

LEXINGTON CITY SCHOOLS STRATEGIC PLAN

2019-2024



R.I.S.E

(Rigorous, Innovative Schools for Everyone)

Revised to reflect COVID-19 School Closures
and Reopening Schedules

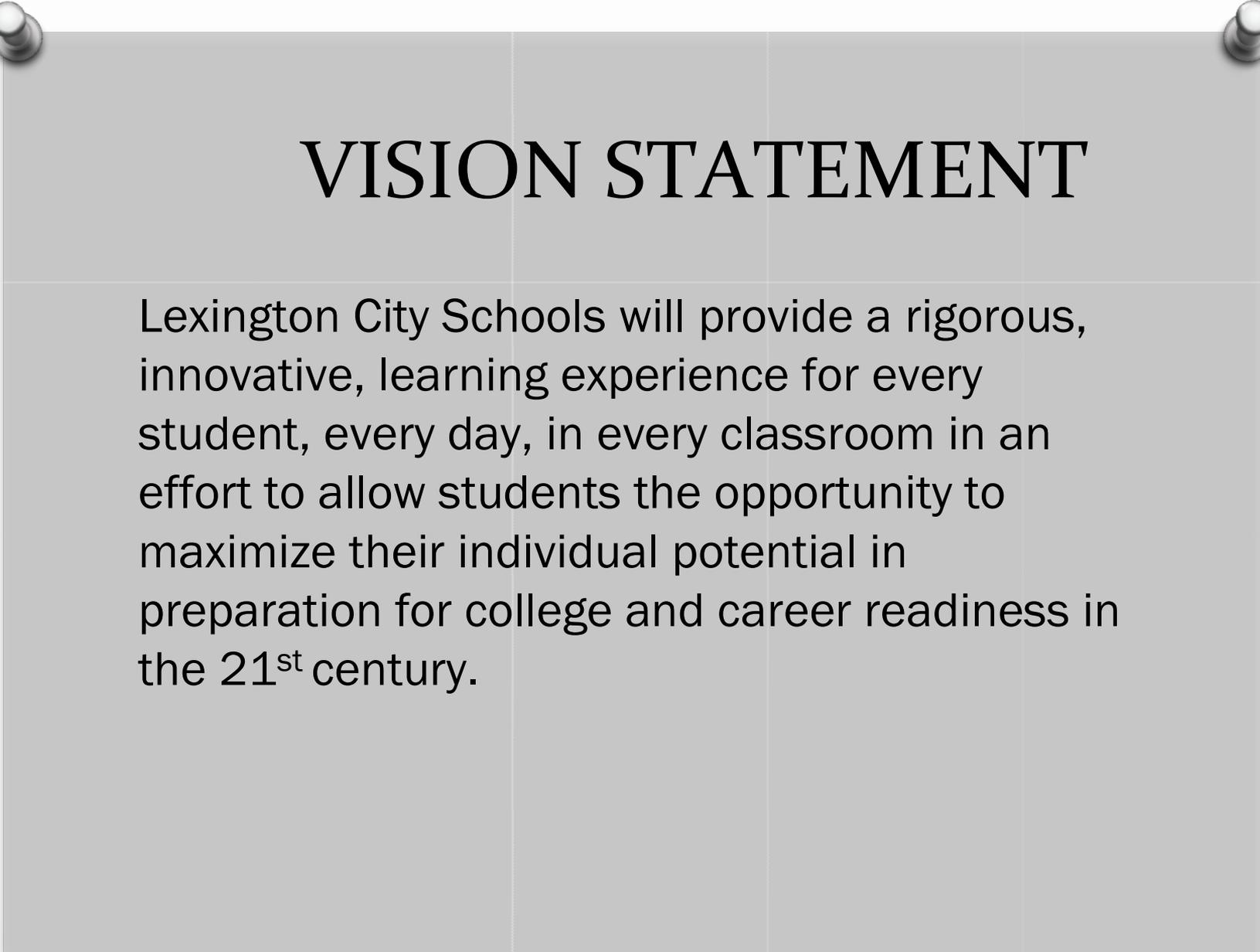
August, 2022

MISSION STATEMENT

The Lexington City Schools will meet the educational needs of all students through its programs, services, and facilities within a safe environment.

- We will provide resources to stimulate intellectual curiosity, promote achievement, and develop personal growth.
- We will prepare students to function as lifelong learners in an ever- changing society.
- We will encourage the involvement of all educators, families, and community members in the on- going process of school improvement.





