

School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2018/19 to 2023/24 Upcoming School Year: 2023/24

School Name:	Pleasant Hill Elem
SIDN:	3201060
Plan Submission:	School utilizes Cognia
Grade Span:	PK To 5
District:	Lexington 01
Address 1:	664 Rawl Road
Address 2:	
City:	Lexington, SC
Zip Code:	29072
School Renewal Plan Contact Person:	Margaret B. Mitchum
School Plan Contact Phone:	803-821-2800
School Plan E-mail Address:	mmitchum@lexington1.net

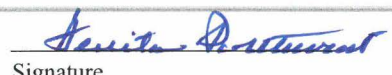
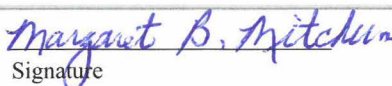
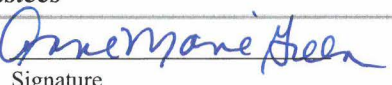

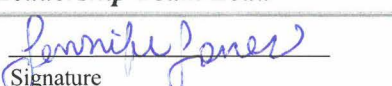
Required Signature Page

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

Assurances for the School Renewal Plans

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

Required Printed Names and Signatures

<i>Superintendent</i>		
<u>Dr. Gerrita Postlewait</u> Printed Name	 Signature	<u>4-11-23</u> Date
<i>Principal</i>		
<u>Margaret B. Mitchum</u> Printed Name	 Signature	<u>03-14-2023</u> Date
<i>Chairperson, District Board of Trustees</i>		
<u>Anne Marie Green</u> Printed Name	 Signature	<u>4-11-23</u> Date
<i>Chairperson, School Improvement Council</i>		
<u>Crystal Levine</u> Printed Name	 Signature	<u>3/14/23</u> Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Jennifer Jones</u> Printed Name	 Signature	<u>03-14-2023</u> Date

Assurances for School Renewal Plan

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

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

Yes	<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>
Yes	<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>
Yes	<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	Margaret B. Mitchum
2.	Teacher	Amy Nadeau
3.	Parent/Guardian	Leigh Glenn
4.	Community Member	Mr. Alden Ellis
5.	Paraprofessional	Laura Wiseman
6.	School Improvement Council Member	Crystal Levine
7.	Read to Succeed Reading Coach	Jennifer Jones
8.	School Read To Succeed Literacy Leadership Team Lead	Jennifer Jones
9.	School Read To Succeed Literacy Leadership Team Member	Amanda Youmans
	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 School Literacy Leadership Team for Read to Succeed	
	School Read To Succeed Literacy Leadership Team Member	Ellen Farmer
	School Read To Succeed Literacy Leadership Team Member	Stacy Topps
	School Read To Succeed Literacy Leadership Team Member	Catherine Hood
	School Read To Succeed Literacy Leadership Team Member	Sue Carter
	School Read To Succeed Literacy Leadership Team Member	Krystal Shannon
	School Read To Succeed Literacy Leadership Team Member	Kate Berresford

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 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 (<i>Include the SBE Regulation number to be waived</i>)	Lexington County School District One received a waiver for SBE Regulations 43-231 (II), 43-232 (I), 43-234 (VI)(C)(1), 43-234 (II)(b), and 43-234 (VI)(C)(I) from the S.C. Department of Education, which gives our students enrolled in the Lexington One Online Learning Academy access to a flexible pathway to the next grade level that is not bound by pace, place, or time. This waiver empowers students to demonstrate mastery of standards through synchronous and asynchronous teaching and learning experiences.
6. Other (<i>Include the SBE Regulation number to be waived</i>)	



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Lexington District One Vision

Empower each child to design the future.



Lexington District One Mission

**Our mission is to cultivate
a caring community
where ALL learners
are extraordinary communicators,
collaborators, creators and critical thinkers.**



System Commitments

The idea of 'system commitments' rather than strategic goals indicates that these are promises we make to ourselves, our students and our community, rather than numerical goals to check off. Annual performance goals will be driven by our commitments.

1. All students, regardless of circumstances, advance on time, prepared to graduate and ready to enter college, the military or industry with certification.
2. Teaching and learning develop power skills in all students.
3. Our schools are service-oriented centers of learning, committed to family and community partnerships.
4. Every adult will be equipped with the skills and resources necessary to advocate for and ensure the success of all students.















	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Pleasant Hill Elementary School	Number of Students
Reading Grades 1-5	21-22	All	All	80.9%		(627 / 775)
		ELL	ELL	81.1%		(43 / 53)
			Not ELL	80.9%		(584 / 722)
		Gender	Female	85.1%		(319 / 375)
			Male	77.0%		(308 / 400)
		InstrSetting	Not Special Ed	84.7%		(611 / 721)
			Special Ed	29.6%		(16 / 54)
		Race	Black / Latinx	67.8%		(97 / 143)
	White / Other		83.9%		(530 / 632)	
	20-21	All	All	80.9%		(624 / 771)
		ELL	Not ELL	81.3%		(585 / 720)
			ELL	76.5%		(39 / 51)
		Gender	Female	84.5%		(326 / 386)
			Male	77.4%		(298 / 385)
		InstrSetting	Not Special Ed	85.0%		(604 / 711)
			Special Ed	33.3%		(20 / 60)
		Race	Black / Latinx	66.5%		(105 / 158)
	White / Other		84.7%		(519 / 613)	
	19-20	All	All	77.9%		(598 / 768)
		ELL	Not ELL	78.5%		(567 / 722)
			ELL	67.4%		(31 / 46)
		Gender	Female	80.6%		(303 / 376)
			Male	75.3%		(295 / 392)
		InstrSetting	Not Special Ed	82.0%		(573 / 699)
			Special Ed	36.2%		(25 / 69)
		Race	Black / Latinx	64.1%		(100 / 156)
	White / Other		81.4%		(498 / 612)	
	18-19	All	All	90.0%		(700 / 778)
		ELL	Not ELL	90.1%		(671 / 745)
			ELL	87.9%		(29 / 33)
		Gender	Female	91.2%		(341 / 374)
			Male	88.9%		(359 / 404)
		InstrSetting	Not Special Ed	94.2%		(667 / 708)
Special Ed			47.1%		(33 / 70)	
Race		Black / Latinx	81.0%		(119 / 147)	
	White / Other	92.1%		(581 / 631)		
17-18	All	All	88.1%		(645 / 732)	
	ELL	Not ELL	88.2%		(622 / 705)	
		ELL	85.2%		(23 / 27)	

	Year	Group	Subgroup	%	Text Level % Meets or Exceeds for Pleasant Hill Elementary School	Number of Students	
Reading Grades 1-5	17-18	Gender	Female	90.7%		(332 / 366)	
			Male	85.5%		(313 / 366)	
		InstrSetting	Not Special Ed	91.1%		(615 / 675)	
			Special Ed	52.6%		(30 / 57)	
		Race	Black / Latinx	75.5%		(108 / 143)	
			White / Other	91.2%		(537 / 589)	
	16-17	All	All	81.7%		(478 / 585)	
			ELL	81.7%		(470 / 575)	
		Gender	ELL	80.0%		(8 / 10)	
			Female	84.0%		(246 / 293)	
		InstrSetting	Male	79.5%		(232 / 292)	
			Not Special Ed	84.9%		(457 / 538)	
		Race	Special Ed	44.7%		(21 / 47)	
			Black / Latinx	72.0%		(54 / 75)	
	15-16	All	All	71.4%		(300 / 420)	
			ELL	71.7%		(292 / 407)	
		Gender	ELL	61.5%		(8 / 13)	
			Female	77.1%		(158 / 205)	
		InstrSetting	Male	66.0%		(142 / 215)	
			Not Special Ed	74.7%		(283 / 379)	
		Race	Special Ed	41.5%		(17 / 41)	
			Black / Latinx	63.6%		(35 / 55)	
		14-15	All	All	63.4%		(286 / 451)
				ELL	64.2%		(280 / 436)
	Gender		ELL	40.0%		(6 / 15)	
			Female	72.1%		(163 / 226)	
	InstrSetting		Male	54.7%		(123 / 225)	
			Not Special Ed	66.3%		(269 / 406)	
	Race		Special Ed	37.8%		(17 / 45)	
			Black / Latinx	40.7%		(22 / 54)	
			White / Other	66.5%		(264 / 397)	

