

School Renewal Plan Cover Page

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

School Name:	Pelion Middle School
SIDN:	3201058
Plan Submission:	School utilizes Cognia
Grade Span:	6 To 8
District:	Lexington 01
Address 1:	325 Main Street
Address 2:	
City:	Pelion, SC
Zip Code:	29123
School Renewal Plan Contact Person:	Jessica Keisler
School Plan Contact Phone:	803-821-2301
School Plan E-mail Address:	jlkeisler@lexington1.net

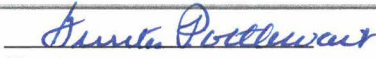
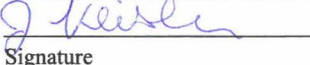
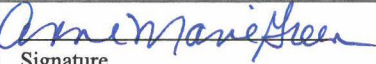
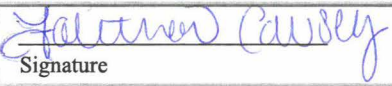

Required Signature Page

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>Jessica L. Keisler</u> Printed Name	 Signature	<u>3/14/23</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>Tabitha Causey</u> Printed Name	 Signature	<u>3-14-23</u> Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Joi Walden</u> Printed Name	 Signature	<u>3-14-23</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 L. Keisler
2.	Teacher	Brandy Wood
3.	Parent/Guardian	Casey Hill
4.	Community Member	John Rebolji
5.	Paraprofessional	Kristina Sox
6.	School Improvement Council Member	Anna Russell
7.	Read to Succeed Reading Coach	Laura Beckham
8.	School Read To Succeed Literacy Leadership Team Lead	Joi Walden
9.	School Read To Succeed Literacy Leadership Team Member	Holley Matthews
<p>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</p>		

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 (Include the SBE Regulation number to be waived)	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 (Include the SBE Regulation number to be waived)	



Table of Contents

Vision and Mission

System Commitments

Needs Assessment Data

Executive Summary of Needs Assessment Data Findings

Performance Goals and Action Plans


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.**










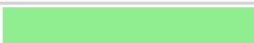







System Commitments

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.









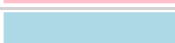





1. All students, regardless of circumstances, advance on time, prepared to graduate and ready to enter college, the military or industry with certification.
2. Teaching and learning develop power skills in all students.
3. Our schools are service-oriented centers of learning, committed to family and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















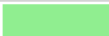












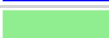


[PMS 2021-22 Report Card](#)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Pelion Middle School	Number of Students
ELA	21-22	All	All	24.8%		(142 / 573)
		ELL	Not ELL	26.3%		(141 / 536)
			ELL	2.7%		(1 / 37)
		Gender	Female	32.5%		(87 / 268)
			Male	18.0%		(55 / 305)
		InstrSetting	Not Special Ed	31.2%		(140 / 449)
			Special Ed	1.6%		(2 / 124)
		Race	Black / Latinx	18.5%		(23 / 124)
	White / Other		26.5%		(119 / 449)	
	20-21	All	All	23.5%		(116 / 494)
		ELL	Not ELL	24.8%		(116 / 468)
			ELL	0.0%		(0 / 26)
		Gender	Female	28.6%		(69 / 241)
			Male	18.6%		(47 / 253)
		InstrSetting	Not Special Ed	29.3%		(113 / 386)
			Special Ed	2.8%		(3 / 108)
		Race	Black / Latinx	20.0%		(21 / 105)
	White / Other		24.4%		(95 / 389)	
	18-19	All	All	26.5%		(153 / 578)
		ELL	Not ELL	28.1%		(152 / 541)
			ELL	2.7%		(1 / 37)
		Gender	Female	31.6%		(93 / 294)
			Male	21.1%		(60 / 284)
		InstrSetting	Not Special Ed	32.6%		(150 / 460)
			Special Ed	2.5%		(3 / 118)
		Race	Black / Latinx	14.2%		(16 / 113)
	White / Other		29.5%		(137 / 465)	
	17-18	All	All	22.4%		(127 / 568)
		ELL	Not ELL	23.7%		(126 / 532)
			ELL	2.8%		(1 / 36)
		Gender	Female	24.5%		(67 / 273)
			Male	20.3%		(60 / 295)
		InstrSetting	Not Special Ed	27.4%		(124 / 453)
Special Ed			2.6%		(3 / 115)	
Race		Black / Latinx	15.5%		(17 / 110)	
	White / Other	24.0%		(110 / 458)		
16-17	All	All	24.6%		(129 / 525)	
	ELL	Not ELL	25.9%		(128 / 495)	
		ELL	3.3%		(1 / 30)	

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Pelion Middle School	Number of Students
ELA	16-17	Gender	Female	27.0%		(69 / 256)
			Male	22.3%		(60 / 269)
		InstrSetting	Not Special Ed	29.9%		(126 / 421)
			Special Ed	2.9%		(3 / 104)
		Race	Black / Latinx	11.2%		(10 / 89)
			White / Other	27.3%		(119 / 436)
	15-16	All	All	26.5%		(144 / 544)
		ELL	Not ELL	27.3%		(140 / 512)
			ELL	12.5%		(4 / 32)
		Gender	Female	30.1%		(78 / 259)
			Male	23.2%		(66 / 285)
		InstrSetting	Not Special Ed	32.6%		(143 / 438)
			Special Ed	0.9%		(1 / 106)
		Race	Black / Latinx	14.1%		(13 / 92)
White / Other	29.0%			(131 / 452)		

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Pelion Middle School	Number of Students
Math	21-22	All	All	15.6%		(89 / 572)
		ELL	Not ELL	16.6%		(89 / 535)
			ELL	0.0%		(0 / 37)
		Gender	Female	16.9%		(45 / 267)
			Male	14.4%		(44 / 305)
		InstrSetting	Not Special Ed	19.4%		(87 / 448)
			Special Ed	1.6%		(2 / 124)
		Race	Black / Latinx	17.7%		(22 / 124)
	White / Other		15.0%		(67 / 448)	
	20-21	All	All	16.4%		(81 / 493)
		ELL	Not ELL	17.3%		(81 / 467)
			ELL	0.0%		(0 / 26)
		Gender	Female	13.8%		(33 / 240)
			Male	19.0%		(48 / 253)
		InstrSetting	Not Special Ed	20.5%		(79 / 385)
			Special Ed	1.9%		(2 / 108)
		Race	Black / Latinx	8.6%		(9 / 105)
	White / Other		18.6%		(72 / 388)	
	18-19	All	All	22.3%		(129 / 578)
		ELL	Not ELL	23.7%		(128 / 541)
			ELL	2.7%		(1 / 37)
		Gender	Female	22.8%		(67 / 294)
			Male	21.8%		(62 / 284)
		InstrSetting	Not Special Ed	27.5%		(126 / 459)
			Special Ed	2.5%		(3 / 119)
		Race	Black / Latinx	13.3%		(15 / 113)
	White / Other		24.5%		(114 / 465)	
	17-18	All	All	23.2%		(132 / 568)
		ELL	Not ELL	24.6%		(131 / 532)
			ELL	2.8%		(1 / 36)
		Gender	Female	24.5%		(67 / 273)
			Male	22.0%		(65 / 295)
		InstrSetting	Not Special Ed	29.2%		(132 / 452)
Special Ed			0.0%		(0 / 116)	
Race		Black / Latinx	15.3%		(17 / 111)	
	White / Other	25.2%		(115 / 457)		
16-17	All	All	25.4%		(134 / 528)	
	ELL	Not ELL	26.5%		(131 / 495)	
		ELL	9.1%		(3 / 33)	
	Gender	Female	27.2%		(70 / 257)	

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Pelion Middle School	Number of Students
Math	16-17	Gender	Male	23.6%		(64 / 271)
		InstrSetting	Not Special Ed	30.9%		(131 / 424)
			Special Ed	2.9%		(3 / 104)
		Race	Black / Latinx	12.0%		(11 / 92)
			White / Other	28.2%		(123 / 436)
	15-16	All	All	19.6%		(107 / 545)
		ELL	Not ELL	20.7%		(106 / 512)
			ELL	3.0%		(1 / 33)
		Gender	Female	19.7%		(51 / 259)
			Male	19.6%		(56 / 286)
		InstrSetting	Not Special Ed	23.7%		(104 / 439)
			Special Ed	2.8%		(3 / 106)
		Race	Black / Latinx	10.8%		(10 / 93)
	White / Other		21.5%		(97 / 452)	

