



LEXINGTON SCHOOL DISTRICT ONE

---

# White Knoll High School 2024 - 2025 Strategic Plan

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2022-23 Report Card Link









Needs Assessment Data








Executive Summary of Needs Assessment Data Findings










Performance Goals and Action Plans









[White Knoll High 2022-23 Report Card](#)










	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for White Knoll High School	Number of Students
<b>All</b>	2022-2023	All	All	3.1%		(4 / 127)
		ELL	ELL	0.0%		(0 / 3)
			Not ELL	3.2%		(4 / 124)
		Gender	Female	3.1%		(2 / 64)
			Male	3.2%		(2 / 63)
		InstrSetting	Not Special Ed	3.3%		(4 / 121)
			Special Ed	0.0%		(0 / 6)
		Race	Black / Latinx	0.0%		(0 / 46)
			White / Other	4.9%		(4 / 81)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for White Knoll High School	Number of Students
<b>English</b>	2022-2023	All	All	27.6%		(35 / 127)
		ELL	ELL	66.7%		(2 / 3)
			Not ELL	26.6%		(33 / 124)
		Gender	Female	29.7%		(19 / 64)
			Male	25.4%		(16 / 63)
		InstrSetting	Not Special Ed	28.9%		(35 / 121)
			Special Ed	0.0%		(0 / 6)
		Race	Black / Latinx	19.6%		(9 / 46)
			White / Other	32.1%		(26 / 81)









	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for White Knoll High School	Number of Students
<b>Math</b>	2022-2023	All	All	7.1%		(9 / 127)
		ELL	ELL	0.0%		(0 / 3)
			Not ELL	7.3%		(9 / 124)
		Gender	Female	4.7%		(3 / 64)
			Male	9.5%		(6 / 63)
		InstrSetting	Not Special Ed	7.4%		(9 / 121)
			Special Ed	0.0%		(0 / 6)
		Race	Black / Latinx	2.2%		(1 / 46)
			White / Other	9.9%		(8 / 81)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for White Knoll High School	Number of Students
<b>Reading</b>	2022-2023	All	All	18.1%		(23 / 127)
		ELL	ELL	0.0%		(0 / 3)
			Not ELL	18.5%		(23 / 124)
		Gender	Female	15.6%		(10 / 64)
			Male	20.6%		(13 / 63)
		InstrSetting	Not Special Ed	19.0%		(23 / 121)
			Special Ed	0.0%		(0 / 6)
		Race	Black / Latinx	10.9%		(5 / 46)
White / Other	22.2%			(18 / 81)		










	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for White Knoll High School	Number of Students
<b>Science</b>	2022-2023	All	All	16.5%		(21 / 127)
		ELL	ELL	33.3%		(1 / 3)
			Not ELL	16.1%		(20 / 124)
		Gender	Female	14.1%		(9 / 64)
			Male	19.0%		(12 / 63)
		InstrSetting	Not Special Ed	17.4%		(21 / 121)
			Special Ed	0.0%		(0 / 6)
		Race	Black / Latinx	10.9%		(5 / 46)
			White / Other	19.8%		(16 / 81)

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Benchmarks on SAT for White Knoll High School	Number of Students
<b>Evidence-Based Reading and Writing</b>	22-23	All	All	60.6%		(231 / 381)
		ELL	ELL	60.0%		(15 / 25)
			Not ELL	60.7%		(216 / 356)
		Gender	Female	63.9%		(138 / 216)
			Male	56.4%		(93 / 165)
		InstrSetting	Not Special Ed	63.5%		(228 / 359)
			Special Ed	13.6%		(3 / 22)
		Race	Black / Latinx	54.4%		(92 / 169)
			White / Other	65.6%		(139 / 212)



	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Benchmarks on SAT for White Knoll High School	Number of Students
<b>Math</b>	22-23	All	All	29.4%		(112 / 381)
		ELL	ELL	40.0%		(10 / 25)
			Not ELL	28.7%		(102 / 356)
		Gender	Female	25.5%		(55 / 216)
			Male	34.5%		(57 / 165)
		InstrSetting	Not Special Ed	31.2%		(112 / 359)
			Special Ed	0.0%		(0 / 22)
		Race	Black / Latinx	21.9%		(37 / 169)
			White / Other	35.4%		(75 / 212)

