School Renewal Plan Cover Page

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

School Name:	Pelion Elementary
SIDN:	3201008
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Lexington 1
Address 1:	1202 Pine Street
Address 2:	
City:	Pelion, SC
Zip Code:	29123
School Renewal Plan Contact Person:	Francina Gerald
School Plan Contact Phone:	803-821-2000
School Plan E-mail Address:	fgerald@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		
Dr. Gerita Postlewait Printed Name	Gerita Postlewait Signature	3-27-25 Date
Principal		
Francina Gerald Printed Name	Francina Gerald Signature	3/5/25 Date
Chairperson, District Board of Trustees		
Kathryn W. Henson Printed Name	Kathryn Henson Signature	4/1/25 Date
Chairperson, School Improvement Council		
Brooke Shumpert Printed Name	Brooke Shumpert Signature	3/5/25 Date
School Read To Succeed Literacy Leadership Team Lead		
Amy Swick Printed Name	Amy D. Swick Signature	3/5/25 Date

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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 *et seq.* (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**	Francina Gerald
2.	**Teacher**	Regina Lynn Dennis
3.	**Parent/Guardian**	Brooke Shumpert
4.	**Community Member**	Pastor Joe Savage
5.	**Paraprofessional**	Amy Summers
6.	**School Improvement Council Member**	Kaci Bailey
7.	**Read to Succeed Reading Coach**	Amy Swick
8.	**School Read To Succeed Literacy Leadership Team Lead**	Amy Swick
9.	**School Read To Succeed Literacy Leadership Team Member**	Brandon Fulmer
	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 (*SBE Regulation 43-261*)	
2. Teachers teaching more than 1500 minutes (*SBE Regulation 43-205*)	
3. Teachers teaching more than 4 preps (*SBE Regulation 43-205*)	
4. High School Principal over two schools or grades more than 9-12 (*SBE Regulation 43-205*)	
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 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.

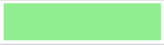
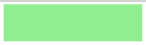
Directions: Provide all relevant needs assessment data, including both formative and summative assessments, used to gauge student learning, teacher and administrator quality, and school climate. Needs assessment data should not be limited to State Report Card data. Districts and schools must use other 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:

Pelion Elementary School Report Card

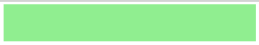
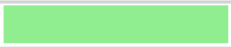
	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Pelion Elementary School	Number of Students
Reading Grades 1-5	23-24	All	All	56.5%		(262 / 464)
		ELL	Not ELL	60.9%		(238 / 391)
			ELL	32.9%		(24 / 73)
		Gender	Female	56.9%		(140 / 246)
			Male	56.0%		(122 / 218)
		InstrSetting	Not Special Ed	67.2%		(246 / 366)
			Special Ed	16.3%		(16 / 98)
		Race	Black / Latinx	45.8%		(66 / 144)
			White / Other	61.3%		(196 / 320)
	22-23	All	All	49.5%		(220 / 444)
		ELL	Not ELL	51.4%		(199 / 387)
			ELL	36.8%		(21 / 57)
		Gender	Female	49.8%		(121 / 243)
			Male	49.3%		(99 / 201)
		InstrSetting	Not Special Ed	60.8%		(203 / 334)
			Special Ed	15.5%		(17 / 110)
		Race	Black / Latinx	46.3%		(56 / 121)
			White / Other	50.8%		(164 / 323)

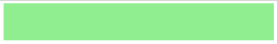
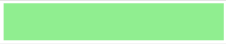
	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Pelion Elementary School	Number of Students
ELA	23-24	All	All	41.8%		(117 / 280)
		ELL	Not ELL	44.2%		(110 / 249)
			ELL	22.6%		(7 / 31)
		Gender	Female	40.9%		(63 / 154)
			Male	42.9%		(54 / 126)
		InstrSetting	Not Special Ed	55.4%		(112 / 202)
			Special Ed	6.4%		(5 / 78)
		Race	Black / Latinx	31.9%		(22 / 69)
			White / Other	45.0%		(95 / 211)
	22-23	All	All	36.0%		(99 / 275)
		ELL	Not ELL	38.0%		(95 / 250)
			ELL	16.0%		(4 / 25)
		Gender	Female	36.5%		(58 / 159)
			Male	35.3%		(41 / 116)
		InstrSetting	Not Special Ed	51.1%		(95 / 186)
			Special Ed	4.5%		(4 / 89)
		Race	Black / Latinx	23.7%		(14 / 59)
			White / Other	39.4%		(85 / 216)

