School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2024/25 to 2028/29

Upcoming School Year: 2025/26

School Name:	White Knoll Elementary
SIDN:	3201049
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Lexington 1
Address 1:	132 White Knoll Way
Address 2:	
City:	West Columbia, SC
Zip Code:	29170
School Renewal Plan Contact Person:	White Knoll Elementary
School Plan Contact Phone:	8038214500
School Plan E-mail Address:	ewhisennant@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 assurances requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

Superintendent		
Dr. Gerrita Postlewait Printed Name	Gerrita Postlewait Signature	2-27-25 Date
Principal		
Elizabeth Whisennant Printed Name	E Whisennant Signature	2/27/25 Date
Chairperson, District Board of Trustees		
Kathryn W. Henson Printed Name	Kathy Henson Signature	4/1/25 Date
Chairperson, School Improvement Council		
Barbara Reed Printed Name	Barbara Reed Signature	2/27/25 Date
School Read To Succeed Literacy Leadership Team Lead		
Kirstin Bradley Printed Name	Kirstin Bradley Signature	2/27/25 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 *et seq.* (Supp. 2004))	
Yes	**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.
Yes	**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.
Yes	**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**	Elizabeth Whisennant
2.	**Teacher**	Beth Banco
3.	**Parent/Guardian**	Melinda Fowler
4.	**Community Member**	Shelley Crossland
5.	**Paraprofessional**	Elsie Ruff
6.	**School Improvement Council Member**	Beth Banco
7.	**Read to Succeed Reading Coach**	Dr. Sally Somerall
8.	**School Read To Succeed Literacy Leadership Team Lead**	Kirstin Bradley
9.	**School Read To Succeed Literacy Leadership Team Member**	Erin Bradberry
	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 (*SBE Regulation 43-261*)	
2. Teachers teaching more than 1500 minutes (*SBE Regulation 43-205*)	
3. Teachers teaching more than 4 preps (*SBE Regulation 43-205*)	
4. High School Principal over two schools or grades more than 9-12 (*SBE Regulation 43-205*)	
5. Other (*Include the SBE Regulation number to be waived*)	
6. Other (*Include the SBE Regulation number to be waived*)	

LEXINGTON SCHOOL DISTRICT ONE

White Knoll Elementary School
Strategic Renewal Plan
School Plan: 2024/25 - 2028/29
School Year: Update 1 - 2025/26

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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:

White Knoll Elementary School Report Card

	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for White Knoll Elementary School	Number of Students
Reading Grades 1-5	23-24	All	All	59.1%		(262 / 443)
		ELL	Not ELL	61.3%		(242 / 395)
			ELL	41.7%		(20 / 48)
		Gender	Female	61.9%		(125 / 202)
			Male	56.8%		(137 / 241)
		InstrSetting	Not Special Ed	63.5%		(233 / 367)
			Special Ed	38.2%		(29 / 76)
		Race	Black / Latinx	49.4%		(88 / 178)
			White / Other	65.7%		(174 / 265)
	22-23	All	All	51.7%		(266 / 515)
		ELL	Not ELL	52.6%		(240 / 456)
			ELL	44.1%		(26 / 59)
		Gender	Female	53.8%		(133 / 247)
			Male	49.6%		(133 / 268)
		InstrSetting	Not Special Ed	56.8%		(246 / 433)
			Special Ed	24.4%		(20 / 82)
		Race	Black / Latinx	42.2%		(89 / 211)
			White / Other	58.2%		(177 / 304)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for White Knoll Elementary School	Number of Students
ELA	23-24	All	All	49.5%		(147 / 297)
		ELL	Not ELL	51.3%		(140 / 273)
			ELL	29.2%		(7 / 24)
		Gender	Female	53.8%		(71 / 132)
			Male	46.1%		(76 / 165)
		InstrSetting	Not Special Ed	58.2%		(138 / 237)
			Special Ed	15.0%		(9 / 60)
		Race	Black / Latinx	44.2%		(50 / 113)
			White / Other	52.7%		(97 / 184)
	22-23	All	All	44.6%		(148 / 332)
		ELL	Not ELL	45.8%		(141 / 308)
			ELL	29.2%		(7 / 24)
		Gender	Female	47.4%		(74 / 156)
			Male	42.0%		(74 / 176)
		InstrSetting	Not Special Ed	51.5%		(141 / 274)
			Special Ed	12.1%		(7 / 58)
		Race	Black / Latinx	37.1%		(46 / 124)
			White / Other	49.0%		(102 / 208)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for White Knoll Elementary School	Number of Students
Math	23-24	All	All	43.8%		(130 / 297)
		ELL	Not ELL	44.3%		(121 / 273)
			ELL	37.5%		(9 / 24)
		Gender	Female	34.1%		(45 / 132)
			Male	51.5%		(85 / 165)
		InstrSetting	Not Special Ed	49.8%		(118 / 237)
			Special Ed	20.0%		(12 / 60)
		Race	Black / Latinx	33.6%		(38 / 113)
			White / Other	50.0%		(92 / 184)
	22-23	All	All	37.7%		(125 / 332)
		ELL	Not ELL	38.3%		(118 / 308)
			ELL	29.2%		(7 / 24)
		Gender	Female	34.6%		(54 / 156)
			Male	40.3%		(71 / 176)
		InstrSetting	Not Special Ed	42.7%		(117 / 274)
			Special Ed	13.8%		(8 / 58)
		Race	Black / Latinx	28.2%		(35 / 124)
			White / Other	43.3%		(90 / 208)