	Year	Group	Subgroup	%	Percent of students with Silver or higher on Ready to Work for White Knoll High School	Number of Students
<b>Ready to Work</b>	2022-2023	All	All	54.8%		(308 / 562)
		ELL	ELL	46.3%		(19 / 41)
			Not ELL	55.5%		(289 / 521)
		Gender	Female	54.8%		(143 / 261)
			Male	54.8%		(165 / 301)
		InstrSetting	Not Special Ed	60.5%		(299 / 494)
			Special Ed	13.2%		(9 / 68)
		Race	Black / Latinx	41.2%		(94 / 228)
			White / Other	64.1%		(214 / 334)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for White Knoll High School	Number of Students
<b>Algebra 1</b>	22-23	All	All	52.5%		(235 / 448)
		ELL	Not ELL	54.9%		(228 / 415)
			ELL	21.2%		(7 / 33)
		Gender	Female	56.1%		(111 / 198)
			Male	49.6%		(124 / 250)
		InstrSetting	Not Special Ed	57.6%		(219 / 380)
			Special Ed	23.5%		(16 / 68)
		Race	Black / Latinx	46.2%		(12 / 26)
			White / Other	51.6%		(16 / 31)










	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for White Knoll High School	Number of Students
<b>Biology 1</b>	22-23	All	All	43.8%		(313 / 714)
		ELL	Not ELL	45.2%		(309 / 683)
			ELL	12.9%		(4 / 31)
		Gender	Female	43.8%		(148 / 338)
			Male	43.9%		(165 / 376)
		InstrSetting	Not Special Ed	48.2%		(289 / 600)
			Special Ed	21.1%		(24 / 114)
		Race	Black / Latinx	31.1%		(50 / 161)
			White / Other	47.0%		(95 / 202)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for White Knoll High School	Number of Students
<b>English 2</b>	22-23	All	All	81.5%		(468 / 574)
		ELL	Not ELL	84.4%		(453 / 537)
			ELL	40.5%		(15 / 37)
		Gender	Female	87.7%		(236 / 269)
			Male	76.1%		(232 / 305)
		InstrSetting	Not Special Ed	86.8%		(429 / 494)
			Special Ed	48.8%		(39 / 80)
		Race	Black / Latinx	75.4%		(92 / 122)
			White / Other	89.2%		(140 / 157)










	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for White Knoll High School	Number of Students
<b>US History</b>	22-23	All	All	67.3%		(352 / 523)
		ELL	Not ELL	69.2%		(350 / 506)
			ELL	11.8%		(2 / 17)
		Gender	Female	68.6%		(175 / 255)
			Male	66.0%		(177 / 268)
		InstrSetting	Not Special Ed	72.0%		(340 / 472)
			Special Ed	23.5%		(12 / 51)
		Race	Black / Latinx	60.0%		(57 / 95)
			White / Other	74.0%		(97 / 131)

	Year	Group	Subgroup	%	On Time Graduation Rate for White Knoll High School	Number of Students
<b>GradRate</b>	22-23	All	All	79.2%		(437 / 552)
		ELL	Not ELL	79.2%		(437 / 552)
		Gender	Female	84.0%		(241 / 287)
			Male	74.0%		(196 / 265)
		InstrSetting	Not Special Ed	82.3%		(410 / 498)
			Special Ed	50.0%		(27 / 54)
		Race	Black / Latinx	77.0%		(107 / 139)
			White / Other	79.9%		(330 / 413)

Year	Status	Student Count	Stu Cnt
22-23	CC - Local Document Recipient	17	3.1%
	GN - Non-Graduate	94	17.1%
	GY - Graduate	439	79.8%
Total		550	

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level White Knoll High School	Number of Students
<b>Honors</b>	22-23	All	All	39.7%		(920 / 2317)
		ELL	Not ELL	39.6%		(841 / 2125)
			ELL	41.1%		(79 / 192)
		Gender	Female	47.9%		(544 / 1135)
			Male	31.8%		(376 / 1182)
		InstrSetting	Not Special Ed	44.9%		(890 / 1983)
			Special Ed	9.0%		(30 / 334)
		Race	Black / Latinx	33.6%		(341 / 1016)
			White / Other	44.5%		(579 / 1301)


