



LEXINGTON SCHOOL DISTRICT ONE

**Beechwood Middle School
2024 - 2025 Strategic Plan**

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	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Beechwood Middle School	Number of Students
ELA	22-23	All	All	68.2%		(684 / 1003)
		ELL	Not ELL	69.0%		(679 / 984)
			ELL	26.3%		(5 / 19)
		Gender	Female	73.2%		(357 / 488)
			Male	63.5%		(327 / 515)
		InstrSetting	Not Special Ed	73.2%		(662 / 904)
			Special Ed	22.2%		(22 / 99)
		Race	Black / Latinx	58.2%		(82 / 141)
			White / Other	69.8%		(602 / 862)










	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Beechwood Middle School	Number of Students
Math	22-23	All	All	47.5%		(478 / 1006)
		ELL	Not ELL	47.9%		(473 / 987)
			ELL	26.3%		(5 / 19)
		Gender	Female	46.3%		(226 / 488)
			Male	48.6%		(252 / 518)
		InstrSetting	Not Special Ed	51.7%		(468 / 906)
			Special Ed	10.0%		(10 / 100)
		Race	Black / Latinx	35.5%		(50 / 141)
White / Other	49.5%			(428 / 865)		










	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Beechwood Middle School	Number of Students
Science	22-23	All	All	49.1%		(160 / 326)
		ELL	Not ELL	49.4%		(158 / 320)
			ELL	33.3%		(2 / 6)
		Gender	Female	46.8%		(74 / 158)
			Male	51.2%		(86 / 168)
		InstrSetting	Not Special Ed	53.8%		(156 / 290)
			Special Ed	11.1%		(4 / 36)
		Race	Black / Latinx	40.9%		(18 / 44)
			White / Other	50.4%		(142 / 282)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Beechwood Middle School	Number of Students
Algebra 1	22-23	All	All	96.8%		(153 / 158)
		ELL	Not ELL	97.5%		(153 / 157)
			ELL	0.0%		(0 / 1)
		Gender	Female	96.3%		(77 / 80)
			Male	97.4%		(76 / 78)
		InstrSetting	Not Special Ed	96.8%		(152 / 157)
			Special Ed	100.0%		(1 / 1)
		Race	Black / Latinx	100.0%		(2 / 2)
			White / Other	50.0%		(1 / 2)

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth Target Beechwood Middle School	Number of Students
Math	22-23	All	All	16.3%		(158 / 971)
		ELL	ELL	16.7%		(6 / 36)
			Not ELL	16.3%		(152 / 935)
		Gender	Female	14.3%		(68 / 474)
			Male	18.1%		(90 / 497)
		InstrSetting	Not Special Ed	16.9%		(148 / 874)
			Special Ed	10.3%		(10 / 97)
		Race	Black / Latinx	13.8%		(18 / 130)
			White / Other	16.6%		(140 / 841)










	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth Target Beechwood Middle School	Number of Students
Reading	22-23	All	All	23.8%		(230 / 965)
		ELL	ELL	48.6%		(17 / 35)
			Not ELL	22.9%		(213 / 930)
		Gender	Female	24.8%		(116 / 468)
			Male	22.9%		(114 / 497)
		InstrSetting	Not Special Ed	24.4%		(212 / 869)
			Special Ed	18.8%		(18 / 96)
		Race	Black / Latinx	27.1%		(35 / 129)
			White / Other	23.3%		(195 / 836)










