

District Strategic Plan Signature Page

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

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

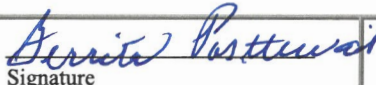
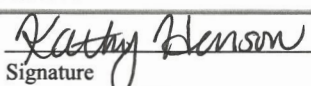
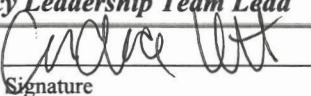
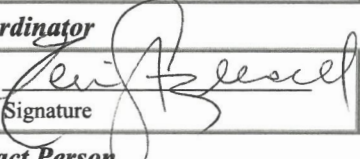

Required Signature Page

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. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the 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. §59-139-10 *et seq.* (Supp. 2004)); EAA (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)); District and School Planning (SBE Regulation 43-261); Student Health and Fitness Act (S.C. Code Ann. §59-10-330); Read to Succeed (S.C. Code Ann. §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

<i>Superintendent</i>		
<u>Dr. Gerrita Postlewait</u> Printed Name	 Signature	<u>3-27-25</u> Date
<i>Chairperson, District Board of Trustees</i>		
<u>Kathryn W. Henson</u> Printed Name	 Signature	<u>4/1/25</u> Date
<i>District Read To Succeed Literacy Leadership Team Lead</i>		
<u>Dr. Candace Lett</u> Printed Name	 Signature	<u>3/7/25</u> Date
<i>District Gifted and Talented Coordinator</i>		
<u>Erin Fitzgerald</u> Printed Name	 Signature	<u>3/6/25</u> Date
<i>District Strategic Planning Contact Person</i>		
<u>Dr. Natalie Osborne Smith</u> Printed Name	 Signature	<u>14 Feb 2025</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.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes	Academic Assistance, PreK–3 The 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	Academic Assistance, Grades 4–12 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	Parent Involvement 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	Staff Development 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	Technology 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	Innovation The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration 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	Developmental Screening 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	Half-Day Child Development 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	Developmentally Appropriate Curriculum for PreK–3 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	Parenting and Family Literacy 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	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk” children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): 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	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district wide/school wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.
Students Health and Fitness Act Assurance (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.
Education and Economic Development Act Assurances for Districts (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.
Read To Succeed Assurances (Act 284) (S.C. Code Ann. § 59-155-180 <i>et seq.</i>)	
Yes	District Reading Plan 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	4K and 5K Readiness Assessment 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	Third Grade Retention 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	Reading Coaches The district supports school based reading coaches in every elementary school.
Yes	Interventions The district provides interventions based on data for all students identified.
Yes	Summer Reading Camps The district offers summer reading camps for those students identified.
Gifted and Talented Assurances (SBE Regulation 43-220) Students Served 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).

Academically and Artistically Gifted and Talented Plan	
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.
Curriculum, Instruction, and Assessment	
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.
Programming Models and Time	
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	Innovative Model (SCDE approved) Any innovative model, outside of those listed above, has the required annual approval from the South Carolina Department of Education.
Staffing Requirements	
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.
Communication and Reporting Requirements	
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 not met :	
<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>	
District Proficiency-Based System (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"> • The Proficiency-Based System plan has been evaluated annually by the SCDE and the results have been reported back to the district.

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

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	<p>Completeness of Proposal</p> <p>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.</p>
Yes	<p>Non-awards/Termination</p> <p>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).</p> <p>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.</p> <p>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.</p>
Yes	<p>Reduction in Budgets and Negotiations</p> <p>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.</p>
Yes	<p>Amendments to Grants</p> <p>Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.</p>
Yes	<p>Use of Grant Funds</p> <p>Funds awarded are to be expended only for purposes and activities covered by the approved project plan, budget, and budget narrative.</p>
Yes	<p>Submission of Expenditure Reports</p> <p>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).</p>

Yes	<p>Obligation of Grant Funds 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>Deobligation of Funds 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>Documentation 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 http://ed.sc.gov/finance/auditing/manuals-handbooks-and-guidelines/guidelines-for-retaining-documentation-to-support-expenditures/.</p>
Yes	<p>Travel Costs Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (www.gsa.gov) 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 http://www.cg.sc.gov/guidanceandformsforstateagencies/Documents/CGsAPP/9-30-2015/DisbursementReg-9-30-15edit.pdf). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.</p>
Yes	<p>Honoraria 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>Reports 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>Copyright 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>Certification Regarding Suspension and Debarment By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the</p> <ul style="list-style-type: none"> • Applicant and/or any of its principals, subgrantees, or subcontractors <ul style="list-style-type: none"> • 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 • are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above. • 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.
Yes	<p>Audits 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"> • 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. • 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).
Yes	<p>Records 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.

