

School Renewal Plan Cover Page

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

School Name:	New Providence Elementary
SIDN:	3201065
Plan Submission:	School utilizes Cognia
Grade Span:	K To 5
District:	Lexington 1
Address 1:	1118 Old Cherokee Road
Address 2:	
City:	Lexington, SC
Zip Code:	29072
School Renewal Plan Contact Person:	Robert Candillo
School Plan Contact Phone:	803-821-3301
School Plan E-mail Address:	rcandillo@lexington1.net


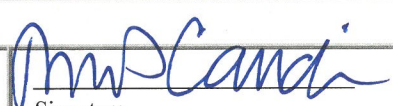
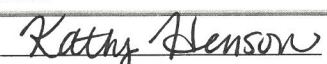

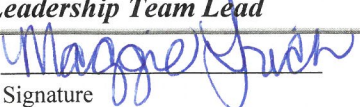
Required Signature Page

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>3-27-25</u> Date
<i>Principal</i>		
<u>Robert Candillo</u> Printed Name	 Signature	<u>02/28/25</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>Melissa Newkirk</u> Printed Name	 Signature	<u>2/28/25</u> Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Maggie Frick</u> Printed Name	 Signature	<u>2/28/25</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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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	Robert Candillo
2.	Teacher	Kelly Watkins
3.	Parent/Guardian	Kristina Goff
4.	Community Member	Dr. Ryan Carlson
5.	Paraprofessional	Quantica Verry
6.	School Improvement Council Member	Melissa Newkirk
7.	Read to Succeed Reading Coach	Amanda Huffstetler
8.	School Read To Succeed Literacy Leadership Team Lead	Maggie Frick
9.	School Read To Succeed Literacy Leadership Team Member	Michelle Laney
	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

New Providence 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:

[New Providence Elementary Report Card](#)


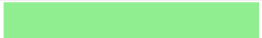







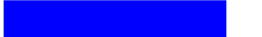



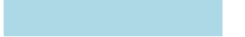




	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for New Providence Elementary School	Number of Students
Reading Grades 1-5	23-24	All	All	76.5%		(524 / 685)
		ELL	Not ELL	77.0%		(471 / 612)
			ELL	72.6%		(53 / 73)
		Gender	Female	81.5%		(260 / 319)
			Male	72.1%		(264 / 366)
		InstrSetting	Not Special Ed	81.1%		(482 / 594)
			Special Ed	46.2%		(42 / 91)
		Race	Black / Latinx	62.5%		(70 / 112)
			White / Other	79.2%		(454 / 573)
	22-23	All	All	76.3%		(538 / 705)
		ELL	Not ELL	76.9%		(485 / 631)
			ELL	71.6%		(53 / 74)
		Gender	Female	79.7%		(274 / 344)
			Male	73.1%		(264 / 361)
		InstrSetting	Not Special Ed	81.6%		(500 / 613)
			Special Ed	41.3%		(38 / 92)
		Race	Black / Latinx	57.7%		(56 / 97)
			White / Other	79.3%		(482 / 608)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for New Providence Elementary School	Number of Students
ELA	23-24	All	All	80.7%	<div></div>	(330 / 409)
		ELL	Not ELL	81.8%	<div></div>	(320 / 391)
			ELL	55.6%	<div></div>	(10 / 18)
		Gender	Female	86.0%	<div></div>	(160 / 186)
			Male	76.2%	<div></div>	(170 / 223)
		InstrSetting	Not Special Ed	86.7%	<div></div>	(312 / 360)
			Special Ed	36.7%	<div></div>	(18 / 49)
		Race	Black / Latinx	62.3%	<div></div>	(33 / 53)
			White / Other	83.4%	<div></div>	(297 / 356)
	22-23	All	All	79.4%	<div></div>	(331 / 417)
		ELL	Not ELL	80.9%	<div></div>	(322 / 398)
			ELL	47.4%	<div></div>	(9 / 19)
		Gender	Female	81.8%	<div></div>	(166 / 203)
			Male	77.1%	<div></div>	(165 / 214)
		InstrSetting	Not Special Ed	84.0%	<div></div>	(314 / 374)
			Special Ed	39.5%	<div></div>	(17 / 43)
		Race	Black / Latinx	59.5%	<div></div>	(25 / 42)
			White / Other	81.6%	<div></div>	(306 / 375)



















