

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

Scope of Action Plan

2013-14 through 2017-18

April 4, 2016

SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL

GREENVILLE COUNTY SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2016-2017 (*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

Dr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Elvira Carona-Mendoza		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mrs. Latonia Copeland		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Latonia Copeland		
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S 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.

- | <u>POSITION</u> | <u>NAME</u> |
|---|------------------------------|
| 1. PRINCIPAL _____ | Latonia Copeland |
| 2. TEACHER _____ | Maureen Phend |
| 3. PARENT/GUARDIAN _____ | Miriam Torres |
| 4. COMMUNITY MEMBER | <u>Bill Powell</u> |
| 5. SCHOOL IMPROVEMENT COUNCIL | <u>Elvira Carona-Mendoza</u> |
| 6. Read to Succeed Reading Coach: N/A _____ | |
| 7. School Read to Succeed Literacy Leadership Team Lead | <u>Latonia Copeland</u> |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
Principal	<u>Latonia Copeland</u>
Literacy Coach	<u>Terri Dew</u>
Literacy Coach	<u>Shasta Looper</u>

***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 Act 135 requirements.

 Academic Assistance, PreK–3

The district 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 **Academic Assistance, Grades 4–12**

The district 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 **Parent Involvement**

The district 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 **Staff Development**

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

X **Innovation**

The district 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.

X **Collaboration**

The district (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).

X **Developmental Screening**

The district 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 district 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 district 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.

X **Parenting and Family Literacy**

The district 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.

X **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 **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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Introduction

At Lakeview Middle School (LMS) we create our Portfolio with input from the Leadership Team (Department Chairs and Team Leaders), the ADMIN Team, other faculty members and 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 backbone 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. Lakeview Middle School is part of On-Track Greenville, an initiative funded by the Social Innovation Fund grant to address the various needs of middle school students in a specific geographical area through a partnership between a variety of community agencies.

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. Our students scored the following in the Need Support category: 52.8% in reading, 31.7% in writing, 40.6% in math. In science, 63% of our students scored Not Met while 56% scored Not Met in Social Studies. It seems that there is a direct correlation between the number of students who need support in reading and their scores on the other standardized test. We have a large number of students who are English Language Learners and who receive Special Education services. We need to address the number of students who are reading below grade level to see a shift in student achievement.

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 50% of our student population. We believe that a stronger focus on literacy skills and comprehension instruction will result in an increased level of performance by our students on standardized testing. 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:

2016 SUPERIOR Rating at State Performance Assessment (Orchestra)

2014 Boys Soccer Championship

2013 & 14 SCMEA Concert Festival Excellence Award

2013-2014 National Beta Club School of Distinction

2011-2012 Boys Soccer County Runner Up

School Profile

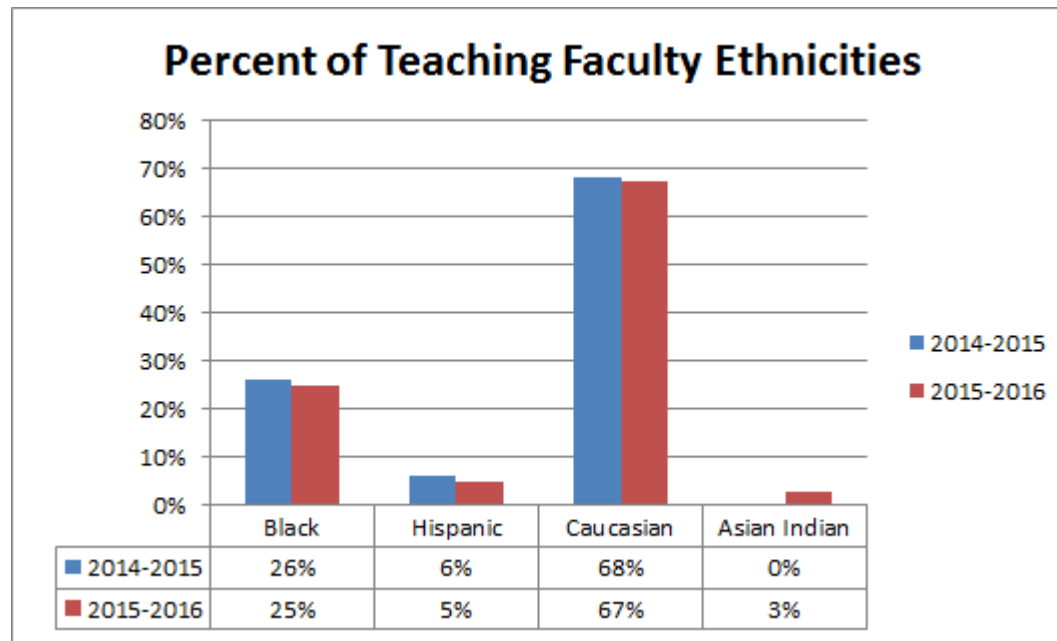
Community- The area surrounding the permanent site of Lakeview Middle School includes the communities of Union, Woodside Bleachery and other small communities. Founded in 1970, Lakeview Middle School is located on Old Buncombe Road approximately fifteen minutes equidistant from Furman University to the 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 2010-2014 Census, the median income of the community that surrounds the school is \$27,813 per year. Students served by Lakeview Middle School are from the West Greenville, Woodside, Poe Mill, and San Souci areas. Of the 537 students at Lakeview Middle School, all 537 have free/reduced lunch payment plans.