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Pelion Middle School	Number of Students
Science	21-22	All	All	28.3%		(63 / 223)
		ELL	Not ELL	30.4%		(63 / 207)
			ELL	0.0%		(0 / 16)
		Gender	Female	31.7%		(33 / 104)
			Male	25.2%		(30 / 119)
		InstrSetting	Not Special Ed	34.6%		(62 / 179)
			Special Ed	2.3%		(1 / 44)
		Race	Black / Latinx	28.6%		(16 / 56)
	White / Other		28.1%		(47 / 167)	
	20-21	All	All	25.6%		(44 / 172)
		ELL	Not ELL	26.5%		(44 / 166)
			ELL	0.0%		(0 / 6)
		Gender	Female	21.8%		(19 / 87)
			Male	29.4%		(25 / 85)
		InstrSetting	Not Special Ed	33.3%		(42 / 126)
			Special Ed	4.3%		(2 / 46)
		Race	Black / Latinx	21.2%		(7 / 33)
	White / Other		26.6%		(37 / 139)	
	18-19	All	All	29.2%		(105 / 360)
		ELL	Not ELL	31.0%		(104 / 336)
			ELL	4.2%		(1 / 24)
		Gender	Female	31.3%		(57 / 182)
			Male	27.0%		(48 / 178)
		InstrSetting	Not Special Ed	34.2%		(97 / 284)
			Special Ed	10.5%		(8 / 76)
		Race	Black / Latinx	13.7%		(10 / 73)
	White / Other		33.1%		(95 / 287)	
	17-18	All	All	26.1%		(105 / 402)
		ELL	Not ELL	27.5%		(103 / 375)
			ELL	7.4%		(2 / 27)
		Gender	Female	25.8%		(49 / 190)
			Male	26.4%		(56 / 212)
		InstrSetting	Not Special Ed	32.1%		(104 / 324)
			Special Ed	1.3%		(1 / 78)
Race		Black / Latinx	16.5%		(13 / 79)	
	White / Other	28.5%		(92 / 323)		
16-17	All	All	31.7%		(167 / 527)	
	ELL	Not ELL	33.2%		(164 / 494)	
		ELL	9.1%		(37 / 33)	















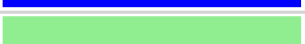




















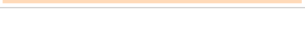

	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Pelion Middle School	Number of Students	
Science	16-17	Gender	Female	31.3%		(80 / 256)	
			Male	32.1%		(87 / 271)	
		InstrSetting	Not Special Ed	37.1%		(157 / 423)	
			Special Ed	9.6%		(10 / 104)	
		Race	Black / Latinx	16.5%		(15 / 91)	
			White / Other	34.9%		(152 / 436)	
	15-16	All	All	57.3%		(311 / 543)	
			ELL	58.6%		(299 / 510)	
		Gender	ELL	36.4%		(12 / 33)	
			Female	58.4%		(150 / 257)	
		InstrSetting	Male	56.3%		(161 / 286)	
			Not Special Ed	64.3%		(281 / 437)	
		Race	Special Ed	28.3%		(30 / 106)	
			Black / Latinx	36.6%		(34 / 93)	
	14-15	All	All	56.6%		(302 / 534)	
			ELL	57.3%		(290 / 506)	
		Gender	ELL	42.9%		(12 / 28)	
			Female	54.7%		(150 / 274)	
		InstrSetting	Male	58.5%		(152 / 260)	
			Not Special Ed	64.3%		(286 / 445)	
		Race	Special Ed	18.0%		(16 / 89)	
			Black / Latinx	45.1%		(37 / 82)	
		13-14	All	All	60.7%		(218 / 359)
				ELL	60.8%		(217 / 357)
	Gender		ELL	50.0%		(1 / 2)	
			Female	62.7%		(116 / 185)	
	InstrSetting		Male	58.6%		(102 / 174)	
			Not Special Ed	67.6%		(207 / 306)	
Race	Special Ed		20.8%		(11 / 53)		
	Black / Latinx		43.1%		(25 / 58)		
			White / Other	64.1%		(193 / 301)	


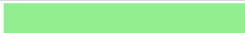





























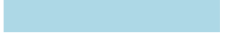






	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Pelion Middle School	Number of Students
Social Studies	18-19	All	All	47.0%		(103 / 219)
		ELL	Not ELL	48.1%		(99 / 206)
			ELL	30.8%		(4 / 13)
		Gender	Female	42.9%		(48 / 112)
			Male	51.4%		(55 / 107)
		InstrSetting	Not Special Ed	52.6%		(92 / 175)
			Special Ed	25.0%		(11 / 44)
		Race	Black / Latinx	40.0%		(16 / 40)
	White / Other		48.6%		(87 / 179)	
	17-18	All	All	48.2%		(80 / 166)
		ELL	Not ELL	50.3%		(79 / 157)
			ELL	11.1%		(1 / 9)
		Gender	Female	49.4%		(41 / 83)
			Male	47.0%		(39 / 83)
		InstrSetting	Not Special Ed	57.0%		(73 / 128)
			Special Ed	18.4%		(7 / 38)
		Race	Black / Latinx	40.6%		(13 / 32)
	White / Other		50.0%		(67 / 134)	
	16-17	All	All	52.3%		(275 / 526)
		ELL	Not ELL	53.8%		(265 / 493)
			ELL	30.3%		(10 / 33)
		Gender	Female	50.2%		(128 / 255)
			Male	54.2%		(147 / 271)
		InstrSetting	Not Special Ed	58.5%		(247 / 422)
			Special Ed	26.9%		(28 / 104)
		Race	Black / Latinx	38.5%		(35 / 91)
	White / Other		55.2%		(240 / 435)	
	15-16	All	All	64.5%		(350 / 543)
		ELL	Not ELL	65.1%		(332 / 510)
			ELL	54.5%		(18 / 33)
		Gender	Female	64.2%		(165 / 257)
			Male	64.7%		(185 / 286)
		InstrSetting	Not Special Ed	72.3%		(316 / 437)
Special Ed			32.1%		(34 / 106)	
Race		Black / Latinx	54.8%		(51 / 93)	
	White / Other	66.4%		(299 / 450)		
14-15	All	All	74.0%		(395 / 534)	
	ELL	Not ELL	74.3%		(376 / 506)	
		ELL	67.9%		(19 / 28)	
	Gender	Female	73.4%		(201 / 274)	










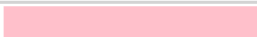








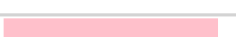




	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Pelion Middle School	Number of Students
Social Studies	14-15	Gender	Male	74.6%		(194 / 260)
		InstrSetting	Not Special Ed	80.0%		(356 / 445)
			Special Ed	43.8%		(39 / 89)
		Race	Black / Latinx	67.1%		(55 / 82)
			White / Other	75.2%		(340 / 452)
	13-14	All	All	68.8%		(247 / 359)
		ELL	Not ELL	69.0%		(247 / 358)
			ELL	0.0%		(0 / 1)
		Gender	Female	71.6%		(131 / 183)
			Male	65.9%		(116 / 176)
		InstrSetting	Not Special Ed	75.4%		(230 / 305)
			Special Ed	31.5%		(17 / 54)
		Race	Black / Latinx	48.1%		(25 / 52)
			White / Other	72.3%		(222 / 307)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Pelion Middle School	Number of Students
Algebra 1	21-22	All	All	94.3%		(33 / 35)
		ELL	Not ELL	94.3%		(33 / 35)
		Gender	Female	85.7%		(12 / 14)
			Male	100.0%		(21 / 21)
		InstrSetting	Not Special Ed	94.3%		(33 / 35)
		Race	Black / Latinx	100.0%		(9 / 9)
			White / Other	92.3%		(24 / 26)
	20-21	All	All	66.7%		(32 / 48)
		ELL	Not ELL	66.7%		(32 / 48)
		Gender	Female	68.0%		(17 / 25)
			Male	65.2%		(15 / 23)
		InstrSetting	Not Special Ed	66.0%		(31 / 47)
			Special Ed	100.0%		(1 / 1)
		Race	Black / Latinx	50.0%		(4 / 8)
	White / Other		70.0%		(28 / 40)	
	18-19	All	All	100.0%		(32 / 32)
		ELL	Not ELL	100.0%		(32 / 32)
		Gender	Female	100.0%		(16 / 16)
			Male	100.0%		(16 / 16)
		InstrSetting	Not Special Ed	100.0%		(32 / 32)
		Race	Black / Latinx	100.0%		(3 / 3)
			White / Other	100.0%		(29 / 29)
	17-18	All	All	95.1%		(39 / 41)
		ELL	Not ELL	95.1%		(39 / 41)
		Gender	Female	95.2%		(20 / 21)
			Male	95.0%		(19 / 20)
		InstrSetting	Not Special Ed	95.1%		(39 / 41)
		Race	Black / Latinx	100.0%		(1 / 1)
			White / Other	95.0%		(38 / 40)
	16-17	All	All	100.0%		(35 / 35)
		ELL	Not ELL	100.0%		(35 / 35)
		Gender	Female	100.0%		(20 / 20)
			Male	100.0%		(15 / 15)
InstrSetting		Not Special Ed	100.0%		(35 / 35)	
Race		Black / Latinx	100.0%		(3 / 3)	
		White / Other	100.0%		(32 / 32)	
15-16	All	All	97.0%		(32 / 33)	
	ELL	Not ELL	97.0%		(32 / 33)	

