

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 Middle
SIDN:	3201061
Plan Submission:	School utilizes Cognia
Grade Span:	6 To 8
District:	Lexington 1
Address 1:	660 Rawl Road
Address 2:	
City:	Lexington, SC
Zip Code:	29072
School Renewal Plan Contact Person:	Julie Painter
School Plan Contact Phone:	803-821-2701
School Plan E-mail Address:	jpainter@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

Superintendent		
<u>Gerrita Postlewait</u> Printed Name	<u>Gerrita Postlewait</u> Signature	<u>3-27-25</u> Date
Principal		
<u>Julie Painter</u> Printed Name	<u>Julie Painter</u> Signature	<u>3/6/25</u> Date
Chairperson, District Board of Trustees		
<u>Kathryn W. Henson</u> Printed Name	<u>Kathy Henson</u> Signature	<u>4/1/25</u> Date
Chairperson, School Improvement Council		
<u>Beth Quick</u> Printed Name	<u>Beth Quick</u> Signature	<u>3/11/25</u> Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Lauren Tavernier</u> Printed Name	<u>Lauren Tavernier</u> Signature	<u>3/6/25</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	Julie Painter
2.	Teacher	Jacqueline Anderson
3.	Parent/Guardian	Beth Quick
4.	Community Member	Kathy Leary
5.	Paraprofessional	Tanisha Jackson
6.	School Improvement Council Member	Melissa Moore
7.	Read to Succeed Reading Coach	Emily Lucas
8.	School Read To Succeed Literacy Leadership Team Lead	Lauren Tavernier
9.	School Read To Succeed Literacy Leadership Team Member	Ron Block
	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/>

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)	Lexington County School District One received a waiver for SBE Regulation 43-232 from the S.C. Department of Education to allow grade six dual language immersion students to earn high school credit when they demonstrate appropriate proficiency at the end of their language course. This waiver allows dual immersion students who have been on an accelerated pathway for language acquisition in elementary school to progress on time with the requisite skills for the next level of their language proficiency.
6. Other (Include the SBE Regulation number to be waived)	



LEXINGTON SCHOOL DISTRICT ONE

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

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COMPREHENSIVE NEEDS ASSESSMENT DATA

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

Directions: Provide all relevant needs assessment data, including both formative and summative assessments, used to gauge student learning, teacher and administrator quality, and school climate. Needs assessment data should not be limited to State Report Card data. Districts and schools must use other relevant data not found in the State Report Card. Data may be represented by the form of charts, graphs, etc.

Provide the link to your district or school's most recent State Report Card:

[Pleasant Hill Middle Middle School Report Card](#)

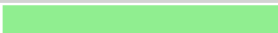
	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Pleasant Hill Middle School	Number of Students
ELA	23-24	All	All	71.8%		(506 / 705)
		ELL	Not ELL	72.5%		(503 / 694)
			ELL	27.3%		(3 / 11)
		Gender	Female	75.8%		(266 / 351)
			Male	67.8%		(240 / 354)
		InstrSetting	Not Special Ed	77.2%		(495 / 641)
			Special Ed	17.2%		(11 / 64)
		Race	Black / Latinx	51.4%		(72 / 140)
			White / Other	76.8%		(434 / 565)
	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	23-24	All	All	52.9%		(373 / 705)
		ELL	Not ELL	53.5%		(371 / 694)
			ELL	18.2%		(2 / 11)
		Gender	Female	53.6%		(188 / 351)
			Male	52.3%		(185 / 354)
		InstrSetting	Not Special Ed	56.6%		(363 / 641)
			Special Ed	15.6%		(10 / 64)
		Race	Black / Latinx	33.6%		(47 / 140)
			White / Other	57.7%		(326 / 565)
	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	%	iReady Meeting or Exceeding Stretch Growth TargetPleasant Hill Middle School	Number of Students
Math	23-24	All	All	17.6%		(121 / 687)
		ELL	Not ELL	17.4%		(116 / 665)
			ELL	22.7%		(5 / 22)
		Gender	Female	16.6%		(56 / 338)
			Male	18.6%		(65 / 349)
		InstrSetting	Not Special Ed	17.6%		(110 / 626)
			Special Ed	18.0%		(11 / 61)
		Race	Black / Latinx	16.5%		(22 / 133)
			White / Other	17.9%		(99 / 554)
	22-23	All	All	16.8%		(120 / 716)
		ELL	Not ELL	16.4%		(113 / 687)
			ELL	24.1%		(7 / 29)
		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)

