

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 High
SIDN:	3201057
Plan Submission:	School utilizes Cognia
Grade Span:	9 To 12
District:	Lexington 1
Address 1:	5643 Platt Springs Road
Address 2:	
City:	Lexington, SC
Zip Code:	29073
School Renewal Plan Contact Person:	Nicholas Pearson
School Plan Contact Phone:	803-821-5200
School Plan E-mail Address:	npearson@lexington1.net



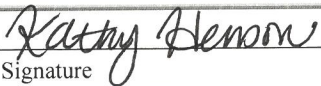

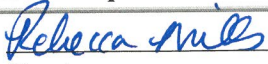
Required Signature Page

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>3.27.25</u> Date
<i>Principal</i>		
<u>Nicholas Pearson</u> Printed Name	 Signature	<u>3/14/25</u> Date
<i>Chairperson, District Board of Trustees</i>		
<u>Kathryn W. Henson</u> Printed Name	 Signature	<u>4/1/25</u> Date
<i>Chairperson, School Improvement Council</i>		
<u>Elizabeth Timmerman</u> Printed Name	 Signature	<u>3/14/25</u> Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Rebecca Mills</u> Printed Name	 Signature	<u>3/14/25</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	<p>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.</p>
N/A	<p>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.</p>
N/A	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>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.</p>

Stakeholder Involvement for School Renewal Plan

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

	Position	Name
1.	Principal	Nicholas Pearson
2.	Teacher	Allyson Stone
3.	Parent/Guardian	Sandy Geronomi
4.	Community Member	Justin Hydrick
5.	Paraprofessional	Dori Kneece
6.	School Improvement Council Member	Elizabeth Timmerman
7.	Read to Succeed Reading Coach	Rebecca Mills
8.	School Read To Succeed Literacy Leadership Team Lead	Rebecca Mills
9.	School Read To Succeed Literacy Leadership Team Member	Amy Blackburn
	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 Waiver 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 High School
Strategic Renewal Plan
School Plan: 2024/25 - 2028/29
School Year: Update 1 - 2025/26

Table of Contents

2023-24 Report Card Link

Needs Assessment Data

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:
















[White Knoll High School Report Card](#)



















	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for White Knoll High School	Number of Students
All	2023-2024	All	All	10.2%		(6 / 59)
		ELL	Not ELL	10.9%		(6 / 55)
			ELL	0.0%		(0 / 4)
		Gender	Female	7.5%		(3 / 40)
			Male	15.8%		(3 / 19)
		InstrSetting	Not Special Ed	10.5%		(6 / 57)
			Special Ed	0.0%		(0 / 2)
		Race	Black / Latinx	10.7%		(3 / 28)
	White / Other		9.7%		(3 / 31)	
	2022-2023	All	All	3.1%		(4 / 127)
		ELL	Not ELL	3.2%		(4 / 124)
			ELL	0.0%		(0 / 3)
		Gender	Female	3.1%		(2 / 64)
			Male	3.2%		(2 / 63)
InstrSetting		Not Special Ed	3.3%		(4 / 121)	
		Special Ed	0.0%		(0 / 6)	
Race		Black / Latinx	0.0%		(0 / 46)	
	White / Other	4.9%		(4 / 81)		


















	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for White Knoll High School	Number of Students
English	2023-2024	All	All	28.8%		(17 / 59)
		ELL	Not ELL	30.9%		(17 / 55)
			ELL	0.0%		(0 / 4)
		Gender	Female	32.5%		(13 / 40)
			Male	21.1%		(4 / 19)
		InstrSetting	Not Special Ed	29.8%		(17 / 57)
			Special Ed	0.0%		(0 / 2)
		Race	Black / Latinx	21.4%		(6 / 28)
	White / Other		35.5%		(11 / 31)	
	2022-2023	All	All	27.6%		(35 / 127)
		ELL	Not ELL	26.6%		(33 / 124)
			ELL	66.7%		(2 / 3)
		Gender	Female	29.7%		(19 / 64)
			Male	25.4%		(16 / 63)
InstrSetting		Not Special Ed	28.9%		(35 / 121)	
	Special Ed	0.0%		(0 / 6)		
Race	Black / Latinx	19.6%		(9 / 46)		
	White / Other	32.1%		(26 / 81)		

