

School Renewal Plan Cover Page

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

School Name:	Saxe Gotha Elementary
SIDN:	3201052
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Lexington 1
Address 1:	100 Bill Williamson Court
Address 2:	
City:	Lexington, SC
Zip Code:	29073
School Renewal Plan Contact Person:	Joseph Casey
School Plan Contact Phone:	803-821-4801
School Plan E-mail Address:	jcasey@lexington1.net

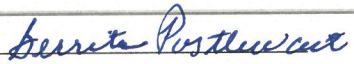
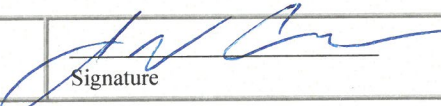
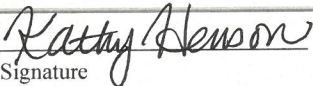
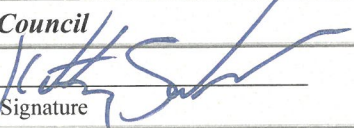
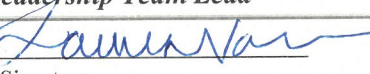
Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurance requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

<i>Superintendent</i>		
<u>Gerrita Postlewait</u> Printed Name	 Signature	<u>3-27-25</u> Date
<i>Principal</i>		
<u>Joseph Casey</u> Printed Name	 Signature	<u>3/5/25</u> Date
<i>Chairperson, District Board of Trustees</i>		
<u>Kathryn W. Henson</u> Printed Name	 Signature	<u>4/1/25</u> Date
<i>Chairperson, School Improvement Council</i>		
<u>Katelyn Sullivan</u> Printed Name	 Signature	<u>3/5/25</u> Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Lauren Vann</u> Printed Name	 Signature	<u>3/5/25</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	Joseph Casey
2.	Teacher	Donna Niesha Steele
3.	Parent/Guardian	Michael Hightower
4.	Community Member	Margie Dennis
5.	Paraprofessional	Ketsie Merizalde
6.	School Improvement Council Member	Katelyn Sullivan
7.	Read to Succeed Reading Coach	Lori Clarke
8.	School Read To Succeed Literacy Leadership Team Lead	Lauren Vann
9.	School Read To Succeed Literacy Leadership Team Member	Amy Cooper
	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

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

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2023-24 Report Card Link

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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:

[Saxe Gotha Elementary School Report Card](#)

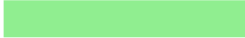
	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Saxe Gotha Elementary School	Number of Students
Reading Grades 1-5	23-24	All	All	55.4%		(258 / 466)
		ELL	Not ELL	59.4%		(241 / 406)
			ELL	28.3%		(17 / 60)
		Gender	Female	56.7%		(122 / 215)
			Male	54.2%		(136 / 251)
		InstrSetting	Not Special Ed	62.9%		(237 / 377)
			Special Ed	23.6%		(21 / 89)
		Race	Black / Latinx	50.3%		(99 / 197)
			White / Other	59.1%		(159 / 269)
	22-23	All	All	58.6%		(316 / 539)
		ELL	Not ELL	60.5%		(294 / 486)
			ELL	41.5%		(22 / 53)
		Gender	Female	57.3%		(149 / 260)
			Male	59.9%		(167 / 279)
		InstrSetting	Not Special Ed	64.4%		(288 / 447)
			Special Ed	30.4%		(28 / 92)
		Race	Black / Latinx	55.5%		(111 / 200)
			White / Other	60.5%		(205 / 339)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Saxe Gotha Elementary School	Number of Students
ELA	23-24	All	All	48.1%		(140 / 291)
		ELL	Not ELL	52.9%		(137 / 259)
			ELL	9.4%		(3 / 32)
		Gender	Female	52.6%		(71 / 135)
			Male	44.2%		(69 / 156)
		InstrSetting	Not Special Ed	57.5%		(131 / 228)
			Special Ed	14.3%		(9 / 63)
		Race	Black / Latinx	33.0%		(30 / 91)
			White / Other	55.0%		(110 / 200)
	22-23	All	All	52.4%		(182 / 347)
		ELL	Not ELL	55.5%		(178 / 321)
			ELL	15.4%		(4 / 26)
		Gender	Female	50.6%		(85 / 168)
			Male	54.2%		(97 / 179)
		InstrSetting	Not Special Ed	60.5%		(170 / 281)
			Special Ed	18.2%		(12 / 66)
		Race	Black / Latinx	37.9%		(39 / 103)
			White / Other	58.6%		(143 / 244)

