

## District Strategic Plan Signature Page

### Strategic Plan for 5 Year Cycle: 2024/25 to 2028/29

<b>District:</b>	Lexington 1
<b>SIDN:</b>	3201
<b>Plan Submission:</b>	School utilizes Cognia
<b>Address 1:</b>	100 Tarrar Spring Rd.
<b>Address 2:</b>	
<b>City:</b>	Lexington, SC
<b>Zip Code:</b>	29072
<b>District Plan Contact Person:</b>	Dr. Natalie Osborne Smith
<b>District Plan Contact Phone:</b>	803 821-1012
<b>District Plan E-mail Address:</b>	nsmith@lexington1.net



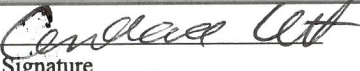
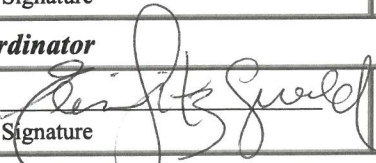
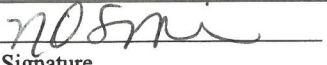
#### Required Signature Page

The district strategic plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann.  $\diamond$ 59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann.  $\diamond$ 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 district strategic planning contact, the district Read to Succeed Leadership Team Lead, and the district Gifted and Talented coordinator are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

#### Assurances for the District Strategic Plans

The assurance pages following this page have been completed and the district superintendent signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 (S.C. Code Ann.  $\diamond$ 59-139-10 *et seq.* (Supp. 2004)); EAA (S.C. Code Ann.  $\diamond$ 59-18-1300 *et seq.* (Supp. 2004)); District and School Planning (SBE Regulation 43-261); Student Health and Fitness Act (S.C. Code Ann.  $\diamond$  59-10-330); Read to Succeed (S.C. Code Ann.  $\diamond$  59-155-180 *et seq.*); Gifted and Talented (SBE Regulation 43-220); and Proficiency-Based System Plans (SBE Regulation 43-234); and General Grant including Terms and Conditions for SCDE Grant Programs as seen on the following assurance pages.

#### Required Printed Names and Signatures

<b><i>Superintendent</i></b>		
<u>Dr. Gerrita Postlewait</u> Printed Name	 Signature	<u>4-18-24</u> Date
<b><i>Chairperson, District Board of Trustees</i></b>		
<u>Ann Marie Green</u> Printed Name	 Signature	<u>4-18-24</u> Date
<b><i>District Read To Succeed Literacy Leadership Team Lead</i></b>		
<u>Dr. Candace Lett</u> Printed Name	 Signature	<u>4/18/24</u> Date
<b><i>District Gifted and Talented Coordinator</i></b>		
<u>Erin Fitzgerald</u> Printed Name	 Signature	<u>4/18/24</u> Date
<b><i>District Strategic Planning Contact Person</i></b>		
<u>Dr. Natalie Osborne Smith</u> Printed Name	 Signature	<u>4/18/24</u> Date

## Assurances for District Strategic Plan

Assurances checked below, along with the signature page signed by the superintendent, attest that the district complies with all applicable regulatory and statutory requirements listed.

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes	<b>Academic Assistance, PreK–3</b> The district 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	<b>Academic Assistance, Grades 4–12</b> The district 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	<b>Parent Involvement</b> The district 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	<b>Staff Development</b> The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the 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	<b>Technology</b> The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. The district will provide a copy of their updated technology plan to the S.C. Department of Education on an annual basis.
Yes	<b>Innovation</b> The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	<b>Collaboration</b> The district (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	<b>Developmental Screening</b> The district 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	<b>Half-Day Child Development</b> The district 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, although they may be housed at locations with other grade levels or completely separate from schools.
Yes	<b>Developmentally Appropriate Curriculum for PreK–3</b> The district 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 levels and take into account the student’s social and cultural context.
Yes	<b>Parenting and Family Literacy</b> The district 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	<b>Recruitment</b> 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): educational level of parent below high school graduation, 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	<b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b> 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.
<b>Students Health and Fitness Act Assurance</b> (S.C. Code Ann. § 59-10-330)	

Yes	Each school district shall establish and maintain a Coordinated School Health Advisory Council (CSHAC) to include members of the community, school representatives, students, parents, district food service employees, and school board members. The CSHAC will assess, plan, implement, and monitor district and school health policies and programs including the district wellness policy initiated in the 2006–07 school year. Each district, in collaboration with the CSHAC, shall develop, within the district’s wellness policy, a school health improvement plan, in compliance with Section 59-10-310, that addresses strategies for improving student nutrition, health, and physical activity. The goals for the school health improvement plan, and progress toward those goals, must be included in the district’s strategic plan required pursuant to Section 59-20-60.
<b>Education and Economic Development Act Assurances for Districts</b> (S.C. Code Ann. § 59-59-10 <i>et seq.</i> ) The superintendent certifies that:	
Yes	Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
Yes	All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
Yes	Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. ( <i>Flexibility Provisos 1.26 and 1A.14 suspends professional staffing ratios for 2017–18 in eligible districts.</i> )
Yes	Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.
Yes	All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
Yes	All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
Yes	All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
Yes	All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
Yes	Each high school in the district is organized around a minimum of three of the 16 national career clusters.
Yes	Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at-risk of dropping out actually graduate from high school with a state diploma.
Yes	Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.
Yes	Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
Yes	Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.
<b>Read To Succeed Assurances (Act 284)</b> (S.C. Code Ann. § 59-155-180 <i>et seq.</i> )	
Yes	<b>District Reading Plan</b> The district has a district reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships.
Yes	<b>4K and 5K Readiness Assessment</b> The district ensures that a state identified readiness assessment for 4K and 5K is administered to all students prior to the 45th day of school.
Yes	<b>Third Grade Retention</b> The district provides support to ensure all students who are not reading on grade level by the end of third grade are provided with an instructional program based upon students’ needs as determined by local and state formative and summative assessment data and provides intervening services, including summer reading camps, to reduce the number of students needing retention at the beginning of the 2017–18 school year.
Yes	<b>Reading Coaches</b> The district supports school based reading coaches in every elementary school.
Yes	<b>Interventions</b> The district provides interventions based on data for all students identified.
Yes	<b>Summer Reading Camps</b> The district offers summer reading camps for those students identified.
<b>Gifted and Talented Assurances</b> (SBE Regulation 43-220) <b>Students Served</b> The district serves:	
Yes	Academically gifted and talented students in elementary school (grades 3–5).
Yes	Academically gifted and talented students in middle school (grades 6–8).
Yes	Academically gifted and talented students in high school (grades 9–12).
No	Artistically gifted and talented students in elementary school (grades 3–5).
Yes	Artistically gifted and talented students in middle school (grades 6–8).
Yes	Artistically gifted and talented students in high school (grades 9–12).
No	Academically gifted and talented students in grades 1 and 2 (optional).

<b>Academically and Artistically Gifted and Talented Plan</b>	
The district plan provides a comprehensive, aligned, and coordinated continuum of services that address the advanced learning needs of academically and artistically gifted and talented students. The following components must be included in the planning:	
Yes	Differentiated curriculum, instruction, and assessments that maximize the potential of the identified students;
Yes	Support services that facilitate student learning and personalized education;
Yes	Programming models that facilitate the delivery of differentiation in curriculum and instruction;
Yes	Classroom ratios that foster positive results;
Yes	Appropriate and sufficient time in instruction to assure that the goals and objectives of the programming are met; and
Yes	Systematic assessment of student progress and programming effectiveness relative to goals.
<b>Curriculum, Instruction, and Assessment</b>	
Curriculum, instruction, and assessment that maximize the potential of the identified students and educational programming for academically gifted and talented students include these characteristics:	
Yes	Content, process, and product standards that exceed the state-adopted standards for all students and that provide challenges at appropriate levels for strengths of individual students;
Yes	Goals and indicators that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem-solving skills;
Yes	Instructional strategies that promote inquiry and accommodate the unique needs of gifted and talented learners;
Yes	Confluent approach that incorporates acceleration and enrichment;
Yes	Opportunities for the critical consumption, use, and creation of information using available technologies; and
Yes	Evaluation of student performance and programming effectiveness.
<b>Programming Models and Time</b>	
The district:	
Yes	Abides by the approved programming models (special class, special school, or resource room/pullout) for academic Gifted and Talented services,
Yes	Abides by the approved programming models (in-school, after-school, Saturday programming, summer programming, or approved hybrid) for artistic Gifted and Talented services, and
Yes	Meets or surpasses the minimum programming minutes for the approved model of services.
Yes	<b>Innovative Model (SCDE approved)</b> Any innovative model, outside of those listed above, has the required annual approval from the South Carolina Department of Education.
<b>Staffing Requirements</b>	
The district must:	
Yes	Employ teachers who hold a valid teaching certificate in the appropriate grade level(s) or subject area(s) included in the programming.
Yes	Employ Gifted and Talented endorsed teachers or Gifted and Talented certified teachers. <i>(A one year grace period is permitted in order to obtain endorsement for certified teachers teaching a Gifted and Talented course for the first time. The Gifted and Talented endorsement is encouraged for Gifted and Talented artistic teachers.)</i>
Yes	Provide planning times for Gifted and Talented teachers. The standard is 250 minutes a week or the appropriate grade-level equivalent.
Yes	Provide all teachers working with gifted and talented students annual professional development on differentiated curriculum, instructional strategies, social-emotional support, assessments, or other Gifted and Talented student-focused topics.
Yes	Provide training/guidance regarding the characteristics of academic giftedness for teachers and other district staff involved in the identification process.
Yes	Utilize an evaluation placement team to evaluate the Gifted and Talented identification process and to interpret and to evaluate student data in such a way as to insure appropriate student placement.
<b>Communication and Reporting Requirements</b>	
Yes	The district provides all parents/guardians with effective, written notice of the gifted and talented education programming, screening/referral procedures, and eligibility requirements.
Yes	If the district utilizes trial placement, local identification, and/or Gifted and Talented removal policies, those are readily accessible.
Yes	The district annually submits Form A Reports signed PDF.
Yes	The district annually submits Form A Reports Excel file.
Yes	The district annually submits Strategic Plan updates on its progress towards meeting the Gifted and Talented Goals.
Provide comments on why any of the Gifted and Talented assurances above are <b>not met</b> :	
<div style="border: 1px solid black; padding: 5px;"> <p>With the exception of the grade 5 honor choir, limited funding and staffing prevent us from offering a formalized elementary gifted and talented arts program. However, we do offer differentiated experiences during arts classes.</p> </div>	
<b>District Proficiency-Based System</b> (SBE Regulation 43-234)	
Yes	The superintendent has approved the district's Proficiency-Based System that is aligned to the local school board policy. <ul style="list-style-type: none"> <li>The Proficiency-Based System plan has been evaluated annually by the SCDE and the results have been reported back to the district.</li> </ul>

Yes	The district's Proficiency-Based System Plan: <ul style="list-style-type: none"> <li>• Explains how the needs assessment substantiates the district's Proficiency-Based System;</li> <li>• Describes the subject area course procedures for the high school proficiency-based credits the district will implement;</li> <li>• Proffers a complete syllabus for each course, or the URL(s) where a syllabus may be found and the method in which the course will be taught;</li> <li>• Provides documentation that demonstrates each course and all proficiency assessments for direct instruction are aligned to the State adopted subject area academic standards for the current year;</li> <li>• Contains a list of the prerequisite courses used for selecting students for each proficiency-based course where prerequisites are required; and <ul style="list-style-type: none"> <li>• Offers an explanation of how the proficiency-based assessments will be standardized across the district if the courses are offered in multiple schools.</li> </ul> </li> </ul>
Yes	The district has communicated NCAA eligibility requirements and higher education guidelines regarding proficiency-based courses with parents and students.
Yes	Proficiency-based courses meet all relevant state statutes and regulations unless the State Board of Education (SBE) approved the district's waiver request. <ul style="list-style-type: none"> <li>• Teachers of all proficiency courses hold valid South Carolina certifications and are appropriately certified for the proficiency subjects in which they teach.</li> </ul>

**Assurances and Terms and Conditions for State Awards**

As the district superintendent of Lexington 1, I certify that this applicant:

Yes	Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
Yes	Will give the South Carolina Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP) or agency directives.
Yes	Has an accounting system that includes sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. The financial management systems are capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system is able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures and in-kind contributions, regardless of the type of funds, if any, that it makes under this grant. Costs are shown in books or records (e.g., disbursements ledger, journal, payroll register) and are supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
Yes	Will also comply with GAAP as it relates to budgets, budget amendments, and expenditure claim submissions.
Yes	Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
Yes	Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
Yes	Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The applicant will take affirmative action to ensure that applicants for employment and the employees during the period of their employment are treated without regard to their race, color, religion, age, sex, national origin, or disability.
Yes	Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 et seq. and § 8-13-100 et seq. (Supp. 2016)).
Yes	Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 et seq. (Supp. 2016)) if the amount of this award is \$50,000 or more.

