

School Renewal Plan Cover Page

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

School Name:	Lexington High
SIDN:	3201003
Plan Submission:	School utilizes Cognia
Grade Span:	9 To 12
District:	Lexington 1
Address 1:	2463 Augusta Highway
Address 2:	
City:	Lexington, SC
Zip Code:	29072
School Renewal Plan Contact Person:	Jennifer McNair
School Plan Contact Phone:	803-821-3401
School Plan E-mail Address:	jmcnair@lexington1.net

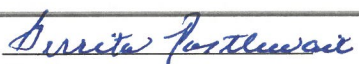
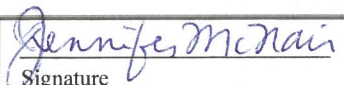
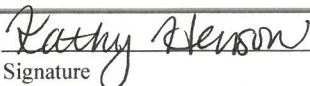
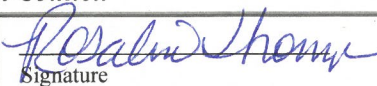
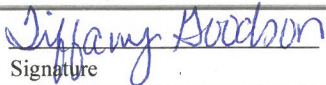
Required Signature Page

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

<i>Superintendent</i>		
<u>Dr. Gerrita Postlewait</u> Printed Name	 Signature	<u>2-27-25</u> Date
<i>Principal</i>		
<u>Jennifer McNair</u> Printed Name	 Signature	<u>2/27/2025</u> Date
<i>Chairperson, District Board of Trustees</i>		
<u>Kathryn Henson</u> Printed Name	 Signature	<u>4/1/25</u> Date
<i>Chairperson, School Improvement Council</i>		
<u>Rosalind Harvey Thompson</u> Printed Name	 Signature	<u>2/28/2025</u> Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Tiffany Goodson</u> Printed Name	 Signature	<u>2/28/2025</u> 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.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
N/A	Academic Assistance, PreK–3 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	Academic Assistance, Grades 4–12 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	Parent Involvement 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	Staff Development 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	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration 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).

Yes	Developmental Screening 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.
N/A	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
N/A	Developmentally Appropriate Curriculum for PreK–3 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.
Yes	Parenting and Family Literacy 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.
Yes	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): 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.
Yes	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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.

	Position	Name
1.	Principal	Jennifer McNair
2.	Teacher	Ashley Miller
3.	Parent/Guardian	Lisa Catalanotto
4.	Community Member	Mark Zona
5.	Paraprofessional	Veronda Campbell
6.	School Improvement Council Member	Rosalind Thompson
7.	Read to Succeed Reading Coach	Deborah Oswald
8.	School Read To Succeed Literacy Leadership Team Lead	Tiffany Goodson
9.	School Read To Succeed Literacy Leadership Team Member	Madonna Moore
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the Literacy Leadership Team for Read to Succeed	

District Requested Strategic/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 (Include the SBE Regulation number to be waived)	
6. Other (Include the SBE Regulation number to be waived)	



LEXINGTON SCHOOL DISTRICT ONE

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

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2023-24 Report Card Link

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Executive Summary of Needs Assessment Data Findings