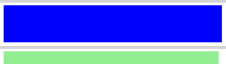
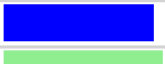
	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Pelion Elementary School	Number of Students
Math	23-24	All	All	28.2%		(79 / 280)
		ELL	Not ELL	28.5%		(71 / 249)
			ELL	25.8%		(8 / 31)
		Gender	Female	21.4%		(33 / 154)
			Male	36.5%		(46 / 126)
		InstrSetting	Not Special Ed	37.6%		(76 / 202)
			Special Ed	3.8%		(3 / 78)
		Race	Black / Latinx	21.7%		(15 / 69)
			White / Other	30.3%		(64 / 211)
	22-23	All	All	24.0%		(66 / 275)
		ELL	Not ELL	25.2%		(63 / 250)
			ELL	12.0%		(3 / 25)
		Gender	Female	21.4%		(34 / 159)
			Male	27.6%		(32 / 116)
		InstrSetting	Not Special Ed	35.5%		(66 / 186)
			Special Ed	0.0%		(0 / 89)
		Race	Black / Latinx	18.6%		(11 / 59)
			White / Other	25.5%		(55 / 216)

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth TargetPelion Elementary School	Number of Students
Math	23-24	All	All	17.7%		(95 / 536)
		ELL	Not ELL	19.1%		(89 / 465)
			ELL	8.5%		(6 / 71)
		Gender	Female	17.7%		(52 / 294)
			Male	17.8%		(43 / 242)
		InstrSetting	Not Special Ed	20.1%		(83 / 413)
			Special Ed	9.8%		(12 / 123)
		Race	Black / Latinx	9.6%		(13 / 135)
			White / Other	20.4%		(82 / 401)
	22-23	All	All	20.0%		(101 / 506)
		ELL	Not ELL	20.1%		(91 / 453)
			ELL	18.9%		(10 / 53)
		Gender	Female	16.6%		(45 / 271)
			Male	23.8%		(56 / 235)
		InstrSetting	Not Special Ed	22.2%		(80 / 360)
			Special Ed	14.4%		(21 / 146)
		Race	Black / Latinx	14.7%		(15 / 102)
			White / Other	21.3%		(86 / 404)

