Lakeview Middle School

Mrs. Latonia Copeland, Principal

The School District of Greenville County

Dr. Burke Royster, Superintendent

3801 Old Buncombe Road

Greenville, South Carolina 29617

(864) 355-6400

www.greenville.k12.sc.us/lms

Grades served 6-8

Scope of Action Plan (2019-20 through 2023-24)

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SCHOOL RENEWAL PLAN COVER PAGE

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SCHOOL NAME: LAKEVIEW MIDDLE SCHOOL

SCHOOL RENEWAL PLAN FOR YEARS 2019-20 through 2023-2024 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR 2019-2020 *(one year)*

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.

SUPERINTENDENT

Dr. W. Burke Royster	*W. Burke Royster*	
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Latonia Copeland		
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylors		
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 3801 Old Buncombe Road, Greenville, SC 29617

SCHOOL TELEPHONE: (864) 355-6400

PRINCIPAL E-MAIL ADDRESS: LCopeland@greenville.k12.sc.us

Stakeholder Involvement for School Renewal

Position   Name

1.   Principal   Latonia Copeland

2.   Teacher   Janet Bryant

3.   Parent/Guardian   Maria Arroyo

4.   Community Member   Ed Winkler

5.   Paraprofessional Trent Rucker

6.   School Improvement Council Member Norma Patricio

7.   Read to Succeed Reading Coach   Jennifer Loftis

8.   School Read To Succeed Literacy Leadership Team Lead Katey Duty

9.   School Read To Succeed Literacy Leadership Team Member Katey Duty

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

○ Yes
○ No
● 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
○ No
○ N/A

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
○ No
○ N/A

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
○ No
○ N/A

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
○ No
○ N/A

Technology
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

● Yes
○ No
○ N/A

Innovation
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.

● Yes
○ No
○ N/A

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
○ No
○ N/A

Developmental Screening
The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

○ Yes
○ No
● N/A

Half-Day Child Development
The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.

○ Yes
○ No

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.

◉ N/A		
◉ Yes ○ No ○ N/A	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.	
◉ Yes ○ No ○ N/A	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.	
◉ Yes ○ No ○ N/A	**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.	

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Introduction

At Lakeview Middle School (LMS), we create our Portfolio with input from the Leadership Team (Department Chairs and Team Leaders), the Admin Team, other faculty members and the School Improvement Council. The following information provides a snapshot of what is happening at Lakeview Middle School. Teachers, staff members, parents, and community members have worked together examining many forms of data and analyzed their implications for student achievement. We have held discussions about trends and strategies, root causes, and improvements. We have discussed research and how we can use it to improve. These committees service as the backbone of our school's ongoing strategic planning efforts and help ensure that all members of the educational structures at LMS are engaged and informed. Looking at snapshots tells a story, and we are looking forward to adding more great chapters to the Lakeview Middle School's story.

It is our intent to take these findings and recommendations and use our action plan in a concerted effort to help raise student achievement.

Executive Summary

Student Achievement

In the spring of 2018, our students took the state assessment, SCREADY for English Language Arts and Math, and SCPASS for Science and Social Studies. Test results at Lakeview Middle are showing improvement. Our students in grades 6-8, ELA, 13.8% met the standards and 4.7% exceeded the standards, while 46.7% did not meet the ELA standard. In 6-8 math, 11.6% met the standards and 6.5% exceeded the standards, while 50% did not meet the standards. Our students in grades 6-8, Science, 15.6% met the standards and 7.8% exceeded the standards, while 53.8% did not meet the standards. In 6-8 social studies, 26.2% met the standards and 36% exceeded the standards, while 37.8% did not meet the standards.

There is a direct correlation between the number of students who need support in reading, and for many, language acquisition, and their scores on the other standardized test. In 2018 we had 334 students in the sub group of EL. Of those 334 students 46 met progress toward proficiency targets for ACCESS testing. The need for these students to acquire academic vocabulary is of great concern. Our teachers care and are intensely working on how to make this happen for 100% of our student body. We continue to address the number of students who are reading below grade level so we can see that necessary shift in student achievement for this school.

Teacher and Administrator Quality

All professional faculty at LMS are highly qualified [HQ]. As will be demonstrated in another part of this report, our teachers are well educated and willing to do whatever necessary to improve their practice. Survey results from teachers in our building are positive, but they also acknowledge the areas that need work. One area of greatest need is to work on the school-home relationship. 100% of the teachers in this school claim that they effectively implement the state curriculum standards. Teachers have worked especially hard this year to improve that implementation. Our administrators have both expected and supported that implementation.

School Climate

In regards to our learning environment, school climate, and social and physical environment in the 8th grade, there are areas of opportunity to develop a stronger relationship between home and school. A **parent** survey indicates that our parents feel a strong, welcoming support from the principal. They believe that our teachers care about their child as an individual. However, they still crave positive communication from school to home. However, just 47% of students indicated that they were "committed" to engagement in school. 60.7% of teachers were satisfied with the learning, social, and physical environments. We will need to focus on building teacher efficacy and

capacity. 30.3% of our teachers are satisfied with home and school relations. This is an area we will need to improve on to establish those strong relationships with the community and parents.

Challenges

One of the most noted areas of academic challenges is the inability of our students to read on grade level as well as achieve academic proficiency on state standardized as evidenced on our needs assessment. This is further compounded when we consider that English is not the primary language for over 50% of our student population. We believe that a stronger focus on literacy skills and comprehension instruction will result in an increased level of performance by our students on standardized testing. We are acutely aware of our need to improve our second language students' academic comprehension. We also have noted a need to foster a positive school climate and build collective efficacy among our faculty and staff. The faculty, however, really cares about their students as they continue to develop stronger teacher/student relationships and self-efficacy with expectations that this will translate into student aspirations for their futures.

Accomplishments

Lakeview is striving to increase the number of awards and recognitions it receives. Recently, over the past several years, LMS has been recognized for:

- 2018: EXCELLENT Rating at State Performance Assessment (Orchestra).
- 2018: Teacher of the Year, Kathrine King, selected as Top Ten Finalist in Greenville County.
- 2018 Model United Nations (Inaugural year): 16 awards including Outstanding Resolutions, General Assembly Resolutions, Outstanding Booth Award and Outstanding Statesmen Award.
- 2018: EXCELLENT Rating for the Solo and State Ensemble Festival (Band); one student participant was awarded a SUPERIOR Rating for solo performance
- 2017: Only school in Greenville County to raise tests scores by 5% or more in all areas.
- 2017: Youth & Government (Inaugural year): Awards for Premier Delegation, First Year Delegation, Rising Star, Outstanding Statesman and Outstanding Bill.
- 2017: Limestone College Middle School Honor Band: two student participants, one of which was awarded 2nd Chair in the Top Ensemble, the Gold Band.
- 2016: SUPERIOR Rating at State Performance Assessment (Orchestra).

