

School Renewal Plan Cover Page

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

School Name:	Pleasant Hill Elementary
SIDN:	3201060
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Lexington 1
Address 1:	664 Rawl Road
Address 2:	
City:	Lexington, SC
Zip Code:	29072
School Renewal Plan Contact Person:	Margaret B. Mitchum
School Plan Contact Phone:	803-821-2800
School Plan E-mail Address:	mmitchum@lexington1.net

Required Signature Page

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

Assurances for the School Renewal Plans

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

Required Printed Names and Signatures

<i>Superintendent</i>		
<u>Dr. Gerrita Postlewait</u> Printed Name	<u><i>Gerrita Postlewait</i></u> Signature	<u>3-27-25</u> Date
<i>Principal</i>		
<u>Margaret B. Mitchum</u> Printed Name	<u><i>Margaret B. Mitchum</i></u> Signature	<u>02-19-2025</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>Lauren Cone</u> Printed Name	<u><i>Lauren Cone</i></u> Signature	<u>2-24-2025</u> Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Jennifer Jones</u> Printed Name	<u><i>Jennifer Jones</i></u> Signature	<u>02-20-2025</u> Date

Assurances for School Renewal Plan

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes	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.
Yes	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.
Yes	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	Margaret B. Mitchum
2.	Teacher	Ellen Farmer
3.	Parent/Guardian	Kristen Parks
4.	Community Member	Izzy Wise
5.	Paraprofessional	Katy Schrodtt
6.	School Improvement Council Member	Lauren Cone
7.	Read to Succeed Reading Coach	Jennifer Jones
8.	School Read To Succeed Literacy Leadership Team Lead	Jennifer Jones
9.	School Read To Succeed Literacy Leadership Team Member	Sue Carter
	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

Pleasant Hill Elementary 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:

[Pleasant Hill Elementary School Report Card](#)

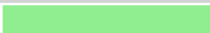
	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Pleasant Hill Elementary School	Number of Students
Reading Grades 1-5	23-24	All	All	85.5%		(641 / 750)
		ELL	Not ELL	85.2%		(589 / 691)
			ELL	88.1%		(52 / 59)
		Gender	Female	89.9%		(337 / 375)
			Male	81.1%		(304 / 375)
		InstrSetting	Not Special Ed	90.8%		(614 / 676)
			Special Ed	36.5%		(27 / 74)
		Race	Black / Latinx	77.0%		(124 / 161)
			White / Other	87.8%		(517 / 589)
	22-23	All	All	86.0%		(639 / 743)
		ELL	Not ELL	85.9%		(587 / 683)
			ELL	86.7%		(52 / 60)
		Gender	Female	89.9%		(328 / 365)
			Male	82.3%		(311 / 378)
		InstrSetting	Not Special Ed	90.0%		(615 / 683)
			Special Ed	40.0%		(24 / 60)
		Race	Black / Latinx	79.6%		(125 / 157)
			White / Other	87.7%		(514 / 586)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Pleasant Hill Elementary School	Number of Students
ELA	23-24	All	All	72.2%		(328 / 454)
		ELL	Not ELL	72.5%		(319 / 440)
			ELL	64.3%		(9 / 14)
		Gender	Female	79.0%		(184 / 233)
			Male	65.2%		(144 / 221)
		InstrSetting	Not Special Ed	80.0%		(324 / 405)
			Special Ed	8.2%		(4 / 49)
		Race	Black / Latinx	57.5%		(46 / 80)
			White / Other	75.4%		(282 / 374)
	22-23	All	All	74.3%		(347 / 467)
		ELL	Not ELL	75.1%		(341 / 454)
			ELL	46.2%		(6 / 13)
		Gender	Female	77.8%		(186 / 239)
			Male	70.6%		(161 / 228)
		InstrSetting	Not Special Ed	80.4%		(337 / 419)
			Special Ed	20.8%		(10 / 48)
		Race	Black / Latinx	54.2%		(45 / 83)
			White / Other	78.6%		(302 / 384)

