

School Renewal Plan Cover Page

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

School Name:	Lexington Elementary
SIDN:	3201007
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Lexington 1
Address 1:	116 Azalea Drive
Address 2:	
City:	Lexington, SC
Zip Code:	29072
School Renewal Plan Contact Person:	Patrick Burnett
School Plan Contact Phone:	803-821-4001
School Plan E-mail Address:	pburnett@lexington1.net

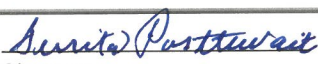
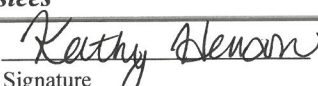
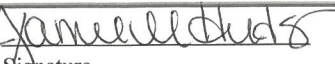
Required Signature Page

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

<i>Superintendent</i>		
<u>Gerrita Postlewait</u> Printed Name	 Signature	<u>2-27-25</u> Date
<i>Principal</i>		
<u>Patrick Burnett</u> Printed Name	 Signature	<u>2-24-25</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>Tevin Copeland</u> Printed Name	 Signature	<u>2-24-25</u> Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Jamie Hudson</u> Printed Name	 Signature	<u>2-24-25</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	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	Patrick Burnett
2.	Teacher	Michelle Barton
3.	Parent/Guardian	Carrie Houck
4.	Community Member	Ron Williams
5.	Paraprofessional	Lisa Looney
6.	School Improvement Council Member	Tevin Copeland
7.	Read to Succeed Reading Coach	Jamie Hudson
8.	School Read To Succeed Literacy Leadership Team Lead	Jamie Hudson
9.	School Read To Succeed Literacy Leadership Team Member	Albert Robertson
	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

Lexington 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:

[Lexington Elementary School Report Card](#)

	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Lexington Elementary School	Number of Students
Reading Grades 1-5	23-24	All	All	61.8%		(327 / 529)
		ELL	Not ELL	64.2%		(298 / 464)
			ELL	44.6%		(29 / 65)
		Gender	Female	63.5%		(167 / 263)
			Male	60.2%		(160 / 266)
		InstrSetting	Not Special Ed	68.3%		(306 / 448)
			Special Ed	25.9%		(21 / 81)
		Race	Black / Latinx	50.2%		(114 / 227)
			White / Other	70.5%		(213 / 302)
	22-23	All	All	67.2%		(362 / 539)
		ELL	Not ELL	69.7%		(338 / 485)
			ELL	44.4%		(24 / 54)
		Gender	Female	67.6%		(171 / 253)
			Male	66.8%		(191 / 286)
		InstrSetting	Not Special Ed	71.9%		(330 / 459)
			Special Ed	40.0%		(32 / 80)
		Race	Black / Latinx	49.8%		(116 / 233)
			White / Other	80.4%		(246 / 306)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Lexington Elementary School	Number of Students
ELA	23-24	All	All	49.1%		(143 / 291)
		ELL	Not ELL	51.5%		(136 / 264)
			ELL	25.9%		(7 / 27)
		Gender	Female	51.5%		(69 / 134)
			Male	47.1%		(74 / 157)
		InstrSetting	Not Special Ed	55.1%		(141 / 256)
			Special Ed	5.7%		(2 / 35)
		Race	Black / Latinx	32.7%		(37 / 113)
			White / Other	59.6%		(106 / 178)
	22-23	All	All	48.9%		(151 / 309)
		ELL	Not ELL	51.2%		(145 / 283)
			ELL	23.1%		(6 / 26)
		Gender	Female	52.9%		(73 / 138)
			Male	45.6%		(78 / 171)
		InstrSetting	Not Special Ed	54.2%		(147 / 271)
			Special Ed	10.5%		(4 / 38)
		Race	Black / Latinx	31.9%		(36 / 113)
			White / Other	58.7%		(115 / 196)