School Profile

School Community

Lakeview Middle School is located in the Northwest area of Greenville County near Furman University. The two story facility has classrooms, a gymnasium, cafeteria, media center, six science labs, and four computer labs. The building was renovated in 2008, with a two story wing added. All students have Chromebooks through the District's One-to-One Device Initiative. All classrooms have Promethean boards, and all teachers have access to state of the art technology including Chromebook and IPAD carts. Additionally, classrooms have been equipped with extra Chromebooks and/or laptops. Lakeview Middle offers three school credit classes: English 1 Honors, Algebra 1, and virtual Spanish I. Lakeview Middle School is part of On-Track Greenville, an initiative funded by the Social Innovation Fund grant to address the various needs of middle school students in a specific geographical area through a partnership between a variety of community agencies. The On-track services provide Lakeview, teachers and staff with a dashboard of real-time information about student grades, attendance and behavior. The program: involves community organizations to provide day-to-day solutions for needy families to keep students focused on school. Furman University's Riley Institute will provide research and data analysis, continually evaluating what's working and tracking results. We have also partnered with the CURA Foundation, a local community who has provided support for our students and staff for the last two years.

School Personnel Data

There are currently 88 employees at Lakeview Middle School. There are 50 full time teachers. On our staff, we have an attendance/office clerk, guidance clerk, 6 special education aides, an ISS assistant, a nurse, and one bookkeeper. The custodial staff is made up of 5 positions with 1 plant manager. The cafeteria has a total of 6 positions with one of those being held by the cafeteria manager. Lakeview Middle has four administrators, one instructional coach, a Title 1 Facilitator, 3 guidance counselors, and one school resource officer. The media center is staffed with one media clerk and one media specialist. In addition, Lakeview Middle is staffed with several Title 1 positions including a Title 1 parent and family coordinator and a social worker. Also housed at the school are a mental health counselor, a mental health specialist, and four Community-in-Schools liaisons.

Lakeview's faculty is growing in diversity. Twenty-four percent of the teaching and administrative staff is African American, 2 percent is Hispanic/Other, and seventy four percent is Caucasian. Twenty-six percent of the teaching faculty is male and seventy-four percent is female. Educational Levels of our professional staff at Lakeview Middle indicate that 57% have a Master's degree or higher.

Professional Staff: Numbers for Educational Degrees

Bachelor's Degree	18
Bachelor's Degree + 18	5
Master's Degree	23
Master's Degree + 30	6
Doctorate	0
National Board Certified Staff	1

Members - Of the 52 certified positions at Lakeview Middle, forty-eight percent (25 teachers) have 0 to 5 years' experience, twenty-one percent (11 teachers) have 6 to 10 years' experience, nineteen percent (10 teachers) have 11 to 15 years' experience, seven percent (4 teachers) have worked 16 to 20 years, and 3 percent (2) have more than 26 years' experience.

Lakeview Middle School houses students in grades six through eight. True to the middle school concept, teachers on all levels are organized into teams. Sixth and seventh grades have three teams and has eighth grade levels have two teams. Each team consisting of the four core teachers with one inclusion teacher per grade level.

Student Population Data

The Lakeview Middle School population consists of 669 students in grades six through eight. This enrollment has increased by 40 students from last year. The student body is very diverse with 368 Hispanic students, 164 African American students, 98 Caucasian students, 26 Multi-Racial students, 12 Native American & Alaskan students, and 1 Asian & Native Hawaiian student. Free and reduced lunch accounts for 100 percent of our student population. There are 363 ESOL students in levels one to eight, 38 gifted/talented students, and 143 students being served by special education classes with the majority of those students served through inclusion resource classes. Student attendance at Lakeview Middle is 94.5 percent for 2016.

Academic and Behavioral Programs

In an effort to create a school culture of high expectations for student behavior, LMS began implementing common unit plans, common lesson plans, and common cohort planning times for subject teachers. Teachers have received professional development on a behavior strategy called "Capturing Kids Hearts". This plan can go hand-in-hand with our School-wide discipline plan. We received our first training session in August 2012 and have participated in follow-up training, coaching sessions, and observations throughout the 2014-2015 school year.

During the 2015-2016 academic year, LMS implemented three new related arts classes. Two of these classes focus on ELA and Math Interventions with one of these two being for our ELL students. In these intervention classes teachers are able to recommend students based on observed needs and students are able to enter and exit the class based on mastery of their content material. The third related arts class is a Teen Leadership class, which is in connection with OnTrack Greenville Initiative, and helps students acquire leadership skills that will benefit them during their middle and high school years and beyond. The focus of the class is to emphasize to students the importance of embracing leadership roles for personal growth and to aid others in their school, homes, and communities. Some of the lessons on leadership include understanding self, taking responsibility, looking at relationships, interacting with others, and getting a vision.

During the 2016-2017 school year, Lakeview Middle School has been part of a pilot to use a new assessment, TE 21/Mastery Connect. Lakeview has embraced this testing tool to the fullest. A major benefit is the close connection between the course standards and the assessments. This program forces that union of standards and assessments.

During the 2018-2019 school year, Lakeview Middle School has continued to use the assessment program, TE 21/Mastery Connect. Lakeview has embraced this testing tool to the fullest using the data collected from the program to drive instruction to better meet the needs of the students. Also, Gateway to Technology and is utilized to increase the rigor and application of higher level thinking skills.

During the 2018-2019, Lakeview Middle School began an after school program using MobyMax for remediation for students. Lakeview Middle School has also offered Language Live, Read 180, and System 44 for students qualifying for additional reading supports.

National educational studies have shown that the use of technology with students of poverty can greatly affect their achievement. The laptop initiative has allowed classroom teachers to use a higher degree of instructional technology that incorporates real-world skills with standards-based instruction.

Mission, Vision, and Beliefs

Mission:

The mission of Lakeview Middle School is to prepare EVERY student to become independent, lifelong learners, and responsible, productive citizens utilizing the abilities of Every teacher, Every Staff Member, Reaching Every Family, EVERY DAY!

Vision:

Every Student, Every Teacher, Every Staff Member, Every Family, Every Day!