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for White Knoll High School	Number of Students
Math	2023-2024	All	All	18.6%		(11 / 59)
		ELL	Not ELL	20.0%		(11 / 55)
			ELL	0.0%		(0 / 4)
		Gender	Female	15.0%		(6 / 40)
			Male	26.3%		(5 / 19)
		InstrSetting	Not Special Ed	19.3%		(11 / 57)
			Special Ed	0.0%		(0 / 2)
		Race	Black / Latinx	17.9%		(5 / 28)
	White / Other		19.4%		(6 / 31)	
	2022-2023	All	All	7.1%		(9 / 127)
		ELL	Not ELL	7.3%		(9 / 124)
			ELL	0.0%		(0 / 3)
		Gender	Female	4.7%		(3 / 64)
			Male	9.5%		(6 / 63)
InstrSetting		Not Special Ed	7.4%		(9 / 121)	
		Special Ed	0.0%		(0 / 6)	
Race		Black / Latinx	2.2%		(1 / 46)	
	White / Other	9.9%		(8 / 81)		

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for White Knoll High School	Number of Students
Reading	2023-2024	All	All	20.3%		(12 / 59)
		ELL	Not ELL	21.8%		(12 / 55)
			ELL	0.0%		(0 / 4)
		Gender	Female	20.0%		(8 / 40)
			Male	21.1%		(4 / 19)
		InstrSetting	Not Special Ed	21.1%		(12 / 57)
			Special Ed	0.0%		(0 / 2)
		Race	Black / Latinx	17.9%		(5 / 28)
	White / Other		22.6%		(7 / 31)	
	2022-2023	All	All	18.1%		(23 / 127)
		ELL	Not ELL	18.5%		(23 / 124)
			ELL	0.0%		(0 / 3)
		Gender	Female	15.6%		(10 / 64)
			Male	20.6%		(13 / 63)
InstrSetting		Not Special Ed	19.0%		(23 / 121)	
		Special Ed	0.0%		(0 / 6)	
Race		Black / Latinx	10.9%		(5 / 46)	
	White / Other	22.2%		(18 / 81)		

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for White Knoll High School	Number of Students
Science	2023-2024	All	All	18.6%		(11 / 59)
		ELL	Not ELL	20.0%		(11 / 55)
			ELL	0.0%		(0 / 4)
		Gender	Female	10.0%		(4 / 40)
			Male	36.8%		(7 / 19)
		InstrSetting	Not Special Ed	19.3%		(11 / 57)
			Special Ed	0.0%		(0 / 2)
		Race	Black / Latinx	10.7%		(3 / 28)
	White / Other		25.8%		(8 / 31)	
	2022-2023	All	All	16.5%		(21 / 127)
		ELL	Not ELL	16.1%		(20 / 124)
			ELL	33.3%		(1 / 3)
		Gender	Female	14.1%		(9 / 64)
			Male	19.0%		(12 / 63)
InstrSetting		Not Special Ed	17.4%		(21 / 121)	
		Special Ed	0.0%		(0 / 6)	
Race		Black / Latinx	10.9%		(5 / 46)	
	White / Other	19.8%		(16 / 81)		

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Benchmarks on SAT for White Knoll High School	Number of Students
Evidence-Based Reading and Writing	23-24	All	All	60.7%		(263 / 433)
		ELL	Not ELL	63.0%		(240 / 381)
			ELL	44.2%		(23 / 52)
		Gender	Female	65.3%		(164 / 251)
			Male	54.4%		(99 / 182)
		InstrSetting	Not Special Ed	62.1%		(254 / 409)
			Special Ed	37.5%		(9 / 24)
		Race	Black / Latinx	47.8%		(66 / 138)
	White / Other		69.9%		(109 / 156)	
	22-23	All	All	60.6%		(231 / 381)
		ELL	Not ELL	60.7%		(216 / 356)
			ELL	60.0%		(15 / 25)
		Gender	Female	63.9%		(138 / 216)
			Male	56.4%		(93 / 165)
		InstrSetting	Not Special Ed	63.5%		(228 / 359)
			Special Ed	13.6%		(3 / 22)
Race		Black / Latinx	54.4%		(92 / 169)	
	White / Other	65.6%		(139 / 212)		

