

School Renewal Plan Cover Page

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

School Name:	Oak Grove Elementary
SIDN:	3201009
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Lexington 1
Address 1:	479 Oak Drive
Address 2:	
City:	Lexington, SC
Zip Code:	29073
School Renewal Plan Contact Person:	Christy M. Graham
School Plan Contact Phone:	803-821-0101
School Plan E-mail Address:	cmgraham@lexington1.net

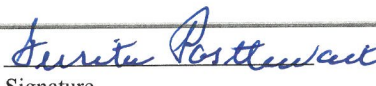
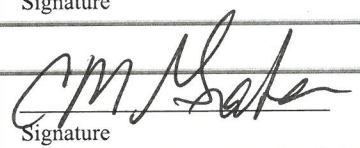
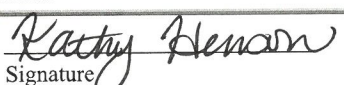
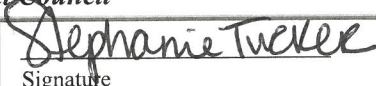
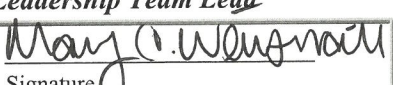
Required Signature Page

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

Superintendent		
<u>Dr. Gerrita Postlewait</u> Printed Name	 Signature	<u>3-27-25</u> Date
Principal		
<u>Christy M. Graham</u> Printed Name	 Signature	<u>2-20-2025</u> Date
Chairperson, District Board of Trustees		
<u>Kathryn W. Henson</u> Printed Name	 Signature	<u>4/1/25</u> Date
Chairperson, School Improvement Council		
<u>Stephanie Tucker</u> Printed Name	 Signature	<u>2-20-25</u> Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Mary Catherine Whisnant</u> Printed Name	 Signature	<u>2-20-25</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	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>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.</p>

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	Christy M. Graham
2.	Teacher	Elizabeth Koehler
3.	Parent/Guardian	Lauren Skeens
4.	Community Member	Troy Fite
5.	Paraprofessional	Marie Lewis
6.	School Improvement Council Member	Stephanie Tucker
7.	Read to Succeed Reading Coach	Mary Catherine Whisnant
8.	School Read To Succeed Literacy Leadership Team Lead	Mary Catherine Whisnant
9.	School Read To Succeed Literacy Leadership Team Member	Dianne Brazell
<p>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</p>		

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 (<i>Include the SBE Regulation number to be waived</i>)	
6. Other (<i>Include the SBE Regulation number to be waived</i>)	



LEXINGTON SCHOOL DISTRICT ONE

Oak Grove 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:

[Oak Grove Elementary Report Card](#)


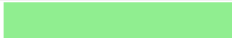







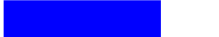



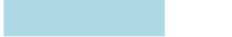




	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Oak Grove Elementary School	Number of Students
Reading Grades 1-5	23-24	All	All	66.4%		(365 / 550)
		ELL	Not ELL	72.1%		(331 / 459)
			ELL	37.4%		(34 / 91)
		Gender	Female	70.1%		(192 / 274)
			Male	62.7%		(173 / 276)
		InstrSetting	Not Special Ed	71.2%		(339 / 476)
			Special Ed	35.1%		(26 / 74)
		Race	Black / Latinx	52.9%		(118 / 223)
	White / Other		75.5%		(247 / 327)	
	22-23	All	All	65.7%		(385 / 586)
		ELL	Not ELL	69.2%		(346 / 500)
			ELL	45.3%		(39 / 86)
		Gender	Female	66.3%		(203 / 306)
			Male	65.0%		(182 / 280)
		InstrSetting	Not Special Ed	70.9%		(359 / 506)
			Special Ed	32.5%		(26 / 80)
Race		Black / Latinx	57.1%		(141 / 247)	
	White / Other	72.0%		(244 / 339)		