Beliefs:
We believe our students should:
- give and be given respect
- be constantly challenged with standards driven curriculum and instruction
- share the accountability for education with parents, teachers, and the community
- receive curriculum, instruction, and assessment aligned to meet their individual needs
- be able to communicate effectively and solve problems.
- feel safe both emotionally and physically in and out of the classroom

Data Analysis & Needs Assessment

Student Achievement Needs Assessments

Link to School Report Card
https://screportcards.com/overview/?q=eT0yMDE4JnQ9TSZzaWQ9MjMwMTA2Ng

2017-2018 SC READY ELA (courtesy of SC Department of Education)

English Language Arts (Reading and Writing) - Percent met and exceeding

School   18.50%   (99 / 536)

District   48.90%   (16724 / 34220)

State   41.70%   (142041 / 340478)
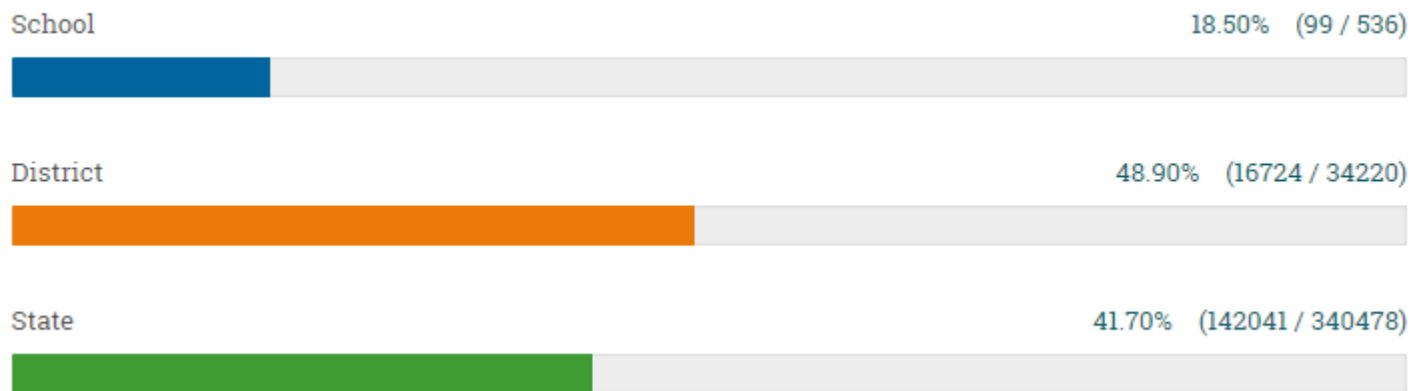
2017-2018 SC READY MATH (courtesy of SC Department of Education)

Mathematics - Percent met and exceeding

School   18.10%   (97 / 536)

District   52.50%   (17969 / 34218)

State   44.60%   (151716 / 340466)
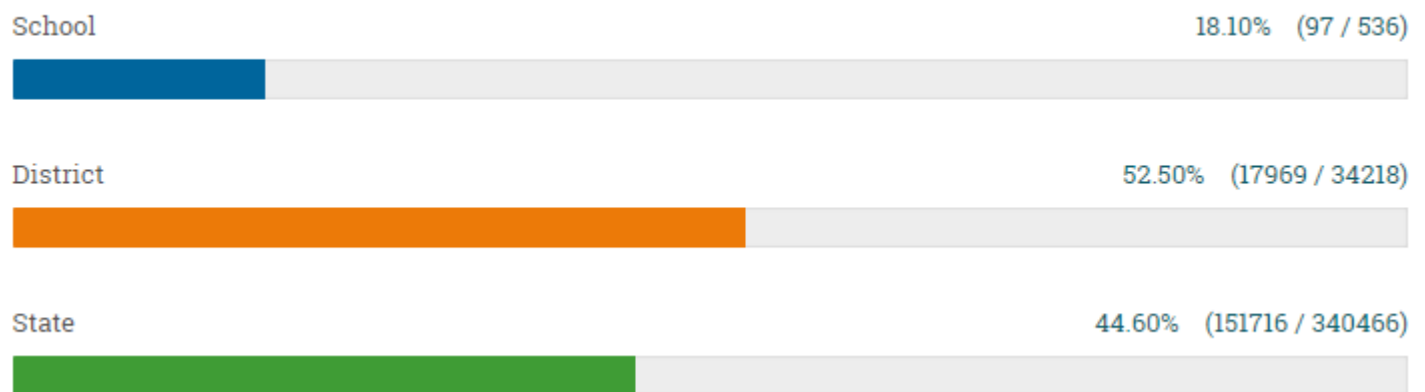
2017-2018 SCPASS SCIENCE and SOCIAL STUDIES (courtesy of SC Department of Education)

SCPASS Science and Social Studies

Science - Percent Met or Exceeding

School — 23.40% (87 / 372)

District — 55.90% (9468 / 16951)

State — 49.40% (83307 / 168710)
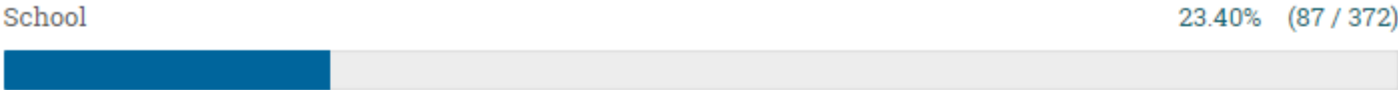
Social Studies - Met or Exemplary

School — 62.20% (102 / 164)

District — 74.60% (8478 / 11360)

State — 68.60% (78230 / 114033)

Teacher and Administrator Quality

- Lakeview's administration will continue to hire only Highly Qualified personnel to meet the district goal of 100% HQ teachers.

PD Calendar 2018-2019

Lakeview Middle School Professional Development Title I Calendar 2018-2019

Lakeview Middle School Professional Development Title I Calendar 2018-2019

Date	Time of day	Title of Presentation	Presenter/ Participants
July 2018			
25	9:00-12:00	New Teacher Orientation	Duty, Admin/ New Faculty
26	1:00-4:00	Q1 Vertical Team Planning	Duty, ELA & Math Department Chairs/Math & ELA Teachers
30-31		Carnegie Training	Amidon/Math Teachers (6-8)
August 2018			
1-2		Carnegie Training	Amidon/Algebra I Teacher
6	8:30-3:00	New Teacher Orientation	Peek/Genco/Duty
23	Planning (TNT)	ESOL Support Strategies	Tonya Benjamin
28	4:00-5:00	New Teacher Meeting	Duty/Mentors & Mentees
28	Planning (TNT)	Mastery Connect Training	Duty/Amidon
September 2018			