**Terms and Conditions**

Yes	<b>Completeness of Proposal</b> All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.
Yes	<b>Non-awards/Termination</b> The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. If the SCDE rejects an application, the applicant has a right to request a review of the process consistent with the appeals process presented in the Request for Proposals (RFP). After a grant has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal. Upon the termination of a grant, the grantee shall have the right to a review process. The grantee must notify the SCDE of its request within 30 days of receiving written notice of the termination.
Yes	<b>Reduction in Budgets and Negotiations</b> The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, at its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the applicant. The applicant may, at that time, negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project, but not at the level proposed. In that case, the SCDE shall notify the applicant of the amount that can be funded, and the applicant and the SCDE shall negotiate a modification to the proposal to accommodate the lower budget. All final decisions are that of the SCDE.
Yes	<b>Amendments to Grants</b> Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.
Yes	<b>Use of Grant Funds</b> Funds awarded are to be expended only for purposes and activities covered by the approved project plan, budget, and budget narrative.
Yes	<b>Submission of Expenditure Reports</b> Claims for reimbursement must be made at least quarterly and must be consistent with calendar quarters (e.g., an expenditure report claim for costs for January 1 through March 30 must be filed by May 15).

Yes	<p><b>Obligation of Grant Funds</b> Grant funds may not be obligated prior to the effective date or subsequent to the end or termination date of the grant period. No obligations are allowed after the end of the grant period. The final request for expenditure report claims must be submitted no later than thirty (30) days after the end of the grant period.</p>
Yes	<p><b>Deobligation of Funds</b> After a final expenditure claim has been submitted to the SCDE, the grantee will go through the official deobligation process with the SCDE.</p>
Yes	<p><b>Documentation</b> The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant. The grantee must review the memo regarding "Guidelines for Retaining Documentation to Support Expenditure Claims," available at <a href="http://ed.sc.gov/finance/auditing/manuals-handbooks-and-guidelines/guidelines-for-retaining-documentation-to-support-expenditures/">http://ed.sc.gov/finance/auditing/manuals-handbooks-and-guidelines/guidelines-for-retaining-documentation-to-support-expenditures/</a>.</p>
Yes	<p><b>Travel Costs</b> Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (<a href="http://www.gsa.gov">www.gsa.gov</a>) regulations for lodging. Meals and incidentals are limited by the state budget proviso, currently not to exceed \$25 per day for in-state travel and \$32 for out-of-state travel (see page 91 of the document at <a href="http://www.cg.sc.gov/guidanceandformsforstateagencies/Documents/CGsAPP/9-30-2015/DisbursementReg-9-30-15edit.pdf">http://www.cg.sc.gov/guidanceandformsforstateagencies/Documents/CGsAPP/9-30-2015/DisbursementReg-9-30-15edit.pdf</a>). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.</p>
Yes	<p><b>Honoraria</b> Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. Applicants should check with the program office before budgeting for honoraria.</p>
Yes	<p><b>Reports</b> The grantee shall submit, as required or instructed by the awarding program office, all reports (programmatic, financial, or evaluation) within the specified period or date and in the prescribed format. An expenditure claim report must be filed by August 15 for all expenditures incurred by June 30 in order to comply with the generally accepted accounting principles (GAAP) and the production of the State's Comprehensive Annual Financial Report.</p>
Yes	<p><b>Copyright</b> The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.</p>
Yes	<p><b>Certification Regarding Suspension and Debarment</b> By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the</p> <ul style="list-style-type: none"> <li>• Applicant and/or any of its principals, subgrantees, or subcontractors <ul style="list-style-type: none"> <li>• are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency; have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and</li> <li>• are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.</li> </ul> </li> <li>• Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.</li> </ul>
Yes	<p><b>Audits</b> Although this Assurances, Terms, and Conditions document is for a state award, federal audit requirements apply as follows:</p> <ul style="list-style-type: none"> <li>• Entities expending \$750,000 or more in federal awards: Entities that expend \$750,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of 2 CFR Part 200.501, et seq. Except for the provisions for biennial audits provided in 2 CFR Part 200.504 (a) and (b), audits must be performed annually as stated at 2 CFR Part 200.504. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.</li> <li>• Entities expending less than \$750,000 in federal awards: Entities that expend less than \$750,000 in a fiscal year in federal awards are exempt from the audit requirements in 2 CFR Part 200.504. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).</li> </ul>
Yes	<p><b>Records</b> The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of six (6) years after the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless informed otherwise or in case of litigation.</p>

## Stakeholder Involvement for District Strategic Plan

List the name of persons who were involved in the development of the District Strategic Plan.  
A participant for each numbered position is required.

	<b>Position</b>	<b>Name</b>
1.	<b>Superintendent</b>	Dr. Gerrita Postlewait
2.	<b>Principal</b>	Christy Graham
3.	<b>Teacher</b>	Cheryl Bartolotti
4.	<b>Parent/Guardian</b>	Marion Moore
5.	<b>Community Member</b>	Frank Shumpert
6.	<b>Private School Representative</b>	Shannon Williamson
7.	<b>District Level Administrator</b>	Nicole Mitchell
8.	<b>Paraprofessional</b>	Dawn Lucas
9.	<b>District Read To Succeed Literacy Leadership Team Lead</b>	Dr. Candace Lett
10.	<b>District Read To Succeed Literacy Leadership Team Member</b>	Dr. Lori Poole
11.	<b>School Improvement Council Member</b>	Crystal Levine
12.	<b>District Gifted and Talented Coordinator</b>	Erin Fitzgerald
13.	<b>District Federal Programs Coordinator</b>	Jessica Buzhardt
	<b>OTHERS</b> (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	
	<b>District Level Administrator</b>	Dr. Luke Clamp

## District Requested Strategic 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 Waiver 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

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# Lexington School District One 2024 - 2025 Strategic Plan

## Table of Contents

2022-23 Report Card Link










Needs Assessment Data

Executive Summary of Needs Assessment Data










Findings Performance Goals and Action Plans

District Report Card

	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Lexington One	Number of Students
<b>Reading Grades 1-5</b>	22-23	All	All	69.1%		(7188 / 10409)
		ELL	Not ELL	70.5%		(6537 / 9272)
			ELL	57.3%		(651 / 1137)
		Gender	Female	71.6%		(3656 / 5107)
			Male	66.6%		(3532 / 5302)
		InstrSetting	Not Special Ed	75.6%		(6690 / 8846)
			Special Ed	31.9%		(498 / 1563)
		Race	Black / Latinx	55.6%		(1595 / 2867)
			White / Other	74.2%		(5593 / 7542)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Lexington One	Number of Students
<b>ELA</b>	22-23	All	All	58.9%		(7467 / 12684)
		ELL	Not ELL	60.6%		(7294 / 12032)
			ELL	26.5%		(173 / 652)
		Gender	Female	62.4%		(3921 / 6288)
			Male	55.4%		(3546 / 6396)
		InstrSetting	Not Special Ed	65.8%		(7205 / 10953)
			Special Ed	15.1%		(262 / 1731)
		Race	Black / Latinx	40.9%		(1217 / 2975)
			White / Other	64.4%		(6250 / 9709)




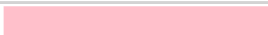





	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Lexington One	Number of Students
<b>Math</b>	22-23	All	All	46.0%		(5844 / 12694)
		ELL	Not ELL	47.2%		(5682 / 12042)
			ELL	24.8%		(162 / 652)
		Gender	Female	44.3%		(2787 / 6290)
			Male	47.7%		(3057 / 6404)
		InstrSetting	Not Special Ed	51.4%		(5636 / 10960)
			Special Ed	12.0%		(208 / 1734)
		Race	Black / Latinx	27.8%		(828 / 2980)
White / Other	51.6%			(5016 / 9714)		










	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Lexington One	Number of Students
<b>Science</b>	22-23	All	All	47.0%		(1966 / 4179)
		ELL	Not ELL	48.5%		(1905 / 3924)
			ELL	23.9%		(61 / 255)
		Gender	Female	46.5%		(963 / 2069)
			Male	47.5%		(1003 / 2110)
		InstrSetting	Not Special Ed	52.5%		(1895 / 3609)
			Special Ed	12.5%		(71 / 570)
		Race	Black / Latinx	28.6%		(273 / 955)
			White / Other	52.5%		(1693 / 3224)

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth TargetLexington One	Number of Students
<b>Math</b>	22-23	All	All	23.8%		(4239 / 17822)
		ELL	ELL	26.3%		(382 / 1455)
			Not ELL	23.6%		(3857 / 16367)
		Gender	Female	22.0%		(1918 / 8729)
			Male	25.5%		(2321 / 9093)
		InstrSetting	Not Special Ed	24.5%		(3718 / 15165)
			Special Ed	19.6%		(521 / 2657)
		Race	Black / Latinx	20.7%		(835 / 4037)
			White / Other	24.7%		(3404 / 13785)

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth TargetLexington One	Number of Students
<b>Reading</b>	22-23	All	All	30.5%		(5426 / 17817)
		ELL	ELL	30.5%		(442 / 1448)
			Not ELL	30.4%		(4984 / 16369)
		Gender	Female	30.2%		(2633 / 8721)
			Male	30.7%		(2793 / 9096)
		InstrSetting	Not Special Ed	31.9%		(4844 / 15173)
			Special Ed	22.0%		(582 / 2644)
		Race	Black / Latinx	25.2%		(1016 / 4028)
			White / Other	32.0%		(4410 / 13789)



	Year	Group	Subgroup	%	Percent of students with Silver or higher on Ready to Work for Lexington One	Number of Students
<b>Ready to Work</b>	2022-2023	All	All	63.8%		(1432 / 2246)
		ELL	ELL	51.9%		(109 / 210)
			Not ELL	65.0%		(1323 / 2036)
		Gender	Female	62.4%		(685 / 1097)
			Male	65.0%		(747 / 1149)
		InstrSetting	Not Special Ed	70.3%		(1399 / 1990)
			Special Ed	12.9%		(33 / 256)
		Race	Black / Latinx	43.8%		(266 / 608)
			White / Other	71.2%		(1166 / 1638)










