

School Renewal Plan Cover Page

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

School Name:	Pelion High
SIDN:	3201004
Plan Submission:	School utilizes Cognia
Grade Span:	9 To 12
District:	Lexington 1
Address 1:	600 Lydia Drive
Address 2:	
City:	Pelion, SC
Zip Code:	29123
School Renewal Plan Contact Person:	Mrs.K. Oxendine
School Plan Contact Phone:	803 8212206
School Plan E-mail Address:	koxendine@lexington1.net

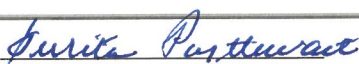
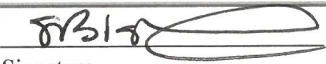
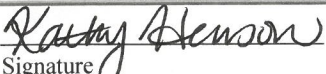
Required Signature Page

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. G. Postlewait</u> Printed Name	 Signature	<u>3-27-25</u> Date
<i>Principal</i>		
<u>Mr. S. Bishton</u> Printed Name	 Signature	<u>2/11/25</u> Date
<i>Chairperson, District Board of Trustees</i>		
<u>Mrs. Kathryn W. Henson</u> Printed Name	 Signature	<u>4/1/25</u> Date
<i>Chairperson, School Improvement Council</i>		
<u>Mr. R. Arcovio</u> Printed Name	 Signature	<u>2/12/25</u> Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Mrs. E. Curry</u> Printed Name	 Signature	<u>2/12/25</u> Date

Assurances for School Renewal Plan

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

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

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

Stakeholder Involvement for School Renewal Plan

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

	Position	Name
1.	Principal	Mr. S.Bishton
2.	Teacher	Ms. M. Craft
3.	Parent/Guardian	Ms.T.Causey
4.	Community Member	Mrs.J.Creech
5.	Paraprofessional	Mrs. L. Kendall
6.	School Improvement Council Member	Mr. J.Tipton
7.	Read to Succeed Reading Coach	Mrs.E.Curry
8.	School Read To Succeed Literacy Leadership Team Lead	Mrs.E.Curry
9.	School Read To Succeed Literacy Leadership Team Member	Mrs. K.Oxendine
	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

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

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2023-24 Report Card Link

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Executive Summary of Needs Assessment Data Findings

Performance Goals and Action Plans

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:

[Pelion High School Report Card](#)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Pelion High School	Number of Students
All	2023- 2024	All	All	8.3%		(1 / 12)
		ELL	Not ELL	9.1%		(1 / 11)
			ELL	0.0%		(0 / 1)
		Gender	Female	11.1%		(1 / 9)
			Male	0.0%		(0 / 3)
		InstrSetting	Not Special Ed	9.1%		(1 / 11)
			Special Ed	0.0%		(0 / 1)
		Race	Black / Latinx	0.0%		(0 / 3)
			White / Other	11.1%		(1 / 9)
	2022- 2023	All	All	2.8%		(2 / 71)
		ELL	Not ELL	3.0%		(2 / 67)
			ELL	0.0%		(0 / 4)
		Gender	Female	0.0%		(0 / 42)
			Male	6.9%		(2 / 29)
		InstrSetting	Not Special Ed	3.3%		(2 / 61)
			Special Ed	0.0%		(0 / 10)
		Race	Black / Latinx	0.0%		(0 / 13)
			White / Other	3.4%		(2 / 58)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Pelion High School	Number of Students
English	2023- 2024	All	All	16.7%		(2 / 12)
		ELL	Not ELL	18.2%		(2 / 11)
			ELL	0.0%		(0 / 1)
		Gender	Female	22.2%		(2 / 9)
			Male	0.0%		(0 / 3)
		InstrSetting	Not Special Ed	18.2%		(2 / 11)
			Special Ed	0.0%		(0 / 1)
		Race	Black / Latinx	0.0%		(0 / 3)
			White / Other	22.2%		(2 / 9)
	2022- 2023	All	All	15.5%		(11 / 71)
		ELL	Not ELL	16.4%		(11 / 67)
			ELL	0.0%		(0 / 4)
		Gender	Female	16.7%		(7 / 42)
			Male	13.8%		(4 / 29)
		InstrSetting	Not Special Ed	18.0%		(11 / 61)
			Special Ed	0.0%		(0 / 10)
		Race	Black / Latinx	0.0%		(0 / 13)
			White / Other	19.0%		(11 / 58)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Pelion High School	Number of Students
Math	2023- 2024	All	All	8.3%		(1 / 12)
		ELL	Not ELL	9.1%		(1 / 11)
			ELL	0.0%		(0 / 1)
		Gender	Female	11.1%		(1 / 9)
			Male	0.0%		(0 / 3)
		InstrSetting	Not Special Ed	9.1%		(1 / 11)
			Special Ed	0.0%		(0 / 1)
		Race	Black / Latinx	0.0%		(0 / 3)
			White / Other	11.1%		(1 / 9)
	2022- 2023	All	All	2.8%		(2 / 71)
		ELL	Not ELL	3.0%		(2 / 67)
			ELL	0.0%		(0 / 4)
		Gender	Female	0.0%		(0 / 42)
			Male	6.9%		(2 / 29)
		InstrSetting	Not Special Ed	3.3%		(2 / 61)
			Special Ed	0.0%		(0 / 10)
		Race	Black / Latinx	0.0%		(0 / 13)
			White / Other	3.4%		(2 / 58)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Pelion High School	Number of Students
Reading	2023- 2024	All	All	16.7%		(2 / 12)
		ELL	Not ELL	18.2%		(2 / 11)
			ELL	0.0%		(0 / 1)
		Gender	Female	22.2%		(2 / 9)
			Male	0.0%		(0 / 3)
		InstrSetting	Not Special Ed	18.2%		(2 / 11)
			Special Ed	0.0%		(0 / 1)
		Race	Black / Latinx	0.0%		(0 / 3)
			White / Other	22.2%		(2 / 9)
	2022- 2023	All	All	14.1%		(10 / 71)
		ELL	Not ELL	14.9%		(10 / 67)
			ELL	0.0%		(0 / 4)
		Gender	Female	16.7%		(7 / 42)
			Male	10.3%		(3 / 29)
		InstrSetting	Not Special Ed	16.4%		(10 / 61)
			Special Ed	0.0%		(0 / 10)
		Race	Black / Latinx	0.0%		(0 / 13)
			White / Other	17.2%		(10 / 58)

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for Pelion High School	Number of Students
Science	2023- 2024	All	All	8.3%		(1 / 12)
		ELL	Not ELL	9.1%		(1 / 11)
			ELL	0.0%		(0 / 1)
		Gender	Female	11.1%		(1 / 9)
			Male	0.0%		(0 / 3)
		InstrSetting	Not Special Ed	9.1%		(1 / 11)
			Special Ed	0.0%		(0 / 1)
		Race	Black / Latinx	0.0%		(0 / 3)
			White / Other	11.1%		(1 / 9)
	2022- 2023	All	All	11.3%		(8 / 71)
		ELL	Not ELL	11.9%		(8 / 67)
			ELL	0.0%		(0 / 4)
		Gender	Female	4.8%		(2 / 42)
			Male	20.7%		(6 / 29)
		InstrSetting	Not Special Ed	13.1%		(8 / 61)
			Special Ed	0.0%		(0 / 10)
		Race	Black / Latinx	0.0%		(0 / 13)
			White / Other	13.8%		(8 / 58)

