

## School Renewal Plan Cover Page

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

|  |                             |
|--|-----------------------------|
| <b>School Name:</b>                        | Lexington Technology Center |
| <b>SIDN:</b>                               | 3201995                     |
| <b>Plan Submission:</b>                    | School utilizes Cognia      |
| <b>Grade Span:</b>                         | 9 To 12                     |
| <b>District:</b>                           | Lexington 1                 |
| <b>Address 1:</b>                          | 2421 Augusta Highway        |
| <b>Address 2:</b>                          |                             |
| <b>City:</b>                               | Lexington, SC               |
| <b>Zip Code:</b>                           | 29072                       |
| <b>School Renewal Plan Contact Person:</b> | Bryce Myers                 |
| <b>School Plan Contact Phone:</b>          | 8038213001                  |
| <b>School Plan E-mail Address:</b>         | bmyers@lexington1.net       |



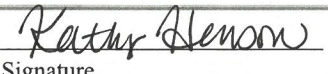
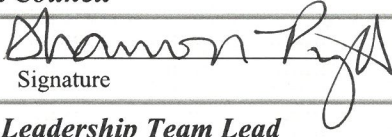
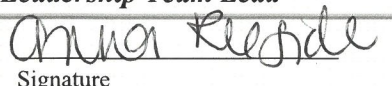
#### Required Signature Page

The school renewal 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 chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

#### Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurance requirements including ACT 135 assurance pages.

#### Required Printed Names and Signatures

|   |  |                         |
|---|--|-------------------------|
| <b>Superintendent</b>                                       |  |                         |
| <u>Gerrita Postlewait</u><br>Printed Name                   | <br>Signature | <u>3-27-25</u><br>Date  |
| <b>Principal</b>  |  |                         |
| <u>Bryce Myers</u><br>Printed Name                          | <br>Signature | <u>3-6-2025</u><br>Date |
| <b>Chairperson, District Board of Trustees</b>              |  |                         |
| <u>Kathy Henson</u><br>Printed Name                         | <br>Signature | <u>4/1/25</u><br>Date   |
| <b>Chairperson, School Improvement Council</b>              |  |                         |
| <u>Shannon Pytel</u><br>Printed Name                        | <br>Signature | <u>3/6/25</u><br>Date   |
| <b>School Read To Succeed Literacy Leadership Team Lead</b> |  |                         |
| <u>Anna Reeside</u><br>Printed Name                         | <br>Signature | <u>3/7/25</u><br>Date   |

## Assurances for School Renewal Plan

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

| <b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b><br>(S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004)) |  |
|---|--|
| N/A   | <b>Academic Assistance, PreK–3</b><br>The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).  |
| Yes   | <b>Academic Assistance, Grades 4–12</b><br>The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).  |
| Yes   | <b>Parent Involvement</b><br>The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children. |
| Yes   | <b>Staff Development</b><br>The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.  |
| Yes   | <b>Technology</b><br>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.   |
| Yes   | <b>Innovation</b><br>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.  |
| Yes   | <b>Collaboration</b><br>The school (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).   |

|     |   |
|-----|---|
| N/A | <p><b>Developmental Screening</b></p> <p>The school 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.</p>   |
| N/A | <p><b>Half-Day Child Development</b></p> <p>The school provides half-day child development programs for <b>four-year-olds</b> (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>   |
| N/A | <p><b>Developmentally Appropriate Curriculum for PreK–3</b></p> <p>The school 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 level and take into account the student's social and cultural context.</p>   |
| N/A | <p><b>Parenting and Family Literacy</b></p> <p>The school 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.</p> |
| Yes | <p><b>Recruitment</b></p> <p>The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> 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): parent without a high school graduation or equivalency, 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.</p>   |
| N/A | <p><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b></p> <p>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.</p>  |

## Stakeholder Involvement for School Renewal Plan

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

|    | <b>Position</b>  | <b>Name</b>      |
|----|--|------------------|
| 1. | <b>Principal</b>   | Bryce Myers      |
| 2. | <b>Teacher</b>   | Danielle Mize    |
| 3. | <b>Parent/Guardian</b>   | Shannon Pytel    |
| 4. | <b>Community Member</b>  | Royce Shannon    |
| 5. | <b>Paraprofessional</b>  | Yadira Heming    |
| 6. | <b>School Improvement Council Member</b>   | Dr. Devin Henson |
| 7. | <b>Read to Succeed Reading Coach</b>   | Anna Reeside     |
| 8. | <b>School Read To Succeed Literacy Leadership Team Lead</b>  | Anna Reeside     |
| 9. | <b>School Read To Succeed Literacy Leadership Team Member</b>  | Amy Cooper       |
|    | <b>OTHERS</b> (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)<br><b>** Must include the Literacy Leadership Team for Read to Succeed</b> |                  |

## District Requested Strategic/Renewal Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:

*Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.*

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:

<http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/>



**Not Applicable**

| District Wavier 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<br>(Include the SBE Regulation number to be waived)  |  |
| 6. Other<br>(Include the SBE Regulation number to be waived)  |  |



LEXINGTON SCHOOL DISTRICT ONE

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Lexington Technology Center  
Strategic Renewal Plan  
School Plan: 2024/25 - 2028/29  
School Year: Update 1 - 2025/26
















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Needs Assessment Data

Executive Summary of Needs Assessment Data Findings


















Performance Goals and Action Plans

|     | Year      | Group        | Subgroup       | %     | ACT % Meeting Benchmarks for Lexington Technology Center                             | Number of Students |
|-----|-----------|--------------|----------------|-------|--|--------------------|
| All | 2023-2024 | All          | All            | 25.0% |    | (13 / 52)          |
|     |           | ELL          | Not ELL        | 25.0% |    | (13 / 52)          |
|     |           | Gender       | Female         | 18.5% |    | (5 / 27)           |
|     |           |              | Male           | 32.0% |    | (8 / 25)           |
|     |           | InstrSetting | Not Special Ed | 25.5% |    | (13 / 51)          |
|     |           |              | Special Ed     | 0.0%  |  | (0 / 1)            |
|     |           | Race         | Black / Latinx | 12.5% |     | (1 / 8)            |
|     |           |              | White / Other  | 27.3% |    | (12 / 44)          |
|     | 2022-2023 | All          | All            | 15.3% |     | (24 / 157)         |
|     |           | ELL          | Not ELL        | 15.6% |     | (24 / 154)         |
|     |           |              | ELL            | 0.0%  |  | (0 / 3)            |
|     |           | Gender       | Female         | 10.7% |     | (8 / 75)           |
|     |           |              | Male           | 19.5% |    | (16 / 82)          |
|     |           | InstrSetting | Not Special Ed | 15.6% |     | (23 / 147)         |
|     |           |              | Special Ed     | 10.0% |     | (1 / 10)           |
|     |           | Race         | Black / Latinx | 4.0%  |     | (1 / 25)           |
|     |           |              | White / Other  | 17.4% |  | (23 / 132)         |