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Benchmarks on SAT for White Knoll High School	Number of Students
Math	23-24	All	All	25.6%		(111 / 433)
		ELL	Not ELL	27.3%		(104 / 381)
			ELL	13.5%		(7 / 52)
		Gender	Female	23.5%		(59 / 251)
			Male	28.6%		(52 / 182)
		InstrSetting	Not Special Ed	26.4%		(108 / 409)
			Special Ed	12.5%		(3 / 24)
		Race	Black / Latinx	17.4%		(24 / 138)
	White / Other		34.6%		(54 / 156)	
	22-23	All	All	29.4%		(112 / 381)
		ELL	Not ELL	28.7%		(102 / 356)
			ELL	40.0%		(10 / 25)
		Gender	Female	25.5%		(55 / 216)
			Male	34.5%		(57 / 165)
		InstrSetting	Not Special Ed	31.2%		(112 / 359)
			Special Ed	0.0%		(0 / 22)
Race		Black / Latinx	21.9%		(37 / 169)	
	White / Other	35.4%		(75 / 212)		

	Year	Group	Subgroup	%	Percent of students with Silver or higher on Ready to Work for White Knoll High School	Number of Students
Ready to Work	2023-2024	All	All	44.5%		(281 / 631)
		ELL	Not ELL	45.2%		(252 / 558)
			ELL	39.7%		(29 / 73)
		Gender	Female	47.8%		(144 / 301)
			Male	41.5%		(137 / 330)
		InstrSetting	Not Special Ed	49.9%		(270 / 541)
			Special Ed	12.2%		(11 / 90)
		Race	Black / Latinx	32.9%		(98 / 298)
	White / Other		55.0%		(183 / 333)	
	2022-2023	All	All	54.8%		(308 / 562)
		ELL	Not ELL	55.5%		(289 / 521)
			ELL	46.3%		(19 / 41)
		Gender	Female	54.8%		(143 / 261)
			Male	54.8%		(165 / 301)
		InstrSetting	Not Special Ed	60.5%		(299 / 494)
			Special Ed	13.2%		(9 / 68)
Race		Black / Latinx	41.2%		(94 / 228)	
	White / Other	64.1%		(214 / 334)		



















	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for White Knoll High School	Number of Students
Algebra 1	23-24	All	All	57.6%		(250 / 434)
		ELL	Not ELL	58.7%		(243 / 414)
			ELL	35.0%		(7 / 20)
		Gender	Female	67.1%		(149 / 222)
			Male	47.6%		(101 / 212)
		InstrSetting	Not Special Ed	63.5%		(228 / 359)
	Special Ed		29.3%		(22 / 75)	
	22-23	All	All	52.5%		(235 / 448)
		ELL	Not ELL	54.9%		(228 / 415)
			ELL	21.2%		(7 / 33)
		Gender	Female	56.1%		(111 / 198)
			Male	49.6%		(124 / 250)
		InstrSetting	Not Special Ed	57.6%		(219 / 380)
			Special Ed	23.5%		(16 / 68)
		Race	Black / Latinx	46.2%		(12 / 26)
	White / Other		51.6%		(16 / 31)	

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for White Knoll High School	Number of Students
Biology 1	23-24	All	All	55.0%		(335 / 609)
		ELL	Not ELL	56.9%		(327 / 575)
			ELL	23.5%		(8 / 34)
		Gender	Female	60.7%		(184 / 303)
			Male	49.3%		(151 / 306)
		InstrSetting	Not Special Ed	60.4%		(322 / 533)
	Special Ed		17.1%		(13 / 76)	
	22-23	All	All	43.8%		(313 / 714)
		ELL	Not ELL	45.2%		(309 / 683)
			ELL	12.9%		(4 / 31)
		Gender	Female	43.8%		(148 / 338)
			Male	43.9%		(165 / 376)
		InstrSetting	Not Special Ed	48.2%		(289 / 600)
			Special Ed	21.1%		(24 / 114)
		Race	Black / Latinx	31.1%		(50 / 161)
	White / Other		47.0%		(95 / 202)	

















