School Renewal Plan Cover Page

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

School Name:	Centerville Elementary
SIDN:	3201072
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Lexington 1
Address 1:	4147 Augusta Highway
Address 2:	
City:	Lexington, SC
Zip Code:	29072
School Renewal Plan Contact Person:	P. Heath Branham
School Plan Contact Phone:	8038215900
School Plan E-mail Address:	hbranham@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	Gerrita Postlewait Signature	3-27-25 Date
Principal		
P. Heath Branham Printed Name	P. Heath Branham Signature	2/11/25 Date
Chairperson, District Board of Trustees		
Kathryn W. Henson Printed Name	Kathryn Henson Signature	4/1/25 Date
Chairperson, School Improvement Council		
Stacey Ashley Printed Name	Stacey Ashley Signature	2/13/25 Date
School Read To Succeed Literacy Leadership Team Lead		
Heather Gresham Printed Name	Heather Gresham Signature	2/11/25 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**	P. Heath Branham
2.	**Teacher**	Jodee Holliman
3.	**Parent/Guardian**	Megan Jaco
4.	**Community Member**	Joey George
5.	**Paraprofessional**	Dianne Mirmow
6.	**School Improvement Council Member**	Stacey Ashley
7.	**Read to Succeed Reading Coach**	Heather Gresham
8.	**School Read To Succeed Literacy Leadership Team Lead**	Heather Gresham
9.	**School Read To Succeed Literacy Leadership Team Member**	Lauren Harmon
	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

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

Table of Contents

2023-24 Report Card Link

Needs Assessment Data

Executive Summary of Needs Assessment Data Findings

Performance Goals and Action Plans

COMPREHENSIVE NEEDS ASSESSMENT DATA

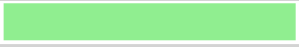
Per State Board of Education (SBE) Regulation 43-261:(A)(6)(a), the annual needs assessment will provide a focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status 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.

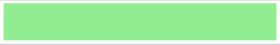
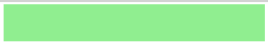
Directions: Provide all relevant needs assessment data, including both formative and summative assessments, used to gauge student learning, teacher and administrator quality, and school climate. Needs assessment data should not be limited to State Report Card data. Districts and schools must use other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

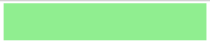
Provide the link to your district or school's most recent State Report Card:

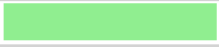
Centerville Elementary School Report Card

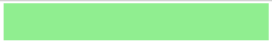
	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Centerville Elementary School	Number of Students
Reading Grades 1-5	23-24	All	All	68.1%		(458 / 673)
		ELL	Not ELL	70.9%		(428 / 604)
			ELL	43.5%		(30 / 69)
		Gender	Female	70.7%		(222 / 314)
			Male	65.7%		(236 / 359)
		InstrSetting	Not Special Ed	74.2%		(437 / 589)
			Special Ed	25.0%		(21 / 84)
		Race	Black / Latinx	53.7%		(95 / 177)
			White / Other	73.2%		(363 / 496)
	22-23	All	All	69.0%		(448 / 649)
		ELL	Not ELL	71.4%		(420 / 588)
			ELL	45.9%		(28 / 61)
		Gender	Female	74.1%		(226 / 305)
			Male	64.5%		(222 / 344)
		InstrSetting	Not Special Ed	75.3%		(424 / 563)
			Special Ed	27.9%		(24 / 86)
		Race	Black / Latinx	50.3%		(80 / 159)
			White / Other	75.1%		(368 / 490)

