

School Renewal Plan Cover Page

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

School Name:	Carolina Springs Elementary
SIDN:	3201062
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Lexington 1
Address 1:	6340 Platt Springs Rd
Address 2:	
City:	Lexington, SC
Zip Code:	29073
School Renewal Plan Contact Person:	Todd C. Brown
School Plan Contact Phone:	8038215101
School Plan E-mail Address:	tbrown@lexington1.net

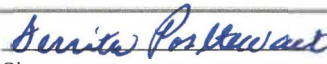

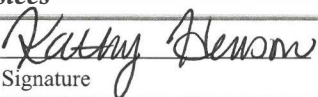
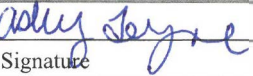
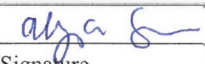
Required Signature Page

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 assurance requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

<i>Superintendent</i>		
<u>Gerrita Postlewait</u> Printed Name	 Signature	<u>3-27-25</u> Date
<i>Principal</i>		
<u>Todd C. Brown</u> Printed Name	 Signature	<u>2/5/25</u> Date
<i>Chairperson, District Board of Trustees</i>		
<u>Kathryn W. Henson</u> Printed Name	 Signature	<u>4/1/25</u> Date
<i>Chairperson, School Improvement Council</i>		
<u>Ashley Teague</u> Printed Name	 Signature	<u>2/11/25</u> Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Alysa Smith</u> Printed Name	 Signature	<u>2/11/25</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.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (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	<p>Developmental Screening</p> <p>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>Half-Day Child Development</p> <p>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.</p>
Yes	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>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>Parenting and Family Literacy</p> <p>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>Recruitment</p> <p>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.</p>
Yes	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>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.	Principal	Todd C. Brown
2.	Teacher	Diane Ott-Soucy
3.	Parent/Guardian	Cassie Hanvey
4.	Community Member	Brittany Herring
5.	Paraprofessional	Lisa Harrington
6.	School Improvement Council Member	Ashley Teague
7.	Read to Succeed Reading Coach	Alysa Smith
8.	School Read To Succeed Literacy Leadership Team Lead	Alysa Smith
9.	School Read To Succeed Literacy Leadership Team Member	Brooke Scott
	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 (<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 (Include the SBE Regulation number to be waived)	
6. Other (Include the SBE Regulation number to be waived)	



LEXINGTON SCHOOL DISTRICT ONE

Carolina Springs Elementary School

Strategic Renewal Plan

School Plan: 2024/25 - 2028/29

School Year: Update 1 - 2025/26

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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:

[Carolina Springs Elementary School Report Card](#)