	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington One	Number of Students
<b>All</b>	2022-2023	All	All	12.3%		(68 / 554)
		ELL	ELL	5.6%		(1 / 18)
			Not ELL	12.5%		(67 / 536)
		Gender	Female	11.1%		(33 / 296)
			Male	13.6%		(35 / 258)
		InstrSetting	Not Special Ed	13.0%		(67 / 514)
			Special Ed	2.5%		(1 / 40)
		Race	Black / Latinx	4.7%		(6 / 127)
			White / Other	14.5%		(62 / 427)










	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington One	Number of Students
<b>English</b>	2022-2023	All	All	41.5%		(230 / 554)
		ELL	ELL	16.7%		(3 / 18)
			Not ELL	42.4%		(227 / 536)
		Gender	Female	45.9%		(136 / 296)
			Male	36.4%		(94 / 258)
		InstrSetting	Not Special Ed	44.6%		(229 / 514)
			Special Ed	2.5%		(1 / 40)
		Race	Black / Latinx	26.8%		(34 / 127)
			White / Other	45.9%		(196 / 427)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington One	Number of Students
<b>Math</b>	2022-2023	All	All	19.0%		(105 / 554)
		ELL	ELL	11.1%		(2 / 18)
			Not ELL	19.2%		(103 / 536)
		Gender	Female	16.9%		(50 / 296)
			Male	21.3%		(55 / 258)
		InstrSetting	Not Special Ed	20.2%		(104 / 514)
			Special Ed	2.5%		(1 / 40)
		Race	Black / Latinx	8.7%		(11 / 127)
			White / Other	22.0%		(94 / 427)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington One	Number of Students
<b>Reading</b>	2022-2023	All	All	33.4%		(185 / 554)
		ELL	ELL	5.6%		(1 / 18)
			Not ELL	34.3%		(184 / 536)
		Gender	Female	36.5%		(108 / 296)
			Male	29.8%		(77 / 258)
		InstrSetting	Not Special Ed	35.8%		(184 / 514)
			Special Ed	2.5%		(1 / 40)
		Race	Black / Latinx	17.3%		(22 / 127)
			White / Other	38.2%		(163 / 427)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington One	Number of Students
<b>Science</b>	2022-2023	All	All	26.2%		(145 / 554)
		ELL	ELL	11.1%		(2 / 18)
			Not ELL	26.7%		(143 / 536)
		Gender	Female	25.0%		(74 / 296)
			Male	27.5%		(71 / 258)
		InstrSetting	Not Special Ed	28.0%		(144 / 514)
			Special Ed	2.5%		(1 / 40)
		Race	Black / Latinx	13.4%		(17 / 127)
White / Other	30.0%			(128 / 427)		

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Benchmarks on SAT for High Schools	Number of Students
<b>Evidence-Based Reading and Writing</b>	22-23	All	All	73.0%		(1325 / 1815)
		ELL	ELL	63.0%		(97 / 154)
			Not ELL	73.9%		(1228 / 1661)
		Gender	Female	75.9%		(736 / 970)
			Male	69.7%		(589 / 845)
		InstrSetting	Not Special Ed	75.4%		(1308 / 1734)
			Special Ed	21.0%		(17 / 81)
		Race	Black / Latinx	55.1%		(247 / 448)
			White / Other	78.9%		(1078 / 1367)

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Benchmarks on SAT for High Schools	Number of Students
<b>Math</b>	22-23	All	All	44.0%		(798 / 1815)
		ELL	ELL	44.8%		(69 / 154)
			Not ELL	43.9%		(729 / 1661)
		Gender	Female	39.6%		(384 / 970)
			Male	49.0%		(414 / 845)
		InstrSetting	Not Special Ed	45.8%		(794 / 1734)
			Special Ed	4.9%		(4 / 81)
		Race	Black / Latinx	25.0%		(112 / 448)
			White / Other	50.2%		(686 / 1367)



	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington One	Number of Students
<b>Algebra 1</b>	22-23	All	All	72.9%		(1744 / 2393)
		ELL	Not ELL	74.6%		(1710 / 2291)
			ELL	33.3%		(34 / 102)
		Gender	Female	75.1%		(832 / 1108)
			Male	71.0%		(912 / 1285)
		InstrSetting	Not Special Ed	77.3%		(1659 / 2147)
			Special Ed	34.6%		(85 / 246)
		Race	Black / Latinx	53.7%		(51 / 95)
White / Other	72.2%			(174 / 241)		










	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington One	Number of Students
<b>Biology 1</b>	22-23	All	All	59.4%		(1553 / 2615)
		ELL	Not ELL	61.3%		(1536 / 2506)
			ELL	15.6%		(17 / 109)
		Gender	Female	61.0%		(747 / 1225)
			Male	58.0%		(806 / 1390)
		InstrSetting	Not Special Ed	64.5%		(1483 / 2299)
			Special Ed	22.2%		(70 / 316)
		Race	Black / Latinx	39.1%		(101 / 258)
White / Other	63.7%			(382 / 600)		










	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington One	Number of Students
<b>English 2</b>	22-23	All	All	87.9%		(1852 / 2107)
		ELL	Not ELL	89.7%		(1813 / 2021)
			ELL	45.3%		(39 / 86)
		Gender	Female	91.5%		(921 / 1007)
			Male	84.6%		(931 / 1100)
		InstrSetting	Not Special Ed	92.5%		(1736 / 1877)
			Special Ed	50.4%		(116 / 230)
		Race	Black / Latinx	80.4%		(164 / 204)
White / Other	92.6%			(464 / 501)		










	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington One	Number of Students
<b>US History</b>	22-23	All	All	68.6%		(1439 / 2097)
		ELL	Not ELL	70.5%		(1420 / 2014)
			ELL	22.9%		(19 / 83)
		Gender	Female	68.1%		(706 / 1037)
			Male	69.2%		(733 / 1060)
		InstrSetting	Not Special Ed	72.8%		(1398 / 1920)
			Special Ed	23.2%		(41 / 177)
		Race	Black / Latinx	52.8%		(103 / 195)
White / Other	69.6%			(334 / 480)		

	Year	Group	Subgroup	%	On Time Graduation Rate for Lexington One	Number of Students
<b>GradRate</b>	22-23	All	All	87.8%		(1857 / 2114)
		ELL	Not ELL	87.8%		(1857 / 2114)
		Gender	Female	91.2%		(973 / 1067)
			Male	84.4%		(884 / 1047)
		InstrSetting	Not Special Ed	90.4%		(1738 / 1922)
			Special Ed	62.0%		(119 / 192)
		Race	Black / Latinx	81.9%		(236 / 288)
			White / Other	88.8%		(1621 / 1826)

Year	Status	Student Count	Stu Cnt
22-23	CC - Local Document Recipient	49	2.3%
	GN - Non-Graduate	198	9.4%
	GY - Graduate	1863	88.3%
Total		2110	

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington One	Number of Students
<b>Accelerated/ Eagles</b>	22-23	All	All	13.8%		(3180 / 23021)
		ELL	Not ELL	13.8%		(2860 / 20696)
			ELL	13.8%		(320 / 2325)
		Gender	Female	14.0%		(1586 / 11303)
			Male	13.6%		(1594 / 11718)
		InstrSetting	Not Special Ed	15.7%		(3121 / 19909)
			Special Ed	1.9%		(59 / 3112)
		Race	Black / Latinx	7.6%		(497 / 6510)
			White / Other	16.2%		(2683 / 16511)










	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington One	Number of Students
<b>Honors</b>	22-23	All	All	23.8%		(5509 / 23146)
		ELL	Not ELL	24.1%		(5006 / 20804)
			ELL	21.5%		(503 / 2342)
		Gender	Female	27.3%		(3105 / 11384)
			Male	20.4%		(2404 / 11762)
		InstrSetting	Not Special Ed	27.0%		(5403 / 20033)
			Special Ed	3.4%		(106 / 3113)
		Race	Black / Latinx	17.3%		(1129 / 6536)
			White / Other	26.4%		(4380 / 16610)










	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington One	Number of Students
<b>AP/IB</b>	22-23	All	All	7.8%		(1797 / 23044)
		ELL	Not ELL	7.8%		(1606 / 20713)
			ELL	8.2%		(191 / 2331)
		Gender	Female	8.9%		(1011 / 11319)
			Male	6.7%		(786 / 11725)
		InstrSetting	Not Special Ed	8.9%		(1782 / 19932)
			Special Ed	0.5%		(15 / 3112)
		Race	Black / Latinx	4.7%		(308 / 6514)
			White / Other	9.0%		(1489 / 16530)












	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington One	Number of Students
<b>Dual Credit</b>	22-23	All	All	4.3%		(981 / 23023)
		ELL	Not ELL	4.3%		(883 / 20698)
			ELL	4.2%		(98 / 2325)
		Gender	Female	5.3%		(602 / 11305)
			Male	3.2%		(379 / 11718)
		InstrSetting	Not Special Ed	4.4%		(882 / 19911)
			Special Ed	3.2%		(99 / 3112)
		Race	Black / Latinx	3.3%		(217 / 6510)
			White / Other	4.6%		(764 / 16513)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Lexington One	Number of Students
<b>Chronic Absences</b>	22-23	All	All	18.5%		(5574 / 30150)
		ELL	Not ELL	18.3%		(5101 / 27802)
			ELL	20.1%		(473 / 2348)
		Gender	Female	18.5%		(2703 / 14616)
			Male	18.5%		(2871 / 15529)
		InstrSetting	Not Special Ed	17.0%		(4320 / 25450)
			Special Ed	26.7%		(1254 / 4700)
		Race	Black / Latinx	23.0%		(1990 / 8645)
			White / Other	16.7%		(3584 / 21505)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington One	Number of Students
<b>Referrals</b>	22-23	All	All	26.3%		(7929 / 30144)
		ELL	Not ELL	26.8%		(7443 / 27793)
			ELL	20.7%		(486 / 2351)
		Gender	Female	20.1%		(2937 / 14615)
			Male	32.2%		(4992 / 15524)
		InstrSetting	Not Special Ed	25.7%		(6544 / 25454)
			Special Ed	29.5%		(1385 / 4690)
		Race	Black / Latinx	34.0%		(2556 / 7515)
			White / Other	23.7%		(5373 / 22629)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington One	Number of Students
<b>In School Suspensions</b>	22-23	All	All	10.4%		(3147 / 30144)
		ELL	Not ELL	10.6%		(2949 / 27793)
			ELL	8.4%		(198 / 2351)
		Gender	Female	7.4%		(1079 / 14615)
			Male	13.3%		(2068 / 15524)
		InstrSetting	Not Special Ed	9.8%		(2504 / 25454)
			Special Ed	13.7%		(643 / 4690)
		Race	Black / Latinx	15.0%		(1129 / 7515)
			White / Other	8.9%		(2018 / 22629)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington One	Number of Students
<b>Out of School Suspensions</b>	22-23	All	All	6.6%		(1998 / 30144)
		ELL	Not ELL	6.8%		(1879 / 27793)
			ELL	5.1%		(119 / 2351)
		Gender	Female	4.5%		(652 / 14615)
			Male	8.7%		(1346 / 15524)
		InstrSetting	Not Special Ed	5.8%		(1470 / 25454)
			Special Ed	11.3%		(528 / 4690)
		Race	Black / Latinx	10.5%		(792 / 7515)
			White / Other	5.3%		(1206 / 22629)