	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for New Providence Elementary School	Number of Students
Math	23-24	All	All	75.1%	<div></div>	(307 / 409)
		ELL	Not ELL	75.4%	<div></div>	(295 / 391)
			ELL	66.7%	<div></div>	(12 / 18)
		Gender	Female	76.3%	<div></div>	(142 / 186)
			Male	74.0%	<div></div>	(165 / 223)
		InstrSetting	Not Special Ed	81.4%	<div></div>	(293 / 360)
			Special Ed	28.6%	<div></div>	(14 / 49)
		Race	Black / Latinx	60.4%	<div></div>	(32 / 53)
			White / Other	77.2%	<div></div>	(275 / 356)
	22-23	All	All	76.3%	<div></div>	(318 / 417)
		ELL	Not ELL	76.4%	<div></div>	(304 / 398)
			ELL	73.7%	<div></div>	(14 / 19)
		Gender	Female	73.9%	<div></div>	(150 / 203)
			Male	78.5%	<div></div>	(168 / 214)
		InstrSetting	Not Special Ed	80.5%	<div></div>	(301 / 374)
			Special Ed	39.5%	<div></div>	(17 / 43)
		Race	Black / Latinx	59.5%	<div></div>	(25 / 42)
			White / Other	78.1%	<div></div>	(293 / 375)















	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth Target New Providence Elementary School	Number of Students
Math	23-24	All	All	37.9%	<div></div>	(284 / 749)
		ELL	Not ELL	36.9%	<div></div>	(254 / 689)
			ELL	50.0%	<div></div>	(30 / 60)
		Gender	Female	36.3%	<div></div>	(125 / 344)
			Male	39.3%	<div></div>	(159 / 405)
		InstrSetting	Not Special Ed	38.4%	<div></div>	(248 / 645)
			Special Ed	34.6%	<div></div>	(36 / 104)
		Race	Black / Latinx	33.7%	<div></div>	(32 / 95)
			White / Other	38.5%	<div></div>	(252 / 654)
	22-23	All	All	29.6%	<div></div>	(234 / 791)
		ELL	Not ELL	29.8%	<div></div>	(218 / 732)
			ELL	27.1%	<div></div>	(16 / 59)
		Gender	Female	29.3%	<div></div>	(110 / 375)
			Male	29.8%	<div></div>	(124 / 416)
		InstrSetting	Not Special Ed	31.1%	<div></div>	(215 / 691)
			Special Ed	19.0%	<div></div>	(19 / 100)
		Race	Black / Latinx	29.7%	<div></div>	(27 / 91)
			White / Other	29.6%	<div></div>	(207 / 700)

















