

Our Direction

Lexington Senior High

Date of Report: 10/2/2022

Vision:

Lexington Senior High School strives to create and maintain a learning environment in which all students are presented with rigorous academic, civic and character educational opportunities. The Staff consistently seeks to provide innovative and equitable instruction, motivation and support so each student may reach their highest potential in post-secondary learning , career readiness and in citizenship.

Values:

Lexington Senior High School chooses Innovation and Collaboration, Community and Trust, along with Equity and Diversity as the core values of its entire operation as a public high school.

Innovation and Collaboration: Our staff seeks to establish formal and informal opportunity for teachers to collaborate, share best practices and develop evermore effective lessons that better incorporate technology, online resources and research based instructional methods to better support student achievement through Opportunity Culture and the Apple Initiative.

Community and Trust: Our staff believes that no student learns in a vacuum and that a an inviting culture of support and encouragement must exist for all students and stakeholders alike. Our students must believe that our school will always act in their best interest and maintain a trusting environment that fosters authentic learning and growth from all students.

Equity and Diversity: Our staff seeks to provide a school culture and environment in which all students regardless of race, religion, or creed are given equitable access to the rigorous instruction, high expectations and support needed to succeed as students and later as full adult citizens in our society in an environment where ALL means ALL.

Mission:

Lexington Senior High School seeks to develop students with the academic, cognitive, emotional and social skills necessary to succeed in post-secondary learning, occupations and as fully engaged adult citizens. We commit ourselves to this aim by building a school culture of high expectation, academic rigor, community and trust that effectively serves all students equitably.

Goals:

- Lexington High School will establish the "I3" team of staff dedicated to improve instructional leadership, data based decision making and effective use of online resources in virtual and in-person instruction. The I3 team will meet regularly and develop training and collaboration opportunities for instructors to better develop online instruction and personalized learning methods for students. To include Apple Initiative and Discovery Education.

Performance Measure(s)

Performance Indicator: Establish the use of personalized learning opportunities in all classes at in at least 10% of lesson plans submitted per semester.		
Data Source: lesson plan review on Canvas	Baseline Year: 2020 - 2021	Baseline:
Target Date:	Target:	Actual:
Target Date:	Target:	Actual:

Performance Indicator: Increased percentage of instructors who are apple certified and google certified will increase from 25% to 75% over a 3 year period.		
Data Source: Certification Records	Baseline Year: SY 2020 - 2021	Baseline: 25
Target Date: SY 2023-24	Target: 75	Actual:

- Lexington High School will provide a series of programs designed to support and improve student achievement throughout the school year. The school will target student-athletes, CTE students, and general students with lower GPA'S for additional academic and social support.

Performance Measure(s)

Performance Indicator: The school intends to see an over 5% decrease in failing grades by quarter and overall increase of average school GPA.		
Data Source: Grades in Powerschool	Baseline Year: SY 2021 1st Semester	Baseline:
Target Date: SY 2022 1st Semester	Target: -5%	Actual:

- Lexington High School will work to improve and grow all students, by increasing proficiency on all EOC classes. A1.05

Performance Measure(s)

Performance Indicator: Improve English 2 Scores by 10% percent from 45.4% to 55.4% by increasing student lexile levels and working to improve understanding on the English 2 standards. Increase EL reading levels		
Data Source: EVAAS/Lexile	Baseline Year: 2021 - 2022	Baseline:
Target Date: 2022 - 2023	Target: 55.4%	Actual: 45.4%
Target Date:	Target:	Actual:

Performance Indicator: improve Math 1 scores from 11.8% to 20% by June 2023 through offering Foundations of Math and Math 1 in the same year and implementing student data notebooks for addressing student accountability for proficiency of standards. A 1.05		
Data Source: EVAAS	Baseline Year: 2021 - 2022	Baseline:
Target Date: 2022 - 2023	Target: 20%	Actual: 11.8%

Performance Indicator: Increase Biology proficiency from 34.7% to 44.7%.		
Data Source: EVAAS	Baseline Year: 2021 - 2022	Baseline:
Target Date: 2022 - 2023	Target: 44.7%	Actual: 34.7%

Performance Indicator: Increase EL reading growth via EVAAS in English 2. The EL proficiency was less than 95%. Total EL progress was 9.1%, so we plan to grow total EL proficiency from 9.1% to 14.1%.		
Data Source: EVAAS	Baseline Year: 2021 - 2022	Baseline:
Target Date: 2023 - 2024	Target: 14.1%	Actual: 9.1%

- Lexington Senior High School seeks to reduce its staff turnover rate and increase the percentage of teachers who are staying over 3+ years on the staff. A more stable staff lends itself to greater collaboration, buy in and promotes ownership of instructional improvement efforts.

