

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 Middle
SIDN:	3201053
Plan Submission:	School utilizes Cognia
Grade Span:	6 To 8
District:	Lexington County School District One
Address 1:	116 White Knoll Way
Address 2:	
City:	West Columbia, SC
Zip Code:	29170
School Renewal Plan Contact Person:	Don Hardie
School Plan Contact Phone:	8038214301
School Plan E-mail Address:	dhardie@lexington1.net

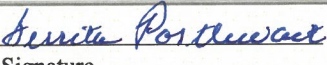
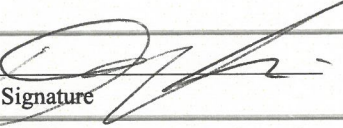
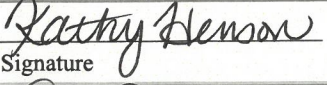
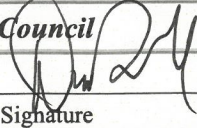
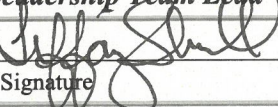
Required Signature Page

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

<i>Superintendent</i>		
<u>Dr. Gerrita Postlewait</u> Printed Name	 Signature	<u>2-27-25</u> Date
<i>Principal</i>		
<u>Don Hardie</u> Printed Name	 Signature	<u>2/13/25</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>David Ford</u> Printed Name	 Signature	<u>2/14/25</u> Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Tiffany Shull</u> Printed Name	 Signature	<u>2/14/2025</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	Don Hardie
2.	Teacher	Dr. Christin Legette
3.	Parent/Guardian	Bria Martin
4.	Community Member	David Ford
5.	Paraprofessional	Tia Denny
6.	School Improvement Council Member	Chanta Zeigler
7.	Read to Succeed Reading Coach	Tiffany Shull
8.	School Read To Succeed Literacy Leadership Team Lead	Tiffany Shull
9.	School Read To Succeed Literacy Leadership Team Member	Joyce Blythe
	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

White Knoll Middle 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 Middle School Report Card](#)

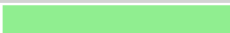
	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for White Knoll Middle School	Number of Students
ELA	23-24	All	All	41.2%		(286 / 695)
		ELL	Not ELL	43.4%		(274 / 631)
			ELL	18.8%		(12 / 64)
		Gender	Female	41.8%		(147 / 352)
			Male	40.5%		(139 / 343)
		InstrSetting	Not Special Ed	48.1%		(279 / 580)
			Special Ed	6.1%		(7 / 115)
		Race	Black / Latinx	33.9%		(98 / 289)
			White / Other	46.3%		(188 / 406)
	22-23	All	All	46.4%		(357 / 769)
		ELL	Not ELL	47.6%		(344 / 722)
			ELL	27.7%		(13 / 47)
		Gender	Female	48.3%		(185 / 383)
			Male	44.6%		(172 / 386)
		InstrSetting	Not Special Ed	52.3%		(339 / 648)
			Special Ed	14.9%		(18 / 121)
		Race	Black / Latinx	40.4%		(109 / 270)
			White / Other	49.7%		(248 / 499)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for White Knoll Middle School	Number of Students
Math	23-24	All	All	23.0%		(160 / 695)
		ELL	Not ELL	24.2%		(153 / 631)
			ELL	10.9%		(7 / 64)
		Gender	Female	21.0%		(74 / 352)
			Male	25.1%		(86 / 343)
		InstrSetting	Not Special Ed	27.1%		(157 / 580)
			Special Ed	2.6%		(3 / 115)
		Race	Black / Latinx	14.5%		(42 / 289)
			White / Other	29.1%		(118 / 406)
	22-23	All	All	24.2%		(187 / 773)
		ELL	Not ELL	24.9%		(181 / 726)
			ELL	12.8%		(6 / 47)
		Gender	Female	19.7%		(76 / 386)
			Male	28.7%		(111 / 387)
		InstrSetting	Not Special Ed	28.3%		(184 / 650)
			Special Ed	2.4%		(3 / 123)
		Race	Black / Latinx	16.1%		(44 / 273)
			White / Other	28.6%		(143 / 500)