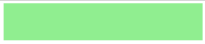
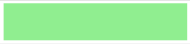
	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Centerville Elementary School	Number of Students
ELA	23-24	All	All	50.0%		(188 / 376)
		ELL	Not ELL	52.5%		(181 / 345)
			ELL	22.6%		(7 / 31)
		Gender	Female	55.3%		(99 / 179)
			Male	45.2%		(89 / 197)
		InstrSetting	Not Special Ed	53.9%		(179 / 332)
			Special Ed	20.5%		(9 / 44)
		Race	Black / Latinx	35.7%		(30 / 84)
			White / Other	54.1%		(158 / 292)
	22-23	All	All	52.3%		(195 / 373)
		ELL	Not ELL	55.5%		(191 / 344)
			ELL	13.8%		(4 / 29)
		Gender	Female	57.6%		(106 / 184)
			Male	47.1%		(89 / 189)
		InstrSetting	Not Special Ed	56.6%		(185 / 327)
			Special Ed	21.7%		(10 / 46)
		Race	Black / Latinx	27.8%		(20 / 72)
			White / Other	58.1%		(175 / 301)

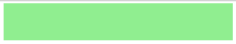
	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Centerville Elementary School	Number of Students
Math	23-24	All	All	49.7%		(187 / 376)
		ELL	Not ELL	51.9%		(179 / 345)
			ELL	25.8%		(8 / 31)
		Gender	Female	46.4%		(83 / 179)
			Male	52.8%		(104 / 197)
		InstrSetting	Not Special Ed	53.3%		(177 / 332)
			Special Ed	22.7%		(10 / 44)
		Race	Black / Latinx	38.1%		(32 / 84)
			White / Other	53.1%		(155 / 292)
	22-23	All	All	47.5%		(177 / 373)
		ELL	Not ELL	49.7%		(171 / 344)
			ELL	20.7%		(6 / 29)
		Gender	Female	46.7%		(86 / 184)
			Male	48.1%		(91 / 189)
		InstrSetting	Not Special Ed	52.0%		(170 / 327)
			Special Ed	15.2%		(7 / 46)
		Race	Black / Latinx	27.8%		(20 / 72)
			White / Other	52.2%		(157 / 301)

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth TargetCenterville Elementary School	Number of Students
Math	23-24	All	All	34.1%		(251 / 735)
		ELL	Not ELL	33.7%		(224 / 665)
			ELL	38.6%		(27 / 70)
		Gender	Female	33.4%		(112 / 335)
			Male	34.8%		(139 / 400)
		InstrSetting	Not Special Ed	34.9%		(220 / 631)
			Special Ed	29.8%		(31 / 104)
		Race	Black / Latinx	29.7%		(44 / 148)
			White / Other	35.3%		(207 / 587)
	22-23	All	All	33.3%		(252 / 756)
		ELL	Not ELL	31.6%		(218 / 689)
			ELL	50.7%		(34 / 67)
		Gender	Female	33.5%		(119 / 355)
			Male	33.2%		(133 / 401)
		InstrSetting	Not Special Ed	34.6%		(225 / 651)
			Special Ed	25.7%		(27 / 105)
		Race	Black / Latinx	37.8%		(54 / 143)
			White / Other	32.3%		(198 / 613)

