

School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2024/25 to 2028/29
Upcoming School Year: 2025/26

School Name:	Lakeside Middle
SIDN:	3201010
Plan Submission:	School utilizes Cognia
Grade Span:	6 To 8
District:	Lexington 1
Address 1:	455 Old Cherokee Road
Address 2:	
City:	Lexington, SC
Zip Code:	29072
School Renewal Plan Contact Person:	Dr. Megan Carerro
School Plan Contact Phone:	803-821-3701
School Plan E-mail Address:	mcarrero@lexington1.net

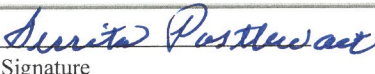
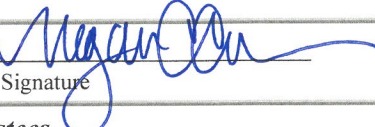
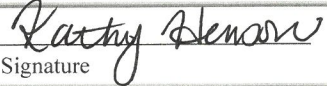
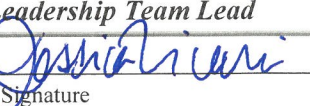
Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

Superintendent		
<u>Dr. Gerrita Postlewait</u> Printed Name	 Signature	<u>3-27-25</u> Date
Principal		
<u>Dr. Megan Carerro</u> Printed Name	 Signature	<u>3/6/2025</u> Date
Chairperson, District Board of Trustees		
<u>Kathy Henson</u> Printed Name	 Signature	<u>4/1/25</u> Date
Chairperson, School Improvement Council		
<u>Dr. Nick Mayes</u> Printed Name	 Signature	<u>3/6/2025</u> Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Dr. Jessica Vicari</u> Printed Name	 Signature	<u>3/6/2025</u> Date

Assurances for School Renewal Plan

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Yes	Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
N/A	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
N/A	Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
Yes	Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
Yes	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Stakeholder Involvement for School Renewal Plan

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

	Position	Name
1.	Principal	Dr. Megan Carerro
2.	Teacher	Sara Bates
3.	Parent/Guardian	Ryan Jenkins
4.	Community Member	Jason Harmon
5.	Paraprofessional	Laura McCombs
6.	School Improvement Council Member	Stephanie Abdalla
7.	Read to Succeed Reading Coach	Ivey Homer
8.	School Read To Succeed Literacy Leadership Team Lead	Dr. Jessica Vicari
9.	School Read To Succeed Literacy Leadership Team Member	Cassie Herritage
	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/>

District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (<i>SBE Regulation 43-261</i>)	
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	
3. Teachers teaching more than 4 preps (<i>SBE Regulation 43-205</i>)	
4. High School Principal over two schools or grades more than 9-12 (<i>SBE Regulation 43-205</i>)	
5. Other (<i>Include the SBE Regulation number to be waived</i>)	Lexington County School District One received a waiver for SBE Regulation 43-232 from the S.C. Department of Education to allow grade six dual language immersion students to earn high school credit when they demonstrate appropriate proficiency at the end of their language course. This waiver allows dual immersion students who have been on an accelerated pathway for language acquisition in elementary school to progress on time with the requisite skills for the next level of their language proficiency.
6. Other (<i>Include the SBE Regulation number to be waived</i>)	



LEXINGTON SCHOOL DISTRICT ONE

Lakeside Middle School
Strategic Renewal Plan
School Plan: 2024/25 - 2028/29
School Year: Update 1 - 2025/26

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COMPREHENSIVE NEEDS ASSESSMENT DATA

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

Directions: Provide all relevant needs assessment data, including both formative and summative assessments, used to gauge student learning, teacher and administrator quality, and school climate. Needs assessment data should not be limited to State Report Card data. Districts and schools must use other relevant data not found in the State Report Card. Data may be represented by the form of charts, graphs, etc.