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Benchmarks on SAT for Pelion High School	Number of Students
Evidence-Based Reading and Writing	23-24	All	All	52.6%		(72 / 137)
		ELL	Not ELL	49.5%		(54 / 109)
			ELL	64.3%		(18 / 28)
		Gender	Female	55.8%		(43 / 77)
			Male	48.3%		(29 / 60)
		InstrSetting	Not Special Ed	54.3%		(70 / 129)
			Special Ed	25.0%		(2 / 8)
		Race	Black / Latinx	52.4%		(11 / 21)
			White / Other	50.0%		(29 / 58)
	22-23	All	All	62.9%		(39 / 62)
		ELL	Not ELL	70.0%		(35 / 50)
			ELL	33.3%		(4 / 12)
		Gender	Female	69.4%		(25 / 36)
			Male	53.8%		(14 / 26)
		InstrSetting	Not Special Ed	66.1%		(39 / 59)
			Special Ed	0.0%		(0 / 3)
		Race	Black / Latinx	40.0%		(8 / 20)
			White / Other	73.8%		(31 / 42)

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Bencharks on SAT for Pelion High School	Number of Students
Math	23-24	All	All	14.6%		(20 / 137)
		ELL	Not ELL	12.8%		(14 / 109)
			ELL	21.4%		(6 / 28)
		Gender	Female	14.3%		(11 / 77)
			Male	15.0%		(9 / 60)
		InstrSetting	Not Special Ed	15.5%		(20 / 129)
			Special Ed	0.0%		(0 / 8)
		Race	Black / Latinx	19.0%		(4 / 21)
			White / Other	12.1%		(7 / 58)
	22-23	All	All	17.7%		(11 / 62)
		ELL	Not ELL	18.0%		(9 / 50)
			ELL	16.7%		(2 / 12)
		Gender	Female	19.4%		(7 / 36)
			Male	15.4%		(4 / 26)
		InstrSetting	Not Special Ed	18.6%		(11 / 59)
			Special Ed	0.0%		(0 / 3)
		Race	Black / Latinx	15.0%		(3 / 20)
			White / Other	19.0%		(8 / 42)

	Year	Group	Subgroup	%	Percent of students with Silver or higher on Ready to Work for Pelion High School	Number of Students
Ready to Work	2023-2024	All	All	36.4%		(75 / 206)
		ELL	Not ELL	38.7%		(65 / 168)
			ELL	26.3%		(10 / 38)
		Gender	Female	35.3%		(36 / 102)
			Male	37.5%		(39 / 104)
		InstrSetting	Not Special Ed	40.6%		(73 / 180)
			Special Ed	7.7%		(2 / 26)
		Race	Black / Latinx	25.5%		(14 / 55)
			White / Other	40.4%		(61 / 151)
	2022-2023	All	All	42.5%		(91 / 214)
		ELL	Not ELL	44.2%		(84 / 190)
			ELL	29.2%		(7 / 24)
		Gender	Female	40.5%		(47 / 116)
			Male	44.9%		(44 / 98)
		InstrSetting	Not Special Ed	51.7%		(91 / 176)
			Special Ed	0.0%		(0 / 38)
		Race	Black / Latinx	20.9%		(9 / 43)
			White / Other	48.0%		(82 / 171)