Performance Goals and Action Plans

COMPREHENSIVE NEEDS ASSESSMENT DATA

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

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

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

[Lexington High School Report Card](#)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington High School	Number of Students
All	2023- 2024	All	All	24.3%		(17 / 70)
		ELL	Not ELL	24.3%		(17 / 70)
		Gender	Female	21.6%		(8 / 37)
			Male	27.3%		(9 / 33)
		InstrSetting	Not Special Ed	25.0%		(17 / 68)
			Special Ed	0.0%		(0 / 2)
		Race	Black / Latinx	7.1%		(1 / 14)
			White / Other	28.6%		(16 / 56)
	2022- 2023	All	All	20.6%		(26 / 126)
		ELL	Not ELL	21.0%		(26 / 124)
			ELL	0.0%		(0 / 2)
		Gender	Female	17.1%		(12 / 70)
			Male	25.0%		(14 / 56)
		InstrSetting	Not Special Ed	21.0%		(25 / 119)
			Special Ed	14.3%		(1 / 7)
		Race	Black / Latinx	4.3%		(1 / 23)
			White / Other	24.3%		(25 / 103)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington High School	Number of Students
English	2023-2024	All	All	58.6%		(41 / 70)
		ELL	Not ELL	58.6%		(41 / 70)
		Gender	Female	67.6%		(25 / 37)
			Male	48.5%		(16 / 33)
		InstrSetting	Not Special Ed	60.3%		(41 / 68)
			Special Ed	0.0%		(0 / 2)
		Race	Black / Latinx	42.9%		(6 / 14)
			White / Other	62.5%		(35 / 56)
	2022-2023	All	All	62.7%		(79 / 126)
		ELL	Not ELL	63.7%		(79 / 124)
			ELL	0.0%		(0 / 2)
		Gender	Female	68.6%		(48 / 70)
			Male	55.4%		(31 / 56)
		InstrSetting	Not Special Ed	65.5%		(78 / 119)
			Special Ed	14.3%		(1 / 7)
		Race	Black / Latinx	56.5%		(13 / 23)
			White / Other	64.1%		(66 / 103)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington High School	Number of Students
Math	2023-2024	All	All	41.4%		(29 / 70)
		ELL	Not ELL	41.4%		(29 / 70)
		Gender	Female	32.4%		(12 / 37)
			Male	51.5%		(17 / 33)
		InstrSetting	Not Special Ed	42.6%		(29 / 68)
			Special Ed	0.0%		(0 / 2)
		Race	Black / Latinx	14.3%		(2 / 14)
			White / Other	48.2%		(27 / 56)
	2022-2023	All	All	34.9%		(44 / 126)
		ELL	Not ELL	34.7%		(43 / 124)
			ELL	50.0%		(1 / 2)
		Gender	Female	32.9%		(23 / 70)
			Male	37.5%		(21 / 56)
		InstrSetting	Not Special Ed	36.1%		(43 / 119)
			Special Ed	14.3%		(1 / 7)
		Race	Black / Latinx	17.4%		(4 / 23)
			White / Other	38.8%		(40 / 103)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington High School	Number of Students
Reading	2023-2024	All	All	47.1%		(33 / 70)
		ELL	Not ELL	47.1%		(33 / 70)
		Gender	Female	48.6%		(18 / 37)
			Male	45.5%		(15 / 33)
		InstrSetting	Not Special Ed	48.5%		(33 / 68)
			Special Ed	0.0%		(0 / 2)
		Race	Black / Latinx	42.9%		(6 / 14)
			White / Other	48.2%		(27 / 56)
	2022-2023	All	All	44.4%		(56 / 126)
		ELL	Not ELL	45.2%		(56 / 124)
			ELL	0.0%		(0 / 2)
		Gender	Female	45.7%		(32 / 70)
			Male	42.9%		(24 / 56)
		InstrSetting	Not Special Ed	46.2%		(55 / 119)
			Special Ed	14.3%		(1 / 7)
		Race	Black / Latinx	21.7%		(5 / 23)
			White / Other	49.5%		(51 / 103)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Lexington High School	Number of Students
Science	2023-2024	All	All	41.4%		(29 / 70)
		ELL	Not ELL	41.4%		(29 / 70)
		Gender	Female	43.2%		(16 / 37)
			Male	39.4%		(13 / 33)
		InstrSetting	Not Special Ed	42.6%		(29 / 68)
			Special Ed	0.0%		(0 / 2)
		Race	Black / Latinx	28.6%		(4 / 14)
			White / Other	44.6%		(25 / 56)
	2022-2023	All	All	34.9%		(44 / 126)
		ELL	Not ELL	35.5%		(44 / 124)
			ELL	0.0%		(0 / 2)
		Gender	Female	32.9%		(23 / 70)
			Male	37.5%		(21 / 56)
		InstrSetting	Not Special Ed	36.1%		(43 / 119)
			Special Ed	14.3%		(1 / 7)
		Race	Black / Latinx	8.7%		(2 / 23)
			White / Other	40.8%		(42 / 103)

