Lakeview Middle School

Principal Mrs. Latonia Copeland

The School District of Greenville County

Superintendent Burke Royster

3801 Old Buncombe Road

Greenville, South Carolina 29617

(864) 355-6400 www.greenville.k12.sc.us/lms

Grades served 6-8

2014-2015 School Year

Scope of action plan

2013-14 through 2017-18

(Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Lakeview Middle School

DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-16 *(one year)*

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Maria Mendoza		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Latonia Copeland		
PRINTED NAME	SIGNATURE	DATE

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

SCHOOL'S TELEPHONE: (864) 355-6400

PRINCIPAL'S E-MAIL ADDRESS: lcopeland@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan.

A participant for each numbered category is required.

POSITION	*NAME*
1. PRINCIPAL	Latonia Copeland
2. TEACHER	Jennifer Loftis
3. PARENT/GUARDIAN	Evelyn McKinney
4. COMMUNITY MEMBER	Dianna Williams
5. SCHOOL IMPROVEMENT COUNCIL	Maria Mendoza

6.   OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

POSITION	*NAME*
1. Instructional Coaches	Kathy Paige-Griffin and Metris Cain
2. Title I Facilitator	Troye Mathews
3. Teacher	Stacy Foster
4. Teacher	Abby Schiferl

*REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

Assurances checked by the principal, attest that the district complies with all applicable requirements.

_____ <u>Academic Assistance, PreK–3</u>

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).

__X__ <u>Academic Assistance, Grades 4–12</u>

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).

__X__ <u>Parent Involvement</u>

The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent 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.

X___ <u>Staff Development</u>

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.*

__X__ Technology

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

N/A__ Innovation

The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

_____ 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 no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, 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.

__X__ 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).

_____ 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.

_____ 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, although they may be housed at locations with other grade levels or completely separate from schools.

_____ **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.

_____ **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 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-appropriated education to prepare children for success in school and life experiences **(early childhood education). Family** Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

_____ **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 faculty members and SIC. 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 back bone of our school's ongoing strategic planning efforts and help ensure that all members of the educational structure at LMS are engaged and informed.   Looking at snapshots tells a story, and we are looking forward to adding more good chapters to Lakeview Middle'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

School Profile

Lakeview Middle School is located in the Northwest area of Greenville County near Furman University. The two story facility has classrooms, a gym, cafeteria, media center, six science labs, and four computer labs. The building was renovated in 2008, with a two story wing added. Each core classroom has state of the art technology, including laptop carts, Promethean boards, ActivExpressions, and i-Pad carts. Additionally, sixth grade classrooms have been equipped with Chromebooks. Lakeview Middle offers three school credit classes: English 1 Honors, Algebra 1, and Desktop Publishing.

Mission, Vision & Beliefs

The stakeholders of Lakeview Middle School collaborated in the creation of the school's Mission, Vision, and Beliefs. The mission of Lakeview Middle School is to prepare our diverse student body to become independent, lifelong learners, and responsible, productive citizens, by providing quality educational experiences in a safe, nurturing environment so our students may succeed in a global community. We are confident that this can be achieved through the vision statements that outline what you should feel, see, and hear while at Lakeview Middle.

Needs Assessment

     Student Achievement- Overall, test results at Lakeview Middle need to improve. The percentage of Not Met students overall decreased in all subject areas, except for English/Language Arts , which rose by 6.2 percentage points.   Our resources/self-contained students and our African-American students have continued to be our largest group scoring in the not met category. We see a need to research strategies for improving the test scores of these students.

     Teacher and Administrator Quality- Survey results from teachers in our building are positive; however, there are several areas that teachers feel need work. As a school we need to work on the school-home relationship. Also our teachers feel they need help reaching unmotivated students.

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.

Challenges

Teachers were asked to compile a list of the challenges faced at Lakeview Middle School. One of the most noted areas of academic challenges is the inability of our students to read on grade level. This is further compounded when we consider that English is not the primary language for over 40% of our student population. We believe that a stronger focus on literacy skill and comprehension instruction will result in an increased level of performance by our students on standardized testing. Our faculty is dedicated toward teaching reading and vocabulary strategies across all grade levels and in every subject area.   We continue to work with the students with building relationships and self-efficacy and hope this will translate into less apathy.

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:

2013 & 14   SCMEA Concert Festival Excellence Award

2011-2012   Boys Soccer County Runner Up

2011-2012   Community Involvement Award (from SC Hispanic Chamber of Commerce

2011   Alliance Grant Winner

School Profile

Community- The area surrounding the permanent site of Lakeview Middle School includes the communities of Union, Woodside Bleachery and other small communities. Founded in 1970, Lakeview Middle School is located on Old Buncombe Road approximately fifteen minutes equidistant from Furman University to the north and downtown Greenville to the south. The physical plant of Lakeview Middle School has been recently renovated, as of the 2007-2008 school year. The community that immediately surrounds the school has suffered, due to the closing of Poe Mill, US Finishing, and other area mills. The area has yet to benefit from the textiles-to-manufacturing transition. According to the 2000 Census, the median income of the community that surrounds the school is $12,000 per year.

Students served by Lakeview Middle School are from the West Greenville, Woodside, Poe Mill, and San Souci areas. Of the 533 students at Lakeview Middle School, 523 have free/reduced lunch payment plans.

Personnel- There are currently 67 employees at Lakeview Middle School. There are 34 full time teachers. On our staff we have an attendance/office clerk, guidance clerk, two special education aides, one ESOL assistant, an ISS assistant, a nurse, and one bookkeeper. The custodial staff is made up of 6 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, two instructional coaches, one Title 1 facilitator, 2 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. These include a Title 1 parent facilitator, a social worker, and a Title 1 nurse. Also housed at the school are a mental health counselor, a Community-in-Schools liaison, and two behavioral specialists.

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 through eighth grade levels have two teams, with each team consisting of the four core teachers.

Lakeview's faculty continues to become more diversified.