## Data for Executive Summary of Needs Assessment

Goal Area	Level	Goal	Baseline Data
Student Achievement	All	The average percent of possible Academic Achievement points earned on the state report card will reach 62% by 2029.	52.0% of possible points on the Academic Achievement indicator on the 2023 state report card earned
	Elementary/Middle	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 58.5% by 2029.	48.5% of possible points on the Student Progress indicator on the 2023 state report card earned
	High	The percent of students the graduation cohort demonstrating college and/or career readiness as reported on the state report card will reach 83.4% by 2029.	73.40% of possible points on the College and Career Readiness indicator on the 2023 state report card earned
Teacher/Administrator Quality	All	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 more accurate data.)	3.00 average score on SCDE 4.0 Rubric estimated (2022-23)
School Climate	All	The average percent of School Climate points earned on the state report card will reach 71.5% by 2029.	67.0% of possible points on the school climate indicator on the 2023 state report card earned
Gifted and Talented (Academic)	Elementary/Middle	The percent of SC READY ELA and Math scores from Gifted and Talented identified students that meet Added Value Targets will reach 56% by 2029.	51.0%
	High	The percent of GT identified students in the graduation cohort demonstrating college readiness (as defined by SCDE) will reach 90% by 2029.	85.0%
Gifted and Talented (Other)	All	Overall survey response percentage of either "somewhat agree," "agree," or "strongly agree" on the Lexington 1 Gifted and Talented Student Survey will increase to TBD by 2029.	TBD

### ***Student Achievement***

District data demonstrates a need to address disparities in student achievement among different demographic groups based on socioeconomic status and race. In all subjects, but especially math, lower performance and larger discrepancies among the district's historically underachieving subgroups exist at all levels. Shifts in instruction and a continued focus on student growth are essential to improving academic achievement and student progress metrics on the state report card. Additionally, our comprehensive curriculum effectiveness audit revealed the need for improving the quality of formative and summative assessments which is crucial to support instruction and measure learning effectively.

### ***Teacher and Administrator Quality***

The domains of Planning and Instruction on the South Carolina Teacher Evaluation Rubric 4.0 demonstrate the most need for improvement. Enhancements in teacher and administrator quality are necessary through developing a structured professional development plan aligned with the district's goals. To support this enhancement, we will focus on supporting each school's implementation the newly crafted Instructional Framework and Graduate Profile through ongoing professional learning and leadership coaching. Additionally, establishing a system for intentional monitoring of classroom instruction and providing consistent feedback to educators are both vital for improving instructional quality. Clear expectations and accountability measures for administrators to monitor instruction and provide feedback to staff need to be established.

### ***School Climate***

School climate remains relatively high overall, based on state climate survey results. The lowest rated area by students and parents was Social and Physical Environment, while the lowest area rated by teachers was Home-School Relations. Improving the school climate requires a variety of strategies including implementing a comprehensive program evaluation process to determine the effectiveness of current programs, processes, and facilities, embedding cost-benefit analysis into budgetary processes is essential to enhance productivity and resource efficiency and prioritizing long-term facility and technology planning crucial to creating high-quality learning environments and ensuring equitable access to educational programs for all students.

### ***Gifted and Talented Education***

The district's comprehensive curriculum effectiveness audit highlights the importance of addressing unequal access to high-quality programming in gifted and talented education. Additionally, we have not seen the academic growth among our gifted and talented population that will sustain high levels of achievement. Developing a comprehensive student assessment and curriculum management plan is essential to support the diverse needs of students. Monitoring student progress and providing necessary support for diverse student populations are key components to ensure student success and college readiness after graduation.

### ***Conclusion***

Across all areas of the strategic plan, the district must be guided by the new Instructional framework and profile of a Lexington District One graduate. The district strategic plan, school renewal plans, and district and school work plan must align with the practices, procedures, and outcomes outlined in these documents.

Location: District

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)
All	Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 62% by 2029.	52.0%	54.0%	56.0%	58.0%	60.0%	62.0%
Elementary/Middle	Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 58.5% by 2029.	48.50%	50.50%	52.50%	54.50%	56.50%	58.50%
High	Academic Achievement	The percent of students the graduation cohort demonstrating college and/or career readiness as reported on the state report card will reach 83.4% by 2029.	73.40%	75.40%	77.40%	79.40%	81.40%	83.40%
			<b>Actual Data (Academic Ach.)</b>					
			<b>Actual Data (Progress)</b>					
			<b>Actual Data (CCR)</b>					

**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	Superintendent and Senior Leadership Team	NA	NA	-Implementation Monitoring Tool Data -Classroom Observation Data -Completed evaluation of school calendar and schedules and implementation of revisions as necessary
Implement the recommendations of the 2023 comprehensive curriculum effectiveness audit, to include the following:  - Develop and implement curriculum management plan, assessment plan, professional learning and instructional technology plan.  - Revise practices and structures that improve student access to quality instructional programming and the support necessary to fully take advantage of those opportunities.  - Revise the "I" Board policies re: curriculum management, professional learning, program evaluation, assessment, budgeting, instructional technology, and equitable access to programming.	July 2024-June 2029	Chief Academic Officer, Director of Instructional Technology, Director of Accountability, Director of Teaching and Learning, Coordinator of Professional Learning, Board of Trustees	NA	NA	-Completed plans, -Closer alignment of curriculum to standard and instruction to standard, -Improvement on indicators related to questioning and critical thinking on classroom observation tool. -Completed instructional program and course audit and developed a plan for access to quality programs across schools. - Successfully revised and adopted board policies - Increase in satisfaction as assessed on relevant areas of the SCDE climate survey
Develop and implement revised school work plan process that is aligned to the strategic plan and respective school renewal plans.	July 2024-June 2029	Chief Academic Officer; Coordinator of Professional Learning; Executive Directors Elementary, Middle, and High schools; School Administrators	NA	NA	- Completed school work plans - Updated school work plan process document - Updated agendas for beginning, middle, and end of year
Refine academic and behavioral intervention systems and structures according to the needs of students.	July 2024-June 2029	Chief Academic Officer, Coordinator of MTSS and ML Programs, Executive Director of Teaching and Learning	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
All	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
<b>Actual Data</b>								

**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	Superintendent	NA	NA	-Implementation Monitoring Tool Data -Classroom Observation Data -Completed evaluation of school calendar and schedules and implementation of revisions as necessary
Implement the recommendations of the 2023 comprehensive curriculum effectiveness audit, to include the following:  - Develop and implement curriculum management plan, assessment plan, professional learning and instructional technology plan.  - Revise practices and structures that improve student access to quality instructional programming and the support necessary to fully take advantage of those opportunities.  - Revise the "I" Board policies re: curriculum management, professional learning, program evaluation, assessment, budgeting, instructional technology, and equitable access to programming.	July 2024-June 2029	Chief Academic Officer, Director of Instructional Technology, Director of Accountability, Director of Teaching and Learning, Coordinator of Professional Learning, Board of Trustees	NA	NA	-Completed plans, -Closer alignment of curriculum to standard and instruction to standard, -Improvement on indicators related to questioning and critical thinking on classroom observation tool. - Successfully revised and adopted board policies - Increase in satisfaction as assessed on relevant areas of the SCDE climate survey -Completed program evaluations
Develop and implement revised school work plan process that is aligned to the strategic plan and respective school renewal plans.	July 2024-June 2029	Chief Academic Officer; Coordinator of Professional Learning; Executive Directors Elementary, Middle, and High schools; School Administrators	NA	NA	- Completed school work plans - Updated school work plan process document - Updated agendas for beginning, middle, and end of year
Continue to refine Human Resources practices and policies to create efficient structures to serve all employees.	July 2024-June 2029	Superintendent and Senior Leadership Team	NA	NA	- Updated organizational chart and job descriptions - Improved time-to-hire metrics - Updated HR related board policies

Level	Area	Goal	2024 (From 2023 Report Card)	2025 (From 2023 Report Card)	2026 (From 2023 Report Card)	2027 (From 2023 Report Card)	2028 (From 2023 Report Card)	2029 (From 2023 Report Card)
All	School Climate	The average percent of School Climate points earned on the state report card will reach 71.5% by 2029.	67.0%	68.0%	69.0%	70.0%	71.0%	72.0%
<b>Actual Data</b>								

**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	Superintendent and Senior Leadership Team	NA	NA	-Implementation Monitoring Tool Data -Classroom Observation Data -Completed evaluation of school calendar and schedules and implementation of revisions as necessary
Implement the recommendations of the 2023 comprehensive curriculum effectiveness audit, to include the following:  - Develop and implement professional learning and instructional technology plan.  - Revise the Board policies related school climate	July 2024-June 2029	Chief Academic Officer, Director of Instructional Technology, Director of Accountability, Director of Teaching and Learning, Coordinator of Professional Learning, Board of Trustees	NA	NA	- Successfully revised and adopted board policies - Increase in satisfaction as assessed on relevant areas of the SCDE climate survey -Completed program evaluations
Strengthen 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	Chief Academic Officer, Chief Operations/Students Services Officer, Executive Director of Special Services	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 - Consistent practices related to behavior across schools
Develop a strategic communications and engagement plan.	July 2024-June 2029	Superintendent and Senior 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 - Communication and Engagement Plan developed and implemented
Conduct a detailed demographics study and develop and adopt a comprehensive long-term facilities plan.	July 2024-June 2029	Superintendent, Senior Leadership Team, Board of Trustees	NA	NA	- Increase in satisfaction as assessed on relevant areas of the SCDE climate 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 56% by 2029.	51.0%	52.0%	53.0%	54.0%	55.0%	56.0%
<b>Actual Data</b>								

**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	Superintendent	NA	NA	-Implementation Monitoring Tool Data -Classroom Observation Data -Completed evaluation of school calendar and schedules and implementation of revisions as necessary
Implement the recommendations of the 2023 comprehensive curriculum effectiveness audit, to include the following:  - Develop and implement curriculum management plan, assessment plan, professional learning and instructional technology plan.  - Revise practices and structures that improve student access to quality instructional programming and the support necessary to fully take advantage of those opportunities.  - Revise the "I" Board policies re: curriculum management, professional learning, program evaluation, assessment, budgeting, instructional technology, and equitable access to programming.	July 2024-June 2029	Chief Academic Officer, Director of Instructional Technology, Director of Accountability, Executive Director of Teaching and Learning, Coordinator of Professional Learning, Board of Trustees	NA	NA	-Completed plans, -Closer alignment of curriculum to standard and instruction to standard, -Improvement on indicators related to questioning and critical thinking on classroom observation tool. - Successfully revised and adopted board policies - Increase in satisfaction as assessed on relevant areas of the SCDE climate survey -Completed program evaluations
Refine 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	Chief Academic Officer, Executive Director of Teaching and Learning, Gifted/Talented Coordinator	NA	NA	- Increase in those who are identified by Grade 5 - 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

Level	Area	Goal	2024 CCR data	2025 CCR data	2026 CCR data	2027 CCR data	2028 CCR data	2029 CCR data
High	Gifted and Talented (Academic)	The percent of GT identified students in the graduation cohort demonstrating college readiness (as defined by SCDE) will reach 90% by 2029.	85.0%	86.0%	87.0%	88.0%	89.0%	90.0%
<b>Actual Data</b>								