	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for White Knoll High School	Number of Students
English 2	23-24	All	All	85.1%		(456 / 536)
		ELL	Not ELL	86.2%		(443 / 514)
			ELL	59.1%		(13 / 22)
		Gender	Female	88.3%		(235 / 266)
			Male	81.9%		(221 / 270)
		InstrSetting	Not Special Ed	91.1%		(430 / 472)
	Special Ed		40.6%		(26 / 64)	
	22-23	All	All	81.5%		(468 / 574)
		ELL	Not ELL	84.4%		(453 / 537)
			ELL	40.5%		(15 / 37)
		Gender	Female	87.7%		(236 / 269)
			Male	76.1%		(232 / 305)
		InstrSetting	Not Special Ed	86.8%		(429 / 494)
			Special Ed	48.8%		(39 / 80)
		Race	Black / Latinx	75.4%		(92 / 122)
	White / Other		89.2%		(140 / 157)	

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for White Knoll High School	Number of Students
US History	23-24	All	All	56.2%		(263 / 468)
		ELL	Not ELL	57.4%		(255 / 444)
			ELL	33.3%		(8 / 24)
		Gender	Female	56.8%		(134 / 236)
			Male	55.6%		(129 / 232)
		InstrSetting	Not Special Ed	59.0%		(253 / 429)
	Special Ed		25.6%		(10 / 39)	
	22-23	All	All	67.3%		(352 / 523)
		ELL	Not ELL	69.2%		(350 / 506)
			ELL	11.8%		(2 / 17)
		Gender	Female	68.6%		(175 / 255)
			Male	66.0%		(177 / 268)
		InstrSetting	Not Special Ed	72.0%		(340 / 472)
			Special Ed	23.5%		(12 / 51)
Race		Black / Latinx	60.0%		(57 / 95)	
	White / Other	74.0%		(97 / 131)		


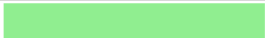






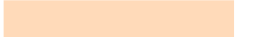




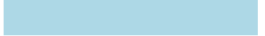




	Year	Group	Subgroup	%	On Time Graduation Rate for White Knoll High School	Number of Students
GradRate	23-24	All	All	79.3%		(437 / 551)
		ELL	ELL	60.7%		(17 / 28)
			Not ELL	80.3%		(420 / 523)
		Gender	Female	82.5%		(212 / 257)
			Male	76.5%		(225 / 294)
		InstrSetting	Not Special Ed	85.2%		(409 / 480)
			Special Ed	39.4%		(28 / 71)
		Race	Black / Latinx	78.9%		(161 / 204)
	White / Other		79.5%		(276 / 347)	
	22-23	All	All	79.2%		(437 / 552)
		ELL	Not ELL	79.2%		(437 / 552)
		Gender	Female	84.0%		(241 / 287)
			Male	74.0%		(196 / 265)
		InstrSetting	Not Special Ed	82.3%		(410 / 498)
			Special Ed	50.0%		(27 / 54)
		Race	Black / Latinx	77.0%		(107 / 139)
White / Other			79.9%		(330 / 413)	


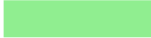
















	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level White Knoll High School	Number of Students
Honors	23-24	All	All	40.9%		(897 / 2191)
		ELL	Not ELL	41.1%		(812 / 1975)
			ELL	39.4%		(85 / 216)
		Gender	Female	50.5%		(542 / 1073)
			Male	31.8%		(355 / 1118)
		InstrSetting	Not Special Ed	46.0%		(874 / 1901)
			Special Ed	7.9%		(23 / 290)
		Race	Black / Latinx	34.9%		(354 / 1015)
	White / Other		46.2%		(543 / 1176)	
	22-23	All	All	39.7%		(920 / 2317)
		ELL	Not ELL	39.6%		(841 / 2125)
			ELL	41.1%		(79 / 192)
		Gender	Female	47.9%		(544 / 1135)
			Male	31.8%		(376 / 1182)
		InstrSetting	Not Special Ed	44.9%		(890 / 1983)
			Special Ed	9.0%		(30 / 334)
Race		Black / Latinx	33.6%		(341 / 1016)	
	White / Other	44.5%		(579 / 1301)		



