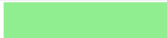
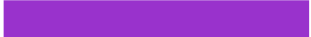
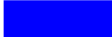
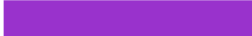
	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Pleasant Hill Elementary School	Number of Students
Math	23-24	All	All	57.3%		(260 / 454)
		ELL	Not ELL	57.5%		(253 / 440)
			ELL	50.0%		(7 / 14)
		Gender	Female	58.8%		(137 / 233)
			Male	55.7%		(123 / 221)
		InstrSetting	Not Special Ed	63.0%		(255 / 405)
			Special Ed	10.2%		(5 / 49)
		Race	Black / Latinx	41.3%		(33 / 80)
			White / Other	60.7%		(227 / 374)
	22-23	All	All	61.2%		(286 / 467)
		ELL	Not ELL	61.5%		(279 / 454)
			ELL	53.8%		(7 / 13)
		Gender	Female	63.2%		(151 / 239)
			Male	59.2%		(135 / 228)
		InstrSetting	Not Special Ed	66.8%		(280 / 419)
			Special Ed	12.5%		(6 / 48)
		Race	Black / Latinx	41.0%		(34 / 83)
			White / Other	65.6%		(252 / 384)

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth TargetPleasant Hill Elementary School	Number of Students
Math	23-24	All	All	26.4%		(221 / 837)
		ELL	Not ELL	26.2%		(209 / 797)
			ELL	30.0%		(12 / 40)
		Gender	Female	21.0%		(89 / 424)
			Male	32.0%		(132 / 413)
		InstrSetting	Not Special Ed	26.5%		(198 / 747)
			Special Ed	25.6%		(23 / 90)
		Race	Black / Latinx	21.9%		(35 / 160)
			White / Other	27.5%		(186 / 677)
	22-23	All	All	26.8%		(233 / 870)
		ELL	Not ELL	26.3%		(214 / 815)
			ELL	34.5%		(19 / 55)
		Gender	Female	26.0%		(112 / 430)
			Male	27.5%		(121 / 440)
		InstrSetting	Not Special Ed	26.2%		(205 / 781)
			Special Ed	31.5%		(28 / 89)
		Race	Black / Latinx	23.3%		(37 / 159)
			White / Other	27.6%		(196 / 711)

