



LEXINGTON SCHOOL DISTRICT ONE

River Bluff High School 2024 - 2025 Strategic Plan

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	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for River Bluff High School	Number of Students
All	2022-2023	All	All	18.5%		(28 / 151)
		ELL	ELL	16.7%		(1 / 6)
			Not ELL	18.6%		(27 / 145)
		Gender	Female	18.6%		(16 / 86)
			Male	18.5%		(12 / 65)
		InstrSetting	Not Special Ed	19.9%		(28 / 141)
			Special Ed	0.0%		(0 / 10)
		Race	Black / Latinx	12.1%		(4 / 33)
			White / Other	20.3%		(24 / 118)










	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for River Bluff High School	Number of Students
English	2022-2023	All	All	51.7%		(78 / 151)
		ELL	ELL	16.7%		(1 / 6)
			Not ELL	53.1%		(77 / 145)
		Gender	Female	61.6%		(53 / 86)
			Male	38.5%		(25 / 65)
		InstrSetting	Not Special Ed	55.3%		(78 / 141)
			Special Ed	0.0%		(0 / 10)
		Race	Black / Latinx	30.3%		(10 / 33)
White / Other	57.6%			(68 / 118)		

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for River Bluff High School	Number of Students
Math	2022-2023	All	All	25.2%		(38 / 151)
		ELL	ELL	16.7%		(1 / 6)
			Not ELL	25.5%		(37 / 145)
		Gender	Female	23.3%		(20 / 86)
			Male	27.7%		(18 / 65)
		InstrSetting	Not Special Ed	27.0%		(38 / 141)
			Special Ed	0.0%		(0 / 10)
		Race	Black / Latinx	15.2%		(5 / 33)
White / Other	28.0%			(33 / 118)		

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for River Bluff High School	Number of Students
Reading	2022-2023	All	All	50.3%		(76 / 151)
		ELL	ELL	16.7%		(1 / 6)
			Not ELL	51.7%		(75 / 145)
		Gender	Female	61.6%		(53 / 86)
			Male	35.4%		(23 / 65)
		InstrSetting	Not Special Ed	53.9%		(76 / 141)
			Special Ed	0.0%		(0 / 10)
		Race	Black / Latinx	30.3%		(10 / 33)
White / Other	55.9%			(66 / 118)		

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for River Bluff High School	Number of Students
Science	2022-2023	All	All	36.4%		(55 / 151)
		ELL	ELL	16.7%		(1 / 6)
			Not ELL	37.2%		(54 / 145)
		Gender	Female	37.2%		(32 / 86)
			Male	35.4%		(23 / 65)
		InstrSetting	Not Special Ed	39.0%		(55 / 141)
			Special Ed	0.0%		(0 / 10)
		Race	Black / Latinx	24.2%		(8 / 33)
White / Other	39.8%			(47 / 118)		

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Benchmarks on SAT for River Bluff High School	Number of Students
Evidence-Based Reading and Writing	22-23	All	All	77.1%		(450 / 584)
		ELL	ELL	70.8%		(51 / 72)
			Not ELL	77.9%		(399 / 512)
		Gender	Female	78.4%		(239 / 305)
			Male	75.6%		(211 / 279)
		InstrSetting	Not Special Ed	79.4%		(446 / 562)
			Special Ed	18.2%		(4 / 22)
		Race	Black / Latinx	58.3%		(63 / 108)
			White / Other	81.3%		(387 / 476)

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Benchmarks on SAT for River Bluff High School	Number of Students
Math	22-23	All	All	50.9%		(297 / 584)
		ELL	ELL	47.2%		(34 / 72)
			Not ELL	51.4%		(263 / 512)
		Gender	Female	48.5%		(148 / 305)
			Male	53.4%		(149 / 279)
		InstrSetting	Not Special Ed	52.7%		(296 / 562)
			Special Ed	4.5%		(1 / 22)
		Race	Black / Latinx	28.7%		(31 / 108)
			White / Other	55.9%		(266 / 476)