Provide the link to your district or school's most recent State Report Card:

[Lakeside Middle School Report Card](#)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Lakeside Middle School	Number of Students
ELA	23-24	All	All	65.1%		(585 / 898)
		ELL	Not ELL	66.8%		(577 / 864)
			ELL	23.5%		(8 / 34)
		Gender	Female	69.8%		(301 / 431)
			Male	60.8%		(284 / 467)
		InstrSetting	Not Special Ed	72.1%		(563 / 781)
			Special Ed	18.8%		(22 / 117)
		Race	Black / Latinx	44.1%		(71 / 161)
			White / Other	69.7%		(514 / 737)
	22-23	All	All	65.6%		(533 / 812)
		ELL	Not ELL	66.9%		(527 / 788)
			ELL	25.0%		(6 / 24)
		Gender	Female	71.1%		(278 / 391)
			Male	60.6%		(255 / 421)
		InstrSetting	Not Special Ed	72.9%		(516 / 708)
			Special Ed	16.3%		(17 / 104)
		Race	Black / Latinx	47.0%		(63 / 134)
			White / Other	69.3%		(470 / 678)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Lakeside Middle School	Number of Students
Math	23-24	All	All	49.2%		(442 / 898)
		ELL	Not ELL	50.1%		(433 / 864)
			ELL	26.5%		(9 / 34)
		Gender	Female	48.7%		(210 / 431)
			Male	49.7%		(232 / 467)
		InstrSetting	Not Special Ed	54.5%		(426 / 781)
			Special Ed	13.7%		(16 / 117)
		Race	Black / Latinx	26.7%		(43 / 161)
			White / Other	54.1%		(399 / 737)
	22-23	All	All	49.6%		(403 / 812)
		ELL	Not ELL	50.3%		(396 / 788)
			ELL	29.2%		(7 / 24)
		Gender	Female	48.3%		(190 / 393)
			Male	50.8%		(213 / 419)
		InstrSetting	Not Special Ed	55.8%		(395 / 708)
			Special Ed	7.7%		(8 / 104)
		Race	Black / Latinx	28.9%		(39 / 135)
			White / Other	53.8%		(364 / 677)

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth TargetLakeside Middle School	Number of Students
Math	23-24	All	All	20.9%		(184 / 879)
		ELL	Not ELL	20.9%		(171 / 818)
			ELL	21.3%		(13 / 61)
		Gender	Female	19.6%		(82 / 419)
			Male	22.2%		(102 / 460)
		InstrSetting	Not Special Ed	21.8%		(167 / 765)
			Special Ed	14.9%		(17 / 114)
		Race	Black / Latinx	18.5%		(28 / 151)
			White / Other	21.4%		(156 / 728)
	22-23	All	All	20.0%		(159 / 796)
		ELL	Not ELL	19.2%		(145 / 756)
			ELL	35.0%		(14 / 40)
		Gender	Female	17.3%		(67 / 388)
			Male	22.5%		(92 / 408)
		InstrSetting	Not Special Ed	21.6%		(149 / 691)
			Special Ed	9.5%		(10 / 105)
		Race	Black / Latinx	18.3%		(23 / 126)
			White / Other	20.3%		(136 / 670)