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth TargetWhite Knoll Middle School	Number of Students
Math	23-24	All	All	13.5%		(90 / 666)
		ELL	Not ELL	13.9%		(82 / 590)
			ELL	10.5%		(8 / 76)
		Gender	Female	12.7%		(43 / 338)
			Male	14.3%		(47 / 328)
		InstrSetting	Not Special Ed	14.6%		(81 / 553)
			Special Ed	8.0%		(9 / 113)
		Race	Black / Latinx	11.0%		(30 / 273)
			White / Other	15.3%		(60 / 393)
	22-23	All	All	14.1%		(103 / 731)
		ELL	Not ELL	13.3%		(88 / 662)
			ELL	21.7%		(15 / 69)
		Gender	Female	12.0%		(44 / 367)
			Male	16.2%		(59 / 364)
		InstrSetting	Not Special Ed	14.5%		(90 / 619)
			Special Ed	11.6%		(13 / 112)
		Race	Black / Latinx	13.9%		(35 / 252)
			White / Other	14.2%		(68 / 479)

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth TargetWhite Knoll Middle School	Number of Students
Reading	23-24	All	All	19.7%		(131 / 664)
		ELL	Not ELL	19.7%		(116 / 588)
			ELL	19.7%		(15 / 76)
		Gender	Female	20.7%		(70 / 338)
			Male	18.7%		(61 / 326)
		InstrSetting	Not Special Ed	19.7%		(109 / 552)
			Special Ed	19.6%		(22 / 112)
		Race	Black / Latinx	19.2%		(52 / 271)
			White / Other	20.1%		(79 / 393)
	22-23	All	All	20.9%		(145 / 693)
		ELL	Not ELL	20.7%		(130 / 627)
			ELL	22.7%		(15 / 66)
		Gender	Female	21.4%		(76 / 355)
			Male	20.4%		(69 / 338)
		InstrSetting	Not Special Ed	21.1%		(124 / 588)
			Special Ed	20.0%		(21 / 105)
		Race	Black / Latinx	18.8%		(45 / 239)
			White / Other	22.0%		(100 / 454)

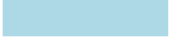
	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for White Knoll Middle School	Number of Students
Algebra 1	23-24	All	All	84.1%		(58 / 69)
		ELL	Not ELL	83.8%		(57 / 68)
			ELL	100.0%		(1 / 1)
		Gender	Female	76.5%		(26 / 34)
			Male	91.4%		(32 / 35)
		InstrSetting	Not Special Ed	83.8%		(57 / 68)
			Special Ed	100.0%		(1 / 1)
	22-23	All	All	90.7%		(49 / 54)
		ELL	Not ELL	90.7%		(49 / 54)
		Gender	Female	88.0%		(22 / 25)
			Male	93.1%		(27 / 29)
		InstrSetting	Not Special Ed	92.5%		(49 / 53)
			Special Ed	0.0%		(0 / 1)
		Race	Black / Latinx	100.0%		(3 / 3)
			White / Other	0.0%		(0 / 3)