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Bencharks on SAT for Lexington High School	Number of Students
Evidence-Based Reading and Writing	23-24	All	All	78.7%		(784 / 996)
		ELL	Not ELL	78.9%		(744 / 943)
			ELL	75.5%		(40 / 53)
		Gender	Female	81.0%		(414 / 511)
			Male	76.3%		(370 / 485)
		InstrSetting	Not Special Ed	80.2%		(772 / 962)
			Special Ed	35.3%		(12 / 34)
		Race	Black / Latinx	63.5%		(73 / 115)
			White / Other	82.7%		(426 / 515)
	22-23	All	All	80.1%		(458 / 572)
		ELL	Not ELL	80.0%		(439 / 549)
			ELL	82.6%		(19 / 23)
		Gender	Female	84.6%		(248 / 293)
			Male	75.3%		(210 / 279)
		InstrSetting	Not Special Ed	82.3%		(452 / 549)
			Special Ed	26.1%		(6 / 23)
		Race	Black / Latinx	61.8%		(63 / 102)
			White / Other	84.0%		(395 / 470)

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Bencharks on SAT for Lexington High School	Number of Students
Math	23-24	All	All	42.1%		(419 / 996)
		ELL	Not ELL	41.4%		(390 / 943)
			ELL	54.7%		(29 / 53)
		Gender	Female	37.8%		(194 / 513)
			Male	46.6%		(225 / 483)
		InstrSetting	Not Special Ed	43.0%		(414 / 962)
			Special Ed	14.7%		(5 / 34)
		Race	Black / Latinx	27.0%		(31 / 115)
			White / Other	47.4%		(244 / 515)
	22-23	All	All	54.4%		(311 / 572)
		ELL	Not ELL	53.6%		(294 / 549)
			ELL	73.9%		(17 / 23)
		Gender	Female	48.8%		(143 / 293)
			Male	60.2%		(168 / 279)
		InstrSetting	Not Special Ed	56.1%		(308 / 549)
			Special Ed	13.0%		(3 / 23)
		Race	Black / Latinx	31.4%		(32 / 102)
			White / Other	59.4%		(279 / 470)