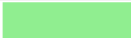
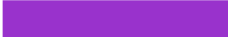
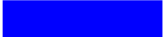
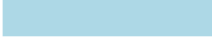
	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth TargetPleasant Hill Middle School	Number of Students
Reading	23-24	All	All	19.7%		(135 / 686)
		ELL	Not ELL	19.1%		(127 / 664)
			ELL	36.4%		(8 / 22)
		Gender	Female	18.0%		(61 / 338)
			Male	21.3%		(74 / 348)
		InstrSetting	Not Special Ed	19.8%		(124 / 625)
			Special Ed	18.0%		(11 / 61)
		Race	Black / Latinx	15.7%		(21 / 134)
			White / Other	20.7%		(114 / 552)
	22-23	All	All	18.8%		(135 / 719)
		ELL	Not ELL	18.7%		(129 / 690)
			ELL	20.7%		(6 / 29)
		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 of students passing the EOCEP test for Pleasant Hill Middle School	Number of Students
Algebra 1	23-24	All	All	97.3%		(110 / 113)
		ELL	Not ELL	97.3%		(110 / 113)
		Gender	Female	97.1%		(66 / 68)
			Male	97.8%		(44 / 45)
		InstrSetting	Not Special Ed	97.3%		(110 / 113)
	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	%	Percent Enrolled in one or more courses at the grouped level Pleasant Hill Middle School	Number of Students
Accelerated/ Eagles	23-24	All	All	38.5%		(284 / 737)
		ELL	Not ELL	39.1%		(267 / 683)
			ELL	31.5%		(17 / 54)
		Gender	Female	34.9%		(127 / 364)
			Male	42.1%		(157 / 373)
		InstrSetting	Not Special Ed	41.7%		(278 / 667)
			Special Ed	8.6%		(6 / 70)
		Race	Black / Latinx	26.1%		(46 / 176)
			White / Other	42.4%		(238 / 561)
	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	23-24	All	All	20.4%		(150 / 737)
		ELL	Not ELL	20.2%		(138 / 683)
			ELL	22.2%		(12 / 54)
		Gender	Female	25.3%		(92 / 364)
			Male	15.5%		(58 / 373)
		InstrSetting	Not Special Ed	22.5%		(150 / 667)
			Special Ed	0.0%		(0 / 70)
		Race	Black / Latinx	14.8%		(26 / 176)
			White / Other	22.1%		(124 / 561)
	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	23-24	All	All	12.9%		(95 / 737)
		ELL	Not ELL	12.9%		(91 / 708)
			ELL	13.8%		(4 / 29)
		Gender	Female	14.0%		(51 / 364)
			Male	11.8%		(44 / 373)
		InstrSetting	Not Special Ed	11.5%		(77 / 667)
			Special Ed	25.7%		(18 / 70)
		Race	Black / Latinx	20.5%		(36 / 176)
			White / Other	10.5%		(59 / 561)
	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	23-24	All	All	23.2%		(171 / 737)
		ELL	Not ELL	23.4%		(166 / 708)
			ELL	17.2%		(5 / 29)
		Gender	Female	14.0%		(51 / 364)
			Male	32.2%		(120 / 373)
		InstrSetting	Not Special Ed	21.3%		(142 / 667)
			Special Ed	41.4%		(29 / 70)
		Race	Black / Latinx	32.7%		(50 / 153)
			White / Other	20.7%		(121 / 584)
	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	23-24	All	All	7.2%		(53 / 737)
		ELL	Not ELL	7.3%		(52 / 708)
			ELL	3.4%		(1 / 29)
		Gender	Female	2.5%		(9 / 364)
			Male	11.8%		(44 / 373)
		InstrSetting	Not Special Ed	5.2%		(35 / 667)
			Special Ed	25.7%		(18 / 70)
		Race	Black / Latinx	12.4%		(19 / 153)
			White / Other	5.8%		(34 / 584)
	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	23-24	All	All	7.6%		(56 / 737)
		ELL	Not ELL	7.8%		(55 / 708)
			ELL	3.4%		(1 / 29)
		Gender	Female	3.6%		(13 / 364)
			Male	11.5%		(43 / 373)
		InstrSetting	Not Special Ed	6.0%		(40 / 667)
			Special Ed	22.9%		(16 / 70)
		Race	Black / Latinx	9.2%		(14 / 153)
			White / Other	7.2%		(42 / 584)
	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

Goal Area	Goal	2024 Baseline	2025
Academic Achievement	The average percent of possible Academic Achievement points earned on the state report card will reach 68.79% by 2029.	58.8%	62.7%
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%	51.9%
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 40.7% by 2029.	35.7%	47.3%
Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	4.90	4.90
School Climate	The percent of School Climate points earned on the state report card will reach 60.% by 2029.	55.0%	73.3%
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	3.20

