



LEXINGTON SCHOOL DISTRICT ONE

---

# White Knoll Elementary School 2024 - 2025 Strategic Plan

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

	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for White Knoll Elementary School	Number of Students
<b>Reading Grades 1-5</b>	22-23	All	All	51.7%		(266 / 515)
		ELL	Not ELL	52.6%		(240 / 456)
			ELL	44.1%		(26 / 59)
		Gender	Female	53.8%		(133 / 247)
			Male	49.6%		(133 / 268)
		InstrSetting	Not Special Ed	56.8%		(246 / 433)
			Special Ed	24.4%		(20 / 82)
		Race	Black / Latinx	42.2%		(89 / 211)
			White / Other	58.2%		(177 / 304)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for White Knoll Elementary School	Number of Students
<b>ELA</b>	22-23	All	All	44.6%		(148 / 332)
		ELL	Not ELL	45.8%		(141 / 308)
			ELL	29.2%		(7 / 24)
		Gender	Female	47.4%		(74 / 156)
			Male	42.0%		(74 / 176)
		InstrSetting	Not Special Ed	51.5%		(141 / 274)
			Special Ed	12.1%		(7 / 58)
		Race	Black / Latinx	37.1%		(46 / 124)
			White / Other	49.0%		(102 / 208)


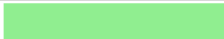







	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for White Knoll Elementary School	Number of Students
<b>Math</b>	22-23	All	All	37.7%		(125 / 332)
		ELL	Not ELL	38.3%		(118 / 308)
			ELL	29.2%		(7 / 24)
		Gender	Female	34.6%		(54 / 156)
			Male	40.3%		(71 / 176)
		InstrSetting	Not Special Ed	42.7%		(117 / 274)
			Special Ed	13.8%		(8 / 58)
		Race	Black / Latinx	28.2%		(35 / 124)
			White / Other	43.3%		(90 / 208)

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for White Knoll Elementary School	Number of Students
<b>Science</b>	22-23	All	All	32.4%		(36 / 111)
		ELL	Not ELL	32.0%		(33 / 103)
			ELL	37.5%		(3 / 8)
		Gender	Female	25.9%		(14 / 54)
			Male	38.6%		(22 / 57)
		InstrSetting	Not Special Ed	38.9%		(35 / 90)
			Special Ed	4.8%		(1 / 21)
		Race	Black / Latinx	29.7%		(11 / 37)
			White / Other	33.8%		(25 / 74)


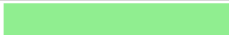







	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth Target White Knoll Elementary School	Number of Students
<b>Math</b>	22-23	All	All	20.8%		(121 / 583)
		ELL	ELL	27.6%		(16 / 58)
			Not ELL	20.0%		(105 / 525)
		Gender	Female	18.3%		(51 / 279)
			Male	23.0%		(70 / 304)
		InstrSetting	Not Special Ed	20.8%		(99 / 475)
			Special Ed	20.4%		(22 / 108)
		Race	Black / Latinx	15.7%		(30 / 191)
			White / Other	23.2%		(91 / 392)










	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth Target White Knoll Elementary School	Number of Students
<b>Reading</b>	22-23	All	All	31.6%		(184 / 583)
		ELL	ELL	27.6%		(16 / 58)
			Not ELL	32.0%		(168 / 525)
		Gender	Female	31.5%		(88 / 279)
			Male	31.6%		(96 / 304)
		InstrSetting	Not Special Ed	33.9%		(161 / 475)
			Special Ed	21.3%		(23 / 108)
		Race	Black / Latinx	25.7%		(49 / 191)
			White / Other	34.4%		(135 / 392)