|         | Year          | Group        | Subgroup       | %     | ACT % Meeting<br>Benchmarks for<br>Lexington Technology<br>Center | Number of<br>Students |
|---------|---------------|--------------|----------------|-------|---|-----------------------|
| English | 2023-<br>2024 | All          | All            | 63.5% |   | (33 / 52)             |
|         |               | ELL          | Not ELL        | 63.5% |   | (33 / 52)             |
|         |               | Gender       | Female         | 66.7% |   | (18 / 27)             |
|         |               |              | Male           | 60.0% |   | (15 / 25)             |
|         |               | InstrSetting | Not Special Ed | 64.7% |   | (33 / 51)             |
|         |               |              | Special Ed     | 0.0%  |   | (0 / 1)               |
|         |               | Race         | Black / Latinx | 75.0% |   | (6 / 8)               |
|         |               |              | White / Other  | 61.4% |   | (27 / 44)             |
|         | 2022-<br>2023 | All          | All            | 52.2% |   | (82 / 157)            |
|         |               | ELL          | Not ELL        | 53.2% |   | (82 / 154)            |
|         |               |              | ELL            | 0.0%  |   | (0 / 3)               |
|         |               | Gender       | Female         | 57.3% |   | (43 / 75)             |
|         |               |              | Male           | 47.6% |   | (39 / 82)             |
|         |               | InstrSetting | Not Special Ed | 55.1% |   | (81 / 147)            |
|         |               |              | Special Ed     | 10.0% |   | (1 / 10)              |
|         |               | Race         | Black / Latinx | 44.0% |   | (11 / 25)             |
|         |               |              | White / Other  | 53.8% |   | (71 / 132)            |





















|      | Year          | Group        | Subgroup       | %     | ACT % Meeting<br>Benchmarks for<br>Lexington Technology<br>Center | Number of<br>Students |
|------|---------------|--------------|----------------|-------|---|-----------------------|
| Math | 2023-<br>2024 | All          | All            | 38.5% |   | (20 / 52)             |
|      |               | ELL          | Not ELL        | 38.5% |   | (20 / 52)             |
|      |               | Gender       | Female         | 25.9% |   | (7 / 27)              |
|      |               |              | Male           | 52.0% |   | (13 / 25)             |
|      |               | InstrSetting | Not Special Ed | 39.2% |   | (20 / 51)             |
|      |               |              | Special Ed     | 0.0%  |   | (0 / 1)               |
|      |               | Race         | Black / Latinx | 25.0% |   | (2 / 8)               |
|      |               |              | White / Other  | 40.9% |   | (18 / 44)             |
|      | 2022-<br>2023 | All          | All            | 26.8% |   | (42 / 157)            |
|      |               | ELL          | Not ELL        | 26.6% |   | (41 / 154)            |
|      |               |              | ELL            | 33.3% |   | (1 / 3)               |
|      |               | Gender       | Female         | 22.7% |   | (17 / 75)             |
|      |               |              | Male           | 30.5% |   | (25 / 82)             |
|      |               | InstrSetting | Not Special Ed | 27.9% |   | (41 / 147)            |
|      |               |              | Special Ed     | 10.0% |   | (1 / 10)              |
|      |               | Race         | Black / Latinx | 16.0% |   | (4 / 25)              |
|      |               |              | White / Other  | 28.8% |   | (38 / 132)            |

|         | Year      | Group        | Subgroup       | %     | ACT % Meeting Benchmarks for Lexington Technology Center                            | Number of Students |
|---------|-----------|--------------|----------------|-------|---|--------------------|
| Reading | 2023-2024 | All          | All            | 46.2% |   | (24 / 52)          |
|         |           | ELL          | Not ELL        | 46.2% |   | (24 / 52)          |
|         |           | Gender       | Female         | 44.4% |   | (12 / 27)          |
|         |           |              | Male           | 48.0% |   | (12 / 25)          |
|         |           | InstrSetting | Not Special Ed | 47.1% |   | (24 / 51)          |
|         |           |              | Special Ed     | 0.0%  |   | (0 / 1)            |
|         |           | Race         | Black / Latinx | 62.5% |   | (5 / 8)            |
|         |           |              | White / Other  | 43.2% |   | (19 / 44)          |
|         | 2022-2023 | All          | All            | 42.0% |   | (66 / 157)         |
|         |           | ELL          | Not ELL        | 42.9% |   | (66 / 154)         |
|         |           |              | ELL            | 0.0%  |   | (0 / 3)            |
|         |           | Gender       | Female         | 42.7% |   | (32 / 75)          |
|         |           |              | Male           | 41.5% |   | (34 / 82)          |
|         |           | InstrSetting | Not Special Ed | 44.2% |   | (65 / 147)         |
|         |           |              | Special Ed     | 10.0% |    | (1 / 10)           |
|         |           | Race         | Black / Latinx | 12.0% |    | (3 / 25)           |
|         |           |              | White / Other  | 47.7% |  | (63 / 132)         |

