

School Renewal Plan Cover Page

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

School Name:	Rocky Creek Elementary
SIDN:	3201066
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Lexington 1
Address 1:	430 Calks Ferry Road
Address 2:	
City:	Lexington, SC
Zip Code:	29072
School Renewal Plan Contact Person:	Michelle Smith
School Plan Contact Phone:	(803)821-4200
School Plan E-mail Address:	mlsmith@lexington1.net

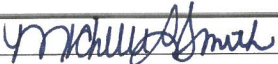
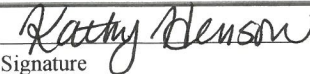
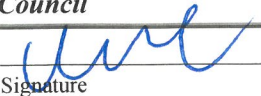
Required Signature Page

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>Dr. Gerrita Postlewait</u> Printed Name	 Signature	<u>2-27-25</u> Date
<i>Principal</i>		
<u>Michelle Smith</u> Printed Name	 Signature	<u>2/4/25</u> Date
<i>Chairperson, District Board of Trustees</i>		
<u>Kathryn Henson</u> Printed Name	 Signature	<u>4/1/25</u> Date
<i>Chairperson, School Improvement Council</i>		
<u>Brittney Aspey</u> Printed Name	 Signature	<u>2/10/25</u> Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Staci Mims</u> Printed Name	 Signature	<u>2/7/25</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	Michelle Smith
2.	Teacher	Cassi Stone
3.	Parent/Guardian	Trish Keels
4.	Community Member	Jeff Sarokas
5.	Paraprofessional	Julynn Spence
6.	School Improvement Council Member	Brittney Aspey
7.	Read to Succeed Reading Coach	Staci Mims
8.	School Read To Succeed Literacy Leadership Team Lead	Staci Mims
9.	School Read To Succeed Literacy Leadership Team Member	Cheri Lewis
	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	
	Teacher	Neely Swygert
	Parent/Guardian	Susie Hughes

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

Rocky Creek 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:

[Rocky Creek Elementary School Report Card](#)

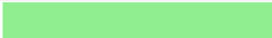
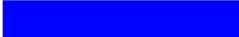
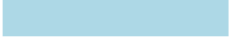
	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Rocky Creek Elementary School	Number of Students
Reading Grades 1-5	23-24	All	All	84.8%		(593 / 699)
		ELL	Not ELL	85.6%		(564 / 659)
			ELL	72.5%		(29 / 40)
		Gender	Female	87.8%		(302 / 344)
			Male	82.0%		(291 / 355)
		InstrSetting	Not Special Ed	90.0%		(555 / 617)
			Special Ed	46.3%		(38 / 82)
		Race	Black / Latinx	67.7%		(63 / 93)
			White / Other	87.5%		(530 / 606)
	22-23	All	All	78.9%		(586 / 743)
		ELL	Not ELL	79.5%		(558 / 702)
			ELL	68.3%		(28 / 41)
		Gender	Female	81.2%		(303 / 373)
			Male	76.5%		(283 / 370)
		InstrSetting	Not Special Ed	84.8%		(557 / 657)
			Special Ed	33.7%		(29 / 86)
		Race	Black / Latinx	60.8%		(62 / 102)
			White / Other	81.7%		(524 / 641)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Rocky Creek Elementary School	Number of Students
ELA	23-24	All	All	70.4%		(304 / 432)
		ELL	Not ELL	71.4%		(299 / 419)
			ELL	38.5%		(5 / 13)
		Gender	Female	77.4%		(161 / 208)
			Male	63.8%		(143 / 224)
		InstrSetting	Not Special Ed	76.6%		(291 / 380)
			Special Ed	25.0%		(13 / 52)
		Race	Black / Latinx	59.6%		(31 / 52)
			White / Other	71.8%		(273 / 380)
	22-23	All	All	72.5%		(334 / 461)
		ELL	Not ELL	72.9%		(328 / 450)
			ELL	54.5%		(6 / 11)
		Gender	Female	75.7%		(168 / 222)
			Male	69.5%		(166 / 239)
		InstrSetting	Not Special Ed	79.0%		(324 / 410)
			Special Ed	19.6%		(10 / 51)
		Race	Black / Latinx	60.0%		(33 / 55)
			White / Other	74.1%		(301 / 406)