VISION STATEMENT

Lexington City Schools will provide a rigorous, innovative, learning experience for every student, every day, in every classroom in an effort to allow students the opportunity to maximize their individual potential in preparation for college and career readiness in the 21st century.

Message from the Superintendent

In Lexington City Schools, we are “Rallying the Village” as we design our path to excellence and develop cultures of high expectations and a belief and set of values that lead us to do what is best for ALL students and staff. This culture will exude leadership that exhibits the strength, courage, and skill set to establish and perpetuate stakeholders’ beliefs in our vision; so much so, that stakeholders do whatever it takes to support that vision.



We have to be BOLD enough to think outside of the box and create learning cultures for staff and students that provide opportunities and experiences that assist our schools in preparing our students to be competitive as they leave our doors for the world of work or higher education. Our students will be college and career ready and will be able to compete with any student in the country for employment and/or acceptance into the most prestigious universities of our students’ choosing.

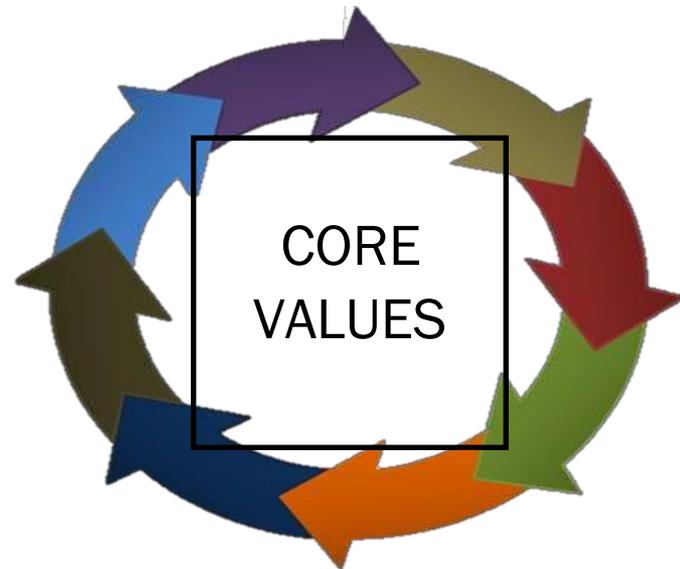
We are beginning the journey in the “Hive” by talking with stakeholders about what they want to see different in our schools and what skills they believe our children need to develop as they become productive citizens. To gain this understanding, we have surveyed parents and students as well as members of the Superintendent’s Advisory Boards. We are building a supportive network of stakeholder groups with our faith-based organizations and businesses in the area to ensure that our families know and understand the resources and supports that are available to them. We cannot move forward in this journey without the help of our community.

Our rise to excellence will be challenging, but rewarding, and we will stop at nothing to ensure that the students of Lexington City Schools receive the opportunities they need and deserve. Join us as we prepare students who will be leaders, collaborators, problem solvers, critical and innovative thinkers, and global citizens.

Dr. Anita D. Wells

Our Core Values:

- o Equity
- o Diversity
- o Innovation
- o Family & Community
- o Collaboration
- o Excellence



Strategic Focus Areas:

- I. Improving Academic Outcomes for All Students
- II. Increasing Student and Stakeholder Involvement
- III. Increasing Employee Effectiveness & Growing a Strong Workforce
- IV. Allocating Resources Equitably and Strategically



Focus Area # 1: Improving Academic Outcomes for All Students

Where we are:
Baseline Data
2020-2021
(Virtual Learning)

*Last District
Overall
Performance*

2018-2019
46.7%

Overall District Proficiency Rate: 35.6%

*Reading Grade 3: 35.6%

Reading Grades 4 – 8: 36.3%

Math Grades 3 – 8: 32.0%

Science Grades 5 & 8: 52.9%

Math 1: 16.7%

Math 3: 20.1%

Biology: 30.2%

English II: 48.8%

ACT: 37.3%

ACT WorkKeys: 56.6%

Graduation Rate: 87.4%

AP Pass Rate: 19.0%

Where we are going... (Revised due to COVID-19)