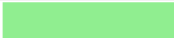
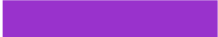
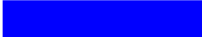
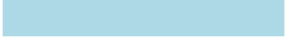
	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Saxe Gotha Elementary School	Number of Students
Math	23-24	All	All	44.7%		(130 / 291)
		ELL	Not ELL	48.6%		(126 / 259)
			ELL	12.5%		(4 / 32)
		Gender	Female	40.7%		(55 / 135)
			Male	48.1%		(75 / 156)
		InstrSetting	Not Special Ed	51.3%		(117 / 228)
			Special Ed	20.6%		(13 / 63)
		Race	Black / Latinx	29.7%		(27 / 91)
			White / Other	51.5%		(103 / 200)
	22-23	All	All	46.1%		(160 / 347)
		ELL	Not ELL	48.0%		(154 / 321)
			ELL	23.1%		(6 / 26)
		Gender	Female	40.5%		(68 / 168)
			Male	51.4%		(92 / 179)
		InstrSetting	Not Special Ed	52.7%		(148 / 281)
			Special Ed	18.2%		(12 / 66)
		Race	Black / Latinx	34.0%		(35 / 103)
			White / Other	51.2%		(125 / 244)

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth TargetSaxe Gotha Elementary School	Number of Students
Math	23-24	All	All	33.1%		(171 / 516)
		ELL	Not ELL	33.1%		(151 / 456)
			ELL	33.3%		(20 / 60)
		Gender	Female	30.4%		(70 / 230)
			Male	35.3%		(101 / 286)
		InstrSetting	Not Special Ed	35.9%		(143 / 398)
			Special Ed	23.7%		(28 / 118)
		Race	Black / Latinx	31.7%		(52 / 164)
			White / Other	33.8%		(119 / 352)
	22-23	All	All	34.1%		(207 / 607)
		ELL	Not ELL	33.3%		(184 / 552)
			ELL	41.8%		(23 / 55)
		Gender	Female	32.3%		(91 / 282)
			Male	35.7%		(116 / 325)
		InstrSetting	Not Special Ed	35.7%		(175 / 490)
			Special Ed	27.4%		(32 / 117)
		Race	Black / Latinx	37.2%		(67 / 180)
			White / Other	32.8%		(140 / 427)