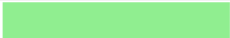
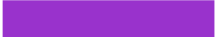
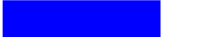
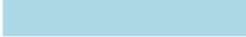
	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Lexington Elementary School	Number of Students
Math	23-24	All	All	42.6%		(124 / 291)
		ELL	Not ELL	44.7%		(118 / 264)
			ELL	22.2%		(6 / 27)
		Gender	Female	37.3%		(50 / 134)
			Male	47.1%		(74 / 157)
		InstrSetting	Not Special Ed	47.3%		(121 / 256)
			Special Ed	8.6%		(3 / 35)
		Race	Black / Latinx	23.0%		(26 / 113)
			White / Other	55.1%		(98 / 178)
	22-23	All	All	42.1%		(130 / 309)
		ELL	Not ELL	43.1%		(122 / 283)
			ELL	30.8%		(8 / 26)
		Gender	Female	42.0%		(58 / 138)
			Male	42.1%		(72 / 171)
		InstrSetting	Not Special Ed	46.9%		(127 / 271)
			Special Ed	7.9%		(3 / 38)
		Race	Black / Latinx	18.6%		(21 / 113)
			White / Other	55.6%		(109 / 196)

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth TargetLexington Elementary School	Number of Students
Math	23-24	All	All	22.9%		(126 / 551)
		ELL	Not ELL	22.4%		(110 / 492)
			ELL	27.1%		(16 / 59)
		Gender	Female	20.0%		(53 / 265)
			Male	25.5%		(73 / 286)
		InstrSetting	Not Special Ed	23.0%		(106 / 460)
			Special Ed	22.0%		(20 / 91)
		Race	Black / Latinx	18.8%		(37 / 197)
			White / Other	25.1%		(89 / 354)
	22-23	All	All	22.4%		(133 / 594)
		ELL	Not ELL	23.0%		(126 / 547)
			ELL	14.9%		(7 / 47)
		Gender	Female	23.8%		(66 / 277)
			Male	21.1%		(67 / 317)
		InstrSetting	Not Special Ed	22.6%		(112 / 496)
			Special Ed	21.4%		(21 / 98)
		Race	Black / Latinx	19.1%		(39 / 204)
			White / Other	24.1%		(94 / 390)