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Pleasant Hill Elementary School	Number of Students
ELA	21-22	All	All	66.9%		(327 / 489)
		ELL	Not ELL	67.5%		(320 / 474)
			ELL	46.7%		(7 / 15)
		Gender	Female	72.2%		(166 / 230)
			Male	62.2%		(161 / 259)
		InstrSetting	Not Special Ed	70.5%		(322 / 457)
			Special Ed	15.6%		(5 / 32)
		Race	Black / Latinx	48.0%		(36 / 75)
	White / Other		70.3%		(291 / 414)	
	20-21	All	All	60.5%		(274 / 453)
		ELL	Not ELL	60.5%		(265 / 438)
			ELL	60.0%		(9 / 15)
		Gender	Female	63.1%		(135 / 214)
			Male	58.2%		(139 / 239)
		InstrSetting	Not Special Ed	65.2%		(270 / 414)
			Special Ed	10.3%		(4 / 39)
		Race	Black / Latinx	35.8%		(24 / 67)
	White / Other		64.8%		(250 / 386)	
	18-19	All	All	69.5%		(351 / 505)
		ELL	Not ELL	70.0%		(346 / 494)
			ELL	45.5%		(5 / 11)
		Gender	Female	74.1%		(183 / 247)
			Male	65.1%		(168 / 258)
		InstrSetting	Not Special Ed	75.6%		(340 / 450)
			Special Ed	20.0%		(11 / 55)
		Race	Black / Latinx	57.0%		(45 / 79)
	White / Other		71.8%		(306 / 426)	
	17-18	All	All	66.9%		(336 / 502)
		ELL	Not ELL	67.7%		(327 / 483)
			ELL	47.4%		(9 / 19)
		Gender	Female	74.0%		(182 / 246)
			Male	60.2%		(154 / 256)
		InstrSetting	Not Special Ed	71.6%		(330 / 461)
Special Ed			14.6%		(6 / 41)	
Race		Black / Latinx	47.0%		(39 / 83)	
	White / Other	70.9%		(297 / 419)		
16-17	All	All	62.3%		(291 / 467)	
	ELL	Not ELL	62.4%		(287 / 460)	
		ELL	57.1%		(47 / 83)	

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Pleasant Hill Elementary School	Number of Students
ELA	16-17	Gender	Female	68.1%		(162 / 238)
			Male	56.3%		(129 / 229)
		InstrSetting	Not Special Ed	66.3%		(278 / 419)
			Special Ed	27.1%		(13 / 48)
		Race	Black / Latinx	45.2%		(28 / 62)
			White / Other	64.9%		(263 / 405)
	15-16	All	All	66.4%		(283 / 426)
		ELL	Not ELL	66.8%		(278 / 416)
			ELL	50.0%		(5 / 10)
		Gender	Female	75.7%		(171 / 226)
			Male	56.0%		(112 / 200)
		InstrSetting	Not Special Ed	71.8%		(270 / 376)
			Special Ed	26.0%		(13 / 50)
		Race	Black / Latinx	38.6%		(22 / 57)
White / Other	70.7%			(261 / 369)		

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Pleasant Hill Elementary School	Number of Students
Math	21-22	All	All	62.0%		(303 / 489)
		ELL	Not ELL	62.2%		(295 / 474)
			ELL	53.3%		(8 / 15)
		Gender	Female	62.2%		(143 / 230)
			Male	61.8%		(160 / 259)
		InstrSetting	Not Special Ed	65.2%		(298 / 457)
			Special Ed	15.6%		(5 / 32)
		Race	Black / Latinx	45.3%		(34 / 75)
	White / Other		65.0%		(269 / 414)	
	20-21	All	All	57.2%		(259 / 453)
		ELL	Not ELL	57.3%		(251 / 438)
			ELL	53.3%		(8 / 15)
		Gender	Female	54.2%		(116 / 214)
			Male	59.8%		(143 / 239)
		InstrSetting	Not Special Ed	61.1%		(253 / 414)
			Special Ed	15.4%		(6 / 39)
		Race	Black / Latinx	29.9%		(20 / 67)
	White / Other		61.9%		(239 / 386)	
	18-19	All	All	66.7%		(337 / 505)
		ELL	Not ELL	67.6%		(334 / 494)
			ELL	27.3%		(3 / 11)
		Gender	Female	68.8%		(170 / 247)
			Male	64.7%		(167 / 258)
		InstrSetting	Not Special Ed	72.7%		(327 / 450)
			Special Ed	18.2%		(10 / 55)
		Race	Black / Latinx	45.6%		(36 / 79)
	White / Other		70.7%		(301 / 426)	
	17-18	All	All	65.4%		(329 / 503)
		ELL	Not ELL	66.1%		(320 / 484)
			ELL	47.4%		(9 / 19)
		Gender	Female	67.1%		(165 / 246)
			Male	63.8%		(164 / 257)
		InstrSetting	Not Special Ed	70.3%		(324 / 461)
Special Ed			11.9%		(5 / 42)	
Race		Black / Latinx	44.6%		(37 / 83)	
	White / Other	69.5%		(292 / 420)		
16-17	All	All	68.2%		(319 / 468)	
	ELL	Not ELL	68.3%		(314 / 460)	
		ELL	62.5%		(5 / 8)	
	Gender	Female	70.3%		(168 / 239)	


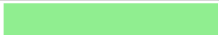

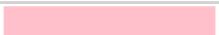



















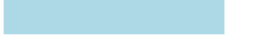





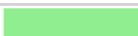

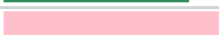






	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Pleasant Hill Elementary School	Number of Students
Math	16-17	Gender	Male	65.9%		(151 / 229)
		InstrSetting	Not Special Ed	71.9%		(302 / 420)
			Special Ed	35.4%		(17 / 48)
		Race	Black / Latinx	43.5%		(27 / 62)
			White / Other	71.9%		(292 / 406)
	15-16	All	All	72.1%		(307 / 426)
		ELL	Not ELL	72.1%		(300 / 416)
			ELL	70.0%		(7 / 10)
		Gender	Female	74.3%		(168 / 226)
			Male	69.5%		(139 / 200)
		InstrSetting	Not Special Ed	77.1%		(290 / 376)
			Special Ed	34.0%		(17 / 50)
		Race	Black / Latinx	42.1%		(24 / 57)
	White / Other		76.7%		(283 / 369)	







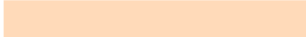


















	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Pleasant Hill Elementary School	Number of Students
Science	21-22	All	All	62.3%		(94 / 151)
		ELL	Not ELL	62.1%		(90 / 145)
			ELL	66.7%		(4 / 6)
		Gender	Female	62.7%		(42 / 67)
			Male	61.9%		(52 / 84)
		InstrSetting	Not Special Ed	66.2%		(94 / 142)
			Special Ed	0.0%		(0 / 9)
		Race	Black / Latinx	50.0%		(10 / 20)
	White / Other		64.1%		(84 / 131)	
	20-21	All	All	56.1%		(88 / 157)
		ELL	Not ELL	55.9%		(85 / 152)
			ELL	60.0%		(3 / 5)
		Gender	Female	54.3%		(38 / 70)
			Male	57.5%		(50 / 87)
		InstrSetting	Not Special Ed	59.9%		(85 / 142)
			Special Ed	20.0%		(3 / 15)
		Race	Black / Latinx	33.3%		(7 / 21)
	White / Other		59.6%		(81 / 136)	
	18-19	All	All	66.3%		(106 / 160)
		ELL	Not ELL	67.1%		(104 / 155)
			ELL	40.0%		(2 / 5)
		Gender	Female	64.0%		(48 / 75)
			Male	68.2%		(58 / 85)
		InstrSetting	Not Special Ed	70.3%		(102 / 145)
			Special Ed	26.7%		(4 / 15)
		Race	Black / Latinx	42.9%		(12 / 28)
	White / Other		71.2%		(94 / 132)	
	17-18	All	All	61.8%		(107 / 173)
		ELL	Not ELL	62.9%		(105 / 167)
			ELL	33.3%		(2 / 6)
		Gender	Female	58.8%		(50 / 85)
			Male	64.8%		(57 / 88)
		InstrSetting	Not Special Ed	67.1%		(104 / 155)
Special Ed			16.7%		(3 / 18)	
Race		Black / Latinx	54.5%		(12 / 22)	
	White / Other	62.9%		(95 / 151)		
16-17	All	All	62.5%		(193 / 309)	
	ELL	Not ELL	62.7%		(190 / 303)	
		ELL	50.0%		(8 / 16)	

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Pleasant Hill Elementary School	Number of Students
Science	16-17	Gender	Female	66.7%		(108 / 162)
			Male	57.8%		(85 / 147)
		InstrSetting	Not Special Ed	66.7%		(184 / 276)
			Special Ed	27.3%		(9 / 33)
		Race	Black / Latinx	40.4%		(19 / 47)
			White / Other	66.4%		(174 / 262)
	15-16	All	All	82.2%		(226 / 275)
			ELL	Not ELL	82.1%	
		ELL	ELL	100.0%		(2 / 2)
		Gender	Female	83.7%		(123 / 147)
			Male	80.5%		(103 / 128)
		InstrSetting	Not Special Ed	86.3%		(215 / 249)
			Special Ed	42.3%		(11 / 26)
		Race	Black / Latinx	58.1%		(18 / 31)
	White / Other		85.2%		(208 / 244)	
	14-15	All	All	81.4%		(240 / 295)
			ELL	Not ELL	82.1%	
		ELL	ELL	60.0%		(6 / 10)
		Gender	Female	80.7%		(117 / 145)
			Male	82.0%		(123 / 150)
		InstrSetting	Not Special Ed	86.6%		(219 / 253)
			Special Ed	50.0%		(21 / 42)
		Race	Black / Latinx	66.7%		(28 / 42)
	White / Other		83.8%		(212 / 253)	
	13-14	All	All	85.1%		(274 / 322)
			ELL	Not ELL	85.1%	
		Gender	Female	84.0%		(131 / 156)
			Male	86.1%		(143 / 166)
InstrSetting		Not Special Ed	91.5%		(249 / 272)	
		Special Ed	50.0%		(25 / 50)	
Race		Black / Latinx	64.0%		(32 / 50)	
		White / Other	89.0%		(242 / 272)	