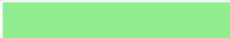







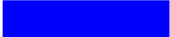



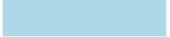




	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Carolina Springs Elementary School	Number of Students
Reading Grades 1-5	23-24	All	All	62.4%	<div></div>	(377 / 604)
		ELL	Not ELL	63.3%	<div></div>	(357 / 564)
			ELL	50.0%	<div></div>	(20 / 40)
		Gender	Female	67.3%	<div></div>	(200 / 297)
			Male	57.7%	<div></div>	(177 / 307)
		InstrSetting	Not Special Ed	69.0%	<div></div>	(345 / 500)
			Special Ed	30.8%	<div></div>	(32 / 104)
		Race	Black / Latinx	57.1%	<div></div>	(160 / 280)
			White / Other	67.0%	<div></div>	(217 / 324)
	22-23	All	All	59.2%	<div></div>	(397 / 671)
		ELL	Not ELL	58.9%	<div></div>	(369 / 627)
			ELL	63.6%	<div></div>	(28 / 44)
		Gender	Female	63.8%	<div></div>	(219 / 343)
			Male	54.3%	<div></div>	(178 / 328)
		InstrSetting	Not Special Ed	69.0%	<div></div>	(370 / 536)
			Special Ed	20.0%	<div></div>	(27 / 135)
		Race	Black / Latinx	55.2%	<div></div>	(169 / 306)
			White / Other	62.5%	<div></div>	(228 / 365)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Carolina Springs Elementary School	Number of Students
ELA	23-24	All	All	52.8%	<div></div>	(197 / 373)
		ELL	Not ELL	53.5%	<div></div>	(192 / 359)
			ELL	35.7%	<div></div>	(5 / 14)
		Gender	Female	56.2%	<div></div>	(104 / 185)
			Male	49.5%	<div></div>	(93 / 188)
		InstrSetting	Not Special Ed	60.0%	<div></div>	(189 / 315)
			Special Ed	13.8%	<div></div>	(8 / 58)
		Race	Black / Latinx	43.6%	<div></div>	(65 / 149)
			White / Other	58.9%	<div></div>	(132 / 224)
	22-23	All	All	53.2%	<div></div>	(225 / 423)
		ELL	Not ELL	54.1%	<div></div>	(217 / 401)
			ELL	36.4%	<div></div>	(8 / 22)
		Gender	Female	58.8%	<div></div>	(127 / 216)
			Male	47.3%	<div></div>	(98 / 207)
		InstrSetting	Not Special Ed	63.1%	<div></div>	(214 / 339)
			Special Ed	13.1%	<div></div>	(11 / 84)
		Race	Black / Latinx	44.3%	<div></div>	(74 / 167)
			White / Other	59.0%	<div></div>	(151 / 256)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Carolina Springs Elementary School	Number of Students
Math	23-24	All	All	51.7%	<div></div>	(193 / 373)
		ELL	Not ELL	51.8%	<div></div>	(186 / 359)
			ELL	50.0%	<div></div>	(7 / 14)
		Gender	Female	48.6%	<div></div>	(90 / 185)
			Male	54.8%	<div></div>	(103 / 188)
		InstrSetting	Not Special Ed	58.7%	<div></div>	(185 / 315)
			Special Ed	13.8%	<div></div>	(8 / 58)
		Race	Black / Latinx	45.0%	<div></div>	(67 / 149)
			White / Other	56.3%	<div></div>	(126 / 224)
	22-23	All	All	47.5%	<div></div>	(201 / 423)
		ELL	Not ELL	48.4%	<div></div>	(194 / 401)
			ELL	31.8%	<div></div>	(7 / 22)
		Gender	Female	44.4%	<div></div>	(96 / 216)
			Male	50.7%	<div></div>	(105 / 207)
		InstrSetting	Not Special Ed	55.8%	<div></div>	(189 / 339)
			Special Ed	14.3%	<div></div>	(12 / 84)
		Race	Black / Latinx	37.7%	<div></div>	(63 / 167)
			White / Other	53.9%	<div></div>	(138 / 256)

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth Target Carolina Springs Elementary School	Number of Students
Math	23-24	All	All	31.7%	<div></div>	(215 / 678)
		ELL	Not ELL	32.1%	<div></div>	(205 / 638)
			ELL	25.0%	<div></div>	(10 / 40)
		Gender	Female	30.0%	<div></div>	(99 / 330)
			Male	33.3%	<div></div>	(116 / 348)
		InstrSetting	Not Special Ed	31.7%	<div></div>	(176 / 555)
			Special Ed	31.7%	<div></div>	(39 / 123)
		Race	Black / Latinx	28.3%	<div></div>	(76 / 269)
			White / Other	34.0%	<div></div>	(139 / 409)
	22-23	All	All	25.6%	<div></div>	(197 / 771)
		ELL	Not ELL	25.0%	<div></div>	(182 / 728)
			ELL	34.9%	<div></div>	(15 / 43)
		Gender	Female	23.0%	<div></div>	(89 / 387)
			Male	28.1%	<div></div>	(108 / 384)
		InstrSetting	Not Special Ed	26.3%	<div></div>	(162 / 616)
			Special Ed	22.6%	<div></div>	(35 / 155)
		Race	Black / Latinx	22.6%	<div></div>	(64 / 283)
			White / Other	27.3%	<div></div>	(133 / 488)

