	Position	Name
1.	Superintendent	Dr. Gerrita Postlewait
2.	Principal	Christy Graham
3.	Teacher	Cheryl Bartolotti
4.	Parent/Guardian	Marion Moore
5.	Community Member	Frank Shumpert
6.	Private School Representative	Shannon Williamson
7.	District Level Administrator	Nicole Mitchell
8.	Paraprofessional	Dawn Lucas
9.	District Read To Succeed Literacy Leadership Team Lead	Dr. Candace Lett
10.	District Read To Succeed Literacy Leadership Team Member	Dr. Lori Poole
11.	School Improvement Council Member	Crystal Levine
12.	District Gifted and Talented Coordinator	Erin Fitzgerald
13.	District Federal Programs Coordinator	Jessica Buzhardt
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the Literacy Leadership Team for Read to Succeed	

District Requested Strategic 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/>

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>)	Lexington County School District One received a waiver for SBE Regulation 43-232 from the S.C. Department of Education to allow grade six dual language immersion students to earn high school credit when they demonstrate appropriate proficiency at the end of their language course. This waiver allows dual immersion students who have been on an accelerated pathway for language acquisition in elementary school to progress on time with the requisite skills for the next level of their language proficiency.
6. Other (<i>Include the SBE Regulation number to be waived</i>)	



LEXINGTON SCHOOL DISTRICT ONE

Lexington County School District One
Strategic Renewal Plan

School Plan: 2024/25 - 2028/29

School Year: Update 1 - 2025/26

Table of Contents

2023-24 Report Card Link

Needs Assessment Data

Executive Summary of Needs Assessment Data Findings

Performance Goals and Action Plans

COMPREHENSIVE NEEDS ASSESSMENT DATA

Per State Board of Education (SBE) Regulation 43-261:(A)(6)(a), the annual needs assessment will provide a focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Directions: Provide all relevant needs assessment data, including both formative and summative assessments, used to gauge student learning, teacher and administrator quality, and school climate. Needs assessment data should not be limited to State Report Card data. Districts and schools must use other relevant data not found in the State Report Card. Data may be represented by the form of charts, graphs, etc.

Provide the link to your district or school's most recent State Report Card:

[Lexington County School District One Report Card](#)



















	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Lexington One	Number of Students
Reading Grades 1-5	23-24	All	All	69.8%		(7015 / 10044)
		ELL	Not ELL	72.0%		(6355 / 8827)
			ELL	54.2%		(660 / 1217)
		Gender	Female	72.5%		(3498 / 4824)
			Male	67.4%		(3517 / 5220)
		InstrSetting	Not Special Ed	76.3%		(6517 / 8545)
			Special Ed	33.2%		(498 / 1499)
		Race	Black / Latinx	56.7%		(1615 / 2848)
	White / Other		75.0%		(5400 / 7196)	
	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
ELA	23-24	All	All	58.3%		(7430 / 12750)
		ELL	Not ELL	60.6%		(7247 / 11957)
			ELL	23.1%		(183 / 793)
		Gender	Female	62.7%		(3929 / 6267)
			Male	54.0%		(3501 / 6483)
		InstrSetting	Not Special Ed	65.0%		(7126 / 10957)
			Special Ed	17.0%		(304 / 1793)
		Race	Black / Latinx	41.1%		(1286 / 3126)
	White / Other		63.8%		(6144 / 9624)	
	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
Math	23-24	All	All	47.2%		(6020 / 12750)
		ELL	Not ELL	48.9%		(5842 / 11957)
			ELL	22.4%		(178 / 793)
		Gender	Female	45.9%		(2879 / 6267)
			Male	48.4%		(3141 / 6483)
		InstrSetting	Not Special Ed	52.5%		(5750 / 10957)
			Special Ed	15.1%		(270 / 1793)
		Race	Black / Latinx	29.0%		(906 / 3126)
	White / Other		53.1%		(5114 / 9624)	
	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	%	iReady Meeting or Exceeding Stretch Growth TargetLexington One	Number of Students
Math	23-24	All	All	27.5%		(4699 / 17059)
		ELL	Not ELL	27.4%		(4247 / 15482)
			ELL	28.7%		(452 / 1577)
		Gender	Female	25.4%		(2106 / 8283)
			Male	29.5%		(2593 / 8776)
		InstrSetting	Not Special Ed	28.3%		(4099 / 14459)
			Special Ed	23.1%		(600 / 2600)
		Race	Black / Latinx	22.5%		(916 / 4073)
	White / Other		29.1%		(3783 / 12986)	
	22-23	All	All	23.8%		(4239 / 17822)
		ELL	Not ELL	23.6%		(3857 / 16367)
			ELL	26.3%		(382 / 1455)
		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
Reading	23-24	All	All	34.5%		(5880 / 17026)
		ELL	Not ELL	34.7%		(5358 / 15458)
			ELL	33.3%		(522 / 1568)
		Gender	Female	34.4%		(2848 / 8279)
			Male	34.7%		(3032 / 8747)
		InstrSetting	Not Special Ed	36.0%		(5200 / 14445)
			Special Ed	26.3%		(680 / 2581)
		Race	Black / Latinx	28.2%		(1149 / 4069)
	White / Other		36.5%		(4731 / 12957)	
	22-23	All	All	30.5%		(5426 / 17817)
		ELL	Not ELL	30.4%		(4984 / 16369)
			ELL	30.5%		(442 / 1448)
		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)		