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Pleasant Hill Elementary School	Number of Students
Social Studies	18-19	All	All	89.3%		(167 / 187)
		ELL	Not ELL	89.7%		(165 / 184)
			ELL	66.7%		(2 / 3)
		Gender	Female	86.5%		(77 / 89)
			Male	91.8%		(90 / 98)
		InstrSetting	Not Special Ed	93.7%		(163 / 174)
			Special Ed	30.8%		(4 / 13)
		Race	Black / Latinx	87.0%		(20 / 23)
	White / Other		89.6%		(147 / 164)	
	17-18	All	All	86.0%		(153 / 178)
		ELL	Not ELL	86.0%		(147 / 171)
			ELL	85.7%		(6 / 7)
		Gender	Female	89.1%		(82 / 92)
			Male	82.6%		(71 / 86)
		InstrSetting	Not Special Ed	91.5%		(151 / 165)
			Special Ed	15.4%		(2 / 13)
		Race	Black / Latinx	69.2%		(27 / 39)
	White / Other		90.6%		(126 / 139)	
	16-17	All	All	91.6%		(283 / 309)
		ELL	Not ELL	91.4%		(277 / 303)
			ELL	100.0%		(6 / 6)
		Gender	Female	93.8%		(152 / 162)
			Male	89.1%		(131 / 147)
		InstrSetting	Not Special Ed	95.3%		(263 / 276)
			Special Ed	60.6%		(20 / 33)
		Race	Black / Latinx	78.7%		(37 / 47)
	White / Other		93.9%		(246 / 262)	
	15-16	All	All	88.4%		(243 / 275)
		ELL	Not ELL	88.3%		(241 / 273)
			ELL	100.0%		(2 / 2)
		Gender	Female	89.8%		(132 / 147)
			Male	86.7%		(111 / 128)
		InstrSetting	Not Special Ed	93.2%		(232 / 249)
Special Ed			42.3%		(11 / 26)	
Race		Black / Latinx	83.9%		(26 / 31)	
	White / Other	88.9%		(217 / 244)		
14-15	All	All	88.1%		(260 / 295)	
	ELL	Not ELL	89.1%		(254 / 285)	
		ELL	60.0%		(6 / 10)	
	Gender	Female	88.3%		(128 / 145)	


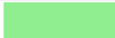




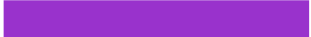






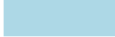
























	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Pleasant Hill Elementary School	Number of Students
Social Studies	14-15	Gender	Male	88.0%		(132 / 150)
		InstrSetting	Not Special Ed	93.3%		(236 / 253)
			Special Ed	57.1%		(24 / 42)
		Race	Black / Latinx	76.2%		(32 / 42)
			White / Other	90.1%		(228 / 253)
	13-14	All	All	89.6%		(293 / 327)
		ELL	Not ELL	89.6%		(293 / 327)
		Gender	Female	89.8%		(141 / 157)
			Male	89.4%		(152 / 170)
		InstrSetting	Not Special Ed	94.1%		(272 / 289)
			Special Ed	55.3%		(21 / 38)
		Race	Black / Latinx	79.2%		(38 / 48)
			White / Other	91.4%		(255 / 279)


































	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Pleasant Hill Elementary School	Number of Students
Accelerated/ Eagles	21-22	All	All	24.8%		(125 / 504)
		ELL	Not ELL	24.4%		(114 / 468)
			ELL	30.6%		(11 / 36)
		Gender	Female	24.1%		(58 / 241)
			Male	25.5%		(67 / 263)
		InstrSetting	Not Special Ed	26.3%		(123 / 467)
			Special Ed	5.4%		(2 / 37)
		Race	Black / Latinx	9.7%		(11 / 113)
	White / Other		29.2%		(114 / 391)	
	20-21	All	All	28.2%		(134 / 476)
		ELL	Not ELL	28.9%		(129 / 446)
			ELL	16.7%		(5 / 30)
		Gender	Female	28.3%		(63 / 223)
			Male	28.1%		(71 / 253)
		InstrSetting	Not Special Ed	30.4%		(131 / 431)
			Special Ed	6.7%		(3 / 45)
		Race	Black / Latinx	10.2%		(10 / 98)
	White / Other		32.8%		(124 / 378)	
	19-20	All	All	26.3%		(132 / 502)
		ELL	Not ELL	26.8%		(128 / 477)
			ELL	16.0%		(4 / 25)
		Gender	Female	27.6%		(67 / 243)
			Male	25.1%		(65 / 259)
		InstrSetting	Not Special Ed	29.3%		(129 / 441)
			Special Ed	4.9%		(3 / 61)
		Race	Black / Latinx	14.7%		(16 / 109)
	White / Other		29.5%		(116 / 393)	
	18-19	All	All	27.5%		(141 / 513)
		ELL	Not ELL	27.7%		(137 / 494)
			ELL	21.1%		(4 / 19)
		Gender	Female	25.8%		(65 / 252)
			Male	29.1%		(76 / 261)
InstrSetting		Not Special Ed	30.4%		(139 / 457)	
		Special Ed	3.6%		(2 / 56)	
Race		Black / Latinx	17.2%		(17 / 99)	
	White / Other	30.0%		(124 / 414)		
17-18	All	All	31.7%		(161 / 508)	
	ELL	Not ELL	32.3%		(157 / 486)	















	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Pleasant Hill Elementary School	Number of Students
Accelerated/ Eagles	17-18	ELL	ELL	18.2%		(4 / 22)
		Gender	Female	31.8%		(78 / 245)
			Male	31.6%		(83 / 263)
		InstrSetting	Not Special Ed	34.4%		(159 / 462)
			Special Ed	4.3%		(2 / 46)
		Race	Black / Latinx	19.6%		(20 / 102)
	White / Other		34.7%		(141 / 406)	
	16-17	All	All	30.4%		(147 / 484)
		ELL	Not ELL	30.3%		(144 / 475)
			ELL	33.3%		(3 / 9)
		Gender	Female	31.6%		(78 / 247)
			Male	29.1%		(69 / 237)
		InstrSetting	Not Special Ed	33.0%		(143 / 433)
			Special Ed	7.8%		(4 / 51)
		Race	Black / Latinx	17.9%		(12 / 67)
	White / Other		32.4%		(135 / 417)	
	15-16	All	All	28.2%		(123 / 436)
		ELL	Not ELL	28.2%		(120 / 426)
			ELL	30.0%		(3 / 10)
		Gender	Female	32.2%		(74 / 230)
			Male	23.8%		(49 / 206)
		InstrSetting	Not Special Ed	31.2%		(119 / 382)
			Special Ed	7.4%		(4 / 54)
		Race	Black / Latinx	7.0%		(4 / 57)
	White / Other		31.4%		(119 / 379)	

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Pleasant Hill Elementary School	Number of Students
Chronic Absences	21-22	All	All	13.1%		(125 / 955)
		ELL	Not ELL	13.6%		(123 / 902)
			ELL	3.8%		(2 / 53)
		Gender	Female	11.8%		(54 / 457)
			Male	14.3%		(71 / 498)
		InstrSetting	Not Special Ed	12.8%		(111 / 869)
			Special Ed	16.3%		(14 / 86)
		Race	Black / Latinx	18.2%		(35 / 192)
	White / Other		11.8%		(90 / 763)	
	20-21	All	All	12.6%		(119 / 945)
		ELL	Not ELL	12.4%		(110 / 890)
			ELL	16.4%		(9 / 55)
		Gender	Female	13.2%		(61 / 461)
			Male	12.0%		(58 / 484)
		InstrSetting	Not Special Ed	12.0%		(102 / 850)
			Special Ed	17.9%		(17 / 95)
		Race	Black / Latinx	17.3%		(33 / 191)
	White / Other		11.4%		(86 / 754)	
	19-20	All	All	8.1%		(80 / 985)
		ELL	Not ELL	8.0%		(76 / 955)
			ELL	13.3%		(4 / 30)
		Gender	Female	8.2%		(39 / 478)
			Male	8.1%		(41 / 507)
		InstrSetting	Not Special Ed	8.0%		(70 / 871)
			Special Ed	8.8%		(10 / 114)
		Race	Black / Latinx	8.1%		(17 / 210)
	White / Other		8.1%		(63 / 775)	
	18-19	All	All	4.5%		(44 / 987)
		ELL	Not ELL	4.5%		(43 / 964)
			ELL	4.3%		(1 / 23)
		Gender	Female	4.3%		(21 / 489)
			Male	4.6%		(23 / 498)
		InstrSetting	Not Special Ed	3.9%		(34 / 881)
Special Ed			9.4%		(10 / 106)	
Race		Black / Latinx	6.3%		(12 / 192)	
	White / Other	4.0%		(32 / 795)		
17-18	All	All	4.3%		(41 / 947)	

