

Ms. Jennifer Couch, Principal
Dr. W. Burke Royster, Superintendent



**Lakeview
Middle School**

GREENVILLE COUNTY SCHOOL DISTRICT

2024 - 2025 through 2029 - 2030

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: *Lakeview Middle School*

SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-29 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2025-26 (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.

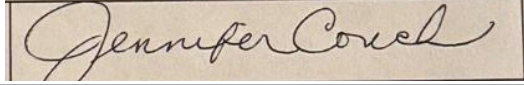
Assurances for the School Renewal Plans

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		4/8/2025
PRINTED NAME	SIGNATURE	DATE

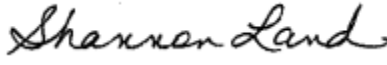
PRINCIPAL

Ms. Jennifer Couch		2/25/2025
PRINTED NAME	SIGNATURE	DATE

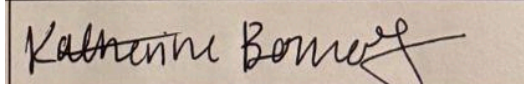
CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		4/8/2025
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Ms. Shannon Land		2/25/2025
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Ms. Katherine Bowers		02/25/2025
PRINTED NAME	SIGNATURE	DATE

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

SCHOOL TELEPHONE: (864) 355-6400

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

Stakeholder Involvement for School Renewal

<i>Position</i>	<i>Name</i>
1. Principal	Jennifer Couch
2. Teacher	Emily Tyler
3. Parent/Guardian	Deidre Kirby
4. Community Member	Catherine Schumacher
5. Paraprofessional	Lisabeth Serrano
6. School Improvement Council Member	Shannon Land
7. Read to Succeed Reading Coach	N/A
8. School Read To Succeed Literacy Leadership Team Lead	Katherine Bowers
9. School Read To Succeed Literacy Leadership Team Member	Jennifer Loftis

OTHERS

School Literacy Leadership Team for Read to Succeed – Katherine Bowers, Jennifer Loftis, Anna Barker, Leisa Patterson, Jennifer Raybon, Marianne Vanderford

ASSURANCES FOR SCHOOL RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> 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).
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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).
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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).

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> 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.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	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.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> 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.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> 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.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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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Lakeview Middle School Portfolio

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Introduction

The Lakeview Middle School portfolio was developed to document the changes and progress our school has made while working to continuously improve everything we do. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability. Each year the Woodmont staff and community review our Action Plan and progress we are making toward our goals.

Lakeview Middle School wants to improve student achievement, to gain and develop resources, and to build and maintain positive relationships with our community. Our stakeholders support our school and its programs by working with us to promote our school's mission and beliefs.

Committees

Student Achievement Needs Assessment Committee: At Lakeview Middle School, our portfolio is created using the Professional Learning Community (PLC) Model. Those listed below reviewed achievement data such as SC READY, ACCESS, EOC, MasteryConnect Predictive Assessments, and classroom assessments collectively.

ELA

Leasia Patterson
Jennifer Enjaian
Holliane Belford
Maribeth Poole
Michael Smith
Jessica Santory
Nichole Andrews
Christian Maxwell
Kristen Six

Math

Graham Garcia
Rhonda McCauley
Amy Klaren
Robyn Davenport
Grace Kennedy
Hannah Tucker
Mayiber Quintana
Amy Parker
Katie Thul

Science

Sandra Hunt
Jamaica Ramirez
Rickey Strickland
Lorna Scott
Shakuntala Chadavada
Emily Tyler
Taylor Fralick
Noelle Khare

Social Studies

Robert Cooper
Brandi Campbell
Sharon York
Heather Couch
Kevin Yang
Sumer Phillips
Tammy Chesney
Cullen Carlin
Courtney Taylor

The School Leadership Team as well as the School Improvement Council reviewed data and the portfolio to determine areas that needed further work as well as areas of significant improvement. Other committees reviewed information and gathered data as needed. The Portfolio committees included:

School Profile – School Personnel: Reviewed certification and years of experience data.

Katherine Bowers

School Profile – Student Population: Provided student demographic (45 Day) information.