|         | Year      | Group        | Subgroup       | %     | ACT % Meeting Benchmarks for Lexington Technology Center | Number of Students |
|---------|-----------|--------------|----------------|-------|--|--------------------|
| Science | 2023-2024 | All          | All            | 46.2% | <div><div></div></div>                                   | (24 / 52)          |
|         |           | ELL          | Not ELL        | 46.2% | <div><div></div></div>                                   | (24 / 52)          |
|         |           | Gender       | Female         | 40.7% | <div><div></div></div>                                   | (11 / 27)          |
|         |           |              | Male           | 52.0% | <div><div></div></div>                                   | (13 / 25)          |
|         |           | InstrSetting | Not Special Ed | 47.1% | <div><div></div></div>                                   | (24 / 51)          |
|         |           |              | Special Ed     | 0.0%  | <div><div></div></div>                                   | (0 / 1)            |
|         |           | Race         | Black / Latinx | 62.5% | <div><div></div></div>                                   | (5 / 8)            |
|         |           |              | White / Other  | 43.2% | <div><div></div></div>                                   | (19 / 44)          |
|         | 2022-2023 | All          | All            | 29.9% | <div><div></div></div>                                   | (47 / 157)         |
|         |           | ELL          | Not ELL        | 30.5% | <div><div></div></div>                                   | (47 / 154)         |
|         |           |              | ELL            | 0.0%  | <div><div></div></div>                                   | (0 / 3)            |
|         |           | Gender       | Female         | 26.7% | <div><div></div></div>                                   | (20 / 75)          |
|         |           |              | Male           | 32.9% | <div><div></div></div>                                   | (27 / 82)          |
|         |           | InstrSetting | Not Special Ed | 31.3% | <div><div></div></div>                                   | (46 / 147)         |
|         |           |              | Special Ed     | 10.0% | <div><div></div></div>                                   | (1 / 10)           |
|         |           | Race         | Black / Latinx | 8.0%  | <div><div></div></div>                                   | (2 / 25)           |
|         |           |              | White / Other  | 34.1% | <div><div></div></div>                                   | (45 / 132)         |

|   | Year  | Group        | Subgroup       | %     | Percent of students meeting or exceeding College and Career Ready Benchmarks on SAT for Lexington Technology Center | Number of Students |
|---|-------|--------------|----------------|-------|---|--------------------|
| <b>Evidence-Based Reading and Writing</b> | 23-24 | All          | All            | 76.6% |   | (537 / 701)        |
|   |       | ELL          | Not ELL        | 77.3% |   | (508 / 657)        |
|   |       |              | ELL            | 65.9% |   | (29 / 44)          |
|   |       | Gender       | Female         | 79.4% |   | (273 / 344)        |
|   |       |              | Male           | 73.9% |   | (264 / 357)        |
|   |       | InstrSetting | Not Special Ed | 78.3% |   | (528 / 674)        |
|   |       |              | Special Ed     | 33.3% |   | (9 / 27)           |
|   |       | Race         | Black / Latinx | 61.9% |   | (83 / 134)         |
|   |       |              | White / Other  | 80.1% |   | (454 / 567)        |
|   | 22-23 | All          | All            | 75.9% |   | (555 / 731)        |
|   |       | ELL          | Not ELL        | 76.6% |   | (526 / 687)        |
|   |       |              | ELL            | 65.9% |   | (29 / 44)          |
|   |       | Gender       | Female         | 81.8% |   | (278 / 340)        |
|   |       |              | Male           | 70.8% |   | (277 / 391)        |
|   |       | InstrSetting | Not Special Ed | 78.5% |   | (547 / 697)        |
|   |       |              | Special Ed     | 23.5% |   | (8 / 34)           |
|   |       | Race         | Black / Latinx | 56.9% |   | (82 / 144)         |
|   |       |              | White / Other  | 80.6% |   | (473 / 587)        |

|      | Year  | Group        | Subgroup       | %     | Percent of students meeting or exceeding College and Career Ready Benchmarks on SAT for Lexington Technology Center | Number of Students |
|------|-------|--------------|----------------|-------|---|--------------------|
| Math | 23-24 | All          | All            | 40.9% |                                   | (287 / 701)        |
|      |       | ELL          | Not ELL        | 40.3% |                                   | (265 / 657)        |
|      |       |              | ELL            | 50.0% |                                   | (22 / 44)          |
|      |       | Gender       | Female         | 35.7% |                                   | (123 / 345)        |
|      |       |              | Male           | 46.1% |                                   | (164 / 356)        |
|      |       | InstrSetting | Not Special Ed | 42.1% |                                   | (284 / 674)        |
|      |       |              | Special Ed     | 11.1% |                                    | (3 / 27)           |
|      |       | Race         | Black / Latinx | 24.6% |                                   | (33 / 134)         |
|      |       |              | White / Other  | 44.8% |                                   | (254 / 567)        |
|      | 22-23 | All          | All            | 49.7% |                                   | (363 / 731)        |
|      |       | ELL          | Not ELL        | 49.2% |                                   | (338 / 687)        |
|      |       |              | ELL            | 56.8% |                                   | (25 / 44)          |
|      |       | Gender       | Female         | 45.9% |                                   | (156 / 340)        |
|      |       |              | Male           | 52.9% |                                   | (207 / 391)        |
|      |       | InstrSetting | Not Special Ed | 51.8% |                                   | (361 / 697)        |
|      |       |              | Special Ed     | 5.9%  |                                   | (2 / 34)           |
|      |       | Race         | Black / Latinx | 29.9% |                                 | (43 / 144)         |
|      |       |              | White / Other  | 54.5% |                                 | (320 / 587)        |

|               | Year      | Group        | Subgroup       | %     | Percent of students with Silver or higher on Ready to Work for Lexington Technology Center | Number of Students |
|---------------|-----------|--------------|----------------|-------|--|--------------------|
| Ready to Work | 2023-2024 | All          | All            | 65.2% |  | (386 / 592)        |
|               |           | ELL          | Not ELL        | 66.6% |  | (361 / 542)        |
|               |           |              | ELL            | 50.0% |  | (25 / 50)          |
|               |           | Gender       | Female         | 66.5% |  | (173 / 260)        |
|               |           |              | Male           | 64.2% |  | (213 / 332)        |
|               |           | InstrSetting | Not Special Ed | 72.6% |  | (376 / 518)        |
|               |           |              | Special Ed     | 13.5% |  | (10 / 74)          |
|               |           | Race         | Black / Latinx | 50.0% |  | (66 / 132)         |
|               |           |              | White / Other  | 69.6% |  | (320 / 460)        |
|               | 2022-2023 | All          | All            | 69.6% |  | (446 / 641)        |
|               |           | ELL          | Not ELL        | 69.7% |  | (421 / 604)        |
|               |           |              | ELL            | 67.6% |  | (25 / 37)          |
|               |           | Gender       | Female         | 65.4% |  | (174 / 266)        |
|               |           |              | Male           | 72.5% |  | (272 / 375)        |
|               |           | InstrSetting | Not Special Ed | 76.5% |  | (430 / 562)        |
|               |           |              | Special Ed     | 20.3% |  | (16 / 79)          |
|               |           | Race         | Black / Latinx | 54.5% |  | (73 / 134)         |
|               |           |              | White / Other  | 73.6% |  | (373 / 507)        |

