Meadow Glen 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:

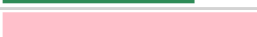[Meadow Glen Elementary School Report Card](#)
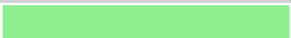
	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Meadow Glen Elementary School	Number of Students
Reading Grades 1-5	23-24	All	All	76.5%		(534 / 698)
		ELL	Not ELL	79.7%		(424 / 532)
			ELL	66.3%		(110 / 166)
		Gender	Female	77.2%		(237 / 307)
			Male	76.0%		(297 / 391)
		InstrSetting	Not Special Ed	81.9%		(507 / 619)
			Special Ed	34.2%		(27 / 79)
		Race	Black / Latinx	58.0%		(76 / 131)
			White / Other	80.8%		(458 / 567)
	22-23	All	All	77.0%		(546 / 709)
		ELL	Not ELL	79.4%		(448 / 564)
			ELL	67.6%		(98 / 145)
		Gender	Female	78.4%		(262 / 334)
			Male	75.7%		(284 / 375)
		InstrSetting	Not Special Ed	81.5%		(510 / 626)
			Special Ed	43.4%		(36 / 83)
		Race	Black / Latinx	56.2%		(73 / 130)
			White / Other	81.7%		(473 / 579)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Meadow Glen Elementary School	Number of Students
ELA	23-24	All	All	71.1%		(317 / 446)
		ELL	Not ELL	76.9%		(297 / 386)
			ELL	33.3%		(20 / 60)
		Gender	Female	75.7%		(156 / 206)
			Male	67.1%		(161 / 240)
		InstrSetting	Not Special Ed	76.6%		(304 / 397)
			Special Ed	26.5%		(13 / 49)
		Race	Black / Latinx	41.7%		(30 / 72)
			White / Other	76.7%		(287 / 374)
	22-23	All	All	76.7%		(343 / 447)
		ELL	Not ELL	79.8%		(317 / 397)
			ELL	52.0%		(26 / 50)
		Gender	Female	79.9%		(175 / 219)
			Male	73.7%		(168 / 228)
		InstrSetting	Not Special Ed	82.3%		(329 / 400)
			Special Ed	29.8%		(14 / 47)
		Race	Black / Latinx	50.0%		(34 / 68)
			White / Other	81.5%		(309 / 379)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Meadow Glen Elementary School	Number of Students
Math	23-24	All	All	71.5%		(319 / 446)
		ELL	Not ELL	75.6%		(292 / 386)
			ELL	45.0%		(27 / 60)
		Gender	Female	72.8%		(150 / 206)
			Male	70.4%		(169 / 240)
		InstrSetting	Not Special Ed	77.8%		(309 / 397)
			Special Ed	20.4%		(10 / 49)
		Race	Black / Latinx	48.6%		(35 / 72)
			White / Other	75.9%		(284 / 374)
	22-23	All	All	70.5%		(315 / 447)
		ELL	Not ELL	73.8%		(293 / 397)
			ELL	44.0%		(22 / 50)
		Gender	Female	70.3%		(154 / 219)
			Male	70.6%		(161 / 228)
		InstrSetting	Not Special Ed	75.5%		(302 / 400)
			Special Ed	27.7%		(13 / 47)
		Race	Black / Latinx	38.2%		(26 / 68)
			White / Other	76.3%		(289 / 379)

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth TargetMeadow Glen Elementary School	Number of Students
Math	23-24	All	All	36.6%		(271 / 740)
		ELL	Not ELL	36.1%		(219 / 606)
			ELL	38.8%		(52 / 134)
		Gender	Female	30.6%		(102 / 333)
			Male	41.5%		(169 / 407)
		InstrSetting	Not Special Ed	37.6%		(248 / 659)
			Special Ed	28.4%		(23 / 81)
		Race	Black / Latinx	27.6%		(34 / 123)
			White / Other	38.4%		(237 / 617)
	22-23	All	All	29.8%		(233 / 783)
		ELL	Not ELL	30.3%		(199 / 657)
			ELL	27.0%		(34 / 126)
		Gender	Female	28.5%		(104 / 365)
			Male	30.9%		(129 / 418)
		InstrSetting	Not Special Ed	31.1%		(216 / 695)
			Special Ed	19.3%		(17 / 88)
		Race	Black / Latinx	21.1%		(26 / 123)
			White / Other	31.4%		(207 / 660)