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth TargetPleasant Hill Elementary School	Number of Students
Reading	23-24	All	All	43.1%		(361 / 837)
		ELL	Not ELL	43.0%		(343 / 797)
			ELL	45.0%		(18 / 40)
		Gender	Female	43.3%		(184 / 425)
			Male	43.0%		(177 / 412)
		InstrSetting	Not Special Ed	44.5%		(333 / 749)
			Special Ed	31.8%		(28 / 88)
		Race	Black / Latinx	36.6%		(59 / 161)
			White / Other	44.7%		(302 / 676)
	22-23	All	All	39.5%		(343 / 869)
		ELL	Not ELL	39.4%		(321 / 815)
			ELL	40.7%		(22 / 54)
		Gender	Female	41.8%		(178 / 426)
			Male	37.2%		(165 / 443)
		InstrSetting	Not Special Ed	41.5%		(325 / 783)
			Special Ed	20.9%		(18 / 86)
		Race	Black / Latinx	32.1%		(50 / 156)
			White / Other	41.1%		(293 / 713)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Pleasant Hill Elementary School	Number of Students
Accelerated/ Eagles	23-24	All	All	26.0%		(122 / 470)
		ELL	Not ELL	24.9%		(107 / 429)
			ELL	36.6%		(15 / 41)
		Gender	Female	28.7%		(68 / 237)
			Male	23.2%		(54 / 233)
		InstrSetting	Not Special Ed	29.1%		(122 / 419)
			Special Ed	0.0%		(0 / 51)
		Race	Black / Latinx	14.3%		(14 / 98)
			White / Other	29.0%		(108 / 372)
	22-23	All	All	24.1%		(114 / 474)
		ELL	Not ELL	23.7%		(102 / 431)
			ELL	27.9%		(12 / 43)
		Gender	Female	24.6%		(59 / 240)
			Male	23.5%		(55 / 234)
		InstrSetting	Not Special Ed	26.8%		(114 / 425)
			Special Ed	0.0%		(0 / 49)
		Race	Black / Latinx	8.1%		(8 / 99)
			White / Other	28.3%		(106 / 375)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Pleasant Hill Elementary School	Number of Students
Chronic Absences	23-24	All	All	9.5%		(86 / 909)
		ELL	Not ELL	9.7%		(83 / 858)
			ELL	5.9%		(3 / 51)
		Gender	Female	7.9%		(36 / 455)
			Male	11.0%		(50 / 454)
		InstrSetting	Not Special Ed	8.6%		(69 / 807)
			Special Ed	16.7%		(17 / 102)
		Race	Black / Latinx	13.8%		(29 / 210)
			White / Other	8.2%		(57 / 699)
	22-23	All	All	9.9%		(92 / 928)
		ELL	Not ELL	9.9%		(86 / 871)
			ELL	10.5%		(6 / 57)
		Gender	Female	7.6%		(35 / 458)
			Male	12.2%		(57 / 469)
		InstrSetting	Not Special Ed	9.6%		(80 / 833)
			Special Ed	12.6%		(12 / 95)
		Race	Black / Latinx	11.9%		(24 / 201)
			White / Other	9.4%		(68 / 727)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pleasant Hill Elementary School	Number of Students
Referrals	23-24	All	All	9.5%		(86 / 909)
		ELL	Not ELL	9.6%		(82 / 858)
			ELL	7.8%		(4 / 51)
		Gender	Female	3.5%		(16 / 455)
			Male	15.4%		(70 / 454)
		InstrSetting	Not Special Ed	8.4%		(68 / 807)
			Special Ed	17.6%		(18 / 102)
		Race	Black / Latinx	16.8%		(32 / 191)
			White / Other	7.5%		(54 / 718)
	22-23	All	All	6.4%		(59 / 929)
		ELL	Not ELL	6.8%		(59 / 872)
			ELL	0.0%		(0 / 57)
		Gender	Female	1.3%		(6 / 458)
			Male	11.3%		(53 / 470)
		InstrSetting	Not Special Ed	5.4%		(45 / 834)
			Special Ed	14.7%		(14 / 95)
		Race	Black / Latinx	10.2%		(18 / 176)
			White / Other	5.4%		(41 / 753)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pleasant Hill Elementary School	Number of Students
In School Suspensions	23-24	All	All	5.3%		(48 / 909)
		ELL	Not ELL	5.4%		(46 / 858)
			ELL	3.9%		(2 / 51)
		Gender	Female	2.4%		(11 / 455)
			Male	8.1%		(37 / 454)
		InstrSetting	Not Special Ed	4.7%		(38 / 807)
			Special Ed	9.8%		(10 / 102)
		Race	Black / Latinx	9.4%		(18 / 191)
			White / Other	4.2%		(30 / 718)
	22-23	All	All	1.0%		(9 / 929)
		ELL	Not ELL	1.0%		(9 / 872)
			ELL	0.0%		(0 / 57)
		Gender	Female	0.2%		(1 / 458)
			Male	1.7%		(8 / 470)
		InstrSetting	Not Special Ed	1.0%		(8 / 834)
			Special Ed	1.1%		(1 / 95)
		Race	Black / Latinx	1.1%		(2 / 176)
			White / Other	0.9%		(7 / 753)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pleasant Hill Elementary School	Number of Students
Out of School Suspensions	23-24	All	All	0.2%		(2 / 909)
		ELL	Not ELL	0.2%		(2 / 858)
			ELL	0.0%		(0 / 51)
		Gender	Female	0.0%		(0 / 455)
			Male	0.4%		(2 / 454)
		InstrSetting	Not Special Ed	0.1%		(1 / 807)
			Special Ed	1.0%		(1 / 102)
		Race	Black / Latinx	0.0%		(0 / 191)
			White / Other	0.3%		(2 / 718)
	22-23	All	All	0.1%		(1 / 929)
		ELL	Not ELL	0.1%		(1 / 872)
			ELL	0.0%		(0 / 57)
		Gender	Female	0.0%		(0 / 458)
			Male	0.2%		(1 / 470)
		InstrSetting	Not Special Ed	0.1%		(1 / 834)
			Special Ed	0.0%		(0 / 95)
		Race	Black / Latinx	0.6%		(1 / 176)
			White / Other	0.0%		(0 / 753)