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth TargetCenterville Elementary School	Number of Students
Reading	23-24	All	All	40.9%		(301 / 736)
		ELL	Not ELL	41.0%		(273 / 666)
			ELL	40.0%		(28 / 70)
		Gender	Female	39.7%		(133 / 335)
			Male	41.9%		(168 / 401)
		InstrSetting	Not Special Ed	42.4%		(268 / 632)
			Special Ed	31.7%		(33 / 104)
		Race	Black / Latinx	35.1%		(52 / 148)
			White / Other	42.3%		(249 / 588)
	22-23	All	All	36.1%		(274 / 759)
		ELL	Not ELL	35.4%		(244 / 690)
			ELL	43.5%		(30 / 69)
		Gender	Female	37.2%		(132 / 355)
			Male	35.1%		(142 / 404)
		InstrSetting	Not Special Ed	38.3%		(251 / 655)
			Special Ed	22.1%		(23 / 104)
		Race	Black / Latinx	33.8%		(49 / 145)
			White / Other	36.6%		(225 / 614)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Centerville Elementary School	Number of Students
Accelerated/ Eagles	23-24	All	All	21.0%		(83 / 395)
		ELL	Not ELL	22.3%		(78 / 350)
			ELL	11.1%		(5 / 45)
		Gender	Female	20.7%		(39 / 188)
			Male	21.3%		(44 / 207)
		InstrSetting	Not Special Ed	23.6%		(82 / 348)
			Special Ed	2.1%		(1 / 47)
		Race	Black / Latinx	8.4%		(9 / 107)
			White / Other	25.7%		(74 / 288)
	22-23	All	All	20.4%		(79 / 387)
		ELL	Not ELL	21.6%		(75 / 347)
			ELL	10.0%		(4 / 40)
		Gender	Female	22.5%		(42 / 187)
			Male	18.5%		(37 / 200)
		InstrSetting	Not Special Ed	23.1%		(78 / 338)
			Special Ed	2.0%		(1 / 49)
		Race	Black / Latinx	9.0%		(9 / 100)
			White / Other	24.4%		(70 / 287)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Centerville Elementary School	Number of Students
Chronic Absences	23-24	All	All	18.2%		(154 / 846)
		ELL	Not ELL	18.5%		(141 / 763)
			ELL	15.7%		(13 / 83)
		Gender	Female	17.5%		(68 / 388)
			Male	18.8%		(86 / 458)
		InstrSetting	Not Special Ed	17.8%		(128 / 719)
			Special Ed	20.5%		(26 / 127)
		Race	Black / Latinx	22.4%		(51 / 228)
			White / Other	16.7%		(103 / 618)
	22-23	All	All	16.6%		(139 / 836)
		ELL	Not ELL	17.0%		(129 / 759)
			ELL	13.0%		(10 / 77)
		Gender	Female	16.5%		(64 / 387)
			Male	16.7%		(75 / 449)
		InstrSetting	Not Special Ed	14.7%		(105 / 716)
			Special Ed	28.3%		(34 / 120)
		Race	Black / Latinx	18.3%		(40 / 218)
			White / Other	16.0%		(99 / 618)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Centerville Elementary School	Number of Students
Referrals	23-24	All	All	15.4%		(130 / 846)
		ELL	Not ELL	16.5%		(126 / 762)
			ELL	4.8%		(4 / 84)
		Gender	Female	7.5%		(29 / 388)
			Male	22.1%		(101 / 458)
		InstrSetting	Not Special Ed	14.9%		(107 / 719)
			Special Ed	18.1%		(23 / 127)
		Race	Black / Latinx	21.6%		(42 / 194)
			White / Other	13.5%		(88 / 652)
	22-23	All	All	8.7%		(73 / 836)
		ELL	Not ELL	9.1%		(69 / 759)
			ELL	5.2%		(4 / 77)
		Gender	Female	4.4%		(17 / 387)
			Male	12.5%		(56 / 449)
		InstrSetting	Not Special Ed	8.1%		(58 / 716)
			Special Ed	12.5%		(15 / 120)
		Race	Black / Latinx	11.5%		(19 / 165)
			White / Other	8.0%		(54 / 671)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Centerville Elementary School	Number of Students
In School Suspensions	23-24	All	All	6.9%		(58 / 846)
		ELL	Not ELL	7.5%		(57 / 762)
			ELL	1.2%		(1 / 84)
		Gender	Female	4.1%		(16 / 388)
			Male	9.2%		(42 / 458)
		InstrSetting	Not Special Ed	7.0%		(50 / 719)
			Special Ed	6.3%		(8 / 127)
		Race	Black / Latinx	10.3%		(20 / 194)
			White / Other	5.8%		(38 / 652)
	22-23	All	All	4.5%		(38 / 836)
		ELL	Not ELL	4.6%		(35 / 759)
			ELL	3.9%		(3 / 77)
		Gender	Female	2.6%		(10 / 387)
			Male	6.2%		(28 / 449)
		InstrSetting	Not Special Ed	4.3%		(31 / 716)
			Special Ed	5.8%		(7 / 120)
		Race	Black / Latinx	6.7%		(11 / 165)
			White / Other	4.0%		(27 / 671)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Centerville Elementary School	Number of Students
Out of School Suspensions	23-24	All	All	3.5%		(30 / 846)
		ELL	Not ELL	3.9%		(30 / 762)
			ELL	0.0%		(0 / 84)
		Gender	Female	2.1%		(8 / 388)
			Male	4.8%		(22 / 458)
		InstrSetting	Not Special Ed	3.3%		(24 / 719)
			Special Ed	4.7%		(6 / 127)
		Race	Black / Latinx	4.6%		(9 / 194)
			White / Other	3.2%		(21 / 652)
	22-23	All	All	2.3%		(19 / 836)
		ELL	Not ELL	2.4%		(18 / 759)
			ELL	1.3%		(1 / 77)
		Gender	Female	1.3%		(5 / 387)
			Male	3.1%		(14 / 449)
		InstrSetting	Not Special Ed	1.5%		(11 / 716)
			Special Ed	6.7%		(8 / 120)
		Race	Black / Latinx	3.0%		(5 / 165)
			White / Other	2.1%		(14 / 671)