Katherine Bowers

School Profile – Academic and Behavior Features / Programs / Initiatives: Reviewed discipline data, surveys, data regarding Rookie Camp, teaming, and other initiatives.

Katherine Bowers

Action Plan – School Administration: Developed Goals and Action Plans.

Jennifer Couch, Katherine Bowers

Executive Summary

Overall Summary of Needs Assessment

In response to the various needs summarized below, Greenville County School's ELEVATE initiative was implemented for the 2024-2025 school year.

This transformation model is a four-year pilot program to attract and retain high-quality teachers and personnel for the District's lowest-performing schools with the largest opportunity for growth. In this model, all certified staff and instructional aides will be provided a higher base pay than a comparably experienced and qualified teacher or instructional aide in another school in order to attract and retain more experienced personnel. The pilot program will also provide financial incentives to all staff in the Elevate schools with the goal of building a unified community and a shared drive for improving student performance from all employees.

The goals of this program are to:

- (1) Attract high quality teachers who will have specific performance goals
- (2) Retain teachers long-term
- (3) Create a culture that prioritizes learning and instruction
- (4) Increase achievement level of the schools
- (5) Result in higher academic performance

Summary of Needs Assessment for Student Achievement

In the spring of 2024, SC Ready scores show that while some Lakeview Middle School students are improving their mastery of grade-level content, there is still room for continued growth. During the most recent test administration, SC READY scores for Math and ELA were respectively 14.2% and 28.1% of students scoring Meets Expectations or Exceeds Expectations. 6th Grade science scores were not measured since new standards were implemented.

Summary of Needs Assessment for Teacher and Administrator Quality

Needs assessments highlight the necessity for continuous professional growth among educators, particularly in fostering healthy professional learning communities (PLCs). Professional development initiatives are tailored to school objectives and staff needs, prioritizing areas such as literacy and math strategies, inclusive practices, scaffolding, and differentiated instruction. Central to this approach is the emphasis on cultivating robust, data-driven PLCs, fostering collaboration among teams and departments to effectively address the diverse needs of students.

Summary of Needs Assessment for School Climate

The 2023-2024 School Report Card illustrates a continued need for improvement amongst various facets of our school environment. Among teachers, satisfaction with the learning environment stands at 73.3% – a decrease from the previous year. Students' satisfaction level is 78.6% and guardians did not have a satisfaction rating as too few surveys were returned.

Significant Awards and Honors

- Golden Apple Award (2020)

- GCS Top Ten Teacher of the Year Finalist (2017)
- Social Innovation Fund Grant United Way of Greenville: OnTrack Greenville
- Superior and Excellent Strings Performance Ratings
- Superior and Excellent Band Performance Ratings
- Recycling Grant Recipient (2012)
- Boys Soccer Team District Runner-Up 2012
- Donors Choose Grants Recipient (2011)
- Alliance for Quality Education Grant Winner (2010)
- Emerging Teacher of the Year (2010)
- Red Carpet Award Winner (2009)
- GCSD Attendance Award Winner (2008)
- United Way Campaign Award of Advancement (2007)
- Region Champs – Boys Soccer (2006)
- Beacon Award – Auto skill Technology (2006)
- Boys Soccer Team Undefeated (2005)
- Junior BETA Club 2nd Place Living Literature (2004)
- Invention Convention – 1st and 3rd Place Winners for 7th Grade (2004)
- Shining Star Award (2004)

School Profile

School Community

Lakeview Middle School is a public school serving grades six through eight, located in the diverse Sans Souci neighborhood of Greenville, South Carolina near Furman University. The school is committed to fostering an inclusive and supportive learning environment that addresses both academic and social needs for all students.

Lakeview Middle School underwent a major renovation in 2018, adding a two-story wing. With these renovations and expansions, the school now has designated areas for each grade level, which include storage spaces for books and teaching supplies, science labs, planning areas, restrooms, and an administrative office.

Lakeview Middle School is a 1:1 technology school, ensuring that all students have access to Chromebooks through Greenville County Schools' one-to-one device initiative. Each classroom is equipped with telephones, Promethean Boards, and laptop computers with docking stations for teachers, enhancing the instructional experience. The school offers five high school credit courses: English I Honors, Algebra I, Art I, Band I, and Spanish I, providing students with advanced academic opportunities.

