



LEXINGTON SCHOOL DISTRICT ONE

Pleasant Hill Middle School 2024 - 2025 Strategic Plan

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	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Pleasant Hill Middle School	Number of Students
ELA	22-23	All	All	68.2%		(516 / 757)
		ELL	Not ELL	68.8%		(514 / 747)
			ELL	20.0%		(2 / 10)
		Gender	Female	71.0%		(267 / 376)
			Male	65.4%		(249 / 381)
		InstrSetting	Not Special Ed	72.9%		(509 / 698)
			Special Ed	11.9%		(7 / 59)
		Race	Black / Latinx	45.7%		(75 / 164)
			White / Other	74.4%		(441 / 593)


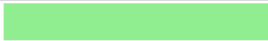







	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Pleasant Hill Middle School	Number of Students
Math	22-23	All	All	47.4%		(359 / 758)
		ELL	Not ELL	47.7%		(357 / 748)
			ELL	20.0%		(2 / 10)
		Gender	Female	45.2%		(170 / 376)
			Male	49.5%		(189 / 382)
		InstrSetting	Not Special Ed	50.9%		(356 / 699)
			Special Ed	5.1%		(3 / 59)
		Race	Black / Latinx	28.5%		(47 / 165)
White / Other	52.6%			(312 / 593)		










	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Pleasant Hill Middle School	Number of Students
Science	22-23	All	All	51.6%		(128 / 248)
		ELL	Not ELL	52.0%		(128 / 246)
			ELL	0.0%		(0 / 2)
		Gender	Female	51.5%		(53 / 103)
			Male	51.7%		(75 / 145)
		InstrSetting	Not Special Ed	55.4%		(128 / 231)
			Special Ed	0.0%		(0 / 17)
		Race	Black / Latinx	34.0%		(16 / 47)
White / Other	55.7%			(112 / 201)		

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Pleasant Hill Middle School	Number of Students
Algebra 1	22-23	All	All	99.0%		(104 / 105)
		ELL	Not ELL	99.0%		(103 / 104)
			ELL	100.0%		(1 / 1)
		Gender	Female	100.0%		(52 / 52)
			Male	98.1%		(52 / 53)
		InstrSetting	Not Special Ed	99.0%		(104 / 105)
		Race	Black / Latinx	100.0%		(1 / 1)







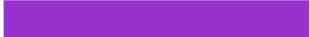

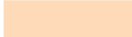
	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth Target Pleasant Hill Middle School	Number of Students
Math	22-23	All	All	16.8%		(120 / 716)
		ELL	ELL	24.1%		(7 / 29)
			Not ELL	16.4%		(113 / 687)
		Gender	Female	14.6%		(52 / 357)
			Male	18.9%		(68 / 359)
		InstrSetting	Not Special Ed	17.4%		(116 / 665)
			Special Ed	7.8%		(4 / 51)
		Race	Black / Latinx	16.2%		(25 / 154)
			White / Other	16.9%		(95 / 562)










	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth Target Pleasant Hill Middle School	Number of Students
Reading	22-23	All	All	18.8%		(135 / 719)
		ELL	ELL	20.7%		(6 / 29)
			Not ELL	18.7%		(129 / 690)
		Gender	Female	20.7%		(75 / 362)
			Male	16.8%		(60 / 357)
		InstrSetting	Not Special Ed	19.3%		(129 / 668)
			Special Ed	11.8%		(6 / 51)
		Race	Black / Latinx	18.8%		(29 / 154)
			White / Other	18.8%		(106 / 565)