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth TargetPelion Elementary School	Number of Students
Reading	23-24	All	All	29.6%		(159 / 538)
		ELL	Not ELL	29.7%		(139 / 468)
			ELL	28.6%		(20 / 70)
		Gender	Female	31.4%		(93 / 296)
			Male	27.3%		(66 / 242)
		InstrSetting	Not Special Ed	30.7%		(127 / 414)
			Special Ed	25.8%		(32 / 124)
		Race	Black / Latinx	25.2%		(34 / 135)
			White / Other	31.0%		(125 / 403)
	22-23	All	All	25.2%		(128 / 508)
		ELL	Not ELL	25.1%		(114 / 454)
			ELL	25.9%		(14 / 54)
		Gender	Female	24.2%		(66 / 273)
			Male	26.4%		(62 / 235)
		InstrSetting	Not Special Ed	29.5%		(108 / 366)
			Special Ed	14.1%		(20 / 142)
		Race	Black / Latinx	25.2%		(26 / 103)
			White / Other	25.2%		(102 / 405)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Pelion Elementary School	Number of Students
Accelerated/ Eagles	23-24	All	All	7.4%		(22 / 297)
		ELL	Not ELL	8.4%		(21 / 251)
			ELL	2.2%		(1 / 46)
		Gender	Female	6.2%		(10 / 161)
			Male	8.8%		(12 / 136)
		InstrSetting	Not Special Ed	10.1%		(22 / 217)
			Special Ed	0.0%		(0 / 80)
		Race	Black / Latinx	5.4%		(5 / 93)
			White / Other	8.3%		(17 / 204)
	22-23	All	All	6.5%		(19 / 291)
		ELL	Not ELL	7.5%		(19 / 255)
			ELL	0.0%		(0 / 36)
		Gender	Female	5.9%		(10 / 169)
			Male	7.4%		(9 / 122)
		InstrSetting	Not Special Ed	9.0%		(18 / 199)
			Special Ed	1.1%		(1 / 92)
		Race	Black / Latinx	3.7%		(3 / 82)
			White / Other	7.7%		(16 / 209)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Pelion Elementary School	Number of Students
Chronic Absences	23-24	All	All	34.0%		(240 / 705)
		ELL	Not ELL	35.3%		(214 / 607)
			ELL	26.5%		(26 / 98)
		Gender	Female	32.6%		(119 / 365)
			Male	35.6%		(121 / 340)
		InstrSetting	Not Special Ed	32.2%		(173 / 537)
			Special Ed	39.9%		(67 / 168)
		Race	Black / Latinx	33.6%		(72 / 214)
			White / Other	34.2%		(168 / 491)
	22-23	All	All	28.4%		(194 / 683)
		ELL	Not ELL	28.8%		(174 / 605)
			ELL	25.6%		(20 / 78)
		Gender	Female	28.3%		(104 / 368)
			Male	28.6%		(90 / 315)
		InstrSetting	Not Special Ed	26.5%		(130 / 491)
			Special Ed	33.3%		(64 / 192)
		Race	Black / Latinx	30.9%		(59 / 191)
			White / Other	27.4%		(135 / 492)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pelion Elementary School	Number of Students
Referrals	23-24	All	All	20.6%		(145 / 705)
		ELL	Not ELL	20.3%		(123 / 606)
			ELL	22.2%		(22 / 99)
		Gender	Female	12.9%		(47 / 365)
			Male	28.8%		(98 / 340)
		InstrSetting	Not Special Ed	20.1%		(108 / 537)
			Special Ed	22.0%		(37 / 168)
		Race	Black / Latinx	26.2%		(49 / 187)
			White / Other	18.5%		(96 / 518)
	22-23	All	All	14.2%		(97 / 683)
		ELL	Not ELL	15.0%		(91 / 605)
			ELL	7.7%		(6 / 78)
		Gender	Female	7.6%		(28 / 368)
			Male	21.9%		(69 / 315)
		InstrSetting	Not Special Ed	13.6%		(67 / 491)
			Special Ed	15.6%		(30 / 192)
		Race	Black / Latinx	11.7%		(18 / 154)
			White / Other	14.9%		(79 / 529)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pelion Elementary School	Number of Students
In School Suspensions	23-24	All	All	1.4%		(10 / 705)
		ELL	Not ELL	1.7%		(10 / 606)
			ELL	0.0%		(0 / 99)
		Gender	Female	1.1%		(4 / 365)
			Male	1.8%		(6 / 340)
		InstrSetting	Not Special Ed	1.3%		(7 / 537)
			Special Ed	1.8%		(3 / 168)
		Race	Black / Latinx	0.5%		(1 / 187)
			White / Other	1.7%		(9 / 518)
	22-23	All	All	1.2%		(8 / 683)
		ELL	Not ELL	1.3%		(8 / 605)
			ELL	0.0%		(0 / 78)
		Gender	Female	0.5%		(2 / 368)
			Male	1.9%		(6 / 315)
		InstrSetting	Not Special Ed	1.2%		(6 / 491)
			Special Ed	1.0%		(2 / 192)
		Race	Black / Latinx	1.3%		(2 / 154)
			White / Other	1.1%		(6 / 529)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pelion Elementary School	Number of Students
Out of School Suspensions	23-24	All	All	4.0%		(28 / 705)
		ELL	Not ELL	4.0%		(24 / 606)
			ELL	4.0%		(4 / 99)
		Gender	Female	3.0%		(11 / 365)
			Male	5.0%		(17 / 340)
		InstrSetting	Not Special Ed	3.5%		(19 / 537)
			Special Ed	5.4%		(9 / 168)
		Race	Black / Latinx	4.3%		(8 / 187)
			White / Other	3.9%		(20 / 518)
	22-23	All	All	4.1%		(28 / 683)
		ELL	Not ELL	4.5%		(27 / 605)
			ELL	1.3%		(1 / 78)
		Gender	Female	3.0%		(11 / 368)
			Male	5.4%		(17 / 315)
		InstrSetting	Not Special Ed	2.9%		(14 / 491)
			Special Ed	7.3%		(14 / 192)
		Race	Black / Latinx	1.3%		(2 / 154)
			White / Other	4.9%		(26 / 529)