Additionally, Lakeview Middle School is part of OnTrack Greenville, an initiative funded by the Social Innovation Fund grant, which supports middle school students in this area through partnerships with various community agencies. OnTrack services provide teachers and staff with a dashboard of real-time solutions for families to help students stay focused on school. Lakeview also partners with the KEYS Foundation and other local community organizations that provide support for students and staff, further reinforcing the school's dedication to academic success and student well-being.

School Personnel

Ms. Jennifer Couch, our principal, brings 26 years of experience as a teacher and administrator, holding a master's degree in Educational Leadership and leading Lakeview Middle School in her first year. Assistant principals Mr. Towers Rice, with 16 years of experience, and Mr. JR Reid, with 12 years of experience, are also in their first year at Lakeview, both holding Educational Specialist degrees, with Mr. Rice additionally holding a master's in Teaching and Mr. Reid a master's in Education. Mr. Darrell Tate, now in his third year at Lakeview and tenth in education, also holds an Educational Specialist degree. Supporting instructional growth, Ms. Katherine Bowers serves as the school's Instructional Coach in her second year in the role and first at Lakeview, holding a master's in Curriculum and Instruction while currently completing her doctorate in Educational Leadership. Lastly, the leadership team includes Shannon Land, our Title 1 Facilitator, who has her master's degree in education, 24 years of experience, and is in her second year at Lakeview Middle School.

In addition to our leadership team, our staff includes a Title I ELA and Title 1 math coach, three full-time and one part time school counselors, a Media Specialist, 6 ESOL teachers, 9 special education teachers, 10 related arts teachers, and 36 general education teachers. There are 6 clerical staff members, an in-school suspension teacher, 1 full-time substitute, and 5 classroom paraprofessionals. Agency partners housed on campus include a school resource officer, two full-time mental health counselors, one On-Track facilitator, a school social worker, and two Communities in Schools site coordinators.

The Teacher Turnover Analysis below also provides insight on the personnel changes that have taken place at Lakeview Middle School in the last few years.

School Year	2023-2024 Leavers	Total Teachers	Turnover by Location
2023-2024	15	68	22%
2024-2025	64	<i>Not Yet Reported</i>	<i>Not Yet Reported</i>

Additional data on our school personnel from the previous year can be located below. These findings were included in the 2023-2024 school report card.

Environment	School	Change from Last Year
Total Number of Teachers	49	Down from 53
Percent of teachers with advanced degrees	61.2	Up from 56.6
Teacher attendance rate	91.9	Up from 91.0
Average teacher salary	\$58,494	Up from \$55,996
Percent of teachers on continuing contract	100.0	Up from 98.1
Percent of teachers returning from previous year - current year	81.1	Up from 64
Percent of teachers returning from previous year - three year average	74.6	Up from 72.7
Percent of teacher vacancies for more than 9 weeks	2.0	Up from 0.0

Student Population Data

Demographic information about Lakeview Middle's student population is included below and encompasses a 3-year timespan allowing for trends to be recognized. These data points have been generated using the 2023-2024 School Report Card and reports available through Greenville County Schools Staff Backpack.

<i>Total Enrollment</i>	2023-2024	2024-2025
Sixth Grade	228	243
Seventh Grade	220	251
Eighth Grade	277	224
Total Enrollment	725	718

<i>Special Services</i>	2023-2024	2024-2025
English Language Learners	470	395
Special Education	158	142
Gifted and Talented	63	53

<i>Ethnicity</i>	2023-2024	2024-2025
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African American	162	145
Caucasian	71	59
Hispanic	495	482
Other	37	32

<i>Free and Reduced Lunch</i>	2023-2024	2024-2025
Paid	0%	0%
Free/Reduced	100%	100%

<i>Student Retention</i>	2023-2024	2024-2025
Percent Retained	0%	<i>Not Yet Reported</i>
Percent Not Retained	100%	<i>Not Yet Reported</i>

Major Academic and Behavioral Features

The organizational structure for Lakeview Middle School centers on teacher and student learning teams. A core team typically consists of 4 teachers who teach a group of 80 to 100 students. This teaming model was implemented so that all students feel connected and valued. Through teaming and advisory groups, our teachers have identified adult advocates for every student. It is our goal to continually look for and develop best practices to be socially equitable, democratic and fair, in order to support all students to the best of our ability.