	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level White Knoll Elementary School	Number of Students
<b>Accelerated/ Eagles</b>	22-23	All	All	8.9%		(32 / 360)
		ELL	Not ELL	9.5%		(30 / 315)
			ELL	4.4%		(2 / 45)
		Gender	Female	8.8%		(15 / 170)
			Male	8.9%		(17 / 190)
		InstrSetting	Not Special Ed	10.1%		(30 / 297)
			Special Ed	3.2%		(2 / 63)
		Race	Black / Latinx	3.7%		(6 / 161)
			White / Other	13.1%		(26 / 199)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for White Knoll Elementary School	Number of Students
<b>Chronic Absences</b>	22-23	All	All	21.9%		(166 / 757)
		ELL	Not ELL	22.2%		(153 / 688)
			ELL	18.8%		(13 / 69)
		Gender	Female	19.7%		(68 / 345)
			Male	23.8%		(98 / 412)
		InstrSetting	Not Special Ed	20.7%		(120 / 580)
			Special Ed	26.0%		(46 / 177)
		Race	Black / Latinx	25.2%		(82 / 325)
			White / Other	19.4%		(84 / 432)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll Elementary School	Number of Students
<b>Referrals</b>	22-23	All	All	22.9%		(173 / 756)
		ELL	Not ELL	23.1%		(159 / 687)
			ELL	20.3%		(14 / 69)
		Gender	Female	13.3%		(46 / 345)
			Male	30.9%		(127 / 411)
		InstrSetting	Not Special Ed	22.8%		(132 / 580)
			Special Ed	23.3%		(41 / 176)
		Race	Black / Latinx	29.0%		(80 / 276)
			White / Other	19.4%		(93 / 480)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll Elementary School	Number of Students
<b>In School Suspensions</b>	22-23	All	All	4.8%		(36 / 756)
		ELL	Not ELL	5.1%		(35 / 687)
			ELL	1.4%		(1 / 69)
		Gender	Female	3.2%		(11 / 345)
			Male	6.1%		(25 / 411)
		InstrSetting	Not Special Ed	5.3%		(31 / 580)
			Special Ed	2.8%		(5 / 176)
		Race	Black / Latinx	6.5%		(18 / 276)
			White / Other	3.8%		(18 / 480)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll Elementary School	Number of Students
<b>Out of School Suspensions</b>	22-23	All	All	2.9%		(22 / 756)
		ELL	Not ELL	3.2%		(22 / 687)
			ELL	0.0%		(0 / 69)
		Gender	Female	1.4%		(5 / 345)
			Male	4.1%		(17 / 411)
		InstrSetting	Not Special Ed	2.8%		(16 / 580)
			Special Ed	3.4%		(6 / 176)
		Race	Black / Latinx	2.9%		(8 / 276)
			White / Other	2.9%		(14 / 480)

# Executive Summary of Needs Assessment Data Findings

School Name: **White Knoll Elementary**

Goal Area	Goal	2024 Baseline
Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 54.15% by 2029.	44.2%
Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 67% by 2029.	57.0%
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 55% by 2029.	50.0%
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 77% by 2029.	72.0%
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. **Use the questions in each box to guide your reflection.**