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth TargetWhite Knoll Elementary School	Number of Students
Math	23-24	All	All	26.7%		(139 / 520)
		ELL	Not ELL	27.1%		(128 / 473)
			ELL	23.4%		(11 / 47)
		Gender	Female	21.3%		(49 / 230)
			Male	31.0%		(90 / 290)
		InstrSetting	Not Special Ed	26.0%		(106 / 407)
			Special Ed	29.2%		(33 / 113)
		Race	Black / Latinx	22.4%		(39 / 174)
			White / Other	28.9%		(100 / 346)
	22-23	All	All	20.8%		(121 / 583)
		ELL	Not ELL	20.0%		(105 / 525)
			ELL	27.6%		(16 / 58)
		Gender	Female	18.3%		(51 / 279)
			Male	23.0%		(70 / 304)
		InstrSetting	Not Special Ed	20.8%		(99 / 475)
			Special Ed	20.4%		(22 / 108)
		Race	Black / Latinx	15.7%		(30 / 191)
			White / Other	23.2%		(91 / 392)

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth TargetWhite Knoll Elementary School	Number of Students
Reading	23-24	All	All	40.4%		(211 / 522)
		ELL	Not ELL	40.8%		(194 / 475)
			ELL	36.2%		(17 / 47)
		Gender	Female	41.8%		(97 / 232)
			Male	39.3%		(114 / 290)
		InstrSetting	Not Special Ed	43.0%		(176 / 409)
			Special Ed	31.0%		(35 / 113)
		Race	Black / Latinx	36.2%		(63 / 174)
			White / Other	42.5%		(148 / 348)
	22-23	All	All	31.6%		(184 / 583)
		ELL	Not ELL	32.0%		(168 / 525)
			ELL	27.6%		(16 / 58)
		Gender	Female	31.5%		(88 / 279)
			Male	31.6%		(96 / 304)
		InstrSetting	Not Special Ed	33.9%		(161 / 475)
			Special Ed	21.3%		(23 / 108)
		Race	Black / Latinx	25.7%		(49 / 191)
			White / Other	34.4%		(135 / 392)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level White Knoll Elementary School	Number of Students
Accelerated/ Eagles	23-24	All	All	9.1%		(30 / 328)
		ELL	Not ELL	10.5%		(30 / 285)
			ELL	0.0%		(0 / 43)
		Gender	Female	8.9%		(13 / 146)
			Male	9.3%		(17 / 182)
		InstrSetting	Not Special Ed	11.1%		(29 / 261)
			Special Ed	1.5%		(1 / 67)
		Race	Black / Latinx	4.1%		(6 / 146)
			White / Other	13.2%		(24 / 182)
	22-23	All	All	8.9%		(32 / 360)
		ELL	Not ELL	9.5%		(30 / 315)
			ELL	4.4%		(2 / 45)
		Gender	Female	8.8%		(15 / 170)
			Male	8.9%		(17 / 190)
		InstrSetting	Not Special Ed	10.1%		(30 / 297)
			Special Ed	3.2%		(2 / 63)
		Race	Black / Latinx	3.7%		(6 / 161)
			White / Other	13.1%		(26 / 199)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for White Knoll Elementary School	Number of Students
Chronic Absences	23-24	All	All	25.6%		(176 / 688)
		ELL	Not ELL	24.3%		(149 / 612)
			ELL	35.5%		(27 / 76)
		Gender	Female	26.1%		(80 / 307)
			Male	25.2%		(96 / 381)
		InstrSetting	Not Special Ed	23.4%		(122 / 522)
			Special Ed	32.5%		(54 / 166)