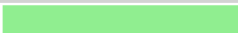
	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Pelion High School	Number of Students
Algebra 1	23-24	All	All	55.5%		(81 / 146)
		ELL	Not ELL	56.2%		(73 / 130)
			ELL	50.0%		(8 / 16)
		Gender	Female	60.6%		(40 / 66)
			Male	51.3%		(41 / 80)
		InstrSetting	Not Special Ed	57.5%		(65 / 113)
			Special Ed	48.5%		(16 / 33)
	22-23	All	All	39.0%		(67 / 172)
		ELL	Not ELL	40.4%		(63 / 156)
			ELL	25.0%		(4 / 16)
		Gender	Female	41.3%		(31 / 75)
			Male	37.1%		(36 / 97)
		InstrSetting	Not Special Ed	43.3%		(61 / 141)
			Special Ed	19.4%		(6 / 31)
		Race	Black / Latinx	13.3%		(2 / 15)
			White / Other	38.9%		(14 / 36)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Pelion High School	Number of Students
Biology 1	23-24	All	All	56.5%		(70 / 124)
		ELL	Not ELL	57.6%		(68 / 118)
			ELL	33.3%		(2 / 6)
		Gender	Female	64.3%		(36 / 56)
			Male	50.0%		(34 / 68)
		InstrSetting	Not Special Ed	60.4%		(67 / 111)
			Special Ed	23.1%		(3 / 13)
	22-23	All	All	35.4%		(74 / 209)
		ELL	Not ELL	39.1%		(72 / 184)
			ELL	8.0%		(2 / 25)
		Gender	Female	41.8%		(38 / 91)
			Male	30.5%		(36 / 118)
		InstrSetting	Not Special Ed	42.9%		(72 / 168)
			Special Ed	4.9%		(2 / 41)
		Race	Black / Latinx	10.5%		(2 / 19)
			White / Other	35.9%		(28 / 78)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Pelion High School	Number of Students
English 2	23-24	All	All	82.8%		(154 / 186)
		ELL	Not ELL	84.4%		(146 / 173)
			ELL	61.5%		(8 / 13)
		Gender	Female	86.4%		(70 / 81)
			Male	80.0%		(84 / 105)
		InstrSetting	Not Special Ed	86.2%		(144 / 167)
			Special Ed	52.6%		(10 / 19)
	22-23	All	All	73.9%		(133 / 180)
		ELL	Not ELL	79.8%		(130 / 163)
			ELL	17.6%		(3 / 17)
		Gender	Female	78.3%		(65 / 83)
			Male	70.1%		(68 / 97)
		InstrSetting	Not Special Ed	84.1%		(122 / 145)
			Special Ed	31.4%		(11 / 35)
		Race	Black / Latinx	80.0%		(12 / 15)
			White / Other	65.5%		(19 / 29)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Pelion High School	Number of Students
US History	23-24	All	All	50.4%		(71 / 141)
		ELL	Not ELL	54.8%		(69 / 126)
			ELL	13.3%		(2 / 15)
		Gender	Female	56.5%		(39 / 69)
			Male	44.4%		(32 / 72)
		InstrSetting	Not Special Ed	53.1%		(68 / 128)
			Special Ed	23.1%		(3 / 13)
	22-23	All	All	43.0%		(80 / 186)
		ELL	Not ELL	44.8%		(78 / 174)
			ELL	16.7%		(2 / 12)
		Gender	Female	35.1%		(33 / 94)
			Male	51.1%		(47 / 92)
		InstrSetting	Not Special Ed	47.8%		(77 / 161)
			Special Ed	12.0%		(3 / 25)
		Race	Black / Latinx	30.8%		(4 / 13)
			White / Other	44.4%		(20 / 45)