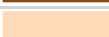
	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level White Knoll Middle School	Number of Students
Accelerated/ Eagles	23-24	All	All	21.0%		(158 / 753)
		ELL	Not ELL	21.8%		(140 / 643)
			ELL	16.4%		(18 / 110)
		Gender	Female	20.4%		(77 / 377)
			Male	21.7%		(81 / 374)
		InstrSetting	Not Special Ed	25.0%		(155 / 621)
			Special Ed	2.3%		(3 / 132)
		Race	Black / Latinx	14.4%		(51 / 354)
			White / Other	26.8%		(107 / 399)
	22-23	All	All	24.4%		(212 / 868)
		ELL	Not ELL	24.0%		(186 / 775)
			ELL	28.0%		(26 / 93)
		Gender	Female	24.9%		(108 / 433)
			Male	23.9%		(104 / 435)
		InstrSetting	Not Special Ed	28.3%		(205 / 724)
			Special Ed	4.9%		(7 / 144)
		Race	Black / Latinx	18.8%		(68 / 362)
			White / Other	28.5%		(144 / 506)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level White Knoll Middle School	Number of Students
Honors	23-24	All	All	10.4%		(78 / 753)
		ELL	Not ELL	10.3%		(66 / 643)
			ELL	10.9%		(12 / 110)
		Gender	Female	10.9%		(41 / 377)
			Male	9.9%		(37 / 374)
		InstrSetting	Not Special Ed	12.4%		(77 / 621)
			Special Ed	0.8%		(1 / 132)
		Race	Black / Latinx	8.5%		(30 / 354)
			White / Other	12.0%		(48 / 399)
	22-23	All	All	8.1%		(70 / 868)
		ELL	Not ELL	8.6%		(67 / 775)
			ELL	3.2%		(3 / 93)
		Gender	Female	8.1%		(35 / 433)
			Male	8.0%		(35 / 435)
		InstrSetting	Not Special Ed	9.4%		(68 / 724)
			Special Ed	1.4%		(2 / 144)
		Race	Black / Latinx	7.2%		(26 / 362)
			White / Other	8.7%		(44 / 506)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for White Knoll Middle School	Number of Students
Chronic Absences	23-24	All	All	26.4%		(199 / 753)
		ELL	Not ELL	26.7%		(178 / 666)
			ELL	24.1%		(21 / 87)
		Gender	Female	26.0%		(98 / 377)
			Male	26.7%		(100 / 374)
		InstrSetting	Not Special Ed	24.3%		(151 / 621)
			Special Ed	36.4%		(48 / 132)
		Race	Black / Latinx	26.6%		(94 / 354)
			White / Other	26.3%		(105 / 399)
	22-23	All	All	27.0%		(234 / 868)
		ELL	Not ELL	27.2%		(215 / 790)
			ELL	24.4%		(19 / 78)
		Gender	Female	25.9%		(112 / 433)
			Male	28.0%		(122 / 435)
		InstrSetting	Not Special Ed	26.2%		(190 / 724)
			Special Ed	30.6%		(44 / 144)
		Race	Black / Latinx	27.9%		(101 / 362)
			White / Other	26.3%		(133 / 506)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll Middle School	Number of Students
Referrals	23-24	All	All	46.2%		(348 / 753)
		ELL	Not ELL	47.7%		(317 / 665)
			ELL	35.2%		(31 / 88)
		Gender	Female	37.4%		(141 / 377)
			Male	55.3%		(207 / 374)
		InstrSetting	Not Special Ed	43.3%		(269 / 621)
			Special Ed	59.8%		(79 / 132)
		Race	Black / Latinx	52.2%		(163 / 312)
			White / Other	42.0%		(185 / 441)
	22-23	All	All	55.3%		(480 / 868)
		ELL	Not ELL	56.1%		(443 / 790)
			ELL	47.4%		(37 / 78)
		Gender	Female	49.9%		(216 / 433)
			Male	60.7%		(264 / 435)
		InstrSetting	Not Special Ed	54.7%		(396 / 724)
			Special Ed	58.3%		(84 / 144)
		Race	Black / Latinx	58.0%		(178 / 307)
			White / Other	53.8%		(302 / 561)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll Middle School	Number of Students
In School Suspensions	23-24	All	All	19.8%		(149 / 753)
		ELL	Not ELL	20.5%		(136 / 665)
			ELL	14.8%		(13 / 88)
		Gender	Female	14.1%		(53 / 377)
			Male	25.7%		(96 / 374)
		InstrSetting	Not Special Ed	17.6%		(109 / 621)
			Special Ed	30.3%		(40 / 132)
		Race	Black / Latinx	23.4%		(73 / 312)
			White / Other	17.2%		(76 / 441)
	22-23	All	All	27.2%		(236 / 868)
		ELL	Not ELL	27.7%		(219 / 790)
			ELL	21.8%		(17 / 78)
		Gender	Female	21.5%		(93 / 433)
			Male	32.9%		(143 / 435)
		InstrSetting	Not Special Ed	26.4%		(191 / 724)
			Special Ed	31.3%		(45 / 144)
		Race	Black / Latinx	27.7%		(85 / 307)
			White / Other	26.9%		(151 / 561)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll Middle School	Number of Students
Out of School Suspensions	23-24	All	All	14.7%		(111 / 753)
		ELL	Not ELL	15.2%		(101 / 665)
			ELL	11.4%		(10 / 88)
		Gender	Female	10.6%		(40 / 377)
			Male	19.0%		(71 / 374)
		InstrSetting	Not Special Ed	12.6%		(78 / 621)
			Special Ed	25.0%		(33 / 132)
		Race	Black / Latinx	18.6%		(58 / 312)
			White / Other	12.0%		(53 / 441)
	22-23	All	All	23.4%		(203 / 868)
		ELL	Not ELL	24.1%		(190 / 790)
			ELL	16.7%		(13 / 78)
		Gender	Female	16.4%		(71 / 433)
			Male	30.3%		(132 / 435)
		InstrSetting	Not Special Ed	22.2%		(161 / 724)
			Special Ed	29.2%		(42 / 144)
		Race	Black / Latinx	21.8%		(67 / 307)
			White / Other	24.2%		(136 / 561)