	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Pleasant Hill Middle School	Number of Students
Accelerated/ Eagles	22-23	All	All	37.1%		(291 / 784)
		ELL	Not ELL	37.1%		(274 / 739)
			ELL	37.8%		(17 / 45)
		Gender	Female	39.2%		(152 / 388)
			Male	35.1%		(139 / 396)
		InstrSetting	Not Special Ed	40.5%		(291 / 719)
			Special Ed	0.0%		(0 / 65)
		Race	Black / Latinx	21.9%		(46 / 210)
			White / Other	42.7%		(245 / 574)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Pleasant Hill Middle School	Number of Students
Honors	22-23	All	All	18.6%		(146 / 784)
		ELL	Not ELL	18.5%		(137 / 739)
			ELL	20.0%		(9 / 45)
		Gender	Female	19.8%		(77 / 388)
			Male	17.4%		(69 / 396)
		InstrSetting	Not Special Ed	20.2%		(145 / 719)
			Special Ed	1.5%		(1 / 65)
		Race	Black / Latinx	16.2%		(34 / 210)
			White / Other	19.5%		(112 / 574)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Pleasant Hill Middle School	Number of Students
Chronic Absences	22-23	All	All	10.5%		(82 / 784)
		ELL	Not ELL	9.7%		(73 / 753)
			ELL	29.0%		(9 / 31)
		Gender	Female	9.3%		(36 / 388)
			Male	11.6%		(46 / 396)
		InstrSetting	Not Special Ed	10.0%		(72 / 719)
			Special Ed	15.4%		(10 / 65)
		Race	Black / Latinx	16.2%		(34 / 210)
			White / Other	8.4%		(48 / 574)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pleasant Hill Middle School	Number of Students
Referrals	22-23	All	All	29.0%		(227 / 784)
		ELL	Not ELL	28.6%		(215 / 753)
			ELL	38.7%		(12 / 31)
		Gender	Female	18.6%		(72 / 388)
			Male	39.1%		(155 / 396)
		InstrSetting	Not Special Ed	26.6%		(191 / 719)
			Special Ed	55.4%		(36 / 65)
		Race	Black / Latinx	46.9%		(83 / 177)
			White / Other	23.7%		(144 / 607)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pleasant Hill Middle School	Number of Students
In School Suspensions	22-23	All	All	6.6%		(52 / 784)
		ELL	Not ELL	6.8%		(51 / 753)
			ELL	3.2%		(1 / 31)
		Gender	Female	2.6%		(10 / 388)
			Male	10.6%		(42 / 396)
		InstrSetting	Not Special Ed	5.8%		(42 / 719)
			Special Ed	15.4%		(10 / 65)
		Race	Black / Latinx	9.6%		(17 / 177)
			White / Other	5.8%		(35 / 607)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pleasant Hill Middle School	Number of Students
Out of School Suspensions	22-23	All	All	7.4%		(58 / 784)
		ELL	Not ELL	7.4%		(56 / 753)
			ELL	6.5%		(2 / 31)
		Gender	Female	2.8%		(11 / 388)
			Male	11.9%		(47 / 396)
		InstrSetting	Not Special Ed	5.7%		(41 / 719)
			Special Ed	26.2%		(17 / 65)
		Race	Black / Latinx	12.4%		(22 / 177)
			White / Other	5.9%		(36 / 607)

Executive Summary of Needs Assessment Data Findings

School Name: **Pleasant Hill Middle School**

<i>Goal Area</i>	<i>Goal</i>	2024 Baseline
Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 68.79% by 2029.	58.8%
Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 66.4% by 2029.	56.4%
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 40.7% by 2029.	35.7%
Gifted and Talented (Other)	Overall survey response percentage of either "somewhat agree," "agree," or "strongly agree" on the Lexington 1 Gifted and Talented Student Survey will increase to TBD by 2029.	TBD
School Climate	The percent of School Climate points earned on the state report card will reach 60.% by 2029.	55.0%
Teacher and Administrator Quality	Increase the cumulative average of teachers' composite score on the SC Teaching Standards 4.0 rubric from 3.0 to 3.5 by 2029. (Observation protocols will be reevaluated and calibrated in the 24-25 school year in order to obtain accurate baseline data.)	3.00

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

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for districts and schools data:

<http://ed.sc.gov/data/report-cards/state-report-cards/>

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

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>	<p>Pleasant Hill Middle School scored in the excellent range for academic achievement in 2022-2023. Our students continue to perform well on SCReady state tests compared to district and state ratings, although we will continue to strive for improvement. Based on the 2022-2023 SCDE school report card, the overall percentage of students who scored Meets or Exceeds on SCReady ELA increased from 61.8% to 68.9% and increased in Math from 44.4% to 48.2%. While these scores exceed the state and district scores, we recognize that there is an area for growth in both areas. On SCPass for 6th Grade Science, 51.7% of PHMS students scored Meets or Exceeds, a decrease from 63.1% in the previous year.</p> <p>After further evaluation of our school data, PHMS identified the need to improve our MTSS process in academic and behavior areas by using data to address interventions in real time. We believe that if we use formative data in classes to monitor and adjust instructional practices, then we can ensure that student learning is on target with standards and that we will impact student achievement positively.</p> <p>PHMS has continued to provide students with a personalized pathway to standard mastery in both ELA and Math. This opportunity does not replace CORE instruction but provides supplementary support to students during their advocacy time two days a week. To monitor the implementation of this supplementary resource and to support closing the identified instructional gaps on high stakes assessments, we set multiple goals with students and staff around the usage of this resource. We then track student usage and reward students on a consistent basis for meeting their goals for growth.</p> <p>Additionally, to support students in reaching their academic growth goals, PHMS is working to ensure students know and understand the relevance of iReady diagnostic and progress monitoring, connection of formative and summative assessments, and the need to follow behavior expectations.</p>
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Executive Summary of Needs Assessment Data Findings

Teacher/Administrator Quality	<p>After reviewing school wide data, school leaders saw a need to focus on the improvement of teacher and administrator quality of instructional strategies, data usage, and community enhancement. We support teachers in this work through bi-monthly content PLCs and cross curricular professional learning.</p> <p>In an effort to focus on improving student achievement, school leaders are facilitating PL sessions about parts/pieces of MTSS, tracking specific student data in clear templates, collecting instructional data to calibrate learning and teaching, and facilitating MTSS meetings where we analyze data to adjust interventions or student schedules if needed for support. Teachers will experience professional learning to support the general understanding of MTSS, methods and strategies to identify and use data to drive instructional decisions, and utilize small groups based on formative data. Additionally, professional learning will incorporate strategies to help instructors shift classroom instruction to more of a student-led framework.</p> <p>In an effort to increase perceptions around school climate, we will focus on building a school community that recognizes and celebrates growth and success to support students, faculty, staff, and families. To achieve this, school leaders will create systems that celebrate and recognize student growth and student success, grow the distributive leadership model with faculty and staff for school decision making, use asset-based language and structures when building and following meeting agendas, and provide communications to parents about the positive growth in student achievement, wellness, and the overall school climate while asking for and acting on feedback about ongoing areas of needed growth. Teachers will experience professional learning around identifying what the 3Cs (Be Committed, Be Caring, Be Courageous) looks like/sounds like through the classroom management consistencies in order to build relationships with students and parents. Additionally, professional learning will incorporate strategies to create student-centered classrooms, while utilizing resources to grow individually and collaboratively in their professional journey.</p>
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Executive Summary of Needs Assessment Data Findings