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Pleasant Hill Elementary School	Number of Students
Chronic Absences	17-18	ELL	Not ELL	4.4%		(41 / 932)
			ELL	13.0%		(3 / 23)
		Gender	Female	3.0%		(14 / 464)
			Male	5.6%		(27 / 483)
		InstrSetting	Not Special Ed	3.5%		(30 / 857)
			Special Ed	6.6%		(6 / 91)
		Race	Black / Latinx	8.1%		(15 / 185)
			White / Other	3.4%		(26 / 762)
	16-17	All	All	2.2%		(20 / 901)
		ELL	Not ELL	2.2%		(19 / 883)
			ELL	5.6%		(1 / 18)
		Gender	Female	1.1%		(5 / 444)
			Male	3.3%		(15 / 457)
		InstrSetting	Not Special Ed	1.7%		(14 / 805)
			Special Ed	6.3%		(6 / 96)
		Race	Black / Latinx	5.3%		(7 / 131)
	White / Other		1.7%		(13 / 770)	
	15-16	All	All	2.1%		(18 / 862)
		ELL	Not ELL	2.1%		(18 / 840)
			ELL	0.0%		(0 / 21)
		Gender	Female	1.1%		(5 / 443)
			Male	3.1%		(13 / 419)
		InstrSetting	Not Special Ed	1.7%		(13 / 768)
			Special Ed	5.3%		(5 / 94)
		Race	Black / Latinx	4.3%		(5 / 115)
	White / Other		1.7%		(13 / 747)	
	14-15	All	All	2.8%		(24 / 868)
		ELL	Not ELL	2.6%		(22 / 838)
			ELL	7.1%		(2 / 28)
		Gender	Female	2.5%		(11 / 433)
			Male	3.0%		(13 / 435)
		InstrSetting	Not Special Ed	2.2%		(17 / 758)
			Special Ed	6.4%		(7 / 110)
		Race	Black / Latinx	4.4%		(5 / 114)
	White / Other		2.5%		(19 / 754)	

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pleasant Hill Elementary School	Number of Students
Referrals	21-22	All	All	8.1%		(77 / 955)
		ELL	Not ELL	8.3%		(75 / 902)
			ELL	3.8%		(2 / 53)
		Gender	Female	2.6%		(12 / 457)
			Male	13.1%		(65 / 498)
		InstrSetting	Not Special Ed	6.7%		(58 / 869)
			Special Ed	22.1%		(19 / 86)
		Race	Black / Latinx	15.9%		(26 / 164)
			White / Other	6.4%		(51 / 791)
	20-21	All	All	5.6%		(53 / 945)
		ELL	Not ELL	5.5%		(49 / 886)
			ELL	6.8%		(4 / 59)
		Gender	Female	3.0%		(14 / 461)
			Male	8.1%		(39 / 484)
		InstrSetting	Not Special Ed	4.8%		(41 / 850)
			Special Ed	12.6%		(12 / 95)
		Race	Black / Latinx	11.9%		(17 / 143)
			White / Other	4.5%		(36 / 802)
	19-20	All	All	6.6%		(65 / 985)
		ELL	Not ELL	6.6%		(61 / 930)
			ELL	7.3%		(4 / 55)
		Gender	Female	3.6%		(17 / 478)
			Male	9.5%		(48 / 507)
		InstrSetting	Not Special Ed	6.2%		(54 / 871)
			Special Ed	9.6%		(11 / 114)
		Race	Black / Latinx	11.6%		(18 / 155)
			White / Other	5.7%		(47 / 830)
	18-19	All	All	1.3%		(13 / 987)
		ELL	Not ELL	1.2%		(11 / 944)
			ELL	4.7%		(2 / 43)
		Gender	Female	0.4%		(2 / 489)
			Male	2.2%		(11 / 498)
		InstrSetting	Not Special Ed	1.0%		(9 / 881)
Special Ed			3.8%		(4 / 106)	
Race		Black / Latinx	3.4%		(5 / 148)	
		White / Other	1.0%		(8 / 839)	
17-18	All	All	6.9%		(67 / 971)	
	ELL	Not ELL	6.7%		(63 / 940)	

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pleasant Hill Elementary School	Number of Students
Referrals	17-18	ELL	ELL	12.9%		(4 / 31)
		Gender	Female	2.1%		(10 / 476)
			Male	11.5%		(57 / 495)
		InstrSetting	Not Special Ed	5.6%		(49 / 870)
			Special Ed	17.8%		(18 / 101)
		Race	Black / Latinx	12.3%		(18 / 146)
	White / Other		5.9%		(49 / 825)	
	16-17	All	All	4.3%		(39 / 901)
		ELL	Not ELL	4.3%		(38 / 883)
			ELL	5.6%		(1 / 18)
		Gender	Female	0.9%		(4 / 444)
			Male	7.7%		(35 / 457)
		InstrSetting	Not Special Ed	3.7%		(30 / 805)
			Special Ed	9.4%		(9 / 96)
		Race	Black / Latinx	7.8%		(10 / 128)
	White / Other		3.8%		(29 / 773)	
	15-16	All	All	5.5%		(47 / 862)
		ELL	Not ELL	5.5%		(46 / 841)
			ELL	4.8%		(1 / 21)
		Gender	Female	3.4%		(15 / 443)
			Male	7.6%		(32 / 419)
		InstrSetting	Not Special Ed	5.2%		(40 / 768)
			Special Ed	7.4%		(7 / 94)
		Race	Black / Latinx	8.7%		(10 / 115)
	White / Other		5.0%		(37 / 747)	
	14-15	All	All	5.2%		(45 / 868)
		ELL	Not ELL	5.4%		(45 / 840)
			ELL	0.0%		(0 / 28)
		Gender	Female	2.5%		(11 / 433)
			Male	7.8%		(34 / 435)
InstrSetting		Not Special Ed	5.1%		(39 / 758)	
		Special Ed	5.5%		(6 / 110)	
Race		Black / Latinx	4.4%		(5 / 114)	
	White / Other	5.3%		(40 / 754)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pleasant Hill Elementary School	Number of Students
In School Suspensions	21-22	All	All	0.7%		(7 / 955)
		ELL	Not ELL	0.8%		(7 / 902)
			ELL	0.0%		(0 / 53)
		Gender	Female	0.0%		(0 / 457)
			Male	1.4%		(7 / 498)
		InstrSetting	Not Special Ed	0.6%		(5 / 869)
			Special Ed	2.3%		(2 / 86)
		Race	Black / Latinx	1.2%		(2 / 164)
	White / Other		0.6%		(5 / 791)	
	20-21	All	All	0.1%		(1 / 945)
		ELL	Not ELL	0.1%		(1 / 886)
			ELL	0.0%		(0 / 59)
		Gender	Female	0.0%		(0 / 461)
			Male	0.2%		(1 / 484)
		InstrSetting	Not Special Ed	0.0%		(0 / 850)
			Special Ed	1.1%		(1 / 95)
		Race	Black / Latinx	0.7%		(1 / 143)
	White / Other		0.0%		(0 / 802)	
	19-20	All	All	0.0%		(0 / 985)
		ELL	Not ELL	0.0%		(0 / 930)
			ELL	0.0%		(0 / 55)
		Gender	Female	0.0%		(0 / 478)
			Male	0.0%		(0 / 507)
		InstrSetting	Not Special Ed	0.0%		(0 / 871)
			Special Ed	0.0%		(0 / 114)
		Race	Black / Latinx	0.0%		(0 / 155)
	White / Other		0.0%		(0 / 830)	
	18-19	All	All	0.0%		(0 / 987)
		ELL	Not ELL	0.0%		(0 / 944)
			ELL	0.0%		(0 / 43)
		Gender	Female	0.0%		(0 / 489)
			Male	0.0%		(0 / 498)
		InstrSetting	Not Special Ed	0.0%		(0 / 881)
			Special Ed	0.0%		(0 / 106)
		Race	Black / Latinx	0.0%		(0 / 148)
	White / Other		0.0%		(0 / 839)	
	17-18	All	All	0.1%		(1 / 971)
		ELL	Not ELL	0.1%		(1 / 940)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pleasant Hill Elementary School	Number of Students
In School Suspensions	17-18	ELL	ELL	0.0%		(0 / 31)
		Gender	Female	0.0%		(0 / 476)
			Male	0.2%		(1 / 495)
		InstrSetting	Not Special Ed	0.0%		(0 / 870)
			Special Ed	1.0%		(1 / 101)
		Race	Black / Latinx	0.0%		(0 / 146)
	White / Other		0.1%		(1 / 825)	
	16-17	All	All	0.1%		(1 / 901)
		ELL	Not ELL	0.0%		(0 / 883)
			ELL	5.6%		(1 / 18)
		Gender	Female	0.0%		(0 / 444)
			Male	0.2%		(1 / 457)
		InstrSetting	Not Special Ed	0.1%		(1 / 805)
			Special Ed	0.0%		(0 / 96)
		Race	Black / Latinx	0.8%		(1 / 128)
	White / Other		0.0%		(0 / 773)	
	15-16	All	All	0.0%		(0 / 862)
		ELL	Not ELL	0.0%		(0 / 841)
			ELL	0.0%		(0 / 21)
		Gender	Female	0.0%		(0 / 443)
			Male	0.0%		(0 / 419)
		InstrSetting	Not Special Ed	0.0%		(0 / 768)
			Special Ed	0.0%		(0 / 94)
		Race	Black / Latinx	0.0%		(0 / 115)
	White / Other		0.0%		(0 / 747)	
	14-15	All	All	0.7%		(6 / 868)
		ELL	Not ELL	0.7%		(6 / 840)
			ELL	0.0%		(0 / 28)
		Gender	Female	0.0%		(0 / 433)
			Male	1.4%		(6 / 435)
		InstrSetting	Not Special Ed	0.5%		(4 / 758)
			Special Ed	1.8%		(2 / 110)
		Race	Black / Latinx	0.0%		(0 / 114)
White / Other	0.8%			(6 / 754)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pleasant Hill Elementary School	Number of Students
Out of School Suspensions	21-22	All	All	0.1%		(1 / 955)
		ELL	Not ELL	0.1%		(1 / 902)
			ELL	0.0%		(0 / 53)
		Gender	Female	0.0%		(0 / 457)
			Male	0.2%		(1 / 498)
		InstrSetting	Not Special Ed	0.1%		(1 / 869)
			Special Ed	0.0%		(0 / 86)
		Race	Black / Latinx	0.6%		(1 / 164)
	White / Other		0.0%		(0 / 791)	
	20-21	All	All	0.0%		(0 / 945)
		ELL	Not ELL	0.0%		(0 / 886)
			ELL	0.0%		(0 / 59)
		Gender	Female	0.0%		(0 / 461)
			Male	0.0%		(0 / 484)
		InstrSetting	Not Special Ed	0.0%		(0 / 850)
			Special Ed	0.0%		(0 / 95)
		Race	Black / Latinx	0.0%		(0 / 143)
	White / Other		0.0%		(0 / 802)	
	19-20	All	All	0.0%		(0 / 985)
		ELL	Not ELL	0.0%		(0 / 930)
			ELL	0.0%		(0 / 55)
		Gender	Female	0.0%		(0 / 478)
			Male	0.0%		(0 / 507)
		InstrSetting	Not Special Ed	0.0%		(0 / 871)
			Special Ed	0.0%		(0 / 114)
		Race	Black / Latinx	0.0%		(0 / 155)
	White / Other		0.0%		(0 / 830)	
	18-19	All	All	0.0%		(0 / 987)
		ELL	Not ELL	0.0%		(0 / 944)
			ELL	0.0%		(0 / 43)
		Gender	Female	0.0%		(0 / 489)
			Male	0.0%		(0 / 498)
		InstrSetting	Not Special Ed	0.0%		(0 / 881)
			Special Ed	0.0%		(0 / 106)
		Race	Black / Latinx	0.0%		(0 / 148)
	White / Other		0.0%		(0 / 839)	
	17-18	All	All	0.0%		(0 / 971)
		ELL	Not ELL	0.0%		(0 / 940)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pleasant Hill Elementary School	Number of Students
Out of School Suspensions	17-18	ELL	ELL	0.0%		(0 / 31)
		Gender	Female	0.0%		(0 / 476)
			Male	0.0%		(0 / 495)
		InstrSetting	Not Special Ed	0.0%		(0 / 870)
			Special Ed	0.0%		(0 / 101)
		Race	Black / Latinx	0.0%		(0 / 146)
	White / Other		0.0%		(0 / 825)	
	16-17	All	All	0.0%		(0 / 901)
		ELL	Not ELL	0.0%		(0 / 883)
			ELL	0.0%		(0 / 18)
		Gender	Female	0.0%		(0 / 444)
			Male	0.0%		(0 / 457)
		InstrSetting	Not Special Ed	0.0%		(0 / 805)
			Special Ed	0.0%		(0 / 96)
		Race	Black / Latinx	0.0%		(0 / 128)
	White / Other		0.0%		(0 / 773)	
	15-16	All	All	0.0%		(0 / 862)
		ELL	Not ELL	0.0%		(0 / 841)
			ELL	0.0%		(0 / 21)
		Gender	Female	0.0%		(0 / 443)
			Male	0.0%		(0 / 419)
		InstrSetting	Not Special Ed	0.0%		(0 / 768)
			Special Ed	0.0%		(0 / 94)
		Race	Black / Latinx	0.0%		(0 / 115)
	White / Other		0.0%		(0 / 747)	
	14-15	All	All	0.0%		(0 / 868)
		ELL	Not ELL	0.0%		(0 / 840)
			ELL	0.0%		(0 / 28)
		Gender	Female	0.0%		(0 / 433)
			Male	0.0%		(0 / 435)
InstrSetting		Not Special Ed	0.0%		(0 / 758)	
		Special Ed	0.0%		(0 / 110)	
Race		Black / Latinx	0.0%		(0 / 114)	
	White / Other	0.0%		(0 / 754)		