Teaching Faculty Ethnicity

	Black	Hispanic	Caucasian
■ 2015	26%	6%	68%
■ 2016			

Ethnicity
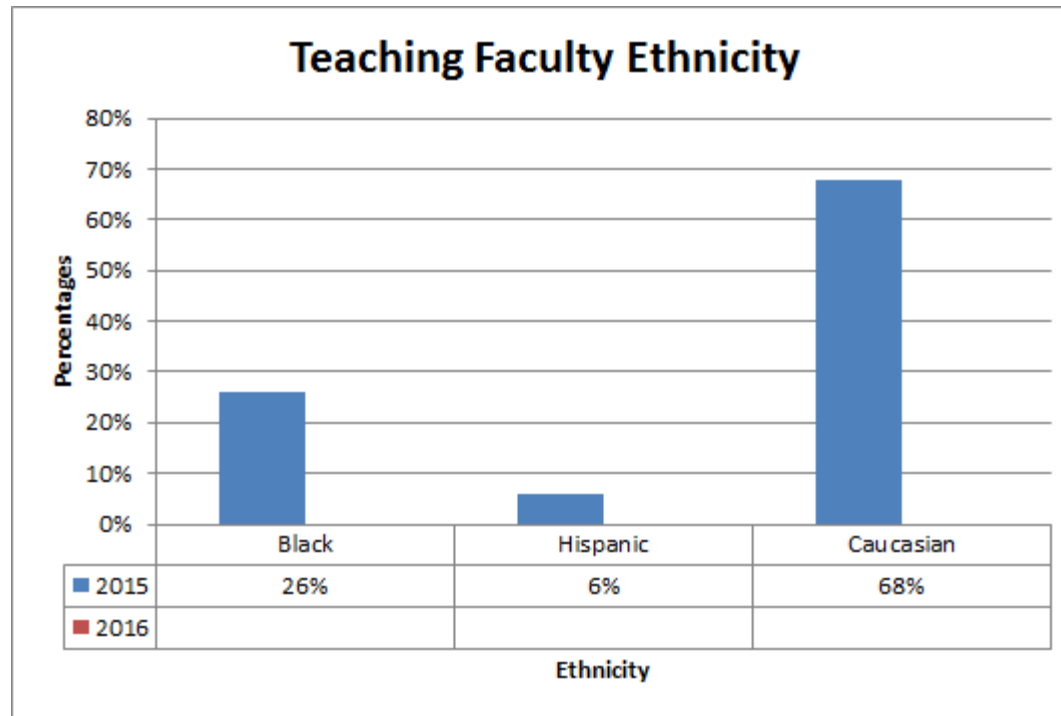
Twenty-six percent of the teaching faculty is Black, six percent is Hispanic, and sixty-eight percent is Caucasian. Forty-one percent of the teaching faculty is male and fifty-nine percent is female.

Lakeview Middle School professional staff is made up of 34 classroom teachers, four administrators, and support staff which include a media specialist, two guidance counselors, a Title One facilitator, and two instructional coaches.

Educational Levels of our professional staff at Lakeview Middle indicate that 68% have a Master's degree or higher and two of our professional staff are National Board Certified.

Professional Staff Educational Number of Professional Staff Level

Bachelor's Degree	10
Bachelor's Degree + 18	1
Master's Degree	21
Master's Degree + 30	10
Doctorate	0
National Board Certified Staff	2

Members - Of the 34 certified teachers at Lakeview Middle twenty-nine percent (10 teachers) have 0 to 5 years' experience, forty-four percent (15 teachers) have 6 to 10 years' experience, twelve percent (4 teachers) have 11 to 15 years' experience, one has worked 16 to 20 years, and two have 21-25 years' experience while two have more than 26 years' experience according to the 2014 school report card.

Student Population- The Lakeview Middle School population consists of 533 students in grades six through eight. This enrollment has increased during the last couple of years, but not at a significant amount. The student body is very diverse, but equally so with 40.2 percent Hispanic, 27.8 percent African American, and 26 percent Caucasian. Free and reduced lunch account for over 98 percent of our student population. There are 208 levels one-eight ESOL students, 39 gifted/talented students, and 104 students being served by special education classes with the majority of those students served through inclusion resource classes. Student attendance at Lakeview Middle is 90.1 percent, according to the 2014 school report card.

 Academic and Behavioral Features/Programs- In an effort to create a school culture of high expectations for student behavior, LMS began implementing common unit and lesson plans. 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 2013-2014 school year.

Fast ForWord is an intervention tool, which was in place at LMS during 2013-2014. LMS had two fulltime teachers who taught Fast ForWord and several teachers who used Fast ForWord to supplement their reading programs. This program had a strong research base and was critically rated as the best program to help students with academic deficiencies in literacy. The diagnostics of the program individualized the instruction for each student based upon his/her needs. The teachers facilitated the program and provided individual instruction if they were prompted by the program.

Success Maker and Compass Learning had been used consistently by content area teachers. Compass Learning continues to be an effective intervention resource. Upon completion of the Fall MAP testing, folders were created for every student based upon those MAP scores with content learning-level appropriate activities. Our students can access the Compass Learning program from school or home.

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. All students have access to ActivExpressions, ActivSlates, and iPads. The Title I Technology Facilitator offers monthly sessions based on the need of teachers and students, individually.

Mission, Vision, Beliefs

Lakeview Middle School focus groups, along with our SIC, are asked to revisit our mission, vision, and beliefs.

Mission: The mission of Lakeview Middle School is to prepare our diverse student body to become independent, lifelong learners, and responsible, productive citizens, by providing quality educational experiences in a safe, nurturing environment so our students may succeed in a global community.

With a mission comes a vision of what we expect for the future of Lakeview Middle School.

Vision: The vision of Lakeview Middle School is to become an exemplary school in which every student achieves his or hers maximum ability and leaves middle school with the knowledge and skills necessary for success in a rigorous high school curriculum with an awareness of future educational and career opportunities.