	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth TargetCarolina Springs Elementary School	Number of Students
Reading	23-24	All	All	35.1%	<div></div>	(239 / 681)
		ELL	Not ELL	34.8%	<div></div>	(223 / 641)
			ELL	40.0%	<div></div>	(16 / 40)
		Gender	Female	31.1%	<div></div>	(103 / 331)
			Male	38.9%	<div></div>	(136 / 350)
		InstrSetting	Not Special Ed	36.4%	<div></div>	(203 / 558)
			Special Ed	29.3%	<div></div>	(36 / 123)
		Race	Black / Latinx	32.1%	<div></div>	(87 / 271)
			White / Other	37.1%	<div></div>	(152 / 410)
	22-23	All	All	26.2%	<div></div>	(205 / 782)
		ELL	Not ELL	25.8%	<div></div>	(191 / 740)
			ELL	33.3%	<div></div>	(14 / 42)
		Gender	Female	26.7%	<div></div>	(105 / 393)
			Male	25.7%	<div></div>	(100 / 389)
		InstrSetting	Not Special Ed	28.1%	<div></div>	(175 / 623)
			Special Ed	18.9%	<div></div>	(30 / 159)
		Race	Black / Latinx	22.8%	<div></div>	(65 / 285)
			White / Other	28.2%	<div></div>	(140 / 497)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Carolina Springs Elementary School	Number of Students
Accelerated/ Eagles	23-24	All	All	13.9%		(58 / 417)
		ELL	Not ELL	13.7%		(54 / 394)
			ELL	17.4%		(4 / 23)
		Gender	Female	12.9%		(26 / 201)
			Male	14.8%		(32 / 216)
		InstrSetting	Not Special Ed	15.9%		(56 / 352)
			Special Ed	3.1%		(2 / 65)
		Race	Black / Latinx	9.3%		(19 / 205)
			White / Other	18.4%		(39 / 212)
	22-23	All	All	10.1%		(46 / 457)
		ELL	Not ELL	10.1%		(43 / 427)
			ELL	10.0%		(3 / 30)
		Gender	Female	10.3%		(24 / 234)
			Male	9.9%		(22 / 223)
		InstrSetting	Not Special Ed	12.5%		(46 / 369)
			Special Ed	0.0%		(0 / 88)
		Race	Black / Latinx	6.9%		(15 / 217)
			White / Other	12.9%		(31 / 240)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Carolina Springs Elementary School	Number of Students
Chronic Absences	23-24	All	All	22.4%		(189 / 843)
		ELL	Not ELL	22.4%		(178 / 793)
			ELL	22.0%		(11 / 50)
		Gender	Female	22.7%		(93 / 409)
			Male	22.1%		(96 / 434)
		InstrSetting	Not Special Ed	21.6%		(150 / 693)
			Special Ed	26.0%		(39 / 150)
		Race	Black / Latinx	22.0%		(89 / 404)
			White / Other	22.8%		(100 / 439)
	22-23	All	All	17.4%		(158 / 909)
		ELL	Not ELL	18.0%		(152 / 846)
			ELL	9.5%		(6 / 63)
		Gender	Female	15.7%		(71 / 451)
			Male	19.0%		(87 / 458)
		InstrSetting	Not Special Ed	15.7%		(115 / 731)
			Special Ed	24.2%		(43 / 178)
		Race	Black / Latinx	17.1%		(71 / 416)
			White / Other	17.6%		(87 / 493)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Carolina Springs Elementary School	Number of Students