Executive Summary of Needs Assessment Data Findings

School Name: Centerville Elementary School

Goal Area	*Goal*	2024 Baseline	2025
Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 60.23% by 2029.	50.2%	51.2%
Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 36% by 2029.	26.0%	39.2%
Gifted and Talented (Academic)	The percent of SC READY ELA and Math scores from Gifted and Talented identified students that meet Added Value Targets will reach 55.8% by 2029.	50.8%	32.1%
Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	5.10	5.10
School Climate	The percent of School Climate points earned on the state report card will reach 79% by 2029.	74.0%	78.6%
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	3.40

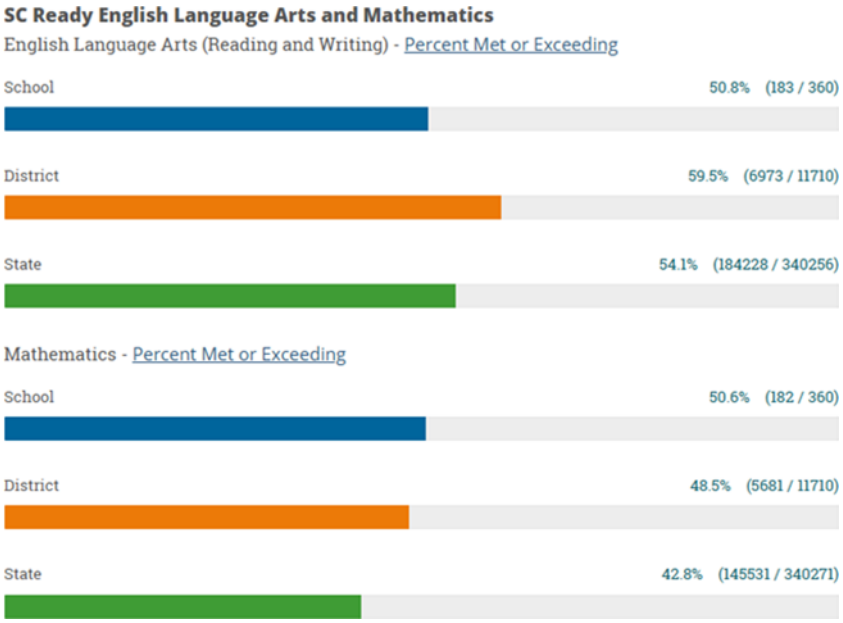
Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any 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	According to the 23-24 SC State Report Card, Centerville Elementary scored "average" in the area of academic achievement and "below average in multilingual learner progress. A rating of "good" was earned in the category of school climate.
	SC Ready Data In the area of ELA, CES scored 50.8% proficient. In mathematics, CES scored 50.6% proficient, outscoring the district and state averages.  **iReady Fall -> Winter 2024 Benchmark Data** ELA K-5 (growth): The percentage of students meeting or exceeding stretch growth targets on i-Ready Reading will improve by 6 percentage points. 43.8 to 49.8 (Winter = 43.5%) Math K-5 (growth): The percentage of students meeting or exceeding stretch growth targets on i-Ready Mathematics will improve by 8 percentage points. 35.0 to 43.0 (Winter = 33.8) ELA K-2 (performance): The percentage of K-2 students having an end-of-year overall placement of at least "Early On-Grade" on i-Ready ELA will improve by 6 percentage points. 70.0 to 76.0 (Winter - K 57.8%; 1st 41.3%; 2nd 42.9%) Math K-2 (performance): The percentage of K-2 students having an end-of-year overall placement of at least "Early On-Grade" on i-Ready Math will improve by 6 percentage points. 67.0 - 73.0