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth TargetLakeside Middle School	Number of Students
Reading	23-24	All	All	22.9%		(201 / 876)
		ELL	Not ELL	22.4%		(183 / 817)
			ELL	30.5%		(18 / 59)
		Gender	Female	23.7%		(99 / 417)
			Male	22.2%		(102 / 459)
		InstrSetting	Not Special Ed	24.2%		(185 / 764)
			Special Ed	14.3%		(16 / 112)
		Race	Black / Latinx	24.0%		(36 / 150)
			White / Other	22.7%		(165 / 726)
	22-23	All	All	25.1%		(197 / 786)
		ELL	Not ELL	25.0%		(187 / 747)
			ELL	25.6%		(10 / 39)
		Gender	Female	25.9%		(98 / 378)
			Male	24.3%		(99 / 408)
		InstrSetting	Not Special Ed	26.8%		(183 / 682)
			Special Ed	13.5%		(14 / 104)
		Race	Black / Latinx	23.1%		(28 / 121)
			White / Other	25.4%		(169 / 665)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Lakeside Middle School	Number of Students
Algebra 1	23-24	All	All	98.1%		(155 / 158)
		ELL	Not ELL	98.1%		(152 / 155)
			ELL	100.0%		(3 / 3)
		Gender	Female	98.6%		(69 / 70)
			Male	97.7%		(86 / 88)
		InstrSetting	Not Special Ed	98.1%		(153 / 156)
			Special Ed	100.0%		(2 / 2)
	22-23	All	All	100.0%		(103 / 103)
		ELL	Not ELL	100.0%		(102 / 102)
			ELL	100.0%		(1 / 1)
		Gender	Female	100.0%		(48 / 48)
			Male	100.0%		(55 / 55)
		InstrSetting	Not Special Ed	100.0%		(102 / 102)
			Special Ed	100.0%		(1 / 1)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lakeside Middle School	Number of Students
Accelerated/ Eagles	23-24	All	All	41.2%		(383 / 929)
		ELL	Not ELL	41.2%		(341 / 827)
			ELL	41.2%		(42 / 102)
		Gender	Female	45.2%		(202 / 447)
			Male	37.6%		(181 / 482)
		InstrSetting	Not Special Ed	46.0%		(371 / 806)
			Special Ed	9.8%		(12 / 123)
		Race	Black / Latinx	21.5%		(41 / 191)
			White / Other	46.3%		(342 / 738)
	22-23	All	All	42.0%		(368 / 877)
		ELL	Not ELL	41.8%		(333 / 796)
			ELL	43.2%		(35 / 81)
		Gender	Female	41.9%		(178 / 425)
			Male	42.0%		(190 / 452)
		InstrSetting	Not Special Ed	47.6%		(361 / 758)
			Special Ed	5.9%		(7 / 119)
		Race	Black / Latinx	27.2%		(47 / 173)
			White / Other	45.6%		(321 / 704)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Lakeside Middle School	Number of Students
Honors	23-24	All	All	19.5%		(181 / 929)
		ELL	Not ELL	19.8%		(164 / 827)
			ELL	16.7%		(17 / 102)
		Gender	Female	17.9%		(80 / 447)
			Male	21.0%		(101 / 482)
		InstrSetting	Not Special Ed	22.2%		(179 / 806)
			Special Ed	1.6%		(2 / 123)
		Race	Black / Latinx	13.1%		(25 / 191)
			White / Other	21.1%		(156 / 738)
	22-23	All	All	15.2%		(133 / 877)
		ELL	Not ELL	15.8%		(126 / 796)
			ELL	8.6%		(7 / 81)
		Gender	Female	15.8%		(67 / 425)
			Male	14.6%		(66 / 452)
		InstrSetting	Not Special Ed	17.0%		(129 / 758)
			Special Ed	3.4%		(4 / 119)
		Race	Black / Latinx	6.4%		(11 / 173)
			White / Other	17.3%		(122 / 704)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Lakeside Middle School	Number of Students
Chronic Absences	23-24	All	All	12.7%		(118 / 929)
		ELL	Not ELL	13.3%		(115 / 866)
			ELL	4.8%		(3 / 63)
		Gender	Female	12.8%		(57 / 447)
			Male	12.7%		(61 / 482)
		InstrSetting	Not Special Ed	11.7%		(94 / 806)
			Special Ed	19.5%		(24 / 123)
		Race	Black / Latinx	20.9%		(40 / 191)
			White / Other	10.6%		(78 / 738)
	22-23	All	All	12.7%		(111 / 877)
		ELL	Not ELL	12.3%		(101 / 819)
			ELL	17.2%		(10 / 58)
		Gender	Female	13.4%		(57 / 425)
			Male	11.9%		(54 / 452)
		InstrSetting	Not Special Ed	12.0%		(91 / 758)
			Special Ed	16.8%		(20 / 119)
		Race	Black / Latinx	17.9%		(31 / 173)
			White / Other	11.4%		(80 / 704)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lakeside Middle School	Number of Students
Referrals	23-24	All	All	25.1%		(233 / 929)
		ELL	Not ELL	25.6%		(222 / 866)
			ELL	17.5%		(11 / 63)
		Gender	Female	12.3%		(55 / 447)
			Male	36.9%		(178 / 482)
		InstrSetting	Not Special Ed	22.5%		(181 / 806)
			Special Ed	42.3%		(52 / 123)
		Race	Black / Latinx	36.9%		(62 / 168)
			White / Other	22.5%		(171 / 761)
	22-23	All	All	47.1%		(413 / 877)
		ELL	Not ELL	48.2%		(395 / 819)
			ELL	31.0%		(18 / 58)
		Gender	Female	32.9%		(140 / 425)
			Male	60.4%		(273 / 452)
		InstrSetting	Not Special Ed	46.6%		(353 / 758)
			Special Ed	50.4%		(60 / 119)
		Race	Black / Latinx	54.5%		(85 / 156)
			White / Other	45.5%		(328 / 721)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lakeside Middle School	Number of Students
In School Suspensions	23-24	All	All	17.8%		(165 / 929)
		ELL	Not ELL	18.4%		(159 / 866)
			ELL	9.5%		(6 / 63)
		Gender	Female	8.3%		(37 / 447)
			Male	26.6%		(128 / 482)
		InstrSetting	Not Special Ed	16.5%		(133 / 806)
			Special Ed	26.0%		(32 / 123)
		Race	Black / Latinx	29.2%		(49 / 168)
			White / Other	15.2%		(116 / 761)
	22-23	All	All	14.4%		(126 / 877)
		ELL	Not ELL	15.3%		(125 / 819)
			ELL	1.7%		(1 / 58)
		Gender	Female	9.6%		(41 / 425)
			Male	18.8%		(85 / 452)
		InstrSetting	Not Special Ed	13.6%		(103 / 758)
			Special Ed	19.3%		(23 / 119)
		Race	Black / Latinx	17.9%		(28 / 156)
			White / Other	13.6%		(98 / 721)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Lakeside Middle School	Number of Students
Out of School Suspensions	23-24	All	All	8.0%		(74 / 929)
		ELL	Not ELL	8.0%		(69 / 866)
			ELL	7.9%		(5 / 63)
		Gender	Female	3.4%		(15 / 447)
			Male	12.2%		(59 / 482)
		InstrSetting	Not Special Ed	6.5%		(52 / 806)
			Special Ed	17.9%		(22 / 123)
		Race	Black / Latinx	16.7%		(28 / 168)
			White / Other	6.0%		(46 / 761)
	22-23	All	All	7.0%		(61 / 877)
		ELL	Not ELL	7.1%		(58 / 819)
			ELL	5.2%		(3 / 58)
		Gender	Female	5.2%		(22 / 425)
			Male	8.6%		(39 / 452)
		InstrSetting	Not Special Ed	6.6%		(50 / 758)
			Special Ed	9.2%		(11 / 119)
		Race	Black / Latinx	16.7%		(26 / 156)
			White / Other	4.9%		(35 / 721)