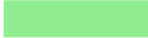


















	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level White Knoll High School	Number of Students
<b>AP/IB</b>	22-23	All	All	12.8%		(296 / 2317)
		ELL	Not ELL	12.5%		(266 / 2125)
			ELL	15.6%		(30 / 192)
		Gender	Female	15.6%		(177 / 1135)
			Male	10.1%		(119 / 1182)
		InstrSetting	Not Special Ed	14.7%		(292 / 1983)
			Special Ed	1.2%		(4 / 334)
		Race	Black / Latinx	10.8%		(110 / 1016)
			White / Other	14.3%		(186 / 1301)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level White Knoll High School	Number of Students
<b>Dual Credit</b>	22-23	All	All	8.2%		(189 / 2317)
		ELL	Not ELL	8.2%		(174 / 2125)
			ELL	7.8%		(15 / 192)
		Gender	Female	12.2%		(138 / 1135)
			Male	4.3%		(51 / 1182)
		InstrSetting	Not Special Ed	9.5%		(188 / 1983)
			Special Ed	0.3%		(1 / 334)
		Race	Black / Latinx	6.9%		(70 / 1016)
			White / Other	9.1%		(119 / 1301)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for White Knoll High School	Number of Students
<b>Chronic Absences</b>	22-23	All	All	27.2%		(631 / 2318)
		ELL	Not ELL	26.4%		(577 / 2183)
			ELL	40.0%		(54 / 135)
		Gender	Female	29.2%		(331 / 1135)
			Male	25.4%		(300 / 1183)
		InstrSetting	Not Special Ed	25.8%		(511 / 1983)
			Special Ed	35.8%		(120 / 335)
		Race	Black / Latinx	29.5%		(300 / 1016)
			White / Other	25.4%		(331 / 1302)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll High School	Number of Students
<b>Referrals</b>	22-23	All	All	41.9%		(970 / 2317)
		ELL	Not ELL	42.0%		(917 / 2182)
			ELL	39.3%		(53 / 135)
		Gender	Female	37.3%		(423 / 1135)
			Male	46.3%		(547 / 1182)
		InstrSetting	Not Special Ed	41.1%		(815 / 1983)
			Special Ed	46.4%		(155 / 334)
		Race	Black / Latinx	50.2%		(468 / 933)
			White / Other	36.3%		(502 / 1384)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll High School	Number of Students
<b>In School Suspensions</b>	22-23	All	All	24.3%		(564 / 2317)
		ELL	Not ELL	24.2%		(529 / 2182)
			ELL	25.9%		(35 / 135)
		Gender	Female	21.4%		(243 / 1135)
			Male	27.2%		(321 / 1182)
		InstrSetting	Not Special Ed	23.7%		(469 / 1983)
			Special Ed	28.4%		(95 / 334)
		Race	Black / Latinx	31.0%		(289 / 933)
			White / Other	19.9%		(275 / 1384)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll High School	Number of Students
<b>Out of School Suspensions</b>	22-23	All	All	13.2%		(305 / 2317)
		ELL	Not ELL	13.2%		(289 / 2182)
			ELL	11.9%		(16 / 135)
		Gender	Female	10.6%		(120 / 1135)
			Male	15.7%		(185 / 1182)
		InstrSetting	Not Special Ed	11.6%		(231 / 1983)
			Special Ed	22.2%		(74 / 334)
		Race	Black / Latinx	18.0%		(168 / 933)
			White / Other	9.9%		(137 / 1384)

# Executive Summary of Needs Assessment Data Findings

School Name: White Knoll 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 47.77% by 2029.	37.8%
Academic Achievement	The percent of students the graduation cohort demonstrating college and/or career readiness as reported on the state report card will reach 72.9% by 2029.	62.9%
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 80.7% by 2029.	75.7%
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 41% by 2029.	36.0%
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 areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for districts and schools data:

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

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

# Executive Summary of Needs Assessment Data Findings

<p><b>Student Achievement</b></p> <p>High School (9 - 12) Student</p>	<p>In White Knoll High School’s constant focus on improvement the school has embarked on a journey to pursue National Blue Ribbon School status. Our instructional team has analyzed the initial data gathered in a survey of our stakeholders and has determined four areas that the school needs to focus on in an effort to obtain Blue Ribbon status. Those areas are: Instruction, Data Analysis, Culture and Communication. Focus groups will be formed to analyze the data related to each focus area and then develop an action plan to enhance the improvement of each focus area. These four focus areas will mesh with the school’s Work Plan which focuses on our Academic goal related to the performance of students being served with special education services and our goal related to student attendance and avoidance referrals.</p> <p>Data contained in the district’s dashboard indicates that the following areas continue to be areas for improvement: On-Time Graduation Rate, Percentage of Students On-Track for Graduation at each grade level, student performance on End of Course tests, College and Career Readiness. Additionally, achievement gaps in End of Course assessments results continue to be an area for improvement.</p>																											
	<table border="1"> <thead> <tr> <th>Target Area</th> <th>2021-2022 SY</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>On Time Grad (All Students)</td> <td>79.7%</td> <td>83.8%</td> </tr> <tr> <td>9th Grade On Track(1 YOTG)</td> <td>72.7%</td> <td>87.0%</td> </tr> <tr> <td>5 yr student success rate</td> <td>83.1%</td> <td>86.3%</td> </tr> <tr> <td>English % C+</td> <td>59.6%</td> <td>67.5%</td> </tr> <tr> <td>Algebra % C+</td> <td>30.2%</td> <td>35.0%</td> </tr> <tr> <td>Biology % C+</td> <td>27.1%</td> <td>33.2%</td> </tr> <tr> <td>US History % C+</td> <td>36.5%</td> <td>38.5.%</td> </tr> <tr> <td>% of students who DID earn a credential</td> <td>71.0%</td> <td>75.0%</td> </tr> </tbody> </table>		Target Area	2021-2022 SY	Goal	On Time Grad (All Students)	79.7%	83.8%	9th Grade On Track(1 YOTG)	72.7%	87.0%	5 yr student success rate	83.1%	86.3%	English % C+	59.6%	67.5%	Algebra % C+	30.2%	35.0%	Biology % C+	27.1%	33.2%	US History % C+	36.5%	38.5.%	% of students who DID earn a credential	71.0%
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# Executive Summary of Needs Assessment Data Findings