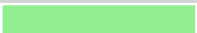
	Year	Group	Subgroup	%	On Time Graduation Rate for Pelion High School	Number of Students
GradRate	23-24	All	All	77.3%		(163 / 211)
		ELL	ELL	75.0%		(12 / 16)
			Not ELL	77.4%		(151 / 195)
		Gender	Female	79.3%		(88 / 111)
			Male	75.0%		(75 / 100)
		InstrSetting	Not Special Ed	81.6%		(146 / 179)
			Special Ed	53.1%		(17 / 32)
		Race	Black / Latinx	80.6%		(29 / 36)
			White / Other	76.6%		(134 / 175)
	22-23	All	All	74.3%		(124 / 167)
		ELL	Not ELL	74.3%		(124 / 167)
		Gender	Female	79.5%		(66 / 83)
			Male	69.0%		(58 / 84)
		InstrSetting	Not Special Ed	77.7%		(108 / 139)
			Special Ed	57.1%		(16 / 28)
		Race	Black / Latinx	61.5%		(8 / 13)
			White / Other	75.3%		(116 / 154)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Pelion High School	Number of Students
Honors	23-24	All	All	31.2%		(246 / 789)
		ELL	Not ELL	30.3%		(204 / 673)
			ELL	36.2%		(42 / 116)
		Gender	Female	39.0%		(146 / 374)
			Male	24.1%		(100 / 415)
		InstrSetting	Not Special Ed	36.3%		(239 / 659)
			Special Ed	5.4%		(7 / 130)
		Race	Black / Latinx	27.8%		(63 / 227)
			White / Other	32.6%		(183 / 562)
	22-23	All	All	30.1%		(228 / 758)
		ELL	Not ELL	29.7%		(193 / 649)
			ELL	32.1%		(35 / 109)
		Gender	Female	37.8%		(137 / 362)
			Male	23.0%		(91 / 396)
		InstrSetting	Not Special Ed	35.9%		(225 / 627)
			Special Ed	2.3%		(3 / 131)
		Race	Black / Latinx	23.6%		(48 / 203)
			White / Other	32.4%		(180 / 555)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Pelion High School	Number of Students
AP/IB	23-24	All	All	3.5%		(28 / 789)
		ELL	Not ELL	3.1%		(21 / 673)
			ELL	6.0%		(7 / 116)
		Gender	Female	4.3%		(16 / 374)
			Male	2.9%		(12 / 415)
		InstrSetting	Not Special Ed	4.2%		(28 / 659)
			Special Ed	0.0%		(0 / 130)
		Race	Black / Latinx	4.4%		(10 / 227)
			White / Other	3.2%		(18 / 562)
	22-23	All	All	3.0%		(23 / 758)
		ELL	Not ELL	3.1%		(20 / 649)
			ELL	2.8%		(3 / 109)
		Gender	Female	3.0%		(11 / 362)
			Male	3.0%		(12 / 396)
		InstrSetting	Not Special Ed	3.7%		(23 / 627)
			Special Ed	0.0%		(0 / 131)
		Race	Black / Latinx	1.5%		(3 / 203)
			White / Other	3.6%		(20 / 555)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Pelion High School	Number of Students
Dual Credit	23-24	All	All	6.5%		(51 / 789)
		ELL	Not ELL	5.8%		(39 / 673)
			ELL	10.3%		(12 / 116)
		Gender	Female	9.4%		(35 / 374)
			Male	3.9%		(16 / 415)
		InstrSetting	Not Special Ed	7.6%		(50 / 659)
			Special Ed	0.8%		(1 / 130)
		Race	Black / Latinx	6.6%		(15 / 227)
			White / Other	6.4%		(36 / 562)
	22-23	All	All	7.3%		(55 / 758)
		ELL	Not ELL	7.6%		(49 / 649)
			ELL	5.5%		(6 / 109)
		Gender	Female	9.7%		(35 / 362)
			Male	5.1%		(20 / 396)
		InstrSetting	Not Special Ed	8.5%		(53 / 627)
			Special Ed	1.5%		(2 / 131)
		Race	Black / Latinx	3.9%		(8 / 203)
			White / Other	8.5%		(47 / 555)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Pelion High School	Number of Students