	Year	Group	Subgroup	%	Percent of students with Silver or higher on Ready to Work for River Bluff High School	Number of Students
Ready to Work	2022-2023	All	All	72.3%		(449 / 621)
		ELL	ELL	55.6%		(40 / 72)
			Not ELL	74.5%		(409 / 549)
		Gender	Female	72.3%		(227 / 314)
			Male	72.3%		(222 / 307)
		InstrSetting	Not Special Ed	77.8%		(441 / 567)
			Special Ed	14.8%		(8 / 54)
		Race	Black / Latinx	46.7%		(71 / 152)
			White / Other	80.6%		(378 / 469)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for River Bluff High School	Number of Students
Algebra 1	22-23	All	All	72.7%		(240 / 330)
		ELL	Not ELL	74.2%		(230 / 310)
			ELL	50.0%		(10 / 20)
		Gender	Female	74.7%		(115 / 154)
			Male	71.0%		(125 / 176)
		InstrSetting	Not Special Ed	80.3%		(224 / 279)
			Special Ed	31.4%		(16 / 51)
		Race	Black / Latinx	0.0%		(0 / 1)
			White / Other	0.0%		(0 / 1)










	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for River Bluff High School	Number of Students
Biology 1	22-23	All	All	64.4%		(451 / 700)
		ELL	Not ELL	65.9%		(445 / 675)
			ELL	24.0%		(6 / 25)
		Gender	Female	66.8%		(213 / 319)
			Male	62.5%		(238 / 381)
		InstrSetting	Not Special Ed	69.3%		(432 / 623)
			Special Ed	24.7%		(19 / 77)
		Race	Black / Latinx	50.0%		(1 / 2)
			White / Other	20.0%		(1 / 5)










	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for River Bluff High School	Number of Students
English 2	22-23	All	All	93.6%		(457 / 488)
		ELL	Not ELL	94.7%		(451 / 476)
			ELL	50.0%		(6 / 12)
		Gender	Female	95.7%		(221 / 231)
			Male	91.8%		(236 / 257)
		InstrSetting	Not Special Ed	96.0%		(434 / 452)
			Special Ed	63.9%		(23 / 36)
		Race	Black / Latinx	100.0%		(1 / 1)
			White / Other	100.0%		(3 / 3)










	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for River Bluff High School	Number of Students
US History	22-23	All	All	74.4%		(404 / 543)
		ELL	Not ELL	77.0%		(394 / 512)
			ELL	32.3%		(10 / 31)
		Gender	Female	75.1%		(205 / 273)
			Male	73.7%		(199 / 270)
		InstrSetting	Not Special Ed	78.1%		(399 / 511)
			Special Ed	15.6%		(5 / 32)
		Race	Black / Latinx	25.0%		(1 / 4)
			White / Other	12.5%		(1 / 8)

	Year	Group	Subgroup	%	On Time Graduation Rate for River Bluff High School	Number of Students
GradRate	22-23	All	All	95.4%		(524 / 549)
		ELL	Not ELL	95.4%		(524 / 549)
		Gender	Female	97.5%		(268 / 275)
			Male	93.4%		(256 / 274)
		InstrSetting	Not Special Ed	96.7%		(491 / 508)
			Special Ed	80.5%		(33 / 41)
		Race	Black / Latinx	94.3%		(50 / 53)
			White / Other	95.6%		(474 / 496)


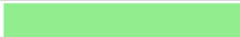






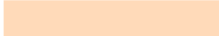
Year	Status	Student Count	Stu Cnt
22-23	CC - Local Document Recipient	4	0.7%
	GN - Non-Graduate	20	3.6%
	GY - Graduate	524	95.6%
Total		548	










	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level River Bluff High School	Number of Students
Honors	22-23	All	All	57.4%		(1294 / 2256)
		ELL	Not ELL	56.9%		(1141 / 2005)
			ELL	61.0%		(153 / 251)
		Gender	Female	66.5%		(732 / 1101)
			Male	48.7%		(562 / 1155)
		InstrSetting	Not Special Ed	61.7%		(1270 / 2057)
			Special Ed	12.1%		(24 / 199)
		Race	Black / Latinx	41.2%		(204 / 495)
			White / Other	61.9%		(1090 / 1761)