|           | Year  | Group        | Subgroup       | %      | Percent of students passing the EOCEP test for Lexington Technology Center | Number of Students |
|-----------|-------|--------------|----------------|--------|--|--------------------|
| Algebra 1 | 23-24 | All          | All            | 80.6%  |  | (129 / 160)        |
|           |       | ELL          | Not ELL        | 82.2%  |  | (129 / 157)        |
|           |       |              | ELL            | 0.0%   |  | (0 / 3)            |
|           |       | Gender       | Female         | 83.3%  |  | (60 / 72)          |
|           |       |              | Male           | 78.4%  |  | (69 / 88)          |
|           |       | InstrSetting | Not Special Ed | 85.0%  |  | (113 / 133)        |
|           |       |              | Special Ed     | 59.3%  |  | (16 / 27)          |
|           | 22-23 | All          | All            | 76.1%  |  | (118 / 155)        |
|           |       | ELL          | Not ELL        | 75.2%  |  | (112 / 149)        |
|           |       |              | ELL            | 100.0% |  | (6 / 6)            |
|           |       | Gender       | Female         | 80.9%  |  | (55 / 68)          |
|           |       |              | Male           | 72.4%  |  | (63 / 87)          |
|           |       | InstrSetting | Not Special Ed | 78.1%  |  | (107 / 137)        |
|           |       |              | Special Ed     | 61.1%  |  | (11 / 18)          |
|           |       | Race         | Black / Latinx | 78.6%  |  | (11 / 14)          |
|           |       |              | White / Other  | 83.7%  |  | (36 / 43)          |


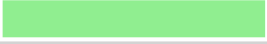
















|           | Year  | Group        | Subgroup       | %     | Percent of students passing the EOCEP test for Lexington Technology Center | Number of Students |
|-----------|-------|--------------|----------------|-------|--|--------------------|
| Biology 1 | 23-24 | All          | All            | 76.2% |  | (224 / 294)        |
|           |       | ELL          | Not ELL        | 77.4% |  | (222 / 287)        |
|           |       |              | ELL            | 28.6% |  | (2 / 7)            |
|           |       | Gender       | Female         | 80.3% |  | (110 / 137)        |
|           |       |              | Male           | 72.6% |  | (114 / 157)        |
|           |       | InstrSetting | Not Special Ed | 79.4% |  | (208 / 262)        |
|           |       |              | Special Ed     | 50.0% |  | (16 / 32)          |
|           | 22-23 | All          | All            | 75.5% |  | (234 / 310)        |
|           |       | ELL          | Not ELL        | 76.0% |  | (231 / 304)        |
|           |       |              | ELL            | 50.0% |  | (3 / 6)            |
|           |       | Gender       | Female         | 77.5% |  | (110 / 142)        |
|           |       |              | Male           | 73.8% |  | (124 / 168)        |
|           |       | InstrSetting | Not Special Ed | 79.5% |  | (225 / 283)        |
|           |       |              | Special Ed     | 33.3% |  | (9 / 27)           |
|           |       | Race         | Black / Latinx | 53.3% |  | (16 / 30)          |
|           |       |              | White / Other  | 81.1% |  | (86 / 106)         |



|           | Year  | Group        | Subgroup       | %     | Percent of students passing the EOCEP test for Lexington Technology Center | Number of Students |
|-----------|-------|--------------|----------------|-------|--|--------------------|
| English 2 | 23-24 | All          | All            | 94.6% |  | (455 / 481)        |
|           |       | ELL          | Not ELL        | 95.3% |  | (446 / 468)        |
|           |       |              | ELL            | 69.2% |  | (9 / 13)           |
|           |       | Gender       | Female         | 97.3% |  | (217 / 223)        |
|           |       |              | Male           | 92.2% |  | (238 / 258)        |
|           |       | InstrSetting | Not Special Ed | 96.1% |  | (424 / 441)        |
|           |       |              | Special Ed     | 77.5% |  | (31 / 40)          |
|           | 22-23 | All          | All            | 91.9% |  | (395 / 430)        |
|           |       | ELL          | Not ELL        | 92.8% |  | (388 / 418)        |
|           |       |              | ELL            | 58.3% |  | (7 / 12)           |
|           |       | Gender       | Female         | 94.4% |  | (184 / 195)        |
|           |       |              | Male           | 89.8% |  | (211 / 235)        |
|           |       | InstrSetting | Not Special Ed | 94.6% |  | (370 / 391)        |
|           |       |              | Special Ed     | 64.1% |  | (25 / 39)          |
|           |       | Race         | Black / Latinx | 87.8% |  | (43 / 49)          |
|           |       |              | White / Other  | 95.8% |  | (136 / 142)        |

|            | Year  | Group        | Subgroup       | %     | Percent of students passing the EOCEP test for Lexington Technology Center | Number of Students |
|------------|-------|--------------|----------------|-------|--|--------------------|
| US History | 23-24 | All          | All            | 73.2% |  | (398 / 544)        |
|            |       | ELL          | Not ELL        | 74.7% |  | (392 / 525)        |
|            |       |              | ELL            | 31.6% |  | (6 / 19)           |
|            |       | Gender       | Female         | 74.8% |  | (187 / 250)        |
|            |       |              | Male           | 71.8% |  | (211 / 294)        |
|            |       | InstrSetting | Not Special Ed | 77.6% |  | (387 / 499)        |
|            |       |              | Special Ed     | 24.4% |  | (11 / 45)          |
|            | 22-23 | All          | All            | 75.8% |  | (449 / 592)        |
|            |       | ELL          | Not ELL        | 76.8% |  | (448 / 583)        |
|            |       |              | ELL            | 11.1% |  | (1 / 9)            |
|            |       | Gender       | Female         | 72.8% |  | (177 / 243)        |
|            |       |              | Male           | 77.9% |  | (272 / 349)        |
|            |       | InstrSetting | Not Special Ed | 80.1% |  | (431 / 538)        |
|            |       |              | Special Ed     | 33.3% |  | (18 / 54)          |
|            |       | Race         | Black / Latinx | 53.6% |  | (30 / 56)          |
|            |       |              | White / Other  | 76.1% |  | (150 / 197)        |