	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth Target New Providence Elementary School	Number of Students
Reading	23-24	All	All	51.7%	<div></div>	(387 / 748)
		ELL	Not ELL	50.6%	<div></div>	(348 / 688)
			ELL	65.0%	<div></div>	(39 / 60)
		Gender	Female	52.0%	<div></div>	(179 / 344)
			Male	51.5%	<div></div>	(208 / 404)
		InstrSetting	Not Special Ed	54.6%	<div></div>	(352 / 645)
			Special Ed	34.0%	<div></div>	(35 / 103)
		Race	Black / Latinx	44.2%	<div></div>	(42 / 95)
			White / Other	52.8%	<div></div>	(345 / 653)
	22-23	All	All	37.9%	<div></div>	(301 / 794)
		ELL	Not ELL	37.9%	<div></div>	(278 / 733)
			ELL	37.7%	<div></div>	(23 / 61)
		Gender	Female	40.1%	<div></div>	(151 / 377)
			Male	36.0%	<div></div>	(150 / 417)
		InstrSetting	Not Special Ed	39.1%	<div></div>	(272 / 695)
			Special Ed	29.3%	<div></div>	(29 / 99)
		Race	Black / Latinx	39.1%	<div></div>	(36 / 92)
			White / Other	37.7%	<div></div>	(265 / 702)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level New Providence Elementary School	Number of Students
Accelerated/ Eagles	23-24	All	All	28.4%		(120 / 422)
		ELL	Not ELL	27.9%		(105 / 377)
			ELL	33.3%		(15 / 45)
		Gender	Female	30.9%		(60 / 194)
			Male	26.3%		(60 / 228)
		InstrSetting	Not Special Ed	31.5%		(117 / 371)
			Special Ed	5.9%		(3 / 51)
		Race	Black / Latinx	13.4%		(9 / 67)
			White / Other	31.3%		(111 / 355)
	22-23	All	All	24.3%		(103 / 424)
		ELL	Not ELL	23.4%		(87 / 372)
			ELL	30.8%		(16 / 52)
		Gender	Female	24.8%		(51 / 206)
			Male	23.9%		(52 / 218)
		InstrSetting	Not Special Ed	26.0%		(99 / 381)
			Special Ed	9.3%		(4 / 43)
		Race	Black / Latinx	15.1%		(8 / 53)
			White / Other	25.6%		(95 / 371)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for New Providence Elementary School	Number of Students
Chronic Absences	23-24	All	All	7.4%	<div><div></div></div>	(61 / 825)
		ELL	Not ELL	7.8%	<div><div></div></div>	(59 / 752)
			ELL	2.7%	<div><div></div></div>	(2 / 73)
		Gender	Female	7.3%	<div><div></div></div>	(28 / 385)
			Male	7.5%	<div><div></div></div>	(33 / 440)
		InstrSetting	Not Special Ed	6.2%	<div><div></div></div>	(43 / 697)
			Special Ed	14.1%	<div><div></div></div>	(18 / 128)
		Race	Black / Latinx	19.6%	<div><div></div></div>	(28 / 143)
			White / Other	4.8%	<div><div></div></div>	(33 / 682)
	22-23	All	All	6.2%	<div><div></div></div>	(51 / 825)
		ELL	Not ELL	6.4%	<div><div></div></div>	(49 / 760)
			ELL	3.1%	<div><div></div></div>	(2 / 65)
		Gender	Female	6.3%	<div><div></div></div>	(25 / 397)
			Male	6.1%	<div><div></div></div>	(26 / 428)
		InstrSetting	Not Special Ed	5.7%	<div><div></div></div>	(41 / 720)
			Special Ed	9.5%	<div><div></div></div>	(10 / 105)
		Race	Black / Latinx	13.9%	<div><div></div></div>	(16 / 115)
			White / Other	4.9%	<div><div></div></div>	(35 / 710)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for New Providence Elementary School	Number of Students
Referrals	23-24	All	All	2.3%		(19 / 825)
		ELL	Not ELL	2.4%		(18 / 750)
			ELL	1.3%		(1 / 75)
		Gender	Female	0.8%		(3 / 385)
			Male	3.6%		(16 / 440)
		InstrSetting	Not Special Ed	1.1%		(8 / 697)
			Special Ed	8.6%		(11 / 128)
		Race	Black / Latinx	3.9%		(5 / 128)
			White / Other	2.0%		(14 / 697)
	22-23	All	All	3.3%		(27 / 825)
		ELL	Not ELL	3.0%		(23 / 760)
			ELL	6.2%		(4 / 65)
		Gender	Female	1.3%		(5 / 397)
			Male	5.1%		(22 / 428)
		InstrSetting	Not Special Ed	2.5%		(18 / 720)
			Special Ed	8.6%		(9 / 105)
		Race	Black / Latinx	10.1%		(10 / 99)
			White / Other	2.3%		(17 / 726)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for New Providence Elementary School	Number of Students
In School Suspensions	23-24	All	All	0.4%		(3 / 825)
		ELL	Not ELL	0.4%		(3 / 750)
			ELL	0.0%		(0 / 75)
		Gender	Female	0.5%		(2 / 385)
			Male	0.2%		(1 / 440)
		InstrSetting	Not Special Ed	0.1%		(1 / 697)
			Special Ed	1.6%		(2 / 128)
		Race	Black / Latinx	0.8%		(1 / 128)
			White / Other	0.3%		(2 / 697)
	22-23	All	All	0.2%		(2 / 825)
		ELL	Not ELL	0.1%		(1 / 760)
			ELL	1.5%		(1 / 65)
		Gender	Female	0.0%		(0 / 397)
			Male	0.5%		(2 / 428)
		InstrSetting	Not Special Ed	0.3%		(2 / 720)
			Special Ed	0.0%		(0 / 105)
		Race	Black / Latinx	0.0%		(0 / 99)
			White / Other	0.3%		(2 / 726)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for New Providence Elementary School	Number of Students
Out of School Suspensions	23-24	All	All	1.6%		(13 / 825)
		ELL	Not ELL	1.6%		(12 / 750)
			ELL	1.3%		(1 / 75)
		Gender	Female	0.3%		(1 / 385)
			Male	2.7%		(12 / 440)
		InstrSetting	Not Special Ed	0.7%		(5 / 697)
			Special Ed	6.3%		(8 / 128)
		Race	Black / Latinx	3.1%		(4 / 128)
			White / Other	1.3%		(9 / 697)
	22-23	All	All	0.8%		(7 / 825)
		ELL	Not ELL	0.9%		(7 / 760)
			ELL	0.0%		(0 / 65)
		Gender	Female	0.0%		(0 / 397)
			Male	1.6%		(7 / 428)
		InstrSetting	Not Special Ed	0.3%		(2 / 720)
			Special Ed	4.8%		(5 / 105)
		Race	Black / Latinx	1.0%		(1 / 99)
			White / Other	0.8%		(6 / 726)