	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level River Bluff High School	Number of Students
AP/IB	22-23	All	All	34.9%		(788 / 2256)
		ELL	Not ELL	34.3%		(687 / 2005)
			ELL	40.2%		(101 / 251)
		Gender	Female	41.3%		(455 / 1101)
			Male	28.8%		(333 / 1155)
		InstrSetting	Not Special Ed	38.1%		(783 / 2057)
			Special Ed	2.5%		(5 / 199)
		Race	Black / Latinx	20.4%		(101 / 495)
			White / Other	39.0%		(687 / 1761)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level River Bluff High School	Number of Students
Dual Credit	22-23	All	All	11.2%		(252 / 2256)
		ELL	Not ELL	11.4%		(229 / 2005)
			ELL	9.2%		(23 / 251)
		Gender	Female	13.0%		(143 / 1101)
			Male	9.4%		(109 / 1155)
		InstrSetting	Not Special Ed	12.2%		(251 / 2057)
			Special Ed	0.5%		(1 / 199)
		Race	Black / Latinx	3.8%		(19 / 495)
			White / Other	13.2%		(233 / 1761)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for River Bluff High School	Number of Students
Chronic Absences	22-23	All	All	20.2%		(456 / 2257)
		ELL	Not ELL	20.2%		(429 / 2119)
			ELL	19.6%		(27 / 138)
		Gender	Female	21.9%		(241 / 1101)
			Male	18.6%		(215 / 1156)
		InstrSetting	Not Special Ed	19.2%		(394 / 2057)
			Special Ed	31.0%		(62 / 200)
		Race	Black / Latinx	26.6%		(132 / 496)
			White / Other	18.4%		(324 / 1761)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for River Bluff High School	Number of Students
Referrals	22-23	All	All	42.7%		(963 / 2256)
		ELL	Not ELL	42.6%		(902 / 2118)
			ELL	44.2%		(61 / 138)
		Gender	Female	35.4%		(390 / 1101)
			Male	49.6%		(573 / 1155)
		InstrSetting	Not Special Ed	41.6%		(855 / 2057)
			Special Ed	54.3%		(108 / 199)
		Race	Black / Latinx	54.9%		(248 / 452)
			White / Other	39.6%		(715 / 1804)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for River Bluff High School	Number of Students
In School Suspensions	22-23	All	All	11.1%		(251 / 2256)
		ELL	Not ELL	11.3%		(239 / 2118)
			ELL	8.7%		(12 / 138)
		Gender	Female	8.5%		(94 / 1101)
			Male	13.6%		(157 / 1155)
		InstrSetting	Not Special Ed	10.0%		(206 / 2057)
			Special Ed	22.6%		(45 / 199)
		Race	Black / Latinx	18.8%		(85 / 452)
			White / Other	9.2%		(166 / 1804)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for River Bluff High School	Number of Students
Out of School Suspensions	22-23	All	All	9.9%		(223 / 2256)
		ELL	Not ELL	9.9%		(209 / 2118)
			ELL	10.1%		(14 / 138)
		Gender	Female	7.2%		(79 / 1101)
			Male	12.5%		(144 / 1155)
		InstrSetting	Not Special Ed	8.3%		(171 / 2057)
			Special Ed	26.1%		(52 / 199)
		Race	Black / Latinx	19.2%		(87 / 452)
			White / Other	7.5%		(136 / 1804)

Executive Summary of Needs Assessment Data Findings

School Name: **River Bluff High School**

Goal Area	Goal	2024 Baseline
Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 68.95% by 2029.	59.0%
Academic Achievement	The percent of students the graduation cohort demonstrating college and/or career readiness as reported on the state report card will reach 95.1% by 2029.	85.1%
Gifted and Talented (Academic)	The percent of Gifted and Talented identified students in the graduation cohort demonstrating college readiness (as defined by SCDE) will reach 95.7% by 2029.	90.7%
Gifted and Talented (Other)	Overall survey response percentage of either "somewhat agree," "agree," or "strongly agree" on the Lexington 1 Gifted and Talented Student Survey will increase to TBD by 2029.	TBD
School Climate	The percent of School Climate points earned on the state report card will reach 73.% by 2029.	68.0%
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

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

Measurable performance goals, written in five-year increments, shall be developed to address the major discrepancies found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for districts and schools data:

<http://ed.sc.gov/data/report-cards/state-report-cards/>

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

Executive Summary of Needs Assessment Data Findings

<p>Student Achievement</p> <p>Primary School (K - 2) Student</p> <p>Elementary/ Middle School (3 - 8) Student</p> <p>High School (9 - 12) Student</p>	<p><i>Last year marked a remarkable achievement for our school, with an overall score of 74/100 on our report card, earning us an "Excellent Rating." We proudly boasted a graduation rate of 95%, with 85.1% of our students demonstrating college or career readiness. Despite these successes, our mid-year review highlighted several areas of concern. We noted disparities in disciplinary referrals, particularly concerning the overrepresentation of minority populations. Additionally, significant variations were observed in math passage rates for End-of-Course exams and PSAT scores compared to other subjects. The increasing number of English Language Learners, particularly in the 9th grade, prompted us to focus on progress monitoring to ensure their success and graduation. Furthermore, freshmen accounted for a significant portion of class cutting, prompting immediate attention. We are implementing strategies such as creating conditions for student reflection, emphasizing the use of protocols in the classroom, implementing habits of success, promoting more student-centered learning, and integrating higher-order questions to address these concerns and foster a positive learning environment for all students.</i></p>
<p>Teacher/Administrator Quality</p>	<p><i>In 2023, RBHS boasts a faculty of 133 teachers, with an impressive 77.4% holding advanced degrees and 98.5% on continuing contracts. A remarkable 87.1% of teachers are returning from the previous year, contributing to the school's celebratory 11th year anniversary. The majority of teachers have established a community, with many having been part of the RBHS community for five or more years.</i></p> <p><i>A key strength of RBHS lies in its structured collaborative planning time, allowing teachers to meet weekly to design curriculum, craft instructional plans, and analyze data to tailor responses for student success. Furthermore, teachers benefit from a dedicated weekly professional learning course, providing research-based adult learning experiences aligned with the school's work plan goals.</i></p> <p><i>Acknowledging the influx of 28 new staff members in 22-23, RBHS implemented a goal to enhance onboarding strategies and professional support. This initiative included creating Peer Ambassadors to facilitate cohort learning experiences for new teachers and whole-staff professional development focused on effective collaboration within established teams.</i></p> <p><i>RBHS is led by six administrators and nine members of the executive leadership team, all of whom bring extensive experience and continuity from previous years. The leadership's goal for 23-24 is to leverage data to enhance intentional support structures for all stakeholders, fostering a school community where agency, purpose, and belonging are paramount. Immediate objectives for 23-24 include regular data reviews to identify areas requiring support, increased family engagement opportunities, and the implementation of systemic support structures for struggling students.</i></p>

Executive Summary of Needs Assessment Data Findings

School Climate

21-22 School Climate Survey data showed high teacher and student satisfaction rates with slightly lower rates of parent satisfaction. Data showed:

	Teachers	Students	Parents
Percent satisfied with learning environment	96.4%	88%	79%
Percent satisfied with social and physical environment	95.7%	89%	81%
Percent satisfied with school to home relations	93.5%	94%	78.6%

In response, RBHS will enhance parent involvement by providing opportunities for stakeholders to participate in data collection and school improvement initiatives, ensuring their voices are heard in decision-making processes. This will involve revising parent communications to improve accessibility to school information and increasing in-person family engagement structures to foster strong connections between families, the school, and their students' learning experiences.

In the academic year 22/23, discipline data revealed concerning disparities, with black students being more likely to receive one or more In-School Suspensions (ISS) and times more likely to receive one or more Out-of-School Suspensions (OSS) compared to other students.

In response to these findings, RBHS will undertake a comprehensive review and revision of discipline practices. This effort aims to promote restorative models and alternatives to suspension, prioritizing approaches that address underlying issues while maintaining a supportive learning environment. Additionally, staff will engage in professional learning opportunities to enhance their capacity to uphold common behavioral norms and respond consistently to behavioral infractions at the classroom level, ultimately reducing referral rates and fostering a more inclusive and equitable school environment.

Location: River Bluff High

Level	Area	Goal	2024 (From 2023 Report Cards)	2025 (From 2024 Report Cards)	2026 (From 2025 Report Cards)	2027 (From 2026 Report Cards)	2028 (From 2027 Report Cards)	2029 (From 2028 Report Cards)
High	Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 68.95% by 2029.	59.0%	61.0%	63.0%	65.0%	67.0%	69.0%
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 95.1% by 2029.	85.10%	87.10%	89.10%	91.10%	93.10%	95.10%
Actual Data (Academic Ach.)								
Actual Data (CCR)								