Teachers on each team teach core academic subjects and share common blocks of time for collaborative and independent planning. This time is also used for in-service training, curriculum mapping, creation and monitoring of pacing guides, PLC meetings, parent conferences, and individual student conferences. Students receive four periods of these core academic courses and two periods of related arts classes. Vertical teaming with other grades is achieved through academic departmental meetings among teachers.

Our discipline system is matrix based and fairly applied by all teachers and administrators using our PBIS system which is housed in the Liveschool app – allowing teachers, counselors, and administrators to have data-based conversations about behavioral trends. Our school counseling department supports our mission to be socially equitable by using this data in our OnTrack process which identifies students at-risk and develops interventions for them.

Mission, Vision, and Beliefs

Values and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about school and how we think it should operate. We believe curriculum at Lakeview Middle should be:

- 1 Based on State standards*
- 2 Meaningful, engaging and challenging*
- 3 Relevant to real life*
- 4 Developmentally and socially responsible to the whole child*
- 5 Inclusive of all learners*

Instruction at Lakeview Middle should be:

- 1 Connected to previous knowledge and learning*
- 2 Articulated with an interdisciplinary focus*
- 3 Provided by highly qualified teachers*
- 4 Complemented by logical scheduling*
- 5 Aligned with state and district expectations*
- 6 Consistent with IEP or student learning goals*
- 7 Delivered so that every student gets what he/she needs*
- 8 Infused with critical thinking skills, inquiry based projects, active learning strategies, and direct instruction*
- 9 Inclusive of high expectations for all students*

Assessment at Lakeview Middle should:

- 1 Demonstrate student progress*
- 2 Be aligned with state and district assessment rigor*
- 3 Be fair, authentic, and reflective*
- 4 Use a variety of formats, structures, and outcomes*

The school environment at Lakeview Middle should:

- 1 Be supportive of a rigorous curriculum*
- 2 Provide opportunities for success*
- 3 Include extra-curricular activities for students*
- 4 Encourage and celebrate a diverse faculty*

- 5 *Provide an inviting, nurturing, comfortable, safe, and clean school*
- 6 *Be accepting of differences*
- 7 *Provide links to real life expectations*
- 8 *Be orderly and organized*

Purpose

The purpose of Lakeview Middle School is to prepare our students both academically and socially, to create an atmosphere of inquiry, and to foster a love of learning.

Mission

The mission serves to unify an organization's efforts. An effective mission must stretch and challenge the organization, yet be achievable. It is tangible, value-driven, energizing, highly focused, and will move Lakeview Middle School forward. A mission has a finish line for its achievement and is proactive. A mission should walk the boundary between the possible and impossible. Our mission statement is: ***Through the development of a growth mindset, we aim to prepare our students not just for academic success, but for a lifetime of personal and professional growth.***

Shared Vision

Our vision is a specific description of what Lakeview Middle School will be like when the mission is achieved. The following are the curriculum, instruction, assessment, and environment factors that support effective learning for Lakeview Middle School students:

Curriculum must be up-to-date, aligned with state curriculum standards, and designed to help students meet achievement goals. Therefore, curriculum will be:

- Meaningful, engaging and challenging
- Coordinated with state standards
- Combined with appropriate materials, textbooks and technology
- Reflective of cross curricular connections

Instruction will be tailored to student needs in such a way as to ensure active participation by all. Instruction will include:

- A connection to previous knowledge and learning
- Best practices such as cooperative learning, focused learning, team teaching, Critical thinking skills, active learning strategies, and direct instruction
- A knowledge and appreciation of individual learning styles

- High expectations for all students

Assessment will be varied, and aligned with material taught. Assessments will be:

- Both traditional and alternative
- Performance-based
- Designed to demonstrate student progress
- Fair, authentic and reflective
- Aligned with state tests assessment and standards criteria

The learning environment will provide a safe and nurturing atmosphere where differences are celebrated. The environment will include:

- Support for a rigorous curriculum
- Opportunities for success
- A stimulating, positive, congenial and cooperative atmosphere
- An inviting, nurturing, comfortable, safe and clean school
- Low student-teacher ratio

Vision Narrative

When Lakeview Middle's vision is realized, students will be actively involved in learning. The learning environment for students will be positive, safe, inviting and focused. Students will leave Lakeview Middle with the necessary academic and social skills to successfully meet their personal goals while moving forward to the next level in their educational experience.