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth TargetMeadow Glen Elementary School	Number of Students
Reading	23-24	All	All	47.4%		(347 / 732)
		ELL	Not ELL	48.7%		(293 / 602)
			ELL	41.5%		(54 / 130)
		Gender	Female	49.1%		(162 / 330)
			Male	46.0%		(185 / 402)
		InstrSetting	Not Special Ed	48.5%		(316 / 651)
			Special Ed	38.3%		(31 / 81)
		Race	Black / Latinx	40.0%		(48 / 120)
			White / Other	48.9%		(299 / 612)
	22-23	All	All	34.6%		(271 / 783)
		ELL	Not ELL	33.4%		(220 / 659)
			ELL	41.1%		(51 / 124)
		Gender	Female	34.3%		(125 / 364)
			Male	34.8%		(146 / 419)
		InstrSetting	Not Special Ed	36.3%		(252 / 694)
			Special Ed	21.3%		(19 / 89)
		Race	Black / Latinx	30.4%		(38 / 125)
			White / Other	35.4%		(233 / 658)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Meadow Glen Elementary School	Number of Students
Accelerated/ Eagles	23-24	All	All	27.2%		(127 / 467)
		ELL	Not ELL	29.6%		(104 / 351)
			ELL	19.8%		(23 / 116)
		Gender	Female	26.4%		(57 / 216)
			Male	28.0%		(70 / 250)
		InstrSetting	Not Special Ed	30.3%		(126 / 416)
			Special Ed	2.0%		(1 / 51)
		Race	Black / Latinx	11.1%		(10 / 90)
			White / Other	31.0%		(117 / 377)
	22-23	All	All	27.2%		(125 / 459)
		ELL	Not ELL	27.3%		(99 / 362)
			ELL	26.8%		(26 / 97)
		Gender	Female	26.8%		(60 / 224)
			Male	27.7%		(65 / 235)
		InstrSetting	Not Special Ed	30.6%		(124 / 405)
			Special Ed	1.9%		(1 / 54)
		Race	Black / Latinx	7.3%		(6 / 82)
			White / Other	31.6%		(119 / 377)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Meadow Glen Elementary School	Number of Students
Chronic Absences	23-24	All	All	8.2%		(70 / 849)
		ELL	Not ELL	8.6%		(58 / 678)
			ELL	7.0%		(12 / 171)
		Gender	Female	8.9%		(34 / 382)
			Male	7.5%		(35 / 466)
		InstrSetting	Not Special Ed	6.8%		(51 / 746)
			Special Ed	18.4%		(19 / 103)
		Race	Black / Latinx	18.1%		(33 / 182)
			White / Other	5.5%		(37 / 667)
	22-23	All	All	8.2%		(70 / 852)
		ELL	Not ELL	7.5%		(53 / 702)
			ELL	11.3%		(17 / 150)
		Gender	Female	7.8%		(31 / 395)
			Male	8.5%		(39 / 457)
		InstrSetting	Not Special Ed	7.5%		(56 / 747)
			Special Ed	13.3%		(14 / 105)
		Race	Black / Latinx	19.4%		(32 / 165)
			White / Other	5.5%		(38 / 687)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Meadow Glen Elementary School	Number of Students
Referrals	23-24	All	All	8.7%		(74 / 849)
		ELL	Not ELL	8.1%		(55 / 675)
			ELL	10.9%		(19 / 174)
		Gender	Female	3.9%		(15 / 382)
			Male	12.7%		(59 / 466)
		InstrSetting	Not Special Ed	7.6%		(57 / 746)
			Special Ed	16.5%		(17 / 103)
		Race	Black / Latinx	13.7%		(22 / 161)
			White / Other	7.6%		(52 / 688)
	22-23	All	All	5.9%		(50 / 853)
		ELL	Not ELL	6.0%		(42 / 702)
			ELL	5.3%		(8 / 151)
		Gender	Female	3.8%		(15 / 396)
			Male	7.7%		(35 / 457)
		InstrSetting	Not Special Ed	4.9%		(37 / 748)
			Special Ed	12.4%		(13 / 105)
		Race	Black / Latinx	10.5%		(15 / 143)
			White / Other	4.9%		(35 / 710)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Meadow Glen Elementary School	Number of Students
In School Suspensions	23-24	All	All	3.4%		(29 / 849)
		ELL	Not ELL	3.4%		(23 / 675)
			ELL	3.4%		(6 / 174)
		Gender	Female	0.8%		(3 / 382)
			Male	5.6%		(26 / 466)
		InstrSetting	Not Special Ed	3.1%		(23 / 746)
			Special Ed	5.8%		(6 / 103)
		Race	Black / Latinx	5.0%		(8 / 161)
			White / Other	3.1%		(21 / 688)
	22-23	All	All	2.7%		(23 / 853)
		ELL	Not ELL	2.8%		(20 / 702)
			ELL	2.0%		(3 / 151)
		Gender	Female	1.8%		(7 / 396)
			Male	3.5%		(16 / 457)
		InstrSetting	Not Special Ed	2.3%		(17 / 748)
			Special Ed	5.7%		(6 / 105)
		Race	Black / Latinx	4.9%		(7 / 143)
			White / Other	2.3%		(16 / 710)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Meadow Glen Elementary School	Number of Students
Out of School Suspensions	23-24	All	All	1.4%		(12 / 849)
		ELL	Not ELL	1.5%		(10 / 675)
			ELL	1.1%		(2 / 174)
		Gender	Female	0.5%		(2 / 382)
			Male	2.1%		(10 / 466)
		InstrSetting	Not Special Ed	0.9%		(7 / 746)
			Special Ed	4.9%		(5 / 103)
		Race	Black / Latinx	1.9%		(3 / 161)
			White / Other	1.3%		(9 / 688)
	22-23	All	All	1.5%		(13 / 853)
		ELL	Not ELL	1.7%		(12 / 702)
			ELL	0.7%		(1 / 151)
		Gender	Female	1.5%		(6 / 396)
			Male	1.5%		(7 / 457)
		InstrSetting	Not Special Ed	0.8%		(6 / 748)
			Special Ed	6.7%		(7 / 105)
		Race	Black / Latinx	2.8%		(4 / 143)
			White / Other	1.3%		(9 / 710)