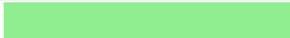




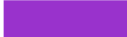


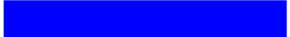



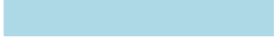




	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington One	Number of Students
All	2023-2024	All	All	19.9%		(51 / 256)
		ELL	Not ELL	20.6%		(51 / 248)
			ELL	0.0%		(0 / 8)
		Gender	Female	19.5%		(30 / 154)
			Male	20.6%		(21 / 102)
		InstrSetting	Not Special Ed	20.5%		(51 / 249)
			Special Ed	0.0%		(0 / 7)
		Race	Black / Latinx	6.3%		(4 / 64)
	White / Other		24.5%		(47 / 192)	
	2022-2023	All	All	12.3%		(68 / 554)
		ELL	Not ELL	12.5%		(67 / 536)
			ELL	5.6%		(1 / 18)
		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)		


















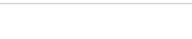
	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington One	Number of Students
English	2023-2024	All	All	54.3%		(139 / 256)
		ELL	Not ELL	56.0%		(139 / 248)
			ELL	0.0%		(0 / 8)
		Gender	Female	60.4%		(93 / 154)
			Male	45.1%		(46 / 102)
		InstrSetting	Not Special Ed	55.8%		(139 / 249)
			Special Ed	0.0%		(0 / 7)
		Race	Black / Latinx	32.8%		(21 / 64)
	White / Other		61.5%		(118 / 192)	
	2022-2023	All	All	41.5%		(230 / 554)
		ELL	Not ELL	42.4%		(227 / 536)
			ELL	16.7%		(3 / 18)
		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
Math	2023-2024	All	All	34.4%		(88 / 256)
		ELL	Not ELL	35.1%		(87 / 248)
			ELL	12.5%		(1 / 8)
		Gender	Female	31.2%		(48 / 154)
			Male	39.2%		(40 / 102)
		InstrSetting	Not Special Ed	35.3%		(88 / 249)
			Special Ed	0.0%		(0 / 7)
		Race	Black / Latinx	17.2%		(11 / 64)
	White / Other		40.1%		(77 / 192)	
	2022-2023	All	All	19.0%		(105 / 554)
		ELL	Not ELL	19.2%		(103 / 536)
			ELL	11.1%		(2 / 18)
		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
Reading	2023-2024	All	All	42.2%		(108 / 256)
		ELL	Not ELL	43.5%		(108 / 248)
			ELL	0.0%		(0 / 8)
		Gender	Female	45.5%		(70 / 154)
			Male	37.3%		(38 / 102)
		InstrSetting	Not Special Ed	43.4%		(108 / 249)
			Special Ed	0.0%		(0 / 7)
		Race	Black / Latinx	23.4%		(15 / 64)
	White / Other		48.4%		(93 / 192)	
	2022-2023	All	All	33.4%		(185 / 554)
		ELL	Not ELL	34.3%		(184 / 536)
			ELL	5.6%		(1 / 18)
		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
Science	2023-2024	All	All	35.5%		(91 / 256)
		ELL	Not ELL	36.3%		(90 / 248)
			ELL	12.5%		(1 / 8)
		Gender	Female	31.8%		(49 / 154)
			Male	41.2%		(42 / 102)
		InstrSetting	Not Special Ed	36.5%		(91 / 249)
			Special Ed	0.0%		(0 / 7)
		Race	Black / Latinx	21.9%		(14 / 64)
	White / Other		40.1%		(77 / 192)	
	2022-2023	All	All	26.2%		(145 / 554)
		ELL	Not ELL	26.7%		(143 / 536)
			ELL	11.1%		(2 / 18)
		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
Evidence-Based Reading and Writing	23-24	All	All	73.0%		(1954 / 2675)
		ELL	Not ELL	74.0%		(1790 / 2418)
			ELL	63.8%		(164 / 257)
		Gender	Female	74.0%		(1048 / 1417)
			Male	72.0%		(906 / 1258)
		InstrSetting	Not Special Ed	74.7%		(1920 / 2571)
			Special Ed	32.7%		(34 / 104)
		Race	Black / Latinx	55.0%		(221 / 402)
	White / Other		77.8%		(1029 / 1323)	
	22-23	All	All	73.0%		(1325 / 1815)
		ELL	Not ELL	73.9%		(1228 / 1661)
			ELL	63.0%		(97 / 154)
		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
Math	23-24	All	All	36.4%		(974 / 2675)
		ELL	Not ELL	36.8%		(889 / 2418)
			ELL	33.1%		(85 / 257)
		Gender	Female	32.0%		(454 / 1419)
			Male	41.4%		(520 / 1256)
		InstrSetting	Not Special Ed	37.5%		(964 / 2571)
			Special Ed	9.6%		(10 / 104)
		Race	Black / Latinx	19.9%		(80 / 402)
	White / Other		42.6%		(563 / 1323)	
	22-23	All	All	44.0%		(798 / 1815)
		ELL	Not ELL	43.9%		(729 / 1661)
			ELL	44.8%		(69 / 154)
		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 with Silver or higher on Ready to Work for Lexington One	Number of Students
Ready to Work	2023-2024	All	All	57.7%		(1368 / 2370)
		ELL	Not ELL	59.3%		(1249 / 2105)
			ELL	44.9%		(119 / 265)
		Gender	Female	57.7%		(689 / 1194)
			Male	57.7%		(679 / 1176)
		InstrSetting	Not Special Ed	63.9%		(1339 / 2095)
			Special Ed	10.5%		(29 / 275)
		Race	Black / Latinx	36.7%		(265 / 723)
	White / Other		67.0%		(1103 / 1647)	
	2022-2023	All	All	63.8%		(1432 / 2246)
		ELL	Not ELL	65.0%		(1323 / 2036)
			ELL	51.9%		(109 / 210)
		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)		