Executive Summary of Needs Assessment Data Findings

School Name: Pleasant Hill Elementary

Goal Area	Goal	2024 Baseline	2025
Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 75.49% by 2029.	65.5%	63.3%
Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 51.2% by 2029.	41.2%	38.9%
Gifted and Talented (Academic)	The percent of SC READY ELA and Math scores from Gifted and Talented identified students that meet Added Value Targets will reach 53.6% by 2029.	48.6%	32.5%
Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	5.60	5.60
School Climate	The percent of School Climate points earned on the state report card will reach 77% by 2029.	72.0%	77.3%
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	3.43

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? During the 2023-2024 school year, our school demonstrated strong academic performance while also identifying areas for growth. Academic Achievement Our school earned an "Excellent" rating in academic achievement with 22.15 out of 35 possible points, indicating that we substantially exceed the criteria to ensure all students meet the Profile of the SC Graduate. English Language Arts (Reading and Writing): 72.5% of students met or exceeded expectations, outperforming both the district (59.5%) and state (54.1%) averages. Mathematics: 57.1% of students met or exceeded expectations, again surpassing the district (48.5%) and state (42.8%) averages. Student Progress Our school received an "Average" rating in student progress, earning 13.62 out of 35 points. This rating reflects that our school meets the expected criteria for student growth but has room for improvement. Overall Student Progress: Our school earned 38.9% of progress points, slightly below the district (44.9%) and state (45%) averages. Progress of All Students: 38.5% of progress points earned, compared to the district (44.9%) and state (45%) averages. Progress of the Lowest 20% of Students: 40.5% of progress points earned, trailing the district (49.7%) and state (50.8%). Median Annual Targets (MATs): 48% of students met their individual growth targets, aligning closely with the district (48.7%) and state (47.7%) averages. Added-Value Targets (AVTs): 35.7% of students met their progressive learning targets, slightly outperforming the district (34.8%) and state (33%). Multilingual Learners' Progress Our multilingual learner (ML) students achieved a "Good" rating with 7.2 out of 10 points earned. 72% of ML students met their progress toward proficiency target, significantly outperforming the district (45.6%) and state (38.5%). 41.9% of ML students achieved English language proficiency, exceeding the district (29.2%) and state (22.3%) rates. Kindergarten Readiness
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Executive Summary of Needs Assessment Data Findings

	Our kindergarten students demonstrated strong readiness for learning, with 66.4% meeting the Kindergarten Readiness Assessment (KRA) benchmark. This is significantly higher than the district (44%) and statewide (40.8%) averages. Readiness was particularly strong in Social Foundations (73.8%) and Physical Well-Being (83.6%). Early Literacy and Math Success Early indicators show that our first and second-grade students are well-prepared for future academic success: 74.8% of second graders are on track for success in English Language Arts (district: 64%, state: 51.2%). 67.1% of second graders are on track for success in Mathematics (district: 58.6%, state: 50.3%). 86.6% of first graders are on track for success in English Language Arts (district: 67%, state: 53.9%). 64.9% of first graders are on track for success in Mathematics (district: 57.5%, state: 54.5%). Instructional Time and Commitment to Excellence Prime instructional time increased slightly from 89.3% to 89.5%, ensuring students continue to receive consistent, high-quality learning experiences. In conclusion, our school continues to excel in academic achievement, surpassing district and state averages in core subjects. Multilingual learners are making significant progress, and early learners are on a strong trajectory for future success. While overall student growth remains an area for improvement, we are committed to enhancing student progress and ensuring all learners reach their full potential. Comparison of iReady Math Fall 2024 and iReady Math Winter 2024 Benchmark Assessments & Student Achievement Summary The 2023-2024 school year data indicates notable academic progress between the Fall and Winter benchmark assessments. The shift in performance levels shows that students are making gains in proficiency, with fewer students performing below grade level and more students reaching early or mid-grade-level expectations. Significant Growth at or Above Grade Level: • The number of students performing At or Above Grade Level increased from 7% to 19%. • The number of students categorized as Early On Grade Level more than doubled. Reduction in Students Below Grade Level: • The number of students one grade level below decreased by 143 students, showing substantial improvement. • The number of students two or more grade levels below dropped significantly, reducing the number of students at risk.
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Executive Summary of Needs Assessment Data Findings