Executive Summary of Needs Assessment Data Findings

(Winter - K 51.1%; 1st 42.7%; 2nd 30.1%)

ELA 4-Year Trend- SC Ready

school	test	year	All Students	Black Students	White Students	ML Students	Gifted Students	Pupils In Poverty	SPED Students	Plan504 Students
CES	ELA	20-21	37.9%	14.7%	43.3%	18.9%	88.1%	23.2%	7.0%	28.6%
		21-22	45.4%	20.0%	52.3%	23.7%	93.5%	30.9%	5.6%	21.1%
		22-23	52.3%	27.6%	59.3%	18.2%	97.6%	38.9%	19.0%	39.1%
		23-24	50.0%	38.2%	55.7%	29.7%	97.6%	39.6%	20.5%	26.7%

All Students: The percentage of students scoring proficient or higher in ELA has steadily increased from 37.9% in 2020-21 to 50.0% in 2023-24. This represents a 12.1 percentage point increase over four years.

Black Students: The proficiency rate has more than doubled, improving from 14.7% (2020-21) to 38.2% (2023-24). This is a 23.5 percentage point increase, demonstrating significant progress in closing achievement gaps.

White Students: Scores have consistently increased from 43.3% to 55.7%, reflecting continued improvement.

ML (Multilingual Learner) Students: Performance has improved from 18.9% (2020-21) to 29.7% (2023-24), showing strong language acquisition and academic growth.

Gifted students have consistently performed at high levels, increasing from 88.1% proficiency in 2020-21 to 97.6% in 2023-24. This near-perfect proficiency highlights strong enrichment opportunities and effective differentiation for high-achieving students.

Pupils in Poverty: Performance rose from 23.2% to 39.6%, a 16.4 percentage point gain over four years, indicating strong interventions and support systems.

SPED Students (Students with Disabilities): A significant increase from 7.0% in 2020-21 to 20.5% in 2023-24, highlighting effective special education strategies and supports.

504 Plan Students: Proficiency has improved from 28.6% (2020-21) to 26.7% (2023-24), showing stability with slight fluctuation.

Every demographic has shown steady improvement year after year. The strongest growth is seen in historically underserved student populations (Black students, ML students, students in poverty, and students with disabilities).

Executive Summary of Needs Assessment Data Findings

Equity-focused gains: The most significant improvements are among Black students, students in poverty, ML students, and SPED students, demonstrating effective targeted interventions.

Excellence among gifted learners: Gifted students are performing at nearly 100% proficiency.

Sustained progress: The school has built momentum each year, ensuring consistent growth in ELA achievement.

Math 4-Year Trend – SC Ready

school	test	year	All Students	Black Students	White Students	ML Students	Gifted Students	Pupils In Poverty	SPED Students	Plan504 Students
CES	Math	20-21	33.5%	8.8%	40.1%	10.8%	83.3%	18.2%	1.8%	28.6%
		21-22	44.8%	23.3%	49.5%	28.9%	93.5%	34.6%	5.6%	26.3%
		22-23	47.5%	24.1%	52.7%	24.2%	97.6%	37.8%	11.9%	39.1%
		23-24	49.7%	35.3%	53.9%	32.4%	97.6%	41.5%	22.7%	33.3%

All Students: Math proficiency has increased significantly from 33.5% (2020-21) to 49.7% (2023-24), a 16.2 percentage point increase in four years.