# Executive Summary of Needs Assessment Data Findings

<p><b>Student Achievement</b></p> <p>Primary School (K - 2) Student</p> <p>Elementary/ Middle School (3 - 8) Student</p> <p>High School (9 - 12) Student</p>	<p>Primary: Based on the results of Fountas and Pinnell text level measures, more than 74% of our students in K-2 are performing at or above grade level expectations at this time. Literacy and Numeracy along with High Impact Teaching and Learning continue to be areas of focus for White Knoll Elementary.</p> <p>These charts show the percentage of students who are on track to meet their growth goals based on I-ready data from fall to winter.</p> <table border="1" data-bbox="548 541 1416 688"> <tr> <th>Math</th> <th>% meeting Average Growth</th> <th>% meeting Accelerated Growth</th> </tr> <tr> <td></td> <td>65%</td> <td>49%</td> </tr> </table> <table border="1" data-bbox="548 741 1416 888"> <tr> <th>Reading</th> <th>% meeting Average Growth</th> <th>% meeting Accelerated Growth</th> </tr> <tr> <td></td> <td>72%</td> <td>64%</td> </tr> </table> <p>Elementary: According to SC READY state standardized ELA scores, just over 44% of our students scored met or exceeds on the SC READY ELA assessment. Almost 38% of our students met or exceeded on the SC READY math assessment. This is growth point for WKES and we have been working hard to reach every student through high quality teaching and learning.</p> <p>These charts show the percentage of students who are on track to meet their growth goals based on I-ready data from fall to winter.</p> <table border="1" data-bbox="557 1260 1424 1407"> <tr> <th>Math</th> <th>% meeting Average Growth</th> <th>% meeting Accelerated Growth</th> </tr> <tr> <td></td> <td>50%</td> <td>31%</td> </tr> </table> <table border="1" data-bbox="557 1428 1424 1575"> <tr> <th>Reading</th> <th>% meeting Average Growth</th> <th>% meeting Accelerated Growth</th> </tr> <tr> <td></td> <td>57%</td> <td>41%</td> </tr> </table> <p>Using a school-wide review of this data and reflective practice, we have made shifts in instructional strategies and increased <i>instructional support to ensure all students at WKE reach their learning goals.</i></p>	Math	% meeting Average Growth	% meeting Accelerated Growth		65%	49%	Reading	% meeting Average Growth	% meeting Accelerated Growth		72%	64%	Math	% meeting Average Growth	% meeting Accelerated Growth		50%	31%	Reading	% meeting Average Growth	% meeting Accelerated Growth		57%	41%
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# Executive Summary of Needs Assessment Data Findings

<p><b>Teacher/Administrator Quality</b></p>	<ul style="list-style-type: none"> <li>• What were areas of strength and growth related to teacher/admin quality on the SCDE staff and student survey last year?</li> <li>• What did your mid-year review and the staff pulse check survey data indicate regarding teacher/admin quality now?</li> <li>• Based on your review, what is your school's priority area of need in this area?</li> </ul> <p>White Knoll Elementary prides itself on hiring and retaining the most qualified educators to promote rigorous instruction in the classroom. Nearly 67% of our teachers hold advanced degrees and 100% of our teachers participate in ongoing professional learning. We have also been able to increase our teacher retention rate to 86%. Our professional learning this year has focused on our work plan goals of increasing use of the workshop model and increasing vocabulary instruction. In math instruction we have also increased our focus on the geometry standards as that was our lowest performing area. During our mid-year data our focus areas demonstrated improvement from 22-23 to 23-24.</p> <table border="1" data-bbox="553 867 1421 1150"> <thead> <tr> <th></th> <th>22-23 iready performance on grade level or above</th> <th>23-24 iready performance mid-year on grade level or above</th> </tr> </thead> <tbody> <tr> <td>Vocabulary</td> <td>39%</td> <td>41.55</td> </tr> <tr> <td>Geometry</td> <td>27.5%</td> <td>34.3%</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The WKE leadership team meets regularly as lead learners to monitor progress, reflect on practice and make adjustments for continual improvement. The leadership team is an inclusive team designed to create distributive leadership and includes school administration, the literacy coach, math coach, two teachers, lead interventionist, school librarian, GT teacher, and MLP teacher.</p>		22-23 iready performance on grade level or above	23-24 iready performance mid-year on grade level or above	Vocabulary	39%	41.55	Geometry	27.5%	34.3%			
	22-23 iready performance on grade level or above	23-24 iready performance mid-year on grade level or above											
Vocabulary	39%	41.55											
Geometry	27.5%	34.3%											



# Executive Summary of Needs Assessment Data Findings

**School Climate**

- What were areas of strength and growth related to school climate on the SCDE staff and student survey last year?
- What did your mid-year review and the student/staff pulse check survey data indicate regarding school climate now?
- Based on your review, what is your school's priority area of need in this area?

At White Knoll Elementary, we believe that love comes first. We focus on building lasting relationships with students and families to assist each child in reaching their full potential. We have a full-time family liaison who works hard to serve the needs of the whole child by providing resources to families in need. Through her relationships with our community we have increased the families we serve in this capacity by 200%. We have also created a community closet and expanded our community partnerships.