Assessment /Grade	2018-2019	COVID-19 2019-2020 (No End of Year Tests)	2020-2021 (New Baseline Yr Virtual to March)	2021-2022 TARGET	2022-2023 TARGET	2023-2024 TARGET
Overall Goal	50.1% (46.7%)	--	35.6%	45.6% (39.8%)	45.0%	50.0%
Reading Grades 3 - 8	48.9 (43.2%)	--	36.3%	44.3% (37.0%)	48.0%	53.0%
Math Grades 3-8			32.0%	40.0% (40.9%)	48.0%	52.0%
Science Grades 5 & 8	61.0 (69.7%)	--	52.9%	60.0% (57.7%)	65.0%	70.4%
Math 1 <small>(Goal is 10% increase each year)</small>	(15.5%)	--	16.7%	26.7% (11.7%)	26.7%	36.7%
Math 3 <small>(Goal is 10% increase each year)</small>	(29.7%)	--	20.1%	30.1% (40.9%)	45.1%	55.1%

Assessment /Grade	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Biology	49.5%	--	29.5%	39.5% (34.8%)	44.5%	50.5%
English II	44.6% (44.2%)	--	48.8%	54.4% (45.0%)	54.4%	60.0%
ACT	46.0% (45.6%)	--	37.3%	45.3% (28.4%)	45.3%	53.3%
WorkKeys	38.3% (63.4%)	--	56.6%	61.6% (41.7%)	61.6%	70.6%
Graduation Rate (Goal is 5% increase each year)	90.0% (89.6%)		88.2%	90.0% (82%)	90.0%	94.0%
AP Pass Rate	39.0% (32%)	--	19.0%	29.0%	39.0%	50.0%

Numbers in () denote actual EOC/EOG performance for that year.

2018-2019 -- Improved EVAAS growth status from 20% to 80% (South Lexington and Developmental Center does not have EVAAS growth data).

Performance goals revised to reflect impact of COVID-19 on school closures and 2020-2021 academic calendar and adjusted model of instruction.

How will we get there?

Preparing students for life after high school is the sole purpose of why we exist. As we design and deliver a high quality K-12 curriculum that is aligned throughout the district, our goal is to ensure that we are engaging students through personalized learning that maximizes individual student potential.

Strategies:

- Student goal setting and Student led conference
- Increase collaborative opportunities
- Providing culturally relevant activities/material
- Supporting teachers in understanding standards, developing engaging lessons, supporting small group instruction, and modeling of lessons
- Improve the quality of services for students with disabilities
- Rigorous course offerings at middle and high school while ensuring that students have the supports and tutorial opportunities to be successful
- Provide multiple pathways that ensure college and career readiness

** As a result of lost instructional time during COVID-19, we will establish and implement remediation and enhancement sessions to do "gap" fills for students.*

Focus Area #2:

Increasing Student and Stakeholder Engagement

We understand that it takes a village to make our school system a success. We have initiated opportunities to “Rally the Village” in support of our system as we prepare responsible citizens who will eventually become leaders in our community.

Strategies:

- o Reduce disciplinary infractions and the resulting loss of instructional time through the development of a system wide Code of Conduct that ensures student and parent awareness.
- o Implementation of three Superintendent Advisory Boards: Student, Teacher, and Parent/Community/Business
- o Leader in Me Initiative
- o Conduct yearly student and stakeholder surveys
- o Conduct yearly LCS Community Fair
- o Conduct Student-Led conferences at all levels
- o Build school and community partnerships
- o Support safe, secured, and discipline learning environments



Focus Area #3: Increasing Employee Effectiveness

Lexington City Schools will build employee capacity to better support the ultimate goal of improving student outcomes. We will recruit and retain highly qualified staff and provide appropriate resources, ongoing support and relevant professional development to reach our goals.

Strategies:

- Build an Opportunity Culture to support teachers in providing high quality instruction to all students
- Provide teachers with multiple opportunities to build capacity related to improving student outcomes in their respective areas of responsibility
- Increase effectiveness in: (1) the recruitment and encouragement of students to take advanced classes; and (2) guidance & counseling processes (scheduling, advisement, etc.)
- Increase staff engagement and attendance
- Empower staff to be involved in the decision making process
 - *As a result of COVID-19, we will develop and provide professional development sessions for teachers on utilizing our learning management system (Canvas) and the implementation of effective digital and remote learning strategies.*

Focus Area #4: Allocating Resources Equitably

In our efforts to ensure that district funding is used appropriately and equitably, we will revise the annual budgeting process to support school-based decision-making, provide ongoing training for principals and members of central services in the area of fiscal responsibility, and leverage public funding sources and partners to increase financial resources in support of district goals.