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Oak Grove Elementary School	Number of Students
ELA	23-24	All	All	53.8%		(177 / 329)
		ELL	Not ELL	58.7%		(175 / 298)
			ELL	6.5%		(2 / 31)
		Gender	Female	56.7%		(93 / 164)
			Male	50.9%		(84 / 165)
		InstrSetting	Not Special Ed	57.2%		(166 / 290)
			Special Ed	28.2%		(11 / 39)
		Race	Black / Latinx	37.7%		(40 / 106)
	White / Other		61.4%		(137 / 223)	
	22-23	All	All	53.2%		(181 / 340)
		ELL	Not ELL	56.8%		(175 / 308)
			ELL	18.8%		(6 / 32)
		Gender	Female	55.5%		(96 / 173)
			Male	50.9%		(85 / 167)
		InstrSetting	Not Special Ed	59.5%		(175 / 294)
			Special Ed	13.0%		(6 / 46)
Race		Black / Latinx	36.5%		(38 / 104)	
	White / Other	60.6%		(143 / 236)		

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Oak Grove Elementary School	Number of Students
Math	23-24	All	All	45.3%		(149 / 329)
		ELL	Not ELL	48.7%		(145 / 298)
			ELL	12.9%		(4 / 31)
		Gender	Female	43.9%		(72 / 164)
			Male	46.7%		(77 / 165)
		InstrSetting	Not Special Ed	47.9%		(139 / 290)
			Special Ed	25.6%		(10 / 39)
		Race	Black / Latinx	25.5%		(27 / 106)
	White / Other		54.7%		(122 / 223)	
	22-23	All	All	38.8%		(132 / 340)
		ELL	Not ELL	40.9%		(126 / 308)
			ELL	18.8%		(6 / 32)
		Gender	Female	35.3%		(61 / 173)
			Male	42.5%		(71 / 167)
InstrSetting		Not Special Ed	43.2%		(127 / 294)	
		Special Ed	10.9%		(5 / 46)	
Race		Black / Latinx	23.1%		(24 / 104)	
	White / Other	45.8%		(108 / 236)		



















	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth Target Oak Grove Elementary School	Number of Students
Math	23-24	All	All	27.3%		(163 / 597)
		ELL	Not ELL	26.4%		(137 / 518)
			ELL	32.9%		(26 / 79)
		Gender	Female	29.0%		(87 / 300)
			Male	25.6%		(76 / 297)
		InstrSetting	Not Special Ed	28.7%		(147 / 512)
			Special Ed	18.8%		(16 / 85)
		Race	Black / Latinx	28.7%		(56 / 195)
	White / Other		26.6%		(107 / 402)	
	22-23	All	All	22.6%		(144 / 638)
		ELL	Not ELL	22.2%		(123 / 554)
			ELL	25.0%		(21 / 84)
		Gender	Female	19.3%		(63 / 327)
			Male	26.0%		(81 / 311)
		InstrSetting	Not Special Ed	22.1%		(122 / 552)
			Special Ed	25.6%		(22 / 86)
Race		Black / Latinx	21.2%		(43 / 203)	
	White / Other	23.2%		(101 / 435)		



















	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth Target Oak Grove Elementary School	Number of Students
Reading	23-24	All	All	37.5%		(226 / 603)
		ELL	Not ELL	40.8%		(213 / 522)
			ELL	16.0%		(13 / 81)
		Gender	Female	36.8%		(112 / 304)
			Male	38.1%		(114 / 299)
		InstrSetting	Not Special Ed	38.4%		(199 / 518)
			Special Ed	31.8%		(27 / 85)
		Race	Black / Latinx	27.0%		(54 / 200)
	White / Other		42.7%		(172 / 403)	
	22-23	All	All	34.5%		(220 / 637)
		ELL	Not ELL	35.4%		(196 / 553)
			ELL	28.6%		(24 / 84)
		Gender	Female	34.6%		(113 / 327)
			Male	34.5%		(107 / 310)
		InstrSetting	Not Special Ed	35.3%		(194 / 550)
			Special Ed	29.9%		(26 / 87)
Race		Black / Latinx	30.5%		(62 / 203)	
	White / Other	36.4%		(158 / 434)		

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Oak Grove Elementary School	Number of Students
Accelerated/ Eagles	23-24	All	All	11.5%		(41 / 357)
		ELL	Not ELL	12.2%		(36 / 294)
			ELL	7.9%		(5 / 63)
		Gender	Female	10.8%		(19 / 176)
			Male	12.2%		(22 / 181)
		InstrSetting	Not Special Ed	12.7%		(39 / 307)
			Special Ed	4.0%		(2 / 50)
		Race	Black / Latinx	4.8%		(7 / 147)
	White / Other		16.2%		(34 / 210)	
	22-23	All	All	8.3%		(30 / 360)
		ELL	Not ELL	8.4%		(26 / 310)
			ELL	8.0%		(4 / 50)
		Gender	Female	8.2%		(15 / 184)
			Male	8.5%		(15 / 176)
		InstrSetting	Not Special Ed	9.5%		(29 / 306)
			Special Ed	1.9%		(1 / 54)
Race		Black / Latinx	5.0%		(7 / 140)	
	White / Other	10.5%		(23 / 220)		