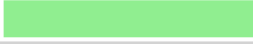
















|          | Year  | Group        | Subgroup       | %     | On Time Graduation Rate for Lexington Technology Center | Number of Students |
|----------|-------|--------------|----------------|-------|---|--------------------|
| GradRate | 23-24 | All          | All            | 91.6% | <div></div>   | (466 / 509)        |
|          |       | ELL          | ELL            | 91.7% | <div></div>   | (11 / 12)          |
|          |       |              | Not ELL        | 91.5% | <div></div>   | (455 / 497)        |
|          |       | Gender       | Female         | 92.9% | <div></div>   | (182 / 196)        |
|          |       |              | Male           | 90.7% | <div></div>   | (284 / 313)        |
|          |       | InstrSetting | Not Special Ed | 93.7% | <div></div>   | (433 / 462)        |
|          |       |              | Special Ed     | 70.2% | <div></div>   | (33 / 47)          |
|          |       | Race         | Black / Latinx | 88.7% | <div></div>   | (86 / 97)          |
|          |       |              | White / Other  | 92.2% | <div></div>   | (380 / 412)        |
|          | 22-23 | All          | All            | 98.0% | <div></div>   | (478 / 488)        |
|          |       | ELL          | Not ELL        | 98.0% | <div></div>   | (478 / 488)        |
|          |       | Gender       | Female         | 98.6% | <div></div>   | (216 / 219)        |
|          |       |              | Male           | 97.4% | <div></div>   | (262 / 269)        |
|          |       | InstrSetting | Not Special Ed | 99.5% | <div></div>   | (439 / 441)        |
|          |       |              | Special Ed     | 83.0% | <div></div>   | (39 / 47)          |
|          |       | Race         | Black / Latinx | 93.8% | <div></div>   | (45 / 48)          |
|          |       |              | White / Other  | 98.4% | <div></div>   | (433 / 440)        |

|        | Year  | Group        | Subgroup       | %     | Percent Enrolled in one or more courses at the grouped level<br>Lexington Technology Center | Number of Students |
|--------|-------|--------------|----------------|-------|---|--------------------|
| Honors | 23-24 | All          | All            | 54.5% |           | (1051 / 1929)      |
|        |       | ELL          | Not ELL        | 54.5% |           | (974 / 1787)       |
|        |       |              | ELL            | 54.2% |           | (77 / 142)         |
|        |       | Gender       | Female         | 63.4% |           | (529 / 834)        |
|        |       |              | Male           | 47.7% |           | (522 / 1095)       |
|        |       | InstrSetting | Not Special Ed | 58.3% |           | (1024 / 1756)      |
|        |       |              | Special Ed     | 15.6% |           | (27 / 173)         |
|        |       | Race         | Black / Latinx | 46.4% |           | (181 / 390)        |
|        |       |              | White / Other  | 56.5% |           | (870 / 1539)       |
|        | 22-23 | All          | All            | 52.5% |           | (1039 / 1980)      |
|        |       | ELL          | Not ELL        | 52.3% |           | (975 / 1865)       |
|        |       |              | ELL            | 55.7% |           | (64 / 115)         |
|        |       | Gender       | Female         | 61.7% |           | (554 / 898)        |
|        |       |              | Male           | 44.8% |           | (485 / 1082)       |
|        |       | InstrSetting | Not Special Ed | 56.0% |          | (1016 / 1815)      |
|        |       |              | Special Ed     | 13.9% |         | (23 / 165)         |
|        |       | Race         | Black / Latinx | 41.8% |         | (171 / 409)        |
|        |       |              | White / Other  | 55.3% |         | (868 / 1571)       |



















|       | Year  | Group        | Subgroup       | %     | Percent Enrolled in one or more courses at the grouped level<br>Lexington Technology Center | Number of Students |
|-------|-------|--------------|----------------|-------|---|--------------------|
| AP/IB | 23-24 | All          | All            | 20.4% |   | (381 / 1864)       |
|       |       | ELL          | Not ELL        | 19.9% |   | (345 / 1730)       |
|       |       |              | ELL            | 26.9% |   | (36 / 134)         |
|       |       | Gender       | Female         | 24.9% |   | (202 / 811)        |
|       |       |              | Male           | 17.0% |   | (179 / 1053)       |
|       |       | InstrSetting | Not Special Ed | 22.4% |   | (378 / 1691)       |
|       |       |              | Special Ed     | 1.7%  |   | (3 / 173)          |
|       |       | Race         | Black / Latinx | 14.7% |   | (56 / 382)         |
|       |       |              | White / Other  | 21.9% |   | (325 / 1482)       |
|       | 22-23 | All          | All            | 18.5% |   | (355 / 1920)       |
|       |       | ELL          | Not ELL        | 18.1% |   | (327 / 1810)       |
|       |       |              | ELL            | 25.5% |   | (28 / 110)         |
|       |       | Gender       | Female         | 20.3% |   | (176 / 865)        |
|       |       |              | Male           | 17.0% |   | (179 / 1055)       |
|       |       | InstrSetting | Not Special Ed | 19.9% |   | (350 / 1755)       |
|       |       |              | Special Ed     | 3.0%  |   | (5 / 165)          |
|       |       | Race         | Black / Latinx | 12.0% |   | (48 / 401)         |
|       |       |              | White / Other  | 20.2% |   | (307 / 1519)       |



