School Climate	<p>Pleasant Hill Middle School continues to work on building the school climate with all stakeholders, specifically focusing on building a school community that recognizes and celebrates growth and success to support students, faculty, staff, and families. In our current work plan, we are focusing on creating systems that celebrate and recognize student growth and student success, growing the distributive leadership model with faculty and staff for school decision making, using asset-based language and structures when building and following meeting agenda, and providing communications to parents about the positive growth in student achievement, wellness, and the overall school climate while asking for and acting on feedback about ongoing areas of needed growth. We believe that with this focus, students will have a sense of belonging within the school community and become motivated to reach their academic and personal goals.</p> <p>According to the 2022-2023 SCDE culture and climate survey, the percentage of satisfaction in home-school relations increased among students and parents. This increase was noted by moving from 93.6% to 94.8% with students and 78.3% to 86.3% with parents. While this increase is worth celebrating, we are still shy of our overall goals in these areas.</p> <p>While there is positive growth related to home-school relations, overall there is much work to be done in regards to our school climate. The overall perception of school climate remained average, with a slight decrease in rating from 5.56 to 5.45. In breaking the rating information down, we saw decreases with perceptions of instructional focus, teacher safety, and social-physical environment. We experienced increases with perceptions of working conditions and student safety.</p>
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Location: Pleasant Hill 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 68.79% by 2029.	58.79%	60.8%	62.8%	64.8%	66.8%	68.8%
Elementary/Middle	Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 66.4% by 2029.	56.40%	58.40%	60.40%	62.40%	64.40%	66.40%
Actual Data (Academic Ach.)								
Actual Data (Progress)								

Action Plan

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

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

Action Plan

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

Level	Area	Goal	2024 (from 2023 Report Cards)	2025 (from 2024 Report Cards)	2026 (From 2025 Report Cards)	2027 (From 2026 Report Cards)	2028 (From 2027 Report Cards)	2029 (From 2028 Report Cards)
Elementary/Middle	School Climate	The percent of School Climate points earned on the state report card will reach 60.% by 2029.	55.0%	56.0%	57.0%	58.0%	59.0%	60.0%
Actual Data								

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement the new Lexington One Instructional Framework and Graduate Profile	July 2024-June 2029	School Leadership Team	NA	NA	-Implementation Monitoring Tool Data -Classroom Observation Data
Use the curriculum and assessments as outlined in the District's Curriculum Management, Assessment Plans and Instructional Technology Plans.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Closer alignment of written, taught, and assessed curriculum -Increase in questioning and critical thinking on classroom observation tool. - Increase in satisfaction as assessed on relevant areas of the SCDE climate survey
Implement revised policies and procedures that prioritize safety, promote positive student behavior, and support the mental well-being of our students and staff.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Increase in satisfaction as assessed on relevant areas of the SCDE climate survey - Increase in satisfaction as assessed by the school pulse survey - Increase in satisfaction as assessed on the SC Teacher Working Conditions Survey
Implement the district's strategic communications and engagement plan.	July 2024-June 2029	School Leadership Team	NA	NA	- Increase in satisfaction as assessed on relevant areas of the SCDE climate survey - Increase in satisfaction as assessed by the school pulse survey

Level	Area	Goal	2024 (2023 SC Ready)	2025 (2024 SC Ready)	2026 (2025 SC Ready)	2027 (2026 SC Ready)	2028 (2027 SC Ready)	2029 (2028 SC Ready)
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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 40.7% by 2029.	35.7%	36.7%	37.7%	38.7%	39.7%	40.7%
Actual Data								

Action Plan

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

Level	Area	Goal	2024 GT Survey	2025 GT Survey	2026 GT Survey	2027 GT Survey	2028 GT Survey	2029 GT Survey
Elementary/Middle	Gifted and Talented (Other)	Overall survey response percentage of either "somewhat agree," "agree," or "strongly agree" on the Lexington 1 Gifted and Talented Student Survey will increase to TBD by 2029.	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Actual Data								

Action Plan

Activity	Timeline	Responsibility	Est. Cost	Funding Source	Implementation Indicators
Implement district gifted and talented systems and structures related to preparation, identification, and delivery models to include the necessary support students may need to be successful.	July 2024-June 2029	School Leadership Team and Teachers			- Increase in those who are identified by Grade 5 (for elementary schools ONLY) - Increase in the number of student work samples that meet multiple attributes of powerful learning experiences - Increase in the number of students who remain in G/T coursework through middle school (for middle schools ONLY)