6	Planning (TNT)	Classroom Management	Loftis
10	4:00-6:00	Google Pathways: G-Suite Advanced #1	Peek/Faculty
13	Planning (TNT)	TBD	
19	4:00-5:00	Department Meetings	Dept. Chairs/Faculty
20	Planning (TNT)	SLO Goal Setting	Duty/Admin/Faculty
20-22		SC Council for SS Conference:	Blakely/SS Teachers
24	4:00-6:00	Google Pathways: G-Suite Basics #1	Peek/Faculty
25	4:00-5:00	New Teacher Meeting	Duty/Mentors & Mentees
27	8:30-12:30	Furman Consortium: What Great Principals Do Differently: Todd Whitaker	Copeland/Hardy
27	Planning (TNT)	Digging in with Data: SLO & Data Rosters	Duty
October 2018			
3	8:30-3:30	ELA Q2 Planning Day	7th grade ELA Teachers
4	Planning (TNT)	Build Background and Comprehensible Input for Middle Grade Math	Kimbril/Math teachers
4	8:30-3:30	Science Q2 Planning Day	8th grade Science Teachers

5	8:30-3:30	**Math Q2 Planning Day**	**6th grade Math Teachers**
8	8:30-3:30	**Science Q2 Planning Day**	**6th grade Science Teachers**
9	8:30-3:30	**Math Q2 Planning Day**	**7th grade Math Teachers**
10	8:30-3:30	**ELA Q2 Planning Day**	**8th grade ELA Teachers**
11	**Planning (TNT)**	**Build Background and Comprehensible Input for Middle Grade Science**	**Kimbril/Science Teachers**
15	4:00-6:00	**Google Pathways: Chromebooks #1**	**Peek/Faculty**
16	8:30-3:30	**Math Q2 Planning Day**	**8th grade Math Teachers**
16	4:00-5:00	**USA TestPrep Support**	**Peek/Duty/Ford**
17	8:30-3:30	**ELA Q2 Planning Day**	**6th grade ELA Teachers**
17	4:00-5:00	**Department Meetings**	**Dept. Chairs/Faculty**
18	8:30-3:30	**SS Q2 Planning Day**	**7th grade SS Teachers**
18	**Planning (TNT)**	**Build Background and Comprehensible Input for Middle Grade SS/ELA**	**Kimbril/SS and ELA teachers**
18-19		**SC ASCD "Whole Child" Conference: Columbia**	**Copeland**
24	**Planning (TNT)**	**An Alternative Approach to Discipline**	**TJ Rumler**
25	**Planning (TNT)**	**TBD**	**Self Contained Teachers and Aides**

29	4:00-6:00	Google Pathways: G-Suite Advanced #2	Peek
30	4:00-5:00	New Teacher Meeting	Duty/New Teachers
November 2018			
1	8:30-12:30	Furman Consortium: Reaching the Wounded Student	Admin/Guidance
1	Planning (TNT)	TBD	Duty
7-9		TESOL Conference: Asheville	ESOL Teachers
8	Planning (TNT)	TBD	Self Contained Teachers and Aides
9	Planning (TNT)	LMS Learning Targets: Session 1	Duty/Amidon/Loftis
12	4:00-6:00	Google Pathways: G Suite Basics #2	Peek
14-16		South Carolina Council of Teachers of Math Conference: Columbia	Math Teachers
13	Planning (TNT)	LMS Learning Targets: Session 2	Duty/Amidon/Loftis
26	4:00-6:00	Google Pathways: Chromebooks #2	Peek
27	4:00-5:00	New Teacher Meeting	Duty/New Teachers
28	4:00-5:00	Department Meetings	Dept. Chairs/ Faculty
29	Planning (TNT)	MAP Training	8th grade Teachers
29-Dec 1		(SC)2 Conference NSTA	Science Teachers
December 2018			

3	8:30-3:30	Science Q3 Planning	8th grade Science Teachers
4	8:30-3:30	Math Q3 Planning	7th grade Math Teachers
5	8:30-3:30	ELA Q3 Planning	6th grade ELA Teachers
6	Planning (TNT)	TBD	
6	8:30-3:30	SS Q3 Planning	7th grade SS Teachers
10	8:30-3:30	Science Q3 Planning	6th grade Science Teachers
10	4:00-6:00	Google Pathways: G Suite Advanced #3	Peek
11	8:30-3:30	Math Q3 Planning	8th grade Math Teachers
12	8:30-3:30	ELA Q3 Planning	7th grade ELA Teachers
13	Planning (TNT)	TBD	

18	8:30-3:30	Math Q3 Planning	6th grade Math Teachers
18	4:00-5:00	New Teacher Meeting	Duty/New Teachers
19	8:30-3:30	ELA Q3 Planning	8th grade ELA Teachers
19	4:00-5:00	Department Meetings	Dept. Chairs/Faculty
20	Planning (TNT)	TBD	
January 2019			
10	Planning (TNT)	TBD	
14	4:00-6:00	Google Pathways: G-Suite Basics #3	Peek
16	4:00-5:00	Department Meetings	Dept. Chairs/Faculty
17	Planning (TNT)	TBD	
22	4:00-5:00	New Teacher Meeting	Duty/New Teachers
24	Planning (TNT)	TBD	

28	4:00-6:00	Google Pathways: Chromebooks #3	Peek
30	8:30-12:30	Furman Consortium: Reading and Writing to Make a Difference (Elementary)	McMaster/Lawson/Richey/6th grade ELA?
31	Planning (TNT)	TBD	
February 2019			
7	Planning (TNT)	LMS Disciplanary Literacy	Duty/Loftis
11	4:00-6:00	Google Pathways: G-Suite Advanced #4	Peek
14	Planning (TNT)	TBD	
14-16		SCIRA Conference: Hilton Head	ELA Teachers
20	4:00-6:00	Department Meetings	Dept. Chairs/Faculty
21	Planning (TNT)	TBD	
25	8:30-3:30	Social Studies Q4 Planning Day	7th grade SS Teachers
25	4:00-6:00	Google Pathways: G-Suite Basics #4	Peek
26	4:00-5:00	New Teacher Meeting	Duty/New Teachers

26	8:30-3:30	**Math Q4 Planning Day**	**7th grade Math Teachers**
27	8:30-3:30	**ELA Q4 Planning Day**	**8th grade ELA Teachers**
28	8:30-3:30	**Science Q4 Planning Day**	**6th grade Science Teachers**
28	**Planning (TNT)**	**TBD**	
March 2019			
1-2?		**SC AMLE Conference**	**TBD**
5	8:30-3:30	**Math Q4 Planning**	**6th grade Math Teachers**
6	8:30-3:30	**ELA Q4 Planning**	**7th grade ELA Teachers**
7	8:30-3:30	**Science Q4 Planning**	**8th grade Science Teachers**
7	**Planning (TNT)**	**TBD**	
11	4:00-6:00	**Google Pathways: Chromebooks #4**	**Peek**
11	8:30-3:30	**Social Studies Q4 Planning**	**8th grade SS Teachers**
12	8:30-3:30	**Math Q4 Planning**	**8th grade Math Teachers**

