School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2024/25 to 2028/29

Upcoming School Year: 2025/26

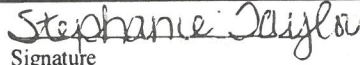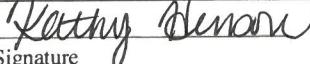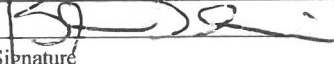|	
School Name:	Deerfield Elementary
SIDN:	3201070
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Lexington 1
Address 1:	638 Longs Pond Road
Address 2:	
City:	Lexington, SC
Zip Code:	29073
School Renewal Plan Contact Person:	Stephanie Taylor
School Plan Contact Phone:	803-821-5501
School Plan E-mail Address:	sttaylor@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		
Gerrita Postlewait Printed Name	*Gerrita Postlewait*	3-27-25 Date
Principal		
Stephanie Taylor Printed Name	*Stephanie Taylor*	2·10·25 Date
Chairperson, District Board of Trustees		
Kathryn W. Henson Printed Name	*Kathy Henson*	4/1/25 Date
Chairperson, School Improvement Council		
Brock Gilliam Printed Name	*Bk. Gll*	2·10·25 Date
School Read To Succeed Literacy Leadership Team Lead		
Brandon Schirmer Printed Name	*BS*	2-10-25 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**	Stephanie Taylor
2.	**Teacher**	Elizabeth Ancone
3.	**Parent/Guardian**	Nicole Spensley
4.	**Community Member**	Sean Coffey
5.	**Paraprofessional**	Lisa Harrington
6.	**School Improvement Council Member**	Brock Gilliam
7.	**Read to Succeed Reading Coach**	Jennifer Hamrick
8.	**School Read To Succeed Literacy Leadership Team Lead**	Brandon Schirmer
9.	**School Read To Succeed Literacy Leadership Team Member**	Erin Castle
	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

Deerfield 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:

Deerfield Elementary School Report Card
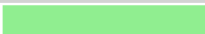
	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Deerfield Elementary School	Number of Students
Reading Grades 1-5	23-24	All	All	61.8%		(388 / 628)
		ELL	Not ELL	62.5%		(343 / 549)
			ELL	57.0%		(45 / 79)
		Gender	Female	67.2%		(207 / 308)
			Male	56.6%		(181 / 320)
		InstrSetting	Not Special Ed	68.8%		(363 / 528)
			Special Ed	25.0%		(25 / 100)
		Race	Black / Latinx	54.9%		(139 / 253)
			White / Other	66.4%		(249 / 375)
	22-23	All	All	61.8%		(417 / 675)
		ELL	Not ELL	62.5%		(376 / 602)
			ELL	56.2%		(41 / 73)
		Gender	Female	67.2%		(232 / 345)
			Male	56.1%		(185 / 330)
		InstrSetting	Not Special Ed	67.3%		(395 / 587)
			Special Ed	25.0%		(22 / 88)
		Race	Black / Latinx	50.6%		(133 / 263)
			White / Other	68.9%		(284 / 412)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Deerfield Elementary School	Number of Students
ELA	23-24	All	All	55.6%		(203 / 365)
		ELL	Not ELL	58.7%		(200 / 341)
			ELL	12.5%		(3 / 24)
		Gender	Female	63.5%		(113 / 178)
			Male	48.1%		(90 / 187)
		InstrSetting	Not Special Ed	64.5%		(196 / 304)
			Special Ed	11.5%		(7 / 61)
		Race	Black / Latinx	43.7%		(55 / 126)
			White / Other	61.9%		(148 / 239)
	22-23	All	All	56.3%		(223 / 396)
		ELL	Not ELL	57.9%		(217 / 375)
			ELL	28.6%		(6 / 21)
		Gender	Female	62.2%		(130 / 209)
			Male	49.7%		(93 / 187)
		InstrSetting	Not Special Ed	62.5%		(215 / 344)
			Special Ed	15.4%		(8 / 52)
		Race	Black / Latinx	44.6%		(62 / 139)
			White / Other	62.6%		(161 / 257)
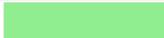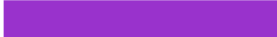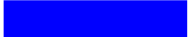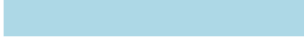
	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Deerfield Elementary School	Number of Students
Math	23-24	All	All	51.2%		(187 / 365)
		ELL	Not ELL	52.8%		(180 / 341)
			ELL	29.2%		(7 / 24)
		Gender	Female	52.2%		(93 / 178)
			Male	50.3%		(94 / 187)
		InstrSetting	Not Special Ed	58.2%		(177 / 304)
			Special Ed	16.4%		(10 / 61)
		Race	Black / Latinx	37.3%		(47 / 126)
			White / Other	58.6%		(140 / 239)
	22-23	All	All	48.5%		(192 / 396)
		ELL	Not ELL	49.1%		(184 / 375)
			ELL	38.1%		(8 / 21)
		Gender	Female	47.4%		(99 / 209)
			Male	49.7%		(93 / 187)
		InstrSetting	Not Special Ed	52.3%		(180 / 344)
			Special Ed	23.1%		(12 / 52)
		Race	Black / Latinx	38.1%		(53 / 139)
			White / Other	54.1%		(139 / 257)