Executive Summary of Needs Assessment Data Findings

School Name: ==*Meadow Glen 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 81.71% by 2029.	71.7%	70.1%
Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 72% by 2029.	62.0%	49.3%
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 71.7% by 2029.	66.7%	45.2%
Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	5.20	5.20
School Climate	The percent of School Climate points earned on the state report card will reach 84.% by 2029.	79.0%	72.5%
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	2.69

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?

MGES earned 61 points on the 2023-2024 School Report Card, resulting in an Excellent rating. MGES received an "Excellent" rating for Academic Achievement (24.52/35), "Average" for MLL Progress (5.96/10), "Average" for Student Progress (17.27/35), and "Average" for School Climate (7.25/10).

In ELA, 75% of first-grade students and 72% of second-grade students are on track. In mathematics, over 68% of first-grade students and 64% of second-grade students are on track.

On the SC Ready English Language Arts assessment, 73.9% of MGES students in grades 3 through 5 scored "Met or Exceeded" expectations. This exceeded the district score of 59.5% and the state score of 54.1%. In mathematics, 73.9% of MGES students in grades 3 through 5 scored "Met or Exceeded" expectations on SC Ready. The district percentage for "Met or Exceeded" was 48.5%, and the state score was 42.8%. 59.6% of students in the Multilingual Learner (ML) subgroup met progress toward the proficiency target, a 13% decrease since last year. With 150 students in this subgroup, this remains a strength. Due to a growing ML population, we have increased our service providers and continue to identify strategies to support multilingual learners. 56% (down from 62%) of students in grades 3-5 agreed with the statement, "My classes are challenging (not too easy, they make me think)," on the mid-year pulse check. 85% of students agreed with the statement, "My teachers want me to understand what I am learning, not just remember facts." Based on the mid-year review, K-5 students are demonstrating positive growth in math and ELA, as evidenced by iReady Diagnostic growth from fall to winter. All grade levels showed growth in the high-performance/high-growth quadrant. Math, specifically targeted small group instruction, continues to be an area of focus as we seek to support all students. |

Executive Summary of Needs Assessment Data Findings

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? *MGES teachers and staff are committed to preparing students to explore the world. Our school is proud to offer a Mandarin partial immersion program where students celebrate a learning culture of inquiry and collaboration. Our instructional leadership team collaborates regularly to discuss progress and develop professional learning experiences that support teachers and increase student success.* *On our mid-year pulse check, 88% of teachers agreed with the statement, "My school provides challenging instructional programs for students." 84% of teachers also agreed that "Student assessment information is effectively used by teachers to set goals and plan instruction." 65% of teachers believe the school administration provides effective instructional leadership. This is an area for growth, and the leadership team continues to seek ways to enhance collaboration and communication with staff.*
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? *According to the South Carolina Department of Education School Climate Survey, high teacher, student, and staff satisfaction was noted. Strengths were identified in satisfaction with the social and physical environment, home-school relationships, and the learning environment.* *An area we continue to focus on is teacher satisfaction with home-school relations. We are addressing this need through increased school and community experiences. Through connections around academic and social opportunities (parent-teacher conferences, celebrations of learning, student-led conferences), we seek ways to invite families in and build positive relationships.*

Executive Summary of Needs Assessment Data Findings

As noted in our mid-year pulse survey, a small percentage of faculty indicated a safety concern while at school. As a leadership team, we have worked to ensure safety procedures are in place and evident to those in our school community. Individual attention is given to students, teachers, and families as we address specific needs.

Chronic absenteeism appears to be problematic for special education students and Black/Latinx students, with 18% of students in both groups having been absent for 10 percent or more of their membership days at MGES.

	Teachers	Students	Parents
Percent satisfied with the learning environment	92.9 (98.2)	92.7 (93.0)	92.6 (94.5)
Percent satisfied with	92.8 (96.4)	94.2 (93.9)	96.2 (99.4)
the social and physical environment			
Percent satisfied with school-home relations	98.6 (91.1)	94 (94.6)	97.9 (95.6)

Location: Meadow Glen 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 81.71% by 2029.	71.71%	73.7%	75.7%	77.7%	79.7%	81.7%
Elementary/Middle	Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 72% by 2029.	62.00%	64.00%	66.00%	68.00%	70.00%	72.00%
		Actual Data (Academic Ach.)	70.1%					
		Actual Data (Progress)	49.3%					

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)		2.69				

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 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 84.% by 2029.	79.0%	80.0%	81.0%	82.0%	83.0%	84.0%
		Actual Data	72.5%					

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 71.7% by 2029.	66.7%	67.7%	68.7%	69.7%	70.7%	71.7%
		Actual Data	45.2%					

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	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.	5.20	5.20	5.25	5.30	5.35	5.40
		Actual Data	5.20					

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)