

School Renewal Plan Cover Page

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

School Name:	Pelion Middle
SIDN:	3201058
Plan Submission:	School utilizes Cognia
Grade Span:	6 To 8
District:	Lexington 1
Address 1:	325 Main Street
Address 2:	
City:	Pelion, SC
Zip Code:	29123
School Renewal Plan Contact Person:	Jessica Keisler
School Plan Contact Phone:	8038212301
School Plan E-mail Address:	jлкеisler@lexington1.net


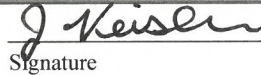
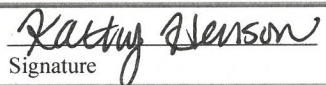
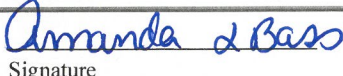
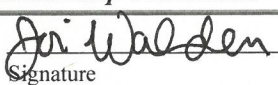
Required Signature Page

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 assurance requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

<i>Superintendent</i>		
<u>Gerrita Postlewait</u> Printed Name	 Signature	<u>3-27-25</u> Date
<i>Principal</i>		
<u>Jessica Keisler</u> Printed Name	 Signature	<u>3/6/25</u> Date
<i>Chairperson, District Board of Trustees</i>		
<u>Kathryn W. Henson</u> Printed Name	 Signature	<u>4/1/25</u> Date
<i>Chairperson, School Improvement Council</i>		
<u>Amanda Bass</u> Printed Name	 Signature	<u>3/6/25</u> Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Joi Walden</u> Printed Name	 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	<p>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.</p>
N/A	<p>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.</p>
N/A	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>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.</p>
Yes	<p>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.</p>

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	Jessica Keisler
2.	Teacher	Andrew Chavarria
3.	Parent/Guardian	Kimberly Kneece
4.	Community Member	John Rebolji
5.	Paraprofessional	Kristina Sox
6.	School Improvement Council Member	Amanda Bass
7.	Read to Succeed Reading Coach	Kathleen Oswald
8.	School Read To Succeed Literacy Leadership Team Lead	Joi Walden
9.	School Read To Succeed Literacy Leadership Team Member	Carmen Mangus
	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 Waiver 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 Middle School
Strategic Renewal Plan
School Plan: 2024/25 - 2028/29
School Year: Update 1 - 2025/26

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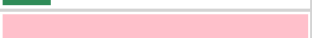






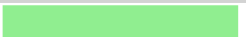

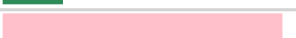





COMPREHENSIVE NEEDS ASSESSMENT DATA



















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:

[Pelion Middle School Report Card](#)


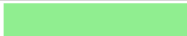

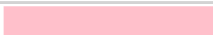














	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Pelion Middle School	Number of Students
ELA	23-24	All	All	34.9%		(188 / 539)
		ELL	Not ELL	37.4%		(185 / 494)
			ELL	6.7%		(3 / 45)
		Gender	Female	42.1%		(117 / 278)
			Male	27.2%		(71 / 261)
		InstrSetting	Not Special Ed	42.0%		(181 / 431)
			Special Ed	6.5%		(7 / 108)
		Race	Black / Latinx	33.6%		(48 / 143)
	White / Other		35.4%		(140 / 396)	
	22-23	All	All	30.8%		(167 / 542)
		ELL	Not ELL	32.4%		(164 / 506)
			ELL	8.3%		(3 / 36)
		Gender	Female	38.5%		(101 / 262)
			Male	23.6%		(66 / 280)
		InstrSetting	Not Special Ed	38.9%		(165 / 424)
			Special Ed	1.7%		(2 / 118)
Race		Black / Latinx	26.5%		(35 / 132)	
	White / Other	32.2%		(132 / 410)		