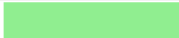
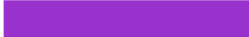
	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Rocky Creek Elementary School	Number of Students
Math	23-24	All	All	70.4%		(304 / 432)
		ELL	Not ELL	71.1%		(298 / 419)
			ELL	46.2%		(6 / 13)
		Gender	Female	70.2%		(146 / 208)
			Male	70.5%		(158 / 224)
		InstrSetting	Not Special Ed	76.3%		(290 / 380)
			Special Ed	26.9%		(14 / 52)
		Race	Black / Latinx	55.8%		(29 / 52)
			White / Other	72.4%		(275 / 380)
	22-23	All	All	66.4%		(306 / 461)
		ELL	Not ELL	67.1%		(302 / 450)
			ELL	36.4%		(4 / 11)
		Gender	Female	63.1%		(140 / 222)
			Male	69.5%		(166 / 239)
		InstrSetting	Not Special Ed	72.4%		(297 / 410)
			Special Ed	17.6%		(9 / 51)
		Race	Black / Latinx	40.0%		(22 / 55)
			White / Other	70.0%		(284 / 406)

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth TargetRocky Creek Elementary School	Number of Students
Math	23-24	All	All	42.0%		(320 / 762)
		ELL	Not ELL	42.2%		(308 / 729)
			ELL	36.4%		(12 / 33)
		Gender	Female	45.0%		(167 / 371)
			Male	39.1%		(153 / 391)
		InstrSetting	Not Special Ed	43.2%		(287 / 665)
			Special Ed	34.0%		(33 / 97)
		Race	Black / Latinx	38.3%		(31 / 81)
			White / Other	42.4%		(289 / 681)
	22-23	All	All	28.4%		(227 / 798)
		ELL	Not ELL	28.4%		(219 / 772)
			ELL	30.8%		(8 / 26)
		Gender	Female	26.0%		(105 / 404)
			Male	31.0%		(122 / 394)
		InstrSetting	Not Special Ed	27.4%		(192 / 700)
			Special Ed	35.7%		(35 / 98)
		Race	Black / Latinx	26.8%		(22 / 82)
			White / Other	28.6%		(205 / 716)