**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	Superintendent	NA	NA	-Implementation Monitoring Tool Data -Classroom Observation Data -Completed evaluation of school calendar and schedules and implementation of revisions as necessary
Implement the recommendations of the 2023 comprehensive curriculum effectiveness audit, to include the following:  - Develop and implement curriculum management plan, assessment plan, professional learning and instructional technology plan.  - Revise practices and structures that improve student access to quality instructional programming and the support necessary to fully take advantage of those opportunities.  - Revise the "I" Board policies re: curriculum management, professional learning, program evaluation, assessment, budgeting, instructional technology, and equitable access to programming.	July 2024-June 2029	Chief Academic Officer, Director of Instructional Technology, Director of Accountability, Executive Director of Teaching and Learning, Coordinator of Professional Learning, Board of Trustees	NA	NA	-Completed plans, -Closer alignment of curriculum to standard and instruction to standard, -Improvement on indicators related to questioning and critical thinking on classroom observation tool. - Successfully revised and adopted board policies - Increase in satisfaction as assessed on relevant areas of the SCDE climate survey -Completed program evaluations
Refine gifted and talented systems and structures related to preparation and delivery models to include the necessary support students may need to be successful.	July 2024-June 2029	Chief Academic Officer, Executive Director of Teaching and Learning, Gifted/Talented Coordinator	NA	NA	- Increase in the number of student work samples that meet multiple attributes of powerful learning experiences - Increasing the number of honors level classes in CTE - Increase in the number of G/T identified students who remain in rigorous coursework (Honors, AP, IB, and Dual Enrollment)

Level	Area	Goal	2024 GT Survey	2025 GT Survey	2026 GT Survey	2027 GT Survey	2028 GT Survey	2029 GT Survey
All	Gifted and Talented (Other)	Overall survey response percentage of either "somewhat agree," "agree," or "strongly agree" on the Lexington 1 Gifted and Talented Student Survey will increase to TBD by 2029.	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
			<b>Actual Data</b>					

**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	Superintendent	NA	NA	-Implementation Monitoring Tool Data -Classroom Observation Data -Completed evaluation of school calendar and schedules and implementation of revisions as necessary
Implement the recommendations of the 2023 comprehensive curriculum effectiveness audit, to include the following:  - Develop and implement curriculum management plan, assessment plan, professional learning and instructional technology plan.  - Revise practices and structures that improve student access to quality instructional programming and the support necessary to fully take advantage of those opportunities.  - Revise the "I" Board policies re: curriculum management, professional learning, program evaluation, assessment, budgeting, instructional technology, and equitable access to programming.	July 2024-June 2029	Chief Academic Officer, Director of Instructional Technology, Director of Accountability, Executive Director of Teaching and Learning, Coordinator of Professional Learning, Board of Trustees	NA	NA	-Completed plans, -Closer alignment of curriculum to standard and instruction to standard, -Improvement on indicators related to questioning and critical thinking on classroom observation tool.- Successfully revised and adopted board policies - Increase in satisfaction as assessed on relevant areas of the SCDE climate survey -Completed program evaluations
Refine gifted and talented systems and structures related to preparation and delivery models to include the necessary support students may need to be successful.	July 2024-June 2029	Chief Academic Officer, Executive Director of Teaching and Learning, Gifted/Talented Coordinator	NA	NA	- Increase in those who are identified by Grade 5 - Increase in the number of student work samples that meet multiple attributes of powerful learning experiences - Increasing the number of honors level classes in CTE - Increase in the number of G/T identified students who remain in rigorous coursework (Honors, AP, IB, and Dual Enrollment)

## **GIFTED AND TALENTED REQUIRED TABLES**

**DIRECTIONS:** As a part of the District Strategic Plan, complete the following tables, save as one PDF file, and upload under the tab labeled Gifted and Talented Required Tables. Additionally, attach up to four documents to support the final table. All information should be saved as one PDF file and uploaded. The required tables are as follows:

- A. Gifted and Talented Policies and Practices**
- B. Gifted and Talented Scope and Sequence**
- C. Gifted and Talented Grades of Academic Service**
- D. Gifted and Talented Grades of Artistic Service**
- E. Gifted and Talented Screening and Identification Notification**

**GIFTED AND TALENTED POLICIES AND PRACTICES**

**Directions:** Place an X for an affirmative response in columns marked Academic and Artistic.

		ACADEMIC	ARTISTIC
The district utilizes state identification of gifted and talented students for:	grades 1–2		
	grades 3–5	X	X
	grades 6–8	X	X
	grades 9–12	X	X
The district utilizes trial placement (1 year conditional placement) for:	grades 1–2		
	grades 3–5	X	
	grades 6–8		
	grades 9–12		
The district utilizes a local identification process (local criteria rubric) for:	grades 1–2		
	grades 3–5		
	grades 6–8		
	grades 9–12		
The district utilizes a formal withdrawal policy for:	grades 1–2		
	grades 3–5	X	X
	grades 6–8	X	X
	grades 9–12	X	X

**GIFTED AND TALENTED SCOPE AND SEQUENCE**

A gifted and talented scope and sequence is utilized in the following grades for:	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	<b>Academic</b>			X	X	X	X	X	X	X	X	X	X
	<b>Artistic</b>						X	X	X	X	X	X	X
Formal gifted and talented curriculum is utilized in the following grades for:	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	<b>Academic</b>			X	X	X	X	X	X	X	X	X	X
	<b>Artistic</b>						X	X	X	X	X	X	X



**GIFTED AND TALENTED GRADES OF ACADEMIC SERVICE**

		CURRICULUM AREA					
GRADE	MODEL	<i>Use approved abbreviations for curriculum.</i>	INTERDISCIPLINARY	ELA	MATH	SCIENCE	SOCIAL STUDIES
K		Curriculum Used					
1		Curriculum Used					
2		Curriculum Used					
3		Curriculum Used	Inquiry Units	William & Mary Jacob's Ladder	M3 Units	William & Mary Units	William & Mary Units
4		Curriculum Used	Inquiry Units	William & Mary Jacob's Ladder	M3 Units	William & Mary Units	William & Mary Units
5		Curriculum Used	Inquiry Units	William & Mary Jacob's Ladder	M3 Units	William & Mary Units	William & Mary Units
6		Curriculum Used		Teacher created units focusing on differentiation, curriculum compacting and acceleration.	Teacher created units focusing on differentiation, curriculum compacting and acceleration.	Teacher created units focusing on differentiation, curriculum compacting and acceleration.	Teacher created units focusing on differentiation, curriculum compacting and acceleration.
7		Curriculum Used		Teacher created units focusing on differentiation, curriculum compacting and acceleration.	Teacher created units focusing on differentiation, curriculum compacting and acceleration.	Teacher created units focusing on differentiation, curriculum compacting and acceleration.	Teacher created units focusing on differentiation, curriculum compacting and acceleration.
8		Curriculum Used		Teacher created units focusing on	Teacher created units focusing on	Teacher created units focusing on	Teacher created units focusing on

				differentiation, curriculum compacting and acceleration.	differentiation, curriculum compacting and acceleration.	differentiation, curriculum compacting and acceleration.	differentiation, curriculum compacting and acceleration.
9		<b>Curriculum Used</b>		Teacher created units focusing on differentiation, curriculum compacting and acceleration.	Teacher created units focusing on differentiation, curriculum compacting and acceleration.	Teacher created units focusing on differentiation, curriculum compacting and acceleration.	Teacher created units focusing on differentiation, curriculum compacting and acceleration.
10		<b>Curriculum Used</b>		Teacher created units focusing on differentiation, curriculum compacting and acceleration.	Teacher created units focusing on differentiation, curriculum compacting and acceleration.	Teacher created units focusing on differentiation, curriculum compacting and acceleration.	Teacher created units focusing on differentiation, curriculum compacting and acceleration.
11		<b>Curriculum Used</b>		Teacher created units focusing on differentiation, curriculum compacting and acceleration.	Teacher created units focusing on differentiation, curriculum compacting and acceleration.	Teacher created units focusing on differentiation, curriculum compacting and acceleration.	Teacher created units focusing on differentiation, curriculum compacting and acceleration.
12		<b>Curriculum Used</b>		Teacher created units focusing on differentiation, curriculum compacting and acceleration.	Teacher created units focusing on differentiation, curriculum compacting and acceleration.	Teacher created units focusing on differentiation, curriculum compacting and acceleration.	Teacher created units focusing on differentiation, curriculum compacting and acceleration.

**DISTRICT:Lexington One**

**INFORMATION FOR SCHOOL YEAR: 2024**

## GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES

Model Used: \_\_\_\_\_

GRADE	<i>(Use approved abbreviations for curriculum.)</i>	INTERDISCIPLINARY	DANCE	MUSIC	THEATRE	VISUAL ARTS	OTHER
<b>K</b>	<b>Curriculum Used</b>						
<b>1</b>	<b>Curriculum Used</b>						
<b>2</b>	<b>Curriculum Used</b>						
<b>3</b>	<b>Curriculum Used</b>						
<b>4</b>	<b>Curriculum Used</b>						
<b>5</b>	<b>Curriculum Used</b>						
<b>6</b>	<b>Curriculum Used</b>		Teacher created units focusing on differentiation, curriculum compacting and acceleration.	Teacher created units focusing on differentiation, curriculum compacting and acceleration.	Teacher created units focusing on differentiation, curriculum compacting and acceleration.	Teacher created units focusing on differentiation, curriculum compacting and acceleration.	Teacher created units focusing on differentiation, curriculum compacting and acceleration.
<b>7</b>	<b>Curriculum Used</b>		Teacher created units focusing on differentiation, curriculum compacting and acceleration.	Teacher created units focusing on differentiation, curriculum compacting and acceleration.	Teacher created units focusing on differentiation, curriculum compacting and acceleration.	Teacher created units focusing on differentiation, curriculum compacting and acceleration.	Teacher created units focusing on differentiation, curriculum compacting and acceleration.
<b>8</b>	<b>Curriculum Used</b>		Teacher created units focusing on differentiation, curriculum compacting and	Teacher created units focusing on differentiation, curriculum compacting and	Teacher created units focusing on differentiation, curriculum compacting and	Teacher created units focusing on differentiation, curriculum compacting and	Teacher created units focusing on differentiation, curriculum compacting and

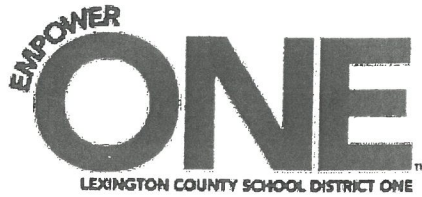


## **GIFTED AND TALENTED SCREENING AND IDENTIFICATION NOTIFICATION**

Describe the ways in which the district notifies parents and community of its nomination and identification.

All second grade families receive a letter notifying them of the CogAT and Iowa testing dates and that these tests are used as part of our gifted and talented screening process. A follow up letter is provided to families in January explaining the scores and if their child qualified or not and what the next screening step will be. Additionally, we send numerous letters home regarding the SCDE Performance Task Assessment and for the artistic gifted and talented nominations and selection. Examples attached.

Attach up to four relevant files pertaining to notification to the parents and community on GT identification screening. These may include brochures, parent letters, non-English versions, etc.



## State Criteria for Identifying Academically Gifted and Talented Students

### Mission

The mission of gifted education is to maximize the potential of gifted and talented students by providing programs and services that match the unique characteristics and needs of these students. Programs that serve identified students seek to develop talent, provide depth of study, set an appropriate pace for instruction, integrate complexity into the curriculum, and show students how to deal with issues of significance.