Black Students: Huge improvement, increasing from 8.8% (2020-21) to 35.3% (2023-24)—a 26.5 percentage point gain, showing outstanding progress in narrowing achievement gaps.

White Students: Scores have steadily increased, growing from 40.1% to 53.9%, maintaining strong performance.

ML (Multilingual Learner) Students: Performance rose from 10.8% to 32.4%, an impressive 21.6 percentage point gain, indicating effective language support and mathematics instruction.

Gifted student proficiency was already strong at 83.3% (2020-21) and has soared to 97.6% (2023-24), maintaining excellence and providing a strong foundation for advanced learners.

Pupils in Poverty: Scores more than doubled, increasing from 18.2% to 41.5%, demonstrating effective interventions and targeted support for economically disadvantaged students.

SPED (Special Education) Students: A remarkable increase from 1.8% in 2020-21 to 22.7% in 2023-24, a +20.9 percentage point growth, reflecting strong special education strategies and differentiation.

504 Plan Students: Consistent growth from 28.6% to 33.3%, showing

Executive Summary of Needs Assessment Data Findings

	steady improvement. Every student subgroup has shown continuous improvement year after year. The largest gains were among Black students, ML students, SPED students, and students in poverty, highlighting effective equity-driven initiatives. Strong year-over-year progress in Math achievement across all demographics. Excellence in gifted education, with near 100% proficiency. Equity-focused improvement, with Black students, ML students, SPED students, and students in poverty making the biggest gains. Effective interventions, instructional strategies, and support systems are helping all students succeed in Math.
Teacher/Administrator Quality	According to the SC Department of Education (SCDE) survey results from the 2023-2024 school year, the following was published: These results show that teachers overwhelmingly agree that the learning environment, social & physical environment, and home-school relations are all exemplary, with every target audience agreeing to each domain with greater than 90% satisfaction. Our mid-year pulse check results were similar to these findings with staff. However, staff noted that student behavior was an area of moderate concern.
School Climate	School climate data was gathered from parents, teachers, and students during Spring 2024. The findings from the school climate survey are found below: These results show that teachers overwhelmingly agree that the learning environment, social & physical environment, and home-school relations are all exemplary, with every target audience agreeing to each domain with greater than 90% satisfaction. Our mid-year pulse check results were similar to these findings for staff and students. However, staff and students noted that student behavior was an area of moderate concern.

Location: Centerville 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 60.23% by 2029.	50.23%	52.2%	54.2%	56.2%	58.2%	60.2%
Elementary/Middle	Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 36% by 2029.	26.00%	28.00%	30.00%	32.00%	34.00%	36.00%
			Actual Data (Academic Ach.)	51.2%				
			Actual Data (Progress)	39.2%				

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement the new Lexington One Instructional Framework and Graduate Profile	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	-Implementation Monitoring Tool Data -Classroom Observation Data
Use the curriculum and assessments as outlined in the District's Curriculum Management, Assessment Plans and Instructional Technology Plans. Develop a school-based professional learning plan based on the district-level plan.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Closer alignment of written, taught, and assessed curriculum -Increase in questioning and critical thinking on classroom observation tool. - Increase in satisfication 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)	3.40				

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 satisfication 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 79% by 2029.	74.0%	75.0%	76.0%	77.0%	78.0%	79.0%
			Actual Data	78.6%				

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 satisfication 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 55.8% by 2029.	50.8%	51.8%	52.8%	53.8%	54.8%	55.8%
			Actual Data	32.1%				

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 satisfication 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.	5.10	5.10	5.15	5.20	5.25	5.30
			Actual Data	5.10				

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)