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement the new Lexington One Instructional Framework and Graduate Profile	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	-Implementation Monitoring Tool Data -Classroom Observation Data
Use the curriculum and assessments as outlined in the District's Curriculum Management, Assessment Plans and Instructional Technology Plans. Develop a school-based professional learning plan based on the district-level plan.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Closer alignment of written, taught, and assessed curriculum -Increase in questioning and critical thinking on classroom observation tool. - Increase in satisfaction as assessed on relevant areas of the SCDE climate survey
Implement revised school work plan process that is aligned to the strategic plan and school renewal plan.	July 2024-June 2029	School Leadership Team and Teacher Leaders	NA	NA	- Completed school work plans - Completed the school work plan review process yearly
Identify student intervention needs and implement appropriate supports as needed.	July 2024-June 2029	School Leadership Team and Teacher	NA	NA	- Increase in students ability to earn or receive academic credit in a course and remain on track to graduate - 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
High	Teacher and Administrator Quality	Increase the cumulative average of teachers' composite score on the SC Teaching Standards 4.0 rubric from 3.0 to 3.5 by 2029. (Observation protocols will be reevaluated and calibrated in the 24-25 school year in order to obtain accurate baseline data.)	3.00	3.10	3.20	3.30	3.40	3.50
Actual Data (4.0 Rubric)								

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement the new Lexington One Instructional Framework and Graduate Profile	July 2024-June 2029	School Leadership Team	NA	NA	-Implementation Monitoring Tool Data -Classroom Observation Data
- Use the curriculum and assessments as outlined in the District's Curriculum Management, Assessment Plans and Instructional Technology Plans. - Implement practices and structures that improve student access to quality instructional programming and the support necessary to fully take advantage of those opportunities.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	-Closer alignment of curriculum to standard and instruction to standard, -Increase in questioning and critical thinking on classroom observation tool. - Increase in satisfaction as assessed on relevant areas of the SCDE climate survey
Develop and implement school work plan that is aligned to the strategic plan and respective school renewal plans.	July 2024-June 2029	School Leadership Team	NA	NA	- Completed school work plans - Updated agendas for beginning, middle, and end of year meetings

Level	Area	Goal	2024 (From 2023 Report Cards)	2025 (From 2024 Report Cards)	2026 (From 2025 Report Cards)	2027 (From 2026 Report Cards)	2028 (From 2027 Report Cards)	2029 (From 2028 Report Cards)
High	School Climate	The percent of School Climate points earned on the state report card will reach 73.% by 2029.	68.0%	69.0%	70.0%	71.0%	72.0%	73.0%
Actual Data								

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement the new Lexington One Instructional Framework and Graduate Profile	July 2024-June 2029	School Leadership Team	NA	NA	-Implementation Monitoring Tool Data -Classroom Observation Data
Use the curriculum and assessments as outlined in the District's Curriculum Management, Assessment Plans and Instructional Technology Plans.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Closer alignment of written, taught, and assessed curriculum -Increase in questioning and critical thinking on classroom observation tool. - Increase in satisfaction as assessed on relevant areas of the SCDE climate survey
Implement revised policies and procedures that prioritize safety, promote positive student behavior, and support the mental well-being of our students and staff.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Increase in satisfaction as assessed on relevant areas of the SCDE climate survey - Increase in satisfaction as assessed by the school pulse survey - Increase in satisfaction as assessed on the SC Teacher Working Conditions Survey
Implement the district's strategic communications and engagement plan.	July 2024-June 2029	School Leadership Team	NA	NA	- Increase in satisfaction as assessed on relevant areas of the SCDE climate survey - Increase in satisfaction as assessed by the school pulse survey

Level	Area	Goal	2024 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 Gifted and Talented identified students in the graduation cohort demonstrating college readiness (as defined by SCDE) will reach 95.7% by 2029.	90.7%	91.7%	92.7%	93.7%	94.7%	95.7%
			Actual Data					

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement the new Lexington One Instructional Framework and Graduate Profile	July 2024-June 2029	School Leadership Team	NA	NA	-Implementation Monitoring Tool Data -Classroom Observation Data
Use the curriculum and assessments as outlined in the District's Curriculum Management, Assessment Plans and Instructional Technology Plans. Implement practices and structures that improve student access to quality instructional programming and the support necessary to fully take advantage of those opportunities.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Closer alignment of written, taught, and assessed curriculum -Increase in questioning and critical thinking on classroom observation tool. - Increase in satisfaction as assessed on relevant areas of the SCDE climate survey
Implement district gifted and talented systems and structures related to preparation, identification, and delivery models to include the necessary support students may need to be successful.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Increase in 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 graduation.

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

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement district gifted and talented systems and structures related to preparation, identification, and delivery models to include the necessary support students may need to be successful.	July 2024-June 2029	School Leadership Team and Teachers			<ul style="list-style-type: none"> - 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 graduation.