	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level White Knoll High School	Number of Students
AP/IB	23-24	All	All	12.8%		(281 / 2191)
		ELL	Not ELL	12.8%		(253 / 1975)
			ELL	13.0%		(28 / 216)
		Gender	Female	14.7%		(158 / 1073)
			Male	11.0%		(123 / 1118)
		InstrSetting	Not Special Ed	14.7%		(279 / 1901)
			Special Ed	0.7%		(2 / 290)
		Race	Black / Latinx	9.9%		(100 / 1015)
	White / Other		15.4%		(181 / 1176)	
	22-23	All	All	12.8%		(296 / 2317)
		ELL	Not ELL	12.5%		(266 / 2125)
			ELL	15.6%		(30 / 192)
		Gender	Female	15.6%		(177 / 1135)
			Male	10.1%		(119 / 1182)
InstrSetting		Not Special Ed	14.7%		(292 / 1983)	
		Special Ed	1.2%		(4 / 334)	
Race		Black / Latinx	10.8%		(110 / 1016)	
	White / Other	14.3%		(186 / 1301)		

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level White Knoll High School	Number of Students
Dual Credit	23-24	All	All	7.5%		(164 / 2191)
		ELL	Not ELL	7.8%		(154 / 1975)
			ELL	4.6%		(10 / 216)
		Gender	Female	9.8%		(105 / 1073)
			Male	5.3%		(59 / 1118)
		InstrSetting	Not Special Ed	8.6%		(164 / 1901)
			Special Ed	0.0%		(0 / 290)
		Race	Black / Latinx	6.0%		(61 / 1015)
	White / Other		8.8%		(103 / 1176)	
	22-23	All	All	8.2%		(189 / 2317)
		ELL	Not ELL	8.2%		(174 / 2125)
			ELL	7.8%		(15 / 192)
		Gender	Female	12.2%		(138 / 1135)
			Male	4.3%		(51 / 1182)
InstrSetting		Not Special Ed	9.5%		(188 / 1983)	
		Special Ed	0.3%		(1 / 334)	
Race		Black / Latinx	6.9%		(70 / 1016)	
	White / Other	9.1%		(119 / 1301)		