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth TargetRocky Creek Elementary School	Number of Students
Reading	23-24	All	All	48.3%		(363 / 751)
		ELL	Not ELL	48.1%		(345 / 718)
			ELL	54.5%		(18 / 33)
		Gender	Female	48.9%		(179 / 366)
			Male	47.8%		(184 / 385)
		InstrSetting	Not Special Ed	50.0%		(331 / 662)
			Special Ed	36.0%		(32 / 89)
		Race	Black / Latinx	39.2%		(31 / 79)
			White / Other	49.4%		(332 / 672)
	22-23	All	All	36.5%		(293 / 802)
		ELL	Not ELL	36.6%		(284 / 777)
			ELL	36.0%		(9 / 25)
		Gender	Female	36.3%		(147 / 405)
			Male	36.8%		(146 / 397)
		InstrSetting	Not Special Ed	37.3%		(263 / 706)
			Special Ed	31.3%		(30 / 96)
		Race	Black / Latinx	30.1%		(25 / 83)
			White / Other	37.3%		(268 / 719)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Rocky Creek Elementary School	Number of Students
Accelerated/ Eagles	23-24	All	All	20.8%		(93 / 448)
		ELL	Not ELL	21.3%		(89 / 418)
			ELL	13.3%		(4 / 30)
		Gender	Female	24.1%		(52 / 216)
			Male	17.7%		(41 / 232)
		InstrSetting	Not Special Ed	23.0%		(90 / 392)
			Special Ed	5.4%		(3 / 56)
		Race	Black / Latinx	10.4%		(7 / 67)
			White / Other	22.6%		(86 / 381)
	22-23	All	All	18.9%		(89 / 472)
		ELL	Not ELL	19.2%		(85 / 442)
			ELL	13.3%		(4 / 30)
		Gender	Female	20.0%		(45 / 225)
			Male	17.8%		(44 / 247)
		InstrSetting	Not Special Ed	20.6%		(86 / 417)
			Special Ed	5.5%		(3 / 55)
		Race	Black / Latinx	4.7%		(3 / 64)
			White / Other	21.1%		(86 / 408)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Rocky Creek Elementary School	Number of Students
Chronic Absences	23-24	All	All	11.3%		(95 / 843)
		ELL	Not ELL	11.2%		(90 / 805)
			ELL	13.2%		(5 / 38)
		Gender	Female	9.6%		(40 / 415)
			Male	12.9%		(55 / 428)
		InstrSetting	Not Special Ed	10.1%		(73 / 724)
			Special Ed	18.5%		(22 / 119)
		Race	Black / Latinx	17.3%		(22 / 127)
			White / Other	10.2%		(73 / 716)
	22-23	All	All	8.8%		(80 / 905)
		ELL	Not ELL	8.6%		(75 / 869)
			ELL	13.9%		(5 / 36)
		Gender	Female	8.4%		(38 / 453)
			Male	9.3%		(42 / 452)
		InstrSetting	Not Special Ed	8.4%		(65 / 773)
			Special Ed	11.4%		(15 / 132)
		Race	Black / Latinx	13.4%		(17 / 127)
			White / Other	8.1%		(63 / 778)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Rocky Creek Elementary School	Number of Students
Referrals	23-24	All	All	14.5%		(122 / 844)
		ELL	Not ELL	14.5%		(117 / 806)
			ELL	13.2%		(5 / 38)
		Gender	Female	3.6%		(15 / 416)
			Male	25.0%		(107 / 428)
		InstrSetting	Not Special Ed	13.5%		(98 / 725)
			Special Ed	20.2%		(24 / 119)
		Race	Black / Latinx	13.8%		(15 / 109)
			White / Other	14.6%		(107 / 735)
	22-23	All	All	3.0%		(27 / 905)
		ELL	Not ELL	3.1%		(27 / 869)
			ELL	0.0%		(0 / 36)
		Gender	Female	2.0%		(9 / 453)
			Male	4.0%		(18 / 452)
		InstrSetting	Not Special Ed	2.7%		(21 / 773)
			Special Ed	4.5%		(6 / 132)
		Race	Black / Latinx	2.7%		(3 / 113)
			White / Other	3.0%		(24 / 792)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Rocky Creek Elementary School	Number of Students
In School Suspensions	23-24	All	All	3.2%		(27 / 844)
		ELL	Not ELL	3.2%		(26 / 806)
			ELL	2.6%		(1 / 38)
		Gender	Female	0.2%		(1 / 416)
			Male	6.1%		(26 / 428)
		InstrSetting	Not Special Ed	3.3%		(24 / 725)
			Special Ed	2.5%		(3 / 119)
		Race	Black / Latinx	3.7%		(4 / 109)
			White / Other	3.1%		(23 / 735)
	22-23	All	All	0.4%		(4 / 905)
		ELL	Not ELL	0.5%		(4 / 869)
			ELL	0.0%		(0 / 36)
		Gender	Female	0.2%		(1 / 453)
			Male	0.7%		(3 / 452)
		InstrSetting	Not Special Ed	0.4%		(3 / 773)
			Special Ed	0.8%		(1 / 132)
		Race	Black / Latinx	0.9%		(1 / 113)
			White / Other	0.4%		(3 / 792)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Rocky Creek Elementary School	Number of Students
Out of School Suspensions	23-24	All	All	2.1%		(18 / 844)
		ELL	Not ELL	2.2%		(18 / 806)
			ELL	0.0%		(0 / 38)
		Gender	Female	0.7%		(3 / 416)
			Male	3.5%		(15 / 428)
		InstrSetting	Not Special Ed	1.1%		(8 / 725)
			Special Ed	8.4%		(10 / 119)
		Race	Black / Latinx	0.9%		(1 / 109)
			White / Other	2.3%		(17 / 735)
	22-23	All	All	2.2%		(20 / 905)
		ELL	Not ELL	2.3%		(20 / 869)
			ELL	0.0%		(0 / 36)
		Gender	Female	1.8%		(8 / 453)
			Male	2.7%		(12 / 452)
		InstrSetting	Not Special Ed	2.1%		(16 / 773)
			Special Ed	3.0%		(4 / 132)
		Race	Black / Latinx	2.7%		(3 / 113)
			White / Other	2.1%		(17 / 792)

Executive Summary of Needs Assessment Data Findings

School Name: *Rocky Creek 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 54.15% by 2029.	66.4%	67.5%
Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 67% by 2029.	44.8%	53.8%
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% by 2029.	69.7%	42.5%
Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	5.20	5.20
School Climate	The percent of School Climate points earned on the state report card will reach 77% by 2029.	77.0%	73.6%
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	3.63