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth Target Lexington Elementary School	Number of Students
Reading	23-24	All	All	35.0%		(192 / 549)
		ELL	Not ELL	33.9%		(166 / 490)
			ELL	44.1%		(26 / 59)
		Gender	Female	37.0%		(98 / 265)
			Male	33.1%		(94 / 284)
		InstrSetting	Not Special Ed	39.0%		(179 / 459)
			Special Ed	14.4%		(13 / 90)
		Race	Black / Latinx	30.8%		(60 / 195)
			White / Other	37.3%		(132 / 354)
	22-23	All	All	27.6%		(166 / 601)
		ELL	Not ELL	27.6%		(153 / 554)
			ELL	27.7%		(13 / 47)
		Gender	Female	30.7%		(86 / 280)
			Male	24.9%		(80 / 321)
		InstrSetting	Not Special Ed	29.4%		(148 / 503)
			Special Ed	18.4%		(18 / 98)
		Race	Black / Latinx	22.8%		(47 / 206)
			White / Other	30.1%		(119 / 395)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington Elementary School	Number of Students
Accelerated/ Eagles	23-24	All	All	8.7%		(28 / 323)
		ELL	Not ELL	9.9%		(28 / 283)
			ELL	0.0%		(0 / 40)
		Gender	Female	7.9%		(12 / 152)
			Male	9.4%		(16 / 171)
		InstrSetting	Not Special Ed	9.8%		(27 / 276)
			Special Ed	2.1%		(1 / 47)
		Race	Black / Latinx	0.0%		(0 / 141)
			White / Other	15.4%		(28 / 182)
	22-23	All	All	10.9%		(37 / 338)
		ELL	Not ELL	11.6%		(35 / 302)
			ELL	5.6%		(2 / 36)
		Gender	Female	11.2%		(17 / 152)
			Male	10.8%		(20 / 186)
		InstrSetting	Not Special Ed	12.6%		(36 / 285)
			Special Ed	1.9%		(1 / 53)
		Race	Black / Latinx	1.3%		(2 / 151)
			White / Other	18.7%		(35 / 187)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Lexington Elementary School	Number of Students
Chronic Absences	23-24	All	All	23.7%		(172 / 725)
		ELL	Not ELL	22.2%		(140 / 630)
			ELL	33.7%		(32 / 95)
		Gender	Female	24.7%		(84 / 340)
			Male	22.7%		(87 / 384)
		InstrSetting	Not Special Ed	19.9%		(110 / 554)
			Special Ed	36.3%		(62 / 171)
		Race	Black / Latinx	28.5%		(88 / 309)
			White / Other	20.2%		(84 / 416)
	22-23	All	All	20.5%		(159 / 775)
		ELL	Not ELL	20.2%		(144 / 712)
			ELL	23.8%		(15 / 63)
		Gender	Female	19.1%		(67 / 350)
			Male	21.8%		(92 / 422)
		InstrSetting	Not Special Ed	18.6%		(111 / 596)
			Special Ed	26.8%		(48 / 179)
		Race	Black / Latinx	27.5%		(91 / 331)
			White / Other	15.3%		(68 / 444)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington Elementary School	Number of Students
Referrals	23-24	All	All	21.0%		(152 / 725)
		ELL	Not ELL	22.1%		(139 / 630)
			ELL	13.7%		(13 / 95)
		Gender	Female	11.2%		(38 / 340)
			Male	29.7%		(114 / 384)
		InstrSetting	Not Special Ed	21.1%		(117 / 555)
			Special Ed	20.6%		(35 / 170)
		Race	Black / Latinx	24.8%		(70 / 282)
			White / Other	18.5%		(82 / 443)
	22-23	All	All	15.4%		(119 / 774)
		ELL	Not ELL	16.2%		(115 / 711)
			ELL	6.3%		(4 / 63)
		Gender	Female	5.1%		(18 / 350)
			Male	24.0%		(101 / 421)
		InstrSetting	Not Special Ed	14.9%		(89 / 596)
			Special Ed	16.9%		(30 / 178)
		Race	Black / Latinx	20.3%		(58 / 286)
			White / Other	12.5%		(61 / 488)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington Elementary School	Number of Students
In School Suspensions	23-24	All	All	2.1%		(15 / 725)
		ELL	Not ELL	2.4%		(15 / 630)
			ELL	0.0%		(0 / 95)
		Gender	Female	1.2%		(4 / 340)
			Male	2.9%		(11 / 384)
		InstrSetting	Not Special Ed	1.4%		(8 / 555)
			Special Ed	4.1%		(7 / 170)
		Race	Black / Latinx	2.8%		(8 / 282)
			White / Other	1.6%		(7 / 443)
	22-23	All	All	2.8%		(22 / 774)
		ELL	Not ELL	2.7%		(19 / 711)
			ELL	4.8%		(3 / 63)
		Gender	Female	0.3%		(1 / 350)
			Male	5.0%		(21 / 421)
		InstrSetting	Not Special Ed	2.3%		(14 / 596)
			Special Ed	4.5%		(8 / 178)
		Race	Black / Latinx	4.5%		(13 / 286)
			White / Other	1.8%		(9 / 488)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington Elementary School	Number of Students
Out of School Suspensions	23-24	All	All	4.4%		(32 / 725)
		ELL	Not ELL	4.9%		(31 / 630)
			ELL	1.1%		(1 / 95)
		Gender	Female	0.6%		(2 / 340)
			Male	7.8%		(30 / 384)
		InstrSetting	Not Special Ed	3.2%		(18 / 555)
			Special Ed	8.2%		(14 / 170)
		Race	Black / Latinx	4.6%		(13 / 282)
			White / Other	4.3%		(19 / 443)
	22-23	All	All	4.0%		(31 / 774)
		ELL	Not ELL	4.1%		(29 / 711)
			ELL	3.2%		(2 / 63)
		Gender	Female	1.1%		(4 / 350)
			Male	6.4%		(27 / 421)
		InstrSetting	Not Special Ed	3.7%		(22 / 596)
			Special Ed	5.1%		(9 / 178)
		Race	Black / Latinx	5.2%		(15 / 286)
			White / Other	3.3%		(16 / 488)

Executive Summary of Needs Assessment Data Findings

School Name: Lexington 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 58.43% by 2029.	48.4%	48.2%
Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 49.6% by 2029.	39.6%	40.1%
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 47.9% by 2029.	42.9%	25.0%
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
School Climate	The percent of School Climate points earned on the state report card will reach 62% by 2029.	57.0%	57.6%
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	3.08