Lakeview Middle teachers and administrators will work together to provide a safe and nurturing environment in which all students may experience success. Teachers will use professional development obtained from conferences, university classes and/or work with consultants to learn effective ways of teaching and becoming a resource for each other. Parent and community partnerships will be an invaluable asset for improving student achievement. Testing will encompass a broad spectrum of real-life, authentic, and performance based assessments. Pride in our accomplishments, paired with public recognition of a job well done at award programs, will enable us to celebrate our success.

Data Analysis and Needs Assessment

Student Achievement

	<i>English Language Arts</i>			<i>Math</i>			<i>Science</i>		
	2021-2022	2022-2023	2023-2024	2021-2022	2022-2023	2023-2024	2021-2022	2022-2023	2023-2024
6	24.2%	30.9%	29.9%	12.1%	14.2%	15.1%	29.4%	20.6%	<i>Not Rated</i>
7	167%	26.3%	27%	8.2%	6.2%	10.8%			
8	22.5%	23.3%	27.8%	5.8%	11.9%	16.6%			
All	20.6%	26.5%	28.1%	8.4%	10.6%	14.2%			

Achievement data for 2023-2024 shows a slight increase from the 2022-2023 school year in ELA and in math. Science scores were not available for the 2023-2024 school year due to a change in state standards for this subject area.

A full inclusion model with co-teaching components has been implemented and is experiencing ongoing refinement to address grade-level standards-based instruction with special education students using appropriate differentiation strategies and accommodations. Systematic intervention including academic assistance and literacy instruction will structure clear expectations and opportunities for the success for all students. A continuation of common planning, common assessments, and collaborative analysis will strengthen classroom instruction.

An afterschool program has been established. Student participation is in large part determined by performance on end of year testing. During this time, teachers focus on identifying standards that students show a deficiency in and responding to those needs using multiple forms of remediation. Dreambox and MyLexia are commonly used platforms in this program.

Teacher/Administrator Quality

Professional development (PD) is vital for both teachers and administrators to continually enhance their skills and stay abreast of the latest trends and best practices in education. By participating in PD opportunities, educators can improve their teaching methodologies, promote innovation in the classroom, and ultimately support student success. We structure our staff meeting schedule to ensure professional development happens weekly in PLCs, and monthly in both department meetings and faculty huddles. In addition to the weekly and monthly structures outlined below, we will continue to provide professional learning opportunities that reflect the current needs of our teachers based on anecdotal data from classroom observations and quantitative data from predictive assessments.

Professional Development Calendar for 2025-2026

August	September	October	November	December
ELEVATE PD Week	Weekly PLC Meetings	Weekly PLC Meetings	Weekly PLC Meetings	Weekly PLC Meetings

Weekly PLC Meetings Monthly Department Meeting Monthly Faculty Huddle Monthly School Improvement Committees Q1 Instructional Workshops	Monthly Department Meeting Monthly Faculty Huddle Monthly Improvement Committees S1 Schoolwide Coaching Cycle	Monthly Department Meeting Monthly Faculty Huddle Monthly Improvement Committees S1 Schoolwide Coaching Cycle	Monthly Department Meeting Monthly Faculty Huddle Monthly Improvement Committees Q2 Instructional Workshops	Monthly Department Meeting Monthly Faculty Huddle Monthly Improvement Committees
January	February	March	April	May
Weekly PLC Meetings Monthly Department Meeting Monthly Faculty Huddle Monthly Improvement Committees Q3 Instructional Workshops	Weekly PLC Meetings Monthly Department Meeting Monthly Faculty Huddle Monthly Improvement Committees S2 Schoolwide Coaching Cycle	Weekly PLC Meetings Monthly Department Meeting Monthly Faculty Huddle Monthly Improvement Committees S2 Schoolwide Coaching Cycle	Weekly PLC Meetings Monthly Department Meeting Monthly Faculty Huddle Monthly Improvement Committees Q4 Instructional Workshops	Weekly PLC Meetings Monthly Department Meeting Monthly Faculty Huddle Monthly Improvement Committees

School Climate

Report Card survey results for students and teachers show an overall satisfaction with the learning environment, the social/physical environment, the home-school relations, and school safety. Parental results are limited by the low number of completions for the 2023-2024 school year.