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Pelion Middle School	Number of Students
Math	23-24	All	All	17.3%		(93 / 539)
		ELL	Not ELL	18.6%		(92 / 494)
			ELL	2.2%		(1 / 45)
		Gender	Female	19.4%		(54 / 278)
			Male	14.9%		(39 / 261)
		InstrSetting	Not Special Ed	20.6%		(89 / 431)
			Special Ed	3.7%		(4 / 108)
		Race	Black / Latinx	13.3%		(19 / 143)
	White / Other		18.7%		(74 / 396)	
	22-23	All	All	13.4%		(73 / 544)
		ELL	Not ELL	14.2%		(72 / 508)
			ELL	2.8%		(1 / 36)
		Gender	Female	15.3%		(40 / 261)
			Male	11.7%		(33 / 283)
InstrSetting		Not Special Ed	16.7%		(71 / 426)	
		Special Ed	1.7%		(2 / 118)	
Race		Black / Latinx	11.4%		(15 / 132)	
	White / Other	14.1%		(58 / 412)		

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth Target Pelion Middle School	Number of Students
Math	23-24	All	All	15.5%		(82 / 528)
		ELL	Not ELL	15.9%		(73 / 459)
			ELL	13.0%		(9 / 69)
		Gender	Female	14.5%		(40 / 276)
			Male	16.7%		(42 / 252)
		InstrSetting	Not Special Ed	16.2%		(68 / 420)
			Special Ed	13.0%		(14 / 108)
		Race	Black / Latinx	11.8%		(16 / 136)
	White / Other		16.8%		(66 / 392)	
	22-23	All	All	24.8%		(127 / 512)
		ELL	Not ELL	23.7%		(108 / 456)
			ELL	33.9%		(19 / 56)
		Gender	Female	22.3%		(56 / 251)
			Male	27.2%		(71 / 261)
		InstrSetting	Not Special Ed	24.9%		(100 / 402)
			Special Ed	24.5%		(27 / 110)
Race		Black / Latinx	23.5%		(28 / 119)	
	White / Other	25.2%		(99 / 393)		

	Year	Group	Subgroup	%	iReady Meeting or Exceeding Stretch Growth Target Pelion Middle School	Number of Students
Reading	23-24	All	All	21.6%		(112 / 518)
		ELL	Not ELL	21.7%		(98 / 452)
			ELL	21.2%		(14 / 66)
		Gender	Female	19.8%		(54 / 273)
			Male	23.7%		(58 / 245)
		InstrSetting	Not Special Ed	21.3%		(88 / 413)
			Special Ed	22.9%		(24 / 105)
		Race	Black / Latinx	18.9%		(25 / 132)
	White / Other		22.5%		(87 / 386)	
	22-23	All	All	26.3%		(133 / 506)
		ELL	Not ELL	26.1%		(118 / 452)
			ELL	27.8%		(15 / 54)
		Gender	Female	19.3%		(48 / 249)
			Male	33.1%		(85 / 257)
		InstrSetting	Not Special Ed	24.3%		(97 / 399)
			Special Ed	33.6%		(36 / 107)
Race		Black / Latinx	25.9%		(30 / 116)	
	White / Other	26.4%		(103 / 390)		


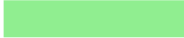
















	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Pelion Middle School	Number of Students
Algebra 1	23-24	All	All	83.0%		(39 / 47)
		ELL	Not ELL	83.0%		(39 / 47)
		Gender	Female	91.7%		(22 / 24)
			Male	73.9%		(17 / 23)
	InstrSetting	Not Special Ed	83.0%		(39 / 47)	
	22-23	All	All	64.7%		(22 / 34)
		ELL	Not ELL	64.7%		(22 / 34)
		Gender	Female	71.4%		(10 / 14)
			Male	60.0%		(12 / 20)
		InstrSetting	Not Special Ed	66.7%		(22 / 33)
			Special Ed	0.0%		(0 / 1)
		Race	Black / Latinx	100.0%		(1 / 1)

