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth TargetSaxe Gotha Elementary School	Number of Students
Reading	23-24	All	All	42.2%		(218 / 516)
		ELL	Not ELL	44.1%		(201 / 456)
			ELL	28.3%		(17 / 60)
		Gender	Female	39.6%		(91 / 230)
			Male	44.4%		(127 / 286)
		InstrSetting	Not Special Ed	47.0%		(187 / 398)
			Special Ed	26.3%		(31 / 118)
		Race	Black / Latinx	40.2%		(66 / 164)
			White / Other	43.2%		(152 / 352)
	22-23	All	All	46.7%		(283 / 606)
		ELL	Not ELL	47.5%		(262 / 551)
			ELL	38.2%		(21 / 55)
		Gender	Female	42.9%		(121 / 282)
			Male	50.0%		(162 / 324)
		InstrSetting	Not Special Ed	50.2%		(247 / 492)
			Special Ed	31.6%		(36 / 114)
		Race	Black / Latinx	38.0%		(68 / 179)
			White / Other	50.4%		(215 / 427)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Saxe Gotha Elementary School	Number of Students
Accelerated/ Eagles	23-24	All	All	9.4%		(29 / 307)
		ELL	Not ELL	10.8%		(29 / 269)
			ELL	0.0%		(0 / 38)
		Gender	Female	4.9%		(7 / 144)
			Male	13.5%		(22 / 163)
		InstrSetting	Not Special Ed	11.3%		(27 / 240)
			Special Ed	3.0%		(2 / 67)
		Race	Black / Latinx	5.7%		(7 / 122)
			White / Other	11.9%		(22 / 185)
	22-23	All	All	8.3%		(30 / 363)
		ELL	Not ELL	8.5%		(28 / 329)
			ELL	5.9%		(2 / 34)
		Gender	Female	5.6%		(10 / 180)
			Male	10.9%		(20 / 183)
		InstrSetting	Not Special Ed	9.9%		(29 / 293)
			Special Ed	1.4%		(1 / 70)
		Race	Black / Latinx	5.9%		(8 / 136)
			White / Other	9.7%		(22 / 227)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Saxe Gotha Elementary School	Number of Students
Chronic Absences	23-24	All	All	23.1%		(150 / 648)
		ELL	Not ELL	23.3%		(131 / 563)
			ELL	22.4%		(19 / 85)
		Gender	Female	23.2%		(66 / 284)
			Male	23.1%		(84 / 364)
		InstrSetting	Not Special Ed	19.3%		(92 / 476)
			Special Ed	33.7%		(58 / 172)
		Race	Black / Latinx	20.5%		(57 / 278)
			White / Other	25.1%		(93 / 370)
	22-23	All	All	22.6%		(173 / 765)
		ELL	Not ELL	22.0%		(153 / 694)
			ELL	28.2%		(20 / 71)
		Gender	Female	21.5%		(76 / 353)
			Male	23.5%		(97 / 412)
		InstrSetting	Not Special Ed	19.6%		(111 / 567)
			Special Ed	31.3%		(62 / 198)
		Race	Black / Latinx	23.4%		(68 / 291)
			White / Other	22.2%		(105 / 474)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Saxe Gotha Elementary School	Number of Students
Referrals	23-24	All	All	18.2%		(118 / 648)
		ELL	Not ELL	18.8%		(106 / 563)
			ELL	14.1%		(12 / 85)
		Gender	Female	9.9%		(28 / 284)
			Male	24.7%		(90 / 364)
		InstrSetting	Not Special Ed	16.4%		(78 / 476)
			Special Ed	23.3%		(40 / 172)
		Race	Black / Latinx	19.4%		(45 / 232)
			White / Other	17.5%		(73 / 416)
	22-23	All	All	21.6%		(165 / 764)
		ELL	Not ELL	21.5%		(149 / 693)
			ELL	22.5%		(16 / 71)
		Gender	Female	11.3%		(40 / 353)
			Male	30.4%		(125 / 411)
		InstrSetting	Not Special Ed	17.6%		(100 / 567)
			Special Ed	33.0%		(65 / 197)
		Race	Black / Latinx	25.0%		(58 / 232)
			White / Other	20.1%		(107 / 532)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Saxe Gotha Elementary School	Number of Students
In School Suspensions	23-24	All	All	3.7%		(24 / 648)
		ELL	Not ELL	3.7%		(21 / 563)
			ELL	3.5%		(3 / 85)
		Gender	Female	1.8%		(5 / 284)
			Male	5.2%		(19 / 364)
		InstrSetting	Not Special Ed	3.4%		(16 / 476)
			Special Ed	4.7%		(8 / 172)
		Race	Black / Latinx	4.3%		(10 / 232)
			White / Other	3.4%		(14 / 416)
	22-23	All	All	4.8%		(37 / 764)
		ELL	Not ELL	4.9%		(34 / 693)
			ELL	4.2%		(3 / 71)
		Gender	Female	2.3%		(8 / 353)
			Male	7.1%		(29 / 411)
		InstrSetting	Not Special Ed	3.9%		(22 / 567)
			Special Ed	7.6%		(15 / 197)
		Race	Black / Latinx	5.2%		(12 / 232)
			White / Other	4.7%		(25 / 532)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Saxe Gotha Elementary School	Number of Students
Out of School Suspensions	23-24	All	All	4.6%		(30 / 648)
		ELL	Not ELL	4.8%		(27 / 563)
			ELL	3.5%		(3 / 85)
		Gender	Female	1.8%		(5 / 284)
			Male	6.9%		(25 / 364)
		InstrSetting	Not Special Ed	3.2%		(15 / 476)
			Special Ed	8.7%		(15 / 172)
		Race	Black / Latinx	4.7%		(11 / 232)
			White / Other	4.6%		(19 / 416)
	22-23	All	All	4.1%		(31 / 764)
		ELL	Not ELL	4.2%		(29 / 693)
			ELL	2.8%		(2 / 71)
		Gender	Female	2.0%		(7 / 353)
			Male	5.8%		(24 / 411)
		InstrSetting	Not Special Ed	2.6%		(15 / 567)
			Special Ed	8.1%		(16 / 197)
		Race	Black / Latinx	3.4%		(8 / 232)
			White / Other	4.3%		(23 / 532)