Executive Summary of Needs Assessment Data Findings

School Name: Pelion 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 43.67% by 2029.	33.7%	38.3%
Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 61.2% by 2029.	51.2%	45.7%
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 55% by 2029.	50.0%	31.3%
Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	5.70	5.70
School Climate	The percent of School Climate points earned on the state report card will reach 72.% by 2029.	67.0%	62.0%
Teacher and Administrator Quality	Increase the cumulative average of teachers' composite score on the SC Teaching Standards 4.0 rubric from 3.0 to 3.5 by 2029. (Observation protocols will be reevaluated and calibrated in the 24-25 school year in order to obtain accurate baseline data.)	3.00	2.99

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? On the 2024 report card, 43.1% of PES students met or exceeded grade-level expectations in ELA. Though this percentage was lower than the district and state average, it was a 7.1% increase from the percentage of students who met or exceeded grade level expectations in ELA on the 2023 report card. Though lower than the district and state average, 29.2% of PES students met or exceeded grade-level expectations in math on the 2024 report card, demonstrating a 5.2% increase from the previous year. A comparison of the Fall to Winter administration of i-Ready revealed an increase in students scoring Early On to Mid-grade level in reading, moving from 15% in the fall to 34% in the winter. Additionally, the percentage of students scoring three or more grade levels below decreased from 34% to 20%. In math on i-Ready, only 6% of students scored Early On to Mid-grade level in the fall compared to 23% in the winter. 41% of students scored three or more grade levels below in math in the fall compared to 18% in the winter. 3.33/10 points were received for the progress of multilingual learners on the 2024 state report card compared to 4.42 points on the 2023 state report card. This demonstrates a 1.09 decrease in progress. The percentage of students served by the gifted and talented program has decreased from 4.3% to 3.2%. It was noted that a large percentage of students performing one grade level below on i-Ready are not making enough progress to shift to Early On or Mid-Grade level expectations. Our school's priority areas based on the MOY Review include the following: • Provide more opportunities for students to collaborate. It was noted that there was a significant amount of teacher talk, so utilizing cooperative learning strategies like pair-sharing and peer tutoring will be instrumental in increasing student engagement and collaboration. • Consistently checking student understanding throughout the

Executive Summary of Needs Assessment Data Findings

	lesson is also a priority. Randomize calling on students to answer CFU questions to ensure the teacher accurately gauges whether students understand the concepts and skills being taught.
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 the state report card, the percentage of inexperienced teachers at Pelion Elementary School has decreased from 12.2% to 2.3%. The rate of vacancies for more than 9 weeks remained at 0. The percentage of teachers with advanced degrees remained above 67%. The staff pulse check survey data indicated a slight increase in teacher satisfaction compared to last year, moving from 4.8 to 5.0 overall. There was a slight decline in points received for School Climate from 6.68 to 6.2 out of 10 points. During the first semester, professional development focused on standards-aligned planning and instruction. Teachers had extended planning time with instructional coaches at least once per quarter to ensure that plans were aligned with the standards and that the learning targets were appropriately aligned and assessed. The mid-year review indicated a need to continue focusing on unpacking learning targets, small group instruction, checking for understanding, and increasing student engagement. Our school's priority area of need is improving overall instruction, particularly for students scoring one grade below in reading and math on i-Ready. It is imperative that these students clearly understand the concepts and skills being taught. In addition to providing professional development in delivering quality small-group instruction, teachers will also focus on developing checking-for-understanding questions utilizing artificial intelligence (AI). Additionally, teachers will use what they have learned from the Professional Learning Communities Summit and Visible Learning Workshop to guide them as we focus specifically on learning. The principal, who has 10 years of prior principal experience before coming to PES, will continue participating in Buildership University.