Beliefs:

- All students can learn.
- Students are the center of the educational process.
- Students learn best in a safe, orderly, and inviting environment.
- Students should have competent administration, parents, and support personnel.
- Parents' involvement and volunteer services support and enhance the teaching and learning process.
- Students should have equal access to educational opportunities.
- Students have the responsibility to be active learners.
- Curriculum and instruction should meet the needs of all students.
- Educational experiences should enable students to communicate effectively, solve problems competently, think critically and creatively, and act responsibly.
- Education is the shared responsibility of the home, school, and community.

Lakeview Middle School Motto:
- **TEAM: T**ogether **E**veryone **A**ccomplishes **M**ore

Date Analysis and Needs Assessment

Student Achievement-
Overall, test results at Lakeview Middle need to improve. Our resources/self-contained students and our African-American students have continued to be our largest group scoring in the Not Met category.

The percentage of Not Met students overall decreased in all subject areas, except for English/Language Arts , which rose by 6.2 percentage points. While the increases are slight, they are increases nevertheless, and we continue to search for ways to increase the percentages of those students scoring Met and Exemplary in all areas of ACT Aspire (Writing, English, Reading, and Math) and SCPASS (Science and Social Studies).

We will continue to research strategies for improving the test scores of all students.

ELA PASS: All Students

	2010	2011	2012	2013	2014
Not Met	51	48.4	52.3	46.4	52.6
Met	35.3	32.3	30.4	37.9	30.3
Exemplary	13.7	19.4	17.2	15.8	17.1
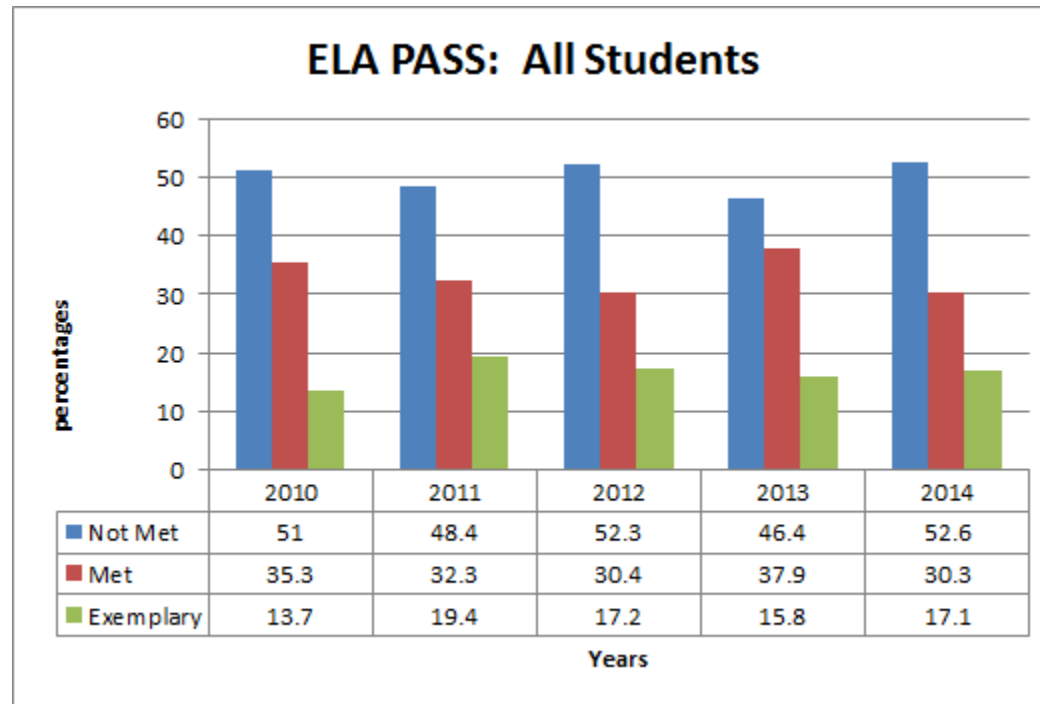
Roughly half of our students are "Not Met." However, nearly half of our students are "Met/Exemplary." The areas where our students need the most support are with vocabulary development, retention of material, organizational strategies and strategies that assist them with reading comprehension.

Contributing factors to the Not Met data are the following:
● Lack of resources (in the home) in terms of accessing text book/ additional reading supports online
● Student difficulties organizing ideas/writing/decoding unfamiliar words in a text.
It is the opinion of the ELA Department that the following strategies are needed to address the Not Met category of school performance in ELA:
● More ESOL Resources
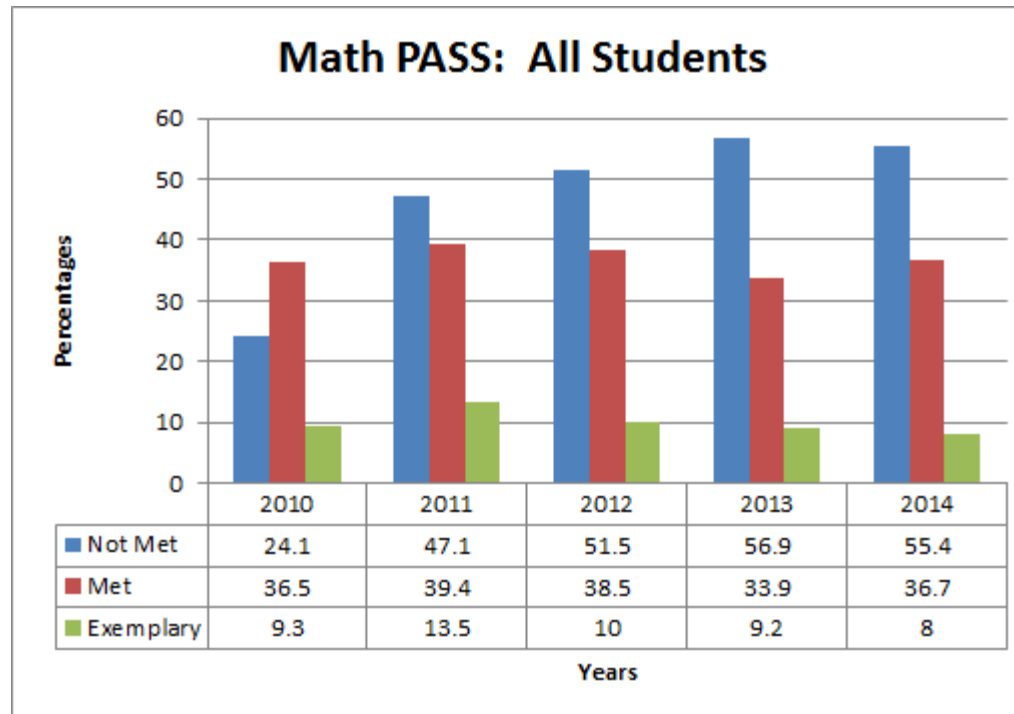● Reading Support for ESOL students (Level 1, 2, 3)

