

School Renewal Plan Cover Page

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

School Name:	Carolina Springs Middle
SIDN:	3201063
Plan Submission:	School utilizes Cognia
Grade Span:	6 To 8
District:	Lexington 1
Address 1:	6180 Platt Springs Road
Address 2:	
City:	Lexington, SC
Zip Code:	29073
School Renewal Plan Contact Person:	Dr. Patrice Green
School Plan Contact Phone:	803-821-4901
School Plan E-mail Address:	pgreen@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

<i>Superintendent</i>		
<u>Dr. Geritta Postlewait</u> Printed Name	<u><i>Geritta Postlewait</i></u> Signature	<u>3-27-25</u> Date
<i>Principal</i>		
<u>Dr. Patrice Green</u> Printed Name	<u><i>Patrice M. Green</i></u> Signature	<u>2/19/25</u> Date
<i>Chairperson, District Board of Trustees</i>		
<u>Kathryn W. Henson</u> Printed Name	<u><i>Kathryn Henson</i></u> Signature	<u>4/1/25</u> Date
<i>Chairperson, School Improvement Council</i>		
<u>Yolonda A. Hannah</u> Printed Name	<u><i>Yolonda A. Hannah</i></u> Signature	<u>2/20/25</u> Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Tiffany Young-Williams</u> Printed Name	<u><i>Tiffany Young-Williams</i></u> Signature	<u>2/19/25</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	<p>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.</p>
N/A	<p>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.</p>
N/A	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>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.</p>

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. Patrice Green
2.	Teacher	Sonora Williams
3.	Parent/Guardian	Nicole Spensley
4.	Community Member	Mark Rouse
5.	Paraprofessional	Julia Monaco
6.	School Improvement Council Member	Yolonda Hannah
7.	Read to Succeed Reading Coach	Jessica Chandler
8.	School Read To Succeed Literacy Leadership Team Lead	Tiffany Young-Williams
9.	School Read To Succeed Literacy Leadership Team Member	Stephanie Gregory
<p>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</p>		

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 Waiver 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

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

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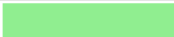
















Per State Board of Education (SBE) Regulation 43-261:(A)(6)(a), the annual needs assessment will provide a focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status 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:

[Carolina Springs Middle School Report Card](#)


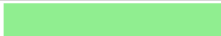

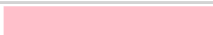






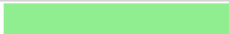

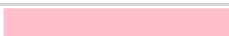





	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Carolina Springs Middle School	Number of Students
ELA	23-24	All	All	49.1%		(388 / 791)
		ELL	Not ELL	50.4%		(383 / 760)
			ELL	16.1%		(5 / 31)
		Gender	Female	53.9%		(212 / 393)
			Male	44.2%		(176 / 398)
		InstrSetting	Not Special Ed	56.2%		(373 / 664)
			Special Ed	11.8%		(15 / 127)
		Race	Black / Latinx	38.3%		(130 / 339)
	White / Other		57.1%		(258 / 452)	
	22-23	All	All	50.7%		(441 / 869)
		ELL	Not ELL	51.2%		(438 / 855)
			ELL	21.4%		(3 / 14)
		Gender	Female	53.6%		(232 / 433)
			Male	47.9%		(209 / 436)
		InstrSetting	Not Special Ed	57.7%		(435 / 754)
			Special Ed	5.2%		(6 / 115)
Race		Black / Latinx	37.9%		(127 / 335)	
	White / Other	58.8%		(314 / 534)		

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Carolina Springs Middle School	Number of Students
Math	23-24	All	All	32.4%		(256 / 791)
		ELL	Not ELL	33.4%		(254 / 760)
			ELL	6.5%		(2 / 31)
		Gender	Female	31.3%		(123 / 393)
			Male	33.4%		(133 / 398)
		InstrSetting	Not Special Ed	37.5%		(249 / 664)
			Special Ed	5.5%		(7 / 127)
		Race	Black / Latinx	24.8%		(84 / 339)
	White / Other		38.1%		(172 / 452)	
	22-23	All	All	30.5%		(265 / 868)
		ELL	Not ELL	30.8%		(263 / 854)
			ELL	14.3%		(2 / 14)
		Gender	Female	29.0%		(125 / 431)
			Male	32.0%		(140 / 437)
InstrSetting		Not Special Ed	34.4%		(259 / 753)	
		Special Ed	5.2%		(6 / 115)	
Race		Black / Latinx	23.4%		(78 / 334)	
	White / Other	35.0%		(187 / 534)		

