

School Renewal Plan Cover Page

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

School Name:	Beechwood Middle
SIDN:	3201071
Plan Submission:	School utilizes Cognia
Grade Span:	6 To 8
District:	Lexington 1
Address 1:	1340 Highway 378
Address 2:	
City:	Lexington, SC
Zip Code:	29072
School Renewal Plan Contact Person:	Leah Sarantopoulos
School Plan Contact Phone:	803-821-5700
School Plan E-mail Address:	lsarantopoulos@lexington1.net

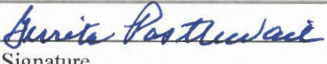
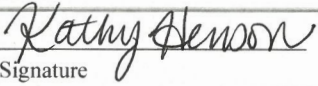
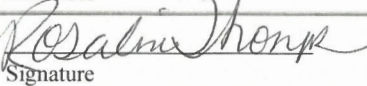
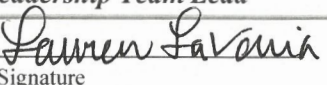
Required Signature Page

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

Superintendent		
<u>Dr. Gerrita Postlewait</u> Printed Name	 Signature	<u>3-27-25</u> Date
Principal		
<u>Leah Sarantopoulos</u> Printed Name	 Signature	<u>2/20/25</u> Date
Chairperson, District Board of Trustees		
<u>Kathryn W. Henson</u> Printed Name	 Signature	<u>4/1/25</u> Date
Chairperson, School Improvement Council		
<u>Rosalind Thompson</u> Printed Name	 Signature	<u>2/25/2025</u> Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Lauren Lavenia</u> Printed Name	 Signature	<u>2-25-25</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	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	Leah Sarantopoulos
2.	Teacher	Clay Kemerer
3.	Parent/Guardian	Margaret Asare
4.	Community Member	Amber Conger
5.	Paraprofessional	Keshia Wise
6.	School Improvement Council Member	Rosalind Thompson
7.	Read to Succeed Reading Coach	Debra Fischer
8.	School Read To Succeed Literacy Leadership Team Lead	Lauren Lavenia
9.	School Read To Succeed Literacy Leadership Team Member	Adina Wilson
	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 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 (Include the SBE Regulation number to be waived)	
6. Other (Include the SBE Regulation number to be waived)	



LEXINGTON SCHOOL DISTRICT ONE

Beechwood 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:

[Beechwood Middle School Report Card](#)