- Small Group Reading Instruction

Contributing factors for Met/Exemplary data are the following:
- Small ELA Class sizes, average ratio 20:1, after-school program(s) with specific targets in Math/ELA,
- ELA Title I support from the district (Shayla Read; of whom, has years' experience in working in a Title I school. In previous years Edward Anderson; of whom, worked at Lakeview in years prior).
- Debbie Barron conducts monthly workshops for ELA department heads as well as ELA Staff/Teachers for support with testing.
- Middle School Workshops, Fountas and Pinnell (teachers have been trained/ there is a library with resources for small-group reading instruction).
- We embody a multitude of hard-working teachers.
- Plentiful library of resources, up-to-date technology, 21st century learning environments that provides effective communication between school-parent-teacher-student.

It is the opinion of the ELA Department that the following strategies are needed to increase the percentage of students who score in the Met/Exemplary category of school performance in ELA:
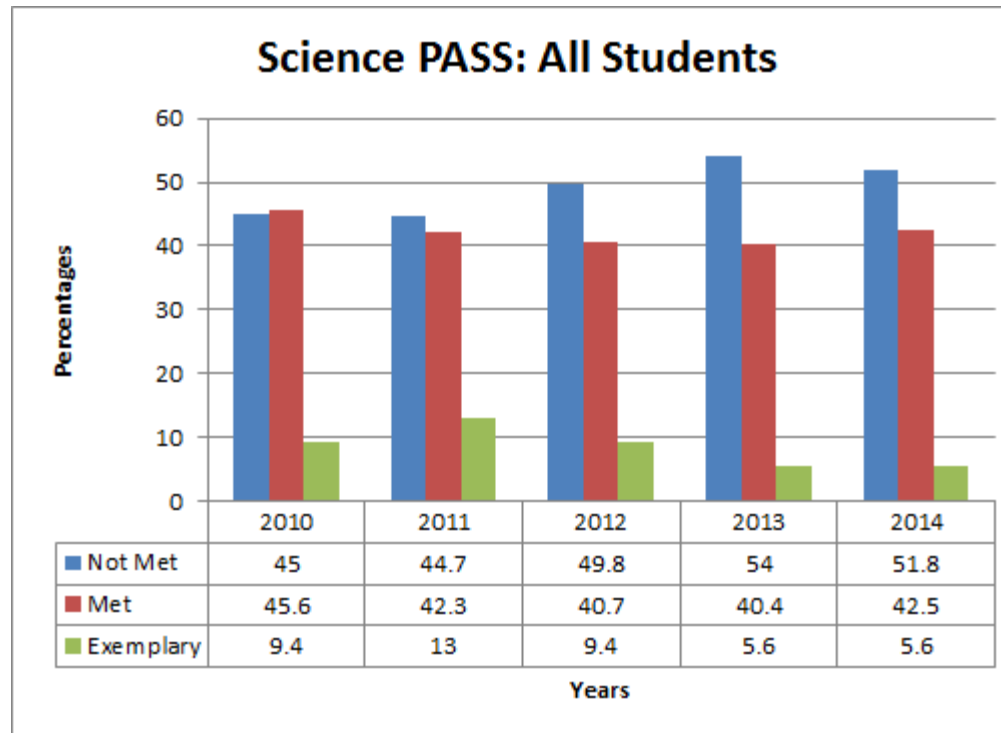- Every teacher must hold the same high expectations for each child, regardless of reading score, abilities, lack of work ethic/ etc.
- Universal organizational strategy for writing that can be used across the board, in all classes

Math PASS: All Students

Years	2010	2011	2012	2013	2014
Not Met	24.1	47.1	51.5	56.9	55.4
Met	36.5	39.4	38.5	33.9	36.7
Exemplary	9.3	13.5	10	9.2	8

Reviewing the Math data from 2010-2013, Lakeview Middle students have increased the percentage of students who score NOT MET by 31.3 percentage points. However, there was a 1.5 percentage point decrease in 2014. Students who score MET have fluctuated, but ended with a 2.8 percentage point increase and EXEMPLARY scores decreased by 1.3 percentage points for the same period.

The influencing factors of increased growth in the area of Math can be attributed to instructional decisions and strategies that are developed through data discussion meetings and analysis; small group and differentiated instruction; increasing resources/methods based on needs assessment; professional development offerings; and the hard work of all stakeholders. The strategies used to help increase the percentage of students who score Not Met are Reflex Math, iXL Math, Stetson Inclusive Strategies, graded daily journals and anchor charts/visual aids. These strategies are implemented to aid the students' multiplication and division fluency, as well as their problem solving, summary, and questioning skills.

In addition, students have also benefited from after-school homework help and ongoing team efforts. Our students have also been motivated through personal goal setting and incentives tied to MAP performance.

Science PASS: All Students

	2010	2011	2012	2013	2014
Not Met	45	44.7	49.8	54	51.8
Met	45.6	42.3	40.7	40.4	42.5
Exemplary	9.4	13	9.4	5.6	5.6

Years

Reviewing the Science data from 2010-2014, Lakeview Middle students have increased the percentage of students who score NOT MET by 6.8 percentage points. There was also a 3.8 percentage point drop for students in the MET column. Students who score MET have fluctuated around the low 40s during that period. The data shows that the science scores have stayed in the same range for the last four years. These are some ways the department feels they can improve our scores:

- Create rigorous assignments in alignment with rigor initiative.
- Provide extra help and comprehensive review for students not successful on the benchmarks when necessary using WebQuest and Compass.
- Increase summarizing activities as outlined in lab write-up format.
- Increase number of hands-on data collection activities available.
- Provide activities that require students to collect and analyze results of real world problems.
- Continue use of word walls for standards and use daily for vocabulary introduction and review.
- Use test taking vocabulary and present students with various test taking strategies and tips.