Executive Summary of Needs Assessment Data Findings

School Name: New Providence 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 82.61% by 2029.	72.6%	73.3%
Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 71% by 2029.	61.0%	51.6%
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 60.4% by 2029.	55.4%	39.7%
Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	5.10	5.10
School Climate	The percent of School Climate points earned on the state report card will reach 81% by 2029.	76.0%	78.7%
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	3.76

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>The percentage of students in Tier II and Tier III interventions for math and/or reading in the 2023-2024 school year was 7.6%. In the 2024-2025 school year, NPE has currently identified 7.4% of students receiving Tier II or Tier III interventions, down 0.2% overall. Continued focus on Documented Classroom Interventions, Oral Reading Assessments (ORA) in reading, Literacy Logs, beginning to implement strategies from OGAP, workshop models (reading, writing, phonics/word study, and math), and small group instruction is aimed at reducing this number over time. Data reviews, periodic data review protocols, and i-Ready reading and math data are used to identify ways to reduce the number of Tier II and Tier III students served. The Student Advocacy Team has continued to meet, and specific interventions and services have been reviewed.</p> <p>The percentage of students meeting or exceeding standards on SC READY ELA for grades 3-5 in 2023-2024 was 81%, which was an increase of 2% from the previous school year (2022-2023) and a 6% increase from the 2021-2022 school year. This was ahead of District (59.5%) and State (54.1%) performance. Continued professional learning in vocabulary, word study/phonics, Tier I (DCI) instruction, and consistent data reviews support our work moving forward, along with a focus on full workshop model implementation.</p> <p>The percentage of students meeting or exceeding standards on SC READY Math for grades 3-5 in 2023-2024 was 75%, which was a decrease of 2% from the 2022-2023 school year but an increase from 72% in the 2021-2022 school year.</p> <p>The percentage of students scoring "Exceeds" on SC READY ELA and Math and in grades 3-5 in 2023-2024 was 53% in ELA (increase of 6%) and 46% in Math (increase of 3%). Social Studies and Science were not accessed during the 2024 school year. Over the last three years, NPE has worked to close the achievement gap. From 2021-2022, the percentage of students scoring "Does Not Meet" in both ELA and Math on SC READY has decreased by 6% in ELA and 4% in math.</p> <p>Math continues to be an area of focus as we move forward. Our school's current school-based work plan's achievement goals are centered around math improvements.</p> <p>The results of a mid-year pulse check survey indicated that 100% of teachers and 96% of students (grades 3-5) somewhat agree to</p>
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Executive Summary of Needs Assessment Data Findings