SCDE Survey Results

0 - 74.9% Red

75 - 84.9% Yellow

85% plus Green

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
CURRENT WORKING CONDITIONS							
I have sufficient space in my classroom to meet the educational needs of my students.	20-21			49	85.7%		
	18-19			50	82.0%		
	21-22						
My non-instructional duties do not interfere with my essential role of educating students.	21-22						
	20-21			49	91.8%		
	18-19			50	94.0%		
I have access to reliable communication technology, including phone, fax, and e-mail.	21-22			60	93.3%		
	20-21			49	100.0%		
	18-19			50	100.0%		
I feel supported by administrators at my school.	21-22			63	100.0%		
	20-21			49	100.0%		
	18-19			50	100.0%		
The faculty and staff at my school have a shared vision.	21-22			60	93.3%		
	20-21			49	98.0%		
	18-19			50	100.0%		
I am familiar with local, state, and national policies and how they affect teaching and learning.	21-22			61	83.6%		
	20-21			49	100.0%		
	18-19			50	100.0%		
Local, state, or national policies assist me in meeting the educational needs of my students.	21-22			63	74.6%		
	20-21			49	83.7%		
	18-19			50	78.0%		
The school leadership makes a sustained effort to address teacher concerns.	21-22			62	93.6%		
	20-21			49	91.8%		
	18-19			50	98.0%		
My decisions in areas such as instruction and student progress are supported.	21-22			63	74.6%		
	20-21			49	98.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My decisions in areas such as instruction and student learning are based on research and data.	18-19			50	100.0%		
Teachers at my school are encouraged to develop innovative solutions to problems.	21-22			62	93.6%		
	20-21			49	100.0%		
	18-19			50	100.0%		
I feel comfortable raising issues and concerns that are important to me.	21-22			63	74.6%		
	20-21			49	89.8%		
	18-19			50	100.0%		
Sufficient resources are available to allow teachers to take advantage of professional development activities.	21-22			63	90.5%		
	20-21			49	95.9%		
	18-19			50	100.0%		
My class sizes allow me to meet the educational needs of my students.	21-22			63	74.6%		
	20-21			49	71.4%		
	18-19			50	72.0%		
I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	21-22			63	90.5%		
	20-21			49	95.9%		
	18-19			50	98.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
HOME-SCHOOL RELATIONS							
I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	21-22	396	94.7%			48	95.8%
	20-21	137	79.6%	49	100.0%	307	78.5%
	18-19	175	88.6%	50	100.0%	79	88.6%
My parent knows what I am expected to learn in school.	21-22	403	92.5%			58	91.4%
	20-21	137	90.5%			307	86.3%
	18-19	175	85.7%			78	85.9%
My parent knows how well I am doing in school.	21-22	411	96.4%				
	20-21	137	97.1%				
	18-19	173	96.6%				
My school informs parents about school programs and activities.	21-22	405	95.3%	63	100.0%		
	20-21	137	96.4%	49	98.0%		
	18-19	175	95.4%	50	98.0%		
Parents at my school know their children's homework assignments.	21-22	368	79.9%	62	93.5%		
	20-21	136	86.8%	49	98.0%		
	18-19	175	77.1%	50	96.0%		
My parent helps me with my homework when I need it.	21-22	391	87.2%				
	20-21	137	88.3%				
	18-19	175	85.2%				
Parents are welcomed at my school.	21-22	407	95.1%				
	20-21	137	89.8%				
	18-19	175	96.6%				
Parents volunteer and participate in activities at my school.	21-22	398	88.2%	63	98.4%		
	20-21	137	78.9%	49	79.6%		
	18-19	175	89.7%	50	100.0%		
My child's teachers contact me to say good things about my child.	21-22					57	85.9%
	20-21					307	89.9%
	18-19					79	92.4%
My child's teachers tell me how I can help my child learn.	21-22					57	93.0%
	20-21					302	75.8%
	18-19					79	86.0%