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth Target Carolina Springs Middle School	Number of Students
Math	23-24	All	All	13.9%		(103 / 742)
		ELL	Not ELL	13.7%		(94 / 687)
			ELL	16.4%		(9 / 55)
		Gender	Female	14.0%		(52 / 372)
			Male	13.8%		(51 / 370)
		InstrSetting	Not Special Ed	14.6%		(91 / 622)
			Special Ed	10.0%		(12 / 120)
		Race	Black / Latinx	11.7%		(36 / 308)
	White / Other		15.4%		(67 / 434)	
	22-23	All	All	18.0%		(151 / 837)
		ELL	Not ELL	18.4%		(146 / 794)
			ELL	11.6%		(5 / 43)
		Gender	Female	17.5%		(72 / 411)
			Male	18.5%		(79 / 426)
InstrSetting		Not Special Ed	18.5%		(133 / 720)	
		Special Ed	15.4%		(18 / 117)	
Race		Black / Latinx	18.5%		(60 / 325)	
	White / Other	17.8%		(91 / 512)		

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth Target Carolina Springs Middle School	Number of Students
Reading	23-24	All	All	19.2%		(142 / 740)
		ELL	Not ELL	19.3%		(132 / 684)
			ELL	17.9%		(10 / 56)
		Gender	Female	20.6%		(77 / 373)
			Male	17.7%		(65 / 367)
		InstrSetting	Not Special Ed	19.1%		(118 / 619)
			Special Ed	19.8%		(24 / 121)
		Race	Black / Latinx	16.6%		(51 / 308)
	White / Other		21.1%		(91 / 432)	
	22-23	All	All	17.1%		(143 / 835)
		ELL	Not ELL	17.0%		(135 / 794)
			ELL	19.5%		(8 / 41)
		Gender	Female	16.3%		(67 / 410)
			Male	17.9%		(76 / 425)
		InstrSetting	Not Special Ed	17.3%		(124 / 718)
			Special Ed	16.2%		(19 / 117)
Race		Black / Latinx	13.0%		(42 / 323)	
	White / Other	19.7%		(101 / 512)		



















	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Carolina Springs Middle School	Number of Students
Algebra 1	23-24	All	All	97.6%		(83 / 85)
		ELL	Not ELL	97.6%		(83 / 85)
		Gender	Female	97.6%		(40 / 41)
			Male	97.7%		(43 / 44)
		InstrSetting	Not Special Ed	97.6%		(82 / 84)
			Special Ed	100.0%		(1 / 1)
	22-23	All	All	94.9%		(74 / 78)
		ELL	Not ELL	94.9%		(74 / 78)
		Gender	Female	92.7%		(38 / 41)
			Male	97.3%		(36 / 37)
		InstrSetting	Not Special Ed	94.9%		(74 / 78)
		Race	Black / Latinx	50.0%		(1 / 2)
			White / Other	50.0%		(1 / 2)



















	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Carolina Springs Middle School	Number of Students
Accelerated/ Eagles	23-24	All	All	22.3%		(193 / 865)
		ELL	Not ELL	23.2%		(181 / 780)
			ELL	14.1%		(12 / 85)
		Gender	Female	23.1%		(98 / 425)
			Male	21.6%		(95 / 440)
		InstrSetting	Not Special Ed	26.4%		(188 / 713)
			Special Ed	3.3%		(5 / 152)
		Race	Black / Latinx	16.1%		(65 / 404)
	White / Other		27.8%		(128 / 461)	
	22-23	All	All	24.5%		(235 / 959)
		ELL	Not ELL	24.0%		(215 / 897)
			ELL	32.3%		(20 / 62)
		Gender	Female	24.8%		(116 / 468)
			Male	24.2%		(119 / 491)
		InstrSetting	Not Special Ed	28.4%		(231 / 812)
			Special Ed	2.7%		(4 / 147)
Race		Black / Latinx	17.1%		(72 / 420)	
	White / Other	30.2%		(163 / 539)		