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for White Knoll High School	Number of Students
Chronic Absences	23-24	All	All	35.9%		(786 / 2191)
		ELL	Not ELL	35.8%		(733 / 2049)
			ELL	37.3%		(53 / 142)
		Gender	Female	38.6%		(414 / 1073)
			Male	33.3%		(372 / 1118)
		InstrSetting	Not Special Ed	35.5%		(675 / 1901)
			Special Ed	38.3%		(111 / 290)
		Race	Black / Latinx	34.9%		(354 / 1015)
	White / Other		36.7%		(432 / 1176)	
	22-23	All	All	27.2%		(631 / 2318)
		ELL	Not ELL	26.4%		(577 / 2183)
			ELL	40.0%		(54 / 135)
		Gender	Female	29.2%		(331 / 1135)
			Male	25.4%		(300 / 1183)
		InstrSetting	Not Special Ed	25.8%		(511 / 1983)
			Special Ed	35.8%		(120 / 335)
Race		Black / Latinx	29.5%		(300 / 1016)	
	White / Other	25.4%		(331 / 1302)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll High School	Number of Students
Referrals	23-24	All	All	47.6%		(1044 / 2191)
		ELL	Not ELL	47.6%		(975 / 2049)
			ELL	48.6%		(69 / 142)
		Gender	Female	46.5%		(499 / 1073)
			Male	48.7%		(545 / 1118)
		InstrSetting	Not Special Ed	46.6%		(886 / 1901)
			Special Ed	54.5%		(158 / 290)
		Race	Black / Latinx	55.6%		(511 / 919)
	White / Other		41.9%		(533 / 1272)	
	22-23	All	All	41.9%		(970 / 2317)
		ELL	Not ELL	42.0%		(917 / 2182)
			ELL	39.3%		(53 / 135)
		Gender	Female	37.3%		(423 / 1135)
			Male	46.3%		(547 / 1182)
		InstrSetting	Not Special Ed	41.1%		(815 / 1983)
			Special Ed	46.4%		(155 / 334)
Race		Black / Latinx	50.2%		(468 / 933)	
	White / Other	36.3%		(502 / 1384)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll High School	Number of Students
In School Suspensions	23-24	All	All	27.3%		(598 / 2191)
		ELL	Not ELL	27.2%		(558 / 2049)
			ELL	28.2%		(40 / 142)
		Gender	Female	25.7%		(276 / 1073)
			Male	28.8%		(322 / 1118)
		InstrSetting	Not Special Ed	26.3%		(500 / 1901)
			Special Ed	33.8%		(98 / 290)
		Race	Black / Latinx	32.3%		(297 / 919)
	White / Other		23.7%		(301 / 1272)	
	22-23	All	All	24.3%		(564 / 2317)
		ELL	Not ELL	24.2%		(529 / 2182)
			ELL	25.9%		(35 / 135)
		Gender	Female	21.4%		(243 / 1135)
			Male	27.2%		(321 / 1182)
		InstrSetting	Not Special Ed	23.7%		(469 / 1983)
			Special Ed	28.4%		(95 / 334)
Race		Black / Latinx	31.0%		(289 / 933)	
	White / Other	19.9%		(275 / 1384)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for White Knoll High School	Number of Students
Out of School Suspensions	23-24	All	All	11.9%		(260 / 2191)
		ELL	Not ELL	12.2%		(250 / 2049)
			ELL	7.0%		(10 / 142)
		Gender	Female	10.3%		(111 / 1073)
			Male	13.3%		(149 / 1118)
		InstrSetting	Not Special Ed	10.6%		(201 / 1901)
			Special Ed	20.3%		(59 / 290)
		Race	Black / Latinx	14.0%		(129 / 919)
	White / Other		10.3%		(131 / 1272)	
	22-23	All	All	13.2%		(305 / 2317)
		ELL	Not ELL	13.2%		(289 / 2182)
			ELL	11.9%		(16 / 135)
		Gender	Female	10.6%		(120 / 1135)
			Male	15.7%		(185 / 1182)
InstrSetting		Not Special Ed	11.6%		(231 / 1983)	
		Special Ed	22.2%		(74 / 334)	
Race		Black / Latinx	18.0%		(168 / 933)	
	White / Other	9.9%		(137 / 1384)		

Executive Summary of Needs Assessment Data Findings

School Name: White Knoll High

Goal Area	Goal	2024 Baseline	2025
Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 47.77% by 2029.	37.8%	40.8%
Academic Achievement	The percent of students the graduation cohort demonstrating college and/or career readiness as reported on the state report card will reach 72.9% by 2029.	62.9%	69.1%
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 80.7% by 2029.	75.7%	70.2%
Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	4.80	4.80
School Climate	The percent of School Climate points earned on the state report card will reach 41% by 2029.	36.0%	53.0%
Teacher and Administrator Quality	Increase the cumulative average of teachers' composite score on the SC Teaching Standards 4.0 rubric from 3.0 to 3.5 by 2029. (Observation protocols will be reevaluated and calibrated in the 24-25 school year in order to obtain accurate baseline data.)	3.00	2.81

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

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for districts and schools data:

<http://ed.sc.gov/data/report-cards/state-report-cards/>

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate. ***Use the questions in each box to guide your reflection.***