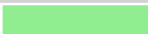
















	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington One	Number of Students
Algebra 1	23-24	All	All	77.8%		(1825 / 2346)
		ELL	Not ELL	78.7%		(1766 / 2245)
			ELL	58.4%		(59 / 101)
		Gender	Female	81.4%		(948 / 1164)
			Male	74.3%		(877 / 1181)
		InstrSetting	Not Special Ed	82.2%		(1717 / 2090)
	Special Ed		42.2%		(108 / 256)	
	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
Biology 1	23-24	All	All	69.2%		(1554 / 2247)
		ELL	Not ELL	70.8%		(1518 / 2145)
			ELL	35.3%		(36 / 102)
		Gender	Female	71.9%		(806 / 1121)
			Male	66.4%		(748 / 1126)
		InstrSetting	Not Special Ed	73.9%		(1493 / 2021)
	Special Ed		27.0%		(61 / 226)	
	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
English 2	23-24	All	All	90.5%		(2075 / 2293)
		ELL	Not ELL	91.7%		(2019 / 2201)
			ELL	60.9%		(56 / 92)
		Gender	Female	93.0%		(1047 / 1126)
			Male	88.1%		(1028 / 1167)
		InstrSetting	Not Special Ed	93.7%		(1958 / 2090)
	Special Ed		57.6%		(117 / 203)	
	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
US History	23-24	All	All	69.1%		(1323 / 1915)
		ELL	Not ELL	71.2%		(1306 / 1835)
			ELL	21.3%		(17 / 80)
		Gender	Female	68.9%		(677 / 983)
			Male	69.3%		(645 / 931)
		InstrSetting	Not Special Ed	72.4%		(1290 / 1782)
	Special Ed		24.8%		(33 / 133)	
	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
GradRate	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	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington One	Number of Students
Accelerated/ Eagles	23-24	All	All	14.5%		(3170 / 21936)
		ELL	Not ELL	14.7%		(2853 / 19415)
			ELL	12.6%		(317 / 2521)
		Gender	Female	14.9%		(1597 / 10750)
			Male	14.1%		(1573 / 11183)
		InstrSetting	Not Special Ed	16.4%		(3109 / 18984)
			Special Ed	2.1%		(61 / 2952)
		Race	Black / Latinx	7.4%		(478 / 6467)
	White / Other		17.4%		(2692 / 15469)	
	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
Honors	23-24	All	All	26.1%		(5752 / 22049)
		ELL	Not ELL	26.5%		(5166 / 19512)
			ELL	23.1%		(586 / 2537)
		Gender	Female	29.7%		(3213 / 10806)
			Male	22.6%		(2539 / 11240)
		InstrSetting	Not Special Ed	29.5%		(5637 / 19097)
			Special Ed	3.9%		(115 / 2952)
		Race	Black / Latinx	19.9%		(1289 / 6483)
	White / Other		28.7%		(4463 / 15566)	
	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
AP/IB	23-24	All	All	8.5%		(1869 / 21949)
		ELL	Not ELL	8.4%		(1638 / 19423)
			ELL	9.1%		(231 / 2526)
		Gender	Female	9.7%		(1038 / 10755)
			Male	7.4%		(831 / 11191)
		InstrSetting	Not Special Ed	9.8%		(1856 / 18997)
			Special Ed	0.4%		(13 / 2952)
		Race	Black / Latinx	5.3%		(345 / 6469)
	White / Other		9.8%		(1524 / 15480)	
	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
Dual Credit	23-24	All	All	4.1%		(891 / 21939)
		ELL	Not ELL	4.2%		(820 / 19416)
			ELL	2.8%		(71 / 2523)
		Gender	Female	5.2%		(562 / 10752)
			Male	2.9%		(329 / 11184)
		InstrSetting	Not Special Ed	4.7%		(884 / 18987)
			Special Ed	0.2%		(7 / 2952)
		Race	Black / Latinx	2.8%		(178 / 6467)
	White / Other		4.6%		(713 / 15472)	
	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
Chronic Absences	23-24	All	All	21.1%		(6067 / 28807)
		ELL	Not ELL	21.2%		(5568 / 26264)
			ELL	19.6%		(499 / 2543)
		Gender	Female	21.5%		(3003 / 13956)
			Male	20.6%		(3061 / 14847)
		InstrSetting	Not Special Ed	19.6%		(4777 / 24320)
			Special Ed	28.7%		(1290 / 4487)
		Race	Black / Latinx	25.2%		(2183 / 8655)
	White / Other		19.3%		(3884 / 20152)	
	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
Referrals	23-24	All	All	27.6%		(7944 / 28793)
		ELL	Not ELL	28.1%		(7378 / 26241)
			ELL	22.2%		(566 / 2552)
		Gender	Female	20.8%		(2906 / 13950)
			Male	34.0%		(5038 / 14839)
		InstrSetting	Not Special Ed	26.8%		(6506 / 24321)
			Special Ed	32.2%		(1438 / 4472)
		Race	Black / Latinx	34.9%		(2674 / 7654)
	White / Other		24.9%		(5270 / 21139)	
	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
In School Suspensions	23-24	All	All	10.6%		(3053 / 28793)
		ELL	Not ELL	10.8%		(2835 / 26241)
			ELL	8.5%		(218 / 2552)
		Gender	Female	7.5%		(1043 / 13950)
			Male	13.5%		(2010 / 14839)
		InstrSetting	Not Special Ed	10.0%		(2422 / 24321)
			Special Ed	14.1%		(631 / 4472)
		Race	Black / Latinx	14.6%		(1117 / 7654)
	White / Other		9.2%		(1936 / 21139)	
	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
Out of School Suspensions	23-24	All	All	6.8%		(1964 / 28793)
		ELL	Not ELL	7.0%		(1839 / 26241)
			ELL	4.9%		(125 / 2552)
		Gender	Female	4.2%		(588 / 13950)
			Male	9.3%		(1376 / 14839)
		InstrSetting	Not Special Ed	5.8%		(1408 / 24321)
			Special Ed	12.4%		(556 / 4472)
		Race	Black / Latinx	10.0%		(762 / 7654)
	White / Other		5.7%		(1202 / 21139)	
	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)		