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Pelion Middle School	Number of Students
Algebra 1	15-16	Gender	Female	94.4%		(17 / 18)
			Male	100.0%		(15 / 15)
		InstrSetting	Not Special Ed	97.0%		(32 / 33)
		Race	Black / Latinx	100.0%		(3 / 3)
			White / Other	96.7%		(29 / 30)
	14-15	All	All	100.0%		(37 / 37)
		ELL	Not ELL	100.0%		(36 / 36)
			ELL	100.0%		(1 / 1)
		Gender	Female	100.0%		(16 / 16)
			Male	100.0%		(21 / 21)
		InstrSetting	Not Special Ed	100.0%		(37 / 37)
		Race	Black / Latinx	100.0%		(4 / 4)
			White / Other	100.0%		(33 / 33)

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Pelion Middle School	Number of Students
English 1	18-19	All	All	100.0%		(39 / 39)
		ELL	Not ELL	100.0%		(39 / 39)
		Gender	Female	100.0%		(23 / 23)
			Male	100.0%		(16 / 16)
		InstrSetting	Not Special Ed	100.0%		(39 / 39)
		Race	Black / Latinx	100.0%		(4 / 4)
	White / Other		100.0%		(35 / 35)	
	17-18	All	All	100.0%		(52 / 52)
		ELL	Not ELL	100.0%		(52 / 52)
		Gender	Female	100.0%		(25 / 25)
			Male	100.0%		(27 / 27)
		InstrSetting	Not Special Ed	100.0%		(52 / 52)
		Race	Black / Latinx	100.0%		(6 / 6)
	White / Other		100.0%		(46 / 46)	
	16-17	All	All	97.6%		(41 / 42)
		ELL	Not ELL	97.6%		(41 / 42)
		Gender	Female	100.0%		(25 / 25)
			Male	94.1%		(16 / 17)
		InstrSetting	Not Special Ed	97.6%		(41 / 42)
		Race	Black / Latinx	100.0%		(1 / 1)
	White / Other		97.6%		(40 / 41)	
	15-16	All	All	98.0%		(49 / 50)
		ELL	Not ELL	98.0%		(48 / 49)
			ELL	100.0%		(1 / 1)
		Gender	Female	96.0%		(24 / 25)
			Male	100.0%		(25 / 25)
		InstrSetting	Not Special Ed	98.0%		(49 / 50)
		Race	Black / Latinx	100.0%		(6 / 6)
			White / Other	97.7%		(43 / 44)
	14-15	All	All	98.0%		(50 / 51)
ELL		Not ELL	98.0%		(48 / 49)	
		ELL	100.0%		(2 / 2)	
Gender		Female	96.4%		(27 / 28)	
		Male	100.0%		(23 / 23)	
InstrSetting		Not Special Ed	98.0%		(50 / 51)	
Race		Black / Latinx	100.0%		(4 / 4)	
		White / Other	97.9%		(46 / 47)	

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Pelion Middle School	Number of Students
Accelerated/ Eagles	21-22	All	All	20.1%		(128 / 636)
		ELL	Not ELL	20.4%		(114 / 559)
			ELL	18.2%		(14 / 77)
		Gender	Female	21.3%		(63 / 296)
			Male	19.1%		(65 / 340)
		InstrSetting	Not Special Ed	24.8%		(124 / 499)
			Special Ed	2.9%		(4 / 137)
		Race	Black / Latinx	16.5%		(29 / 176)
	White / Other		21.5%		(99 / 460)	
	20-21	All	All	19.0%		(107 / 562)
		ELL	Not ELL	19.0%		(95 / 501)
			ELL	19.7%		(12 / 61)
		Gender	Female	16.0%		(45 / 281)
			Male	22.1%		(62 / 281)
		InstrSetting	Not Special Ed	23.6%		(105 / 444)
			Special Ed	1.7%		(2 / 118)
		Race	Black / Latinx	13.9%		(22 / 158)
	White / Other		21.0%		(85 / 404)	
	19-20	All	All	19.6%		(119 / 606)
		ELL	Not ELL	19.7%		(105 / 533)
			ELL	19.2%		(14 / 73)
		Gender	Female	20.4%		(63 / 309)
			Male	18.9%		(56 / 297)
		InstrSetting	Not Special Ed	23.9%		(117 / 489)
			Special Ed	1.7%		(2 / 117)
		Race	Black / Latinx	15.9%		(25 / 157)
	White / Other		20.9%		(94 / 449)	
	18-19	All	All	19.3%		(118 / 612)
		ELL	Not ELL	19.3%		(106 / 549)
			ELL	19.0%		(12 / 63)
		Gender	Female	20.9%		(65 / 311)
			Male	17.6%		(53 / 301)
InstrSetting		Not Special Ed	24.1%		(116 / 482)	
		Special Ed	1.5%		(2 / 130)	
Race		Black / Latinx	12.0%		(18 / 150)	
	White / Other	21.6%		(100 / 462)		
17-18	All	All	18.5%		(111 / 601)	
	ELL	Not ELL	19.2%		(107 / 557)	


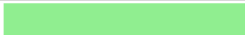

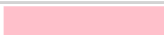















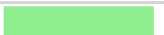


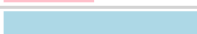





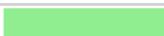

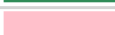






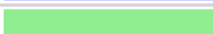
	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Pelion Middle School	Number of Students
Accelerated/ Eagles	17-18	ELL	ELL	9.1%		(4 / 44)
		Gender	Female	20.8%		(60 / 289)
			Male	16.3%		(51 / 312)
		InstrSetting	Not Special Ed	23.4%		(111 / 475)
			Special Ed	0.0%		(0 / 126)
		Race	Black / Latinx	9.4%		(12 / 127)
	White / Other		20.9%		(99 / 474)	
	16-17	All	All	19.8%		(112 / 567)
		ELL	Not ELL	20.9%		(111 / 532)
			ELL	2.9%		(1 / 35)
		Gender	Female	20.7%		(56 / 271)
			Male	18.9%		(56 / 296)
		InstrSetting	Not Special Ed	24.6%		(111 / 451)
			Special Ed	0.9%		(1 / 116)
		Race	Black / Latinx	10.0%		(10 / 100)
	White / Other		21.8%		(102 / 467)	
	15-16	All	All	18.2%		(106 / 582)
		ELL	Not ELL	19.4%		(106 / 546)
			ELL	0.0%		(0 / 36)
		Gender	Female	17.5%		(48 / 275)
			Male	18.9%		(58 / 307)
		InstrSetting	Not Special Ed	22.0%		(103 / 469)
			Special Ed	2.7%		(3 / 113)
		Race	Black / Latinx	5.9%		(6 / 101)
White / Other	20.8%			(100 / 481)		















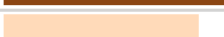

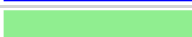















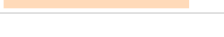

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Pelion Middle School	Number of Students
Honors	21-22	All	All	8.2%		(52 / 636)
		ELL	Not ELL	8.1%		(45 / 559)
			ELL	9.1%		(7 / 77)
		Gender	Female	8.1%		(24 / 296)
			Male	8.2%		(28 / 340)
		InstrSetting	Not Special Ed	10.4%		(52 / 499)
			Special Ed	0.0%		(0 / 137)
		Race	Black / Latinx	6.8%		(12 / 176)
	White / Other		8.7%		(40 / 460)	
	20-21	All	All	11.7%		(66 / 562)
		ELL	Not ELL	11.4%		(57 / 501)
			ELL	14.8%		(9 / 61)
		Gender	Female	14.9%		(42 / 281)
			Male	8.5%		(24 / 281)
		InstrSetting	Not Special Ed	14.6%		(65 / 444)
			Special Ed	0.8%		(1 / 118)
		Race	Black / Latinx	10.1%		(16 / 158)
	White / Other		12.4%		(50 / 404)	
	19-20	All	All	11.2%		(68 / 606)
		ELL	Not ELL	12.2%		(65 / 533)
			ELL	4.1%		(3 / 73)
		Gender	Female	11.7%		(36 / 309)
			Male	10.8%		(32 / 297)
		InstrSetting	Not Special Ed	13.7%		(67 / 489)
			Special Ed	0.9%		(1 / 117)
		Race	Black / Latinx	5.7%		(9 / 157)
	White / Other		13.1%		(59 / 449)	
	18-19	All	All	7.4%		(45 / 612)
		ELL	Not ELL	7.8%		(43 / 549)
			ELL	3.2%		(2 / 63)
		Gender	Female	8.7%		(27 / 311)
			Male	6.0%		(18 / 301)
		InstrSetting	Not Special Ed	9.3%		(45 / 482)
Special Ed			0.0%		(0 / 130)	
Race		Black / Latinx	3.3%		(5 / 150)	
	White / Other	8.7%		(40 / 462)		
17-18	All	All	9.3%		(56 / 601)	
	ELL	Not ELL	9.9%		(55 / 557)	
		ELL	2.3%		(1 / 44)	








