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Carolina Springs Middle School	Number of Students
Honors	23-24	All	All	14.0%		(121 / 865)
		ELL	Not ELL	13.7%		(107 / 780)
			ELL	16.5%		(14 / 85)
		Gender	Female	15.8%		(67 / 425)
			Male	12.3%		(54 / 440)
		InstrSetting	Not Special Ed	16.5%		(118 / 713)
			Special Ed	2.0%		(3 / 152)
		Race	Black / Latinx	9.2%		(37 / 404)
	White / Other		18.2%		(84 / 461)	
	22-23	All	All	12.0%		(115 / 959)
		ELL	Not ELL	12.3%		(110 / 897)
			ELL	8.1%		(5 / 62)
		Gender	Female	15.0%		(70 / 468)
			Male	9.2%		(45 / 491)
InstrSetting		Not Special Ed	14.2%		(115 / 812)	
	Special Ed	0.0%		(0 / 147)		
Race	Black / Latinx	9.5%		(40 / 420)		
	White / Other	13.9%		(75 / 539)		

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Carolina Springs Middle School	Number of Students
Chronic Absences	23-24	All	All	23.1%		(200 / 867)
		ELL	Not ELL	23.5%		(188 / 800)
			ELL	17.9%		(12 / 67)
		Gender	Female	21.5%		(92 / 427)
			Male	24.5%		(108 / 440)
		InstrSetting	Not Special Ed	20.9%		(149 / 713)
			Special Ed	33.1%		(51 / 154)
		Race	Black / Latinx	22.7%		(92 / 406)
	White / Other		23.4%		(108 / 461)	
	22-23	All	All	22.4%		(215 / 961)
		ELL	Not ELL	22.2%		(203 / 913)
			ELL	25.0%		(12 / 48)
		Gender	Female	22.3%		(105 / 470)
			Male	22.4%		(110 / 491)
		InstrSetting	Not Special Ed	20.7%		(168 / 812)
			Special Ed	31.5%		(47 / 149)
		Race	Black / Latinx	20.4%		(86 / 422)
	White / Other		23.9%		(129 / 539)	

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Carolina Springs Middle School	Number of Students
Referrals	23-24	All	All	49.5%		(428 / 865)
		ELL	Not ELL	49.1%		(392 / 798)
			ELL	53.7%		(36 / 67)
		Gender	Female	38.6%		(164 / 425)
			Male	60.0%		(264 / 440)
		InstrSetting	Not Special Ed	48.1%		(343 / 713)
			Special Ed	55.9%		(85 / 152)
		Race	Black / Latinx	58.0%		(217 / 374)
	White / Other		43.0%		(211 / 491)	
	22-23	All	All	49.9%		(479 / 959)
		ELL	Not ELL	49.7%		(453 / 911)
			ELL	54.2%		(26 / 48)
		Gender	Female	41.9%		(196 / 468)
			Male	57.6%		(283 / 491)
		InstrSetting	Not Special Ed	49.3%		(400 / 812)
			Special Ed	53.7%		(79 / 147)
Race		Black / Latinx	60.9%		(235 / 386)	
	White / Other	42.6%		(244 / 573)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Carolina Springs Middle School	Number of Students
In School Suspensions	23-24	All	All	18.4%		(159 / 865)
		ELL	Not ELL	18.4%		(147 / 798)
			ELL	17.9%		(12 / 67)
		Gender	Female	13.2%		(56 / 425)
			Male	23.4%		(103 / 440)
		InstrSetting	Not Special Ed	16.5%		(118 / 713)
			Special Ed	27.0%		(41 / 152)
		Race	Black / Latinx	24.6%		(92 / 374)
	White / Other		13.6%		(67 / 491)	
	22-23	All	All	20.0%		(192 / 959)
		ELL	Not ELL	20.4%		(186 / 911)
			ELL	12.5%		(6 / 48)
		Gender	Female	15.0%		(70 / 468)
			Male	24.8%		(122 / 491)
		InstrSetting	Not Special Ed	18.8%		(153 / 812)
			Special Ed	26.5%		(39 / 147)
Race		Black / Latinx	27.5%		(106 / 386)	
	White / Other	15.0%		(86 / 573)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Carolina Springs Middle School	Number of Students
Out of School Suspensions	23-24	All	All	16.2%		(140 / 865)
		ELL	Not ELL	16.9%		(135 / 798)
			ELL	7.5%		(5 / 67)
		Gender	Female	11.1%		(47 / 425)
			Male	21.1%		(93 / 440)
		InstrSetting	Not Special Ed	15.1%		(108 / 713)
			Special Ed	21.1%		(32 / 152)
		Race	Black / Latinx	21.7%		(81 / 374)
	White / Other		12.0%		(59 / 491)	
	22-23	All	All	18.6%		(178 / 959)
		ELL	Not ELL	18.7%		(170 / 911)
			ELL	16.7%		(8 / 48)
		Gender	Female	13.5%		(63 / 468)
			Male	23.4%		(115 / 491)
		InstrSetting	Not Special Ed	17.4%		(141 / 812)
			Special Ed	25.2%		(37 / 147)
Race		Black / Latinx	28.2%		(109 / 386)	
	White / Other	12.0%		(69 / 573)		