		Race	Black / Latinx	25.7%		(78 / 303)
			White / Other	25.5%		(98 / 385)
	22-23	All	All	21.9%		(166 / 757)
		ELL	Not ELL	22.2%		(153 / 688)
			ELL	18.8%		(13 / 69)
		Gender	Female	19.7%		(68 / 345)
			Male	23.8%		(98 / 412)
		InstrSetting	Not Special Ed	20.7%		(120 / 580)
			Special Ed	26.0%		(46 / 177)
		Race	Black / Latinx	25.2%		(82 / 325)
			White / Other	19.4%		(84 / 432)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll Elementary School	Number of Students
Referrals	23-24	All	All	28.4%		(195 / 687)
		ELL	Not ELL	29.5%		(180 / 611)
			ELL	19.7%		(15 / 76)
		Gender	Female	19.5%		(60 / 307)
			Male	35.5%		(135 / 380)
		InstrSetting	Not Special Ed	27.6%		(144 / 522)
			Special Ed	30.9%		(51 / 165)
		Race	Black / Latinx	28.6%		(76 / 266)
			White / Other	28.3%		(119 / 421)
	22-23	All	All	22.9%		(173 / 756)
		ELL	Not ELL	23.1%		(159 / 687)
			ELL	20.3%		(14 / 69)
		Gender	Female	13.3%		(46 / 345)
			Male	30.9%		(127 / 411)
		InstrSetting	Not Special Ed	22.8%		(132 / 580)
			Special Ed	23.3%		(41 / 176)
		Race	Black / Latinx	29.0%		(80 / 276)
			White / Other	19.4%		(93 / 480)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll Elementary School	Number of Students
In School Suspensions	23-24	All	All	4.1%		(28 / 687)
		ELL	Not ELL	4.3%		(26 / 611)
			ELL	2.6%		(2 / 76)
		Gender	Female	2.0%		(6 / 307)
			Male	5.8%		(22 / 380)
		InstrSetting	Not Special Ed	3.8%		(20 / 522)
			Special Ed	4.8%		(8 / 165)
		Race	Black / Latinx	4.9%		(13 / 266)
			White / Other	3.6%		(15 / 421)
	22-23	All	All	4.8%		(36 / 756)
		ELL	Not ELL	5.1%		(35 / 687)
			ELL	1.4%		(1 / 69)
		Gender	Female	3.2%		(11 / 345)
			Male	6.1%		(25 / 411)
		InstrSetting	Not Special Ed	5.3%		(31 / 580)
			Special Ed	2.8%		(5 / 176)
		Race	Black / Latinx	6.5%		(18 / 276)
			White / Other	3.8%		(18 / 480)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll Elementary School	Number of Students
Out of School Suspensions	23-24	All	All	4.5%		(31 / 687)
		ELL	Not ELL	4.6%		(28 / 611)
			ELL	3.9%		(3 / 76)
		Gender	Female	0.7%		(2 / 307)
			Male	7.6%		(29 / 380)
		InstrSetting	Not Special Ed	2.9%		(15 / 522)
			Special Ed	9.7%		(16 / 165)
		Race	Black / Latinx	4.9%		(13 / 266)
			White / Other	4.3%		(18 / 421)
	22-23	All	All	2.9%		(22 / 756)
		ELL	Not ELL	3.2%		(22 / 687)
			ELL	0.0%		(0 / 69)
		Gender	Female	1.4%		(5 / 345)
			Male	4.1%		(17 / 411)
		InstrSetting	Not Special Ed	2.8%		(16 / 580)
			Special Ed	3.4%		(6 / 176)
		Race	Black / Latinx	2.9%		(8 / 276)
			White / Other	2.9%		(14 / 480)