Personnel- There are currently 79 employees at Lakeview Middle School. There are 39 full time teachers and 1 half time teacher. On our staff we have an attendance/office clerk, guidance clerk, special education aide, 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, a Title 1 Facilitator (retired--position to be filled), 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 mental health specialist, and four Community-in-Schools liaisons.

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.

Twenty-five percent of the teaching faculty is Black, five percent is Hispanic, sixty-seven percent is Caucasian, and three percent is Asian Indian. Twenty-five percent of the teaching faculty is male and seventy-five percent is female.



Lakeview Middle School professional staff is made up of 40 classroom teachers, four administrators, a Title 1 Facilitator, and support staff which include a media specialist, two guidance counselors, and two instructional coaches.

Educational Levels of our professional staff at Lakeview Middle indicate that 68% have a Master's degree or higher.

Professional Staff: Numbers for Educational Degrees

Bachelor's Degree	12
Bachelor's Degree + 18	4
Master's Degree	24
Master's Degree + 30	9
Doctorate	1
National Board Certified Staff	0

Members - Of the 40 certified teachers at Lakeview Middle twenty-eight percent (11 teachers) have 0 to 5 years' experience, twenty-eight percent (11 teachers) have 6 to 10 years' experience, twenty-eight percent (11 teachers) have 11 to 15 years' experience, thirteen percent (5 teachers) have worked 16 to 20 years, and two have more than 26 years' experience according to the 2015 school report card.

Student Population- The Lakeview Middle School population consists of 537 students in grades six through eight. This enrollment has increased during the last couple of years, but not by a significant amount. The student body is very diverse with 50 percent Hispanic, 23 percent African American, 21 percent Caucasian, 5 percent Multi-Racial, and 1 percent Asian and Native Hawaiian. Free and reduced lunch accounts for 100 percent of our student population. There are 240 ESOL students in levels one to eight, 29 gifted/talented students, and 106 students being served by special education classes with the majority of those students served through inclusion resource classes. Student attendance at Lakeview Middle is 94.5 percent, according to the 2015 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 plans, common lesson plans, and common cohort planning times for subject teachers. Teachers have received professional development on a behavior strategy called "Capturing Kids Hearts". This plan can go hand-in-hand with our School-wide discipline plan. We received our first training session in August 2012 and have participated in follow-up training, coaching sessions, and observations throughout the 2014-2015 school year.

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

SuccessMaker 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. Along with Compass and SuccessMaker, students have access to IXL which is a math and ELA practice site that students are able to access from any internet enabled device. In an attempt to encourage students' responsibility for their academics all students have been trained on how to use Backpack to monitor their up-to-date grades and attendance at any time.