Executive Summary of Needs Assessment Data Findings

	This program provides professional development, courses, connections, and coaching for K-12 principals, administrators, and other educational leaders. The principal will also continue to provide support and coaching for the two novice assistant principals at PES. During the second semester, PES will also partner with the USC Coordinating Council from the Educational Leadership Department to provide coaching and mentoring for the assistant principals.
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? Although slightly lower than the district average, teachers' perception of safety received the highest points out of 10 of all the other climate areas. The climate survey declined in all areas from the 2023 state report card to the 2024 state report card. This may be in part due to a change in leadership in the middle of the year, which left staff and students with a sense of instability. Solid, consistent leadership will be a focus moving forward. The mid-year pulse survey indicated improved teacher perception but decreased student perception. One indicator of concern was how students felt about how their peers behaved in class. Many students disagreed with the statement, "Students in my class behave well." Conversations with teachers indicated that students may be referring to one student in the classroom. This highlights the need for us as a staff to do more training in Positive Behavior Intervention & Support (PBIS) to ensure that staff members understand the importance of and practice recognizing positive behaviors over hyperfocusing on one student's negative behavior since students tend to focus on what they adults highlight. Additionally, ensuring that we have a positive Tier II Behavior Intervention in place, such as "Check-In, Check-Out," will be instrumental in improving student's perceptions of behavior in their classrooms. This was the first year of implementation for Positive Behavior Intervention & Supports (PBIS), and the systems in place for this will continue throughout the second semester. A PBIS Leadership team has been established, and in addition to the implementation training provided for the entire staff, they have had additional training days with a PBIS training facilitator. They will have another training during the second semester to begin planning for the 2025-2026 school year.

Executive Summary of Needs Assessment Data Findings

	Students were well-behaved during the mid-year learning walks, but working to change students' negative perceptions of that behavior will continue during the second semester. Revisiting some team-building activities appropriate for staff and students will be part of the leadership team’s charge moving forward.

Location: Pelion 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 43.67% by 2029.	33.67%	35.7%	37.7%	39.7%	41.7%	43.7%
Elementary/Middle	Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 61.2% by 2029.	51.20%	53.20%	55.20%	57.20%	59.20%	61.20%
			Actual Data (Academic Ach.)	38.3%				
			Actual Data (Progress)	45.7%				

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 satisfication as assessed on relevant areas of the SCDE climate survey
Implement revised school work plan process that is aligned to the strategic plan and school renewal plan.	July 2024-June 2029	School Leadership Team and Teacher Leaders	NA	NA	- Completed school work plans - Completed the school work plan review process yearly
Identify student intervention needs and implement appropriate supports as needed.	July 2024-June 2029	School Leadership Team and Teacher	NA	NA	- Increase in students reaching typical and stretch growth targets on interim assessments - Revised staffing and scheduling to match changes in intervention program

Level	*Area*	*Goal*	2023-2024 Observation Data	2024-2025 Observation Data	2025-2026 Observation Data	2026-2027 Observation Data	2027-2028 Observation Data	2028-2029 Observation Data
Elementary/Middle	Teacher and Administrator Quality	Increase the cumulative average of teachers' composite score on the SC Teaching Standards 4.0 rubric from 3.0 to 3.5 by 2029. (Observation protocols will be reevaluated and calibrated in the 24-25 school year in order to obtain accurate baseline data.)	3.00	3.10	3.20	3.30	3.40	3.50
			Actual Data (4.0 Rubric)	2.99				

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 satisfication 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 72.% by 2029.	67.0%	68.0%	69.0%	70.0%	71.0%	72.0%
			Actual Data	62.0%				

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.	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 satisfication 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 55% by 2029.	50.0%	51.0%	52.0%	53.0%	54.0%	55.0%
			Actual Data	31.3%				

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. 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 satisfication as assessed on relevant areas of the SCDE climate survey
Implement district gifted and talented systems and structures related to preparation, identification, and delivery models to include the necessary support students may need to be successful.	July 2024-June 2029	School Leadership Team and Teachers	NA	NA	- Increase in those who are identified by Grade 5 (for elementary schools ONLY) - Increase in the number of student work samples that meet multiple attributes of powerful learning experiences - Increase in the number of students who remain in G/T coursework through middle school (for middle schools ONLY)

Level	*Area*	*Goal*	2024 GT Survey	2025 GT Survey	2026 GT Survey	2027 GT Survey	2028 GT Survey	2029 GT Survey
Elementary/Middle	Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	5.70	5.70	5.75	5.80	5.85	5.90
			Actual Data	5.70				

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)