Social Studies PASS: All Students

Years	2010	2011	2012	2013	2014
Not Met	53.5	53.2	52.4	55.1	55.8
Met	37.8	37.1	37.5	34.8	33.2
Exemplary	9	9.7	10	10.1	11
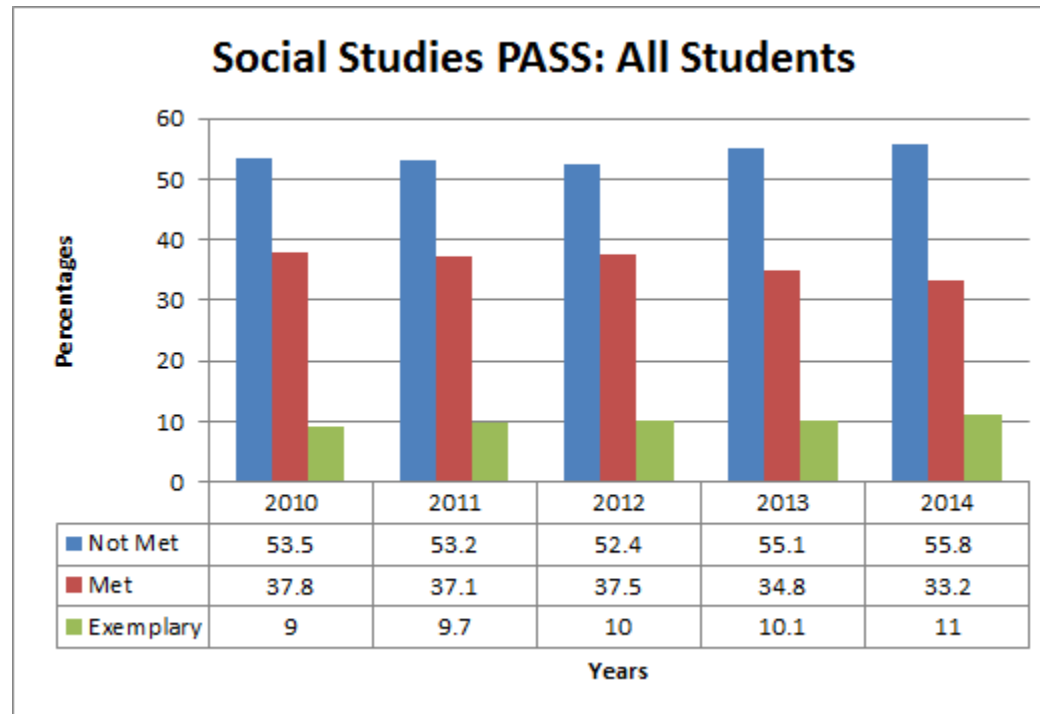
Reviewing the SS data from 2010-2014, students at Lakeview Middle School who scored Not Met, have increased 2.3 percent. However, between 2010 and 2014, there was a 2.0 percentage point increase in the number of students scoring exemplary. The student scores have fluctuated very little over the last 4 years.

The increase in the number of students scoring at the Exemplary level may be attributed to programs such as the after school program, grade level data discussion and analysis of student scores, more literacy and writing across the curriculum (ex. during advisory), differentiated instruction and Professional Development for teachers based on needs assessment.

The greatest weakness is the fact that the students coming to us from 5th grade are several grade levels behind already. Teachers have done a great job in improving the reading level of our students over the years. In addition, students have also benefited from after-school homework help and through ongoing team efforts. Our students have also been motivated through MAP goal setting.

Writing PASS: All Students

	2011	2012	2013	2014
Not Met	53.2	52.4	55.1	50.2
Met	37.1	37.5	34.8	37.9
Exemplary	9.7	10	10.1	11.9
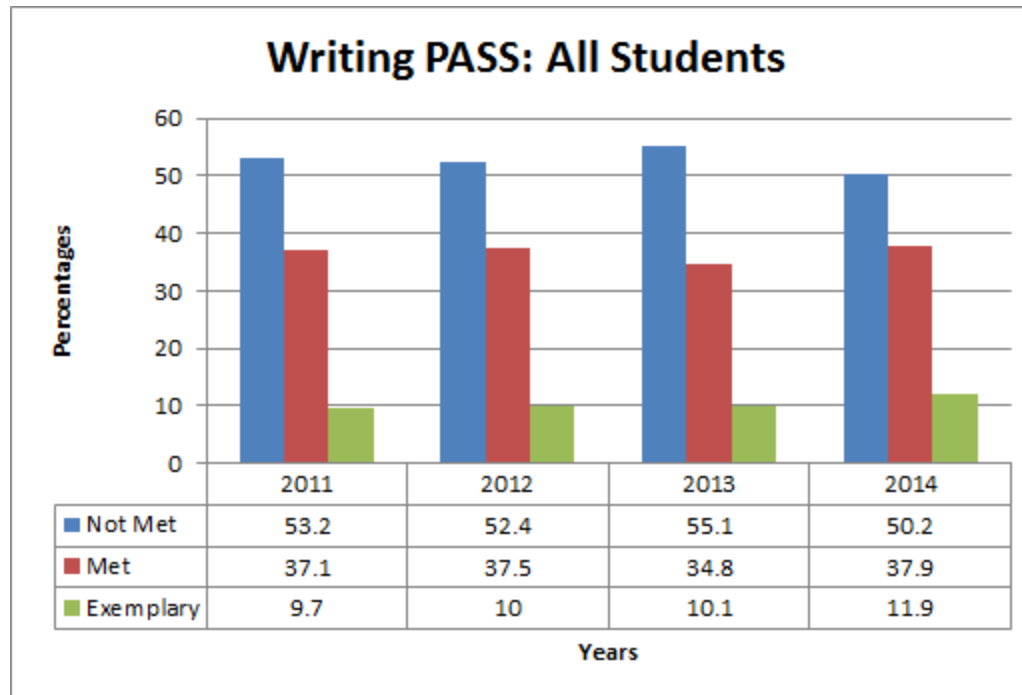
Roughly more than half of the students at Lakeview are "NOT MET" when it comes to writing. This can be due to their organizational strategies and ability to "sift through" a prompt purposefully and remembering to include "key details," from the prompt in the their writing. With the past 4 years, students have slowly improved by an average of 1 percent per year, which is positive. Also, their is a 3 percent decrease in the amount of students scoring in the "Not Met," category for writing within the last 4 years.