	Grade-Specific Trends: • Kindergarten showed the largest growth, with 28% of students moving to Early On Grade Level. • Grades 3-5 saw a decline in students two or more grade levels below, demonstrating strong intervention effects. • 20% of students met 100% of their typical growth targets. • A majority of students (38%) made between 40-79% progress, showing steady growth across the year. This is the amount of progress we'd expect students to gain mid-year. • Only 4% of students met 100% of their stretch growth target, indicating that while progress is being made, accelerated growth remains an area for continued focus. Areas of Growth ☒ Increased proficiency levels: More students are meeting or exceeding grade-level expectations. ☒ Fewer students performing significantly below grade level: A reduction in students two or more grade levels behind. ☒ Higher percentage of students making typical growth progress: Over 50% of students made steady progress. Areas for Continued Focus ◇ Accelerating stretch growth: Only 4% of students met 100% of stretch growth goals. ◇ Sustaining gains in upper grades: Grades 3-5 showed improvement but had lower stretch growth rates. ◇ Targeted interventions: Focused support for students still one grade level below (404 students). The Winter benchmark results show that our school is on a strong trajectory of improvement, with more students moving toward proficiency. Our continued focus on accelerating growth, especially in upper elementary, will ensure even greater success by the end of the year. After analyzing our school's data, ELA continues to be an area of strength, and math continues to be an area of focus. We centered our work-plan achievement goals around math growth and performance. For the 2024-2025 school year, our student growth goal is to increase the percentage of students meeting or exceeding stretch growth targets on i-Ready Mathematics by 4 percentage points. According to our iReady fall data, 73% of our students were one or more grade level below expectations in the Number Sense and Operations domain. On the winter iReady benchmark assessment, that percentage decreased to 51% of our students scoring one or more grade levels below expectations in the Number Sense and
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Executive Summary of Needs Assessment Data Findings

	Operations domain. Although we have seen improvement in this area, it is still a big area of concern. Over half of our students are scoring below grade level in their number sense knowledge, which is the foundation of all mathematics. To increase students' place value knowledge and number sense, we have done the following: • The math coach led professional learning sessions focusing on differentiated instruction using DreamBox to fill learning gaps specific to each student. Based on the DreamBox data we collected, we noticed that K.NS.2 (counting forward by ones from any number less than 100) was not mastered by many of our students in grades kindergarten all the way through fifth grade. The math coach met with teachers to discuss ways to incorporate this standard into their daily lessons. • Teachers in grades 1-5 have participated in half-day data digs with our iReady consultant. • In February 2025, we applied for the Lexington County School District One's Educational Foundation Innovation Grant to purchase Digi-Blocks manipulatives for our 1st-3rd grade classes. Digi-Blocks will enhance our students' knowledge of place value and our base ten number system. The math coach will facilitate professional learning with teachers on how to use and integrate Digi-Blocks into their curriculum. • Our PTA volunteered to make class sets of Beaded Number Lines for all our teachers in grades K-5. The math coach will provide professional learning on how to use and integrate these manipulatives into the curriculum.
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? According to our 2023-24 State Department of Education teacher survey results, 95.6% of teachers are satisfied with the learning environment, 97.1% of teachers are satisfied with the school-home relations. These are areas of strength for PHES. According to our 2023-24 State Department of Education student survey results, 77.5% of students in grades 3 – 5 believe that their classes are challenging (not too easy, they make me think). This is an increase from 71.9% in 2022-23. On the 2024-25 mid-year pulse check survey, 81% of students in grades 3 – 5 believe that their classes are challenging (not too easy, they make me think.)