Climate	Teachers	Students	Parents
Number of surveys returned	60	628	9
Percent satisfied with learning environment	73.3%	78.6%	Data N/A
Percent satisfied with social and physical environment	78.3%	76.6%	Data N/A
Percent satisfied with school-home relations	61.4%	90.9%	Data N/A

Additional data related to school climate is outlined below:

<i>Behavioral Data</i>	Students	1+ Referrals	2+ Referrals	Percent of students with at least 1 referral receiving 2 or more referrals
2023-2024	876	484	349	72.11

<i>Attendance, Absenteeism, and Truancy</i>	2022-2023	2023-2024	2024-2025
CA Student Count		299	<i>Not Yet Reported</i>
Total Student Count		820	<i>Not Yet Reported</i>
Chronic Absenteeism Rate	42.37%	36.46%	<i>Not Yet Reported</i>

<i>Parent/Teacher Conferences</i>	2024-2025
Number of Conferences Held According to Raptor Sign-In (number does not include virtual conferences)	302

<i>Backpack Usage</i>	2024-2025
Number of Accounts Registered	322

<i>Volunteer Hours</i>	2024-2025
Number of Hours Logged for Volunteering in Raptor	203

Access the School Report Card

To locate additional information on Lakeview Middle School's SC School report card, please visit this link:

<https://screportcards.com/overview/?q=eT0yMDI0JnQ9TSZzaWQ9MjMwMTA2Ng>

Action Plan

GOAL AREA 1 – Performance Goal 1

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

Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 14.2% in 2022-23 to 28% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (MS)	16%	19%	22%	25%	28%
	14.2%	16.0%	Actual (MS)					
	40.2%	42.1%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the principal and school goal setting process.	2024-2029	Principal Title I Math Specialist	0.00	n/a	C
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	Principal Title I Math Specialist	0.00	n/a	C
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	Title I Math Specialist District Specialists LMS Department Chairs	0.00	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	Title I Math Specialist District Specialists	0.00	n/a	C
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	Title I Math Specialist District Specialists	0.00	n/a	C
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	Title I Math Specialist Instructional Coach(es)(es) Mathematics Teachers	0.00	n/a	C
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	District Focus Team LMS Instructional Leadership Team	0.00	n/a	C
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	LMS Instructional Leadership Team	0.00	n/a	C
Action Plan for Strategy 3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	Title I Math Specialist Instructional Coach(es)	0.00	n/a	C
2. Provide professional development for teachers throughout the year based on	2024-2029	Title I Math Specialist Instructional Coach(es)	0.00	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
teacher input, trend data and observational feedback.					
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	Title I Math Specialist Instructional Coach(es)	0.00	n/a	C
4. Foster a collaborative relationship between schools and parents.	2024-2029	Parent/Family Coordinator Title 1 Facilitator OnTrack Facilitator School Social Worker School Counselors	0.00	n/a	C
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	Parent/Family Coordinator Title 1 Facilitator OnTrack Facilitator School Social Worker School Counselors	0.00	n/a	C