	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Beechwood Middle School	Number of Students
Accelerated/ Eagles	22-23	All	All	38.5%		(408 / 1061)
		ELL	Not ELL	38.7%		(382 / 987)
			ELL	35.1%		(26 / 74)
		Gender	Female	37.3%		(190 / 509)
			Male	39.5%		(218 / 552)
		InstrSetting	Not Special Ed	42.1%		(401 / 953)
			Special Ed	6.5%		(7 / 108)
		Race	Black / Latinx	27.6%		(51 / 185)
			White / Other	40.8%		(357 / 876)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Beechwood Middle School	Number of Students
Honors	22-23	All	All	19.4%		(206 / 1061)
		ELL	Not ELL	19.6%		(193 / 987)
			ELL	17.6%		(13 / 74)
		Gender	Female	22.0%		(112 / 509)
			Male	17.0%		(94 / 552)
		InstrSetting	Not Special Ed	21.5%		(205 / 953)
			Special Ed	0.9%		(1 / 108)
		Race	Black / Latinx	11.4%		(21 / 185)
			White / Other	21.1%		(185 / 876)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Beechwood Middle School	Number of Students
Chronic Absences	22-23	All	All	12.4%		(132 / 1062)
		ELL	Not ELL	12.3%		(125 / 1019)
			ELL	16.3%		(7 / 43)
		Gender	Female	12.5%		(64 / 510)
			Male	12.3%		(68 / 552)
		InstrSetting	Not Special Ed	11.5%		(110 / 953)
			Special Ed	20.2%		(22 / 109)
		Race	Black / Latinx	17.8%		(33 / 185)
			White / Other	11.3%		(99 / 877)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Beechwood Middle School	Number of Students
Referrals	22-23	All	All	46.3%		(491 / 1061)
		ELL	Not ELL	46.3%		(471 / 1018)
			ELL	46.5%		(20 / 43)
		Gender	Female	38.3%		(195 / 509)
			Male	53.6%		(296 / 552)
		InstrSetting	Not Special Ed	44.9%		(428 / 953)
			Special Ed	58.3%		(63 / 108)
		Race	Black / Latinx	62.0%		(98 / 158)
			White / Other	43.5%		(393 / 903)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Beechwood Middle School	Number of Students
In School Suspensions	22-23	All	All	12.3%		(130 / 1061)
		ELL	Not ELL	12.3%		(125 / 1018)
			ELL	11.6%		(5 / 43)
		Gender	Female	6.5%		(33 / 509)
			Male	17.6%		(97 / 552)
		InstrSetting	Not Special Ed	11.0%		(105 / 953)
			Special Ed	23.1%		(25 / 108)
		Race	Black / Latinx	15.2%		(24 / 158)
			White / Other	11.7%		(106 / 903)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Beechwood Middle School	Number of Students
Out of School Suspensions	22-23	All	All	6.9%		(73 / 1061)
		ELL	Not ELL	6.9%		(70 / 1018)
			ELL	7.0%		(3 / 43)
		Gender	Female	4.9%		(25 / 509)
			Male	8.7%		(48 / 552)
		InstrSetting	Not Special Ed	6.0%		(57 / 953)
			Special Ed	14.8%		(16 / 108)
		Race	Black / Latinx	11.4%		(18 / 158)
			White / Other	6.1%		(55 / 903)

Executive Summary of Needs Assessment Data Findings

School Name: *Beechwood Middle School*

Goal Area	Goal	2024 Baseline
Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 68.1% by 2029.	58.1%
Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 48.2% by 2029.	38.2%
Gifted and Talented (Academic)	The percent of SC READY ELA and Math scores from Gifted and Talented identified students that meet Added Value Targets will reach 52.3% by 2029.	47.3%
Gifted and Talented (Other)	Overall survey response percentage of either "somewhat agree," "agree," or "strongly agree" on the Lexington 1 Gifted and Talented Student Survey will increase to TBD by 2029.	TBD
School Climate	The percent of School Climate points earned on the state report card will reach 80% by 2029.	75.0%
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

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>	<ul style="list-style-type: none"> • What were areas of strength and growth related to student achievement on your school's report card last year? • What did your mid-year review of your school's work plan indicate regarding student achievement now? • Based on your review, what is your school's priority area of need in this area? <p><i>Beechwood Middle School (BMS) students who scored meeting or exceeding expectations on SC Ready in ELA was 68.2% in 2022-23, an increase of 7.5% from the prior school year. This performance is 8.5% higher than the district and 13.4% higher than the state. The overall percentage of BMS students who scored meeting or exceeding expectations on SC Ready Math in 2022-23 was 47.1%. This is 1% higher than the district and 6.3% higher than the state. Our data indicates that BMS students' mastery of the academic standards and preparation for the next grade level ELA and math standards as reported by 2022-23 SCReady scores exceeds those of the district and state.</i></p> <p><i>The percentage of sixth-grade students who scored meeting or exceeding expectations on SCReady Science was 48.6% in 2022-23. This is 1.3% higher than the district and 3.5% higher than the state. This indicates that BMS students' mastery of the academic standards and preparation for the next grade level in</i></p>
	<p><i>Science standards exceeds those of the district and state.</i></p> <p><i>Beechwood Middle School's mid-year review indicated that our students are demonstrating growth in both math and ELA. The overall percentage of students who met their ELA typical growth from fall to winter was 47.98% and the overall percentage of students who met their typical growth for math from fall to winter was 36.53%.</i></p> <p><i>Our mid-year pulse check survey reflects that 91.17% of teachers strongly/mostly agree that student assessment information is effectively used by teachers to set goals and plan instruction. The use of assessment data to drive instructional decisions will further support our goal of positively impacting students' individual progress.</i></p> <p><i>An area of growth rests in the "Student Progress" measure that is found on the SCDE Report Card. Beechwood earned 13.36/35 total points in this area. This affirms our commitment to implementing instructional strategies that will positively impact individual student growth in all areas of instruction, as measured by end-of-year assessments. As such, our work plan's focus on teacher-led small-group instruction to support individual student achievement outcomes continues to be an area of focus. This is supported through our ongoing professional learning as well as the development of internal "lab sites" where our teachers can learn from the best practices of their colleagues.</i></p>