Executive Summary of Needs Assessment Data Findings

<p>Student Achievement</p> <p>Primary School (K - 2) Student</p> <p>Elementary/ Middle School (3 - 8) Student</p> <p>High School (9 - 12) Student</p>	<p>White Knoll High School's constant focus on improving the school has embarked on a journey to pursue National Blue Ribbon School status. Our instructional team has analyzed the initial data gathered in a survey of our stakeholders and has determined four areas that the school needs to focus on in an effort to obtain Blue Ribbon status. Those areas are: Instruction, Data Analysis, Culture and Communication. Focus groups will be formed to analyze the data related to each focus area and then develop an action plan to enhance the improvement of each focus area. These four focus areas will mesh with the school's Work Plan which focuses on our Academic goal related to the performance of students being served with special education services and our goal related to student attendance and avoidance referrals.</p> <p>Data contained in the district's dashboard indicates that the following areas continue to be areas for improvement: On-Time Graduation Rate, Percentage of Students On-Track for Graduation at each grade level, student performance on End of Course tests, College and Career Readiness. Additionally, achievement gaps in End of Course assessments results continue to be an area for improvement.</p> <table border="1" data-bbox="561 802 1464 1646"> <thead> <tr> <th>Target Area</th> <th>2023-2024 SY</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>On Time Grad</td> <td>81.5%</td> <td>83.8%</td> </tr> <tr> <td>9th Grade On Track</td> <td>82.</td> <td>87.0%</td> </tr> <tr> <td>10th Grade On Track</td> <td>84.3</td> <td>86.3%</td> </tr> <tr> <td>11th Grade on Track</td> <td>85.7</td> <td>87.7%</td> </tr> <tr> <td>English % C+</td> <td>64.2%</td> <td>67.5%</td> </tr> <tr> <td>Algebra % C</td> <td>34%</td> <td>35%</td> </tr> <tr> <td>Biology % C+</td> <td>34.9%</td> <td>33.2%</td> </tr> <tr> <td>US History % C+</td> <td>35.4%</td> <td>38.5%</td> </tr> <tr> <td>% of students meeting English/Critical Reading and Math College and Career Ready Benchmarks on SAT or ACT or scoring Silver or higher on the WIN Work Place Readiness Assessment</td> <td>75.5%</td> <td>77.5%</td> </tr> <tr> <td>% of students proficient in all power skill domains on the WIN assessment</td> <td>67.1%</td> <td>71.0%</td> </tr> </tbody> </table> <p>Improvement continues in the following areas: Enrollment in higher level courses i.e Honors, Advanced Placement and Dual Enrollment. In addition Dual Enrollment Course offerings have SY to 22 for the 2023-2024 SY.</p>	Target Area	2023-2024 SY	Goal	On Time Grad	81.5%	83.8%	9th Grade On Track	82.	87.0%	10th Grade On Track	84.3	86.3%	11th Grade on Track	85.7	87.7%	English % C+	64.2%	67.5%	Algebra % C	34%	35%	Biology % C+	34.9%	33.2%	US History % C+	35.4%	38.5%	% of students meeting English/Critical Reading and Math College and Career Ready Benchmarks on SAT or ACT or scoring Silver or higher on the WIN Work Place Readiness Assessment	75.5%	77.5%	% of students proficient in all power skill domains on the WIN assessment	67.1%	71.0%
Target Area	2023-2024 SY	Goal																																
On Time Grad	81.5%	83.8%																																
9th Grade On Track	82.	87.0%																																
10th Grade On Track	84.3	86.3%																																
11th Grade on Track	85.7	87.7%																																
English % C+	64.2%	67.5%																																
Algebra % C	34%	35%																																
Biology % C+	34.9%	33.2%																																
US History % C+	35.4%	38.5%																																
% of students meeting English/Critical Reading and Math College and Career Ready Benchmarks on SAT or ACT or scoring Silver or higher on the WIN Work Place Readiness Assessment	75.5%	77.5%																																
% of students proficient in all power skill domains on the WIN assessment	67.1%	71.0%																																