	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Pelion Middle School	Number of Students
Honors	17-18	Gender	Female	8.7%		(25 / 289)
			Male	9.9%		(31 / 312)
		InstrSetting	Not Special Ed	11.8%		(56 / 475)
			Special Ed	0.0%		(0 / 126)
		Race	Black / Latinx	4.7%		(6 / 127)
			White / Other	10.5%		(50 / 474)
	16-17	All	All	8.1%		(46 / 567)
		ELL	Not ELL	8.6%		(46 / 532)
			ELL	0.0%		(0 / 35)
		Gender	Female	9.6%		(26 / 271)
			Male	6.8%		(20 / 296)
		InstrSetting	Not Special Ed	10.2%		(46 / 451)
			Special Ed	0.0%		(0 / 116)
		Race	Black / Latinx	3.0%		(3 / 100)
	White / Other		9.2%		(43 / 467)	
	15-16	All	All	8.6%		(50 / 582)
		ELL	Not ELL	8.8%		(48 / 546)
			ELL	5.6%		(2 / 36)
		Gender	Female	9.5%		(26 / 275)
			Male	7.8%		(24 / 307)
		InstrSetting	Not Special Ed	10.7%		(50 / 469)
			Special Ed	0.0%		(0 / 113)
		Race	Black / Latinx	5.9%		(6 / 101)
	White / Other		9.1%		(44 / 481)	
























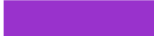









	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Pelion Middle School	Number of Students
Chronic Absences	21-22	All	All	37.3%		(239 / 641)
		ELL	Not ELL	39.0%		(223 / 572)
			ELL	23.2%		(16 / 69)
		Gender	Female	36.8%		(110 / 299)
			Male	37.7%		(129 / 342)
		InstrSetting	Not Special Ed	33.8%		(170 / 503)
			Special Ed	50.0%		(69 / 138)
		Race	Black / Latinx	34.1%		(58 / 170)
	White / Other		38.4%		(181 / 471)	
	20-21	All	All	41.1%		(231 / 562)
		ELL	Not ELL	41.9%		(212 / 506)
			ELL	33.9%		(19 / 56)
		Gender	Female	41.6%		(117 / 281)
			Male	40.6%		(114 / 281)
		InstrSetting	Not Special Ed	39.6%		(176 / 444)
			Special Ed	46.6%		(55 / 118)
		Race	Black / Latinx	43.0%		(68 / 158)
	White / Other		40.3%		(163 / 404)	
	19-20	All	All	21.0%		(127 / 606)
		ELL	Not ELL	20.5%		(115 / 562)
			ELL	27.3%		(12 / 44)
		Gender	Female	24.6%		(76 / 309)
			Male	17.2%		(51 / 297)
		InstrSetting	Not Special Ed	20.2%		(99 / 489)
			Special Ed	23.9%		(28 / 117)
		Race	Black / Latinx	21.7%		(34 / 157)
	White / Other		20.7%		(93 / 449)	
	18-19	All	All	22.7%		(139 / 612)
		ELL	Not ELL	22.8%		(130 / 571)
			ELL	22.0%		(9 / 41)
		Gender	Female	21.2%		(66 / 311)
			Male	24.3%		(73 / 301)
		InstrSetting	Not Special Ed	20.7%		(100 / 482)
Special Ed			30.0%		(39 / 130)	
Race		Black / Latinx	23.3%		(35 / 150)	
	White / Other	22.5%		(104 / 462)		
17-18	All	All	23.2%		(140 / 604)	
	ELL	Not ELL	20.5%		(118 / 575)	


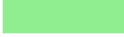




































	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Pelion Middle School	Number of Students
Chronic Absences	17-18	ELL	ELL	17.1%		(6 / 35)
		Gender	Female	24.4%		(71 / 291)
			Male	22.0%		(69 / 313)
		InstrSetting	Not Special Ed	14.9%		(71 / 477)
			Special Ed	20.5%		(26 / 127)
		Race	Black / Latinx	18.8%		(24 / 128)
	White / Other		24.4%		(116 / 476)	
	16-17	All	All	19.4%		(113 / 583)
		ELL	Not ELL	19.5%		(107 / 548)
			ELL	17.1%		(6 / 35)
		Gender	Female	20.4%		(57 / 279)
			Male	18.4%		(56 / 304)
		InstrSetting	Not Special Ed	17.8%		(83 / 467)
			Special Ed	25.9%		(30 / 116)
		Race	Black / Latinx	21.8%		(22 / 101)
	White / Other		18.9%		(91 / 482)	
	15-16	All	All	12.3%		(73 / 595)
		ELL	Not ELL	11.9%		(66 / 554)
			ELL	13.5%		(5 / 37)
		Gender	Female	10.3%		(29 / 281)
			Male	14.0%		(44 / 314)
		InstrSetting	Not Special Ed	11.3%		(54 / 479)
			Special Ed	16.4%		(19 / 116)
		Race	Black / Latinx	12.5%		(13 / 104)
	White / Other		12.2%		(60 / 491)	
	14-15	All	All	12.5%		(75 / 599)
		ELL	Not ELL	12.0%		(68 / 565)
			ELL	16.7%		(5 / 30)
		Gender	Female	13.2%		(40 / 303)
			Male	11.8%		(35 / 296)
InstrSetting		Not Special Ed	11.2%		(56 / 498)	
		Special Ed	18.8%		(19 / 101)	
Race		Black / Latinx	12.5%		(12 / 96)	
	White / Other	12.5%		(63 / 503)		








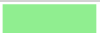

























	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pelion Middle School	Number of Students
Referrals	21-22	All	All	49.3%		(316 / 641)
		ELL	Not ELL	50.7%		(290 / 572)
			ELL	37.7%		(26 / 69)
		Gender	Female	34.4%		(103 / 299)
			Male	62.3%		(213 / 342)
		InstrSetting	Not Special Ed	46.3%		(233 / 503)
			Special Ed	60.1%		(83 / 138)
		Race	Black / Latinx	46.0%		(64 / 139)
	White / Other		50.2%		(252 / 502)	
	20-21	All	All	14.4%		(81 / 562)
		ELL	Not ELL	15.2%		(77 / 506)
			ELL	7.1%		(4 / 56)
		Gender	Female	10.0%		(28 / 281)
			Male	18.9%		(53 / 281)
		InstrSetting	Not Special Ed	12.2%		(54 / 444)
			Special Ed	22.9%		(27 / 118)
		Race	Black / Latinx	10.2%		(12 / 118)
	White / Other		15.5%		(69 / 444)	
	19-20	All	All	28.9%		(175 / 606)
		ELL	Not ELL	30.7%		(165 / 538)
			ELL	14.7%		(10 / 68)
		Gender	Female	18.4%		(57 / 309)
			Male	39.7%		(118 / 297)
		InstrSetting	Not Special Ed	23.5%		(115 / 489)
			Special Ed	51.3%		(60 / 117)
		Race	Black / Latinx	21.1%		(27 / 128)
	White / Other		31.0%		(148 / 478)	
	18-19	All	All	37.1%		(227 / 612)
		ELL	Not ELL	37.7%		(208 / 552)
			ELL	31.7%		(19 / 60)
		Gender	Female	24.4%		(76 / 311)
			Male	50.2%		(151 / 301)
		InstrSetting	Not Special Ed	33.2%		(160 / 482)
Special Ed			51.5%		(67 / 130)	
Race		Black / Latinx	37.9%		(47 / 124)	
	White / Other	36.9%		(180 / 488)		
17-18	All	All	43.8%		(273 / 624)	
	ELL	Not ELL	44.5%		(257 / 577)	