Chronic Absences	23-24	All	All	43.7%		(345 / 789)
		ELL	Not ELL	44.7%		(315 / 704)
			ELL	35.3%		(30 / 85)
		Gender	Female	44.4%		(166 / 374)
			Male	43.1%		(179 / 415)
		InstrSetting	Not Special Ed	42.3%		(279 / 659)
			Special Ed	50.8%		(66 / 130)
		Race	Black / Latinx	38.3%		(87 / 227)
			White / Other	45.9%		(258 / 562)
	22-23	All	All	40.4%		(306 / 758)
		ELL	Not ELL	41.0%		(277 / 676)
			ELL	35.4%		(29 / 82)
		Gender	Female	40.6%		(147 / 362)
			Male	40.2%		(159 / 396)
		InstrSetting	Not Special Ed	37.5%		(235 / 627)
			Special Ed	54.2%		(71 / 131)
		Race	Black / Latinx	38.4%		(78 / 203)
			White / Other	41.1%		(228 / 555)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pelion High School	Number of Students
Referrals	23-24	All	All	34.1%		(269 / 789)
		ELL	Not ELL	34.9%		(246 / 704)
			ELL	27.1%		(23 / 85)
		Gender	Female	23.8%		(89 / 374)
			Male	43.4%		(180 / 415)
		InstrSetting	Not Special Ed	29.9%		(197 / 659)
			Special Ed	55.4%		(72 / 130)
		Race	Black / Latinx	26.1%		(49 / 188)
			White / Other	36.6%		(220 / 601)
	22-23	All	All	42.6%		(323 / 758)
		ELL	Not ELL	43.8%		(296 / 676)
			ELL	32.9%		(27 / 82)
		Gender	Female	35.9%		(130 / 362)
			Male	48.7%		(193 / 396)
		InstrSetting	Not Special Ed	40.0%		(251 / 627)
			Special Ed	55.0%		(72 / 131)
		Race	Black / Latinx	36.7%		(65 / 177)
			White / Other	44.4%		(258 / 581)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pelion High School	Number of Students
In School Suspensions	23-24	All	All	23.6%		(186 / 789)
		ELL	Not ELL	23.9%		(168 / 704)
			ELL	21.2%		(18 / 85)
		Gender	Female	17.6%		(66 / 374)
			Male	28.9%		(120 / 415)
		InstrSetting	Not Special Ed	20.3%		(134 / 659)
			Special Ed	40.0%		(52 / 130)
		Race	Black / Latinx	20.2%		(38 / 188)
			White / Other	24.6%		(148 / 601)
	22-23	All	All	21.9%		(166 / 758)
		ELL	Not ELL	23.2%		(157 / 676)
			ELL	11.0%		(9 / 82)
		Gender	Female	17.1%		(62 / 362)
			Male	26.3%		(104 / 396)
		InstrSetting	Not Special Ed	19.0%		(119 / 627)
			Special Ed	35.9%		(47 / 131)
		Race	Black / Latinx	15.8%		(28 / 177)
			White / Other	23.8%		(138 / 581)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pelion High School	Number of Students
Out of School Suspensions	23-24	All	All	15.8%		(125 / 789)
		ELL	Not ELL	16.8%		(118 / 704)
			ELL	8.2%		(7 / 85)
		Gender	Female	8.8%		(33 / 374)
			Male	22.2%		(92 / 415)
		InstrSetting	Not Special Ed	12.3%		(81 / 659)
			Special Ed	33.8%		(44 / 130)
		Race	Black / Latinx	7.4%		(14 / 188)
			White / Other	18.5%		(111 / 601)
	22-23	All	All	13.9%		(105 / 758)
		ELL	Not ELL	14.3%		(97 / 676)
			ELL	9.8%		(8 / 82)
		Gender	Female	10.2%		(37 / 362)
			Male	17.2%		(68 / 396)
		InstrSetting	Not Special Ed	11.6%		(73 / 627)
			Special Ed	24.4%		(32 / 131)
		Race	Black / Latinx	11.3%		(20 / 177)
			White / Other	14.6%		(85 / 581)