Executive Summary of Needs Assessment Data Findings

School Name: Saxe Gotha Elementary

Goal Area	Goal	2024 Baseline	2025
Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 60.95% by 2029.	51.0%	49.4%
Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 64.9% by 2029.	54.9%	38.7%
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.	50.0%	46.4%
Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	5.60	5.60
School Climate	The percent of School Climate points earned on the state report card will reach 78% by 2029.	73.0%	73.1%
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	3.31

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	The mission at Saxe Gotha Elementary School is to ensure all children learn, grow, and excel in a safe, supportive, and inclusive community. Last year, our students demonstrated promising growth in ELA achievement, with over 51.9% scoring "Met" or above on SC Ready, approaching district and state averages. In mathematics, 48.1% of students achieved "Met" or above, closely mirroring district performance and exceeding the state average. This success reflects the effectiveness of our instructional framework, which leverages the workshop model in both ELA and Math. This approach enables teachers to deliver grade-level content while providing targeted support to address individual learning gaps. A key area for growth last year was the progress of our Multilingual Learners (MLs) toward English language proficiency. Our school's performance in this area fell below district and state averages. This school year, we have implemented a multi-faceted approach to support our MLs in achieving their individual growth targets. Our dedicated ML teacher provides targeted support during intervention blocks, our RTI team offers additional reading support, and general education teachers continue to provide accommodations to ensure curriculum access and learning in an immersive environment. In January, we hosted a Multilingual Learner Night for families, celebrating student growth and providing resources to support continued learning at home. Our mid-year review of student progress, based on iReady assessments, reveals continuous growth in the number of students performing at or above grade level. We encourage students to set ambitious "stretch growth targets" based on their iReady baseline scores in reading and math. At mid-year, 49% of Saxe Gotha students are on track to achieve these targets in reading and 40% in Math, which is a testament to their hard work and the high-quality instruction provided by our staff. Data analysis from our mid-year review identified specific areas and areas for targeted intervention. In ELA, our focus is on providing instruction to the depth and rigor of the South Carolina College and Career Readiness Standards. Our teachers are aligning their assessments and objectives with their engaging instructional practices to ensure children receive "On-Target" instruction each and everyday. In math, we are continuing to support growth by implementing flexible groupings during our intervention block. During this time, we are focusing on math instruction in Geometry. Our teachers are consistently meeting with our Math & Literacy Coaches in Professional Learning Communities and developing unit plans that meet the needs of all learners.
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Executive Summary of Needs Assessment Data Findings

	Our teachers have been engaging in LETRS training and implementing their learning with their students. This collaborative effort has fostered renewed energy among our teachers, and students are responding positively to their learning experiences. Our ongoing goals include increasing the percentage of students scoring "Met" or "Exemplary" on SC Ready in reading and math and supporting all students in reaching their "stretch growth targets" on iReady benchmarks. Our "Shining Stars" will continue to aim high!
Teacher/Administrator Quality	At Saxe Gotha Elementary School, we have made significant strides in enhancing the qualifications and engagement of our teaching staff. The percentage of teachers holding advanced degrees has increased substantially from 62.2% to 74.4%, demonstrating our commitment to attracting and retaining highly qualified educators. Teacher attendance rates have also improved, rising from 92.3% to 94.6%, reflecting increased dedication and consistent presence in the classroom. Additionally, our student-teacher ratio has decreased slightly from 22.5 to 22.4, creating more opportunities for personalized learning and targeted interventions to address learning gaps. Our mid-year pulse survey revealed strong positive perceptions of instructional leadership, with 90% of respondents agreeing that the school administration provides effective instructional leadership. Our School Work Plan is strategically designed to enhance both student achievement and teacher development. With implementation of the Lexington One Graduate Profile and teachers' new learning from LETRS training, we are able to provide well-rounded learning experiences so our students can build the necessary skills they need to be successful in this ever changing world. Our School Work Plan has three main areas that we support. The first being teachers' learning around LETRS. The second being our learning and implementation around the Lexington One Graduate Profile. The third is our development around fostering "student-leadership." Our teachers are engaging in deeply rigorous and relevant professional learning through LETRS. Our teachers' knowledge of diagnosing student struggles is fast tracking their intervention efforts and resulting in swift student growth in reading. Each month, our school focuses on a different competency of the Lexington One Graduate Profile and children set goals and action steps to achieve their goals. We have school-wide reflection time built into our Morning Meetings for students to check-in on their progress towards their goals and chat with their accountability