Executive Summary of Needs Assessment Data Findings

School Name: *White Knoll Elementary*

Goal Area	*Goal*	2024 Baseline	2025
Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 54.15% by 2029.	44.2%	47.0%
Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 67% by 2029.	57.0%	48.2%
Gifted and Talented (Academic)	The percent of SC READY ELA and Math scores from Gifted and Talented identified students that meet Added Value Targets will reach 55% by 2029.	50.0%	33.8%
Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	5.40	5.40
School Climate	The percent of School Climate points earned on the state report card will reach 77% by 2029.	72.0%	74.4%
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	3.19

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

Elementary/ Middle School
(3 - 8) Student

High School (9 - 12) Student

Primary: Based on the results of Fountas and Pinnell text level measures, more than 72% of our students in 1-3 are performing at or above grade level expectations at this time. Literacy and Numeracy along with High Impact Teaching and Learning continue to be areas of focus for White Knoll Elementary. These charts show the percentage of students who have met their growth goals based on I-ready data from fall to winter.

Math	*% meeting Average Growth*	*% meeting Accelerated Growth*
	33.8% met at midyear *62% on track*	*14% met at midyear* *51% on track*

Reading	*% meeting Average Growth*	*% meeting Accelerated Growth*
	30% mer at midyear *62.3% on track*	*9% met at midyear* *46.7% on track*

Elementary:

According to SC READY state standardized ELA scores, just over 49.5% of our students scored met or exceeds on the SC READY ELA assessment. Almost 44%
of our students met or exceeded on the SC READY math assessment. This is growth point for WKES and we have been working hard to reach every student through high quality teaching and learning.

These charts show the percentage of students who are on track to meet their growth goals based on I-ready data from fall to winter.

Math	*% meeting Average Growth*	*% meeting Accelerated Growth*
	18% at midyear *43% on track*	*1% met at midyear* *24% on track*

Reading	*% meeting Average Growth*	*% meeting Accelerated Growth*
	30.8% met at midyear *49.3% on track*	*18% met at midyear* *35.3% on track*

Using a school-wide review of this data and reflective practice, we have made shifts in instructional strategies and increas*ed instructional support to ensure all students at WKE reach their learning goals.*

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?

White Knoll Elementary prides itself on hiring and retaining the most qualified educators to promote rigorous instruction in the classroom. Nearly 66% of our teachers hold advanced degrees and 100% of our teachers participate in ongoing professional learning. We have also been able to increase our teacher retention rate to 85%. Our professional learning this year has focused on our work plan goals of increasing use of the workshop model and increasing vocabulary instruction. In math instruction we have also increased our focus on the geometry standards as that was our lowest performing area. During our mid-year data our focus areas demonstrated improvement from 22-23 to 24-25.

	22-23 iready performance on grade level or above	23-24 iready performance on grade level or above	24-25 iready performance midyear (% on grade level or above)
Vocabulary	39%	57%	41%
Geometry	27.5%	52%	31%

The WKE leadership team meets regularly as lead learners to monitor progress, reflect on practice and make adjustments for continual improvement.

Executive Summary of Needs Assessment Data Findings

School Climate

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

At White Knoll Elementary, we believe that love comes first. We focus on building lasting relationships with students and families to assist each child in reaching their full potential. We have a full-time family liaison who works hard to serve the needs of the whole child by providing resources to families in need. Through her relationships with our community, we have increased the families we serve in this capacity by 200%. We have also created a community closet and expanded our community partnerships.
We collaborate regularly with our stakeholders to create new and innovative ways to engage families in academic and social interactions. This year we made it a goal to increase our family engagement by increasing our family events. The events have included our Back to School Bash, Show What You Know Night, family skate nights, and a family field trip to Edventure. Our annual SCDE climate surveys report that these actions are having a positive impact on parent, teacher, and student perceptions. This chart below shows our survey results from the
23-24 school year.

	Students	Parents	Teachers
Satisfaction with the learning environment	89.8%	90.9%	100%
Satisfaction with the physical environme nt	89.8%	90.5%	96.2%
Satisfaction with home/school relations	94.1%	85%	92.5%

Location: White Knoll Elementary

Level	*Area*	*Goal*	2024 (From 2023 Report Card)	2025 (From 2024 Report Card)	2026 (From 2025 Report Card)	2027 (From 2026 Report Card)	2028 (From 2027 Report Card)	2029 (From 2028 Report Card)
Elementary/Middle	Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 54.15% by 2029.	44.15%	46.2%	48.2%	50.2%	52.2%	54.2%
Elementary/Middle	Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 67% by 2029.	57.00%	59.00%	61.00%	63.00%	65.00%	67.00%
			Actual Data (Academic Ach.)	47.0%				
			Actual Data (Progress)	48.2%				