Referrals	23-24	All	All	21.5%		(181 / 843)
		ELL	Not ELL	22.1%		(175 / 793)
			ELL	12.0%		(6 / 50)
		Gender	Female	10.8%		(44 / 409)
			Male	31.6%		(137 / 434)
		InstrSetting	Not Special Ed	19.3%		(134 / 693)
			Special Ed	31.3%		(47 / 150)
		Race	Black / Latinx	24.0%		(86 / 358)
			White / Other	19.6%		(95 / 485)
	22-23	All	All	15.4%		(140 / 909)
		ELL	Not ELL	16.1%		(136 / 846)
			ELL	6.3%		(4 / 63)
		Gender	Female	9.5%		(43 / 451)
			Male	21.2%		(97 / 458)
		InstrSetting	Not Special Ed	14.5%		(106 / 731)
			Special Ed	19.1%		(34 / 178)
		Race	Black / Latinx	20.6%		(75 / 364)
			White / Other	11.9%		(65 / 545)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Carolina Springs Elementary School	Number of Students
In School Suspensions	23-24	All	All	3.8%	<div><div></div></div>	(32 / 843)
		ELL	Not ELL	4.0%	<div><div></div></div>	(32 / 793)
			ELL	0.0%	<div><div></div></div>	(0 / 50)
		Gender	Female	1.2%	<div><div></div></div>	(5 / 409)
			Male	6.2%	<div><div></div></div>	(27 / 434)
		InstrSetting	Not Special Ed	2.5%	<div><div></div></div>	(17 / 693)
			Special Ed	10.0%	<div><div></div></div>	(15 / 150)
		Race	Black / Latinx	4.7%	<div><div></div></div>	(17 / 358)
			White / Other	3.1%	<div><div></div></div>	(15 / 485)
	22-23	All	All	6.3%	<div><div></div></div>	(57 / 909)
		ELL	Not ELL	6.5%	<div><div></div></div>	(55 / 846)
			ELL	3.2%	<div><div></div></div>	(2 / 63)
		Gender	Female	2.7%	<div><div></div></div>	(12 / 451)
			Male	9.8%	<div><div></div></div>	(45 / 458)
		InstrSetting	Not Special Ed	4.9%	<div><div></div></div>	(36 / 731)
			Special Ed	11.8%	<div><div></div></div>	(21 / 178)
		Race	Black / Latinx	9.3%	<div><div></div></div>	(34 / 364)
			White / Other	4.2%	<div><div></div></div>	(23 / 545)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Carolina Springs Elementary School	Number of Students
Out of School Suspensions	23-24	All	All	4.7%		(40 / 843)
		ELL	Not ELL	5.0%		(40 / 793)
			ELL	0.0%		(0 / 50)
		Gender	Female	1.7%		(7 / 409)
			Male	7.6%		(33 / 434)
		InstrSetting	Not Special Ed	3.0%		(21 / 693)
			Special Ed	12.7%		(19 / 150)
		Race	Black / Latinx	7.0%		(25 / 358)
			White / Other	3.1%		(15 / 485)
	22-23	All	All	3.1%		(28 / 909)
		ELL	Not ELL	3.3%		(28 / 846)
			ELL	0.0%		(0 / 63)
		Gender	Female	1.1%		(5 / 451)
			Male	5.0%		(23 / 458)
		InstrSetting	Not Special Ed	2.5%		(18 / 731)
			Special Ed	5.6%		(10 / 178)
		Race	Black / Latinx	4.7%		(17 / 364)
			White / Other	2.0%		(11 / 545)