Executive Summary of Needs Assessment Data Findings Lexington School District One

Goal Area	Level	Goal	Baseline Data	2025 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	53.2%
	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	50.7%
	High	The percent of students in 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	84.5%
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)	3.18
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	71.5%
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%	41.3%
	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%	86.1%
Gifted and Talented (Other)	All	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029..	5.00	5.00

Executive Summary of Needs Assessment Data Findings Lexington School District One

Summary of District Progress

Data from the 2024 report card shows the district has made varying degrees of progress toward its 2029 goals.

- **Student Achievement:** The district has seen increases in Academic Achievement and Student Progress for both Elementary, Middle, and High school levels. Across the district, high school students exceeded the 2029 goal for college and/or career readiness.
- **Teacher/Administrator Quality:** There has been an increase in the average teacher composite score on the SC Teaching Standards 4.0 rubric. While we feel that there needs to be continued calibration of evaluators to the 4.0 rubric, these data are encouraging.
- **School Climate:** The district has already met its 2029 goal for the average percentage of School Climate points earned, however, we will continue to monitor these data and make adjustments based on the climate survey responses and the responses to our district pulse surveys

Needs Assessment

While progress has been made, some areas require focused attention:

- **Gifted and Talented (Academic):** The elementary/middle level Gifted and Talented (GT) percentages of students meeting AVT targets are below their 2029 goals for Gifted and Talented student achievement. More targeted interventions and support may be needed to meet these objectives. The 2025 data reveals a ten-point decrease in the percentage of students meeting added value targets for GT Academic achievement at elementary and middle schools. This requires immediate attention, including an analysis of how we provide support to our gifted students and differentiate for their needs in order to facilitate growth. High School students have surpassed their interim goal in this area for this year.
- **Gifted and Talented (Other):** The Gifted and Talented Survey was administered and a baseline agreement index of 5.0 (out of 6) was established. We have set a goal to increase that value by 0.05 points each year.
- **Teacher/Administrator Quality:** While progress is being made in teacher/administrator quality, continued effort is needed to reach the 2029 goal. The district should continue efforts to calibrate evaluators to the indicators of the rubric to ensure accurate evaluation of teachers.

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%
Actual Data (Academic Ach.)				53.2%				
Actual Data (Progress)				50.7%				
Actual Data (CCR)				84.5%				

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement the new Lexington One Instructional Framework and Graduate Profile	July 2024-June 2029	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
Actual Data				3.18				

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%
Actual Data				71.5%				

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement the new Lexington One Instructional Framework and Graduate Profile	July 2024-June 2029	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%
Actual Data				41.3%				

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%
Actual Data				86.1%				

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement the new Lexington One Instructional Framework and Graduate Profile	July 2024-June 2029	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 agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	5.00	5.00	5.05	5.10	5.15	5.20
Actual Data				5.00				

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 (5th)
	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:	K	1	2	3	4	5	6	7	8	9	10	11	12
	Academic			X	X	X	X	X	X	X	X	X	X
	Artistic						X	X	X	X	X	X	X
Formal gifted and talented curriculum is utilized in the following grades for:	K	1	2	3	4	5	6	7	8	9	10	11	12
	Academic			X	X	X	X	X	X	X	X	X	X
	Artistic						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 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.
9		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.
10		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.
11		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.
12		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.

GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES

Model Used: _____

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

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)
Dimension B: High Achievement in Reading and/or Mathematical Areas	94th percentile or higher nationally normed achievement test ** Advanced level in Reading or Math on SC Ready	Iowa/ITBS (Fall) iReady (Fall and Spring) SC READY (Spring)
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	Primary Performance Tasks Assessment (Spring) Intermediate Performance Tasks Assessment (Spring)

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 2nd grade students to identify those who qualify for placement in the gifted program beginning in 3rd 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 3rd—5th 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
- iReady — Achievement Test
- 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
100 Tarrar Springs Road – P.O. Box 1869
Lexington, SC 29072



January 24, 2025

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		
Dimension A Reports your child’s scores on CogAT, a reasoning ability test	Dimension B Reports scores on ITBS, iReady, SC Ready – achievement tests	Dimension C 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 2025). 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 Gifted and Talented and Advanced Programs

Gifted and Talented Assessments Profile Narrative Guide

Lexington One administered the Cognitive Abilities Test (CogAT) to all 2nd and 4th grade students in October. Additionally, the Iowa Assessment Reading & Math was administered to all 2nd grade students. The score reports for these assessments are enclosed with this guide. The CogAT Profile Narrative will give you information on your child's performance on the three sections of the assessment. The following information may assist you as you review your child's results.

What does Iowa Measure?

The Iowa Assessments help determine how students are performing on standards. These assessments measure achievement in reading and math content areas.

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).

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.

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 10th 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](#) or scan QR code.

Response Deadline – September 3rd

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: _____

SEE THE NEXT PAGE FOR YOUR SCHOOL'S CLASS SCHEDULE

Class Schedule

<p>Gilbert Middle School Beechwood Middle School Carolina Springs Middle School Lakeside Middle School Pelion Middle School</p>	<p>Tuesday</p>	<p>3:45PM to 5:15 PM</p>	<p><u>Dates of Program:</u> Oct 1st, 8th, 15th, 22nd, 29th Nov 12th, 19th Dec 3rd, 10th, 17th Jan 14th, 21st, 28th, Feb 4th last day Makeup days: Feb 11th, 18th, 25th</p>
<p>Pleasant Hill Middle School</p>	<p>Tuesday</p>	<p>3:45PM to 5:15 PM</p>	<p><u>Dates of Program:</u> Oct 1st, 8th, 15th, 22nd, 29th Nov 12th, 19th Dec 3rd, 10th, 17th Jan 14th, 21st, 28th, Feb 4th last day Makeup days: Feb 11th, 18th, 25th</p>
<p>Meadow Glen Middle School</p>	<p>Tuesday</p>	<p>3:45PM to 5:15 PM</p>	<p><u>Dates of Program:</u> Oct 1st, 8th, 15th, 22nd, 29th Nov 12th, 19th Dec 3rd, 10th, 17th Jan 14th, 21st, 28th, Feb 4th last day Makeup days: Feb 11th, 18th, 25th</p>
<p>White Knoll Middle School</p>	<p>Friday</p>	<p>3:30 PM to 5:00 PM</p>	<p><u>Dates of Program:</u> Oct 18th, 25th Nov 1st, 8th, 15th Dec 6th, 13th Jan 10th, 17th, 24th, 31st Feb 7th, 21st (last day) Makeup day: Feb 28th, Mar 3rd</p>

Art Show Between: March 6th- 27th with Family night March 27th at Lexington County Library

October 22, 2024

Greetings, Choral Families,

Auditions for the Lexington School District One Children’s Honor Choir have been set for **Tuesday, October 29, at Lake Murray Elementary School**. Please plan to **arrive 10 minutes early** so that auditions will remain on the established time schedule.

Auditions will occur in the LMES Music Room. Students should sign in at the registration table upon arrival. A map is included.

Audition format:

1. There will be ONE AUDITION ROOM – 7-8 students will enter at the same time.
2. Students will:
 - a. Sing the first verse of “My Country Tis of Thee” in the key of F acapella by memory first, alone as a SOLO, and then with a group of other students.
 - b. Sing a major ASCENDING SCALE in the key of D, repeat the top DO, and then proceed immediately into a DESCENDING SCALE – one student at a time – using any neutral syllable.

Thank you for your participation in the Children’s Honor Choir auditions!

The results will be mailed in early December.

Laura Beck and Victoria Lee

Directors of the Lexington One Children’s Honor Choir

Chris Bussell

Visual and Performing Arts Coordinator, Lexington School District One

cbussell@lexington1.net



Lake Murray Elementary School
205 Wise Ferry Road
Lexington, SC 29072
803-821-3100



SOUTH CAROLINA
DEPARTMENT OF EDUCATION

District Proficiency-Based System Plan Evaluation

(For use with the District Strategic Plan Annual Updates)

South Carolina Department of Education
1429 Senate Street
Columbia, South Carolina 29201

The district has an approved Proficiency-Based System Plan pursuant to State Board of Education Regulation 43-234. Please evaluate the district's plan by answering the questions below. Upload the completed document with the District Strategic Plan into either the Member Center or GEMS.