### Identification Process

Gifted and talented students are found within all racial, ethnic, and socioeconomic groups. Identification is a multi-step process. The state of South Carolina has established three dimensions as criteria for placement in the academically gifted program. Students must meet the eligibility criteria in at least **two of the three** dimensions.

Screening/Referral/Assessment Profile SC State-funded Academic Gifted and Talented Program	Criteria	Qualifying Test(s) Administered in Lex One
Dimension A: Reasoning Ability	93rd age percentile or higher nationally normed aptitude test	CogAT (Fall)  *All 2nd & 4th graders 3rd & 5th as needed
Dimension B: High Achievement in Reading and/or Mathematical Areas	94th percentile or higher nationally normed achievement test  *Cut score within advanced level in Reading or Math on SC Ready	Iowa/ITBS (Fall)  SC READY (Spring)  iReady
Dimension C: Intellectual/Academic Performance  Eligibility: Must first meet Dimension A or B	80% or higher - 2nd grade 90% or higher - 3rd grade  ** 80% or higher - 4th grade 90% or higher - 5th grade  ** Beginning Grade 6: 3.75+ GPA Academic Core Subjects	Primary Performance Tasks Assessment (Spring)  Intermediate Performance Tasks Assessment (Spring)

G&T Qualification (8/23): Either 96 or higher national age percentile composite/total score OR must meet 2 of 3 Dimensions

Only SCDE approved Assessments administered in grades 2 or greater are eligible

Dimension A: 93 or higher national age percentile rank score

Dimension B: 94 or higher national age percentile score OR SC Ready minimum

Scale Score as per chart (grade level at test administration)

Dimension C: Minimum 3.75 Grade GPA on 4.0 GPA scale (rising grade 6), OR

Primary Verbal (Max 20): Grade 2 - 16 or better, Grade 3 - 18 or better OR

Primary NonVerbal (Max 20): Grade 2 - 16 or better, Grade 3 - 18 or better OR

Intermediate Verbal (Max 20): Grade 4 - 16 or better, Grade 5 - 18 or better OR

Intermediate NonVerbal (Max 28): Grade 4 - 22 or better, Grade 5 - 25 or better

SC Ready 2024			SC Ready 2023			SC Ready 2022		
Gr	ELA	Math	Gr	ELA	Math	Gr	ELA	Math
3	625	647	3	625	616	3	608	615
4	683	646	4	706	656	4	672	640
5	735	700	5	741	686	5	701	683
6	752	680	6	753	668	6	715	680
7	800	691	7	787	688	7	760	686
8	798	720	8	819	718	8	775	714

### **Special Note**

Students are eligible for placement on the basis of aptitude scores alone if they score at or above the 96th national age percentile on the composite score of a nationally normed aptitude test.

### **State Identification Program**

The SC State-funded Academic Gifted and Talented Program requires the testing and screening of all 2<sup>nd</sup> grade students to identify those who qualify for placement in the gifted program beginning in 3<sup>rd</sup> grade. (Note: No private testing will be accepted for eligibility; however, those results may be considered for referral purposes.)

### **District Assessment Program**

The Lexington One Assessment Program provides additional test results in grades 3<sup>rd</sup>—5<sup>th</sup> that are added to a student's profile for additional eligibility screening. These tests include:

- CogAT — Cognitive Abilities Test
- ITBS — Iowa Test of Basic Skills
- SC READY — Standards Based/College & Career Readiness Achievement Test
- PTA — South Carolina Performance Tasks Assessment

All students participate in one or more of these screening assessments annually.

### **Notification**

Parents of students are notified by letter when:

- **Qualifications are met and student will enter the program.**
- **One dimension is met and student will be involved in additional screening.**

Parents of students who do not qualify for the program may appeal in writing to the district coordinator. The District GT Evaluation/Placement Team will determine if further screening or retesting is indicated.

For specific information regarding the GT program in Lexington School District One, please contact:

**Erin FitzGerald**  
**Coordinator, Academically and Artistically Talented Programs**  
**821-1062**  
**[efitzgerald@lexington1.net](mailto:efitzgerald@lexington1.net)**  
**100 Tarrar Springs Road – P.O. Box 1869**  
**Lexington, SC 29072**



January 20, 2024

Dear Parent/Guardian,

We have completed a review of test scores to establish eligibility for placement in the Lexington School District One Academically Gifted and Talented Program – EAGLE. Students are eligible by meeting the criteria for the SC State-Funded Academic Gifted and Talented Program. Enclosed is your child’s **SC GT Student Profile**. Please save it as evidence of meeting the SC criteria.

**Guide to Profile:**

**Academic Status Box** (below demographic information)

Lists your child’s Qualifying Test Data used to establish Eligibility

<b>Dimension A</b>	<b>Dimension B</b>	<b>Dimension C</b>
Reports your child’s scores on CogAT, OLSAT-- reasoning ability tests	Reports scores on ITBS, SC Ready – achievement tests	Reports scores on Performance Tasks (given in Spring)

The criteria for GT qualification in all of the dimensions are listed below the chart. For PASS scores, the eligibility requirement for each grade and test is listed in the small chart. There is a new cut score criteria set each year.

**Students must qualify in 2 of 3 dimensions.**

Exception: Students qualify “aptitude alone” by scoring 96 or higher national age percentile on the composite /total reasoning ability test (Dim. A)

Congratulations to your child for meeting the criteria and being eligible to begin the EAGLE Program in 3rd grade (August 2024). You will receive orientation information from your child’s school in August. If you have any questions, please contact your school’s assistant principal or me at 821-1062.

Sincerely,

Erin Darby FitzGerald  
 Coordinator of Academically and Artistically Talented Programs





January 2024

Dear 2<sup>nd</sup> Grade Parents:

Lexington One administered the Cognitive Abilities Test (CogAT) and Iowa Assessment Reading & Math to all 2<sup>nd</sup> grade students in October 2020. This screening is part of the state testing program for all 2<sup>nd</sup> grade students. The Profile Narrative for your child is enclosed with this letter. The narrative will give you information on your child's performance on the two tests. The following information may assist you as you review your child's results.

**What does CogAT measure?**

CogAT measures learned reasoning and problem-solving skills in three different areas: verbal, quantitative, and nonverbal. Reasoning skills develop gradually throughout a person's lifetime and at different rates for different individuals. Reasoning abilities are good predictors of success in school. However, CogAT does not measure such factors as effort, attention, motivation, and work habits, which also contribute importantly to school achievement.

**Why was CogAT administered?**

- Teachers use CogAT scores to help students learn more effectively. For example, if a student's score profile shows an uneven pattern of relative strength and weakness, the teacher can provide challenging opportunities for the student to do the kind of thinking he/she does best (building on the student's strength). The teacher can also support aspects of new tasks that rely on a student's relative weakness. When the student has established a foothold in an area, the teacher can guide her/him to develop the relatively weaker reasoning skill by applying this skill to the familiar task (strengthening the student's weakness).
- The school district will also use the CogAT test results to help identify academically gifted students. Because CogAT is just one of many tools used to identify academically gifted students, notification regarding qualification for the gifted and talented program will be disseminated in late January or early February.

**How do the three batteries of CogAT differ?**

- The **Verbal Battery** measures flexibility, fluency, and adaptability in reasoning with verbal materials and in solving verbal problems. These reasoning abilities play an important role in reading comprehension, critical thinking, writing, and virtually all verbal learning tasks.
- The **Quantitative Battery** measures quantitative reasoning skills; flexibility and fluency in working with quantitative symbols and concepts; and the ability to organize, structure, and give meaning to an unordered set of numerals and mathematical symbols. These reasoning skills are significantly related to problem solving in mathematics and other disciplines.
- The **Nonverbal Battery** measures reasoning using geometric shapes and figures. To perform successfully, students must invent strategies for solving novel problems. They must be flexible in using these strategies and accurate in implementing them.

**What is my child's relative standing on each battery and the Composite?**

Because CogAT is nationally normed, an individual's test performance can be compared with the test performances of other students throughout the nation who are the same age.

For example: A student's national age percentile rank of 81 on verbal reasoning ability means that he/she scored higher than 81 percent of the students his/her age in the national norming sample.

If you have further questions, please contact the testing coordinator at your school or you may contact me at [efitzgerald@lexington1.net](mailto:efitzgerald@lexington1.net) or 803-821-1062.

Thank you,

Erin FitzGerald

Coordinator of Academically and Artistically Gifted and Talented

**Would you like to audition for a seat in our Honors Visual Art Program?**

This studio class will offer you an opportunity to explore a variety of art mediums. Students who participate in the class are committed to a high standard of artistic work, attendance, and must commit for all fourteen classes taking place between November and March. (See page 2 for class schedule.) Please do not request an audition if there is any possibility that you would be unable to honor this commitment.

**There is no fee for After School Artistically Talented Programs.**

The Honors Art Program will be offered at each Lexington County School District One middle school with members of our Visual Art staff serving as instructors.

## AUDITIONS

Auditions will be held in the art room at each of the middle schools. Students should plan to stay the entire time for this workshop audition.

Auditions will occur on  
September 5th for  
**BMS CSM GMS LMS MGMS**  
**PMS PHMS WKMS**  
Audition time:  
3:45 PM to 4:45 PM

**Audition Requirements:**

- Bring two pieces of your original, completed artwork--done within the past 2 years
  - No cartoon/anime/manga characters
  - No drawings on notebook paper
- At the audition you will produce a still-life rendering as an additional piece.
- Write your first and last name and grade level on the back of all art work

[Interested students, register now at this link.](#)

**Response Deadline – September 1st**

If you don't have web access, fill out & return this form to your art teacher to enter your information.

**Please Print Legibly**



Student Name: \_\_\_\_\_ School: \_\_\_\_\_

Student's Lexington One Email Address: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Daytime Phone: \_\_\_\_\_ Parent's Email Address: \_\_\_\_\_

## Class Schedule

<p>Gilbert Middle School Beechwood Middle School Carolina Springs Middle School Lakeside Middle School Pelion Middle School</p>	<p>Tuesdays</p>	<p>3:45 to 5:15 PM</p>	<p>Oct. 3, 10, 17, 24, 31 Nov. 7, 14, 28 Dec. 5, 12</p>	<p>Jan. 9, 16, 23, 30 <i>Make-Up Day</i> Feb. 6, 13, 20</p>
<p>Pleasant Hill Middle School</p>	<p>Tuesdays</p>	<p>3:30 to 5:00 PM</p>	<p>Oct. 3, 10, 17, 24, 31 Nov. 7, 14, 28 Dec. 5, 12</p>	<p>Jan. 9, 16, 23, 30 <i>Make-Up Day</i> Feb. 6, 13, 20</p>
<p>Meadow Glen Middle School</p>	<p>Tuesdays</p>	<p>3:35 to 5:05 PM</p>	<p>Oct. 3, 10, 17, 24, 31 Nov. 7, 14, 28 Dec. 5, 12</p>	<p>Jan. 9, 16, 23, 30 <i>Make-Up Day</i> Feb. 6, 13, 20</p>
<p>White Knoll Middle School</p>	<p>Fridays</p>	<p>3:45-5:15 PM</p>	<p>Oct. 6, 13, 20, 27 Nov. 3, 10, 17 Dec 1, 8</p>	<p>Jan. 5, 12, 19, 26 Feb. 9 <i>Make-Up Days</i> Feb. 16, 23</p>

**Art Show Between: March 4th- 20th with Family night March 14th**

# Lexington District One Children's Honor Choir

Laura Beck and Victoria Lee, DIRECTORS

Congratulations!