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 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 satisfication as assessed on relevant areas of the SCDE climate survey
Implement revised school work plan process that is aligned to the strategic plan and school renewal plan.	July 2024-June 2029	School Leadership Team and Teacher Leaders	NA	NA	- Completed school work plans - Completed the school work plan review process yearly
Identify student intervention needs and implement appropriate supports as needed.	July 2024-June 2029	School Leadership Team and Teacher	NA	NA	- Increase in students reaching typical and stretch growth targets on interim assessments - Revised staffing and scheduling to match changes in intervention program

Level	*Area*	*Goal*	2023-2024 Observation Data	2024-2025 Observation Data	2025-2026 Observation Data	2026-2027 Observation Data	2027-2028 Observation Data	2028-2029 Observation Data
Elementary/Middle	Teacher and Administrator Quality	Increase the cumulative average of teachers' composite score on the SC Teaching Standards 4.0 rubric from 3.0 to 3.5 by 2029. (Observation protocols will be reevaluated and calibrated in the 24-25 school year in order to obtain accurate baseline data.)	3.00	3.10	3.20	3.30	3.40	3.50
			Actual Data (4.0 Rubric)	3.19				

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 satisfication as assessed on relevant areas of the SCDE climate survey
Develop and implement school work plan that is aligned to the strategic plan and respective school renewal plans.	July 2024-June 2029	School Leadership Team	NA	NA	- Completed school work plans - Updated agendas for beginning, middle, and end of year meetings

Level	*Area*	*Goal*	2024 (from 2023 Report Cards)	2025 (from 2024 Report Cards)	2026 (From 2025 Report Cards)	2027 (From 2026 Report Cards)	2028 (From 2027 Report Cards)	2029 (From 2028 Report Cards)
Elementary/Middle	School Climate	The percent of School Climate points earned on the state report card will reach 77% by 2029.	72.0%	73.0%	74.0%	75.0%	76.0%	77.0%
			Actual Data	74.4%				

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 satisfication as assessed on relevant areas of the SCDE climate survey
Implement revised policies and procedures that prioritize safety, promote positive student behavior, and support the mental well-being of our students and staff.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Increase in satisfaction as assessed on relevant areas of the SCDE climate survey - Increase in satisfaction as assessed by the school pulse survey - Increase in satisfaction as assessed on the SC Teacher Working Conditions Survey
Implement the district's strategic communications and engagement plan.	July 2024-June 2029	School Leadership Team	NA	NA	- Increase in satisfaction as assessed on relevant areas of the SCDE climate survey - Increase in satisfaction as assessed by the school pulse survey

Level	*Area*	*Goal*	2024 (2023 SC Ready)	2025 (2024 SC Ready)	2026 (2025 SC Ready)	2027 (2026 SC Ready)	2028 (2027 SC Ready)	2029 (2028 SC Ready)
Elementary/Middle	Gifted and Talented (Academic)	The percent of SC READY ELA and Math scores from Gifted and Talented identified students that meet Added Value Targets will reach 55% by 2029.	50.0%	51.0%	52.0%	53.0%	54.0%	55.0%
			Actual Data	33.8%				

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 satisfication as assessed on relevant areas of the SCDE climate survey
Implement district gifted and talented systems and structures related to preparation, identification, and delivery models to include the necessary support students may need to be successful.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Increase in those who are identified by Grade 5 (for elementary schools ONLY) - Increase in the number of student work samples that meet multiple attributes of powerful learning experiences - Increase in the number of students who remain in G/T coursework through middle school (for middle schools ONLY)

Level	*Area*	*Goal*	2024 GT Survey	2025 GT Survey	2026 GT Survey	2027 GT Survey	2028 GT Survey	2029 GT Survey
Elementary/Middle	Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	5.40	5.40	5.45	5.50	5.55	5.60
			Actual Data	5.40				

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement district gifted and talented systems and structures related to preparation, identification, and delivery models to include the necessary support students may need to be successful.	July 2024-June 2029	School Leadership Team and Teachers			- Increase in those who are identified by Grade 5 (for elementary schools ONLY) - Increase in the number of student work samples that meet multiple attributes of powerful learning experiences - Increase in the number of students who remain in G/T coursework through middle school (for middle schools ONLY)