GOAL AREA 1 – Performance Goal 2

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

Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 26.5% in 2022-23 to 42% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (MS)	30%	33%	36%	39%	42%
	26.5%	30.0%	Actual (MS)					
	56.9%	56.3%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	Instructional Coach(es) Title I ELA Specialist	0.00	n/a	C
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	Instructional Coach(es) Title I ELA Specialist District Specialists	0.00	n/a	C
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	Instructional Coach(es) Title I ELA Specialist	0.00	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	Instructional Coach(es) Title I ELA Specialist ELA Teachers	0.00	n/a	C
5. Implement a range of assessment methods that measure student understanding.	2024-2029	Instructional Coach(es) Title I ELA Specialist ELA Teachers	0.00	n/a	C
6. Ensure vertical articulation of grade level content and practices.	2024-2029	Instructional Coach(es) Title I ELA Specialist ELA Department Chair	0.00	n/a	C
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	Instructional Coach(es) Title I ELA Specialist ELA Teachers	0.00	n/a	C
Action Plan for Strategy #2: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	Instructional Coach(es) Title I ELA Specialist ELA Teachers	0.00	n/a	C
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	Instructional Coach(es) Title I ELA Specialist Department Chairs	0.00	n/a	C
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	Instructional Coach(es) Title I ELA Specialist ELA Teachers	0.00	n/a	C
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	Instructional Coach(es) Title I ELA Specialist ELA Teachers	0.00	n/a	C
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	District Focus Team LMS Instructional Leadership Team	0.00	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	ELA Teachers	0.00	n/a	C
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	Instructional Coach(es) Title I ELA Specialist	0.00	n/a	C
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	Instructional Coach(es) Title I ELA Specialist	0.00	n/a	C
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	Instructional Coach(es) Title I ELA Specialist	0.00	n/a	C
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	Instructional Coach(es) Title I ELA Specialist ELA Teachers	0.00	n/a	C
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	Instructional Coach(es) Title I ELA Specialist	0.00	n/a	C

GOAL AREA 2 – Performance Goal 1

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

Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	100%	100%	100%	100%	100%
	100%	100%	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
		100%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	School Improvement Council GCS Human Resources	0.00	n/a	C
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	GCS Human Resources	0.00	n/a	C
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Continue to expand with middle and high school students - early exposure to	2024-2029	GCS Human Resources	0.00	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
teaching as a career choice through internal and external programs.					

GOAL AREA 2 – Performance Goal 2

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* <i>(* required)</i>
Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	10.4%	10.1%	Actual (District)					
			Projected (School)	10.1%	9.9%	9.8%	9.7%	9.6%
	22%	10.1%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Provide additional support for teachers new to the profession.					
1. Adjust schedule to allow experienced teachers to provide additional support for induction teachers.	2024-2029	Principal	0.00	n/a	C
2. Generate a cohort for induction teachers to assist in their onboarding throughout the year.	2024-2029	Principal Instructional Coach(es)	0.00	n/a	C
3. Recruit high-quality mentors for all new teachers and provide mentors	2024-2029	Principal Instructional Coach(es)	0.00	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
with clear action steps for how to support new teachers.					
4. Develop high-quality professional learning opportunities, including peer observations, for new teachers.	2024-2029	Instructional Coach(es)	0.00	n/a	C
Action Plan for Strategy #2: Increase teacher morale and overall job satisfaction.					
1. Monitor Upbeat Survey data and provide opportunities for staff to offer suggestions.	2024-2029	Instructional Leadership Team	0.00	n/a	C
2. Generate teacher committees to allow for teacher input on school processes and systems.	2024-2029	Principal	0.00	n/a	C
3. Involve various teachers in the interviewing and onboarding process to give them voice in hiring decisions.	2024-2029	Principal	0.00	n/a	C

GOAL AREA 3 – Performance Goal 1

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* <i>(* required)</i>
Performance Goal 1: Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	61.5%	54.1%	Actual (District)					
			Projected (School)	70%	68%	66%	64%	62%
	72.1%	70.0%	Actual (School)					