Executive Summary of Needs Assessment Data Findings

School Name: Carolina Springs 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 54.35% by 2029.	44.4%	44.2%
Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 54.2% by 2029.	44.2%	36.1%
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 50.5% by 2029.	45.5%	36.5%
Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	4.50	4.50
School Climate	The percent of School Climate points earned on the state report card will reach 61.% by 2029.	56.0%	66.5%
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	2.83

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>Mid-year academic progress at CSMS reflects positive momentum in both reading and math. The percentage of students meeting stretch growth in reading increased from 11.7% at MOY in 2023-2024 to 14% this year, a 2.3 percentage-point gain. While this progress is encouraging, we are striving to reach our EOY goal of 27.8%, requiring a 13.8 percentage-point increase—an achievable target based on last year’s growth trend. Similarly, in math, 8.6% of students have met stretch growth at MOY, up from 6% last year, marking a 2.6 percentage-point improvement. To meet the EOY goal of 20.5%, a focused effort on targeted interventions and instructional alignment will be essential. Strengths within our Response to Intervention (RTI) framework include serving 179 students through Tier 3 interventions, fostering strong student relationships, implementing creative scheduling for reading support, and leveraging data-driven instruction. However, growth areas remain, such as strengthening a “growth mindset” among students and staff, improving the capacity for standards-based learning targets, and increasing the ability to accept and incorporate feedback. To further enhance student success, we are prioritizing the improvement of Tier 1 and Tier 2 instruction through collaborative planning and Student Support Teams. By sustaining strategic actions, CSMS is on track to meet its ambitious growth goals.</p>
<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>The mid-year review and staff pulse check survey data indicate a 1% increase in certified staff perceptions of teaching and learning from the beginning of the year (BOY) to mid-year (MY), with improvements of 3.4%, N/A, and 4.4%. This positive change is attributed to the Husky Walk, where structured feedback from administrators, teacher leaders, and content coordinators played a key role. In addition, specific weekly and biweekly communication has supported this growth. To further strengthen this momentum, we have implemented and will continue to expand initiatives such as Student Support Teams (SST), including monthly data-driven</p>

Executive Summary of Needs Assessment Data Findings

	<p>meetings with the 6th-grade team to review academic and behavioral data. These teams provide teachers with targeted, evidence-based strategies for reading and math improvement, alongside a progress-monitoring system to track and refine classroom interventions. Furthermore, we have introduced ongoing professional development focused on enhancing Tier 1 and Tier 2 interventions, ensuring alignment between classroom practices and RTI strategies to support differentiated learning and student engagement. These efforts are foundational to our priority area of continuing to strengthen teacher support and improve teaching practices school-wide.</p>
<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>From January 2024 to January 2025, CSMS achieved a significant reduction in level one discipline referrals, cutting them in half. This was part of a broader initiative that included implementing quarterly incentives and enhancing parent communication regarding student grades and behavior. Procedures were put in place to notify parents at the interim, quarter, and semester marks about any failing grades, promoting stronger involvement and support. The school has also placed a strong emphasis on AVID and the Lexington 1 Graduate Profile, specifically focusing on fostering qualities of kindness, resilience, and personal responsibility. These values are reinforced through initiatives like Huskies IMPACK and character education. Currently, quarterly incentives are provided, with plans to expand to interim incentives as well. CSMS has also enhanced parent engagement efforts through the School Improvement Council and parent education initiatives, including events like Fall for Reading Night. Looking ahead, the school will implement its first Huskies Read Week and Testing Pep Rally, continuing to build on its commitment to student success and community involvement.</p>

Location: Carolina Springs 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 54.35% by 2029.	44.35%	46.4%	48.4%	50.4%	52.4%	54.4%
Elementary/Middle	Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 54.2% by 2029.	44.20%	46.20%	48.20%	50.20%	52.20%	54.20%
Actual Data (Academic Ach.)				44.2%				
Actual Data (Progress)				36.1%				

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)				2.83				

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 61.% by 2029.	56.0%	57.0%	58.0%	59.0%	60.0%	61.0%
Actual Data				66.5%				

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 50.5% by 2029.	45.5%	46.5%	47.5%	48.5%	49.5%	50.5%
Actual Data				36.5%				

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 agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	4.50	4.50	4.55	4.60	4.65	4.70
Actual Data				4.50				

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)