Executive Summary of Needs Assessment Data Findings

School Name: *Pelion High School*

Goal Area	Goal	2024 Baseline	2025
Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 37.91% by 2029.	27.9%	32.0%
Academic Achievement	The percent of students the graduation cohort demonstrating college and/or career readiness as reported on the state report card will reach 63% by 2029.	53.0%	57.1%
Gifted and Talented (Academic)	The percent of Gifted and Talented identified students in the graduation cohort demonstrating college readiness (as defined by SCDE) will reach 69.3% by 2029.	64.3%	60.0%
Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	3.80	3.80
School Climate	The percent of School Climate points earned on the state report card will reach 53% by 2029.	48.0%	67.4%
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	3.30

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? Areas of strength and growth related to student achievement on our school's report card last year include student success (C or Higher) on the ENG2 EOCEP went from 42.9% in 2023 to 52% in 2024. Algebra 1 EOCEP student success rates went from 22.2% in 2023 to 24.1% in 2024. Biology 1 EOCEP student success in 2023 was 14.1 %, whereas the student success increased to 36.2% at the end of the 2024 school year. Our US History and Constitution EOCEP student success increased from 22.6% in 2023 to 30.2% in 2024. Our on-time graduation rate was 77.7% in 2023 and increased to 84.1% in 2024. In 2023, 53% of our seniors were college or career ready as compared to 66.4% in 2024. In 2023, 52.4% of our seniors were career ready, while in 2024, that number increased to 64.5%. Our drop-out recovery rate in 2023 was 8.3%, which was a decrease from 2022, however, in 2024, it was 0%. As a result of these areas of strength and growth, our school saw an increase in the number of students receiving Palmetto Fellows Scholarships. In the 2023-24 school year, we had three seniors with this recognition. At the midpoint of the 2024-2025 school year, six of our seniors have already achieved this recognition. We have also experienced an increase in the number of students enrolling in Internships. In 2023-2024, there were a total of 28 students who completed internships; mid-point in the 2024-25 school year, we have 63 students participating in internships. Based on a mid-year review of our school's work plan, we have an on-track graduation rate of 83.9%. Based on ENG2 EOCEP scores, 41.1% of the students scored a C or higher. The Algebra 1 EOCEP scores reflect that 26.7% of students scored a C or higher. On the Biology 1 EOCEP, 52% of the students scored a C or higher. And, on the US History and Constitution EOCEP, 29.9% of students demonstrated success, also scoring a C or higher. Based on this review, our school's priority area of need is to plan lessons that are rigorous, challenging and engaging. We will continue to see areas of strength and growth (in academics) by creating learning targets and profile targets that are aligned to the content standards and referencing those throughout instruction in the classroom. While teaching and modeling how to align those components into a lesson, we will also teach how to incorporate AI, how to plan using the Backwards by Design model and use data to plan future instruction. We will continue to keep the Zap the Zeros time sacred as this gives students an opportunity to make up missing work, seek extra help, receive individualized instruction, complete activities for reinforcement or challenge and complete retakes on major
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Executive Summary of Needs Assessment Data Findings

	assessments. We will also be more intentional that each EOCEP course offers an Academic Blitz in preparation for those important assessments. We will also be intentional when scheduling students into courses and guide them in pathways to become completers and CCR. For our students transitioning from middle to high school especially, we will use state and district data to determine which students might benefit from a preparatory course prior to placing them directly into an EOCEP course. We will enroll and schedule the majority of freshmen into Earth Science, which will allow them an additional year to gain processing skills that will benefit them when they do take Biology 1 as a 10th grader. For our juniors, we will schedule them in US History and Constitution and our seniors in US Government & Economics.
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? Areas of strength and growth related to teacher/admin quality on the SCDE staff and student survey last year were Areas of strength and growth related to teacher/admin quality on the SCDE staff and student survey last year were the increase in the number of teachers with continuing contracts (100%- up from 97.8% in 2023), no changes in the school administrative team from 2023-2024, an additional graduation coach was hired and a part-time position was created to help with attendance. Our mid-year review and the staff pulse check survey data show an increase in teachers who are working retirees or teachers who are on a letter of agreement through the end of the 2024 school year. Due to not being able to fill one teaching vacancy, a virtual teaching position was created, one teacher resigned at the mid-year mark and another position in one department was not able to be filled virtually or otherwise. Based on our review, our school's priority area of need in this area is scheduling interviews for vacated positions as soon as colleagues complete the HR44 form (separation letter for the upcoming school year).