**On average, 21% of all students have misbehavior resulting in a disciplinary referral. Of those students, 60.5% receive additional behavior referrals.*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	Assistant Superintendents Principals Stakeholder Groups	0.00	n/a	C
2. Establish consistency in teaching and reinforcing expectations and building	2024-2029	Instructional Leadership Team Teachers	0.00	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
positive relationships, while allowing custom, school-based programming to meet this goal.					
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	OnTrack Facilitator School Social Worker Title 1 Facilitator Parent/Family Coordinator Communities in Schools Site Coordinators School Counselors Mental Health Counselors	0.00	n/a	C
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	Instructional Coach(es)	0.00	n/a	C
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	OnTrack Facilitator Assistant Principal	0.00	n/a	C
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	OnTrack Facilitator School Social Worker Parent/Family Coordinator Communities in Schools Site Coordinators School Counselors Mental Health Counselors	0.00	n/a	C
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	OnTrack Facilitator School Social Worker Parent/Family Coordinator	0.00	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
		Communities in Schools Site Coordinators School Counselors Mental Health Counselors Administrators Teachers			
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	All School Faculty and Staff OnTrack Facilitator School Social Worker Parent/Family Coordinator Communities in Schools Site Coordinators School Counselors Mental Health Counselors	0.00	n/a	C
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	OnTrack Facilitator School Social Worker Parent/Family Coordinator Communities in Schools Site Coordinators School Counselors Mental Health Counselors	0.00	n/a	C
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	Administrators School Counselors	0.00	n/a	C
2. Increase leadership opportunities within the school during the school day.	2024-2029	Administrators School Counselors	0.00	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	OnTrack Facilitator School Social Worker Parent/Family Coordinator Communities in Schools Site Coordinators School Counselors	0.00	n/a	C
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	Administrators School Counselors	0.00	n/a	C
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	Administrators	0.00	n/a	C
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	Administrators Instructional Coach(es)	0.00	n/a	C
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	Administrators School Counselors Teachers	0.00	n/a	C
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	OnTrack Facilitator School Social Worker Communities in Schools Site Coordinators School Counselors	0.00	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
		Mental Health Counselors			

GOAL AREA 3 – Performance Goal 2

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 2: By 2029, reduce the percentage of students who are chronically absent* by 10 points.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Student Services			Projected (District)	22%	20%	18%	16%	14%
	24.2%	23.9%	Actual (District)					
			Projected (School)	34%	32%	30%	28%	26%
	36.5%	34.0%	Actual (School)					

*A student is chronically absent when they miss 10% or more of the days they are enrolled at a school site, no matter the reason.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	Attendance Clerk School Social Worker Communities in Schools Administration OnTrack Team	0.00	n/a	C
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	Attendance Clerk School Social Worker Communities in Schools Administration OnTrack Team	0.00	n/a	C
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	Attendance Clerk School Social Worker Communities in Schools Administration OnTrack Team	0.00	n/a	C
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	District Office	0.00	n/a	C
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	Attendance Clerk School Social Worker Communities in Schools Administration OnTrack Team	0.00	n/a	C
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	Attendance Clerk School Social Worker Communities in Schools Administration OnTrack Team	0.00	n/a	C
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	Attendance Clerk School Social Worker Administration School Nurse	0.00	n/a	C

GOAL AREA 3 – Performance Goal 3

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 3: Increase the engagement of families and community volunteers with school personnel, as measured by the number of school visitors and volunteers, by 3% annually.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Number of Visitors and Volunteers in Raptor System			Projected (District)	317,534	327,060	336,872	346,978	357,387
		308,285	Actual (District)					
			Projected (School)	2,473	2,547	2,623	2,701	2,782
		2,401	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack	2024-2029	Administrators Parent/Family Coordinator Title I Facilitator	0.00	n/a	C
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	Administrators Parent/Family Coordinator Title I Facilitator	0.00	n/a	C
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	Administrators Parent/Family Coordinator Title I Facilitator Media Specialist	0.00	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
		Technology Facilitator			
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	OnTrack Facilitator Title I Facilitator Parent/Family Coordinator	0.00	n/a	C
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	OnTrack Facilitator Title I Facilitator Parent/Family Coordinator School Social Worker Administrators	0.00	n/a	C
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	OnTrack Facilitator Title I Facilitator Parent/Family Coordinator School Social Worker Administrators	0.00	n/a	C
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing)	2024-2029	OnTrack Facilitator Title I Facilitator Parent/Family Coordinator School Social Worker Administrators	0.00	n/a	C
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	OnTrack Facilitator Title I Facilitator Parent/Family Coordinator School Social Worker Administrators	0.00	n/a	C
3. Each school will assemble a School Improvement Council that reflects the	2024-2029	Title I Facilitator Principal	0.00	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.					