13	8:30-3:30	ELA Q4 Planning	6th grade ELA Teachers
14	Planning (TNT)	TBD	
18	8:30-12:30	Furman Consortium: Student-Centered Coaching	Duty/Teacher Leaders
20	4:00-5:00	Department Meetings	Dept. Chairs/Faculty
21	Planning (TNT)	TBD	
25	4:00-6:00	Google Pathways: G-Suite Basics #5	Peek
26	4:00-5:00	New Teacher Meeting	Duty/New Teachers
28	Planning (TNT)	TBD	
April 2019			
4	Planning (TNT)	TBD	
8	4:00-6:00	Google Pathways: G-Suite Advanced #5	Peek

11	Planning (TNT)	TBD	
22	4:00-6:00	Google Pathways: Chromebooks #5	Peek
24	4:00-5:00	Department Meetings	Dept. Chairs/Faculty
25	Planning (TNT)	TBD	
30	4:00-5:00	New Teacher Meeting	Duty/New Teachers
May 2019			
2	Planning (TNT)	SC Ready/SC Pass Training	Duty
9	Planning (TNT)	TBD	
13	4:00-6:00	Google Pathways: TBD	Peek
15	4:00-5:00	Department Meetings	Dept. Chairs/Faculty
16	Planning (TNT)	TBD	
23	Planning (TNT)	TBD	

28	4:00-5:00	New Teacher Meeting	Duty/New Teachers

School Climate Needs Assessment

The 2017-2018 SDE school environment survey was completed by teachers, 8th grade students, and 8th grade parents. The results are as follows:

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students*	Parents*
Number of surveys returned	33	145	41
Percent satisfied with learning environment	60.70%	91.10%	85.40%
Percent satisfied with social and physical environment	60.60%	91.10%	81.40%
Percent satisfied with school-home relations	30.30%	82.20%	72.80%

*Only students at the highest school grade and their parents were included

School Climate Needs Assessment:
- Make a point to call or email parents with good news from school.
- Expect students to behave in classrooms and in the hallways.
- Educate parents about parent portal
- Continue with parent weekly "phone blasts"
- Posting School Events on the digital marque
- Hire more bilingual staff members
- Have more staff development on needs of second language learners.
- Faculty/Staff reach out to community/events in the community
- Have more culturally responsive programs for diverse student population
- Need for strong community/business partnerships/potential contacts
  - Chick-fil-A
  - Walmart
  - Publix
  - Zaxby's
  - Ingles
  - McDonalds
  - CVS Pharmacy
  - Walgreens Pharmacy
  - Family Dollar
  - Dollar General

- o Cherrydale Businesses
- Continue with OnTrack Greenville to educate the community and build partnerships within the community
- Strengthen parent coordinator's role in the building
- Make sure parents are aware of the district student calendar that is linked to our school website, as well as the teacher lesson plans linked to Lakeview's website
- Survey 6th and 7th grade students about the learning environment, social and physical environment, and home-school relations. Develop a needs assessment from this survey. Survey the same students the following year and make adjustments to plan as necessary.
- Continue with CIS involvement--one per grade level
- Continue with BackPack Buddies--weekend food for those students/families in need
- Continue with Interventions from the EWRS TEAM--Attendance, Behavior, and Content Area Grades

NEEDS ASSESSMENT DATA

Provide the link to your school's most recent School Report Card: Lakeview Middle School

https://screportcards.com/overview/?q=eT0yMDE4JnQ9TSZzaWQ9MjMwMTA2Ng

SC Ready English Language Arts and Mathematics

English Language Arts (Reading and Writing) - Percent met and exceeding

School   18.50%   (99 / 536)
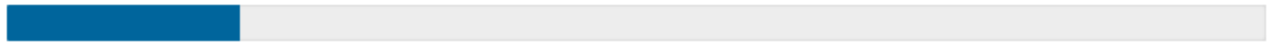
District   48.90%   (16724 / 34220)

State   41.70%   (142041 / 340478)
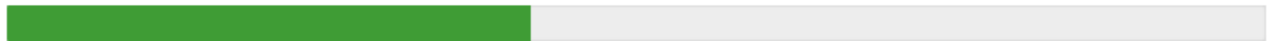
Mathematics - Percent met and exceeding

School   18.10%   (97 / 536)
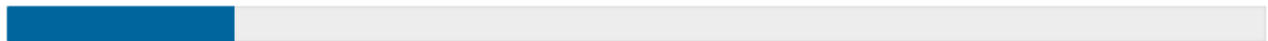
District   52.50%   (17969 / 34218)

State   44.60%   (151716 / 340466)
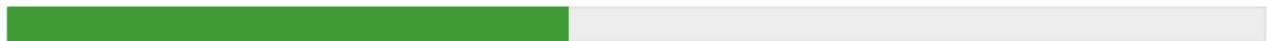
SC READY English Language Arts and Mathematics

English Language Arts (Reading and Writing)
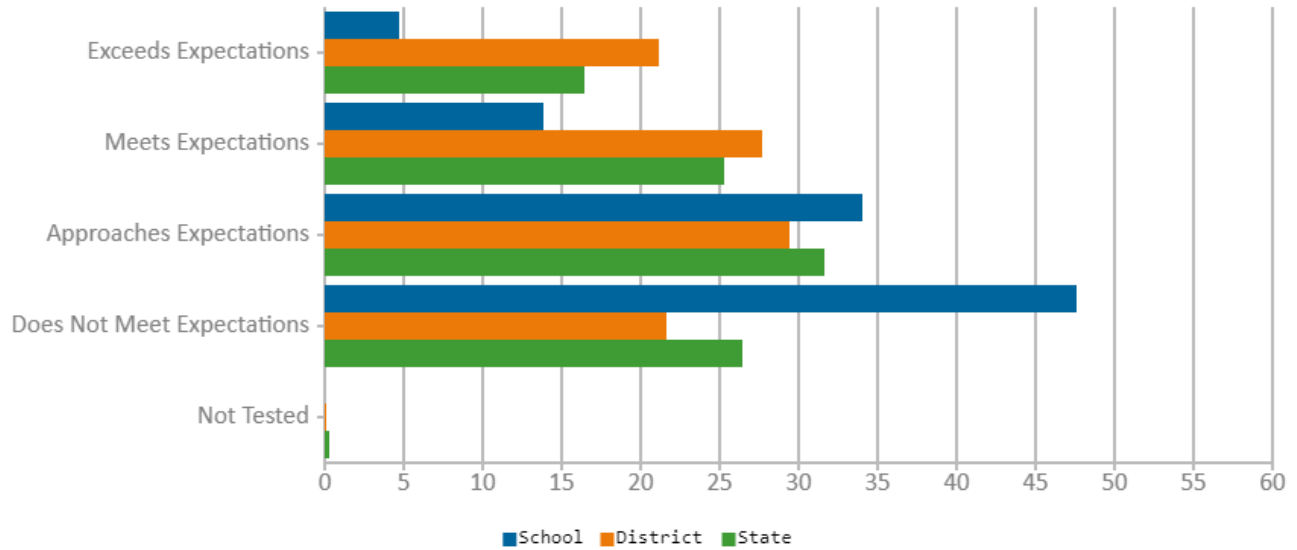
Note: Results from alternate assessments were included in the calculations where available.