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? <i>K-2</i> Areas of Strength: • At the end of the 2023-2024 school year, 65% of our Kindergarten students and 63% of our second grade students met or exceeded text level proficiency. • Our 2024-2025 Kindergarten students grew from 12% early on, on, or above grade level in the fall to 67% on their winter i-Ready assessment in the area of reading. • Our 2024-2025 Kindergarten students grew from 9% early on, on, or above grade level in the fall to 45% on their winter i-Ready assessment in the area of mathematics. Areas of Growth: • At the end of the 2023-2024 school year, only 22% of our first graders demonstrated that they had met or exceeded text level proficiency. • Our 2024-2025 first grade students grew from 14% early on, on, or above grade level in the fall to 38% on their winter i-Ready diagnostic assessment in the area of reading. Our 2024-2025 second grade students grew from 14% early on, on, or above grade level in the fall to 31% on their winter i-Ready diagnostic assessment in the area of reading. • Our 2024-2025 first grade students grew from 3% early on, on, or above grade level in the fall to 16% on their winter i-Ready diagnostic assessment in the area of reading. Our 2024-2025 second grade students grew from 5% early on, on, or above grade level in the fall to 27% on their winter i-Ready diagnostic assessment in the area of reading. <i>3-5</i> Areas of Strength: • Our 2024-2025 third grade students grew from 48% early on, on, or above grade level in the fall to 50% on their winter i-Ready diagnostic assessment in the area of reading. • Our 2024-2025 fourth grade students grew from 33% early on, on, or above grade level in the fall to 43% on their winter i-Ready diagnostic assessment in the area of reading. • Our 2024-2025 fifth grade students grew from 26% early on, on, or above grade level in the fall to 33% on their
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Executive Summary of Needs Assessment Data Findings

	winter i-Ready diagnostic assessment in the area of reading. • Our 2024-2025 third grade students grew from 10% early on, on, or above grade level in the fall to 25% on their winter i-Ready diagnostic assessment in the area of mathematics. • Our 2024-2025 fourth grade students grew from 24% early on, on, or above grade level in the fall to 42% on their winter i-Ready diagnostic assessment in the area of mathematics. • Our 2024-2025 fifth grade students grew from 22% early on, on, or above grade level in the fall to 33% on their winter i-Ready diagnostic assessment in the area of mathematics. • 44% of our 2023-2024 third grade students, currently in fourth grade, scored Meets or Exceeds on the SC READY ELA assessment, and 44% of this same group scored Meets or Exceeds on the SC Ready math assessment in the spring of 2024. • 48% of our 2023-2024 fourth grade students, currently in fifth grade, scored Meets or Exceeds on the SC READY ELA assessment, and 46% of this same group scored Meets or Exceeds on the SC Ready math assessment in the spring of 2024. • 55% of our 2023-2024 fifth grade students, currently in sixth grade, scored Meets or Exceeds on the SC READY ELA assessment, and 37% of this same group scored Meets or Exceeds on the SC Ready math assessment in the spring of 2024. <i>Executive Summary of Needs Assessment Data Findings</i> We are working to address the needs of our students through intentional collaboration using the Professional Learning Community (PLC) framework to identify and address our students' most critical needs. Teachers collaborate weekly to identify actionable steps that support the essential needs of our students, in partnership with our math coach, literacy coaches, interventionists, resource teachers, and others who work with our students on a daily basis. This responsive approach has allowed us to tailor our professional learning to meet the needs of our students. As we work to improve the overall proficiency of our students, we recognize the immediate need to focus on growing them to bridge current gaps. Teachers have collaborated to build flexible groupings that target specific missing skills during intervention blocks. For our 2024-2025 goals, we have emphasized student growth, focusing on improving the percentage of students meeting stretch growth in math and reading to help fill gaps. After
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Executive Summary of Needs Assessment Data Findings