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pelion Middle School	Number of Students
Referrals	17-18	ELL	ELL	34.0%		(16 / 47)
		Gender	Female	27.5%		(83 / 302)
			Male	59.0%		(190 / 322)
		InstrSetting	Not Special Ed	40.3%		(199 / 494)
			Special Ed	56.9%		(74 / 130)
		Race	Black / Latinx	46.5%		(53 / 114)
	White / Other		43.1%		(220 / 510)	
	16-17	All	All	41.3%		(241 / 583)
		ELL	Not ELL	41.2%		(226 / 548)
			ELL	42.9%		(15 / 35)
		Gender	Female	24.0%		(67 / 279)
			Male	57.2%		(174 / 304)
		InstrSetting	Not Special Ed	39.6%		(185 / 467)
			Special Ed	48.3%		(56 / 116)
		Race	Black / Latinx	49.0%		(49 / 100)
	White / Other		39.8%		(192 / 483)	
	15-16	All	All	41.7%		(247 / 593)
		ELL	Not ELL	41.7%		(232 / 556)
			ELL	40.5%		(15 / 37)
		Gender	Female	28.9%		(81 / 280)
			Male	53.0%		(166 / 313)
		InstrSetting	Not Special Ed	37.9%		(181 / 477)
			Special Ed	56.9%		(66 / 116)
		Race	Black / Latinx	53.4%		(55 / 103)
	White / Other		39.2%		(192 / 490)	
	14-15	All	All	38.9%		(232 / 597)
		ELL	Not ELL	39.4%		(223 / 566)
			ELL	29.0%		(9 / 31)
		Gender	Female	25.7%		(78 / 303)
			Male	52.4%		(154 / 294)
InstrSetting		Not Special Ed	35.4%		(176 / 497)	
		Special Ed	56.0%		(56 / 100)	
Race		Black / Latinx	44.2%		(42 / 95)	
	White / Other	37.8%		(190 / 502)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pelion Middle School	Number of Students
In School Suspensions	21-22	All	All	31.0%		(199 / 641)
		ELL	Not ELL	31.6%		(181 / 572)
			ELL	26.1%		(18 / 69)
		Gender	Female	19.4%		(58 / 299)
			Male	41.2%		(141 / 342)
		InstrSetting	Not Special Ed	30.4%		(153 / 503)
			Special Ed	33.3%		(46 / 138)
		Race	Black / Latinx	31.7%		(44 / 139)
	White / Other		30.9%		(155 / 502)	
	20-21	All	All	7.1%		(40 / 562)
		ELL	Not ELL	7.5%		(38 / 506)
			ELL	3.6%		(2 / 56)
		Gender	Female	3.9%		(11 / 281)
			Male	10.3%		(29 / 281)
		InstrSetting	Not Special Ed	6.3%		(28 / 444)
			Special Ed	10.2%		(12 / 118)
		Race	Black / Latinx	4.2%		(5 / 118)
	White / Other		7.9%		(35 / 444)	
	19-20	All	All	19.5%		(118 / 606)
		ELL	Not ELL	20.8%		(112 / 538)
			ELL	8.8%		(6 / 68)
		Gender	Female	9.1%		(28 / 309)
			Male	30.3%		(90 / 297)
		InstrSetting	Not Special Ed	15.1%		(74 / 489)
			Special Ed	37.6%		(44 / 117)
		Race	Black / Latinx	12.5%		(16 / 128)
	White / Other		21.3%		(102 / 478)	
	18-19	All	All	27.5%		(168 / 612)
		ELL	Not ELL	27.9%		(154 / 552)
			ELL	23.3%		(14 / 60)
		Gender	Female	15.1%		(47 / 311)
			Male	40.2%		(121 / 301)
		InstrSetting	Not Special Ed	24.1%		(116 / 482)
Special Ed			40.0%		(52 / 130)	
Race		Black / Latinx	29.8%		(37 / 124)	
	White / Other	26.8%		(131 / 488)		
17-18	All	All	30.9%		(193 / 624)	
	ELL	Not ELL	31.5%		(182 / 577)	
		ELL	23.4%		(11 / 47)	

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pelion Middle School	Number of Students
In School Suspensions	17-18	Gender	Female	15.2%		(46 / 302)
			Male	45.7%		(147 / 322)
		InstrSetting	Not Special Ed	26.9%		(133 / 494)
			Special Ed	46.2%		(60 / 130)
		Race	Black / Latinx	33.3%		(38 / 114)
			White / Other	30.4%		(155 / 510)
	16-17	All	All	28.8%		(168 / 583)
		ELL	Not ELL	28.8%		(158 / 548)
			ELL	28.6%		(10 / 35)
		Gender	Female	17.6%		(49 / 279)
			Male	39.1%		(119 / 304)
		InstrSetting	Not Special Ed	26.8%		(125 / 467)
			Special Ed	37.1%		(43 / 116)
		Race	Black / Latinx	36.0%		(36 / 100)
	White / Other		27.3%		(132 / 483)	
	15-16	All	All	33.9%		(201 / 593)
		ELL	Not ELL	33.6%		(187 / 556)
			ELL	37.8%		(14 / 37)
		Gender	Female	21.1%		(59 / 280)
			Male	45.4%		(142 / 313)
		InstrSetting	Not Special Ed	31.9%		(152 / 477)
			Special Ed	42.2%		(49 / 116)
		Race	Black / Latinx	42.7%		(44 / 103)
	White / Other		32.0%		(157 / 490)	
	14-15	All	All	25.0%		(149 / 597)
		ELL	Not ELL	25.3%		(143 / 566)
			ELL	19.4%		(6 / 31)
		Gender	Female	14.9%		(45 / 303)
Male			35.4%		(104 / 294)	
InstrSetting		Not Special Ed	22.3%		(111 / 497)	
		Special Ed	38.0%		(38 / 100)	
Race		Black / Latinx	33.7%		(32 / 95)	
	White / Other	23.3%		(117 / 502)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pelion Middle School	Number of Students
Out of School Suspensions	21-22	All	All	24.0%		(154 / 641)
		ELL	Not ELL	25.5%		(146 / 572)
			ELL	11.6%		(8 / 69)
		Gender	Female	13.7%		(41 / 299)
			Male	33.0%		(113 / 342)
		InstrSetting	Not Special Ed	21.1%		(106 / 503)
			Special Ed	34.8%		(48 / 138)
		Race	Black / Latinx	23.0%		(32 / 139)
	White / Other		24.3%		(122 / 502)	
	20-21	All	All	8.0%		(45 / 562)
		ELL	Not ELL	8.9%		(45 / 506)
			ELL	0.0%		(0 / 56)
		Gender	Female	5.0%		(14 / 281)
			Male	11.0%		(31 / 281)
		InstrSetting	Not Special Ed	6.5%		(29 / 444)
			Special Ed	13.6%		(16 / 118)
		Race	Black / Latinx	4.2%		(5 / 118)
	White / Other		9.0%		(40 / 444)	
	19-20	All	All	17.2%		(104 / 606)
		ELL	Not ELL	18.4%		(99 / 538)
			ELL	7.4%		(5 / 68)
		Gender	Female	10.4%		(32 / 309)
			Male	24.2%		(72 / 297)
		InstrSetting	Not Special Ed	13.7%		(67 / 489)
			Special Ed	31.6%		(37 / 117)
		Race	Black / Latinx	12.5%		(16 / 128)
	White / Other		18.4%		(88 / 478)	
	18-19	All	All	21.4%		(131 / 612)
		ELL	Not ELL	21.7%		(120 / 552)
			ELL	18.3%		(11 / 60)
		Gender	Female	10.6%		(33 / 311)
			Male	32.6%		(98 / 301)
		InstrSetting	Not Special Ed	17.8%		(86 / 482)
Special Ed			34.6%		(45 / 130)	
Race		Black / Latinx	22.6%		(28 / 124)	
	White / Other	21.1%		(103 / 488)		
17-18	All	All	19.4%		(121 / 624)	
	ELL	Not ELL	20.1%		(116 / 577)	
		ELL	10.6%		(5 / 47)	