	Year	Group	Subgroup	%	Percent of students with Silver or higher on Ready to Work for Lexington High School	Number of Students
Ready to Work	2023-2024	All	All	72.2%		(431 / 597)
		ELL	Not ELL	72.0%		(407 / 565)
			ELL	75.0%		(24 / 32)
		Gender	Female	70.8%		(225 / 318)
			Male	73.8%		(206 / 279)
		InstrSetting	Not Special Ed	78.8%		(428 / 543)
			Special Ed	5.6%		(3 / 54)
		Race	Black / Latinx	54.3%		(76 / 140)
			White / Other	77.7%		(355 / 457)
	2022-2023	All	All	72.9%		(406 / 557)
		ELL	Not ELL	72.8%		(385 / 529)
			ELL	75.0%		(21 / 28)
		Gender	Female	68.5%		(183 / 267)
			Male	76.9%		(223 / 290)
		InstrSetting	Not Special Ed	78.8%		(394 / 500)
			Special Ed	21.1%		(12 / 57)
		Race	Black / Latinx	53.6%		(59 / 110)
			White / Other	77.6%		(347 / 447)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington High School	Number of Students
Algebra 1	23-24	All	All	77.6%		(301 / 388)
		ELL	Not ELL	78.0%		(301 / 386)
			ELL	0.0%		(0 / 2)
		Gender	Female	78.9%		(157 / 199)
			Male	76.2%		(144 / 189)
		InstrSetting	Not Special Ed	82.0%		(269 / 328)
			Special Ed	53.3%		(32 / 60)
	22-23	All	All	77.8%		(329 / 423)
		ELL	Not ELL	77.8%		(322 / 414)
			ELL	77.8%		(7 / 9)
		Gender	Female	79.0%		(162 / 205)
			Male	76.6%		(167 / 218)
		InstrSetting	Not Special Ed	81.7%		(291 / 356)
			Special Ed	56.7%		(38 / 67)
		Race	Black / Latinx	69.4%		(25 / 36)
			White / Other	91.7%		(111 / 121)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington High School	Number of Students
Biology 1	23-24	All	All	75.9%		(489 / 644)
		ELL	Not ELL	76.3%		(486 / 637)
			ELL	42.9%		(3 / 7)
		Gender	Female	78.2%		(258 / 330)
			Male	73.6%		(231 / 314)
		InstrSetting	Not Special Ed	79.2%		(462 / 583)
			Special Ed	44.3%		(27 / 61)
	22-23	All	All	79.0%		(529 / 670)
		ELL	Not ELL	79.5%		(526 / 662)
			ELL	37.5%		(3 / 8)
		Gender	Female	79.5%		(264 / 332)
			Male	78.4%		(265 / 338)
		InstrSetting	Not Special Ed	83.4%		(509 / 610)
			Special Ed	33.3%		(20 / 60)
		Race	Black / Latinx	65.6%		(40 / 61)
			White / Other	84.2%		(202 / 240)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington High School	Number of Students
English 2	23-24	All	All	96.6%		(646 / 669)
		ELL	Not ELL	96.8%		(638 / 659)
			ELL	80.0%		(8 / 10)
		Gender	Female	97.5%		(346 / 355)
			Male	95.5%		(300 / 314)
		InstrSetting	Not Special Ed	97.6%		(605 / 620)
			Special Ed	83.7%		(41 / 49)
	22-23	All	All	94.5%		(563 / 596)
		ELL	Not ELL	94.5%		(555 / 587)
			ELL	88.9%		(8 / 9)
		Gender	Female	95.8%		(277 / 289)
			Male	93.2%		(286 / 307)
		InstrSetting	Not Special Ed	98.0%		(533 / 544)
			Special Ed	57.7%		(30 / 52)
		Race	Black / Latinx	90.6%		(48 / 53)
			White / Other	98.1%		(208 / 212)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lexington High School	Number of Students
US History	23-24	All	All	81.5%		(477 / 585)
		ELL	Not ELL	82.1%		(473 / 576)
			ELL	44.4%		(4 / 9)
		Gender	Female	79.7%		(247 / 310)
			Male	83.6%		(230 / 275)
		InstrSetting	Not Special Ed	84.3%		(468 / 555)
			Special Ed	30.0%		(9 / 30)
	22-23	All	All	78.2%		(433 / 554)
		ELL	Not ELL	79.1%		(432 / 546)
			ELL	12.5%		(1 / 8)
		Gender	Female	75.4%		(202 / 268)
			Male	80.8%		(231 / 286)
		InstrSetting	Not Special Ed	81.4%		(419 / 515)
			Special Ed	35.9%		(14 / 39)
		Race	Black / Latinx	46.3%		(19 / 41)
			White / Other	77.3%		(136 / 176)