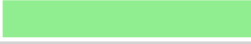
	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Beechwood Middle School	Number of Students
ELA	23-24	All	All	67.6%		(681 / 1007)
		ELL	Not ELL	68.5%		(677 / 988)
			ELL	21.1%		(4 / 19)
		Gender	Female	70.0%		(347 / 496)
			Male	65.4%		(334 / 511)
		InstrSetting	Not Special Ed	73.0%		(672 / 921)
			Special Ed	10.5%		(9 / 86)
		Race	Black / Latinx	58.2%		(85 / 146)
			White / Other	69.2%		(596 / 861)
	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	23-24	All	All	47.7%		(480 / 1007)
		ELL	Not ELL	48.4%		(478 / 988)
			ELL	10.5%		(2 / 19)
		Gender	Female	44.0%		(218 / 496)
			Male	51.3%		(262 / 511)
		InstrSetting	Not Special Ed	51.6%		(475 / 921)
			Special Ed	5.8%		(5 / 86)
		Race	Black / Latinx	33.6%		(49 / 146)
			White / Other	50.1%		(431 / 861)
	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	%	iReady Meeting or Exceeding Stretch Growth TargetBeechwood Middle School	Number of Students
Math	23-24	All	All	18.4%		(182 / 987)
		ELL	Not ELL	18.3%		(174 / 951)
			ELL	22.2%		(8 / 36)
		Gender	Female	17.7%		(86 / 486)
			Male	19.2%		(96 / 501)
		InstrSetting	Not Special Ed	19.2%		(173 / 899)
			Special Ed	10.2%		(9 / 88)
		Race	Black / Latinx	12.9%		(18 / 140)
			White / Other	19.4%		(164 / 847)
	22-23	All	All	16.3%		(158 / 971)
		ELL	Not ELL	16.3%		(152 / 935)
			ELL	16.7%		(6 / 36)
		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 TargetBeechwood Middle School	Number of Students
Reading	23-24	All	All	22.5%		(222 / 986)
		ELL	Not ELL	23.1%		(219 / 949)
			ELL	8.1%		(3 / 37)
		Gender	Female	21.5%		(104 / 484)
			Male	23.5%		(118 / 502)
		InstrSetting	Not Special Ed	23.4%		(210 / 899)
			Special Ed	13.8%		(12 / 87)
		Race	Black / Latinx	15.0%		(21 / 140)
			White / Other	23.8%		(201 / 846)
	22-23	All	All	23.8%		(230 / 965)
		ELL	Not ELL	22.9%		(213 / 930)
			ELL	48.6%		(17 / 35)
		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 of students passing the EOCEP test for Beechwood Middle School	Number of Students
Algebra 1	23-24	All	All	93.7%		(149 / 159)
		ELL	Not ELL	93.7%		(149 / 159)
		Gender	Female	93.1%		(67 / 72)
			Male	94.3%		(82 / 87)
		InstrSetting	Not Special Ed	93.7%		(148 / 158)
			Special Ed	100.0%		(1 / 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	%	Percent Enrolled in one or more courses at the grouped level Beechwood Middle School	Number of Students
Accelerated/ Eagles	23-24	All	All	39.2%		(412 / 1052)
		ELL	Not ELL	38.5%		(374 / 971)
			ELL	46.9%		(38 / 81)
		Gender	Female	40.7%		(212 / 521)
			Male	37.7%		(200 / 531)
		InstrSetting	Not Special Ed	43.0%		(411 / 955)
			Special Ed	1.0%		(1 / 97)
		Race	Black / Latinx	25.0%		(46 / 184)
			White / Other	42.2%		(366 / 868)
	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	23-24	All	All	18.7%		(197 / 1052)
		ELL	Not ELL	19.3%		(187 / 971)
			ELL	12.3%		(10 / 81)
		Gender	Female	17.7%		(92 / 521)
			Male	19.8%		(105 / 531)
		InstrSetting	Not Special Ed	20.4%		(195 / 955)
			Special Ed	2.1%		(2 / 97)
		Race	Black / Latinx	13.6%		(25 / 184)
			White / Other	19.8%		(172 / 868)
	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	23-24	All	All	14.2%		(149 / 1053)
		ELL	Not ELL	14.2%		(144 / 1011)
			ELL	11.9%		(5 / 42)
		Gender	Female	15.3%		(80 / 522)
			Male	13.0%		(69 / 531)
		InstrSetting	Not Special Ed	13.5%		(129 / 955)
			Special Ed	20.4%		(20 / 98)
		Race	Black / Latinx	16.3%		(30 / 184)
			White / Other	13.7%		(119 / 869)
	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	23-24	All	All	37.5%		(395 / 1052)
		ELL	Not ELL	37.8%		(382 / 1010)
			ELL	31.0%		(13 / 42)
		Gender	Female	27.3%		(142 / 521)
			Male	47.6%		(253 / 531)
		InstrSetting	Not Special Ed	37.1%		(354 / 955)
			Special Ed	42.3%		(41 / 97)
		Race	Black / Latinx	49.1%		(79 / 161)
			White / Other	35.5%		(316 / 891)
	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	23-24	All	All	10.6%		(111 / 1052)
		ELL	Not ELL	10.5%		(106 / 1010)
			ELL	11.9%		(5 / 42)
		Gender	Female	7.3%		(38 / 521)
			Male	13.7%		(73 / 531)
		InstrSetting	Not Special Ed	9.8%		(94 / 955)
			Special Ed	17.5%		(17 / 97)
		Race	Black / Latinx	14.3%		(23 / 161)
			White / Other	9.9%		(88 / 891)
	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	23-24	All	All	8.0%		(84 / 1052)
		ELL	Not ELL	7.9%		(80 / 1010)
			ELL	9.5%		(4 / 42)
		Gender	Female	5.0%		(26 / 521)
			Male	10.9%		(58 / 531)
		InstrSetting	Not Special Ed	7.3%		(70 / 955)
			Special Ed	14.4%		(14 / 97)
		Race	Black / Latinx	14.9%		(24 / 161)
			White / Other	6.7%		(60 / 891)
	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