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My child's teachers invite me to visit my child's classrooms during the school day.	21-22					58	98.2%
	20-21					306	82.7%
	18-19					79	89.9%
My child's school returns my phone calls or e-mails promptly.	21-22					58	94.8%
	20-21					306	88.5%
	18-19					79	97.5%
Parents are involved in school decisions.	21-22			63	85.7%		
	20-21			49	97.9%	306	93.8%
	18-19			50	100.0%	77	88.3%
My child's school considers changes based on what parents say.	21-22					56	92.9%
	20-21					307	61.5%
	18-19					78	85.9%
My child's school schedules activities at times that I can attend.	21-22					56	92.9%
	20-21					307	75.3%
	18-19					79	96.2%
My child's school treats all students fairly.	21-22					53	96.2%
	20-21					307	92.2%
	18-19					79	91.1%
The principal at my child's school is available and welcoming.	21-22					52	100.0%
	20-21					307	92.8%
	18-19					79	94.9%
Parents at my school are aware of school policies.	21-22			62	95.2%		
	20-21			49	100.0%		
	18-19			50	98.0%		
Parents at my school understand the school's instructional programs.	21-22			60	93.4%		
	20-21			49	95.9%		
	18-19			50	96.0%		
Parents at my school support instructional decisions regarding their children.	21-22			61	91.8%		
	20-21			49	100.0%		
	18-19			50	94.0%		
Parents attend conferences requested by teachers at my school.	21-22			60	100.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
Parents attend conferences requested by teachers at my school.	20-21			49	97.9%		
	18-19			50	96.0%		
Parents at my school cooperate regarding discipline problems.	21-22			60	83.3%		
	20-21			49	96.0%		
	18-19			50	92.0%		
	21-22			63	98.4%		
Parents attend school meetings and other school events.	20-21			49	98.0%		
	18-19			50	98.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
LEARNING ENVIRONMENT							
I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	21-22	396	94.2%	62	95.2%	59	94.9%
	20-21	137	92.7%	49	98.0%	307	71.3%
	18-19	174	86.2%	50	100.0%	79	93.7%
My classes are challenging (not too easy; they make me think).	21-22	403	77.5%	62	96.8%	59	94.9%
	20-21	137	69.3%	49	100.0%	307	93.5%
	18-19	174	71.3%	50	100.0%	79	93.7%
My teachers want me to understand what I am learning, not just remember facts.	21-22	414	96.1%	61	100.0%		
	20-21	137	94.8%	49	100.0%		
	18-19	174	93.1%	50	100.0%		
My teachers expect students to learn.	21-22	411	98.0%	63	98.4%	57	100.0%
	20-21	137	97.8%	49	100.0%	307	94.4%
	18-19	174	97.7%	50	100.0%	79	98.7%
My teachers expect students to behave.	21-22	413	97.8%				
	20-21	137	97.1%				
	18-19	174	97.1%				
My teachers spend enough time helping me learn.	21-22	405	93.6%	63	92.1%		
	20-21	137	92.0%	49	95.9%		
	18-19	174	88.5%	50	100.0%		
My teachers help students when they do not understand something.	21-22	415	98.1%	62	91.9%	56	96.4%
	20-21	137	96.3%	49	97.9%	307	87.7%
	18-19	174	94.8%	50	100.0%	79	88.6%
My teachers do a good job teaching me mathematics.	21-22	419	98.1%				
	20-21	137	91.3%				
	18-19	175	89.1%				
My teachers do a good job teaching me English language arts.	21-22	400	96.8%				
	20-21	137	97.1%				
	18-19	174	96.5%				
My teachers give tests on what I learn in class.	21-22	413	97.1%				
	20-21	137	96.4%				
	18-19	174	98.3%				

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My teachers give homework assignments that help me learn better.	21-22	353	73.3%			51	92.2%
	20-21	137	58.4%			307	83.4%
	18-19	174	77.1%			79	91.1%
My classes are interesting and fun.	21-22	408	90.0%				
	20-21	137	81.8%				
	18-19	174	71.8%				
Students at my school believe they can do good work.	21-22	392	91.6%				
	20-21	137	91.3%				
	18-19	174	80.4%				
My teachers praise students when they do good work.	21-22	386	86.0%				
	20-21	137	69.3%				
	18-19	174	75.8%				
Work done by students can be seen on the walls of my school.	21-22	392	88.0%				
	20-21	136	75.7%				
	18-19	175	94.3%				
The textbooks and workbooks I use at my school really help me to learn.	21-22	407	84.5%				
	20-21	137	72.2%				
	18-19	174	56.3%				
The media center at my school has a good selection of books.	21-22	413	94.6%	63	100.0%		
	20-21	136	94.1%	49	100.0%		
	18-19	174	89.6%	50	100.0%		
I use computers and other technology at my school to help me learn.	21-22	415	95.5%	62	98.4%		
	20-21	137	96.3%	49	98.0%		
	18-19	174	81.6%	50	96.0%		
Teachers at my school effectively implement the State Curriculum Standards.	21-22			61	100.0%		
	20-21			49	98.0%		
	18-19			50	100.0%		
Student assessment information is effectively used by teachers to plan instruction.	21-22			63	100.0%		
	20-21			49	97.9%		
	18-19			50	100.0%		
My school offers effective programs for students with disabilities.	21-22			58	87.9%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My school offers effective programs for students with disabilities.	20-21			49	95.9%		
	18-19			50	100.0%		
Instructional strategies are used to meet the needs of academically gifted students.	21-22			61	98.4%		
	20-21			49	98.0%		
	18-19			50	100.0%		
The level of teacher and staff morale is high at my school.	21-22			62	77.4%		
	20-21			49	93.8%		
	18-19			50	98.0%		
Teachers respect each other at my school.	21-22			63	100.0%		
	20-21			49	100.0%		
	18-19			50	100.0%		
Teachers at my school are recognized and appreciated for good work.	21-22			63	87.3%		
	20-21			49	95.9%		
	18-19			50	96.0%		
Students at my school are motivated and interested in learning.	21-22			62	95.1%		
	20-21			49	98.0%		
	18-19			50	100.0%		
There are sufficient materials and supplies available for classroom and instructional use.	21-22			63	98.4%		
	20-21			49	100.0%		
	18-19			50	100.0%		
Our school has sufficient computers for instructional use.	21-22			63	100.0%		
	20-21			49	100.0%		
	18-19			50	86.0%		
There are relevant professional development opportunities offered to teachers at my school.	21-22			63	85.7%		
	20-21			49	95.9%		
	18-19			50	98.0%		
The school administration communicates clear instructional goals for the school.	21-22			62	91.9%		
	20-21			49	95.9%		
	18-19			50	100.0%		
The school administration sets high standards for students.	21-22			62	90.3%		
	20-21			49	97.9%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The school administration sets high standards for c	18-19			50	100.0%		
The school administration has high expectations for teacher performance.	21-22			63	98.4%		
	20-21			49	93.9%		
	18-19			50	100.0%		
The school administration provides effective instructional leadership.	21-22			62	90.3%		
	20-21			49	93.9%		
	18-19			50	100.0%		
Student assessment information is used to set goals and plan programs for my school.	21-22			59	98.4%		
	20-21			49	95.9%		
	18-19			50	100.0%		
Teacher evaluation at my school focuses on instructional improvement.	21-22			62	98.4%		
	20-21			49	97.9%		
	18-19			50	100.0%		
School administrators visit classrooms to observe instruction.	21-22			63	100.0%		
	20-21			49	100.0%		
	18-19			50	100.0%		
The school administration arranges for collaberative planning and decision making.	21-22			62	95.1%		
	20-21			49	95.9%		
	18-19			50	100.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
SOCIAL AND PHYSICAL ENVIRONMENT							
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	21-22	388	92.3%	62	91.9%	54	94.4%
	20-21	137	92.7%	49	98.0%		
	18-19	175	82.3%	50	100.0%	79	95.0%
The grounds around my school are kept clean.	21-22	407	86.9%	63	87.3%		
	20-21	137	90.5%	49	97.9%		
	18-19	174	87.3%	50	100.0%		
The hallways at my school are kept clean.	21-22	409	92.1%	63	98.4%	53	96.2%
	20-21	137	94.1%	49	100.0%	307	83.4%
	18-19	174	89.1%	50	100.0%	79	98.8%
The bathrooms at my school are kept clean.	21-22	404	66.1%	63	93.6%		
	20-21	136	72.0%	49	98.0%		
	18-19	175	80.0%	50	100.0%		
Broken things at my school get fixed.	21-22	404	89.6%	63	95.2%		
	20-21	137	95.6%	49	100.0%		
	18-19	174	85.1%	50	100.0%		
There is enough room for students to learn at my school.	21-22	408	95.3%	63	84.1%		
	20-21	137	94.2%	49	89.8%		
	18-19	175	91.5%	50	76.0%		
Students at my school behave well in class.	21-22	395	70.2%	63	90.4%		
	20-21	137	75.2%	49	100.0%	306	96.4%
	18-19	175	47.4%	50	98.0%	79	84.8%
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	21-22	396	65.4%	63	90.4%		
	20-21	137	76.7%	49	98.0%		
	18-19	175	46.3%	50	100.0%		
Students at my school know the rules and what happens when students break the rules.	21-22	408	91.4%	62	74.2%		
	20-21	137	94.9%	49	85.7%		
	18-19	175	85.2%	50	94.0%		
The rules about how students should behave in my school are fair.	21-22	410	92.9%	62	82.3%		
	20-21	137	90.5%	49	95.9%		
	18-19	175	73.1%	50	100.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The rules for behavior are enforced at my school.	21-22	393	88.8%	62	64.6%		
	20-21	137	88.3%	49	85.7%		
	18-19	175	91.4%	50	88.0%		
I feel safe at my school before and after school hours.	21-22	392	93.1%	63	100.0%		
	20-21	137	93.4%	49	98.0%		
	18-19	174	89.1%	50	96.0%		
I feel safe at my school during the school day.	21-22	410	95.4%	63	100.0%	52	96.1%
	20-21	137	97.8%	49	100.0%	307	64.8%
	18-19	175	92.6%	50	98.0%	79	97.5%
I feel safe going to or coming from my school.	21-22	406	94.6%	63	100.0%		
	20-21	137	96.3%	49	97.9%		
	18-19	175	94.3%	50	100.0%		
Students from different backgrounds get along well at my school.	21-22	393	84.7%	63	93.6%		
	20-21	137	88.4%	49	100.0%		
	18-19	175	75.4%	50	100.0%		
Teachers and students get along well with each other at my school.	21-22	404	92.1%	63	98.4%		
	20-21	137	94.2%	49	100.0%		
	18-19	175	82.3%	50	100.0%		
Teachers work together to help students at my school.	21-22	408	97.6%	62	88.7%		
	20-21	137	95.6%	49	98.0%		
	18-19	175	93.2%	50	96.0%		
**I have seen or know of another student being bullied.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	392	47.7%	60	10.0%		
	20-21	137	46.0%	49	2.0%		
	18-19	175	63.5%	50	6.0%		
**I have been bullied at the school during the school day.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	397	37.0%				
	20-21	137	29.9%				
	18-19	175	36.0%				
**I have bullied another student at my school.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	400	7.3%	58	5.2%		
	20-21	136	6.6%	49	2.0%		
	18-19	175	6.3%	50	4.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
**I have been bullied while going to or from school.	21-22	392	15.6%				
	20-21	137	10.2%				
	18-19	175	14.8%				
	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
**I have been bullied by someone from my school using a computer, a cell phone or other electronic devices.	21-22	393	12.4%				
	20-21	137	7.3%				
	18-19	175	11.4%				
Adults at my school prevent bullying from happening.	21-22	403	88.1%	63	90.5%	49	85.7%
	20-21	137	90.5%	49	95.9%	307	54.7%
	18-19	175	80.0%	50	96.0%	79	84.8%
I can always go to adults at my school if I am being bullied.	21-22	413	94.4%				
	20-21	137	93.4%				
	18-19	175	86.9%				
An adult at my school has talked to me about bullying.	21-22	399	83.0%				
	20-21	137	91.2%				
	18-19	175	97.2%				
My child's teachers care about my child as an individual.	21-22					41	78.0%
	20-21					307	94.8%
	18-19					79	97.5%
My child's school has an anti-bullying program to prevent or deal with bullying.	21-22					41	78.0%
	20-21					307	86.3%
	18-19					79	63.3%
The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.	21-22						
	20-21						
	18-19					54	18.5%
During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	21-22						
	20-21						
	18-19					54	18.5%
I recommend that all parents/guardians attend IGP conferences with their children.	21-22						
	20-21						
	18-19					54	24.1%