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth TargetDeerfield Elementary School	Number of Students
Math	23-24	All	All	28.0%		(191 / 683)
		ELL	Not ELL	28.4%		(176 / 620)
			ELL	23.8%		(15 / 63)
		Gender	Female	25.5%		(86 / 337)
			Male	30.3%		(105 / 346)
		InstrSetting	Not Special Ed	28.7%		(160 / 557)
			Special Ed	24.6%		(31 / 126)
		Race	Black / Latinx	25.9%		(60 / 232)
			White / Other	29.0%		(131 / 451)
	22-23	All	All	19.5%		(143 / 733)
		ELL	Not ELL	19.7%		(132 / 670)
			ELL	17.5%		(11 / 63)
		Gender	Female	17.8%		(66 / 370)
			Male	21.2%		(77 / 363)
		InstrSetting	Not Special Ed	20.1%		(125 / 623)
			Special Ed	16.4%		(18 / 110)
		Race	Black / Latinx	15.5%		(37 / 239)
			White / Other	21.5%		(106 / 494)

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth TargetDeerfield Elementary School	Number of Students
Reading	23-24	All	All	30.7%		(209 / 681)
		ELL	Not ELL	31.1%		(192 / 618)
			ELL	27.0%		(17 / 63)
		Gender	Female	30.3%		(102 / 337)
			Male	31.1%		(107 / 344)
		InstrSetting	Not Special Ed	32.5%		(181 / 557)
			Special Ed	22.6%		(28 / 124)
		Race	Black / Latinx	27.2%		(63 / 232)
			White / Other	32.5%		(146 / 449)
	22-23	All	All	29.9%		(220 / 735)
		ELL	Not ELL	30.0%		(201 / 671)
			ELL	29.7%		(19 / 64)
		Gender	Female	30.7%		(114 / 371)
			Male	29.1%		(106 / 364)
		InstrSetting	Not Special Ed	32.8%		(205 / 625)
			Special Ed	13.6%		(15 / 110)
		Race	Black / Latinx	25.5%		(61 / 239)
			White / Other	32.1%		(159 / 496)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Deerfield Elementary School	Number of Students
Accelerated/ Eagles	23-24	All	All	10.8%		(44 / 409)
		ELL	Not ELL	10.5%		(37 / 353)
			ELL	12.5%		(7 / 56)
		Gender	Female	12.3%		(25 / 203)
			Male	9.2%		(19 / 206)
		InstrSetting	Not Special Ed	12.6%		(42 / 334)
			Special Ed	2.7%		(2 / 75)
		Race	Black / Latinx	6.5%		(11 / 170)
			White / Other	13.8%		(33 / 239)
	22-23	All	All	11.8%		(49 / 417)
		ELL	Not ELL	12.0%		(45 / 374)
			ELL	9.3%		(4 / 43)
		Gender	Female	10.5%		(23 / 219)
			Male	13.1%		(26 / 198)
		InstrSetting	Not Special Ed	13.0%		(47 / 362)
			Special Ed	3.6%		(2 / 55)
		Race	Black / Latinx	6.0%		(10 / 167)
			White / Other	15.6%		(39 / 250)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Deerfield Elementary School	Number of Students
Chronic Absences	23-24	All	All	13.2%		(111 / 842)
		ELL	Not ELL	13.6%		(103 / 755)
			ELL	9.2%		(8 / 87)
		Gender	Female	11.4%		(47 / 412)
			Male	14.9%		(64 / 430)
		InstrSetting	Not Special Ed	10.1%		(66 / 654)
			Special Ed	23.9%		(45 / 188)
		Race	Black / Latinx	13.8%		(48 / 347)
			White / Other	12.7%		(63 / 495)
	22-23	All	All	12.1%		(105 / 869)
		ELL	Not ELL	12.0%		(95 / 792)
			ELL	13.0%		(10 / 77)
		Gender	Female	12.4%		(54 / 437)
			Male	11.8%		(51 / 432)
		InstrSetting	Not Special Ed	10.5%		(76 / 721)
			Special Ed	19.6%		(29 / 148)
		Race	Black / Latinx	13.4%		(45 / 337)
			White / Other	11.3%		(60 / 532)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Deerfield Elementary School	Number of Students
Referrals	23-24	All	All	5.6%		(47 / 841)
		ELL	Not ELL	5.4%		(41 / 754)
			ELL	6.9%		(6 / 87)
		Gender	Female	2.4%		(10 / 412)
			Male	8.6%		(37 / 429)
		InstrSetting	Not Special Ed	4.6%		(30 / 654)