You have been nominated to audition for the Lexington School District One Children's Honor Choir. The Children's Choir is a group of select singers in grades 4 and 5 who want to improve their music reading and vocal skills in artistic singing. Students who participate in the choir want a musical challenge and are committed to a high standard of vocal performance and attendance.

## **Audition Requirements and Process**

### **Students will be expected to do the following:**

- Sing "My Country Tis of Thee" acapella by memory in the key of F first with a small group of other students, then alone as a SOLO
- Sing a major ASCENDING SCALE, repeat the top DO and proceed immediately into a DESCENDING SCALE (D pitch) – Individually – Using any neutral syllable or using solfege

The required five-minute audition will be held on Tuesday, November 7th at Pleasant Hill Middle School in the Chorus Room. There is NO alternate date. A definitive time will be emailed to you for your audition. This time is specific to your child for his/her audition.

**Should your Child Be Selected for the District Honor Choir you will be committed to the following:**

**In-Person Rehearsal Required Dates:** January 9,16,23,30 February 6,13,20,27 March 5,12,19,26 April 9,16,23,30. Rehearsals will be every Tuesday from 3:45-5:00 at Pleasant Hill Middle School's Choral Room.

Our concert date is April 30th at PHMS. Students report at 5:30 and the concert begins at 6:30.

Parents are responsible for transportation to and from rehearsals on Tuesdays. Students selected will be responsible for a \$15.00 fee to purchase their District Honor Choir Shirt.

I UNDERSTAND THAT IF MY CHILD IS SELECTED AND PARTICIPATES IN THE DISTRICT CHOIR, HE/SHE WILL COMMIT FOR IN-PERSON REHEARSALS, CHOIR FEE, AND PERFORMANCE ON April 30.

Interested students, [Register at this link:](#)

Response Deadline: Oct 27, 2023

Audition times will be emailed one week prior to auditions.

Questions? Contact Kelli Rooks at [krooks@lexington1.net](mailto:krooks@lexington1.net)



*If you don't have web access, complete & return this form to your music teacher to enter your information.*

(OVER)

Please Print Legibly

<b>Student's First and Last Name</b>	
<b>School</b>	
<b>Grade</b>	
<b>Elementary Music Teacher's Name</b>	
<b>Homeroom Teacher</b>	
<b>Student's T-Shirt Size (Please Circle)</b>	<b>Youth Small Youth Medium Youth Large Youth Extra Large Adult Small Adult Medium Adult Large Adult XL Adult 2XL</b>
<b>Parent's Name (Primary Contact)</b>	
<b>Parent's Phone Number (Primary Contact)</b>	
<b>Parent's Email Address (Primary Contact)</b>	
<b>Parent's Name (Secondary Contact)</b>	
<b>Parent's Phone Number (Secondary Contact)</b>	
<b>Parent's Email Address (Secondary Contact)</b>	



Dear Students and Parents,

The band programs in Lexington District One are among the best in the nation. Our students are recognized for their excellence and represent our schools and district at Tri-DAC, Region Band, All-State Band, Concert Festival, and Solo and Ensemble. This year we are excited to once again hold the Lexington One Middle School District Honor Band! Students representing all middle schools in the district will gather to rehearse, make friends, and perform a challenging repertoire of music in a large and diverse ensemble. **This exciting event will take place February 6th and 7th, 2024 at Beechwood Middle School**

We invite all students to audition for the District Honor Band!

→ Auditions will be held at Pleasant Hill Middle School on Thursday, November 16 from 4:00-6:30 p.m.

- In order to register to audition, your child must return this completed form, with signatures, to their band director no later than **Friday, October 20th**
- Each student will be given an audition time the week prior to auditions.
- There is no cost to audition or participate.

**Please prepare the following for your audition:**

- **Scales:** 3 of the required SCBDA Junior level scales (Concert Bb, Ab, and F); also students will be asked to play the chromatic scale to the best of their ability. Percussionists will play the above scales on mallets and the following rudiments on snare drum: paradiddle, flam tap, and 9-stroke roll.
- **Required Excerpt** – Students will play an excerpt of the 2023-24 Junior All-state etude (percussionists will play excerpts from both the mallet and snare solos).
- Students will also be responsible for defining 5 of the **Terms** from the SCBDA list.
- You will also **sight-read** ONE short piece during your audition.

**District Honor Band Clinic Schedule:**

**Tuesday, February 6th, 2024**

- Students will go to their school and check in at the start of the day to be counted present.
- 1:00 - 2:00 PM - Students will travel by bus to Beechwood Middle School
- 2:00 - 5:00 PM - Rehearsal
- 5:00 PM - Dismissal to parents at the theater entrance of Beechwood Middle School

**Wednesday, February 7th, 2024**

- Students will go to their school and check in at the start of the day to be counted present.
- 8:00 - 9:00 AM - Students will travel by bus to Beechwood Middle School
- 9:15 - 5:00 PM - Rehearsal. (Lunch provided, or students may bring their own.)
- 6:30 pm - Concert in Beechwood Middle School Theater, students should wear their typical band concert attire.

Thank you for your interest!

Lexington One Middle School Band Directors  
 Kelli Rooks  
 Lexington 1 Fine Arts Lead Teacher  
[krooks@lexington1.net](mailto:krooks@lexington1.net)

<b>Today's Date:</b>	
<b>Student's First Name:</b>	<b>Student's Last Name:</b>
<b>Instrument:</b>	<b>School:</b>
<b>I acknowledge that I have read the</b>	<b>Student's Signature:</b>

**information shared in this form and have no prior commitments that will conflict with auditions and District Honor Band if I am selected to participate.**

**Parent's Signature:**

Form Name: SOUTH CAROLINA DEPARTMENT OF EDUCATION DISTRICT PROFICIENCY-BASED SYSTEM PLAN APPLICATION  
Submission Time: April 17, 2024 9:16 am  
Browser: Chrome 123.0.0.0 / OS X  
IP Address: 207.144.99.8  
Unique ID: 1216008360  
Location:

## SOUTH CAROLINA DEPARTMENT OF EDUCATION DISTRICT PROFICIENCY-BASED SYSTEM PLAN APPLICATION

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### Section I: Basic Information

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**Date** Apr 17, 2024

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**Please select your district from the drop-down list:** 3201-Lexington County School District One

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**Primary Contact Name** Dr. Natalie Osborne Smith

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**Primary Contact Position** Executive Director of Leadership and Middle Schools

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**Contact Phone Number** (803) 821-1012

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**Contact Email Address** nsmith@lexington1.net

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### Section 2: Plan Information

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**1. Goals: Briefly describe the goals that the district hopes to achieve through its proficiency- based system.**

Online Coursework

The mission of Lexington School District One is to guide all students to learn, grow, and excel. Access to high-quality online learning opportunities allows students to formulate new knowledge and earn credits through online courses, but also develop critical skills for post-secondary success. Self-management, online collaboration, and written communication skills are enhanced through the online learning experience. We also recognize that due to advances in technology, information, and communication, our students will be required to successfully navigate online learning environments in post-secondary education and the workforce.

The demand for online learning opportunities, allowing students to learn through a personalized path, place, and pace continues to grow each year. Flexible options for personalized learning paths for students continue to be requested by our students annually. Parents and students contact the district regularly to inquire about online course options and how they can help in obtaining their academic goals and create academic space for specialized in person learning experiences found only in our schools.

World Languages

The SC Standards for World Languages are based on the premise that all course units of study will be taught in a performance-based classroom environment. Lexington School District One has provided world language learners the opportunity to become competent language speakers through a performance-based curriculum and grading practice. This practice allows our language learners to progress through their language coursework by demonstrating competency through their performance in the language on performance-based assessments. This includes giving students credit for coursework due to prior knowledge in the language.

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**2. Types of Credit: Indicate the type(s) of proficiency-based system credit from the guidance document for which the district is seeking approval.**

- Initial Credit
- Credit through Prior Knowledge
- Credit Recovery

**3. Metrics for Accountability and Success: Provide a description of the process that the district will use to develop and finalize both short- and long-term metrics for how the district will determine whether its proficiency-based system has achieved success on its articulated goals. Also describe how you will integrate these metrics into your district strategic plan.**

Lexington One utilizes a system of vertical alignment through each content area based on state standards and coordinated through content specialists at the district level. Data regarding specific measures will be collected and benchmarks established for each year and data will be stored in the Office of Accountability Data Dashboard. Online or proficiency-based advancement will be continuously reviewed and analyzed at the individual student level, the school level, and the district level. Each school offering proficiency-based online courses will annually compile data measuring the number of proficiency-based online courses attempted by their students and the number of proficiency-based online courses completed for credit. Additionally, the designated contact at each school will provide the final grades earned by students for each attempted credit. These data will be shared with the district contact for accountability and the contact for online learning for the purpose of program evaluation using data analysis procedures, including participation rates, passing rates, grade distributions, EOCEP score distributions, and appropriate statistical comparisons.

For students to earn credit in a World Language course, they will demonstrate competency through the successful completion of performance-based assessments in all three modes of communication (interpersonal, interpretive, and presentational). For students to earn credit through prior knowledge, they will demonstrate competency through the following:

- Performance on a written presentational task
- Interpersonal conversation with the teacher, which would inform a teacher recommendation
- Performance on an accredited online proficiency test ([www.avantassessment.com](http://www.avantassessment.com))

Credit earned through a World Language course and through prior knowledge will be quantified on their transcript following the Uniform Grading Policy table.

A record will be kept of the process and will continually be reviewed. The data will be analyzed at the individual student level to support schools in placing students in the appropriate leveled course as well as awarding credit through prior knowledge. Additionally, each year the district's Office of Assessment and Accountability compiles the assessment performance data from all students on district assessments and on the external AVANT assessment (STAMP) and creates a report and data analysis for review by the district supervisors, teachers, and administrators. This report helps the district analyze areas of strength and areas for focused instructional support and practices for the following year.

The metrics for the proficiency-based plan will help to inform our growth towards the academic achievement goal of improving college and career readiness rates.

**4. Student Participation: Provide a description of how the district will develop strategies and tools to communicate the existence of or encourage student participation in the new proficiency-based system as well as a short statement denoting which school(s) within the district will be included. Furthermore, provide a description of how the district will develop its process to determine which students are eligible to participate in a proficiency-based system course or receive proficiency-based system credit(s).**

Ongoing communication between the school, the student, and the student's parent/guardian is an expectation in all of our district's schools. In each secondary school, school counselors work with the administrative team to identify students who would benefit from proficiency-based courses, either as an intervention for academic difficulty or as an innovative approach to personalize learning for students. School counselors and administrators advise students on options through face-to-face meetings, letters, and emails, and ultimately through a contract provided by the district, modeled after the South Carolina School Boards Association model policy for credit recovery. Parents and students meet with the school team to understand all aspects of the proficiency-based course experience, the impact on credit acquisition, and grade-point average. Additionally, World Language and/or Multi-Lingual Program teachers will work directly with students and families to identify if awarding credit through prior knowledge is an appropriate avenue for their academic needs and success.

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**5. Individual Student Learning Needs: For each of the proficiency-based credits that the district plans to offer, provide a description of the process that the district will use to develop and finalize strategies to ensure that individual student learning needs are addressed.**

The purpose of offering proficiency-based online and blended course offerings is so that we may meet the various needs of our students in secondary schools and Adult Education. Online learning provides districts the opportunity to offer courses in an environment that removes the barriers of time and place imposed by traditional seat time requirements. The flexibility created by offering credit through online courses in a proficiency-based system will allow students to have their individual academic needs met in a variety of ways. Students may aspire to earn their diploma at an accelerated pace. Some students may have fallen behind their graduation plan and need to earn credit outside of the school day to stay on track. Offering proficiency-based pathways through online and blended courses is an innovative way for students to earn credits toward graduation at a pace that is individualized and appropriate while maintaining rigorous academic standards.