<p><b>Teacher/Administrator Quality</b></p>	<p>White Knoll High School has 125 certified teachers who are currently certified or enrolled in PACE or an alternative certification program. 77.6% of the teachers have received advanced degrees.</p> <p>Extensive collaboration and professional learning has welcomed the 26 new staff members to the faculty and staff. All new members participate in a professional learning cycle titled “The White Knoll Way” to get fully immersed in the building and culture.</p> <p>All administrators are certified in school administration by the South Carolina Board of Education.</p> <p>A thorough analysis of Blue Ribbon Survey data indicates that the following focus areas need to be addressed in order to meet our Work Plan goals: Instruction, Data Analysis, Culture and Communication.</p> <p>Faculty and Staff Learning Targets are as follows: I can...</p> <ul style="list-style-type: none"><li>● Regularly implement instruction and assessment methods that are differentiated by content, process and/or product</li><li>● Provide personalized opportunities to accommodate individual student needs</li><li>● Can consistently use student performance data to monitor and adjust instruction</li><li>● Establish and maintain healthy and supportive relationships with and among all students</li></ul> <p>School Leader Learning Targets and Actions are as follows:</p> <ul style="list-style-type: none"><li>● Consistently monitor and assess instruction and assessment through weekly plans and learning walks</li><li>● Give kind, helpful, specific feedback about weekly plans, instruction and assessment</li><li>● Develop cycles of professional learning that addresses personalized learning and developing healthy and supportive relationships between teachers and their students</li><li>● Develop a process to systematically analyze and improve attendance and avoidance referral data</li></ul>
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# Executive Summary of Needs Assessment Data Findings

<p><b>School Climate</b></p>	<p>School Climate Performance is measured by improvement in stakeholder responses to District Performance Goals and System Commitments.</p>																												
	<p>Our district Data Dashboard indicates the following areas of concern in which performance goals are not currently being met: Chronic Absenteeism and Suspensions or Expulsions.</p>																												
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<p>In response, White Knoll High School will increase the communication of the importance for students to be fully engaged in class each day. Parents will be communicated with using multiple platforms to ensure they are aware of their students behavior. Administration will use different methods to encourage students to report to class and be engaged.</p>																													
<p>In addition, data from Student and Parent Perception Surveys indicate that significant improvement is needed to reach district established benchmarks for the following statements: 1. I am satisfied with the social and physical environment at my school 2. I am satisfied with home/ school relations at my school.</p>																													
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Home School Relations/ Parent Responses	89.1%	90.0%																											

Location: White Knoll 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 47.77% by 2029.	37.8%	39.8%	41.8%	43.8%	45.8%	47.8%
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 72.9% by 2029.	62.90%	64.90%	66.90%	68.90%	70.90%	72.90%
<b>Actual Data (Academic Ach.)</b>								
<b>Actual Data (CCR)</b>								

**Action Plan**

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement the new Lexington One Instructional Framework and Graduate Profile	July 2024-June 2029	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
<b>Actual Data (4.0 Rubric)</b>								

**Action Plan**

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement the new Lexington One Instructional Framework and Graduate Profile	July 2024-June 2029	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 41% by 2029.	36.0%	37.0%	38.0%	39.0%	40.0%	41.0%
<b>Actual Data</b>								

**Action Plan**

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement the new Lexington One Instructional Framework and Graduate Profile	July 2024-June 2029	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 80.7% by 2029.	75.7%	76.7%	77.7%	78.7%	79.7%	80.7%
			<b>Actual Data</b>					

**Action Plan**

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

**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"> <li>- Increase in the number of student work samples that meet multiple attributes of powerful learning experiences</li> <li>- Increase in the number of students who remain in G/T coursework through graduation.</li> </ul>