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? Pleasant Hill Middle School demonstrated notable growth in student achievement on the 2023-2024 SCDE report card, with increases in the percentage of students meeting or exceeding expectations on SCReady ELA (73.4%) and Math (54.1%). These scores surpass both district and state averages, indicating strong performance. However, the school recognizes the need for continuous improvement in both subject areas to ensure all students reach their full potential. A mid-year review of the school's work plan highlighted teacher clarity as a critical area for focus. The school aims to implement student-led practices consistently, enabling students to articulate their learning and track their progress. This focus is supported by positive trends in student perceptions, as evidenced by a significant increase in students reporting that teachers are helpful when they struggle. Professional learning sessions centered on "The Teacher Clarity Playbook" are being conducted to equip educators with strategies for creating clear learning targets and success criteria. Based on the review, Pleasant Hill Middle School's priority area is enhancing teacher clarity to empower students to take ownership of their learning. The school is implementing targeted professional development and setting specific work plan goals for the 2024-2025 school year. These goals include developing clear student-centered learning targets, providing opportunities for student reflection, unpacking standards with students, and promoting ongoing professional growth for educators. The school anticipates that these efforts will lead to continued improvement in student achievement.
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? PHMS has shown substantial growth in the areas of Teacher/Administrator Quality as evidenced by the SCDE Survey of Students, Teachers, and Parents; PHMS educators, however, continue to reflect on how to improve practice for the academic and personal achievement of students.

Executive Summary of Needs Assessment Data Findings

	The SCDE Survey (23-24) yielded the following growth points in Teacher/Administrator Quality: • “Faculty and staff have a shared vision” grew from 58% (22-23) to 98% (23-24). • “I feel supported by administrators at my school” as responded to positively by Teachers grew from 74.5% (22-23) to 95% (23-24). • “I am satisfied with the learning environment in my school” received a positive response of 86% by Students, 100% by Teachers, and 95% for Parents (23-24). Building upon this success, Pleasant Hill Middle School's priority is deepening the implementation of Multi-Tiered Systems of Support (MTSS) and fostering student-led learning. While the school has made strides in professional learning related to data-driven instruction and MTSS, sustained effort is needed to ensure consistent and effective application across all classrooms. By refining data tracking, instructional calibration, and MTSS meeting processes, and by further empowering students through clear learning targets and success criteria, the school can further enhance teacher effectiveness and grow student achievement.
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? Pleasant Hill Middle School saw positive growth in school climate, as reflected in the 2023-2024 SCDE Survey. Student and parent satisfaction with the learning environment increased, with parent satisfaction rising significantly from 88.6% to 95.1%. This indicates a positive perception of the school's efforts to foster a supportive learning atmosphere. The school attributes this progress to its focus on explicitly teaching and modeling the Lex 1 Graduate Profile Competencies, which aim to develop positive school community members. Mid-year reviews and pulse check surveys reinforce the positive climate trends, with continued parent satisfaction regarding student engagement opportunities. However, while parents reported a substantial increase in understanding their child's learning objectives, they still expressed concerns about knowing their child's homework assignments. This was indicated by a 79.9% satisfaction rate in that area. The school is actively addressing this by reinforcing consistent use of its learning management system to improve communication regarding assignments and deadlines.

Executive Summary of Needs Assessment Data Findings

	Based on the review, Pleasant Hill Middle School's priority area is to enhance communication regarding student assignments. While overall climate indicators are strong, ensuring parents have clear and consistent access to information about homework is crucial. The school aims to solidify its practices with the learning management system and continue its focus on the Lex 1 Graduate Profile Competencies to foster a more connected and informed school community
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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.)				62.7%				
Actual Data (Progress)				51.9%				

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)				3.20				

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 60.% by 2029.	55.0%	56.0%	57.0%	58.0%	59.0%	60.0%
Actual Data				73.3%				

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 40.7% by 2029.	35.7%	36.7%	37.7%	38.7%	39.7%	40.7%
Actual Data				47.3%				

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 practices and structures that improve student access to quality instructional programming and the support necessary to fully take advantage of those opportunities.					
Implement district gifted and talented systems and structures related to preparation, identification, and delivery models to include the necessary support students may need to be successful.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Increase in those who are identified by Grade 5 (for elementary schools ONLY) - Increase in the number of student work samples that meet multiple attributes of powerful learning experiences - Increase in the number of students who remain in G/T coursework through middle school (for middle schools ONLY)

Level	Area	Goal	2024 GT Survey	2025 GT Survey	2026 GT Survey	2027 GT Survey	2028 GT Survey	2029 GT Survey
Elementary/Middle	Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	4.90	4.90	4.95	5.00	5.05	5.10
Actual Data				4.90				

Action Plan

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