|             | Year  | Group        | Subgroup       | %     | Percent Enrolled in one or more courses at the grouped level<br>Lexington Technology Center | Number of Students |
|-------------|-------|--------------|----------------|-------|---|--------------------|
| Dual Credit | 23-24 | All          | All            | 8.6%  |   | (160 / 1863)       |
|             |       | ELL          | Not ELL        | 8.2%  |   | (141 / 1729)       |
|             |       |              | ELL            | 14.2% |   | (19 / 134)         |
|             |       | Gender       | Female         | 10.9% |   | (89 / 813)         |
|             |       |              | Male           | 6.8%  |   | (71 / 1050)        |
|             |       | InstrSetting | Not Special Ed | 9.2%  |   | (156 / 1690)       |
|             |       |              | Special Ed     | 2.3%  |   | (4 / 173)          |
|             |       | Race         | Black / Latinx | 6.0%  |   | (23 / 382)         |
|             |       |              | White / Other  | 9.3%  |   | (137 / 1481)       |
|             | 22-23 | All          | All            | 8.8%  |   | (169 / 1917)       |
|             |       | ELL          | Not ELL        | 9.2%  |   | (166 / 1808)       |
|             |       |              | ELL            | 2.8%  |   | (3 / 109)          |
|             |       | Gender       | Female         | 12.3% |   | (106 / 865)        |
|             |       |              | Male           | 6.0%  |   | (63 / 1052)        |
|             |       | InstrSetting | Not Special Ed | 9.6%  |   | (168 / 1752)       |
|             |       |              | Special Ed     | 0.6%  |   | (1 / 165)          |
|             |       | Race         | Black / Latinx | 6.3%  |   | (25 / 400)         |
|             |       |              | White / Other  | 9.5%  |   | (144 / 1517)       |

|                         | Year  | Group        | Subgroup       | %     | Percent of students absent 10 percent or more of their membership days for Lexington Technology Center | Number of Students |
|-------------------------|-------|--------------|----------------|-------|--|--------------------|
| <b>Chronic Absences</b> | 23-24 | All          | All            | 24.4% |  | (454 / 1860)       |
|                         |       | ELL          | Not ELL        | 24.4% |  | (439 / 1801)       |
|                         |       |              | ELL            | 25.4% |  | (15 / 59)          |
|                         |       | Gender       | Female         | 26.3% |  | (213 / 811)        |
|                         |       |              | Male           | 23.0% |  | (241 / 1049)       |
|                         |       | InstrSetting | Not Special Ed | 23.4% |  | (395 / 1687)       |
|                         |       |              | Special Ed     | 34.1% |  | (59 / 173)         |
|                         |       | Race         | Black / Latinx | 28.8% |  | (110 / 382)        |
|                         |       |              | White / Other  | 23.3% |  | (344 / 1478)       |
|                         | 22-23 | All          | All            | 21.0% |  | (402 / 1916)       |
|                         |       | ELL          | Not ELL        | 20.8% |  | (387 / 1862)       |
|                         |       |              | ELL            | 27.8% |  | (15 / 54)          |
|                         |       | Gender       | Female         | 21.8% |  | (188 / 864)        |
|                         |       |              | Male           | 20.3% |  | (214 / 1052)       |
|                         |       | InstrSetting | Not Special Ed | 20.4% |  | (357 / 1751)       |
|                         |       |              | Special Ed     | 27.3% |  | (45 / 165)         |
|                         |       | Race         | Black / Latinx | 21.0% |  | (84 / 400)         |
|                         |       |              | White / Other  | 21.0% |  | (318 / 1516)       |

|           | Year  | Group        | Subgroup       | %     | Percent of students with one or more referrals or suspensions for Lexington Technology Center | Number of Students |
|-----------|-------|--------------|----------------|-------|---|--------------------|
| Referrals | 23-24 | All          | All            | 44.1% |             | (820 / 1860)       |
|           |       | ELL          | Not ELL        | 43.9% |             | (790 / 1801)       |
|           |       |              | ELL            | 50.8% |             | (30 / 59)          |
|           |       | Gender       | Female         | 37.9% |             | (307 / 811)        |
|           |       |              | Male           | 48.9% |             | (513 / 1049)       |
|           |       | InstrSetting | Not Special Ed | 43.6% |             | (735 / 1687)       |
|           |       |              | Special Ed     | 49.1% |             | (85 / 173)         |
|           |       | Race         | Black / Latinx | 53.6% |             | (185 / 345)        |
|           |       |              | White / Other  | 41.9% |             | (635 / 1515)       |
|           | 22-23 | All          | All            | 40.1% |             | (768 / 1916)       |
|           |       | ELL          | Not ELL        | 40.2% |             | (749 / 1862)       |
|           |       |              | ELL            | 35.2% |             | (19 / 54)          |
|           |       | Gender       | Female         | 30.8% |             | (266 / 864)        |
|           |       |              | Male           | 47.7% |             | (502 / 1052)       |
|           |       | InstrSetting | Not Special Ed | 40.4% |            | (707 / 1751)       |
|           |       |              | Special Ed     | 37.0% |           | (61 / 165)         |
|           |       | Race         | Black / Latinx | 47.0% |           | (166 / 353)        |
|           |       |              | White / Other  | 38.5% |           | (602 / 1563)       |



|                              | Year  | Group        | Subgroup       | %     | Percent of students with one or more referrals or suspensions for Lexington Technology Center | Number of Students |
|------------------------------|-------|--------------|----------------|-------|---|--------------------|
| <b>In School Suspensions</b> | 23-24 | All          | All            | 11.9% |              | (221 / 1860)       |
|                              |       | ELL          | Not ELL        | 11.8% |              | (212 / 1801)       |
|                              |       |              | ELL            | 15.3% |             | (9 / 59)           |
|                              |       | Gender       | Female         | 8.0%  |              | (65 / 811)         |
|                              |       |              | Male           | 14.9% |             | (156 / 1049)       |
|                              |       | InstrSetting | Not Special Ed | 11.6% |              | (196 / 1687)       |
|                              |       |              | Special Ed     | 14.5% |             | (25 / 173)         |
|                              |       | Race         | Black / Latinx | 15.1% |             | (52 / 345)         |
|                              |       |              | White / Other  | 11.2% |              | (169 / 1515)       |
|                              | 22-23 | All          | All            | 15.2% |             | (291 / 1916)       |
|                              |       | ELL          | Not ELL        | 15.0% |             | (280 / 1862)       |
|                              |       |              | ELL            | 20.4% |             | (11 / 54)          |
|                              |       | Gender       | Female         | 9.8%  |              | (85 / 864)         |
|                              |       |              | Male           | 19.6% |             | (206 / 1052)       |
|                              |       | InstrSetting | Not Special Ed | 15.0% |             | (262 / 1751)       |
|                              |       |              | Special Ed     | 17.6% |            | (29 / 165)         |
|                              |       | Race         | Black / Latinx | 22.7% |           | (80 / 353)         |
|                              |       |              | White / Other  | 13.5% |           | (211 / 1563)       |