	Year	Group	Subgroup	%	On Time Graduation Rate for Lexington High School	Number of Students
GradRate	23-24	All	All	83.8%		(500 / 597)
		ELL	ELL	61.5%		(8 / 13)
			Not ELL	84.2%		(492 / 584)
		Gender	Female	85.2%		(236 / 277)
			Male	82.5%		(264 / 320)
		InstrSetting	Not Special Ed	86.3%		(465 / 539)
			Special Ed	60.3%		(35 / 58)
		Race	Black / Latinx	78.9%		(101 / 128)
			White / Other	85.1%		(399 / 469)
	22-23	All	All	92.6%		(537 / 580)
		ELL	Not ELL	92.6%		(537 / 580)
		Gender	Female	95.3%		(282 / 296)
			Male	89.8%		(255 / 284)
		InstrSetting	Not Special Ed	95.5%		(509 / 533)
			Special Ed	59.6%		(28 / 47)
		Race	Black / Latinx	87.1%		(54 / 62)
			White / Other	93.2%		(483 / 518)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington High School	Number of Students
Honors	23-24	All	All	56.5%		(1435 / 2542)
		ELL	Not ELL	56.2%		(1341 / 2387)
			ELL	60.6%		(94 / 155)
		Gender	Female	64.1%		(812 / 1266)
			Male	48.8%		(623 / 1276)
		InstrSetting	Not Special Ed	62.2%		(1405 / 2258)
			Special Ed	10.6%		(30 / 284)
		Race	Black / Latinx	45.5%		(269 / 591)
			White / Other	59.8%		(1166 / 1951)
	22-23	All	All	53.8%		(1334 / 2481)
		ELL	Not ELL	53.5%		(1257 / 2349)
			ELL	58.3%		(77 / 132)
		Gender	Female	60.8%		(750 / 1233)
			Male	46.8%		(584 / 1248)
		InstrSetting	Not Special Ed	59.2%		(1309 / 2211)
			Special Ed	9.3%		(25 / 270)
		Race	Black / Latinx	41.7%		(227 / 544)
			White / Other	57.2%		(1107 / 1937)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington High School	Number of Students
AP/IB	23-24	All	All	24.3%		(618 / 2542)
		ELL	Not ELL	23.6%		(564 / 2387)
			ELL	34.8%		(54 / 155)
		Gender	Female	28.4%		(359 / 1266)
			Male	20.3%		(259 / 1276)
		InstrSetting	Not Special Ed	27.2%		(614 / 2258)
			Special Ed	1.4%		(4 / 284)
		Race	Black / Latinx	16.9%		(100 / 591)
			White / Other	26.6%		(518 / 1951)
	22-23	All	All	22.2%		(550 / 2481)
		ELL	Not ELL	21.6%		(508 / 2349)
			ELL	31.8%		(42 / 132)
		Gender	Female	23.6%		(291 / 1233)
			Male	20.8%		(259 / 1248)
		InstrSetting	Not Special Ed	24.6%		(544 / 2211)
			Special Ed	2.2%		(6 / 270)
		Race	Black / Latinx	13.8%		(75 / 544)
			White / Other	24.5%		(475 / 1937)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lexington High School	Number of Students
Dual Credit	23-24	All	All	8.8%		(224 / 2542)
		ELL	Not ELL	8.9%		(212 / 2387)
			ELL	7.7%		(12 / 155)
		Gender	Female	11.1%		(140 / 1266)
			Male	6.6%		(84 / 1276)
		InstrSetting	Not Special Ed	9.7%		(218 / 2258)
			Special Ed	2.1%		(6 / 284)
		Race	Black / Latinx	6.6%		(39 / 591)
			White / Other	9.5%		(185 / 1951)
	22-23	All	All	8.3%		(206 / 2481)
		ELL	Not ELL	8.5%		(199 / 2349)
			ELL	5.3%		(7 / 132)
		Gender	Female	11.1%		(137 / 1233)
			Male	5.5%		(69 / 1248)
		InstrSetting	Not Special Ed	9.1%		(202 / 2211)
			Special Ed	1.5%		(4 / 270)
		Race	Black / Latinx	5.7%		(31 / 544)
			White / Other	9.0%		(175 / 1937)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Lexington High School	Number of Students