The purpose of offering proficiency-based world language course offerings and credit through prior knowledge is to prepare and provide for real-world learning opportunities where our learners use their language skills at school and beyond to better prepare them for future college offerings and on-the-job opportunities should they move directly into the workforce from our schools. The learning scenarios are flexible enough to address the learning needs of students and to support their interests. The quality of student work is assessed based on standards mastery, allowing for credit to be granted in a proficiency-based system without regard to seat time.

**6. Changes to District Policies: Describe the process that the district will use to determine what policies and structures may need to be changed to fully implement the proficiency- based system. This may include policies related to grading, reporting, and transcripts, among others.**

The proficiency plan specifically supports the following district policies and procedures that are already in place in Lexington District One: Policy IKADD, Policy IKADD - R, and the Lexington One World Languages Grading and Assessing Documents. At this time, no changes in district policy or procedures would be required to continue implementing this plan.

Link to IKADD - <https://boardpolicyonline.com/?b=lex&s=365464>

Link to IKADD-R - <https://boardpolicyonline.com/?b=lex&s=365469>

Link to World Languages Grading/Assessing Documents - <https://docs.google.com/document/d/11UU6xjZDAyVA2MBt8vkhggzzYAEHWRWQojhOGFAIRil/edit>

**7. Community Engagement: Describe the process that the district will use to ensure that community members and stakeholders, including parents, students, and school staff are aware of the opportunities provided by the proficiency-based system. Also describe the process that the district will use to engage these stakeholders in its development.**

Ongoing communication between the school, the student, and the student's parents is an expectation in all of our district's schools. In each high school, school counselors work with the administrative team to identify students who would benefit from proficiency-based courses, either as an intervention for academic difficulty or as an innovative approach to personalize for students. As part of this process, families and students will work closely with teachers, administrators, and school counselors to determine if credit recovery or credit through prior knowledge of World Language courses is an appropriate choice for individual students. This collaboration will happen at a variety of times throughout the year including but not limited to the following: Individual Graduation Plan meetings, enrollment paperwork processing, teacher conferences, and class scheduling conversations. As we will share below, proficiency-based courses are available for students who have met course prerequisites as established in the Lexington School District One Course Catalog and who have met with their counselor about their academic needs. In communicating the district's strategic plan to stakeholders, emphasis will be placed on the availability of credit accumulation through the proficiency based system.

**8. Method for Determining Proficiency: Provide a description of how the district will develop and finalize the methods of determining proficiency for the purposes of awarding credit for the courses offered through the proficiency-based system. The district should also describe how it will make sure that expectations are shared for all students enrolled in the course. Please also articulate whether and how the district will develop an appeals process.**

Proficiency-based courses are available for students who have met course prerequisites as established in the Lexington School District One Course Catalog and who have met with their school counselor about their academic need. Expectations for proficiency-based courses are shared via course syllabi, in online class platforms, and during parent conferences/individual graduation plan meetings/etc. Credit is awarded for courses taken in the proficiency based system in alignment with the district's current Grading Practices and the 2019 Uniform Grading Policy and in alignment with Lexington One Board Policies Policy IKADD and Policy IKADD-R. If circumstances arise where there is disagreement about the best pathway for a student, appeals can be made to the school's principal and then to the district's High Schools and Postsecondary Pathways Executive Director.

All world language courses in middle and high school are proficiency-based. For students to earn credit in a World Language course, they will demonstrate competency through the successful completion of performance-based assessments in all three modes of communication (interpersonal, interpretive, and presentational). For students to earn credit through prior knowledge, they will demonstrate competency through the following:

- Performance on a written presentational task
- Interpersonal conversation with the teacher, which would inform a teacher recommendation
- Performance on an accredited online proficiency test ([www.avantassessment.com](http://www.avantassessment.com))

Credit earned through a World Language course and through prior knowledge will be quantified on their transcript following the Uniform Grading Policy table.

Students, along with their families, will conference with teachers and/or school counselors to determine placement or to discuss performance in the course. This conference allows both the student and the instructor to highlight areas where students must focus their efforts for the successful completion of proficiency-based courses. The decision to pursue or continue in a proficiency-based course is made collaboratively between the school, student, and parents or guardians.

The proficiency plan specifically supports the following district policies and procedures that are already in place in Lexington District One: Policy IKADD, Policy IKADD - R, Lexington One Virtual Enrollment Procedures, and the Lexington One World Languages Grading and Assessing Documents.

Expectations for proficiency-based courses are shared via course syllabi, in online class platforms, and during parent conferences/individual graduation plan meetings/etc.

If circumstances arise where there is disagreement about the best pathway for a student, appeals can be made to the school's principal and then to the district's High Schools and Postsecondary Pathways Executive Director.

**9. Academic Standards: Provide a description of the process that the district will use to ensure that the evaluation of mastery and any accompanying courses provided under the proficiency-based system address the appropriate academic standards and learning expectations for which credit is to be awarded.**

Utilizing online digital courseware allows the courses we offer to align with and support current State Board of Education-approved content area academic state standards. The digital courseware design team follows changes to standards or courses approved by the state of South Carolina and alignment specialists continuously update the content and system to meet state and national standards. New courses are continuously in development to meet expanding course offerings. The curriculum department's structure allows for continuous moderation, evaluation, and development of new course content.

World Language standards are based on language proficiency, which directly connects to our plan to award credit for prior knowledge. Courses and assessments are designed around all three modes of communication, including interpretive, interpersonal, and presentational tasks. These three modes are specifically outlined in the state standards by proficiency level. Additionally, our external accredited online proficiency tests assess two of three modes of communication, including interpretive and presentational.

<https://ed.sc.gov/instruction/standards-learning/world-languages/standards/2019-college-and-career-ready-standards-for-world-language-proficiency-with-asl/>

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**10. Supports: Describe what type(s) of additional supports the district will consider making available to engender student success and demonstration of content proficiency for credit recovery. \*The supports question is required for the Credit Recovery option only.**

Lexington District One recognizes that multiple factors impact a student's academic experience and success. Our use of proficiency-driven learning allows for increased personalization for students who have not been consistently successful in traditional classroom environments by creating flexible timelines that allow students to accelerate or decrease their pace in order to match their learning needs. Schools will be able to provide time and access during the school day for students to work independently in an online course while still providing the ability for face-to-face support if necessary. The quality of student work is assessed based on standards mastery, allowing for credit to be granted in a proficiency-based system without regard to seat time. Additionally, students enrolled in proficiency-based courses are supported throughout their course by a certified teacher of record typically located on the same campus, as well as an on-site facilitator whose sole responsibility is monitoring and supporting student progress. Students with IEPs or 504 plans maintain the support of their entire team, made up of certified teachers, parents, administrators, and counselors, who regularly monitor student success and determine appropriate interventions for each student.

**Assurances: By checking these boxes and submitting this application, I certify:** Any courses that will utilize the proficiency-based methods outlined in this application have been approved by the SCDE.  
The district will take steps to ensure courses will be taught by teachers with the appropriate credentials.  
If students take health, the district will ensure provisions required under Erin's Law are realized.  
The district will remain under the 5% cap for students enrolling in full-time virtual programs.  
The district has made students and families aware of NCAA regulations around proficiency-based courses/credits.

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## 2024 District Summer School Program Sites Identification

District Name: Lexington District One District Summer School Contact: Mary Gaskins

Contact's Phone Number: 803-821-1050 Contact's Email Address: mgasking@lexington1.net

**NO SUMMER SCHOOL PROGRAM SITES**

- Directions:**
- 1) List and complete all information for all school sites in the district that will implement a Summer School Program.
  - 2) **SBE Regulation 43-240: Summer School Program Criteria**
    - a. Answer "Yes" if the Summer School Program meets the following SBE Regulation 43-240 criteria:
      - **Grade 1–8** students are required to attend the Summer School Program in order to be promoted to the next grade level; or
      - **Grade 9–12** students are awarded high school credit.

Name of Physical Site(s) for Summer School Program	Name of Site Administrator	Administrator E-mail Address	Purpose of Summer School Program (Promotion in grades 1-8, Initial HS Credit, Read to Succeed, Credit Recovery, or other)	Meets SBE Reg. 43-240: Summer School Program Criteria (YES or NO)	Elementary, Middle or High School
Gilbert, Lexington, Pelion, River Bluff, and White Knoll	Dr. Luke Clamp	lclamp@lexington1.net	Credit Recovery, Initial Credit	Yes	High
Gilbert, Pelion, Meadow Glen, Pleasant Hill and White Knoll Middle Schools	Dr. Natalie Osborne Smith	nsmith@lexington1.net	Academic Intervention	Yes	Middle
Pelion Elementary	Dr. Erica Bissell	<a href="mailto:ebissell@lexington1.net">ebissell@lexington1.net</a>	Academic Intervention/Read to Succeed	Yes/No	Elementary
Forts Pond Elementary	Dr. Erica Bissell	<a href="mailto:ebissell@lexington1.net">ebissell@lexington1.net</a>	Academic Intervention/Read to Succeed	Yes/No	Elementary
Red Bank Elementary	Dr. Erica Bissell	<a href="mailto:ebissell@lexington1.net">ebissell@lexington1.net</a>	Academic Intervention/Read to Succeed	Yes/No	Elementary

Name of Physical Site(s) for Summer School Program	Name of Site Administrator	Administrator E-mail Address	Purpose of Summer School Program (Promotion in grades 1-8, Initial HS Credit, Read to Succeed, Credit Recovery, or other)	Meets SBE Reg. 43-240: Summer School Program Criteria (YES or NO)	Elementary, Middle or High School
Lake Murray Elementary	Dr. Erica Bissell	<a href="mailto:ebissell@lexington1.net">ebissell@lexington1.net</a>	Academic Intervention/Read to Succeed	Yes/No	Elementary
Lexington Elementary	Dr. Erica Bissell	<a href="mailto:ebissell@lexington1.net">ebissell@lexington1.net</a>	Academic Intervention/Read to Succeed	Yes/No	Elementary
Gilbert Elementary	Dr. Erica Bissell	<a href="mailto:ebissell@lexington1.net">ebissell@lexington1.net</a>	Academic Intervention/Read to Succeed	Yes/No	Elementary
Lakeside Middle	Dr. Erica Bissell	<a href="mailto:ebissell@lexington1.net">ebissell@lexington1.net</a>	Academic Intervention	No	Middle
White Knoll Middle	Dr. Erica Bissell	<a href="mailto:ebissell@lexington1.net">ebissell@lexington1.net</a>	Academic Intervention	No	Middle
Pelion Middle	Dr. Erica Bissell	<a href="mailto:ebissell@lexington1.net">ebissell@lexington1.net</a>	Academic Intervention	No	Middle
Pelion High	Dr. Erica Bissell	<a href="mailto:ebissell@lexington1.net">ebissell@lexington1.net</a>	Academic Intervention/Initial Credit/Credit Recovery	Yes	High

***Please upload this completed form as a PDF document into the Strategic Renewal Application (as part of the District Strategic Plan) no later than April 30, 2024. If you have any questions, contact Barret Leviner at 803-734-3477 or by e-mail at [bleviner@ed.sc.gov](mailto:bleviner@ed.sc.gov).***