Executive Summary of Needs Assessment Data Findings

<p>Teacher/Administrator Quality</p>	<p>All teachers are certified to teach the subjects they are currently teaching or are enrolled in PACE or an alternative certification program.</p> <p>All administrators are certified in school administration by the South Carolina Board of Education.</p> <p>A thorough analysis of Blue Ribbon Survey data indicates that the following focus areas need to be addressed in order to meet our</p> <p>Work Plan goals: Instruction, Data Analysis, Culture and Communication.</p> <p>Faculty and Staff Learning Targets are as follows: I can...</p> <ul style="list-style-type: none">● Regularly implement instruction and assessment methods that are differentiated by content, process and/or product● Provide personalized opportunities to accommodate individual student needs● Can consistently use student performance data to monitor and adjust instruction● Establish and maintain healthy and supportive relationships with an among all students <p>School Leader Learning Targets and Actions are as follows:</p> <ul style="list-style-type: none">● Consistently monitor and assess instruction and assessment through weekly plans and learning walks● Give kind, helpful, specific feedback about weekly plans, instruction and assessment● Develop cycles of professional learning that addresses personalize learning and developing healthy and supportive relationships between teachers and their students● Develop a process to systematically analyze and improve attendance and avoidance referral data <p>Teacher Administrator Quality is measured by improvement in stakeholder responses to District Performance Goals and System Commitments.</p> <p>Data indicates the following areas of concerns in which performance goals are not being met:</p> <ol style="list-style-type: none">1. The percentage of positive responses to “sufficient resources are available to allow teachers to take advantage of professional development activities,”2. The percentage of positive responses to, “teachers at my school are encouraged to develop innovative solutions to problems.”
---	--

Executive Summary of Needs Assessment Data Findings

	<table border="1"> <thead> <tr> <th>Performance Goal</th> <th>2023-2024 SY</th> <th>Goal%</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>94.3%</td> <td>95.8%</td> </tr> <tr> <td>2</td> <td>96.9%</td> <td>98.0%</td> </tr> </tbody> </table>	Performance Goal	2023-2024 SY	Goal%	1	94.3%	95.8%	2	96.9%	98.0%						
Performance Goal	2023-2024 SY	Goal%														
1	94.3%	95.8%														
2	96.9%	98.0%														
<p>School Climate</p>	<p>School Climate Performance is measured by improvement in stakeholder responses to District Performance Goals and System Commitments.</p> <p>Our district Data Dashboard indicates the following areas of concern in which performance goals are not currently being met: Chronic Absenteeism and Suspensions or Expulsions.</p> <table border="1"> <thead> <tr> <th>Target Area</th> <th>2023-2024 SY</th> <th>Goal %</th> </tr> </thead> <tbody> <tr> <td>Avoidance Referrals</td> <td>42.9%</td> <td>40.9%</td> </tr> </tbody> </table> <p>In addition, data from Student and Parent Perception Surveys indicate that significant improvement is needed to reach district-established benchmarks for the following statements:</p> <ol style="list-style-type: none"> 1. I am satisfied with the social and physical environment at my school. 2. I am satisfied with home/school relations at my school. <table border="1"> <thead> <tr> <th>Perception Survey</th> <th>2023-2024 SY</th> <th>Goal %</th> </tr> </thead> <tbody> <tr> <td>Social and Physical Environment/Student Responses</td> <td>88.3%</td> <td>80.8%</td> </tr> <tr> <td>Home School Relations/Responses</td> <td>81.1%</td> <td>67.2%</td> </tr> </tbody> </table>	Target Area	2023-2024 SY	Goal %	Avoidance Referrals	42.9%	40.9%	Perception Survey	2023-2024 SY	Goal %	Social and Physical Environment/Student Responses	88.3%	80.8%	Home School Relations/Responses	81.1%	67.2%
Target Area	2023-2024 SY	Goal %														
Avoidance Referrals	42.9%	40.9%														
Perception Survey	2023-2024 SY	Goal %														
Social and Physical Environment/Student Responses	88.3%	80.8%														
Home School Relations/Responses	81.1%	67.2%														

Location: White Knoll 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 47.77% by 2029.	37.8%	39.8%	41.8%	43.8%	45.8%	47.8%
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 72.9% by 2029.	62.90%	64.90%	66.90%	68.90%	70.90%	72.90%
Actual Data (Academic Ach.)				40.8%				
Actual Data (CCR)				69.1%				

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)				2.81				

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 41% by 2029.	36.0%	37.0%	38.0%	39.0%	40.0%	41.0%
Actual Data				53.0%				

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 80.7% by 2029.	75.7%	76.7%	77.7%	78.7%	79.7%	80.7%
Actual Data				70.2%				

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. 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			<ul style="list-style-type: none"> - 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.