Executive Summary of Needs Assessment Data Findings

School Name: White Knoll Middle 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 47.83% by 2029.	37.8%	37.1%
Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 45.% by 2029.	35.0%	36.6%
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 50.9% by 2029.	45.9%	34.2%
Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	4.10	4.10
School Climate	The percent of School Climate points earned on the state report card will reach 65% by 2029.	60.0%	69.2%
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	3.09

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	Our primary focus remains improving student achievement. Last year 42.7% of students scored “met” or above in ELA and 24.2% “met” or above in math. Both of these results are below district and state averages. Science was not scored this year due to the implementation of new standards. We also have significant achievement gaps for male students in ELA, and minority students, students experiencing poverty, and students with special needs across all academic areas. Our focus continues to be implemented with the fidelity of our workshop/student engagement model of instruction. Additionally, we are working to improve implementation of a push-in model for both RTI and Students with disabilities as well as expand services to our growing English language learner population. Last year, 35.2% of our EL students demonstrated progress toward proficiency which was below the state and district percentages. Furthermore, 23.3% of our students achieve English language proficiency which was near the state average but below the district average. WKMS was rated below average in students meeting their growth goals for 2024-2025. WKMS overall report card rating was an “Average”.
Teacher/Administrator Quality	We continue to work to prioritize recruitment and retention of high-quality teachers for each classroom. 61.2% of our teachers have advanced degrees and 6 teachers are National Board Certified Teachers. All three of our administrators have been at WKMS for four years or more. We have placed a strong emphasis on rigor in the classroom and student engagement. We continue to work to improve teacher attendance rates. Last year's attendance rate was 93.3% which was only a slight decrease from 93.5%. We also continue to work to retain teachers. Last year's retention rate was 82.5%. There are currently 6 induction teachers and 6 annual teachers on staff. All other teachers are working on student learning objectives (SLOs). Math, ELA, and Special education teachers base their SLOs on the district iReady testing in Math and ELA. Following each test, students and teachers collaborate to set growth target goals aimed at increasing student proficiency. Our teachers plan collaboratively each week and attend professional learning sessions every Wednesday/Thursday to help continue to grow as educators of best practices in their content areas. Our focus this year has been on intentional planning through backwards design, creating strong learning targets, and implementing Lexington 1 Graduate Profile skills in our classes. The rigor and intentionality behind all instruction and learning experiences created for students has improved greatly. Our Special Education teachers meet as a department twice a month to analyze student data and engage in the DBI process for

Executive Summary of Needs Assessment Data Findings

	individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies. The process is driven by data and the DBI team works collaboratively to develop solutions to meet the needs of our students with disabilities. We were recognized by the National Center on Intensive Intervention for the growth we achieved with our students with disabilities population.
School Climate	We continue to work on improving our school climate at White Knoll Middle School. Our latest survey results indicate that most students and parents were satisfied with WKMS. Among students, 82.6% were satisfied with the learning environment, 93% with home relations, and 85.7% with the social and physical environment. All of these student satisfaction rates increased from the previous year. Among parents, 85.9% were satisfied with the social and physical environment, 79.7% with the learning environment, and 76.2% with home/school relations. Teacher survey results were higher than those of parents and students, with 93.8% of the teachers satisfied with the learning environment and 95.4% satisfied with the social and physical environment. All of the teacher survey results showed improvement over the previous year. With a heavy focus on rigor and student engagement, teachers and students are demonstrating growth in their daily lesson environment. To improve school-home relations, parents were invited to the school monthly to eat with their children. We hosted monthly events to encourage adult participation in the school. White Knoll Middle School is helping all students develop the world-class skills and characteristics of the Profile of the South Carolina Graduate by providing a challenging academic and career program delivered by competent and caring professionals in an engaging classroom environment. This year, students have participated in a variety of career related activities, including the 8th grade Industry Showcase through Midlands Area Business Association, on-site job shadowing, virtual job shadowing, virtual college/university tours, skilled jobs exploration through the mobile workshop Be Pro Be Proud, and our annual Career Fair, where they learned about a variety of local career opportunities. By connecting education with career activities, students are truly empowered to design their own future. In Lexington School District One and at White Knoll Middle School, our vision is to empower EACH child to design the future. To realize this vision, we focus on key priorities: building relationships with students and