			Special Ed	9.1%		(17 / 187)
		Race	Black / Latinx	8.7%		(27 / 310)
			White / Other	3.8%		(20 / 531)
	22-23	All	All	6.1%		(53 / 869)
		ELL	Not ELL	6.3%		(50 / 792)
			ELL	3.9%		(3 / 77)
		Gender	Female	2.3%		(10 / 437)
			Male	10.0%		(43 / 432)
		InstrSetting	Not Special Ed	5.3%		(38 / 721)
			Special Ed	10.1%		(15 / 148)
		Race	Black / Latinx	9.2%		(27 / 294)
			White / Other	4.5%		(26 / 575)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Deerfield Elementary School	Number of Students
In School Suspensions	23-24	All	All	1.1%		(9 / 841)
		ELL	Not ELL	1.1%		(8 / 754)
			ELL	1.1%		(1 / 87)
		Gender	Female	0.2%		(1 / 412)
			Male	1.9%		(8 / 429)
		InstrSetting	Not Special Ed	0.9%		(6 / 654)
			Special Ed	1.6%		(3 / 187)
		Race	Black / Latinx	1.3%		(4 / 310)
			White / Other	0.9%		(5 / 531)
	22-23	All	All	1.0%		(9 / 869)
		ELL	Not ELL	1.0%		(8 / 792)
			ELL	1.3%		(1 / 77)
		Gender	Female	0.2%		(1 / 437)
			Male	1.9%		(8 / 432)
		InstrSetting	Not Special Ed	0.7%		(5 / 721)
			Special Ed	2.7%		(4 / 148)
		Race	Black / Latinx	1.4%		(4 / 294)
			White / Other	0.9%		(5 / 575)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Deerfield Elementary School	Number of Students
Out of School Suspensions	23-24	All	All	3.4%		(29 / 841)
		ELL	Not ELL	3.3%		(25 / 754)
			ELL	4.6%		(4 / 87)
		Gender	Female	1.2%		(5 / 412)
			Male	5.6%		(24 / 429)
		InstrSetting	Not Special Ed	3.1%		(20 / 654)
			Special Ed	4.8%		(9 / 187)
		Race	Black / Latinx	5.5%		(17 / 310)
			White / Other	2.3%		(12 / 531)
	22-23	All	All	1.8%		(16 / 869)
		ELL	Not ELL	2.0%		(16 / 792)
			ELL	0.0%		(0 / 77)
		Gender	Female	0.2%		(1 / 437)
			Male	3.5%		(15 / 432)
		InstrSetting	Not Special Ed	1.1%		(8 / 721)
			Special Ed	5.4%		(8 / 148)
		Race	Black / Latinx	2.4%		(7 / 294)
			White / Other	1.6%		(9 / 575)

Executive Summary of Needs Assessment Data Findings

School Name: Deerfield 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 63.05% by 2029.	53.1%	53.1%
Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 54.3% by 2029.	44.3%	49.9%
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 62.5% by 2029.	57.5%	32.6%
Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	4.50	4.50
School Climate	The percent of School Climate points earned on the state report card will reach 78% by 2029.	73.0%	71.6%
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	3.12

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	23-24 School Year Primary Students Data Source: iReady Winter Benchmark Assessment Data **(Literacy)** Our iReady Winter benchmark data revealed a strength in the area of Literacy: 44% of Kindergarten, 33% of 1st Grade, and 75% of 2nd Grade students were performing "early on" or "mid or above" in reading. Phonics has been a priority in our primary classrooms this year as teachers have been using Heggerty (K-2) and UFLI lessons (K-3) with students. All of our K-3 teachers, interventionists, Special Education teachers, Administrators, Literacy Coach, and MLL teacher are all participating in LETRS training (this year and next). LETRS will help provide a deeper understanding for instruction in phonemic awareness, phonics, etc. 23-24 School Year Elementary Students Data Source: SC Ready Scores (Data Dashboard)