Executive Summary of Needs Assessment Data Findings

School Name: Carolina Springs 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 60.94% by 2029.	50.9%	53.3%
Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 74.1% by 2029.	64.1%	34.3%
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 30% by 2029.	25.0%	25.0%
Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Survey will increase yearly by .05 until 2029.	4.80	4.80
School Climate	The percent of School Climate points earned on the state report card will reach 63% by 2029.	58.0%	65.5%
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	3.19

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?

	20-21	21-22	22-23	23-24
ELA	34% Met	42% Met	53% Met	52% Met
Math	33% Met	32% Met	48% Met	51% Met
Science	33% Met	36% Met	43% Met	Not tested

Although the CSES report card rating is Average, CSES is far from an average school. Student achievement levels in math continue to increase over the past few years and ELA scores have increased and maintained. Math scores have increased after placing an emphasis placed on targeted small group instruction, workshop model in math, use Dreambox, counting collections and teacher collaboration. Teachers continue to target academic needs of students through backwards design along with continuous coaching and professional learning.

CSES continues to also grow in the area of ELA. Student test scores were maintained on state and students displayed good growth district assessments. Teachers continued to meet student needs through intentional small group planning, professional learning and collaborative work with coaches. All classroom teachers participated in year one of the LETRS training, gaining valuable foundational skills and strategies based on the science of reading.

According to mid-year iReady data CSES has the highest stretch growth in math and near the top in ELA for elementary schools. Although we continue to make good gains, teachers are challenged to meet the diverse needs of students in our school community.

The main area for growth for CSES is meeting the individual needs of students to increase our individual growth. SCReady data indicates an overall steady growth in math and maintaining in ELA, but students need to be challenged to meet stretch growth targets. Students are engaged in iReady Pathways to provide individual learning strategies based on the students benchmark assessments. Teachers confer with students about their lessons and provide incentives for reaching their expected 2 lessons per week with 80% accuracy.

Executive Summary of Needs Assessment Data Findings

Teacher/Administrator Quality	<ul style="list-style-type: none"> • 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? <p>Hiring and retaining high quality teachers has always been an area of pride for Carolina Springs Elementary. Last year challenged the faculty and staff with a new school opening in the White Knoll attendance area creating a new opportunity for some of our staff and over 300 students.</p> <p>According to our mid year pulse check data, teachers indicated that all teachers focus on student understanding and 96% of staff reported that CSES provides challenging instructional programs for all students.</p> <p>The percentage of teachers returning from the previous year increased and the percentage of inexperienced teachers in the building decreased.</p>
School Climate	<ul style="list-style-type: none"> • 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? <p>School Climate scores indicated that this is an area for growth. Teacher morale has already increased this school year along with a major decrease in student discipline. Focusing on building positive relationships is the core of the work at the Springs and our students practice the competencies of the Graduate Profile and our own Husky Habits.</p> <p>According to our mid-year pulse check data, teachers indicated that all staff members feel safe before, during and after the school day with 93% of teachers agreed that students behave well in the hallway, lunchroom and grounds and 86% agreed that students behave well in class.</p> <p>A priority for the remainder of the year is to provide classroom support through instructional and behavior needs tailored to specific teachers and grade levels to ensure instructional engagement for students continues.</p> <p>CSES will continue to recognize students and staff for their intentional work of the Graduate Profile and our PBIS initiatives.</p>

Location: Carolina Springs 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 60.94% by 2029.	50.94%	52.9%	54.9%	56.9%	58.9%	60.9%
Elementary/Middle	Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 74.1% by 2029.	64.10%	66.10%	68.10%	70.10%	72.10%	74.10%
Actual Data (Academic Ach.)				53.3%				
Actual Data (Progress)				34.3%				

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.	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
Develop a school-based professional learning plan based on the district-level plan.					
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)				3.19				

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
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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 63% by 2029.	58.0%	59.0%	60.0%	61.0%	62.0%	63.0%
Actual Data				65.5%				

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 30% by 2029.	25.0%	26.0%	27.0%	28.0%	29.0%	30.0%
Actual Data				25.0%				

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 practices and structures that improve student access to quality instructional programming and the support necessary to fully take advantage of those opportunities.					
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.	4.80	4.80	4.85	4.90	4.95	5.00
Actual Data				4.80				

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)