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Oak Grove Elementary School	Number of Students
Chronic Absences	23-24	All	All	16.9%		(128 / 758)
		ELL	Not ELL	15.8%		(102 / 645)
			ELL	23.0%		(26 / 113)
		Gender	Female	16.8%		(62 / 369)
			Male	17.0%		(66 / 389)
		InstrSetting	Not Special Ed	13.9%		(84 / 606)
			Special Ed	28.9%		(44 / 152)
		Race	Black / Latinx	23.0%		(76 / 331)
	White / Other		12.2%		(52 / 427)	
	22-23	All	All	18.4%		(147 / 797)
		ELL	Not ELL	17.6%		(121 / 689)
			ELL	24.1%		(26 / 108)
		Gender	Female	17.6%		(70 / 397)
			Male	19.3%		(77 / 400)
		InstrSetting	Not Special Ed	15.8%		(99 / 626)
			Special Ed	28.1%		(48 / 171)
Race		Black / Latinx	20.7%		(71 / 343)	
	White / Other	16.7%		(76 / 454)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Oak Grove Elementary School	Number of Students
Referrals	23-24	All	All	16.6%		(125 / 754)
		ELL	Not ELL	16.5%		(106 / 641)
			ELL	16.8%		(19 / 113)
		Gender	Female	8.2%		(30 / 368)
			Male	24.6%		(95 / 386)
		InstrSetting	Not Special Ed	15.5%		(94 / 606)
			Special Ed	20.9%		(31 / 148)
		Race	Black / Latinx	21.1%		(59 / 279)
	White / Other		13.9%		(66 / 475)	
	22-23	All	All	18.2%		(145 / 796)
		ELL	Not ELL	18.6%		(128 / 688)
			ELL	15.7%		(17 / 108)
		Gender	Female	11.6%		(46 / 397)
			Male	24.8%		(99 / 399)
		InstrSetting	Not Special Ed	17.4%		(109 / 626)
			Special Ed	21.2%		(36 / 170)
Race		Black / Latinx	19.2%		(54 / 281)	
	White / Other	17.7%		(91 / 515)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Oak Grove Elementary School	Number of Students
In School Suspensions	23-24	All	All	3.8%		(29 / 754)
		ELL	Not ELL	3.7%		(24 / 641)
			ELL	4.4%		(5 / 113)
		Gender	Female	1.6%		(6 / 368)
			Male	6.0%		(23 / 386)
		InstrSetting	Not Special Ed	3.5%		(21 / 606)
			Special Ed	5.4%		(8 / 148)
		Race	Black / Latinx	4.7%		(13 / 279)
	White / Other		3.4%		(16 / 475)	
	22-23	All	All	3.0%		(24 / 796)
		ELL	Not ELL	2.9%		(20 / 688)
			ELL	3.7%		(4 / 108)
		Gender	Female	0.8%		(3 / 397)
			Male	5.3%		(21 / 399)
		InstrSetting	Not Special Ed	2.9%		(18 / 626)
			Special Ed	3.5%		(6 / 170)
Race		Black / Latinx	1.8%		(5 / 281)	
	White / Other	3.7%		(19 / 515)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Oak Grove Elementary School	Number of Students
Out of School Suspensions	23-24	All	All	5.2%		(39 / 754)
		ELL	Not ELL	5.5%		(35 / 641)
			ELL	3.5%		(4 / 113)
		Gender	Female	1.1%		(4 / 368)
			Male	9.1%		(35 / 386)
		InstrSetting	Not Special Ed	4.1%		(25 / 606)
			Special Ed	9.5%		(14 / 148)
		Race	Black / Latinx	6.8%		(19 / 279)
	White / Other		4.2%		(20 / 475)	
	22-23	All	All	3.8%		(30 / 796)
		ELL	Not ELL	3.2%		(22 / 688)
			ELL	7.4%		(8 / 108)
		Gender	Female	1.3%		(5 / 397)
			Male	6.3%		(25 / 399)
InstrSetting		Not Special Ed	2.7%		(17 / 626)	
	Special Ed	7.6%		(13 / 170)		
Race	Black / Latinx	6.0%		(17 / 281)		
	White / Other	2.5%		(13 / 515)		