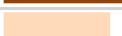

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Pelion Middle School	Number of Students
Accelerated/ Eagles	23-24	All	All	17.1%		(105 / 615)
		ELL	Not ELL	17.2%		(89 / 516)
			ELL	16.2%		(16 / 99)
		Gender	Female	19.7%		(62 / 314)
			Male	14.3%		(43 / 301)
		InstrSetting	Not Special Ed	21.0%		(103 / 490)
			Special Ed	1.6%		(2 / 125)
		Race	Black / Latinx	15.3%		(31 / 202)
	White / Other		17.9%		(74 / 413)	
	22-23	All	All	22.2%		(132 / 594)
		ELL	Not ELL	21.2%		(108 / 509)
			ELL	28.2%		(24 / 85)
		Gender	Female	25.0%		(72 / 288)
			Male	19.6%		(60 / 306)
InstrSetting		Not Special Ed	28.0%		(130 / 464)	
	Special Ed	1.5%		(2 / 130)		
Race	Black / Latinx	21.4%		(39 / 182)		
	White / Other	22.6%		(93 / 412)		

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Pelion Middle School	Number of Students
Honors	23-24	All	All	10.7%		(66 / 615)
		ELL	Not ELL	10.3%		(53 / 516)
			ELL	13.1%		(13 / 99)
		Gender	Female	12.4%		(39 / 314)
			Male	9.0%		(27 / 301)
		InstrSetting	Not Special Ed	13.5%		(66 / 490)
			Special Ed	0.0%		(0 / 125)
		Race	Black / Latinx	9.9%		(20 / 202)
	White / Other		11.1%		(46 / 413)	
	22-23	All	All	7.2%		(43 / 594)
		ELL	Not ELL	7.7%		(39 / 509)
			ELL	4.7%		(4 / 85)
		Gender	Female	6.6%		(19 / 288)
			Male	7.8%		(24 / 306)
		InstrSetting	Not Special Ed	8.8%		(41 / 464)
			Special Ed	1.5%		(2 / 130)
Race		Black / Latinx	3.8%		(7 / 182)	
	White / Other	8.7%		(36 / 412)		

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Pelion Middle School	Number of Students
Chronic Absences	23-24	All	All	36.1%		(222 / 615)
		ELL	Not ELL	37.9%		(201 / 531)
			ELL	25.0%		(21 / 84)
		Gender	Female	33.4%		(105 / 314)
			Male	38.9%		(117 / 301)
		InstrSetting	Not Special Ed	34.9%		(171 / 490)
			Special Ed	40.8%		(51 / 125)
		Race	Black / Latinx	32.7%		(66 / 202)
	White / Other		37.8%		(156 / 413)	
	22-23	All	All	28.3%		(168 / 594)
		ELL	Not ELL	30.2%		(159 / 527)
			ELL	13.4%		(9 / 67)
		Gender	Female	25.3%		(73 / 288)
			Male	31.0%		(95 / 306)
		InstrSetting	Not Special Ed	26.3%		(122 / 464)
			Special Ed	35.4%		(46 / 130)
Race		Black / Latinx	26.4%		(48 / 182)	
	White / Other	29.1%		(120 / 412)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pelion Middle School	Number of Students
Referrals	23-24	All	All	53.8%		(331 / 615)
		ELL	Not ELL	55.5%		(294 / 530)
			ELL	43.5%		(37 / 85)
		Gender	Female	46.2%		(145 / 314)
			Male	61.8%		(186 / 301)
		InstrSetting	Not Special Ed	52.7%		(258 / 490)
			Special Ed	58.4%		(73 / 125)
		Race	Black / Latinx	49.4%		(84 / 170)
	White / Other		55.5%		(247 / 445)	
	22-23	All	All	55.1%		(327 / 594)
		ELL	Not ELL	55.5%		(292 / 526)
			ELL	51.5%		(35 / 68)
		Gender	Female	46.2%		(133 / 288)
			Male	63.4%		(194 / 306)
		InstrSetting	Not Special Ed	53.9%		(250 / 464)
			Special Ed	59.2%		(77 / 130)
Race		Black / Latinx	54.4%		(80 / 147)	
	White / Other	55.3%		(247 / 447)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pelion Middle School	Number of Students
In School Suspensions	23-24	All	All	36.3%		(223 / 615)
		ELL	Not ELL	37.7%		(200 / 530)
			ELL	27.1%		(23 / 85)
		Gender	Female	31.2%		(98 / 314)
			Male	41.5%		(125 / 301)
		InstrSetting	Not Special Ed	34.5%		(169 / 490)
			Special Ed	43.2%		(54 / 125)
		Race	Black / Latinx	31.2%		(53 / 170)
	White / Other		38.2%		(170 / 445)	
	22-23	All	All	38.4%		(228 / 594)
		ELL	Not ELL	39.2%		(206 / 526)
			ELL	32.4%		(22 / 68)
		Gender	Female	29.9%		(86 / 288)
			Male	46.4%		(142 / 306)
InstrSetting		Not Special Ed	36.4%		(169 / 464)	
		Special Ed	45.4%		(59 / 130)	
Race		Black / Latinx	38.1%		(56 / 147)	
	White / Other	38.5%		(172 / 447)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pelion Middle School	Number of Students
Out of School Suspensions	23-24	All	All	25.4%		(156 / 615)
		ELL	Not ELL	27.0%		(143 / 530)
			ELL	15.3%		(13 / 85)
		Gender	Female	17.8%		(56 / 314)
			Male	33.2%		(100 / 301)
		InstrSetting	Not Special Ed	24.3%		(119 / 490)
			Special Ed	29.6%		(37 / 125)
		Race	Black / Latinx	24.7%		(42 / 170)
	White / Other		25.6%		(114 / 445)	
	22-23	All	All	23.1%		(137 / 594)
		ELL	Not ELL	24.0%		(126 / 526)
			ELL	16.2%		(11 / 68)
		Gender	Female	19.4%		(56 / 288)
			Male	26.5%		(81 / 306)
InstrSetting		Not Special Ed	21.1%		(98 / 464)	
		Special Ed	30.0%		(39 / 130)	
Race		Black / Latinx	25.9%		(38 / 147)	
	White / Other	22.1%		(99 / 447)		