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Pelion Middle School	Number of Students
Out of School Suspensions	17-18	Gender	Female	10.6%		(32 / 302)
			Male	27.6%		(89 / 322)
		InstrSetting	Not Special Ed	16.6%		(82 / 494)
			Special Ed	30.0%		(39 / 130)
		Race	Black / Latinx	23.7%		(27 / 114)
			White / Other	18.4%		(94 / 510)
	16-17	All	All	18.9%		(110 / 583)
		ELL	Not ELL	19.2%		(105 / 548)
			ELL	14.3%		(5 / 35)
		Gender	Female	10.4%		(29 / 279)
			Male	26.6%		(81 / 304)
		InstrSetting	Not Special Ed	16.9%		(79 / 467)
			Special Ed	26.7%		(31 / 116)
		Race	Black / Latinx	22.0%		(22 / 100)
	White / Other		18.2%		(88 / 483)	
	15-16	All	All	20.7%		(123 / 593)
		ELL	Not ELL	21.0%		(117 / 556)
			ELL	16.2%		(6 / 37)
		Gender	Female	12.9%		(36 / 280)
			Male	27.8%		(87 / 313)
		InstrSetting	Not Special Ed	17.4%		(83 / 477)
			Special Ed	34.5%		(40 / 116)
		Race	Black / Latinx	28.2%		(29 / 103)
	White / Other		19.2%		(94 / 490)	
	14-15	All	All	17.6%		(105 / 597)
		ELL	Not ELL	17.8%		(101 / 566)
			ELL	12.9%		(4 / 31)
		Gender	Female	8.6%		(26 / 303)
			Male	26.9%		(79 / 294)
		InstrSetting	Not Special Ed	14.3%		(71 / 497)
Special Ed			34.0%		(34 / 100)	
Race		Black / Latinx	21.1%		(20 / 95)	
	White / Other	16.9%		(85 / 502)		

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			50	98.0%		
	18-19			56	64.3%		
	21-22						
My non-instructional duties do not interfere with my essential role of educating students.	21-22						
	20-21			50	92.0%		
	18-19			56	60.8%		
I have access to reliable communication technology, including phone, fax, and e-mail.	21-22			47	78.7%		
	20-21			50	100.0%		
	18-19			56	85.7%		
I feel supported by administrators at my school.	21-22			48	93.7%		
	20-21			50	94.0%		
	18-19			56	58.9%		
The faculty and staff at my school have a shared vision.	21-22			47	78.7%		
	20-21			50	92.0%		
	18-19			56	58.9%		
I am familiar with local, state, and national policies and how they affect teaching and learning.	21-22			46	76.0%		
	20-21			50	94.0%		
	18-19			56	91.1%		
Local, state, or national policies assist me in meeting the educational needs of my students.	21-22			48	77.1%		
	20-21			50	88.0%		
	18-19			56	57.1%		
The school leadership makes a sustained effort to address teacher concerns.	21-22			46	89.1%		
	20-21			50	90.0%		
	18-19			56	53.6%		
My decisions in areas such as instruction and student progress are supported.	21-22			48	77.1%		
	20-21			50	100.0%		

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.	18-19			56	62.5%		
Teachers at my school are encouraged to develop innovative solutions to problems.	21-22			46	89.1%		
	20-21			50	98.0%		
	18-19			56	66.0%		
I feel comfortable raising issues and concerns that are important to me.	21-22			48	77.1%		
	20-21			50	90.0%		
	18-19			56	55.3%		
Sufficient resources are available to allow teachers to take advantage of professional development activities.	21-22			47	82.9%		
	20-21			50	98.0%		
	18-19			56	71.4%		
My class sizes allow me to meet the educational needs of my students.	21-22			49	81.6%		
	20-21			50	88.0%		
	18-19			56	48.2%		
I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	21-22			47	82.9%		
	20-21			50	92.0%		
	18-19			56	57.2%		

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	438	93.2%			13	61.6%
	20-21	121	81.0%	50	68.0%	83	55.4%
	18-19	126	74.6%	56	33.9%	38	65.8%
My parent knows what I am expected to learn in school.	21-22	455	86.4%			15	60.0%
	20-21	121	85.1%			83	71.1%
	18-19	126	73.8%			38	44.7%
My parent knows how well I am doing in school.	21-22	455	93.4%				
	20-21	121	90.9%				
	18-19	126	82.5%				
My school informs parents about school programs and activities.	21-22	457	91.7%	49	91.8%		
	20-21	121	81.8%	50	96.0%		
	18-19	126	81.0%	56	71.4%		
Parents at my school know their children's homework assignments.	21-22	422	72.5%	48	39.6%		
	20-21	121	66.9%	50	58.0%		
	18-19	126	53.1%	56	42.9%		
My parent helps me with my homework when I need it.	21-22	440	80.6%				
	20-21	121	76.8%				
	18-19	126	71.4%				
Parents are welcomed at my school.	21-22	439	92.9%				
	20-21	121	83.5%				
	18-19	126	81.8%				
Parents volunteer and participate in activities at my school.	21-22	428	74.1%	44	18.2%		
	20-21	121	60.3%	50	12.0%		
	18-19	126	68.3%	56	16.1%		
My child's teachers contact me to say good things about my child.	21-22					14	57.2%
	20-21					83	69.8%
	18-19					38	50.0%
My child's teachers tell me how I can help my child learn.	21-22					15	40.0%
	20-21					80	42.6%
	18-19					38	47.4%

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					16	81.3%
	20-21					82	45.1%
	18-19					38	26.3%
My child's school returns my phone calls or e-mails promptly.	21-22					15	86.7%
	20-21					83	72.3%
	18-19					37	72.9%
Parents are involved in school decisions.	21-22			49	98.0%		
	20-21			50	70.0%	82	74.4%
	18-19			56	50.0%	36	63.9%
My child's school considers changes based on what parents say.	21-22					15	86.7%
	20-21					83	48.2%
	18-19					38	28.9%
My child's school schedules activities at times that I can attend.	21-22					15	86.7%
	20-21					83	60.2%
	18-19					38	60.5%
My child's school treats all students fairly.	21-22					14	92.9%
	20-21					83	83.2%
	18-19					38	36.8%
The principal at my child's school is available and welcoming.	21-22					15	86.7%
	20-21					83	73.5%
	18-19					38	36.9%
Parents at my school are aware of school policies.	21-22			48	85.5%		
	20-21			50	86.0%		
	18-19			56	75.0%		
Parents at my school understand the school's instructional programs.	21-22			47	70.2%		
	20-21			50	82.0%		
	18-19			56	66.1%		
Parents at my school support instructional decisions regarding their children.	21-22			46	71.7%		
	20-21			50	80.0%		
	18-19			56	59.0%		
Parents attend conferences requested by teachers at my school.	21-22			46	71.7%		

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			50	76.0%		
	18-19			56	48.3%		
Parents at my school cooperate regarding discipline problems.	21-22			46	71.7%		
	20-21			50	82.0%		
	18-19			56	57.1%		
Parents attend school meetings and other school events.	21-22			48	48.0%		
	20-21			50	54.0%		
	18-19			56	30.4%		

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	455	83.1%	47	68.1%	17	70.5%
	20-21	121	73.6%	50	82.0%	83	55.4%
	18-19	127	58.3%	56	60.7%	38	71.1%
My classes are challenging (not too easy; they make me think).	21-22	462	72.3%	49	95.9%	17	82.3%
	20-21	122	75.4%	50	98.0%	83	80.8%
	18-19	127	68.5%	56	71.5%	38	76.4%
My teachers want me to understand what I am learning, not just remember facts.	21-22	472	90.8%	47	91.5%		
	20-21	122	78.7%	50	100.0%		
	18-19	125	76.0%	56	91.0%		
My teachers expect students to learn.	21-22	474	97.3%	49	91.9%	17	88.2%
	20-21	122	87.7%	50	96.0%	83	85.6%
	18-19	127	87.4%	56	87.5%	38	78.9%
My teachers expect students to behave.	21-22	469	97.0%				
	20-21	122	89.4%				
	18-19	127	93.7%				
My teachers spend enough time helping me learn.	21-22	463	83.2%	48	95.8%		
	20-21	122	74.6%	50	96.0%		
	18-19	127	66.2%	56	71.4%		
My teachers help students when they do not understand something.	21-22	474	89.8%	49	93.8%	16	75.0%
	20-21	122	74.6%	50	88.0%	83	68.7%
	18-19	126	69.9%	56	80.3%	38	73.7%
My teachers do a good job teaching me mathematics.	21-22	464	88.4%				
	20-21	122	68.0%				
	18-19	127	59.0%				
My teachers do a good job teaching me English language arts.	21-22	469	95.9%				
	20-21	122	90.2%				
	18-19	127	91.4%				
My teachers give tests on what I learn in class.	21-22	471	95.7%				
	20-21	122	90.2%				
	18-19	127	91.3%				