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, iPads, and Computers or Chromebooks. 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:

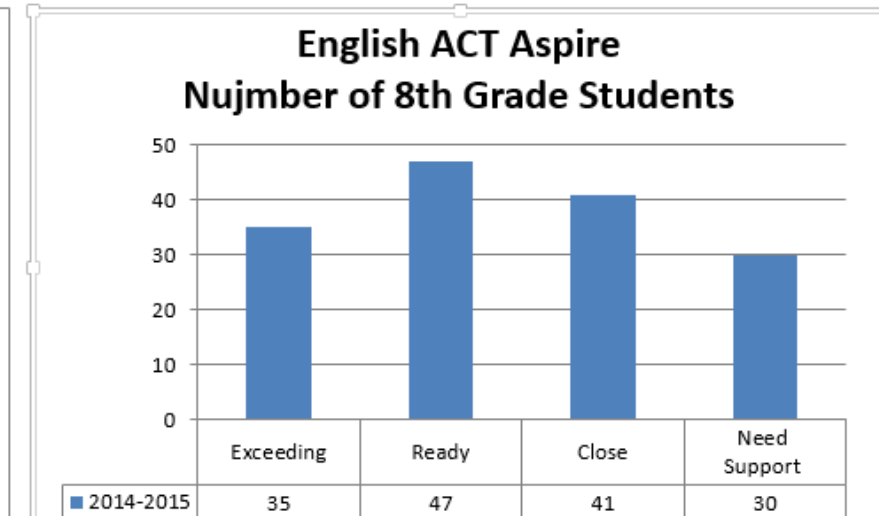
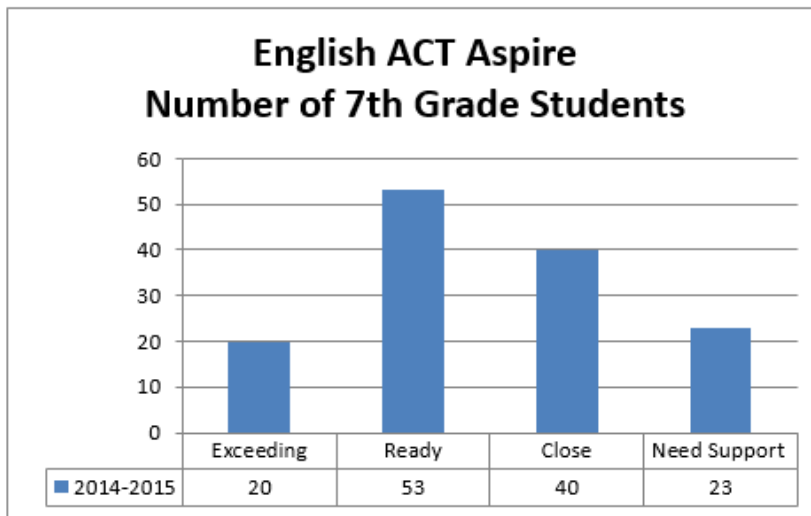
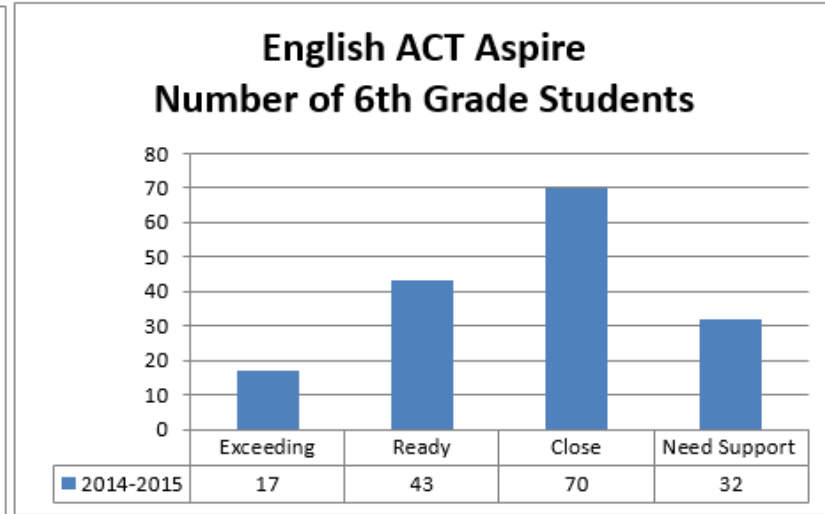
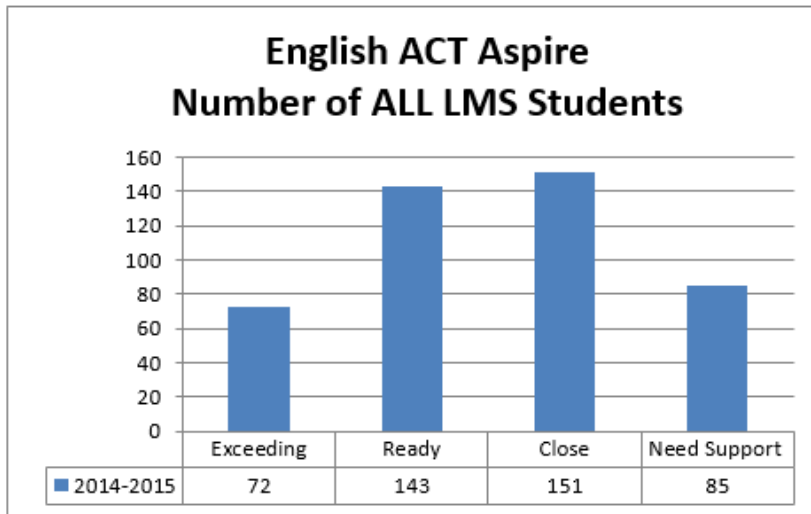
- **TEAM: Together Everyone Accomplishes More**