Executive Summary of Needs Assessment Data Findings

School Name: Pelion 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 38.23% by 2029.	28.2%	31.4%
Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 50.8% by 2029.	40.8%	37.6%
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 50.6% by 2029.	45.6%	36.3%
Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	4.70	4.70
School Climate	The percent of School Climate points earned on the state report card will reach 66% by 2029.	61.0%	62.7%
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	3.22

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

<p>Student Achievement</p> <p>Primary School (K - 2) Student</p> <p>Elementary/ Middle School (3 - 8) Student</p> <p>High School (9 - 12) Student</p>	<p>Pelion Middle School demonstrates continued strength in English Language Arts (ELA) on the SC Ready assessment, with a notable 4.6% increase in scores from 2022-23 to 2023-24. This positive trend is further supported by strong performance among female students, who outperformed their male counterparts in both ELA and Math. Specifically, 39.5% of female students achieved "met or higher" on the SC Ready ELA, compared to 24.6% of males.</p> <p>African American students also exhibited significant growth in both ELA and Math. ELA scores for this group rose from 20.6% achieving "met or higher" in 2022-23 to 29.6% in 2023-24. Similarly, Math scores increased from 2.9% to 10.3% in the same period.</p> <p>Mid-year iReady data further reinforces these positive trends. Pelion Middle saw increased progress towards annual and stretch growth targets across all grade levels in ELA, and in 7th and 8th grades for Math, from Winter 2023 to Winter 2024. Seventh grade, in particular, demonstrated exceptional growth, with a 15%+ increase in students meeting their annual growth targets in both reading and math. At the mid-year point, the school is projected to achieve 153% of its iReady Math goal and 140% of its iReady Reading goal.</p> <p>While SC Ready results showed a 4% overall improvement in school-wide Math achievement and iReady data indicates positive progress, mathematics remains a key focus for Pelion Middle due to the achievement gap between ELA and Math performance.</p>
<p>Teacher/Administrator Quality</p>	<p>Pelion Middle School is committed to the ongoing professional growth of its faculty through targeted professional development initiatives. With the support of the instructional coach, personalized professional learning opportunities are provided to individual teachers, grade levels, and departments. This year's emphasis has been on implementing backwards design to develop standards-aligned assessments and lessons that promote cognitive engagement and provide differentiated support for all learners.</p> <p>A mid-year teacher pulse check revealed that 100% of faculty members perceive the school administration as providing effective instructional leadership.</p> <p>Pelion Middle School prioritizes the recruitment and retention of highly qualified educators. Notably, 65.8% of our faculty hold advanced degrees, and two teachers have achieved National Board Certification. In the 2023-24 academic year, the school retained 84% of its teachers, representing a 6% increase from the previous year, demonstrating a commitment to faculty stability and excellence.</p> <p>Mid-year reviews indicate effective implementation of key</p>