Performance Measure(s)

Performance Indicator: Lexington Senior High School seeks to reduce its staff turnover rate by 10% and increase the percentage of teachers remaining on staff after 3 years by 15%.		
Data Source: Employment Records	Baseline Year: 2020-2021	Baseline:
Target Date: SY 2023 - 24	Target:	Actual:

- The administration will seek to incorporate more creative ways to communicate with families and the community through weekly calls/emails/texts, monthly newsletters, increased school based social media posting, and monthly parent events held on campus. E 1.06

Performance Measure(s)

Performance Indicator: Lexington Senior High School will increase parent communication via calls, emails, meetings, newsletters, social media, and an improved school webpage.		
Data Source: Surveys	Baseline Year: 2022-2023	Baseline: 35%
Target Date: 2023-2024	Target: 100%	Actual: 35%

- The administrative team will work to reduce discipline referrals from the previous year by implementing Educator’s Handbook and using the data to highlight times, days and areas of concern throughout the school day. The admin team will also create a student handbook with all policies accessible to all stakeholders. A 1.01

Performance Measure(s)

Performance Indicator: The administrative team will work to reduce discipline referrals by 10% from the previous year by implementing Educator’s Handbook and work to reduce referrals from repeat offenders throughout the year with a restorative justice plan. Looking to find a program to learn how to implement the restorative justice initiative.		
Data Source: Educator's Handbook	Baseline Year: 2022-2023	Baseline:
Target Date: 2022 - 2023	Target: 100%	Actual: 15%

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

The district will offer two different Teacher Working conditions type surveys that will help us to address the focal points that the School Improvement Team wanted to address in the School Improvement Plan from the 2021 - 2022 school year. The following link provides information regarding testing data. This will give us data to see if what we are implementing is effective during the 2022 - 2023 school year.

<https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting/accountability-data-sets-and-reports>

Student Outcome Data:

The following link houses the data that outlines the percentages of proficiency or non-proficiency in the tested subjects.

<https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting/accountability-data-sets-and-reports> .

Summary of data: the data suggests or identifies deficiencies in both math and science. The English department is only partially deficient in that holistically they are averaging about 50% proficiency in English II.

Participation:

Lexington Senior High School did not achieve a 95% or greater participation on ACT Workkeys, but reached a 95% or greater participation level on all state mandated testing courses and the ACT. Within the ACT, we did not meet the participation with Black students or our economically disadvantaged students.

Achievement:

The achievement data as outlined in the link above for subjects tested using state testing program based on proficiency and non-

* Biology

Not Proficient-65.3%

Level 3- 6%

Level 4 and 5 - 28.7%

GLP (Grade Level Proficiency) 34.7%

English II:

Not Proficient: 55.6%

Level 3- 21.5%

Level 4 and Level 5 - 23.9%

GLP (Grade Level Proficiency) 45.4%

N C Math 1 (9-12):

Not Proficient: 88.2%

Level 3- 11.8%

Level 4 and Level - <5%

GLP (Grade Level Proficiency): 11.8%

NC Math 3 (9-12)

Not Proficient: 79.9%

Level 3- 12.9%

Level 4- 7.2%

Level 5 - <5%

GLP (Grade level Proficiency): 20.1%

The desired outcome is to improve all tested courses student proficiency by at least 10% with the exception of Math 1.

Our Leadership Team’s progress in fully implementing Indicators and meeting Objectives:

The leadership team continually addresses the progress towards addressing and improving the indicators outlined in this plan, by continually reviewing testing data, working with teachers to find educational resources that can help to improve the learning environment (Achieve 3000) and (Mathspace), monitoring implementation of personalized learning and student data notebooks, increasing the leadership opportunities of the Opportunity Culture (MCL/MTL), increasing the parent communication and communication with the parents and community, and increasing our participation in ACT workkeys and implementing ACT prep opportunities to increase ACT scores.

Selected Indicators:

Family Engagement

E1.06 The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)

High expectations for all staff and students

A1.01 The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.(5082)

A1.05 ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)

A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)

Strategic planning, mission, and vision

B1.07 The school's Leadership Team/ Health Council regularly reviews data which reflect the school's health, nutrition and safety policies, school environment, work-site wellness, attendance and discipline records and will use the data to make decisions about school improvement and professional development needs. (5859)