Data Analysis and Needs Assessment

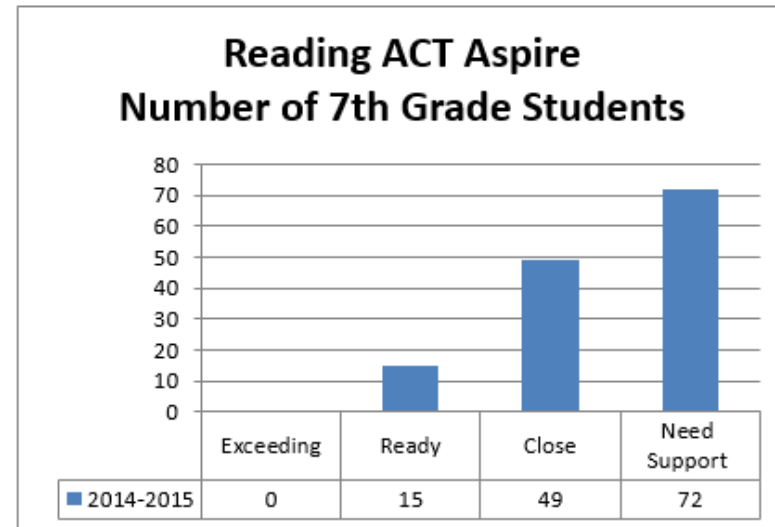
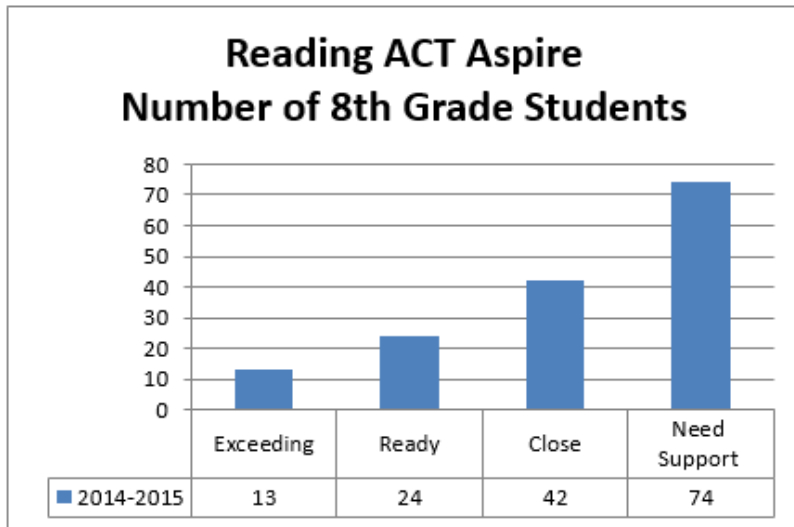
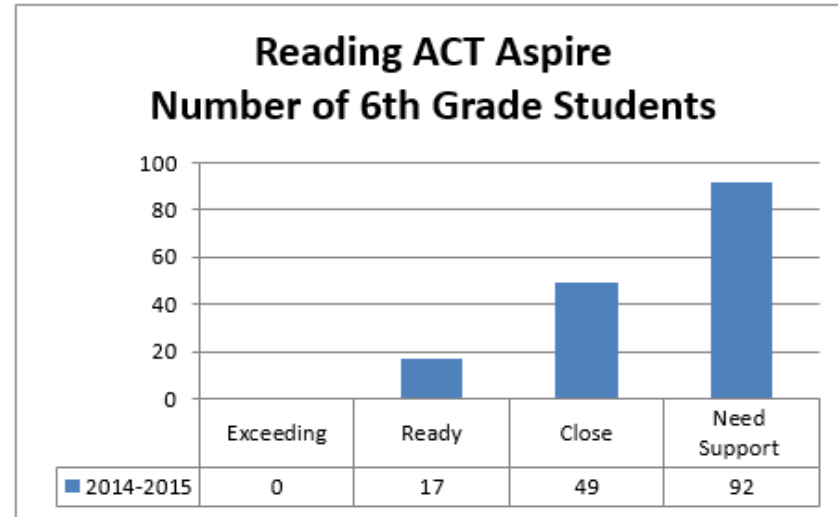
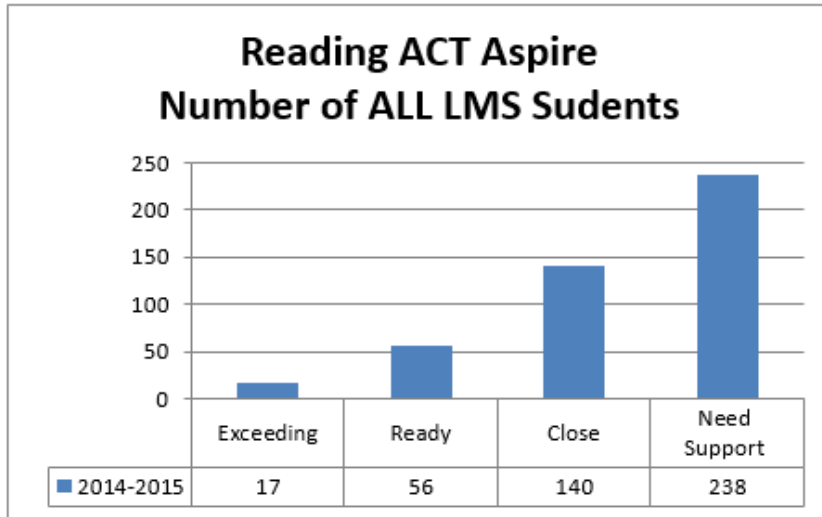
Student Achievement