Executive Summary of Needs Assessment Data Findings

<p>Teacher/Administrator Quality</p>	<ul style="list-style-type: none"> ● What were areas of strength and growth related to teacher/admin quality on the SCDE staff and student survey last year? ● What did your mid-year review and the staff pulse check survey data indicate regarding teacher/admin quality now? ● Based on your review, what is your school's priority area of need in this area? <p><i>BMS prides itself on hiring and retaining highly qualified teachers who are dedicated to growing professionally. Based on the 2022-23 BMS SC School Report Card data, the teacher attendance rate is 93.7% and our teacher retention rate is 91.5%. These figures indicate an increase in both areas from the prior year. Additionally, all stakeholders surveyed indicated growth from the prior year in all three domains surveyed (Learning Environment, Social & Physical Environment, and Home-School Relations).</i></p> <p><i>An area of growth is the teachers' perception of the rules for behavior being enforced, which was rated 76.4% on the survey.</i></p> <p><i>Our mid-year pulse check survey data showed that most teachers (83.53%) of students behave well in the hallways, in the</i></p>
	<p><i>lunchroom, and on school grounds and 79.4% believe students behave well in class. More than 94% of teachers report that they feel safe at school before, during, and after school hours.</i></p> <p><i>We will continue to provide targeted professional learning opportunities that support teacher needs to increase the student engagement in lessons, and support individual student progress. We will continue to develop school-based traditions and improve culture-building strategies that will sustain and promote retention. We will work to strengthen the transparency related to disciplinary decisions to increase teachers' perception related to the enforcement of rules for behavior.</i></p>

Executive Summary of Needs Assessment Data Findings

<p>School Climate</p>	<ul style="list-style-type: none">• What were areas of strength and growth related to school climate on the SCDE staff and student survey last year?• What did your mid-year review and the student/staff pulse check survey data indicate regarding school climate now?• Based on your review, what is your school's priority area of need in this area? <p><i>Beechwood Middle School scored "Excellent" on the 2022-23 SCDE School Report Card for "School Climate," and exceeded district and state scores in this category.</i></p> <p><i>Based on the Teacher, Student, and Parent Opinion Surveys, the following indicate satisfaction by all stakeholders in the areas of learning environment, social and physical environment, and home-school relations:</i></p> <ul style="list-style-type: none">• <i>97.1% of teachers, 90.6% of students, and 84.9% of parents surveyed are satisfied with the learning environment</i>• <i>95.7% of teachers, 88.1% of students, and 85% of parents surveyed are satisfied with the social and physical environment</i>• <i>95.7% of teachers, 95.9% of students, and 78.8% of parents surveyed are satisfied with home-school relations</i> <p><i>An area of growth is increasing the percentage of student who feel their classes are interesting and fun, which was rated 64.1% on the 2022-23 SCDE survey.</i></p> <p><i>We will focus on student engagement and a sense of belonging for our students through our instructional and advocacy programs. Additionally, we will continue to identify opportunities to increase parent engagement opportunities with our school to increase parent involvement. Finally, we will sustain our focus on the safety of our students and staff through the implementation of security measures and regularly scheduled drills that are conducted with fidelity.</i></p>
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Location: Beechwood 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)
All	Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 68.1% by 2029.	58.10%	60.1%	62.1%	64.1%	66.1%	68.1%
Elementary/Middle	Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 48.2% by 2029.	38.20%	40.20%	42.20%	44.20%	46.20%	48.20%
Actual Data (Academic Ach.)								
Actual Data (Progress)								

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)								

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)
Elementary/Middle	School Climate	The percent of School Climate points earned on the state report card will reach 80% by 2029.	75.0%	76.0%	77.0%	78.0%	79.0%	80.0%
Actual Data								

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 52.3% by 2029.	47.3%	48.3%	49.3%	50.3%	51.3%	52.3%
Actual Data								

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 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 response percentage of either "somewhat agree," "agree," or "strongly agree" on the Lexington 1 Gifted and Talented Student Survey will increase to TBD by 2029.	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Actual Data								

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)