Executive Summary of Needs Assessment Data Findings

School Name: Oak Grove 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 57.12% by 2029.	47.1%	48.3%
Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 46.1% by 2029.	36.1%	43.9%
Gifted and Talented (Academic)	The percent of SC READY ELA and Math scores from Gifted and Talented identified students that meet Added Value Targets will reach 50.8% by 2029.	45.8%	33.8%
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 76% by 2029.	71.0%	69.1%
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	3.05

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

<p>Student Achievement</p> <p>Primary School (K - 2) Student</p> <p>Elementary/ Middle School (3 - 8) Student</p> <p>High School (9 - 12) Student</p>	<ul style="list-style-type: none"> • 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? <p>23-24 School Year Primary Students Data Source: iReady Winter Assessment</p> <p>Strength: 75% of first-grade students met their typical growth with their iReady reading assessment. 53% of students met their strength growth reading goal. This is an increase from the 2022-23 school year with 65% of first-grade students met their typical growth with their iReady reading assessment and 53% of students met their strength growth reading goal.</p> <p>Strength: 56% of first-grade students met their typical growth with their iReady math assessment. 32% of students met their strength growth reading goal. This is an increase from the 2022-23 school year with 47% of first-grade students met their typical growth with their iReady math assessment and 29% of students met their strength growth math goal.</p> <p>Strength: 63% of second grade students met their typical growth with their iReady reading assessment. 30% of students met their strength growth goal. This is an increase from the 2022-23 school year with 54% of first-grade students met their typical growth with their iReady reading assessment and 26% of students met their strength growth reading goal.</p> <p>Strength: 53% of second grade students met their typical growth with their iReady math assessment. 25% of students met their strength growth goal. This is an increase from the 2022-23 school year with 46% of first-grade students met their typical growth with their iReady math assessment and 17% of students met their strength growth math goal.</p> <p>Improvement Needed: 65% of kindergarten students met their typical growth with their iReady reading assessment. 44% of students met their strength growth goal. This is a decrease from the previous year.</p> <p>Improvement Needed: 58% of kindergarten students met their typical growth with their iReady math assessment. 43% of students met their strength growth goal. This is a decrease from the previous year.</p> <p>Improvement Needed: 26% of our kindergarten students are</p>
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Executive Summary of Needs Assessment Data Findings

	<p>arriving to Kindergarten “demonstrating readiness” using the KRA data.</p> <p>23-24 School Year Elementary Students Data Source: 2023-2024 SCReady</p> <p>Strength: 54% of students in grades 3-5 are meeting or exceeding their grade level expectations on the SCReady Reading assessment. This is an increase of 1% compared to last school year.</p> <p>Strength: 45% of students in grades 3-5 are meeting or exceeding their grade level expectations on the SCReady Math assessment. This is an increase of 6% compared to last school year.</p> <p>Improvement Needed: 57% of 4th-grade students are meeting or exceeding their grade level expectations on the SCReady Reading assessment. This is a decrease from the previous year with 61% of students meeting grade-level expectations in reading.</p> <p>Priority Area: To address both our strengths and areas for improvement, Oak Grove Elementary will focus on the following key strategies:</p> <ul style="list-style-type: none">- High-Impact Teaching and Learning: We will implement high-impact teaching and learning strategies, utilizing the Workshop Models for Reading, Writing, and Math. This approach will provide a structured and engaging learning environment for all students.- Clear Learning Targets and Success Criteria: Professional learning for our teachers will emphasize the development of clear learning targets that are unpacked and success criteria. This will ensure that students understand what is expected of them and reflect upon their progress with the standard- High-Quality Feedback: A cornerstone of our instructional approach will be the provision of high-quality academic feedback to each student daily. This feedback will be specific, actionable, and designed to support student growth.- Cultivating a Community of Learning: We are committed to cultivate a community where the environment is comfortable and safe to be resilient with their learning. We want students to engage in learning that challenges, engages, and empowers every student to feel successful and be acknowledged for achieving their learning goals.- High-Quality Teaching Questioning: Professional learning will
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Executive Summary of Needs Assessment Data Findings