School District: Lexington County School District One

Name: Dr. Natalie Osborne Smith

Title/Position: Executive Director of Middle Schools and Leadership Development

Email Address: nsmith@lexington1.net

Phone Number: 803-821-1012

1. Explain how your district/schools met its goals/needs by providing proficiency-based system instruction.

Credit Recovery/Online Learning

Following School Board Policy IKADD both content and credit recovery are used to effectively provide students a chance to master content not previously assessed as proficient. In each case an online learning platform provided a digital means to access the content and material virtually with the support of a certified teacher. A time frame for each allows students to be accountable to the completion of the content or the course with support from the digital platform and a certified teacher. The district also has partnered with the Graduation Alliance specifically for drop-out prevention utilizing a seat time waiver from the SDE to connect our most at-risk students with accelerated courses to get on track to graduate. In each of these cases, content and credits have been recovered to propel students to graduate and remain on track to graduate with their cohort. The proficiency based approach allows for students to progress at their own rates of time and rates of mastery.

Utilizing an online, digital courseware platform ensures that the courses we offer align with and support current State Board of Education-approved content area academic state standards. The platform's instructional design team and alignment specialists continuously update content and system features to reflect state and national standards. It follows changes to standards or courses approved by the state of South Carolina, ensuring instructional materials remain current and relevant. New courses are continually developed to expand course offerings and meet evolving educational needs. The curriculum team's structure supports ongoing moderation, evaluation, and development of new course content. A comprehensive alignment between the courses used in this proficiency-based plan and State Board of Education-approved academic standards are available for each online course.

World Languages

The SC Standard for World Languages is 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.

2. Please list the specific courses students took.

Credit Recovery/Online Learning

- Algebra 1
- Algebra 2
- Algebra 2 H
- Algebra 3
- American Government
- Biology 1
- Chemistry 1
- Discrete Math
- Earth Science
- Economics and Personal Finance
- English 1
- English 1 H
- English 2
- English 3
- English 4
- Environmental Studies
- Foundations in Algebra
- Geometry
- Geometry H
- Human Geography
- Introduction to Algebra
- IT Fundamentals
- Marine Science
- Modern World History
- Physical Science
- Precalculus
- Probability and Statistics
- Psychology
- Sociology
- Spanish 1
- US History and Constitution
- Western Civilization
- World Geography

- World History

World Languages

If all credit bearing World Language courses:

- French 1
- French 1 Immersion
- French 2
- French 2 Immersion
- French 3
- French 3HN
- French 3HN Immersion
- French 4HN
- French 4HN Immersion
- French 5HN
- French 5HN Immersion
- French Immersion Bridge HN
- AP French
- Spanish 1
- Spanish 1 for Heritage Speakers
- Spanish 1 Immersion
- Spanish 2
- Spanish 2 for Heritage Speakers
- Spanish 2 Immersion
- Spanish 3
- Spanish 3HN
- Spanish 3HN Immersion
- Spanish 4HN
- Spanish 4HN Immersion
- Spanish 5HN
- Spanish 5HN Immersion
- Spanish Immersion Bridge HN
- AP Spanish Language and Culture
- AP Spanish Literature
- Chinese 1
- Chinese 1 Immersion
- Chinese 2
- Chinese 2 Immersion
- Chinese 3HN
- Chinese 3HN Immersion
- Chinese 4HN
- Chinese 4HN Immersion
- Chinese 5 Immersion HN
- Chinese Immersion Bridge HN
- AP Chinese
- German 1
- German 1 Immersion

- German 2
- German 2 Immersion
- German 3
- German 3HN
- German 3HN Immersion
- German 4HN
- German 4HN Immersion
- German 5HN
- German 5HN Immersion
- AP German
- Latin 1
- Latin 2
- Latin 3HN
- Latin 4HN
- AP Latin

3. Please provide the number of students who took a course, and how many students successfully completed it.

Credit Recovery/Online Learning

1,648 students took courses and 1,261 were successfully completed.

World Languages

5762 students took a world language high-school credit course in 2023-24. 5394 students earned the credit.

60 students demonstrated their prior knowledge and were able to enter into the appropriate course level at their proficiency level. Of those 60 students, 59 students successfully completed the course.

4. Please list the South Carolina properly certified teachers who were assigned to the above students.

Credit Recovery/Online Learning Courses

Josie Price
 Frances Meetze
 Tasha Christman
 Leslie Washington
 Christina Bosserman
 Amy Wingate
 Madonna Moore
 Sallie Ortmann
 Leigh Watson
 Erin Green

Patrick Leonhardt
Karlee Reeves
Walt Overbay
Kristy Eason
Luke Harris
Alicia Ridder
Monica Powell
Mary Kinsler
Keith Brayman
Amber Snelgrove
Linsy Dooley
Crystal Wingard
Kayla Finn
Timothy Fargino
David West
Lisa Gandee
Gerald John
Susan Bennett
Steve Boyce
Shelly Lewis
Holly Clamp
Rachel Miller
Kacie Rush
Brandon Baskett

World Languages

Dorie Bermas
Kasarah Boiter
Rachel Chartrand James
Luz Garcia
Mauricio Lizarazo-Gonzalez
Jessica Oberly
Nassera Burtleson
Liliana De La Hoz Pacheco
Jannice Torres Soler
María Alexandra Zimmerman
Tonya Clamp
Adriana Curiel
Carlos Ocampo
Anelxis Ochoa
Martha Rapio
José Arroyo
Wilson Barajas
Laura Labrado-Sanchez
Celine Miller
Lina Rojas Montolla