Percent of EL Students who met progress toward proficiency target

School — 17.40%

District — 47.50%

State — 48.60%
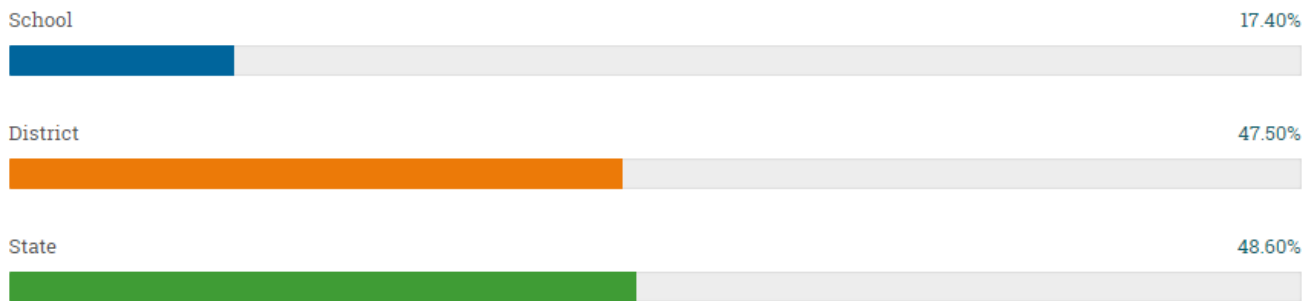
Percent of EL Students who Met Progress Toward Proficiency Target	17.40
Number of EL Students who Met Progress Toward Proficiency Target	46
Number of EL Students Assessed	264
Number of EL Students in EL Subgroup	334

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students*	Parents*
Number of surveys returned	33	145	41
Percent satisfied with learning environment	60.70%	91.10%	85.40%
Percent satisfied with social and physical environment	60.60%	91.10%	81.40%
Percent satisfied with school-home relations	30.30%	82.20%	72.80%

School Quality

Student levels of engagement in school

Percentage of Student Scoring "Committed" on Student Engagement Survey   47.40%
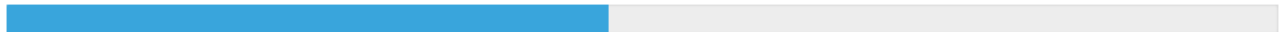
EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

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.

Student Achievement, including sub-groups
Early Childhood/Primary (PK–2):
Elementary/Middle (3–8):   *In the spring of 2018, our students took the state assessment, SCREADY for English Language Arts and Math, and SCPASS for Science and Social Studies. Test results at Lakeview Middle are showing improvement. Our students in grades 6-8, ELA, 13.8% met the standards and 4.7% exceeded the standards, while 46.7% did not meet the ELA standard. In 6-8 math, 11.6% met the standards and 6.5% exceeded the standards, while 50% did not meet the standards. Our students in grades 6-8, Science, 15.6% met the standards and 7.8% exceeded the standards, while 53.8% did not meet the standards. In 6-8 social studies, 26.2% met the standards and 36% exceeded the standards, while 37.8% did not meet the standards.* *There is a direct correlation between the number of students who need support in reading, and for many, language acquisition, and their scores on the other standardized test. In 2018 we had 334 students in the sub group of EL. Of those 334 students 46 met progress toward proficiency targets for ACCESS testing. The need for these students to acquire academic vocabulary is of great concern. Our teachers care and are intensely working on how to make this happen for 100% of our student body. We continue to address the number of students who are reading below grade level so we can see that necessary shift in student achievement for this school.*
High School (9–12):

Teacher/Administrator Quality
All professional faculty at LMS are highly qualified [HQ]??. As will be demonstrated in another part of this report, our teachers are well educated and willing to do whatever necessary to improve their practice. Survey results from teachers in our building are positive, but they also acknowledge the areas that need work. One area of greatest need is to work on the school-home relationship. 100% of the teachers in this school claim that they effectively implement the state curriculum standards. Teachers

have worked especially hard this year to improve that implementation. Our administrators have both expected and supported that implementation.

School Climate

In regards to our learning environment, school climate, and social and physical environment in the 8th grade, there are areas of opportunity to develop a stronger relationship between home and school. A **parent** survey indicates that our parents feel a strong, welcoming support from the principal. They believe that our teachers care about their child as an individual. However, they still crave positive communication from school to home. However, just 47% of students indicated that they were "committed" to engagement in school. 60.7% of teachers were satisfied with the learning, social, and physical environments. We will need to focus on building teacher efficacy and capacity. 30.3% of our teachers are satisfied with home and school relations. This is an area we will need to improve on to establish those strong relationships with the community and parents.

Other (such as district and/or school priorities)

Performance Goal Area: ☒Student Achievement*   ☐Teacher/Administrator Quality*   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
(* required)   ☐District Priority

Gifted and Talented Requires   ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal*
and 1 Additional Goal   ☐Gifted and Talented: Other

PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 15% in 2016-17 to 38% in 2022-23.

Per SBE Regulation 43-261, 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.

SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 4% annually.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SDE website and School Report Card	15 % Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Middle**	22	26	30	34	38
		School Actual Middle 18.5					
SC READY ELA SDE website and School Report Card	43% Meets Expectations and Exceeds Expectations (2016-17)	**District Projected Middle**	46	49	52	55	58
		District Actual Middle 44					

ACTION PLAN FOR STRATEGY #1: Professional Development, Planning, courses, and materials					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Unit planning (ELA Content Teachers) $154.80 each day for 9 Math Teachers total. 2 days	July 2019	Coach/Admin	$2772.00	CSI	Unit 1 complete- lesson plans, activities, learning targets identified. Plan in place for the first quarter of school.
2. Young Adult Fiction and Nonfiction Text Sets for Independent Reading for each grade-level	2019-2020 School Year	Teacher, Coach, Admin	$16,000.00	CSI	Students participating in reading during BIC and SAT times. Increase
3. Unit Planning Days – each grade level on a specific day 3 days-each teacher, for each grade level	8/15/2019-6/1/2020	Teachers, Coach, Admin	$17,000	CSI	1 day of planning for each Quarters 2-4. Lesson plans, activities, learning targets identified. Plan in place for quarters 2-4.