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	428	56.5%			15	66.6%
	20-21	118	47.5%			83	75.9%
	18-19	127	45.7%			38	52.7%
My classes are interesting and fun.	21-22	462	68.8%				
	20-21	121	47.9%				
	18-19	127	40.1%				
Students at my school believe they can do good work.	21-22	444	62.1%				
	20-21	121	48.8%				
	18-19	127	50.4%				
My teachers praise students when they do good work.	21-22	450	72.2%				
	20-21	121	61.1%				
	18-19	127	61.4%				
Work done by students can be seen on the walls of my school.	21-22	450	71.3%				
	20-21	121	45.4%				
	18-19	127	81.9%				
The textbooks and workbooks I use at my school really help me to learn.	21-22	431	62.0%				
	20-21	121	49.6%				
	18-19	127	39.3%				
The media center at my school has a good selection of books.	21-22	450	83.2%	48	98.0%		
	20-21	121	76.8%	50	98.0%		
	18-19	127	71.7%	56	80.4%		
I use computers and other technology at my school to help me learn.	21-22	468	92.1%	49	95.9%		
	20-21	121	86.8%	50	98.0%		
	18-19	127	87.4%	56	62.5%		
Teachers at my school effectively implement the State Curriculum Standards.	21-22			49	100.0%		
	20-21			50	100.0%		
	18-19			56	89.3%		
Student assessment information is effectively used by teachers to plan instruction.	21-22			49	83.7%		
	20-21			50	94.0%		
	18-19			55	85.5%		
My school offers effective programs for students with disabilities.	21-22			49	100.0%		

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			50	90.0%		
	18-19			56	76.7%		
Instructional strategies are used to meet the needs of academically gifted students.	21-22			48	89.6%		
	20-21			50	96.0%		
	18-19			56	69.6%		
The level of teacher and staff morale is high at my school.	21-22			48	41.7%		
	20-21			50	76.0%		
	18-19			56	48.3%		
Teachers respect each other at my school.	21-22			48	100.1%		
	20-21			50	98.0%		
	18-19			56	82.1%		
Teachers at my school are recognized and appreciated for good work.	21-22			48	85.4%		
	20-21			50	100.0%		
	18-19			56	62.5%		
Students at my school are motivated and interested in learning.	21-22			49	32.7%		
	20-21			50	58.0%		
	18-19			56	42.8%		
There are sufficient materials and supplies available for classroom and instructional use.	21-22			49	100.0%		
	20-21			50	98.0%		
	18-19			56	71.4%		
Our school has sufficient computers for instructional use.	21-22			48	95.8%		
	20-21			50	100.0%		
	18-19			56	80.4%		
There are relevant professional development opportunities offered to teachers at my school.	21-22			49	87.7%		
	20-21			50	94.0%		
	18-19			56	71.4%		
The school administration communicates clear instructional goals for the school.	21-22			48	72.9%		
	20-21			50	94.0%		
	18-19			56	67.9%		
The school administration sets high standards for students.	21-22			46	63.0%		
	20-21			50	82.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The school administration sets high standards for c	18-19			56	53.5%		
The school administration has high expectations for teacher performance.	21-22			49	79.6%		
	20-21			50	94.0%		
	18-19			56	73.2%		
The school administration provides effective instructional leadership.	21-22			47	72.4%		
	20-21			50	90.0%		
	18-19			56	64.3%		
Student assessment information is used to set goals and plan programs for my school.	21-22			45	93.4%		
	20-21			50	98.0%		
	18-19			56	73.3%		
Teacher evaluation at my school focuses on instructional improvement.	21-22			48	93.7%		
	20-21			50	96.0%		
	18-19			56	67.8%		
School administrators visit classrooms to observe instruction.	21-22			49	67.4%		
	20-21			50	84.0%		
	18-19			56	58.9%		
The school administration arranges for collaborative planning and decision making.	21-22			49	85.7%		
	20-21			50	92.0%		
	18-19			56	66.1%		

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	439	80.0%	45	73.4%	14	71.4%
	20-21	120	77.5%	50	88.0%	51	51.0%
	18-19	126	68.3%	56	57.1%	38	55.3%
The grounds around my school are kept clean.	21-22	464	74.6%	49	77.5%		
	20-21	120	80.0%	50	96.0%		
	18-19	127	66.9%	56	67.9%		
The hallways at my school are kept clean.	21-22	461	82.5%	49	75.5%	14	92.9%
	20-21	121	77.7%	50	86.0%	83	78.3%
	18-19	127	70.1%	56	67.8%	38	47.4%
The bathrooms at my school are kept clean.	21-22	461	43.8%	49	67.3%		
	20-21	121	57.8%	50	86.0%		
	18-19	127	52.0%	56	64.3%		
Broken things at my school get fixed.	21-22	452	73.0%	49	85.7%		
	20-21	121	72.7%	50	94.0%		
	18-19	127	59.1%	56	57.2%		
There is enough room for students to learn at my school.	21-22	466	95.1%	49	95.9%		
	20-21	121	89.3%	50	98.0%		
	18-19	127	77.9%	56	58.9%		
Students at my school behave well in class.	21-22	460	40.9%	49	51.0%		
	20-21	121	39.7%	50	70.0%	83	76.0%
	18-19	127	35.4%	56	44.7%	36	16.7%
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	21-22	452	39.4%	49	51.0%		
	20-21	121	46.3%	50	62.0%		
	18-19	127	29.9%	56	34.0%		
Students at my school know the rules and what happens when students break the rules.	21-22	460	80.2%	49	59.2%		
	20-21	121	76.9%	50	70.0%		
	18-19	127	71.7%	56	46.5%		
The rules about how students should behave in my school are fair.	21-22	447	76.5%	48	87.5%		
	20-21	121	80.1%	50	90.0%		
	18-19	127	64.5%	56	62.5%		

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	445	86.3%	48	54.2%		
	20-21	120	77.5%	50	74.0%		
	18-19	127	74.0%	56	37.5%		
I feel safe at my school before and after school hours.	21-22	447	86.3%	49	95.9%		
	20-21	120	81.7%	50	100.0%		
	18-19	127	79.5%	56	69.7%		
I feel safe at my school during the school day.	21-22	452	83.1%	49	95.9%	16	56.3%
	20-21	120	78.3%	50	96.0%	82	46.4%
	18-19	127	80.3%	56	69.6%	38	65.8%
I feel safe going to or coming from my school.	21-22	455	91.9%	49	95.9%		
	20-21	120	85.0%	50	100.0%		
	18-19	127	81.1%	56	76.8%		
Students from different backgrounds get along well at my school.	21-22	439	69.9%	49	71.5%		
	20-21	120	65.8%	50	82.0%		
	18-19	127	63.0%	56	66.1%		
Teachers and students get along well with each other at my school.	21-22	447	78.1%	47	89.4%		
	20-21	120	60.9%	50	88.0%		
	18-19	127	49.6%	56	67.9%		
Teachers work together to help students at my school.	21-22	438	85.8%	47	91.5%		
	20-21	120	80.9%	50	98.0%		
	18-19	127	75.6%	56	85.7%		
**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	438	58.9%	46	10.8%		
	20-21	121	49.6%	50	2.0%		
	18-19	127	62.2%	56	25.0%		
**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	442	34.4%				
	20-21	121	34.7%				
	18-19	127	46.5%				
**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	445	15.0%	43	34.9%		
	20-21	121	26.4%	50	18.0%		
	18-19	127	21.3%	56	41.1%		

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	436	23.2%				
	20-21	121	20.6%				
	18-19	127	25.1%				
	**(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	439	20.5%				
	20-21	121	25.6%				
	18-19	127	24.4%				
Adults at my school prevent bullying from happening.	21-22	442	64.9%	49	77.5%	15	46.7%
	20-21	121	59.5%	50	94.0%	83	55.4%
	18-19	126	53.1%	56	71.4%	38	44.7%
I can always go to adults at my school if I am being bullied.	21-22	451	76.1%				
	20-21	121	62.8%				
	18-19	127	60.6%				
An adult at my school has talked to me about bullying.	21-22	443	81.9%				
	20-21	121	74.4%				
	18-19	127	70.1%				
My child's teachers care about my child as an individual.	21-22					11	45.5%
	20-21					83	68.7%
	18-19					38	52.7%
My child's school has an anti-bullying program to prevent or deal with bullying.	21-22					11	45.5%
	20-21					83	57.8%
	18-19					37	54.0%
The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.	21-22						
	20-21					51	58.9%
	18-19					38	81.5%
During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	21-22						
	20-21					51	55.0%
	18-19					38	81.6%
I recommend that all parents/guardians attend IGP conferences with their children.	21-22						
	20-21					83	50.6%
	18-19					38	79.0%