The ACT Aspire assessment was given to students in grades 3-8 in Spring 2015. Students were assessed in the subject areas of Reading, English, Mathematics and Writing. The Lakeview Middle School results from this first administration of the ACT Aspire test showed that our students did not perform well in the Exceeding or Ready categories in any of the 4 subject areas, as those percentages were lower than those of the District and also the Schools With Students Like Ours. A contributing factor to Lakeview's results was that ACT Aspire was a timed assessment and students have been accustomed to having untimed stated testing with the expectation that the test is finished in the same day that it is begun.

ACT Aspire: English



ACT Aspire: READING



The following analysis is from ACT Aspire English and Reading.

English: Across the board students are “Ready and Close.” 8th Grade was the strongest in English, where grade(s) 7 and 6 seemed to have more students who are “Close and “In need of Support.” The areas where are students need the most support are with vocabulary development, practice with analyzing style and tone of word choice(s) and how they impact meaning and content. Furthermore students need practice with analyzing and modifying sentence structure. Additionally students need strategies for analysis of test material and how specific words and phrases impact meaning and tone.

Reading: Across all grade levels (6-8), students are “In need of support.” Our students are “In need of Support.” 8th Grade seemed to have the most students, of whom, are “Exceeding/Ready,” about 40 percent. Students need support and practice with reading for sustained periods of time with purpose and meaning. Students need strategies for organizing and decoding vocabulary and have a “plan,” for “reading around the word.”

English and Reading Contributing Factors for “In need of Support,” and “Close,” data are the following:

- Lack of Resources (in the home)-being a one-to-one school (ideally) we would like to provide extension reading/writing exercises/homework to further comprehension and development.
 - Parent Communication is provided through our Teacher Websites
 - IXL (English/Math), Google Classroom & Drive
 - Textbook (my.hrw.com) (English/ Math)

It is the opinion of the ELA Department and Leadership Team that the following strategies are needed to address “In need of Support,” and “Close,” data:

- More ESOL Resources and Personnel
- Small Group Reading Instruction
- Trackable Reading Curriculum where students can see their success rates improving.