Performance Goal Area: ☒Student Achievement*   ☐Teacher/Administrator Quality*   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
(required)*   ☐District Priority

Gifted and Talented Requires   ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal*
and 1 Additional Goal   ☐Gifted and Talented: Other

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 15% in 2016-17 to 38% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 4% annually.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SDE website and School Report Card	15 % Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Middle**	**22**	**26**	**30**	**34**	**38**
		School Actual Middle 18.1					
SC READY Math SDE website and School Report Card	40% Meets Expectations and Exceeds Expectations (2016-17)	**District Projected Middle**	**43**	**46**	**49**	**52**	**55**
		District Actual Middle 43					

ACTION PLAN FOR STRATEGY #1: Planning and Professional Development for Math Teachers					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Math Instructional Consultant	July 2019 June 2020	Principal	$45,0000	Title 1 Mini Grant	Progress monitoring of teacher growth based on student data
2. Unit Planning Days – each grade level on a specific day 3 days-each teacher, for each grade level	8/15/2019-6/1/2020	Teachers, Coach, Admin	$8000.00	CSI	1 day of planning for each Quarters 2-4. Lesson plans, activities, learning targets identified. Plan in place for quarters 2-4.
3. Carnegie Math Manipulatives	2019-2020 School year	Teachers, Admin,	$2,000	CSI	Increase in student engagement and student performance

Performance Goal Area: ☒Student Achievement*   ☐Teacher/Administrator Quality*   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
(* required)   ☐District Priority

Gifted and Talented Requires   ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal*
and 1 Additional Goal   ☐Gifted and Talented: Other

PERFORMANCE GOAL: 3 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 4% annually.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 6 only	**School Projected Middle**	**28**	**32**	**36**	**40**	**44**
		School Actual Middle **24.4**					
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 6 only	**District Projected Middle**	**56**	**59**	**62**	**65**	**68**
		District Actual Middle **53**					

SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 8 only	**School Projected Middle**	26	30	34	38	42
		School Actual Middle 22.2					
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 8 only	**District Projected Middle**	56	59	62	65	68
		District Actual Middle 53					

*Beginning in 2017-18, grades 4, 6, and 8 will take SCPASS Science.

ACTION PLAN FOR STRATEGY #1: Professional Development and Planning for Science					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Unit Planning Days – each grade level on a specific day 3 days-each teacher, for each grade level	8/15/2019-6/1/2020	Teachers, Coach, Admin	$8000.00	CSI	1 day of planning for each Quarters 2-4. Lesson plans, activities, learning targets identified. Plan in place for quarters 2-4.

Performance Goal Area: ☒Student Achievement*   ☐Teacher/Administrator Quality*   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
(* required)   ☐District Priority

Gifted and Talented Requires   ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal*
and 1 Additional Goal   ☐Gifted and Talented: Other

PERFORMANCE GOAL: 4 The percentage of students scoring <mark>Met and Exemplary</mark> on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring <mark>Met and Exemplary</mark> on SCPASS Social Studies will increase by <mark>4% annually</mark>.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SDE website and School Report Card	Baseline will be established in 2017-18 Grade 7 only	**School Projected Middle**	66	70	74	78	82
		School Actual Middle 62.2					
SCPASS Social Studies SDE website and School Report Card	Baseline will be established in 2017-18 Grade 7 only	**District Projected Middle**	74	77	80	83	86
		District Actual Middle 71					

Beginning in 2017-18, grades 5 and 7 will take SCPASS Social Studies

ACTION PLAN FOR STRATEGY #1: Professional Development and Planning for Social Studies					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Unit Planning Days – each grade level on a specific day 3 days-each teacher, for each grade level	8/15/2019-6/1/2020	Teachers, Coach, Admin	$8000.00	CSI	1 day of planning for each Quarters 2-4. Lesson plans, activities, learning targets identified. Plan in place for quarters 2-4.

Performance Goal Area: ☒Student Achievement*   ☐Teacher/Administrator Quality*   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
(* required)   ☐District Priority

Gifted and Talented Requires   ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal*
and 1 Additional Goal   ☐Gifted and Talented: Other

PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC SDE Website	13.8 % Meets Expectations and Exceeds Expectations	**School Projected Hispanic**	**18**	**21**	**24**	**27**	**30**
SC READY ELA SC SDE Website		**School Actual Hispanic 14.5**					
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected Hispanic 36**	**36**	**39**	**42**	**45**	**48**
SC READY ELA SC SDE Website		**District Actual Hispanic 34**					

SC READY ELA SC SDE Website	**9.7** % Meets Expectations and Exceeds Expectations	**School Projected AA**	**19**	**22**	**25**	**28**	**31**
SC READY ELA SC SDE Website		**School Actual AA** **16.5**					
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	**District Projected AA** **25**	**25**	**28**	**31**	**34**	**37**
SC READY ELA SC SDE Website		**District Actual AA** **25**					
SC READY ELA SC SDE Website	**0** % Meets Expectations and Exceeds Expectations	**School Projected SWD**	**3**	**6**	**9**	**12**	**15**
SC READY ELA SC SDE Website		**School Actual SWD** **0**					
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	**District Projected SWD** **14**	**14**	**17**	**20**	**23**	**26**

SC READY ELA SC SDE Website		**District Actual SWD** 12					
SC READY ELA SC SDE Website	12.4 % Meets Expectations and Exceeds Expectations	**School Projected LEP**	15	18	21	24	27
SC READY ELA SC SDE Website		**School Actual LEP** 13.7					
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	**District Projected LEP** 35	35	38	41	44	47
SC READY ELA SC SDE Website		**District Actual LEP** 33					
SC READY ELA SC SDE Website	14 % Meets Expectations and Exceeds Expectations	**School Projected SIP**	19	22	25	28	31
SC READY ELA SC SDE Website		**School Actual SIP** 17.1					

SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected SIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual SIP 33					
SC READY Math SC SDE Website	13.1 % Meets Expectations and Exceeds Expectations	School Projected Hispanic	19	22	25	28	31
SC READY Math SC SDE Website		School Actual Hispanic 17.7					
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51
SC READY Math SC SDE Website		District Actual Hispanic 42					
SC READY Math SC SDE Website	9.3 % Meets Expectations and Exceeds Expectations	School Projected AA	12	15	18	21	24