Executive Summary of Needs Assessment Data Findings

School Name: *Pelion Middle 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><i>Pelion Middle school showed growth in student achievement in the area of ELA and Science. There was a 1% increase in student performance on SC READY ELA and a 2% increase on performance in SCPASS Science. There was a 2% decrease in student performance on SC READY Math. Last year 25% of students scored met or exceeding in ELA and 15% scored met or exceeding in math. PMS is over 20% below the state and district average in both of these areas. In science, 28% of students scored met or exceeding. This is almost 20% below the state and district average. PMS has significant opportunity gaps in the areas of math and ELA with our multi-language learners, students served with individualized education plans, and students in poverty. PMS also showed a relative weakness in mathematics in 7th grade as measured by SC READY.</i></p> <p><i>As a result, Pelion Middle continues to maintain a tiered and targeted system of supports in an effort to address the needs of students. PMS utilizes the workshop model and specifically addresses student needs through small group instruction and one-on-one conferring. This year, PMS started implementing a pull-out RTI model for ELA and math students identified as high risk in sixth and seventh grades. Additionally, our 7th grade math teachers have been engaging in intensive coaching sessions with our district math coach. Pelion Middle also continues to analyze</i></p>
---	--

Executive Summary of Needs Assessment Data Findings

	<p><i>data to identify students that could be served in the accelerated classes. We have been able to see steady growth in this area.</i></p> <p><i>Attendance is another area of concern at Pelion Middle School. Our chronic absenteeism rate for 21-22 was 33.8% (up from 12.6). During the 2nd semester of the 22-23 school year, we began developing a tiered attendance plan to target this.</i></p>
<p>Teacher/Administrator Quality</p>	<p><i>Pelion Middle continues to strive to meet the individual and collective needs of staff through a variety of professional development opportunities. PMS has focused this year on providing quality tier one instruction utilizing the student engagement model (or workshop model) across all content areas. Teachers have actively participated in regular learning walks to determine school-wide areas of strength and areas of growth. Professional learning has been intentionally developed to target those areas. Through the school's partnership with the Paideia Institute, staff members have also been exposed to strategies that aid students in growing in their ability to communicate, better access complex texts, and engage in academic discourse.</i></p> <p><i>PMS continues to work to recruit and retain quality teachers. 60% of our teachers have advanced degrees. For the 22-23 school year, we had a long-term sub for art, and a science teacher working toward PACE alternative certification. For the 22-23 school year, we had 3 inexperienced teachers teaching in the core. We continue to work on teacher retention. In 22-23, PMS retained 82% of teachers, this was down 6% from the previous year.</i></p> <p><i>In 2022-23, Pelion Middle school had an entirely new administrative team. The principal and one assistant principal are in their first year in the role.</i></p>
<p>School Climate</p>	<p><i>Based on the 2021-22 school climate survey, parents and students are more satisfied with the learning environment and the social and physical environment at the school than they have been in previous years. However, only 14 parent surveys were returned.</i></p> <p><i>Teacher survey results showed several areas of concern. 68.1% of teachers reported being satisfied with the learning environment in my school. That is a 13.9% decrease from the previous year. 78.7% of teachers stated that the faculty and staff at my school have a shared vision. This was down from 92% the previous year. 77% (down from 100%) of teachers responded that their decisions in areas such as instruction and student progress are supported. 77.1% (down from 90%) of teachers feel comfortable raising issues and concerns that are important to me.</i></p> <p><i>Among teachers and students there is a common concern about student behavior in class, in the hallways, in the lunchroom, and on</i></p>

Executive Summary of Needs Assessment Data Findings

	<p><i>the school grounds. Less than 50% of students responded favorably to this prompt on the SCDE Climate survey and 51% of teachers responded favorably. 54.2% of teachers responded that the rules for behavior are enforced at my school.</i></p> <p><i>For the 22-23 school year, PMS has made a concerted effort to include teachers in decision making. A teacher focus team worked to revise the Pelion Middle Discipline plan. All teachers were given opportunities to provide feedback on scheduling and student placement.</i></p> <p><i>Discipline referrals have increased over the last school year and the number of expulsion recommendations have increased 15% from last year.</i></p> <p><i>Students served in special education and students with high or urgent needs have shown a decrease in discipline referrals resulting in ISS and OSS. Male students remain highly represented with 55% receiving a discipline referral, but that number has decreased by 7% since last year. Conversely, there has been a 5% increase in female students receiving discipline referrals. There was also an increase in the number of Black students receiving discipline referrals again this year with 25 out of 39 (or 64%) receiving a referral.</i></p> <p><i>Counselors have worked with groups of students and have conducted classroom lessons in conflict resolution this year. We have also employed the Kindness in the Classroom curriculum during advocacy. This curriculum provides targeted instruction in respect, caring, inclusiveness, integrity, responsibility, and courage.</i></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
Middle	% of students meeting or exceeding standard on SC READY ELA will increase annually by 2 points.	Grades 6-8	22.4%	24.3%	26.3%	32.6%	34.6%	36.6%
			(Actual)	26.5%		23.5%	24.8%	
	% of students meeting or exceeding standard on SC READY Math will increase annually by 2 points.	Grades 6-8	23.2%	25.2%	27.2%	33.4%	35.4%	37.4%
			(Actual)	22.3%		16.4%	15.6%	
	% of students in Tier 2 or Tier 3 interventions for math and/or reading will decrease annually by 0.5 points.	Grade 8	19.6%	19.1%	18.6%	15.4%	11.1%	10.6%
			(Actual)	0.0%	15.9%	11.6%	13.3%	

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 empower all teachers to engage all students in high impact learning experiences that cultivate the application of identified power skills.	May 2018 - June 2021	Principal, Assistant Principals	None	n/a	Student engagement survey results, professional learning plans based upon observation data

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
Middle	Accelerated/honors course enrollment equity indices for minority groups will increase by 0.03 annually.	Grades 6-8	0.471	0.501	0.531	0.700	0.859	0.889
			(Actual)	0.506	0.670	0.829	0.828	

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
Middle	% scoring Exceeds on SC READY ELA subject test will increase by 1.5 points annually	Grades 6-8	6.9%	8.3%	9.8%	11.3%	12.8%	14.3%
			(Actual)	6.9%		4.9%	4.7%	
	% scoring Exceeds on SC READY Math subject test will increase by 1.5 points annually	Grades 6-8	9.7%	11.1%	12.6%	16.8%	18.3%	19.8%
			(Actual)	10.4%		2.8%	3.2%	
	% scoring Exceeds on SCPASS Science subject test will increase by 1.5 points annually	Grades 6-8	10.5%	11.9%	13.4%	14.9%	16.4%	17.9%
			(Actual)	11.1%		5.8%	9.4%	
	% scoring Exceeds on SCPASS Social Studies subject test will increase by 1.5 points annually	Grades 6-8	25.3%	26.8%	28.3%	29.8%	31.3%	32.8%
			(Actual)	18.3%				

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.
-------------	--	--	--	--	---------------

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
Middle	% of students chronically absent will decrease by 0.5 points annually.	Grades 6-8	21.7%	21.2%	20.7%	20.2%	19.7%	19.2%
			(Actual)	22.7%	21.0%	41.1%	37.3%	
	% of students with 1 or more out-of-school suspensions or expulsions will decrease by 0.5 points annually.	Grades 6-8	19.4%	18.8%	18.3%	16.9%	16.4%	15.8%
			(Actual)	21.4%	17.2%	8.0%	24.0%	
	SC READY equity indices for minority groups will increase by 0.03 annually.	Grades 6-8	0.523	0.552	0.582	0.612	0.746	0.775
			(Actual)	0.562		0.716	0.899	

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,	Fall of 2018	Principal, SLT, Director of Student Services, Director of School Counseling,			Status updates from School Wellness Teams and school-level directors of school counseling

suspension, etc.		Director of Elementary Schools, Director of Secondary Schools, District RTI Coordinator			
------------------	--	--	--	--	--

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
Middle	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		78.8%	85.2%	91.6%	98.0%	98.0%	98.0%
		(Actual)		71.4%		98.0%	82.9%	
	Positive responses to the SCDE survey item "Teachers at my school are encouraged to develop innovative solutions to problems." will reach 98% by 2021		84.6%	89.1%	93.5%	98.0%	98.0%	98.0%
		(Actual)		66.0%		98.0%	89.1%	

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
--	-------------------------------------	---	--	--	---

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
Middle	% 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.		68.7%	81.9%	95.0%	95.0%	95.0%	95.0%
			(Actual)	65.3%		69.6%	79.7%	
	% 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.		72.3%	83.6%	95.0%	95.0%	95.0%	95.0%
			(Actual)	72.6%		70.6%	92.3%	

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