	<p>strongly agree about instructional focus topics at the school (i.e., Teachers at my school focus instruction on understanding, not just memorizing facts). Student pulse check survey results indicate 84% of 3rd through 5th-grade students feel their classes are challenging, not too easy, and make them think.</p>
Teacher/Administrator Quality	<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>Positive responses to the SCDE survey item, "I am satisfied with the learning environment in my school," increased among teachers from 96.4% in 2022-2023 to 96.6% in 2023-2024. Positive responses to "I am satisfied with the social and physical environment at my school" increased among teachers from 96.4% in 2022-2023 to 98.3% in 2023-2024. Teacher and administrator quality is addressed through ongoing support for staff, professional learning opportunities, and continued morale-building activities and actions. At a mid-year pulse check survey, 95% of students in grades 3-5 feel teachers help students when they don't understand something (somewhat agree to strongly agree). Of teachers surveyed, 100% feel school administration provides effective instructional leadership.</p>
School Climate	<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>NPES grew from an Average to Good in the area of School Climate on the state report card from the 2022-2023 school year to the 2023-2024 school year. During the 2023-2024 school year, NPE has continued to implement our character recognition program focused on kindness, confidence, respect, and hard work, along with exceeding expectations in all common areas of the school. We have continued our partnership with Lexington High School's Students in Action group and mentoring programs (mentors for identified students). In addition, Lion Leadership rallies and quarterly Lions Roar with Character award events reward students for effort and other behaviors. This positively affects the actions of being kind, confident, respectful, and hard-working learners. Positive behavior interventions continue to be a topic of discussion in our monthly Student Advocacy Team Meetings. Our school team</p>

Executive Summary of Needs Assessment Data Findings

	<p>works hard to build relationships with parents, providing wrap-around support to ensure success for all students. A scheduled Morning Meeting and Closing Circle time is implemented in each class.</p> <p>Positive parent responses to the SCDE survey item, "I am satisfied with the learning environment in my school," increased to 95.8% in 2023-2024. Positive responses to "I am satisfied with home-school relations" also increased among parents from 98.5% in 2022-2023 to 100% in 2023-2024. We contribute our success to regular parent newsletters (The Lion Ledger), SMS text messages to parents, implementation of our new Parent Square application, and weekly classroom newsletters. Communication and connection have continued to be enhanced on our school website and through social media efforts like Facebook.</p> <p>In 2023-2024, 93.7% of students report satisfaction with the Learning Environment, 97.5% of students are satisfied with the Physical and Social Environment, and 96% of students are satisfied with Home-School Relations. There was an increase of over 1% in students responding satisfactorily with the Physical and Social Environment during the 2023-2024 school year from 96.3% in 2022-2023. Fifth-grade students have been presented with opportunities for leadership experiences around the building, such as Paw Patrol, Office Runners, Card Sorters, and in-class events.</p> <p>Teacher responses to the teacher opinion surveys on the SCDE increased in 2023-2024 from 96.4% to 96.6% in the percent satisfied with the Learning Environment, 96.4% to 98.3% in percent satisfied with the Social and Physical Environment, and from 96.4% to 100% in percent satisfied with Home-School Relations. NPE saw a positive increase in all areas of the SCDE teacher responses.</p> <p>At a mid-year pulse check, 95% of the staff somewhat agreed to strongly agree that they feel safe at school during the day, and 97.8% of students indicated they felt the same. In grades 3-5, 95.8% of students feel that students behave well in class. Of those same students, 97.5% feel that students from different backgrounds get along well at our school.</p>
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Location: New Providence 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 82.61% by 2029.	72.61%	74.6%	76.6%	78.6%	80.6%	82.6%
Elementary/Middle	Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 71% by 2029.	61.00%	63.00%	65.00%	67.00%	69.00%	71.00%
Actual Data (Academic Ach.)				73.3%				
Actual Data (Progress)				51.6%				

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 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)				3.76				

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 81% by 2029.	76.0%	77.0%	78.0%	79.0%	80.0%	81.0%
Actual Data				78.7%				

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	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 60.4% by 2029.	55.4%	56.4%	57.4%	58.4%	59.4%	60.4%
Actual Data				39.7%				

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	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.	5.10	5.10	5.15	5.20	5.25	5.30
Actual Data				5.10				

Action Plan

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