Goal Area	Goal	2024 Baseline	2025
Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 68.1% by 2029.	58.1%	58.6%
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%	33.8%
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%	42.6%
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 80% by 2029.	75.0%	68.9%
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	3.48

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

Student Achievement Primary School (K - 2) Student Elementary/ Middle School (3 - 8) Student High School (9 - 12) Student	• 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? Beechwood Middle School (BMS) 8th grade students who scored "Exceeding" on SC Ready ELA increased by 5% from 2023-24. As a school, the percentage of students who achieved "Meeting or Exceeding" was 68.4%, which is 8.9% higher than the district and 14.3% higher than the state. We are also proud that we increased the percentage of our MLL students who were "Meeting" standards by 10% when compared to 2022-23. The overall percentage of BMS students who scored meeting or exceeding expectations on SC Ready Math in 2023-24 was 48.1%, an increase of 0.9% from the prior year. This is 0.4% higher than the district and 5.3% 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 2023-24 SCReady scores exceeds those of the district and state. Beechwood Middle School's mid-year review indicated that our students are demonstrating growth in both math and ELA. The percentage of students who already met their ELA typical growth from fall to winter was 49%, with the median student 83% of the way towards meeting their annual growth for the year. The percentage of students who already met their typical growth for math from fall to winter 38%, with the median student 67% of the way towards meeting their annual growth for the year. Our mid-year pulse check survey reflects that 81% 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. An area of growth rests in the "Student Progress" measure that is found on the SCDE Report Card. Beechwood earned 12/35 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 the intentional use of the backwards design process as a foundation to deepen the implementation of teacher-led small-group instruction that is data-informed continues to be an area of focus to support positive achievement outcomes. This is supported through our ongoing professional learning and regular feedback to our teachers based
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Executive Summary of Needs Assessment Data Findings

	on informal learning walks.
Teacher/Administrator Quality	• 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? BMS prides itself on hiring and retaining highly qualified teachers who are dedicated to growing professionally. Based on the 2023-24 BMS SC School Report Card data, the teacher attendance rate is 93.2% and our teacher retention rate is 80.9%. 90.7% of teachers and 85.2% of students reported satisfaction with the learning environment at BMS. 93.2% of teachers and 86.9% of students reported being satisfied with our social and physical environment. An area of growth is the teachers' perception of the rules for behavior being enforced, which was rated 69.3% on the survey. To address this, the leadership team collaborates weekly to review disciplinary referrals and calibrate across the consequences to ensure they are consistently applied across students and grade levels. Additionally, the BMS administrative team met with grade level groups to gather insights related to the perceptions and provide clarity around assigned consequences. Our mid-year pulse check survey data showed that most teachers (68%) of students behave well in the hallways, in the lunchroom, and on school grounds and 63% believe students behave well in class. 98% of teachers report that they feel safe at school before, and after school hours, and 95% feel safe during the school day. We will continue to provide targeted professional learning opportunities that support teacher needs to increase the student engagement and ownership of learning, 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 and continue to calibrate disciplinary decisions across the administrative team to support consistency.

Executive Summary of Needs Assessment Data Findings

School Climate	• 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? 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: • 90.7% of teachers, 85.2% of students, and 87.8% of parents surveyed are satisfied with the learning environment • 93.2% of teachers, 86.9% of students, and 87.2% of parents surveyed are satisfied with the social and physical environment • 94.7% of teachers, 95% of students, and 88.2% of parents surveyed are satisfied with home-school relations An area of growth is increasing the percentage of students who feel their classes are interesting and fun, which was rated 58% on the 20223-24 SCDE survey. Beechwood Middle School scored "Good" on the 2023-24 SCDE School Report Card for "School Climate." and exceeded district and state scores in this category. We will focus on student engagement and a sense of belonging for our students through our instructional and advocacy programs.
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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.)				58.6%				
Actual Data (Progress)				33.8%				

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)				3.48				

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 80% by 2029.	75.0%	76.0%	77.0%	78.0%	79.0%	80.0%
Actual Data				68.9%				

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 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				42.6%				

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 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)