Chronic Absences	23-24	All	All	22.9%		(583 / 2542)
		ELL	Not ELL	23.0%		(569 / 2478)
			ELL	21.9%		(14 / 64)
		Gender	Female	25.2%		(319 / 1266)
			Male	20.7%		(264 / 1276)
		InstrSetting	Not Special Ed	21.7%		(491 / 2258)
			Special Ed	32.4%		(92 / 284)
		Race	Black / Latinx	26.1%		(154 / 591)
			White / Other	22.0%		(429 / 1951)
	22-23	All	All	20.3%		(503 / 2481)
		ELL	Not ELL	20.4%		(493 / 2418)
			ELL	15.9%		(10 / 63)
		Gender	Female	22.2%		(274 / 1233)
			Male	18.3%		(229 / 1248)
		InstrSetting	Not Special Ed	19.0%		(421 / 2211)
			Special Ed	30.4%		(82 / 270)
		Race	Black / Latinx	23.2%		(126 / 544)
			White / Other	19.5%		(377 / 1937)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington High School	Number of Students
Referrals	23-24	All	All	44.1%		(1121 / 2542)
		ELL	Not ELL	43.8%		(1086 / 2478)
			ELL	54.7%		(35 / 64)
		Gender	Female	39.0%		(494 / 1266)
			Male	49.1%		(627 / 1276)
		InstrSetting	Not Special Ed	44.4%		(1002 / 2258)
			Special Ed	41.9%		(119 / 284)
		Race	Black / Latinx	52.8%		(284 / 538)
			White / Other	41.8%		(837 / 2004)
	22-23	All	All	39.1%		(970 / 2481)
		ELL	Not ELL	39.2%		(947 / 2417)
			ELL	35.9%		(23 / 64)
		Gender	Female	32.0%		(394 / 1233)
			Male	46.2%		(576 / 1248)
		InstrSetting	Not Special Ed	39.5%		(874 / 2211)
			Special Ed	35.6%		(96 / 270)
		Race	Black / Latinx	47.4%		(231 / 487)
			White / Other	37.1%		(739 / 1994)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington High School	Number of Students
In School Suspensions	23-24	All	All	13.4%		(341 / 2542)
		ELL	Not ELL	13.5%		(334 / 2478)
			ELL	10.9%		(7 / 64)
		Gender	Female	9.6%		(121 / 1266)
			Male	17.2%		(220 / 1276)
		InstrSetting	Not Special Ed	13.0%		(293 / 2258)
			Special Ed	16.9%		(48 / 284)
		Race	Black / Latinx	17.5%		(94 / 538)
			White / Other	12.3%		(247 / 2004)
	22-23	All	All	15.2%		(377 / 2481)
		ELL	Not ELL	15.0%		(362 / 2417)
			ELL	23.4%		(15 / 64)
		Gender	Female	10.4%		(128 / 1233)
			Male	20.0%		(249 / 1248)
		InstrSetting	Not Special Ed	14.8%		(327 / 2211)
			Special Ed	18.5%		(50 / 270)
		Race	Black / Latinx	22.8%		(111 / 487)
			White / Other	13.3%		(266 / 1994)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lexington High School	Number of Students
Out of School Suspensions	23-24	All	All	6.3%		(159 / 2542)
		ELL	Not ELL	6.2%		(153 / 2478)
			ELL	9.4%		(6 / 64)
		Gender	Female	4.4%		(56 / 1266)
			Male	8.1%		(103 / 1276)
		InstrSetting	Not Special Ed	5.0%		(113 / 2258)
			Special Ed	16.2%		(46 / 284)
		Race	Black / Latinx	12.3%		(66 / 538)
			White / Other	4.6%		(93 / 2004)
	22-23	All	All	4.5%		(111 / 2481)
		ELL	Not ELL	4.5%		(108 / 2417)
			ELL	4.7%		(3 / 64)
		Gender	Female	2.6%		(32 / 1233)
			Male	6.3%		(79 / 1248)
		InstrSetting	Not Special Ed	3.8%		(83 / 2211)
			Special Ed	10.4%		(28 / 270)
		Race	Black / Latinx	9.0%		(44 / 487)
			White / Other	3.4%		(67 / 1994)