Strategies:

- o Review Staffing Allocations
- o Conduct Facility Assessments
- o Provide budgetary resources that specifically support our R.I.S.E. initiative
- o Eliminate unnecessary and/or inequitable funding
- o Strengthen support services
- o Focus on re-building the district's fund balance

Acknowledgements

- o LCS Board of Education
 - Darrick Horton, Chair
 - John Burke, Vice Chair
 - Kathy Hinkle
 - Margaret Loda
 - Angela McDuffie
 - Debra Verdell
 - Brent Wall
- o LCS Central Services Staff
- o Superintendent's Advisory Boards
- o LCS Students and Staff

Glossary:

ACT & ACT WorkKeys- The ACT/ACT WorkKeys Indicator is the percentage of 12th graders who met either the UNC System Minimum 17 composite on ACT or Silver or better on the ACT WorkKeys assessment.

AP Capstone Diploma Program - AP Capstone™ is a diploma program based on two yearlong AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. The College Board developed the AP Capstone Diploma program at the request of higher education professionals, who saw a need for a systematic way for high school students to begin mastering these skills before college.

<https://apcentral.collegeboard.org/courses/ap-capstone/how-ap-capstone-works>

AP Pass Rate — The rate is a percentage of students scoring a 3 or higher on an Advanced Placement exam. For 2018-2019, Lexington City Schools was one of 373 school districts in the U.S. and Canada being honored by the College Board with placement on the 9th Annual AP® District Honor Roll. To be included on the 9th Annual Honor Roll, Lexington City Schools had to, since 2016, increase the number of students participating in AP while also increasing or maintaining the percentage of students earning AP Exam scores of 3 or higher. Reaching these goals shows that we are successfully identifying motivated, academically prepared students who are ready for AP.

<https://apcentral.collegeboard.org/score-reports-data/awards/honor-roll>

Graduation Rate - The 4-year Cohort Graduation Rate Indicator is the percentage of students who have graduated in four years or less after entering 9th grade.

Leader in Me - Leader in Me® is a whole-school transformation model and process developed in partnership with educators that empowers students with the leadership and life skills they need to thrive in the 21st century. It is based on principles and practices of personal, interpersonal and organizational effectiveness, and upon the powerful premise that every child possesses unique strengths and has the ability to be a leader.

Leader in Me helps students learn how to become self-reliant, take initiative, plan ahead, set and track goals, do their homework, prioritize their time, manage their emotions, be considerate of others, express their viewpoint persuasively, resolve conflicts, find creative solutions, value differences, and live a balanced life. The process helps students develop the skills and self-confidence they need to lead their lives and succeed in school and beyond.

<https://www.franklincovey.com/Solutions/education/TLIM.html>

Opportunity Culture - An Opportunity Culture extends the reach of excellent teachers and their teams to more students, for more pay, within recurring budgets. This creates a new virtuous cycle of selectivity, opportunity, and higher pay. All teachers can advance in their careers without leaving the classroom, though career opportunities based on excellence, student impact, and leadership. Advancement allows teachers to earn more and reach more students, and development toward excellence becomes possible for all staff, in every role. The virtuous cycle of excellence can begin with educator prep and continue through teaching, teacher leadership and the principalship.

<https://www.opportunityculture.org/how-we-help-districts-and-schools/>

Spanish Immersion (Dual Language) — Students are provided instruction in either Spanish or Mandarin. Full immersion model includes 90% instruction in the target language and the 50/50 model split between English and the target language. Learning another language builds cognitive skills students need to succeed.

<https://www.participatelearning.com/partnerships/participate-schools/>

S.T.E.A.M. (Science, Technology, Engineering, Arts, and Mathematics)

- STEAM is an integrated approach to learning which requires an intentional connection between standards, assessments and lesson design/implementation. True STEAM experiences involve two or more standards from Science, Technology, Engineering, Math and the Arts to be taught AND assessed in and through each other. Inquiry, collaboration, and an emphasis on process-based learning are at the heart of the STEAM approach. Utilizing and leveraging the integrity of the arts themselves is essential to an authentic STEAM initiative.

<https://educationcloset.com/steam/what-is-steam/>

<https://education.cu-portland.edu/blog/classroom-resources/steam-inquiry-based-learning/>