We collaborate regularly with our stakeholders to create new and innovative ways to engage families in academic and social interactions. This year we made it a goal to increase our family engagement by increasing our family events. The events have included our Back to School Bash, Show What You Know Night, family skate nights, and a family field trip to Edventure. We collaborate regularly with our stakeholders to create new and innovative ways to engage families in academic and social interactions. Our annual SCDE climate surveys report that these actions are having a positive impact on parent, teacher, and student perceptions. This chart below shows our survey results from the 22-23 schdoyear.

	Students	Parents	Teachers
Satisfaction with the learning environment	88.1%	87.8%	97.9%
Satisfaction with the physical environment	91.3%	95.5%	100%
Satisfaction with home/school relations	89.5%	91.5%	97.9%

Location: White Knoll Elementary

Level	Area	Goal	2024 (From 2023 Report Card)	2025 (From 2024 Report Card)	2026 (From 2025 Report Card)	2027 (From 2026 Report Card)	2028 (From 2027 Report Card)	2029 (From 2028 Report Card)
Elementary/Middle	Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 54.15% by 2029.	44.15%	46.2%	48.2%	50.2%	52.2%	54.2%
Elementary/Middle	Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 67% by 2029.	57.00%	59.00%	61.00%	63.00%	65.00%	67.00%
<b>Actual Data (Academic Ach.)</b>								
<b>Actual Data (Progress)</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 reaching typical and stretch growth targets on interim assessments - Revised staffing and scheduling to match changes in intervention program

Level	Area	Goal	2023-2024 Observation Data	2024-2025 Observation Data	2025-2026 Observation Data	2026-2027 Observation Data	2027-2028 Observation Data	2028-2029 Observation Data
Elementary/Middle	Teacher and Administrator Quality	Increase the cumulative average of teachers' composite score on the SC Teaching Standards 4.0 rubric from 3.0 to 3.5 by 2029. (Observation protocols will be reevaluated and calibrated in the 24-25 school year in order to obtain accurate baseline data.)	3.00	3.10	3.20	3.30	3.40	3.50
<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)
Elementary/Middle	School Climate	The percent of School Climate points earned on the state report card will reach 77% by 2029.	72.0%	73.0%	74.0%	75.0%	76.0%	77.0%
<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
<b>Use the curriculum and assessments as outlined in the District's Curriculum Management, Assessment Plans and Instructional Technology Plans.</b>	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Closer alignment of written, taught, and assessed curriculum -Increase in questioning and critical thinking on classroom observation tool. - Increase in satisfaction as assessed on relevant areas of the SCDE climate survey
Implement revised policies and procedures that prioritize safety, promote positive student behavior, and support the mental well-being of our students and staff.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Increase in satisfaction as assessed on relevant areas of the SCDE climate survey - Increase in satisfaction as assessed by the school pulse survey - Increase in satisfaction as assessed on the SC Teacher Working Conditions Survey
Implement the district's strategic communications and engagement plan.	July 2024-June 2029	School Leadership Team	NA	NA	- Increase in satisfaction as assessed on relevant areas of the SCDE climate survey - Increase in satisfaction as assessed by the school pulse survey

Level	Area	Goal	2024 (2023 SC Ready)	2025 (2024 SC Ready)	2026 (2025 SC Ready)	2027 (2026 SC Ready)	2028 (2027 SC Ready)	2029 (2028 SC Ready)
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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 55% by 2029.	50.0%	51.0%	52.0%	53.0%	54.0%	55.0%
<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.  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 those who are identified by Grade 5 (for elementary schools ONLY) - Increase in the number of student work samples that meet multiple attributes of powerful learning experiences - Increase in the number of students who remain in G/T coursework through middle school (for middle schools ONLY)

Level	Area	Goal	2024 GT Survey	2025 GT Survey	2026 GT Survey	2027 GT Survey	2028 GT Survey	2029 GT Survey
Elementary/Middle	Gifted and Talented (Other)	Overall survey 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			- Increase in those who are identified by Grade 5 (for elementary schools ONLY) - Increase in the number of student work samples that meet multiple attributes of powerful learning experiences - Increase in the number of students who remain in G/T coursework through middle school (for middle schools ONLY)