In order to see a greater increase, teachers need to find a universal-organizational tactic, when it comes to writing. For example, the 4 Square organizer for Argument Writing and The Somebody Wanted But So, organizer for Narrative Writing to assist students in writing development. Students need to be encouraged to write, regardless of their spelling and sentence structure. At times, students are overwhelmed and worried their writing will not "sound perfect," so they stop writing altogether.

Initiatives Put in Place to Assist Students: Rotating Advisories, where a universal writing practice is issued; practice ACT Writing Prompts; diligent teaching in all-content areas in regards to writing; individualized writing conferencing; Google Docs, allows for a quicker response time when teachers deliver feedback on student-writing assignments.

Students Needs Assessment:

- Continue to implement Stetson Inclusive Strategies to increase test scores in all content areas and overall learning for all students including Resource and Self-contained students, African-American students, Asian, Caucasian, and Hispanic students.

- Continue using Rubicon Atlas for state curriculum standards in all four content areas and Related Arts classes, as well as using the Learning Focused Format Unit Calendars, and Curriculum Maps.

Teacher and Administrator Quality- The 2013-2014 Greenville County Teacher survey results were mostly positive. One area of concern was improving the school-home relationship. 44.5 percent of teachers surveyed disagreed with the statement that they were satisfied with the home-school relationship. Also, 38.9 percent of teachers felt that they had difficulty reaching unmotivated students in their classroom.

Teacher and Administrator Needs Assessment:

- Share information with parents and students about community and school activities that support student learning skills and talents.
- Continue to have a school committee that focuses on family and community involvement.
- Continue to implement Capturing Kids' Hearts program.

Professional Development Calendar

2014-2015

LAKEVIEW MIDDLE SCHOOL

Date	Title of PD	Presenter/Facilitator	Professional Development Hours
8-13-14	Technology: TeachScape Reflection	J. Pass	2 (Tech)
8-21&22-14	PowerTeacher Set-up 2014-2015	Kathy Paige-Griffin	0
8-28-14	Teachers in Training –TNT (Collaborative Planning)	Metris. Cain	1
9-04-14	Fall 2014 MAP In-Service Training	Kathy Paige-Griffin	0
9-15-14	PowerTeacher: 1st Quarter Progress Report Verifications	Kathy Paige-Griffin	1
9-25-14	Technology: Formative Assessment Tools	Dr. Stephanie Williams	1 (Tech)

10-09-14	PowerTeacher: Report Card Verification Protocol	Kathy Paige-Griffin	0
10-16/17-14	WIDA English Language Development Standards	Jane Gomez and Ashley Ziemer	1
10-23-14	Technology: Using Enrich, Excel, and electronic documents for LMS Goal Setting In-Service	Kathy Paige-Griffin	1 (Tech)
10-23-14	PASS Strategies for Social Studies	Cathy Hoplans	1
10-24-14	PowerTeacher: 1st Quarter Report Card Verifications	Kathy Paige-Griffin	0
10-27-14	Progress Monitoring for Science and Social Studies Teachers	Metris Cain	1
10-29-14	Stetson Inclusive Practices, Part I	Latonia Copeland, Doug Hansen, Christina Banks, Kathy Paige-Griffin, Jamarion Twitty, and Metris Cain	2
11-05-14	Stetson Inclusive Practices: Planning Collaborative Lessons	John Walsh (Stetson & Assoc.), Christina Banks	1
11-12-14	Stetson Inclusive Practices, Part II	Beth Huguley, Christina Banks	2
11-17-14	PowerTeacher: Completed Quarter Transfer Grade Assignment Set-Up	Kathy Paige-Griffin	0

11-19-14	Technology: 6th Grade/Introduction to Chrome Books	Dr. Stephanie Williams	1 (Tech)
11-21-14	PowerTeacher: 2nd Quarter Progress Report Verifications	Kathy Paige-Griffin	0
12-4-14	Teachers-N-Training: Stetson Inclusive Practices 1-4	Kathy Paige-Griffin	1
12-10-14	Google Website Training	Beth Barwick	2 (Tech)
1-08-15	Teachers-N-Training: Stetson Inclusive Practices 5-8	Kathy Paige-Griffin	1
1-14-15	PowerTeacher: 2nd Quarter Report Card Verifications	Kathy Paige-Griffin	0
1-29-15	Teachers-N-Training: Stetson Inclusive Practices 9-12	Kathy Paige-Griffin	1
2-9-15	Teachers-N-Training: Stetson Inclusive Practices 1-12	Kathy Paige-Griffin	1
2-26-15	Spring 2015 MAP In-service	Kathy Paige-Griffin	0
3-25-15	Where Are We Now and Where Are We Going: Next Steps	Administrators/ICs	2

4-?-15 (TBD)	Learning Targets (planning for 2015-2016)	Administrators/ICs	2
Total Hours			25

School Climate- The 2013-2014 SDE school environment survey was completed by teachers, 8th grade students, and 8th grade parents. The results are as follows.

Teachers (36 who completed the survey) were satisfied...
- With the learning environment (91.7%)
- Social and physical environment (97.2%)
- School-home relations (55.5%)

Students (135 who completed the survey) were satisfied...
- With the learning environment (62.2%)
- With the social and physical environment (70.6%)
- With school-home relations (79.1%).