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? Areas of Strengths: <i>Rocky Creek Elementary received an excellent rating on our 2023-2024 school report card. The previous year, we received a good rating, making us extremely proud of our advancements.</i> <i>In terms of Academic Achievement, RCES has a greater percentage of students meeting or exceeding grade-level expectations in reading and math compared to schools in the state. Specifically, the percentage of students surpassing grade-level expectations in math is nearly 20% higher than the statewide average, and in reading, it is also close to 20% higher than schools statewide.</i> <i>The percentage of our multilingual learners who achieved progress toward proficiency targets rose by 25%, reaching 67.9%.</i> <i>Additionally, the percentage of RCES students meeting median annual targets and added value targets surpasses both district and state averages.</i> Mid Year Review Findings: <i>The mid-year review of the school's work plan revealed important insights regarding student achievement.</i> <i>Math:</i> <i>Strengths:</i> <i>In mathematics, kindergarten students demonstrated the highest median percent progress towards typical and stretch growth. Notably, the percentage of students reaching stretch growth this year has increased compared to the same time last year. Additionally, 2nd, 3rd, 4th, and 5th graders who were not at grade level exhibited significant growth in math.</i> <i>Areas for Improvement: Conversely, 3rd grade and 4th grade students showed the least median percent progress towards typical and stretch growth in math. Among all groups, those in 3rd grade who are at or above grade level experienced the lowest growth. Furthermore, 4th grade students who are early on grade</i>
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Executive Summary of Needs Assessment Data Findings

	<i>level are struggling to make sufficient progress toward achieving typical growth in math.</i> ELA: <i>Strengths: In reading, 5th graders below grade level are progressing well and are on track to meet both typical and stretch growth. Over half of the 2nd graders who are at or above grade level have successfully achieved typical growth and are on course for stretch growth in reading. Meanwhile, 4th graders who are early on grade level or below are also on track to meet typical growth in reading.</i> Areas for Improvement: <i>However, 1st graders who are at least two grade levels behind are not making adequate progress toward reaching either typical or stretch growth expectations in reading. Additionally, 4th graders who are mid or above grade level are showing insufficient growth, with a median growth rate of only 29%.</i> Priority Area of Need Based on MOY Review: Priorities for Math Instruction 1. Focus on 3rd Grade 4th Growth: <i>Address the limited stretch and growth observed in 3rd and 4th grade students. Implement targeted interventions for those at or above grade level to enhance their mathematical understanding and skills.</i> 2. Support for Struggling 4th Graders: <i>Provide additional resources and support for 4th grade students who are early on grade level. Develop strategies that facilitate sufficient progress toward achieving typical growth in math.</i> 3. Monitor Progress: <i>Regularly assess the growth of both 3rd and 4th grade students to ensure they are making adequate progress. Adjust instructional strategies based on data to meet the needs of all learners.</i> 4. Collaborative Learning Opportunities: <i>Encourage collaborative learning activities that promote peer support and engagement in math, helping to boost confidence and performance among students who are struggling.</i> Priorities for ELA Instruction Support for 1st Graders: • Focus on providing targeted interventions for 1st graders who are at least two grade levels behind in reading.
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Executive Summary of Needs Assessment Data Findings

	<i>Implement strategies to help them make adequate progress toward meeting both typical and stretch growth expectations.</i> 2. Enhancement for 4th Graders: • <i>Develop programs and resources aimed at improving the growth rates of 4th graders who are at mid or above grade level. With a current median growth rate of only 29%, it is essential to identify effective strategies to boost their reading development.</i> 3. Data-Driven Decision Making: • <i>Utilize ongoing assessments to monitor student progress regularly. This data will inform instructional adjustments and the allocation of resources to ensure all students are on track to meet their reading goals.</i>
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? Strengths and Areas for Improvement from the SCDE Staff and Student Survey Strengths: <i>According to last year's survey, teachers consistently expressed a strong sense of safety within the school environment, whether during school hours or at designated times before and after classes. This feedback indicates that the efforts of both administration and staff are effective in creating a secure atmosphere for students and educators alike.</i> <i>Furthermore, a significant number of teachers noted that the school offers rigorous instructional programs that prioritize deep understanding over mere memorization of facts. This commitment to challenging educational experiences suggests a positive trend in teaching quality and student engagement.</i> Areas for Growth: <i>On the other hand, one prominent area identified for improvement relates to student behavior in various school settings, including hallways, the lunchroom, and outdoor areas. Teachers expressed concerns about the conduct of students in these spaces, indicating</i>