	20-21	21-22	22-23	23-24
ELA	52% Meets/ Exceeds	56% Meets/ Exceeds	56% Meets/ Exceeds	56% Meets/ Exceeds
Math	42% Meets/ Exceeds	53% Meets/ Exceeds	49% Meets/ Exceeds	51% Meets/ Exceeds
Science	40% Meets/ Exceeds	40% Meets/ Exceeds	42% Meets/ Exceeds	Not Tested

Deerfield Elementary's Overall School Report Card Rating went up from Average to Good this year. Student achievement levels in math and science are showing a slight increase the past couple of years, and our ELA scores have remained consistent. We have prioritized work with our Literacy and Math Coaches around small group instruction to target student needs. We have also restructured our MTSS process after looking at our data more closely and identifying needs in our primary grade levels. We also recently celebrated no longer being identified as an ATSI school, but we are continuing to watch our Special Education population closely. We are still incorporating a Data Based Instruction Model to help increase the number of Special Education students scoring met or above on SC Ready in the area of ELA. ((3rd- 12% (down from 20%)   4th- 24% (down from 26%)   5th- 15% (down from 24%))

Executive Summary of Needs Assessment Data Findings

Teacher/Administrator Quality	23-24 School Year Data Source: SCDE Home-School Relations Survey (State Report Card) The administration, faculty, and staff at Deerfield Elementary are committed to continuous improvement. In the past few years, we have worked diligently to improve the school climate to help increase teacher/administration quality. Teacher retention has been an area of focus. This year, a strength for us is that the percentage of inexperienced Teachers Rate was 10.5 %, which is down from 33.3% from the previous year. We also have 95.7% of teachers on a Continuing Contract. Also, according to our mid-year pulse check data, 87% of our teachers strongly agree that our teachers/staff focus instruction on student understanding concepts and not just memorizing facts. An area of improvement we have is teachers with advanced degrees, which has a decrease of almost 2% from the previous year. 54.4% of our teachers have advanced degrees. At Deerfield Elementary, we strive to share opportunities with our teachers (formal and informal) for leadership development. The opportunities might include things like: grade-level data meetings, LETRS Training, Vocabulary Playbook PLC (4th/5th Grade), OGAP Training (4th and 5th Grade), and other district committees where grade-level representatives are asked to participate. The district also offers various cohorts for advanced degrees, and we share that information with our staff.
School Climate	23-24 School Year Data Source: SCDE Home-School Relations Survey An area of strength for us is that we have a strong emphasis on the relationships and connections between home and school. Currently, 95.5% of parents are satisfied with the home-school relations, and 100% of parents are satisfied with the Learning Environment. Those numbers speak volumes to the level of positive interactions our staff has with families, and families are aware that our staff truly cares for their child. Although the percentage of parents being satisfied with home-school relations and with the learning environment is at a good percentage, we still need to connect families more with the school because only 27 parents took the

Executive Summary of Needs Assessment Data Findings

survey last year. We need to increase the number of parents who are completing the survey this year. In the chart below you will see survey results from all three stakeholder groups.

Also, according to our mid-year pulse check data, 93% of our teachers strongly agree that all staff members feel safe before, during, and after the school day. And, 83% of teachers feel supported by having an administration team that is effective in instructional leadership.

An area we are prioritizing are the number of students who are chronically absent from school. While our percentage in student chronic absenteeism is slightly down this year (15.2% from 18.9%), we currently only have 87.3 % of Prime Instruction Time when both the teacher and students are present. We want to increase that percentage to be able to increase the overall student success rate.

Deerfield has utilized our attendance secretary, family liaison, administration team, and staff to help families see the value of daily attendance with implementing a number of attendance interventions.

2023-2024	Teachers	Students	Parents
Satisfaction with the learning environment	96.7%	90.7%	100%
Satisfaction with the physical environment	96.7%	92.2%	100%
Satisfaction with the home/school relations	95.1%	95.9%	95.5%

Location: Deerfield 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 63.05% by 2029.	53.05%	55.1%	57.1%	59.1%	61.1%	63.1%
Elementary/Middle	Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 54.3% by 2029.	44.30%	46.30%	48.30%	50.30%	52.30%	54.30%
		Actual Data (Academic Ach.)	53.1%					
		Actual Data (Progress)	49.9%					

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)	3.12					

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 78% by 2029.	73.0%	74.0%	75.0%	76.0%	77.0%	78.0%
		Actual Data	71.6%					

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 62.5% by 2029.	57.5%	58.5%	59.5%	60.5%	61.5%	62.5%
		Actual Data	32.6%					

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. 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.	4.50	4.50	4.55	4.60	4.65	4.70
		Actual Data	4.50					

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)