Executive Summary of Needs Assessment Data Findings

School Name: **Lexington High School**

Goal Area	Goal	2024 Baseline	2025
Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 70.9% by 2029.	60.9%	63.0%
Academic Achievement	The percent of students the graduation cohort demonstrating college and/or career readiness as reported on the state report card will reach 89.7% by 2029.	79.7%	87.8%
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 91.5% by 2029.	86.5%	87.8%
Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	4.80	4.80
School Climate	The percent of School Climate points earned on the state report card will reach 74% by 2029.	69.0%	72.2%
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	3.39

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

Student Achievement	
Primary School (K - 2) Student	• What were areas of strength and growth related to student achievement on your school's report card last year? • What did your mid-year review of your school's work plan indicate regarding student achievement now? • Based on your review, what is your school's priority area of need in this area?
Elementary/ Middle School (3 - 8) Student	
High School (9 - 12) Student	<i>Our school's report card last year showed strengths in improved EOC scores in English 2 (from 94.5% to 96.6% pass rate) and US History (from 79% to 82% pass rate), alongside increased participation in accelerated coursework due to targeted outreach to families based on academic potential. While these represent areas of growth, our focus has been on current progress. Our school graduation rate continues to be a priority. While the most recent rate continues to exceed district and state rates, we prioritize this critical measure of performance.</i> <i>review and reflection. However, the review also identified key areas for growth. While learning targets are posted, we need to empower students to take more ownership of them through self-assessment, goal setting, and reflection. We also need to ensure clearer connections between learning activities and the targets. Success criteria need to be more clearly defined and accessible to all students, and we must explore ways to leverage technology to address learner variability. Finally, we need to more intentionally integrate Profile Targets into instruction across all classes.</i> <i>Therefore, our priority area of need is deepening the impact of learning targets and success criteria on student learning. This includes fostering student ownership of learning targets, ensuring clarity and accessibility of success criteria, strengthening the connection between learning activities and targets, and addressing learner variability.</i>

Executive Summary of Needs Assessment Data Findings

Teacher/Administrator Quality	• What were areas of strength and growth related to teacher/admin quality on the SCDE staff and student survey last year? • What did your mid-year review and the staff pulse check survey data indicate regarding teacher/admin quality now? • Based on your review, what is your school's priority area of need in this area? <i>Our school's SCDE staff and student survey last year revealed several strengths in teacher and administrator quality. We saw high satisfaction rates across all three groups—teachers, students, and parents—regarding the learning environment, the social and physical environment, and school- home relations. Teacher satisfaction was particularly noteworthy, consistently exceeding 90% in all categories. Our priority now is maintaining these high levels of satisfaction and continuing to support our teachers. Ongoing support and professional development are crucial to ensure these positive trends are not only sustained but also improved upon in the future. Comparing our midyear pulse check surveys, teacher satisfaction in the areas of safety, instructional focus, and working conditions remained high at an internal satisfaction index of 5.1. In similar categories, our student satisfaction index increased from 4.7 to 5.2. We will continue to prioritize a safe, supportive learning environment for students and staff.</i>
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? Last year, our school's SCDE staff and student survey indicated a picture of a positive school climate with high satisfaction rates across teachers, students, and parents in key areas. We saw strong positive responses regarding the learning environment, the social and physical environment, and school-home relations. These high satisfaction rates, particularly the consistently high satisfaction among teachers, suggest a healthy and supportive school environment. Student satisfaction in the school environment has increased from 23-24 to 24-25, as evidenced by an internal school pulse check survey. While the data doesn't explicitly highlight growth from the previous year, as it represents a snapshot of current perceptions, the strong positive responses are a significant achievement. As a school, there was a leadership change early in the school year that resulted in an interim principal. While the school continued to move forward with planned experiences, any change in leadership had a resulting impact on the school climate. Moving forward, our priority is maintaining and enhancing these positive aspects of our school climate. Even with these high satisfaction rates, we recognize the importance of ongoing efforts to continue fostering positive relationships between all stakeholders,

Executive Summary of Needs Assessment Data Findings

	providing continuous support for our teachers and staff, and regularly gathering feedback to ensure we are addressing any potential concerns. Proactive attention to these areas will help us sustain and even improve our school climate in the years to come.
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Location: Lexington High