Of the 83 parent surveys returned, parents were satisfied...
- With their child's learning environment (69.5 %)
- With the social and physical environment (61%)
- With school-home relations (58.4%)

School Climate Needs Assessment:

- Educate parents about parent portal.
- Continue with parent weekly "shout-outs"
- Strengthen parent coordinator's role in the building
- Make sure parents are aware of the school/grade calendar that is attached to grade-level newsletters and attached to our website, as well as the teacher lesson plans.
- 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.

Appendix A

School Renewal Action Plan 2013-2018 (pages 29-55)

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

X Student Achievement ▫Teacher/Administrator Quality ▫School Climate ▫Other Priority

GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in writing each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in writing as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

X Student Achievement   ▫Teacher/Administrator Quality   ▫School Climate   ▫Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in English each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in English as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in English as measured by ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

X Student Achievement   ▫Teacher/Administrator Quality   ▫School Climate   ▫Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in reading each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in reading as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

X Student Achievement   ▫Teacher/Administrator Quality   ▫School Climate   ▫Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from _87.2% in 2012 to _92.2% in 2018.

ANNUAL OBJECTIVE: Increase by __1__ percentage points annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

DATA SOURCE(S): SDE School Report Card and SDE EOCEP data file used for accountability calculations

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	88.2	89.2	90.2	91.2	92.2
School Actual	87.2	87.2	94.7				
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (MS only)	98.9	98.9	98.5				

End of Course data for MS only includes EOCEP scores for 7th and 8th graders at GCS traditional middle schools and charter middle schools.

X Student Achievement   ▫Teacher/Administrator Quality   ▫School Climate   ▫Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in mathematics as measured by ACT Aspire.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

X Student Achievement   ▢Teacher/Administrator Quality   ▢School Climate   ▢Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from _97.9_% in 2012 to _99.4_% in 2018.

ANNUAL OBJECTIVE: Increase by _0.3_ percentage points annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	98.2	98.5	98.8	99.1	99.4
School Actual	97.9	97.9	80.6				
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (MS only)	99.4	97.6	99.2				

End of Course data for MS only includes EOCEP scores for 7th and 8th graders at GCS traditional middle schools and charter middle schools.

X Student Achievement   ▫Teacher/Administrator Quality   ▫School Climate   ▫Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

% Tested ELA – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested ELA – District Grades 6-8	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – District – Grades 6-8	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

X Student Achievement   ▫Teacher/Administrator Quality   ▫School Climate   ▫Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in science each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

X Student Achievement   ▫Teacher/Administrator Quality   ▫School Climate   ▫Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Strategy 1. Instructional and Curriculum Support **Activities** 1. Afterschool program with an emphasis on all four content areas: Math, ELA, Social Studies, Science. 2. Provide rigorous instruction that meets core content standards expectations of mastery in understanding. 3. Planning sessions with district level Title I ELA and Math Academic Specialists 4. On-going Professional Development on Stetson Inclusive Practices	August 2013- May 2018	1. Administration 2. Administration, Teachers, and Instructional Coaches 3. District Title I ELA and Math Academic Specialists 4. Instructional Coaches and Teachers		1. Title 1 2. N/A	Map Scores SCPass Scores ACT Aspire Scores Attendance
Strategy 2. Literacy Activities 1. Implement Stetson Inclusive practices for all students 2. Implementation of WIDA Standards in ESOL	August 2013- May 2018	1. Instructional Coach and Admin.			SCPASS Scores ACT Aspire Scores
Strategy 3. Technology					
1. Accelerate the intentional use of technology to meet the performance standards as defined by South Carolina	August 2013-	1. Admin, IC's, Teachers			1. MAP Data 2. Benchmark Data 3. Sign-In Sheets for technology PD

State Standards by meeting with the Title I Instructional Technology Facilitator 2. Utilize assessment data to track, project, and support student achievement and drive instruction.	May 2018	2. LMS Staff			4. SCPASS 5. ACT Aspire Scores
Strategy 4. Academic					

Activities
  1. Offer High School credit in ELA and Math.
 	
  2. Offer Virtual School Classes: Virtual School, Spanish I, and Desktop Publishing
	August 2013May 2018	1. Admin, Guidance, Qualified Teachers
		2. Admin, Guidance, Media Specialist, and Media Clerk
					Benchmark Data
					EOC Scores
					Student Schedules

▢Student Achievement   **X** Teacher/Administrator Quality   ▢School Climate   ▢Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: 100% of teachers will be HQ (Highly Qualified)

ANNUAL OBJECTIVE: Maintain 100% of teachers as HQ.

DATA SOURCE(S):   Greenville District HR Department/Lawson Report

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Projected	X	x	100	100	100	100	100
Actual	100	100	100				

STRATEGY Activity	**Timeline**	**Person Responsible**	*Estimated Cost*	*Funding Sources*	*Indicators of Implementation*
Strategy 1. Teachers 1. Hire highly qualified and certified teachers, as outlined in NCLB, in all core subject areas. 2. Provide ongoing training to teachers for the implementation of common core state standards. 3. Teachers will receive ongoing training from Instructional Coaches and Title I (Math and ELA) Academic Specialists in their area of expertise to ensure that instruction and assessments are aligned with curriculum standards and rigorous in nature.	August 2013- May 2018	1. Administration 2. District, Admin, IC, Title I Academic Specialists for ELA and Math 3. Admin, IC, Title I Academic Specialists			1. Lawson Report 2. School Professional Development Calendar 3. Assessment Data
Strategy 2. Support Staff 1. Employ a 1.0 FTE Parent Involvement coordinator to facilitate increased parent involvement and to promote student achievement through academics and attendance. 2. Afterschool program staffed with qualified teachers to provide support to targeted students 2 days per week. 3. Provide professional development on a regular basis to promote continued	August 2013- May 2018	1. Admin 2. Title I Coordinator, Admin, Teachers			1. Parent Involvement Data (i.e. Attendance) 2. After-school Attendance Rosters

learning in all positions.		3. Admin, IC, District Personnel, Teachers.			3. Sign-in sheets for PD sessions
Strategy 3- Professional Development 1. Provide professional development opportunities for all Teachers for use of Promethean Boards, iPads, Edmodo, and other technology areas. 2. Send teachers to professional development for adapting to the new STEAM State Standards. 3. Provide "In-house" professional development in the areas of instruction, technology, and classroom management.	August 2013May 2018	1. District Instructional Technology Facilitator , ICs, District Personnel 2. Admin, Teachers 3. ICs, District Title I Academic Specialists and Instructional Technology Facilitator			1. School Professional Development Calendar 2. Sign-In Sheets