|                                  | Year  | Group        | Subgroup       | %     | Percent of students with one or more referrals or suspensions for Lexington Technology Center | Number of Students |
|----------------------------------|-------|--------------|----------------|-------|---|--------------------|
| <b>Out of School Suspensions</b> | 23-24 | All          | All            | 4.8%  |              | (90 / 1860)        |
|                                  |       | ELL          | Not ELL        | 4.8%  |              | (86 / 1801)        |
|                                  |       |              | ELL            | 6.8%  |              | (4 / 59)           |
|                                  |       | Gender       | Female         | 3.1%  |              | (25 / 811)         |
|                                  |       |              | Male           | 6.2%  |              | (65 / 1049)        |
|                                  |       | InstrSetting | Not Special Ed | 4.1%  |              | (70 / 1687)        |
|                                  |       |              | Special Ed     | 11.6% |              | (20 / 173)         |
|                                  |       | Race         | Black / Latinx | 9.3%  |              | (32 / 345)         |
|                                  |       |              | White / Other  | 3.8%  |              | (58 / 1515)        |
|                                  | 22-23 | All          | All            | 4.2%  |              | (81 / 1916)        |
|                                  |       | ELL          | Not ELL        | 4.2%  |              | (79 / 1862)        |
|                                  |       |              | ELL            | 3.7%  |              | (2 / 54)           |
|                                  |       | Gender       | Female         | 2.2%  |              | (19 / 864)         |
|                                  |       |              | Male           | 5.9%  |              | (62 / 1052)        |
|                                  |       | InstrSetting | Not Special Ed | 3.8%  |              | (66 / 1751)        |
|                                  |       |              | Special Ed     | 9.1%  |             | (15 / 165)         |
|                                  |       | Race         | Black / Latinx | 7.1%  |            | (25 / 353)         |
|                                  |       |              | White / Other  | 3.6%  |            | (56 / 1563)        |

# Executive Summary of Needs Assessment Data Findings

School Name: Lexington Technology Center

| Goal Area                         | Goal   | 2024 Baseline                                    | 2025  |
|-----------------------------------|--|--|-------|
| College and Career Ready          | The percent of students the graduation cohort demonstrating college and/or career readiness as reported on the state report card will reach 91.5% by 2029.   | 81.5%  | 95.2% |
| 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 86.4% by 2029.   | 81.4%  | 83.7% |
| Gifted and Talented (Other)       | Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.   | N/A<br>Students take surveys at their homeschool | N/A   |
| School Climate                    | The satisfaction index on the student pulse survey will increase to TBD by 2029.   | 5.7  | 5.7   |
| School Climate                    | The satisfaction index on the teacher pulse survey will increase to TBD by 2029.   | 4.9  | 4.9   |
| Teacher and Administrator Quality | Increase the cumulative average of teachers' composite score on the SC Teaching Standards 4.0 rubric from TBD to TBD by 2029. (Observation protocols will be reevaluated and calibrated in the 24-25 school year in order to obtain accurate baseline data.) | 3.0  | 3.4   |

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<br/>(K - 2) Student</p> <p>Elementary/ Middle School<br/>(3 - 8) Student</p> <p>High School (9 - 12) Student</p> | <ul style="list-style-type: none"> <li>• What were areas of strength and growth related to student achievement on your school's report card last year?</li> <li>• What did your mid-year review of your school's work plan indicate regarding student achievement now?</li> <li>• Based on your review, what is your school's priority area of need in this area?</li> </ul> <p><i>Lexington Technology Center (LTC) does not have an official SCDE school report card. LTC is a part of the greater Career and Technical Education program within the district. In reviewing 2023-24 Career and Technical Education data, we determined that there was continued room for growth in two primary areas: College and Career Readiness (CCR) and systematic high quality instructional practices. While we have made progress to continue to improve and strive to grow achievement, we continue to focus on streamlining methods of recording our data as well as improving student data tracking and implementing professional learning practices for high quality instructional practices focusing on craftsmanship, complexity, and authenticity. The data from our mid-year review and district dashboard confirms that we are ahead of the progress we made last year. In order to reach our goals and conclude the academic year above our benchmark, we must continue to provide all students with additional opportunities to become CCR and continue to provide teachers the opportunity to improve in their craft.</i></p> |
| <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><i>Lexington Technology Center (LTC) does not have an official SCDE school report card. LTC is a part of the greater Career and Technical Education program within the district. In the mid-year pulse check survey, 17 of 37 non-administrative certified completed the survey. Most of the questions involving teachers and instruction broke down to approximately 94% agreeing and 6% disagreeing on each question. According to the data, a majority of the staff "agree" to "strongly agree" that LTC provides challenging instructional programs for students that focus on understanding for both low achieving and academically gifted students. They "agree" to "strongly agree" that assessment data is used to set goals and plan instruction. Over the course of the school year, professional learning has focused on creating common unit plans and</i></p>   |