Executive Summary of Needs Assessment Data Findings

School Name: **Pleasant Hill Elementary School**

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.

<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>In the Spring of 2022, 9.3% of our students scored in the Urgent Intervention category on the STAR 360 Reading Assessment. On the 2022 SC Ready ELA Assessment, 33% of students scored Not Met or Approaches Expectations. Based on these results, we implemented strategies to improve reading achievement for all students. During the 2022-2023 school year, we served 34 of our lowest achieving first graders in Reading Recovery. We implemented the Littera Program for 17 of our striving readers in 2nd and 3rd grades in order to sharpen phonemic awareness and phonics skills. Our school participated in choice professional learning, where interventionists, coaches, and teacher leaders led sessions on various reading topics, such as phonics instruction, comprehension strategies, and small group work. Our school participated in a book study of Jennifer Seravallo's <i>Teaching Writing in Small Groups</i>. In addition, our kindergarten and 1st grade teachers added Heggerty's Phonemic Awareness Program to boost phonological skills. We also participated in the Lexington Main Library Book by Book program where we selected 4 books each nine weeks for 20 of our lowest achieving 1st-3rd grade readers to take home and continue reading.</p>
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Executive Summary of Needs Assessment Data Findings

	<p>In the spring of 2022, 42% of our students fell at least 1 grade level below expectations according to the iReady Math Diagnostic Assessment. On the 2022 SC Ready math assessment, 38% of our 3rd-5th graders scored Not Met or Approaches expectations. Based on this data, our math coach implemented continuous professional development on differentiating instruction through the math workshop structure. We also implemented the use of iReady Personalized Pathways for all students.</p>
<p>Teacher/Administrator Quality</p>	<p>Our school conducted a teacher survey at the end of the 2021-22 school year to determine professional learning opportunities for teachers for the 2022-23 school year. During the 2022-23 school year, teachers participated in “Choose Where You Grow” professional learning sessions. All teachers also participated in several sessions related to iReady – how to interpret scores, how to use Personalized Pathways and how to use various reports. Our leadership team participated in professional learning on “Strategies for Positive Classrooms” led by Dr. John F. Eller. Our literacy coach and our math coach led book studies with teachers. Teachers grew in knowledge and also earned recertification points. Teachers participated in learning walks in our school, and some teachers visited model classrooms in our district. Professional learning opportunities were also provided to kindergarten instructional assistants so that they would be better equipped to assist students in developing reading and writing skills.</p>
<p>School Climate</p>	<p>The South Carolina Department of Education School Climate Survey in 2021-22 showed 94.1% of parents were satisfied with the learning environment in our school compared to 77.5% in the previous year. Our School Improvement Council surveyed parents/guardians to identify areas of strengths and opportunities for growth. Based on these results, our SIC determined three areas to help improve the climate at our school. These areas included making playground, lunch choice, and traffic flow improvements. Our PTA has installed an astroturf soccer field on the playground, and we have a committee to design a new playground structure. A parent brochure detailing the school lunch program will be created and distributed to all parents/guardians, and new traffic patterns will be explored. Our school plans and implements many school-wide events for families. Some of these include Merry and Bright Curriculum Night, Bike to School Night, Bingo Nights, Movie Nights and International Fair. Our school has a strong volunteer program that includes WATCH D.O.G.S. (Dads of Great Students), students from Lexington High School, senior citizens in the Presbyterian Home of West Columbia and members of the community.</p>

System Commitments

The idea of 'system commitments' rather than strategic goals indicates that these are promises we make to ourselves, our students and our community, rather than numerical goals to check off. Annual performance goals will be driven by our commitments.

1. All students, regardless of circumstances, advance on time, prepared to graduate and ready to enter college, the military or industry with certification.
2. Teaching and learning develop power skills in all students.
3. Our schools are service-oriented centers of learning, committed to family and community partnerships.
4. Every adult will be equipped with the skills and resources necessary to advocate for and ensure the success of all students.

Strategic Areas of Emphasis

- Literacy and Numeracy
- High Impact Teaching and Learning
- Leadership Development
- Opportunity and Access

South Carolina State Department of Education Required Goal Categories

- Student Achievement
- Teacher and Administrator Quality
- School Climate
- Gifted and Talented

Performance Goals

1. The district will increase the percentage of students who are progressing on-time with the requisite skills for success at their current grade levels.
2. The district will implement strategies to improve equity in high level coursework.
3. The district will implement strategies to improve performance in high level coursework.
4. The district will improve the conditions that lead to student success in each school by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth.
5. The district will increase opportunities for district personnel to participate in collaborative professional learning opportunities that impact student achievement.
6. The district will implement strategies to improve customer service, parent engagement, and community involvement.

Performance Goal 1 : The district will increase the percentage of students who are progressing on-time with the requisite skills for success at their current grade levels.

System Commitment(s): 1

State Department Category: Student Achievement

Strategic Area of Emphasis: Literacy and numeracy, High impact teaching and learning

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	% of students meeting or exceeding standard on end-of-year text levels will increase annually by 2 points.	Grades K-2	90.2%	92.1%	94.1%	89.4%	91.4%	93.4%
			(Actual)	91.8%	71.6%	81.6%	75.9%	
	% of students meeting or exceeding standard on SC READY ELA will increase annually by 2 points.	Grades 3-5	66.9%	68.9%	70.9%	70.3%	72.3%	74.3%
			(Actual)	69.6%		60.5%	66.9%	
	% of students meeting or exceeding standard on SC READY Math will increase annually by 2 points.	Grades 3-5	65.4%	67.4%	69.4%	71.4%	73.4%	75.4%
			(Actual)	66.9%		57.2%	62.0%	
	% of students in Tier 2 or Tier 3 interventions for math and/or reading will decrease annually by 1 point.	Grades K-5	9.5%	8.5%	7.5%	7.5%	6.5%	5.4%
			(Actual)	9.8%	12.4%	13.6%	11.5%	

Action Plan for Performance Goal 1:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal	None	n/a	Tiered system of support matrix
2. With support from the district's central services, implement a research-based instructional model in mathematics and language arts that increases student success in literacy and numeracy.	May 2018 - June 2019	ELA Coordinator, Math Coordinator, ELA and Math Leadership Teams	None	n/a	Professional learning experiences for teachers and administrators, classroom observations, student achievement data review, teacher reflection data
3. Research the impact of time, space and place on student achievement and make recommendations for learner-centered scheduling decisions.	May 2018 - December 2018	Principal, Secondary Director, Elementary Director	None	n/a	Scheduling recommendations for 2019-2020
4. Expand intervention approaches for all students using varied methods of service.	May 2018 - June 2019	RTI Coordinator, Lead Interventionist, Special Education Coordinators, GT Coordinator	None	n/a	Scheduling recommendations for 2019-2020 Student achievement results measured by school-based data teams
5. Leverage the SC Teaching Standards 4.0 to	May 2018 -	Principal, Assistant	None	n/a	Student engagement survey

empower all teachers to engage all students in high impact learning experiences that cultivate the application of identified power skills.	June 2021	Principals			results, professional learning plans based upon observation data
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Performance Goal 2 : The district will implement strategies to improve equity in high level coursework.