▫Student Achievement ▫Teacher/Administrator Quality **X** School Climate ▫Other Priority

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card – School Profile page – Students section

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	94.9	94.8	90.1				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

▢Student Achievement   ▢Teacher/Administrator Quality   **X** School Climate   ▢Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain a student expulsion rate below 0.5% of the total school population.

ANNUAL OBJECTIVE: Maintain an annual student expulsion rate below 0.5% of the total school population.

DATA SOURCE(S): SDE School Report Card - School Profile page – Students section

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
School Actual	0.2%	0.4%	0.0%				
District Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
District Actual	0.5%	0.6%	0.6%				

▫Student Achievement   ▫Teacher/Administrator Quality   **X** School Climate   ▫Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from _89.8_% in 2012 to __92_% by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by _0.5_ percentage point(s) annually parents who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #5

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	90.0	90.5	91.0	91.5	92.0
School Actual	89.8	77.1	69.5				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1				

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 10-11.

▫Student Achievement   ▫Teacher/Administrator Quality   **X** School Climate   ▫Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from __74__% in 2012 to __86.0__% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by _2.4_ percentage point(s) annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	76.4	78.8	81.2	83.6	86.0
School Actual	74	65.2	62.2				
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES/MS)	83.8	82.7	81.6				

▢Student Achievement   ▢Teacher/Administrator Quality   **X** School Climate   ▢Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from __92.9_% in 2012 to _95.0_% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by __0.5__ percentage point(s) annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #27

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	93.0	93.5	94.0	94.5	95.0
School Actual	92.9	70.9	91.6				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

▢Student Achievement   ▢Teacher/Administrator Quality   **X** School Climate   ▢Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of parents who indicate that their child feels safe at school from _77____% in 2012 to __95.5__% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by _3.7____ percentage point(s) annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #18

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	80.7	84.4	88.1	91.8	95.5
School Actual	77.0	81.6	79.3				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1				

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.

▫Student Achievement   ▫Teacher/Administrator Quality   **X** School Climate   ▫Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from __80.4__% in 2012 to __93.5__% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by __2.62__ percentage point(s) annually students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #30

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	83.02	85.64	88.26	90.88	93.5
School Actual	80.4	78.1	73.9				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

▫Student Achievement   ▫Teacher/Administrator Quality   **X** School Climate   ▫Other Priority

FIVE YEAR PERFORMANCE GOAL: Decrease the percent of teachers who feel safe at school during the school day from _100.0____% in 2012 to _99.0_% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain percentage point(s) annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #39

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	99.0	99.0	99.0	99.0	99.0
School Actual	100.0	96.8	100.0				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

STRATEGY Activity	Timeline	Person Responsible	*Estimated Cost*	*Funding Sources*	*Indicators of Implementation*
Strategy 1-Student Behavior Management Systems Activities 1. Communicate the tiered Discipline System to students. 2. Provide Reward Incentives for all grade levels (6th Grade incentive cards and school wide competition)	August 2013- May 2018	1. Admin, and Teachers 2. Admin, Teachers, and ICs			IMS: Discipline data to include tracking charts, ISS, OSS.
Strategy 2- Student Academics Management Systems **Activities** 1. Provide extrinsic rewards for students maintaining "A" and "A", "B" Honor Roll. 2. Publicize student's names achieving Honor Roll status	August 2013- May 2018	1. Admin. and Guidance 2. Admin. and Guidance			Bulletin board displays
Strategy 3-Career and Guidance Activities 1. Continue use of SCOIS, ACT, and PSAT to evaluate students college and career readiness and to guide students in course selections	August 2013- May 2018	Guidance			*Career Accountability Report **8th Grade** *SCOIS *Enoree Career Center *IGP's Documentation from career

2. Provide career development opportunities. *JA in a Day *Career Day		Guidance			days. * PSAT Data *Choiced Bus **7th Grade** * SCOIS **6th Grade** *Informal Assessment of Career Choice

Strategy 4- Health/Wellness/ Morale
 	
Activities
1. Provide activities, materials, and supports that will improve teacher's overall Health
  • Going the Extra Mile Club
  • Employee of the Month
  • Lakeview Roars
  • Appreciation Week
  • Special Occasion Luncheons
  • Participate in District-Wide Health Initiative
    *After-school Zumba classes
    *10,000 Step/Day Goal/Competition
	August 2013- May 2018	1. Admin, Staff Assignments			School Calendar

Strategy 5- Community Involvement **Activities** 1. Provide parent trainings to inform parents of curriculum	August 2013- May 2018	1. Admin, Title I Facilitator			School Calendar Attendance Data from

standards, academic assistance, SCPASS, ACT Aspire, and MAP testing and their rights as parents. 2. Conduct school wide community nights to encourage parent and student interaction while participating in standards based activities. 3. Increase Home/School Relations/Communications		and Staff, ICs, Teachers, and Guidance 2. Admin, Title I Facilitator and Staff, ICs, Teachers, and Guidance 3. Admin, Title I Facilitator and Staff, ICs, Teachers, and Guidance Webmaster			Parent Night *Phone Blasts, Marquee, teacher web pages, teacher conferences, school web page *Transition Night to share next grade level curriculum standards and expectations

Appendix B

School Report Card 2014

https://ed.sc.gov/data/report-cards/2014/district.cfm?ID=2301

School ESEA Report 2014

http://ed.sc.gov/data/ESEA/2014/school.cfm?SID=2301066