Executive Summary of Needs Assessment Data Findings

School Name: *Lakeside Middle School*

Goal Area	Goal	2024 Baseline	2025
Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 68.31% by 2029.	58.3%	58.3%
Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 59.7% by 2029.	49.7%	42.9%
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 57% by 2029.	52.0%	41.9%
Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	4.90	4.90
School Climate	The percent of School Climate points earned on the state report card will reach 81% by 2029.	76.0%	79.6%
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	3.33

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

Summary of Data Findings from the 2023 and 2024 Administration of SC READY, SC PASS, and WIDA ACCESS

	6th Grade		7th Grade		8th Grade	
	2023	2024	2023	2024	2023	2024
ELA	70.1%	70.3%	63.6%	66.8%	66.8%	63.8%
State Avg.	53.9%	54.1%	53.9%	54.1%	53.9%	54.1%
District Avg.	58.8%	59.5%	58.8%	59.5%	58.8%	59.5%
Math	53.4%	55.4%	51.5%	51.9%	47.7%	43.6%
State Avg. Math	40.9%	42.8%	40.9%	42.8%	40.9%	42.8%
District Avg.	46.2%	48.5%	46.2%	48.5%	46.2%	48.5%
Science	66.5%	N/A				
State Avg. Science	45.1%	N/A				
District Avg.	47.3%	N/A				
MLL	82.9%	76.7%				

Needs Assessment - Student Achievement

	Data Source	Strength	Weakness/Priority Need
ELA	State Standardized ELA Scores (Comparison of 2023 and 2024 Administration)	ELA student performance improved in 6th grade (0.2%) and in 7th grade (3.2%). ELA student performance in all 3 grade levels exceeded the district and state averages.	ELA student performance for exiting 8th graders decreased by 0.2%. ELA student performance when compared to traditional middle schools that are demographically similar, our students performed 5.6% lower than the “Schools Like Us” average.
	District Diagnostic iReady Data (Comparison of Fall to Winter Student Growth in the 2023-24 school year to the 2024-25 school year)	Typical Growth percentages in ELA increased by 4.4% schoolwide: 6th Grade = 12.0% 7th Grade = -1.3% 8th Grade = 3.4% Stretch Growth percentages in ELA increased by 2.5 % schoolwide: 6th Grade = 5.3%	Typical growth in 7th grade declined by 1.3%. Stretch growth in 8th grade slightly declined by 0.3%.