Executive Summary of Needs Assessment Data Findings

	parents, emphasizing the Seven Habits, and providing excellent instruction and student engagement in all classes every day. We incorporate a Graduate Profile Learning Target into daily classroom lessons to help students to become college and career ready. At WKMS, we believe that relationships are the foundation of all learning. We are working to empower students daily by fostering connections, establishing social contracts, celebrating successes together, and affirming each other's value. We have collaborated to build a culture of kindness throughout our building through the iLead program from the John Maxwell Foundation. Through state funding, students explore various leadership skills focused on values-based transformational changes. WKMS has implemented positive referrals on Fridays as a way to encourage both students and teachers. Positive referrals allow teachers and students to acknowledge the positive contributions of their peers and educators. Recipients' names are announced during lunch, followed by cheers from their grade level. Pictures are taken with the administration, the recipients receive a pin, and their pictures are posted on social media. We believe that a high level of student engagement is critical to learning. To that end, all of our teachers have worked to implement an instructional model that incorporates focused direct instruction, individual and collaborative student work, teacher conferencing, and the use of quality digital resources. Teachers meet weekly to grow professionally with a focus on student engagement and rigor. At WKMS, we offer a Special Olympics Unified PE and a Special Olympics Unified Drama class. The Unified PE class is available to 8th grade general education students. The Unified Drama class is offered to 7th grade general education students. In both classes, general education students and Students with disabilities students work and collaborate together. Both Unified classes are dedicated to promoting social inclusion through shared experiences. As we look to the future, we will endeavor to apply the lessons learned during the COVID years to improve the delivery of instruction and care for students and families. We will meet this challenge as we have others in the past, by empowering each child to design their future. We are Warhawks, and LET'S SOAR!
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Location: White Knoll Middle

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 47.83% by 2029.	37.83%	39.8%	41.8%	43.8%	45.8%	47.8%
Elementary/Middle	Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 45.% by 2029.	35.00%	37.00%	39.00%	41.00%	43.00%	45.00%
Actual Data (Academic Ach.)				37.1%				
Actual Data (Progress)				36.6%				

Action Plan

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

Level	Area	Goal	2023-2024 Observation Data	2024-2025 Observation Data	2025-2026 Observation Data	2026-2027 Observation Data	2027-2028 Observation Data	2028-2029 Observation Data
Elementary/Middle	Teacher and Administrator Quality	Increase the cumulative average of teachers' composite score on the SC Teaching Standards 4.0 rubric from 3.0 to 3.5 by 2029. (Observation protocols will be reevaluated and calibrated in the 24-25 school year in order to obtain accurate baseline data.)	3.00	3.10	3.20	3.30	3.40	3.50
Actual Data (4.0 Rubric)				3.09				

Action Plan

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

Level	Area	Goal	2024 (from 2023 Report Cards)	2025 (from 2024 Report Cards)	2026 (From 2025 Report Cards)	2027 (From 2026 Report Cards)	2028 (From 2027 Report Cards)	2029 (From 2028 Report Cards)
Elementary/Middle	School Climate	The percent of School Climate points earned on the state report card will reach 65% by 2029.	60.0%	61.0%	62.0%	63.0%	64.0%	65.0%
Actual Data				69.2%				

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 (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 50.9% by 2029.	45.9%	46.9%	47.9%	48.9%	49.9%	50.9%
Actual Data				34.2%				

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 practices and structures that improve student access to quality instructional programming and the support necessary to fully take advantage of those opportunities.					
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.	4.10	4.10	4.15	4.20	4.25	4.30
Actual Data				4.10				

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)