Level	Area	Goal	2024 (From 2023 Report Cards)	2025 (From 2024 Report Cards)	2026 (From 2025 Report Cards)	2027 (From 2026 Report Cards)	2028 (From 2027 Report Cards)	2029 (From 2028 Report Cards)
High	Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 70.9% by 2029.	60.9%	62.9%	64.9%	66.9%	68.9%	70.9%
High	Academic Achievement	The percent of students the graduation cohort demonstrating college and/or career readiness as reported on the state report card will reach 89.7% by 2029.	79.70%	81.70%	83.70%	85.70%	87.70%	89.70%
Actual Data (Academic Ach.)				63.0%				
Actual Data (CCR)				87.8%				

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement the new Lexington One Instructional Framework and Graduate Profile	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	-Implementation Monitoring Tool Data -Classroom Observation Data
Use the curriculum and assessments as outlined in the District's Curriculum Management, Assessment Plans and Instructional Technology Plans. Develop a school-based professional learning plan based on the district-level plan.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Closer alignment of written, taught, and assessed curriculum -Increase in questioning and critical thinking on classroom observation tool. - Increase in satisfaction as assessed on relevant areas of the SCDE climate survey
Implement revised school work plan process that is aligned to the strategic plan and school renewal plan.	July 2024-June 2029	School Leadership Team and Teacher Leaders	NA	NA	- Completed school work plans - Completed the school work plan review process yearly
Identify student intervention needs and implement appropriate supports as needed.	July 2024-June 2029	School Leadership Team and Teacher	NA	NA	- Increase in students ability to earn or receive academic credit in a course and remain on track to graduate - Revised staffing and scheduling to match changes in intervention program

Level	Area	Goal	2023-2024 Observation Data	2024-2025 Observation Data	2025-2026 Observation Data	2026-2027 Observation Data	2027-2028 Observation Data	2028-2029 Observation Data
High	Teacher and Administrator Quality	Increase the cumulative average of teachers' composite score on the SC Teaching Standards 4.0 rubric from 3.0 to 3.5 by 2029. (Observation protocols will be reevaluated and calibrated in the 24-25 school year in order to obtain accurate baseline data.)	3.00	3.10	3.20	3.30	3.40	3.50
Actual Data (4.0 Rubric)				3.39				

Action Plan

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

Level	Area	Goal	2024 (From 2023 Report Cards)	2025 (From 2024 Report Cards)	2026 (From 2025 Report Cards)	2027 (From 2026 Report Cards)	2028 (From 2027 Report Cards)	2029 (From 2028 Report Cards)
High	School Climate	The percent of School Climate points earned on the state report card will reach 74% by 2029.	69.0%	70.0%	71.0%	72.0%	73.0%	74.0%
Actual Data				72.2%				

Action Plan

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

Level	Area	Goal	2024 CCR Data	2025 CCR Data	2026 CCR Data	2027 CCR Data	2028 CCR Data	2029 CCR Data
High	Gifted and Talented (Academic)	The percent of Gifted and Talented identified students in the graduation cohort demonstrating college readiness (as defined by SCDE) will reach 91.5% by 2029.	86.5%	87.5%	88.5%	89.5%	90.5%	91.5%
Actual Data				87.8%				

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement the new Lexington One Instructional Framework and Graduate Profile	July 2024-June 2029	School Leadership Team	NA	NA	-Implementation Monitoring Tool Data -Classroom Observation Data
Use the curriculum and assessments as outlined in the District's Curriculum Management, Assessment Plans and Instructional Technology Plans. Implement practices and structures that improve student access to quality instructional programming and the support necessary to fully take advantage of those opportunities.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Closer alignment of written, taught, and assessed curriculum -Increase in questioning and critical thinking on classroom observation tool. - Increase in satisfaction as assessed on relevant areas of the SCDE climate survey
Implement district gifted and talented systems and structures related to preparation, identification, and delivery models to include the necessary support students may need to be successful.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Increase in the number of student work samples that meet multiple attributes of powerful learning experiences - Increase in the number of students who remain in G/T coursework through graduation.

Level	Area	Goal	2024 GT Survey	2025 GT Survey	2026 GT Survey	2027 GT Survey	2028 GT Survey	2029 GT Survey
All	Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	4.80	4.80	4.85	4.90	4.95	5.00
Actual Data				4.80				

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