SC READY Math SC SDE Website		**School Actual AA** **9**					
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	**District Projected AA** **27**	**27**	**30**	**33**	**36**	**39**
SC READY Math SC SDE Website		**District Actual AA** **28**					
SC READY Math SC SDE Website	**.9** % Meets Expectations and Exceeds Expectations	**School Projected SWD**	**3**	**6**	**9**	**12**	**15**
SC READY Math SC SDE Website		**School Actual SWD** **1.6**					
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	**District Projected SWD** **18**	**18**	**21**	**24**	**27**	**30**
SC READY Math SC SDE Website		**District Actual SWD** **16**					

SC READY Math SC SDE Website	**12.8** % Meets Expectations and Exceeds Expectations	**School Projected LEP**	**21**	**24**	**27**	**30**	**33**
SC READY Math SC SDE Website		**School Actual LEP 18.5**					
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	**District Projected LEP 40**	**40**	**43**	**46**	**49**	**52**
SC READY Math SC SDE Website		**District Actual LEP 42**					
SC READY Math SC SDE Website	**12.6** % Meets Expectations and Exceeds Expectations	**School Projected SIP**	**19**	**22**	**25**	**28**	**31**
SC READY Math SC SDE Website		**School Actual SIP 16.6**					
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected SIP 36**	**36**	**39**	**42**	**45**	**48**

SC READY Math SC SDE Website		District Actual SIP **38**					

ACTION PLAN FOR STRATEGY #1: Planning and Professional Development					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. ESOL Strategies and Support Planning Days (4 days) for new teachers of Math content	8/15/2019-6/10/2020	IC/Admin	$8000.00	CSI	Completed Lessons plans that reflect effective classroom strategies for ELLs
2. After School Program- to support Math remediation and enrichment	2019-2020 SCHOOL YEAR	Admin/ teachers	$70,000.00	CSI	Student Benchmark Performance
3. Fountas and Pinnell Leveled Literacy Libraries & Training	July 2019-June 2020	Teacher, Coach, Admin	16,500.00	Title I	Student growth demonstrated through elevated reading levels and school wide benchmarks

Performance Goal Area: ☒Student Achievement*   ☐Teacher/Administrator Quality*   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
(required)*   ☐District Priority

Gifted and Talented Requires   ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal*
and 1 Additional Goal   ☐Gifted and Talented: Other

PERFORMANCE GOAL: 6 100% of middle schools will have targeted literacy intervention classes by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool		**School Projected**					
PowerSchool		**School Actual** **Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**
PowerSchool	50	**District Projected**	75	100	100	100	100
PowerSchool		**District Actual** 89	100				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					

Performance Goal Area: ☐Student Achievement*   ☒Teacher/Administrator Quality*   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
(* required)   ☐District Priority

Gifted and Talented Requires   ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal*
and 1 Additional Goal   ☐Gifted and Talented: Other

PERFORMANCE GOAL: 1 The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	Baseline will be established at the end of the 2018-19 school year	**School Projected**		**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
Employment report	Baseline will be established at the end of the 2018-19 school year	**District Projected**		**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					

Performance Goal Area: ☐Student Achievement*　　☐Teacher/Administrator Quality*　　　☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
(required)*　　　☐District Priority

Gifted and Talented Requires　　　☐Gifted and Talented: Academic　☐ Gifted and Talented: Artistic　☐ Gifted and Talented: Social and Emotional　*1 Academic Goal*
and 1 Additional Goal　　☐Gifted and Talented: Other

PERFORMANCE GOAL: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey	78	**School Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 91					
SC SDE School Report Card Survey	82	**School Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 60					

SC SDE School Report Card Survey	**78**	**School Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 81					
SC SDE School Report Card Survey	**92**	**District Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86					
SC SDE School Report Card Survey	**98**	**District Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97					
SC SDE School Report Card Survey	**91**	**District Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		District Actual Parents **88**					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Book Study: The Power of Positive Teams by Jon Gordon	9/1/19-1/1/20	Coach/Principal	$500.00	CSI	Positive interactions with peers- positive reports on perception data

Performance Goal Area: ☐Student Achievement*   ☐Teacher/Administrator Quality*   ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
(* required)   ☐District Priority

Gifted and Talented Requires   ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal*
and 1 Additional Goal   ☐Gifted and Talented: Other

PERFORMANCE GOAL: 2 The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

PERFORMANCE GOAL: 3 The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
GCS Expulsion Report from Kent Owens	(2016-17) **1.39**	**School Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual **.95**					
GCS Expulsion Report from Kent Owens	(2016-17) **0.7**	**District Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual **0.8**					

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
GCS Expulsion Report from Kent Owens	(2016-17) **0**	**School Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual **0**					
GCS Expulsion Report from Kent Owens	(2016-17) **0.04**	**District Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual **0.04**					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
(required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of middle school students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):			2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	School Projected		51	55	59	63	67
		School Actual 55		51				
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	District Projected		54	58	62	66	70
		District Actual 52		50				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Climate Building PD with Jack Berkemeyer	August 2019 – Jan 2020	Principal	$3800.00	CSI	Positive interactions among LMS staff

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
(* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal*
and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 5 Achieve and maintain a student attendance rate of 95% or higher.

INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
180th day Attendance Report	(2016-17) 95.67	**School Projected**	95	95	95	95	95
		School Actual 94.22					
180th day Attendance Report	(2016-17) 95	**District Projected**	95	95	95	95	95
		District Actual 95					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					

Performance Goal Area: ☐Student Achievement*   ☐Teacher/Administrator Quality*   ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
(* required)   ☐District Priority

Gifted and Talented Requires   ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal*
and 1 Additional Goal   ☐Gifted and Talented: Other

PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of middle school students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		Baseline 2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	**School Projected**	**Afraid ≤10 Lonely ≤16 Angry ≤12**	**Afraid ≤9 Lonely ≤15 Angry ≤11**	**Afraid ≤8 Lonely ≤14 Angry ≤10**	**Afraid ≤7 Lonely ≤13 Angry ≤10**	**Afraid ≤6 Lonely ≤10 Angry ≤10**
		School Actual Afraid –6 % Lonely – 12% Angry –15 %	**Afraid 10% Lonely 17% Angry 12%**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	**District Projected Secondary**	**Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14**	**Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14**	**Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13**	**Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13**	**Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12**
		District Actual Secondary Afraid – 7% Lonely – 14% Angry – 14%	**Afraid – 7% Lonely – 16% Angry – 14%**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**

ACTION PLAN FOR STRATEGY #1: Professional Development and Planning					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Back To School Boot Camp (general sessions on campus—LMS-- before official first day)	July 2019	Coach/Principal	$7000.00		Head Start to the school year- time need to build team, meet requirements of mandated