Executive Summary of Needs Assessment Data Findings

	<p>instructional strategies, including the articulation of clear learning targets, alignment of activities to standards, and the provision of targeted academic feedback through conferring and coaching.</p> <p>Pelion middle will focus on fostering high expectations for all learner by enhancing rigor and Depth of Knowledge (DOK) levels, fostering opportunities for students to engage in critical analysis, consistently utilizing learning targets to establish clear success criteria, and refining the use of formative assessments to inform instructional decisions. Additionally, we are focused on evaluating the efficacy of intervention strategies to ensure students are acquiring the necessary skills.</p>
<p>School Climate</p>	<p>Pelion Middle School demonstrates a strong sense of satisfaction among its stakeholders regarding the school's climate. Surveys reveal that a significant majority of teachers (85.4%), students (78.6%), and parents (81.8%) are satisfied with the overall learning environment. Similarly, high levels of satisfaction are reported for the social and physical environment, with 87.5% of teachers, 83.7% of students, and 75% of parents expressing positive sentiments. School-home relations are also perceived favorably, with 81.3% of teachers and 93.8% of students satisfied. Notably, 78.9% of parents feel their child is safe at school, and 75% believe the school effectively addresses bullying.</p> <p>Overall, Pelion Middle's school climate data score has shown positive growth, increasing from 6.11 to 6.27, with slight improvement across all dimensions of the climate survey. Mid-year pulse checks further highlight positive trends, with 90% of students reporting that teachers provide effective support and focus on understanding, rather than rote memorization. However, only 73% of students feel that students from diverse backgrounds interact well.</p> <p>A common concern among teachers and students pertains to student behavior in common areas. Mid-year pulse checks indicate that 42% of teachers and 22% of students perceive student behavior in hallways, the lunchroom, and on school grounds as problematic. To address this, Pelion Middle has implemented proactive disciplinary measures, including administrator presence at grade-level meetings for early intervention. This has resulted in a 22% decrease in discipline referrals, demonstrating the effectiveness of this approach.</p> <p>Pelion Middle will continue to prioritize adequate supervision in common areas, reinforce clear expectations and procedures, and consistently enforce those expectations. Additionally, we will focus on fostering a stronger sense of belonging and promoting respect for diversity among all students</p>

Location: Pelion 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 38.23% by 2029.	28.23%	30.2%	32.2%	34.2%	36.2%	38.2%
Elementary/Middle	Academic Achievement	The average percent of Student Progress points earned on the state report card for elementary and middle schools will reach 50.8% by 2029.	40.80%	42.80%	44.80%	46.80%	48.80%	50.80%
Actual Data (Academic Ach.)				31.4%				
Actual Data (Progress)				37.6%				

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)				3.22				

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 66% by 2029.	61.0%	62.0%	63.0%	64.0%	65.0%	66.0%
Actual Data				62.7%				

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	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 50.6% by 2029.	45.6%	46.6%	47.6%	48.6%	49.6%	50.6%
Actual Data				36.3%				

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

Level	Area	Goal	2024 GT Survey	2025 GT Survey	2026 GT Survey	2027 GT Survey	2028 GT Survey	2029 GT Survey
Elementary/Middle	Gifted and Talented (Other)	Overall survey agreement index on the Lexington 1 Gifted and Talented Student Survey will increase yearly by .05 until 2029.	4.70	4.70	4.75	4.80	4.85	4.90
Actual Data				4.70				

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)