	<p>be provided for teachers to engage in creating and implementing high-quality questioning to students. This strategy will increase the students' thinking and engagement and help them dig deeper into their learning.</p>
<p>Teacher/Administrator Quality</p>	<ul style="list-style-type: none"> ● 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? <p>23-24 School Year Data Source: SCDE Home-School Relations Survey</p> <p>Strength: 98.3% of teachers feel “my decisions in areas such as instruction and student progress are supported.” This is an increase from 94.9% the previous year.</p> <p>Improvement Needed: 75.0% of teachers feel their class sizes are too large to meet the educational needs of all students. This is an increase from the previous year with 62.9% but it is still an area of concern.</p> <p>Priority Area: As a school, we will continue to allow teachers to help build our professional learning plan and provide feedback on areas they would like to grow and build their own professional learning communities around. Being a transient school, our class sizes increase throughout the year. We will continue to monitor our growth to support the best instructional class size for our teachers and students.</p>
<p>School Climate</p>	<ul style="list-style-type: none"> ● 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? <p>23-24 School Year Data Source: SCDE Home-School Relations Survey</p> <p>Strength: 90% of staff responded that they are “satisfied with current working conditions” in the school. This increased from 84.7% the previous year.</p>

Executive Summary of Needs Assessment Data Findings

	<p><u>Strength:</u> 96.7% of staff responded that they are “satisfied with home and school relations.” This increased from 94.9% the previous year.</p> <p><u>Improvement Needed:</u> 50% of parents responded that “I am satisfied with the learning environment in my school.” This is a large decrease from the previous year of 91.5%.</p> <p><u>Improvement Needed:</u> 66.7% of parents responded that they are “satisfied with home and school relations.” This decreased from 96% the previous year. We changed our communication platform and it has been challenging getting families used to the new mode of communication.</p> <p><u>Priority Area:</u> We had several teachers out on extended medical leave last year. While a certified teacher was in the classroom, it did not replace the relationships we built with our families with our classroom teacher. We believe this impacted our relations with our families. In our school work plan, we want to continue to work on building trust and relationships with our families. At Oak Grove we strive to nurture and model respectful relationships where every individual is seen, heard, and valued. This will then show a positive correlation with an increase in instructional growth.</p>
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Location: Oak Grove 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 57.12% by 2029.	47.12%	49.1%	51.1%	53.1%	55.1%	57.1%
Elementary/Middle	Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 46.1% by 2029.	36.10%	38.10%	40.10%	42.10%	44.10%	46.10%
Actual Data (Academic Ach.)				48.3%				
Actual Data (Progress)				43.9%				

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement the new Lexington One Instructional Framework and Graduate Profile	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	-Implementation Monitoring Tool Data -Classroom Observation Data
Use the curriculum and assessments as outlined in the District's Curriculum Management, Assessment Plans and Instructional Technology Plans. Develop a school-based professional learning plan based on the district-level plan.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Closer alignment of written, taught, and assessed curriculum -Increase in questioning and critical thinking on classroom observation tool. - Increase in satisfaction as assessed on relevant areas of the SCDE climate survey
Implement revised school work plan process that is aligned to the strategic plan and school renewal plan.	July 2024-June 2029	School Leadership Team and Teacher Leaders	NA	NA	- Completed school work plans - Completed the school work plan review process yearly
Identify student intervention needs and implement appropriate supports as needed.	July 2024-June 2029	School Leadership Team and Teacher	NA	NA	- Increase in students reaching typical and stretch growth targets on interim assessments - Revised staffing and scheduling to match changes in intervention program

Level	Area	Goal	2023-2024 Observation Data	2024-2025 Observation Data	2025-2026 Observation Data	2026-2027 Observation Data	2027-2028 Observation Data	2028-2029 Observation Data
Elementary/Middle	Teacher and Administrator Quality	Increase the cumulative average of teachers' composite score on the SC Teaching Standards 4.0 rubric from 3.0 to 3.5 by 2029. (Observation protocols will be reevaluated and calibrated in the 24-25 school year in order to obtain accurate baseline data.)	3.00	3.10	3.20	3.30	3.40	3.50
Actual Data (4.0 Rubric)				3.05				

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 76% by 2029.	71.0%	72.0%	73.0%	74.0%	75.0%	76.0%
Actual Data				69.1%				

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 50.8% by 2029.	45.8%	46.8%	47.8%	48.8%	49.8%	50.8%
Actual Data				33.8%				

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

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