Executive Summary of Needs Assessment Data Findings

	<i>a need for more effective behavioral management strategies.</i> <i>Additionally, feedback from the pulse check highlighted a need for further development in the area of instructional leadership provided by the administration. Strengthening this aspect could enhance overall teaching effectiveness and support staff in delivering high-quality education.</i> Priority Areas for Improvement: <i>In light of the survey findings and the identified strengths and areas for growth, our school has established a primary focus on enhancing instructional leadership and addressing student behavior issues. Specifically, we aim to cultivate a more respectful and orderly environment in hallways, lunchrooms, and on school grounds while simultaneously strengthening leadership practices to support our educators in delivering a challenging and engaging curriculum.</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? Strengths and Growth Areas in School Climate from SCDE Surveys <i>Last year's SCDE staff and student survey highlighted several strengths and areas for growth concerning our school climate. Notably, all components of our school climate surpassed the averages recorded for the district and state, with the exception of teachers' views on their working conditions.</i> <i>Currently, only 80% of students report that they find their classes to be sufficiently challenging. This suggests that a significant portion of the student population may not be experiencing the level of rigor necessary to foster deeper learning and critical thinking skills.</i> <i>Additionally, while 77% of students express that they perceive their classes as engaging and enjoyable, there is still a noteworthy percentage who may not share this sentiment. This indicates an opportunity for educators to enhance the curriculum and teaching methods to ensure that more students find their learning experiences both stimulating and fun.</i> <i>Addressing these areas could lead to a more enriching educational environment, where all students feel both challenged and excited about their learning journey.</i>

Executive Summary of Needs Assessment Data Findings

	Current Insights from Mid-Year Review and Pulse Check Surveys <i>In December, we conducted a mid-year pulse check survey among staff to assess the current state of our school climate. This survey indicated two primary areas for improvement. Firstly, the responses regarding student behavior, specifically noting that students at our school demonstrated good conduct in hallways, the lunchroom, and on school grounds. Secondly, we observed that the school administration needs to increase effectiveness providing instructional leadership. Additionally, strengths identified in the pulse check included staff and students feeling safe during school hours, as well as before and after school.</i> Priority Areas for Improvement <i>From our review, it is evident that our school's priority area for improvement lies in enhancing instructional leadership and promoting positive student behavior in hallways, the lunchroom, and on school grounds. Strengthening these aspects will contribute significantly to our overall school climate.</i>
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Location: Rocky Creek 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 76.37% by 2029.	66.37%	68.4%	70.4%	72.4%	74.4%	76.4%
Elementary/Middle	Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 54.8% by 2029.	44.80%	46.80%	48.80%	50.80%	52.80%	54.80%
Actual Data (Academic Ach.)				67.5%				
Actual Data (Progress)				53.8%				

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)				3.63				

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 82% by 2029.	77.0%	78.0%	79.0%	80.0%	81.0%	82.0%
Actual Data				73.6%				

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 74.7% by 2029.	69.7%	70.7%	71.7%	72.7%	73.7%	74.7%
Actual Data				42.5%				

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement the new Lexington One Instructional Framework and Graduate Profile	July 2024-June 2029	School Leadership Team	NA	NA	-Implementation Monitoring Tool Data -Classroom Observation Data
Use the curriculum and assessments as outlined in the District's Curriculum Management, Assessment Plans and Instructional Technology Plans.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Closer alignment of written, taught, and assessed curriculum -Increase in questioning and critical thinking on classroom observation tool. - Increase in satisfaction as assessed on relevant areas of the SCDE climate survey
Implement practices and structures that improve student access to quality instructional programming and the support necessary to fully take advantage of those opportunities.					
Implement district gifted and talented systems and structures related to preparation, identification, and delivery models to include the necessary support students may need to be successful.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Increase in those who are identified by Grade 5 (for elementary schools ONLY) - Increase in the number of student work samples that meet multiple attributes of powerful learning experiences - Increase in the number of students who remain in G/T coursework through middle school (for middle schools ONLY)

Level	Area	Goal	2024 GT Survey	2025 GT Survey	2026 GT Survey	2027 GT Survey	2028 GT Survey	2029 GT Survey
Elementary/Middle	Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	5.20	5.20	5.25	5.30	5.35	5.40
Actual Data				5.20				

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement district gifted and talented systems and structures related to preparation, identification, and delivery models to include the necessary support students may need to be successful.	July 2024-June 2029	School Leadership Team and Teachers			- Increase in those who are identified by Grade 5 (for elementary schools ONLY) - Increase in the number of student work samples that meet multiple attributes of powerful learning experiences - Increase in the number of students who remain in G/T coursework through middle school (for middle schools ONLY)