Executive Summary of Needs Assessment Data Findings

		7th Grade = 2.8% 8th Grade = -0.3%	
Math	State Standardized Math Scores (Comparison of 2023 and 2024 Administration)	Math student performance improved in 6th grade (+2.0%) and 7th grade (+0.4%) Math student performance in all 3 grade levels exceeded the district and state averages.	Math student performance for students transitioning from 6th to 7th grades declined by 1.5%. Math student performance for exiting 8th graders declined by 7.9%. Math student performance when compared to traditional middle schools that are demographically similar, our students performed 6.4% lower than the “Schools Like Us” average.
	District Diagnostic iReady Data (Comparison of Fall to Winter Student Growth in the 2023-24 school year to the 2024-25 school year)	Typical Growth percentages in Math increased by 0.7% schoolwide: 6th Grade = -1.9% 7th Grade = 3.6% 8th Grade = -0.7% Stretch Growth percentages in Math increased by 2.4% 6th Grade = 2.4% 7th Grade = 4.2% 8th Grade = 0.3%	Typical Growth for 8th grade students declined by 0.7%
Science	State Standardized Science Scores (Comparison of 2023 and 2024 Administration)	Student performance in 6th grade Science continued to exceed the state average by 21.5%, as well as the district average by 19.2% on the 2023 SC PASS Administration. *The 2021 SCCC Science standards will be fully assessed on the 2025 SC PASS assessment.	
MLL	English Learners Standardized Scores	Students who met progress towards proficiency (76.7%) exceeded the state average by 38.2% and the district average by 31.3%.	
Overall Student Growth	State Report Card - Student Progress Points District Pulse Check Data	Teachers indicated through the District Pulse Check survey that our school provides challenging instructional programs for students (5.6), a focus on understanding and not just facts (5.6), assessment information being effectively used by teachers to set goals for instruction (5.6), and the use of instructional strategies to meet the needs of academically gifted students (5.4).	Student Progress Points declined by 2.01 points. The Overall Percentage of Progress Points earned was 1.5% below the state average and 1.2% above the district average. Student Progress Points for the “Lowest Performing 20% of Students” was 7.2% below the state average and 4.7% below the district average.

Executive Summary of Needs Assessment Data Findings

		Students indicated through the District Pulse Check survey that their classes are challenging (4.7), teachers want them to understand their learning (5.0), and teachers help them to understand something that they do not understand (5.0).	
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Needs Assessment - Teacher/Administrator Quality

Data Source	Strength	Improvement/Priority Need
School Work Plan	Our School Work Plan focuses on two primary areas of school improvement for the 24-25 school year: - Understanding and implementing powerful learning experiences, using high-leverage instructional strategies, to deepen student thinking and improve the quality of student work. - All students will deepen their conceptual understanding of mathematics and problem-solving skills through In the District Pulse Check survey, teachers indicated that they believe that the administration provides effective instructional leadership (5.6).	Professional learning and ongoing curriculum revision for the updated SCCCR ELA and Math Standards will continue to be provided to support teachers' instructional focus. Ongoing progress monitoring of district Technical Practices will be an areas of emphasis: - Integrating strategies that emphasize higher level thinking skills requiring students to communicate, justify, and create. - Collecting and analyzing formative assessment data to drive future instructional practices.

Needs Assessment - School Climate

Data Source	Strength	Improvement/Priority Need
Overall Perceptions of School Climate	The Overall Perceptions of School Climate (7.96/10) was above the state average by 1.06 points and above the district average by 0.79 points. - Teacher Perception of Instructional Focus (8.14) - Teacher Perception of Working Conditions (8.47) - Teacher Perceptions of Safety (9.4) - Student Perception of Social-Physical Environment (5.55) - Student Perception of Safety (8.22)	In our Mid Year Review process, discussion was held regarding 75% of all students feeling a sense of belonging through their Crew classes. Emphasis will continue to be placed on providing consistent student experiences in Crew, as well as access to the Profile of the Lexington One Graduate competencies.