Alis Romero Martinez
Anahi Anaya
Jason Blackburn
Gustavo Boscan
Oscar Caicedo
Anne-Marie Cormier-Bausch
Chris Godwin
John Clay Hendrix
Angelo Oviedo
Leo Rojas Cortez
Freddy Vanegas
Manuel Vasquez
Dakota Walker
Alexandra Brinkman
Roosevelh Fernandez
Tiffany Fields
Marbelis Gomez
Erin Hamner
Filder Segura
Amelia Thomas
Natalie Lukity
María Molina Muñoz
Catherine Pontens-Alemu
Maríavalentina Salomon
Na Zhang
Yu Xin Wang
Neyibeth Gonzalez Briceno
Myriam Grandjean
Monica Granja
Marcy Hite
Kelly Jones
Diego Parada
Ricardo Xicohtencatl Vera
Gloria Castro
Elizabeth Panagiotakopoulos
Sandra Garcia
Maria Romero Pulido
Martins Ali
Darwin Cárdenas
Xiaolin Feng
Lisette Geib
Jessica Kelly
Irene Musongong
Nathacha Neff
Mona Pace
Jesús Redondo

Reynerio Romero
Crhis Rodriguez Castro
Julio Buitrago
Seydina Diouf
Caver Mudzonga
Sari Ness
Caroline Oates
Dana Robinson
Jessica Clinton
Alison Westmoreland
Xiaoyan Yuan
Hilda Duarte-Gomez
Patrick McManus
Addie Sabina
Yuanqing Yin

5. Please have the properly certified content-area teachers provide examples of how they directly assisted struggling students. Examples include manipulating or differentiating on-line curriculum to accommodate the student's learning modalities, providing tutoring, exchanging emails to discuss lessons, etc.

Credit Recovery/Online Learning

Some examples include but are not limited to: assisting students individually with one on-one tutoring regarding their classwork, review of quizzes and tests they are struggling with, and retakes of content sections students may be struggling with. Content-area teachers assist students in other subject areas toward proficiency so they can receive the most meaningful instruction possible. Students also set individual long-term and short-term progress goals weekly for each class which is updated and reviewed consistently.

Teachers also set up a learning and testing center to support students who may need more time or specific support in a content area.

For multilingual learners, students are provided the opportunity to work with teachers in the World Languages department when they want to and are provided with translation tools when available in Edgenuity classes.

World Languages

Some examples include, but are not limited to:

- Differentiating student groups and/or pair work based on their current proficiency rating. This is re-assessed throughout the course as students increase.
- One-on-one tutoring based on student needs.

- Providing a resource hub of websites to seek additional help and practice with grammar and/or vocabulary.
- Using a variety of instructional strategies to meet the needs of all learners (visual, auditory, kinesthetic, and reading/writing learners).
- Providing multiple opportunities to revise work, to learn from their mistakes, and to conference with teacher about how to increase their proficiency.
- Giving many opportunities to demonstrate proficiency through checks for understanding, formative assessments, and summative assessments and in all modes of communication.
- Students participate in giving and receiving peer feedback in speaking and writing.
- Students assess and reflect on their growth and learning targets throughout the year.
- Identifying students with accommodations at the beginning of the course to meet their unique needs.

6. Provide examples of how schools used content-recovery (best practices or alternative methods of instruction) for low-performing students in danger of failing a course.

Following School Board Policy IKADD Credit and Content Recovery experiences are provided for secondary students on a case by case basis. Specific examples of content recovery include but are not limited to: units designed through an online learning platform to recover content from a previous semester, creation of an alternative assignment to further develop skills that were not proficient and use of online software for accumulation of content from previous marking periods where proficiency was not met. In each case a specific time frame is provided for the completion of the content as it applies to the student's marking period. Other examples are:

- Teachers use content recovery to help extend student's learning of a particular unit and is used most often when students have not yet mastered the content.
- Teachers use content recovery for students to retake assessments.
- Teachers use content recovery when students have not performed adequately on overall assessments.
- Procedures for reassessment and resubmission of assignments in order for students to demonstrate mastery are established within our Grading Practices document and available for all stakeholders to view.

7. Please attach any revisions or updates to your existing proficiency-based system plan or policies.

Updated Policies

[IKADD](#) Content and Credit Recovery

[IKADD-R](#) Administrative Rule Content and Credit Recovery

[IKADD-E](#) Credit Recovery Application

2025 District Summer School Program Sites Identification

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

Contact's Phone Number: 803-821-1050 Contact's Email Address: mgaskins@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, Pelion, Beechwood, Carolina Springs, Lakeside Middle	Dr. Natalie Osborne Smith	nsmith@lexington1.net	Academic Intervention	Yes	Middle
Gilbert, Lexington, Pelion, River Bluff, and White Knoll	Casey Calhoun	cbcalhoun@lexington1.net	Credit Recovery, Initial Credit	Yes	High
Red Bank Elementary	Dr. Erica Bissell	Erica Bissell	Read to Succeed	Yes	Elementary

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, 2025. If you have any questions, contact Clint Palmer at 803-734-6010 or by e-mail at cpalmer@ed.sc.gov.