System Commitment(s): 1, 2

State Department Category: Gifted and Talented, Teacher and Administrator Quality, School Climate, Student Achievement

Strategic Area of Emphasis: Opportunity and Access, High impact teaching and learning

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	Gifted enrollment equity indices for minority groups will increase by 0.03 annually.	Grades 3-5	0.413	0.443	0.473	0.540	0.570	0.599
			(Actual)	0.526	0.510	0.246	0.287	

Action Plan for Performance Goal 2:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Director of Assessment and Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Increase school and teacher access to high quality data resources in order to identify skill gaps that impede individual students' access to gifted and talented programs or high level coursework.	May 2018 – August 2018	Director of Accountability, Principal	None	n/a	District Data Dashboard
3. Provide supports to students based on identified needs to cultivate growth in the skill sets needed to qualify for enrichment and accelerated coursework.	May 2018 – June 2019	Principal, ELA Coordinator, Math Coordinator, GT Coordinator	None	n/a	Curriculum Unit Plans, SLOs documenting approaches used to achieve specific growth targets for individual students, student achievement results
4. Review and revise coursework at all levels to be more inclusive and responsive to all students' backgrounds and varied experiences.	May 2018 – June 2019	Content Coordinators, Lead Teachers	None	n/a	Comparison of assessment results from 2017-2018 to 2018-2019, revised CUPs, revised assessments
5. Research and apply support structures for nontraditional students in order to increase the students' success rates and continued participation in accelerated coursework.	May 2018 – June 2019	Principal, GT Coordinator, Lead Teachers	None	n/a	Comparison of student success data in high level coursework from 2017-2018 to 2018-2019.

Performance Goal 3 : The district will implement strategies to improve performance in high level coursework.

System Commitment(s): 1

State Department Category: Gifted and Talented, Student Achievement

Strategic Area of Emphasis: High Impact Teaching and Learning, Literacy and Numeracy

Reading Plan Goal: 4

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	% scoring Exceeds on SC READY ELA subject test will increase by 1 point annually	Grades 3-5	34.1%	35.0%	36.0%	37.0%	38.0%	39.0%
			(Actual)	39.9%		31.4%	36.6%	
	% scoring Exceeds on SC READY Math subject test will increase by 1 point annually	Grades 3-5	34.8%	35.7%	36.7%	37.7%	38.7%	39.7%
			(Actual)	36.5%		28.3%	30.5%	
% scoring Exceeds on SCPASS Science subject test will increase by 1 point annually	Grades 4-5	25.4%	26.4%	27.4%	28.4%	29.4%	30.4%	
		(Actual)	28.1%		24.2%	29.8%		
% scoring Exceeds on SCPASS Social Studies subject test will increase by 1 point annually	Grades 4-5	55.6%	56.6%	57.6%	53.2%	54.2%	55.1%	
		(Actual)	51.3%					

Action Plan for Performance Goal 3:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal, Director of Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Increase school and teacher access to high quality data resources in order to identify skill gaps that impede individual students' access to gifted and talented programs or high level coursework.	May 2018 – August 2018	Principal, Director of Accountability	None	n/a	District Data Dashboard
3. Provide supports to students based on identified needs to cultivate growth in the skillsets needed to qualify for enrichment and accelerated coursework.	May 2018 – August 2018	Principal, ELA Coordinator, Math Coordinator, GT Coordinator	None	n/a	Curriculum Unit Plans, SLOs documenting approaches used to achieve specific growth targets for individual students, student achievement results
4. Review and revise coursework at all levels to be more inclusive and responsive to all students' backgrounds and varied experiences.	May 2018 – June 2019	Content Coordinators, Lead Teachers	None	n/a	Comparison of assessment results from 2017-2018 to 2018-2019, revised CUPs, revised assessments
5. Research and apply support structures for all students in order to increase all students' success rates and continued participation in accelerated	May 2018 – June 2019	Principal, GT Coordinator, Lead Teachers	None	n/a	Comparison of student success data in high level coursework from 2017-2018

coursework.					to 2018-2019.
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Performance Goal 4 : The district will improve the conditions that lead to student success in each school by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth.

System Commitment(s): 1, 2, 4

State Department Category: School Climate, Teacher/Admin Quality

Strategic Area of Emphasis: Opportunities and Access, Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	% of students chronically absent will decrease by 0.5 points annually.	Grades K-5	4.9%	4.3%	3.8%	3.3%	2.8%	2.3%
			(Actual)	4.6%	8.2%	12.6%	13.0%	
	% of students with 3 or more discipline referrals will decrease by 0.5 points annually.	Grades K-5	4.0%	3.4%	2.9%	2.4%	1.9%	1.4%
			(Actual)	0.9%	3.6%	1.4%	1.6%	
	SC READY equity indices for minority groups will increase by 0.03 annually.	Grades 3-5	0.664	0.693	0.723	0.753	0.783	0.813
			(Actual)	0.761		0.558	0.724	

Action Plan for Performance Goal 4:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal, Director of Accountability, Elementary Director, Secondary Director, School Data Teams	None	n/a	Tiered system of support matrix
2. Establish a wellness team to support the physical, social, and emotional health of students and staff.	August 2018	Principal, Director of School Counseling, Lead Nurse	None	n/a	Wellness team orientation program, monthly monitoring of team records.
3. Utilize district Mental health resources, including counselors shared between schools, in order to provide service to students.	Fall of 2018 to Fall of 2019	Principal, Director of School Counseling			HR Records
4. Implement a system whereby each student is well known by an adult advocate who supports the student's social, emotional, and academic development.	August 2018- Ongoing	Principal, Director of School Counseling, Director of Elementary Schools, Director of Secondary Schools			Status updates from School Wellness Teams and school-level directors of school counseling
5. Student behavior policies will be reviewed and revised to ensure that appropriate interventions are used to support student success.	August 2018- Ongoing	Principal, Director of Student Services			Revision of current board policies.
6. Provide student-centered transition supports for students entering or leaving the school for any reason, including enrolling in or returning from alternative placement, home-based services, illness, suspension, etc.	Fall of 2018	Principal, SLT, Director of Student Services, Director of School Counseling, Director of			Status updates from School Wellness Teams and school-level directors of school counseling

		Elementary Schools, Director of Secondary Schools, District RTI Coordinator			
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Performance Goal 5 : The district will increase opportunities for district personnel to participate in collaborative professional learning opportunities that impact student achievement.

System Commitment(s): 4

State Department Category: Teacher/Admin Quality

Strategic Area of Emphasis: Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	Positive responses to the SCDE survey item "Sufficient resources are available to allow teachers to take advantage of professional development activities." will reach 98% by 2021		98.2%	98.0%	98.0%	98.0%	98.0%	98.0%
			(Actual)	100.0%		95.9%	90.5%	
	Positive responses to the SCDE survey item "Teachers at my school are encouraged to develop innovative solutions to problems." will reach 98% by 2021		98.2%	98.0%	98.0%	100.0%	98.0%	98.0%
			(Actual)	100.0%		100.0%	93.6%	

Action Plan for Performance Goal 5:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal, Director of Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Design a school professional learning plan aligned with system commitments and strategic areas of emphasis (opportunities and access, literacy and numeracy, high-impact teaching and learning, and leadership development)	May 2018 - December 2018	Principal, Director of Professional Learning and Leadership Development	\$22,400	General Budget	School Professional Learning Plan
3. Working with central services office of leadership development, implement a competency-based educational leadership system to develop and support teacher leaders, assistant principals, and aspiring principals.	May 2018 - June 2019	Principal, Director of Professional Learning and Leadership Development, Director of Human Resources	\$108,200	General Budget	Retention of high-performing employees, Transparency of development and hiring process at all leadership levels, Staff engagement and commitment to the development process, Increase in pool of prospective school leaders
4. Design or redesign structures that empower educator collaboration and professional learning opportunities to more effectively support student outcomes.	May 2018 – Nov. 2018	Principal, Elementary Director, Secondary Director, Teacher Leadership Council	None	n/a	Proposal for changes to collaborative planning, vertical planning opportunities and school-based PLCs presented to principals, November 2018
5. Create model classrooms and labsites for visible	2018-2019 PK-	ELA Coordinator,	None	n/a	Professional learning

implementation of workshop model in reading, writing, and math PK-8 and Student Engagement Model in 9-12	8 ELA and Math; 2019-2020 Secondary	Math Coordinator, ELA and Math Leadership Teams			experiences for teachers and administrators, classroom observations, student achievement data review, teacher reflection data
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Performance Goal 6 : The district will implement strategies to improve customer service, parent engagement, and community involvement.

System Commitment(s): 3

State Department Category: Teacher and Administrator Quality, School Climate

Strategic Area of Emphasis: Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	% of positive student and parent responses on the state survey metric "I am satisfied with the social and physical environment at my school" will reach 95% by 2019-20.		86.5%	90.7%	95.0%	95.0%	95.0%	95.0%
			(Actual)	86.3%		92.7%	92.6%	
	% of positive student and parent responses on the state survey metric "I am satisfied with home/school relations at my school" will reach 95% by 2019-20.		86.5%	90.7%	95.0%	95.0%	95.0%	95.0%
			(Actual)	88.6%		78.8%	94.8%	

Action Plan for Performance Goal 6:					Evaluation
1. Customer service efforts will be supported and monitored through the school's ongoing improvement meetings with central services.	August 2018 - ongoing	Principal, Director of Elementary Schools, Director of Secondary Schools	None	n/a	Tiered system of support matrix
2. Define job-specific customer service skills for all employees as part of on-boarding and annual HR training.	August 2018	Principal, Director of Human Resources	None	n/a	HR training modules
3. Increase feedback opportunities for students and parents through on-site events, digital communication, and sampling tools.	August 2018 - ongoing	Principal, Director of Accountability	None	n/a	Customer Service/School-Home Relations data available on district dashboard