Executive Summary of Needs Assessment Data Findings

School Climate	• What were areas of strength and growth related to school climate on the SCDE staff and student survey last year? • What did your mid-year review and the student/staff pulse check survey data indicate regarding school climate now? • Based on your review, what is your school's priority area of need in this area? Areas of strength and growth related to school climate on the SCDE staff and survey last year were noted in the teachers' perception of instruction (being challenging for students, focus on helping students to understand; not just memorizing facts, using strategies to meet the needs of learners, using student data to set goals and plan instruction). Teachers in 2024 rated this area a 3.57 out of a 5. The previous year, this rating was a 3.09 out of a 5. Teachers scored the working conditions at our school a 3.99 out of 5. In 2023, teachers rated the working conditions a 1.3 out of 5. Safety perceptions from the teachers has also increased from a 4.08 out of 5 (2024) from a 3.05 out of 5 (2023). In terms of students' perceptions, they scored the social and physical environment a 1.93 out of 5 in 2024, however, this was an increase from the 1.67 out of 5 in 2023. Safety perceptions greatly increased from 2023 (2.83 out of 5) to 2024 (3.29 out of 5). Our mid-year review of the student pulse check survey data revealed the following information: 61.3% of students agree students at our school behave well in class; 69.3% of students agree that students at our school behave well in the hallways, the cafe and on school property; 76.4% agree their classes are challenging; 81.5% agree their teachers help when they don't understand something. In terms of safety, 84.9% of students agree they feel safe at school before and after hours; 81.5% agree they feel safe during the school day; and 87.6% of students say they feel safe going to or coming from our school. Our mid-year review of the teacher pulse check survey data revealed the following information: 87.5% of teachers believe the instruction they provide is challenging; 82.5% of teachers say the school focuses instruction on understanding and not just memorizing facts; 80% of the teachers use data to set goals and plan instruction; 75% of the teachers use effective instructional strategies to meet the need of low-achieving students and 80% use effective strategies to meet the academically-gifted students. Only 55% of the teachers believe students behave well in class and only 45% of them believe students at our school behave well in the hallways, in the cafe and on school grounds. When asked about the school administration providing effective instructional leadership, 87.5% of them agreed with this statement. In terms of safety, 92.5% say they feel safe at school during the day, before school and after school. Based on this review, our school's priority area of need is two-fold:
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Executive Summary of Needs Assessment Data Findings

	Stress the importance of being consistent with school processes & procedures and apply new learning from PLCs into instructional practice in the classroom (Rigor, Higher-Level Questioning, Backwards by Design Planning, Aligning Standards to Learning Targets to Profile Targets and Conducting Data Dives).
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Location: Pelion High

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)
High	Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 37.91% by 2029.	27.9%	29.9%	31.9%	33.9%	35.9%	37.9%
High	Academic Achievement	The percent of students the graduation cohort demonstrating college and/or career readiness as reported on the state report card will reach 63% by 2029.	53.00%	55.00%	57.00%	59.00%	61.00%	63.00%
Actual Data (Academic Ach.)				32.0%				
Actual Data (CCR)				57.1%				

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 ability to earn or receive academic credit in a course and remain on track to graduate - 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
High	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)				3.30				

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)
High	School Climate	The percent of School Climate points earned on the state report card will reach 53% by 2029.	48.0%	49.0%	50.0%	51.0%	52.0%	53.0%
Actual Data				67.4%				

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 CCR Data	2025 CCR Data	2026 CCR Data	2027 CCR Data	2028 CCR Data	2029 CCR Data
High	Gifted and Talented (Academic)	The percent of Gifted and Talented identified students in the graduation cohort demonstrating college readiness (as defined by SCDE) will reach 69.3% by 2029.	64.3%	65.3%	66.3%	67.3%	68.3%	69.3%
Actual Data				60.0%				

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 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 graduation.

Level	Area	Goal	2024 GT Survey	2025 GT Survey	2026 GT Survey	2027 GT Survey	2028 GT Survey	2029 GT Survey
All	Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	3.80	3.80	3.85	3.90	3.95	4.00
Actual Data				3.80				

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 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 graduation.