	our winter benchmark, we are pleased to report progress in both areas. The percentage of students meeting or exceeding stretch growth targets <table><tr><th>iReady Diagnostic Subject</th><th>EOY 23-24</th><th>MY 24-25</th><th>EOY Goal for 24-25</th></tr><tr><td>Reading</td><td>38.4%</td><td>40.5</td><td>41.4</td></tr><tr><td>Math</td><td>25.6%</td><td>37.6</td><td>29.6</td></tr></table> While we are excited about our progress, we recognize that there is still much work to be done. We continue to concentrate our efforts on collaboration, working with teachers to master new standards and curriculum. In addition, we have focused on empowering our students to take responsibility for their learning, creating experiences that encourage attendance, and promoting intentional goal-setting to help students identify their needs and work alongside them to achieve those goals.	iReady Diagnostic Subject	EOY 23-24	MY 24-25	EOY Goal for 24-25	Reading	38.4%	40.5	41.4	Math	25.6%	37.6	29.6
iReady Diagnostic Subject	EOY 23-24	MY 24-25	EOY Goal for 24-25										
Reading	38.4%	40.5	41.4										
Math	25.6%	37.6	29.6										
Teacher/Administrator Quality	• What were areas of strength and growth related to teacher/admin quality on the SCDE staff and student survey last year? • What did your mid-year review and the staff pulse check survey data indicate regarding teacher/admin quality now? • Based on your review, what is your school’s priority area of need in this area? Percentage of teachers with advanced degrees: 55% Percentage of teachers returning from previous year: 75.5% Executive Summary of Needs Assessment Data Findings At Lexington Elementary School, our teachers receive regular professional learning in reading, writing, and math workshop from our school-based literacy and math coaches. Teachers who are new to the profession or to Lexington Elementary are offered specialized training in reading and math workshop models, with additional support provided by peer ambassadors. New teachers are also assigned a mentor and meet periodically as a cohort to discuss topics ranging from school procedures to instructional												

Executive Summary of Needs Assessment Data Findings

	<i>approaches. We have placed a strong emphasis on improving the climate and culture of our school, with a focus on alignment. We hope this will help improve the retention of quality teachers as we move forward.</i>
School Climate	• What were areas of strength and growth related to school climate on the SCDE staff and student survey last year? • What did your mid-year review and the student/staff pulse check survey data indicate regarding school climate now? • Based on your review, what is your school's priority area of need in this area? <i>An immediate priority for us at Lexington Elementary, was the need to improve the overall climate and culture of our school. School Climate as a whole was rated "Below Average". A large contributor to this score were the perceptions of teachers and parents with only 72% of teachers being satisfied with the social and physical environment of the school, while only 63.6% of parents being satisfied.</i> <i>While School Climate was the poorest score overall, one bright spot from this data from the 2023-2024 school year was student perceptions of safety, with a score of 7.61 which outpaced the district and state average.</i> Executive Summary of Needs Assessment Data Findings <i>Coming into the 2024-2025 school year, our efforts have been primarily focused on improving the culture and climate at Lexington Elementary. Due to the excessive turnover our school had experienced, we concentrated on re-establishing our mission, expectations, routines, and procedures. The aim of this effort was to involve various stakeholders, including teachers, parents, students, and community members. We have also worked to empower our students by providing opportunities for student-led jobs and other leadership roles. Additionally, we have focused on re-establishing and strengthening our SIC and PTA, working collaboratively with both groups to identify and implement multiple community-building activities throughout the year. As a Title I school, we have been able to offer various family engagement nights at no cost to our families to ensure accessibility for all. These events have included skate nights, workshop nights, student presentations, family BINGO, and a spring festival. We have seen a tremendous impact from our efforts, as reflected in our mid-year pulse survey, which showed significant increases in several areas, including student behavior in class (from 50% to 86%), behavior in the hall (from 42% to 83%), and instructional leadership (from 58% to 95%). These improvements, along with other positive changes, led to an increase in our overall teacher satisfaction index from 4.3 to 5.1. We continue to focus on maintaining and improving this</i>

Executive Summary of Needs Assessment Data Findings

	<i>culture by empowering our stakeholders to be active participants in the ongoing improvement of our school.</i>
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Location: Lexington 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 58.43% by 2029.	48.43%	50.4%	52.4%	54.4%	56.4%	58.4%
Elementary/Middle	Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 49.6% by 2029.	39.60%	41.60%	43.60%	45.60%	47.60%	49.60%
Actual Data (Academic Ach.)				48.2%				
Actual Data (Progress)				40.1%				

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 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)				3.08				

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 62% by 2029.	57.0%	58.0%	59.0%	60.0%	61.0%	62.0%
Actual Data				57.6%				

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 47.9% by 2029.	42.9%	43.9%	44.9%	45.9%	46.9%	47.9%
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)		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)