Executive Summary of Needs Assessment Data Findings

	partner. There is something magical about hearing 1st grade students talk about their resilience and collaboration! Naturally, this progression leads itself into our teachers' efforts to develop student-leaders. By providing students with their own Data Notebooks, students are able to track their progress on iReady exams and iReady Personalized Pathways. Our children are empowered by knowing their data and setting goals with their teachers; the children are able to share their goals with staff members and peer buddies during Data Chats. We also offer student leadership activities and groups that children can be a part of throughout the year like our "Guys & Ties," "Girls in Pearls," and "Big/Little Mentors." Our children are able to demonstrate the skills necessary to lead in the 21st century. Looking ahead, our priority is to continue cultivating a rich professional learning environment that empowers teachers to expand their instructional toolbox and effectively meet the diverse learning needs of all students at Saxe Gotha Elementary School. We are committed to providing ongoing support and resources to ensure that our teachers are equipped to provide high-quality instruction and foster student success.
School Climate	At Saxe Gotha Elementary, our commitment is to cultivate a secure and safe learning environment where students can pursue their individual pathways to success. We prioritize fostering a positive school climate that supports both academic achievement and personal growth. While our overall climate perception score of 7.31 out of 10 exceeded district and state averages, indicating a generally positive sentiment, we acknowledge the imperative for continuous refinement. Through increased family engagement in events like our Shining Star Showcase, STAR University, and Family-Drop-in days, we are finding ways to engage parents in their child's daily learning. This year, our mid-year pulse checks confirmed ongoing strengths. Students consistently reported feeling safe and appreciated the support they received from teachers. Staff also expressed satisfaction with the school's leadership and their own sense of safety. We will continue to focus on students' perceptions of the social-physical environment. We have systematically built opportunities for students to be leaders at school; students are able to participate in clubs that foster school safety and responsible behavior. Our focus this year on the Lexington One Graduate Profile has given children anchor behavior and skills and a common language

Executive Summary of Needs Assessment Data Findings

	to use when they are working collaboratively or independently. We acknowledge students for demonstrating the positive behaviors aligned with the Graduate Profile. We believe this focus will pay dividends for years to come at SGES. Results of Teacher, Student, and Parent Opinion Surveys <table><tr><th></th><th>Teachers</th><th>Students</th><th>Parents</th></tr><tr><td>Number of surveys returned</td><td>56</td><td>277</td><td>33</td></tr><tr><td>Percent satisfied with learning environment</td><td>96.4%</td><td>85.6%</td><td>100%</td></tr><tr><td>Percent satisfied with social and physical environment</td><td>94.6%</td><td>88%</td><td>100%</td></tr><tr><td>Percent satisfied with school-home relations</td><td>94.4%</td><td>91.9%</td><td>93.1%</td></tr></table>				Teachers	Students	Parents	Number of surveys returned	56	277	33	Percent satisfied with learning environment	96.4%	85.6%	100%	Percent satisfied with social and physical environment	94.6%	88%	100%	Percent satisfied with school-home relations	94.4%	91.9%	93.1%
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Location: Saxe Gotha 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 60.95% by 2029.	50.95%	53.0%	55.0%	57.0%	59.0%	61.0%
Elementary/Middle	Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 64.9% by 2029.	54.90%	56.90%	58.90%	60.90%	62.90%	64.90%
Actual Data (Academic Ach.)				49.4%				
Actual Data (Progress)				38.7%				

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)				3.31				

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 78% by 2029.	73.0%	74.0%	75.0%	76.0%	77.0%	78.0%
Actual Data				73.1%				

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.	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 55% by 2029.	50.0%	51.0%	52.0%	53.0%	54.0%	55.0%
Actual Data				46.4%				

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.	5.60	5.60	5.65	5.70	5.75	5.80
Actual Data				5.60				

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)