Executive Summary of Needs Assessment Data Findings

	In the District Pulse Check Survey, students overall satisfaction was 5.1 out of 6, and teachers overall satisfaction was 5.5 out of 6. Total points of perception increased from the 23-24 school year by 0.4 points for teachers and students perceptions.	
Results of Teacher, Student, and Parent Opinion Surveys	“I am satisfied with the learning environment.” ● Parents = 89.1% ● Students = 92.7% ● Teachers = 98.5% “I am satisfied with the social/physical environment.” ● Parents = 91.8% ● Students = 93.2% ● Teachers = 98.5% “I am satisfied with school-home relations.” ● Parents = 90.7% ● Students = 97.3% ● Teachers = 96.9%	

Location: Lakeside Middle

Level	Area	Goal	2024 (From 2023 Report Card)	2025 (From 2024 Report Card)	2026 (From 2025 Report Card)	2027 (From 2026 Report Card)	2028 (From 2027 Report Card)	2029 (From 2028 Report Card)
Elementary/Middle	Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 68.31% by 2029.	58.31%	60.3%	62.3%	64.3%	66.3%	68.3%
Elementary/Middle	Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 59.7% by 2029.	49.70%	51.70%	53.70%	55.70%	57.70%	59.70%
Actual Data (Academic Ach.)				58.3%				
Actual Data (Progress)				42.9%				

Action Plan

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

Level	Area	Goal	2023-2024 Observation Data	2024-2025 Observation Data	2025-2026 Observation Data	2026-2027 Observation Data	2027-2028 Observation Data	2028-2029 Observation Data
Elementary/Middle	Teacher and Administrator Quality	Increase the cumulative average of teachers' composite score on the SC Teaching Standards 4.0 rubric from 3.0 to 3.5 by 2029. (Observation protocols will be reevaluated and calibrated in the 24-25 school year in order to obtain accurate baseline data.)	3.00	3.10	3.20	3.30	3.40	3.50
Actual Data (4.0 Rubric)				3.33				

Action Plan

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

Level	Area	Goal	2024 (from 2023 Report Cards)	2025 (from 2024 Report Cards)	2026 (From 2025 Report Cards)	2027 (From 2026 Report Cards)	2028 (From 2027 Report Cards)	2029 (From 2028 Report Cards)
Elementary/Middle	School Climate	The percent of School Climate points earned on the state report card will reach 81% by 2029.	76.0%	77.0%	78.0%	79.0%	80.0%	81.0%
Actual Data				79.6%				

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement the new Lexington One Instructional Framework and Graduate Profile	July 2024-June 2029	School Leadership Team	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 57% by 2029.	52.0%	53.0%	54.0%	55.0%	56.0%	57.0%
Actual Data				41.9%				

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement the new Lexington One Instructional Framework and Graduate Profile	July 2024-June 2029	School Leadership Team	NA	NA	-Implementation Monitoring Tool Data -Classroom Observation Data
Use the curriculum and assessments as outlined in the District's Curriculum Management, Assessment Plans and Instructional Technology Plans.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Closer alignment of written, taught, and assessed curriculum -Increase in questioning and critical thinking on classroom observation tool. - Increase in satisfaction as assessed on relevant areas of the SCDE climate survey
Implement practices and structures that improve student access to quality instructional programming and the support necessary to fully take advantage of those opportunities.					
Implement district gifted and talented systems and structures related to preparation, identification, and delivery models to include the necessary support students may need to be successful.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Increase in those who are identified by Grade 5 (for elementary schools ONLY) - Increase in the number of student work samples that meet multiple attributes of powerful learning experiences - Increase in the number of students who remain in G/T coursework through middle school (for middle schools ONLY)

Level	Area	Goal	2024 GT Survey	2025 GT Survey	2026 GT Survey	2027 GT Survey	2028 GT Survey	2029 GT Survey
Elementary/Middle	Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	4.90	4.90	4.95	5.00	5.05	5.10
Actual Data				4.90				

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)