Executive Summary of Needs Assessment Data Findings

	Based on our review, we are making progress in the area of providing more challenging and rigorous instruction, but we still need to grow in this area. We are providing professional learning for our teachers on how to differentiate instruction, how to incorporate higher level thinking skills and how to analyze all available data to drive instruction. Our Gifted and Talented teachers are leading professional learning sessions with fourth and fifth grade teachers on ways to provide enrichment to all students. Another area in which we improved on the 2023-24 State Department of Education teacher survey results is regarding the statement, "I feel comfortable raising issues and concerns that are important to me." On the 2022-23 survey, 74.6 percent of teachers agreed with this statement while 89.9 percent of teachers agreed with this statement in 2023-24.
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? On the 2022-2023 State Department of Education report card for Pleasant Hill Elementary School, School Climate was rated Average. That rating improved to Good on the 2023-24 State Department of Education report card. One area that our school has grown in is the area of student behavior. On the 2022-23 State Department of Education survey, 51.7 percent of teachers reported that "Students know the rules and what happens when students break the rules" compared to 75.4 percent in 2023-24. In addition, on the 2022-23 State Department of Education survey, 50.7 percent of teachers reported that "Rules for behavior are enforced at my school" compared to 72.5 percent in 2023-24. Our school has developed a school-wide behavior plan that is reviewed throughout the school year. A district behavior specialist attends our Student Assistance Team meetings to provide suggestions and strategies to address specific concerns. School norms have been established and are reviewed with students on a regular basis – by teachers and by administrators. Pleasant Hill Elementary School is a Unified Champion School. This initiative focuses on accepting, including and respecting all. In addition, our teachers are implementing the competencies of the Lexington One Graduate Profile (Communicator, Collaborator, Future-Ready Literate, Personally and Socially Responsible, Kind, Resilient, Knowledgeable, Creative Thinker and Problem Solver and Independent Learner) into their learning targets and instructional activities.

Executive Summary of Needs Assessment Data Findings

	An area needing improvement for Pleasant Hill Elementary School is in communicating with parents/guardians. On the 2023-24 State Department of Education parent survey results, 78.6% of parents agreed that “My child’s teachers contact me to say good things about my child.” We are sending emails and “paws-itive” post cards home to share good news about students with our parents/guardians. School safety is an area of strength. On the 2024-25 mid-year pulse check survey, 97 percent of students and 100% of teachers reported that they feel safe at school during the school day. Some factors contributing to positive attitudes regarding school safety include our WATCH D.O.G.S. (Dad of Great Students) program, having a full-time School Resource Officer, improvements made such as additional lighting, Centegix badges for all staff and additional security measures put in place for visitors entering the front office.
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Location: Pleasant Hill Elementary

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 75.49% by 2029.	65.49%	67.5%	69.5%	71.5%	73.5%	75.5%
Elementary/Middle	Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 51.2% by 2029.	41.20%	43.20%	45.20%	47.20%	49.20%	51.20%
Actual Data (Academic Ach.)				63.3%				
Actual Data (Progress)				38.9%				

Action Plan

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

Level	Area	Goal	2023-2024 Observation Data	2024-2025 Observation Data	2025-2026 Observation Data	2026-2027 Observation Data	2027-2028 Observation Data	2028-2029 Observation Data
Elementary/Middle	Teacher and Administrator Quality	Increase the cumulative average of teachers' composite score on the SC Teaching Standards 4.0 rubric from 3.0 to 3.5 by 2029. (Observation protocols will be reevaluated and calibrated in the 24-25 school year in order to obtain accurate baseline data.)	3.00	3.10	3.20	3.30	3.40	3.50
Actual Data (4.0 Rubric)				3.43				

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 77% by 2029.	72.0%	73.0%	74.0%	75.0%	76.0%	77.0%
Actual Data				77.3%				

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 53.6% by 2029.	48.6%	49.6%	50.6%	51.6%	52.6%	53.6%
Actual Data				32.5%				

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 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.	5.60	5.60	5.65	5.70	5.75	5.80
Actual Data				5.60				

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)