# Executive Summary of Needs Assessment Data Findings

|                       |   |
|-----------------------|---|
|                       | <p>developing a “Week-at-a-Glance” that is aligned to the Graduate Profile. In addition, teacher-led choice learning opportunities have provided teachers with practical instructional strategies to support teachers and for planning engaging lessons. As a result, approximately 45% of the faculty have a positive response to the instructional practices at LTC. The team wonders how the remaining 55% of the faculty view the steps to improve instructional practices to meet the needs of all students and the impact to student learning. Along with encouraging all instructors to complete the climate survey, the team would like to also look at additional data points to include student achievement and passage rates to access quality instruction.</p>  |
| <b>School Climate</b> | <ul style="list-style-type: none"> <li>• What were areas of strength and growth related to school climate on the SCDE staff and student survey last year?</li> <li>• What did your mid-year review and the student/staff pulse check survey data indicate regarding school climate now?</li> <li>• Based on your review, what is your school’s priority area of need in this area?</li> </ul> <p>Lexington Technology Center does not have an official SCDE school report card. LTC is a part of the greater Career and Technical Education program within the district. In the mid-year pulse check survey, 17 of 39 non-administrative certified completed the survey. The questions that address school climate in the pulse survey are similar to the teacher/administrator quality in point spread and variation. For the most part, the majority of students, teachers and staff feel safe and enjoy their working conditions at LTC. The data was very similar between groups. However, under safety, there was a higher selection of strongly agreed in comparison to other questions. For instance, 12 of 17 staff selected mostly agree or strongly agree for student behavior. Staff felt safe before and after school and during the school day 82% of the time. 96% of students believe that students behave well in school. We will continue to focus on creating an environment that is mutually beneficial to teacher and student success, and we are open to input from both entities on how to improve safety conditions in the school.</p> |

| Level   | Area                     | Goal   | Baseline                                   | Interim 1 | Interim 2      | Interim 3  | Interim 4 | Final  |
|---|--------------------------|--|--|-----------|----------------|--|-----------|--------|
| High  | College and Career Ready | The percent of students the graduation cohort demonstrating college and/or career readiness as reported on the state report card will reach 91.5% by 2029. | 81.50%                                     | 83.50%    | 85.50%         | 87.50%   | 89.50%    | 91.50% |
|   |                          |  | <b>Actual Data (CCR)</b>                   | 95.2%%    |                |  |           |        |
| <b>Action Plan</b>  |                          |  |  |           |                |  |           |        |
| 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<br>-Classroom Observation Data  |           |        |
| Use the curriculum and assessments as outlined in the District's Curriculum Management, Assessment Plans and Instructional Technology Plans.<br><br>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<br>-Increase in questioning and critical thinking on classroom observation tool.<br>- 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<br>- 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             | - <b>Increase in students ability to earn or receive academic credit in a course and remain on track to graduate</b><br>- <b>Revised staffing and scheduling to match changes in intervention program</b>                              |           |        |
|   |                          |  |  |           |                |  |           |        |

| Level   | Area                              | Goal   | Baseline                            | Interim 1 | Interim 2      | Interim 3  | Interim 4 | Final |
|---|-----------------------------------|--|-------------------------------------|-----------|----------------|--|-----------|-------|
| High  | Teacher and Administrator Quality | Increase the cumulative average of teachers' composite score on the SC Teaching Standards 4.0 rubric from TBD to TBD 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>  |                                     | 3.4       |                |  |           |       |
| <b>Action Plan</b>  |                                   |  |                                     |           |                |  |           |       |
| 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<br>-Classroom Observation Data  |           |       |
| - Use the curriculum and assessments as outlined in the District's Curriculum Management, Assessment Plans and Instructional Technology Plans.<br><br>- 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,<br>-Increase in questioning and critical thinking on classroom observation tool.<br>- 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<br>- Updated agendas for beginning, middle, and end of year meetings   |           |       |

| Level   | Area           | Goal   | Baseline  | Interim 1 | Interim 2      | Interim 3  | Interim 4 | Final |
|---|----------------|--|---|-----------|----------------|--|-----------|-------|
| High  | School Climate | The satisfaction index on the student pulse survey will increase to TBD by 2029. | Baseline data will be collected during the 2024-25 school year. | 5.7       | 5.75           | 5.8  | 5.85      | 5.9   |
|   |                |  | <b>Actual Data</b>  | 5.7       |                |  |           |       |
|   |                |  |   |           |                |  |           |       |
| Level   | Area           | Goal   | Baseline  | Interim 1 | Interim 2      | Interim 3  | Interim 4 | Final |
| High  | School Climate | The satisfaction index on the teacher pulse survey will increase to TBD by 2029. | Baseline data will be collected during the 2024-25 school year. | 4.9       | 5              | 5.1  | 5.2       | 5.3   |
|   |                |  | <b>Actual Data</b>  | 4.9       |                |  |           |       |
|   |                |  |   |           |                |  |           |       |
| <b>Action Plan</b>  |                |  |   |           |                |  |           |       |
| 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<br>-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<br>-Increase in questioning and critical thinking on classroom observation tool.<br>- 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<br>- Increase in satisfaction as assessed by the school pulse survey<br>- 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<br>- Increase in satisfaction as assessed by the school pulse survey   |           |       |
|   |                |  |   |           |                |  |           |       |



| Level   | Area                           | Goal   | Baseline                            | Interim 1 | Interim 2      | Interim 3  | Interim 4 | Final |
|---|--------------------------------|--|-------------------------------------|-----------|----------------|--|-----------|-------|
| 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 86.4% by 2029. | 81.4%                               | 82.4%     | 83.4%          | 84.4%  | 85.4%     | 86.4% |
|   |                                |  | <b>Actual Data</b>                  | 83.7%     |                |  |           |       |
| <b>Action Plan</b>  |                                |  |                                     |           |                |  |           |       |
| 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<br>-Classroom Observation Data  |           |       |
| Use the curriculum and assessments as outlined in the District's Curriculum Management, Assessment Plans and Instructional Technology Plans.<br><br>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<br>-Increase in questioning and critical thinking on classroom observation tool.<br>- 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<br>- Increase in the number of students who remain in G/T coursework through graduation.                               |           |       |
|   |                                |  |                                     |           |                |  |           |       |

| Level  | Area                        | Goal   | Baseline                            | Interim 1 | Interim 2                                 | Interim 3  | Interim 4 | Final |
|--|-----------------------------|--|-------------------------------------|-----------|---|--|-----------|-------|
| 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. |                                     | N/A       | Students take surveys at their homeschool |  |           |       |
|  |                             |  | <b>Actual Data</b>                  | N/A       |   |  |           |       |
|  |                             |  |                                     |           |   |  |           |       |
| <b>Action Plan</b>   |                             |  |                                     |           |   |  |           |       |
|  |                             |  |                                     |           |   |  |           |       |
| 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 the number of student work samples that meet multiple attributes of powerful learning experiences<br>- Increase in the number of students who remain in G/T coursework through graduation. |           |       |