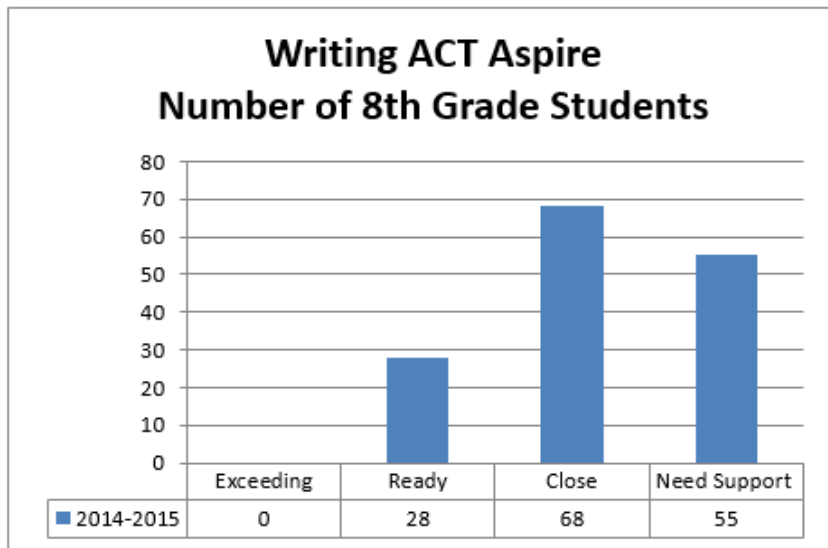
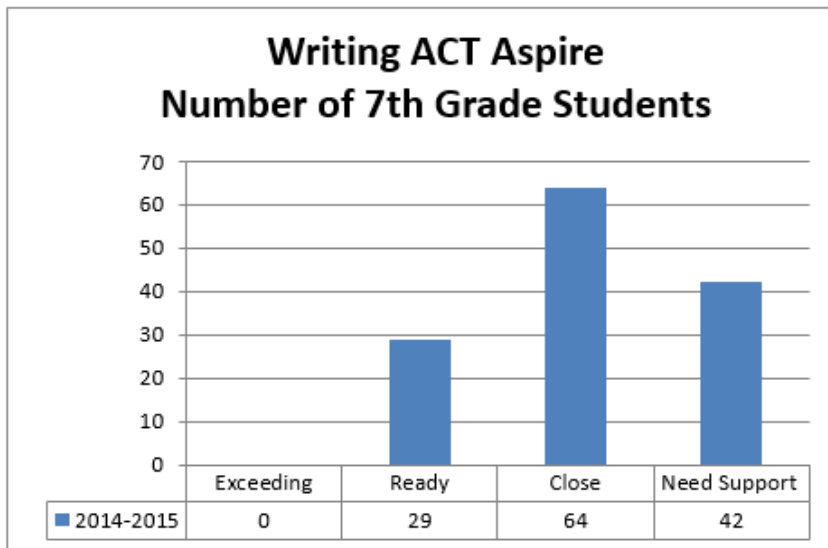
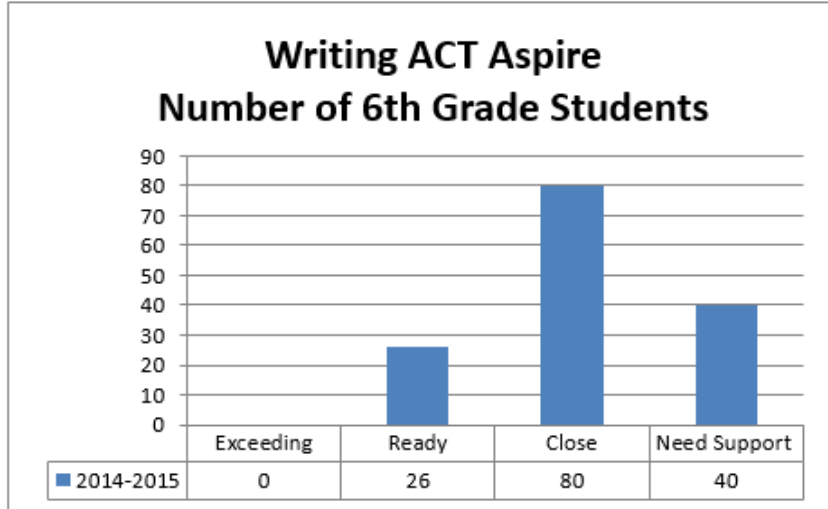
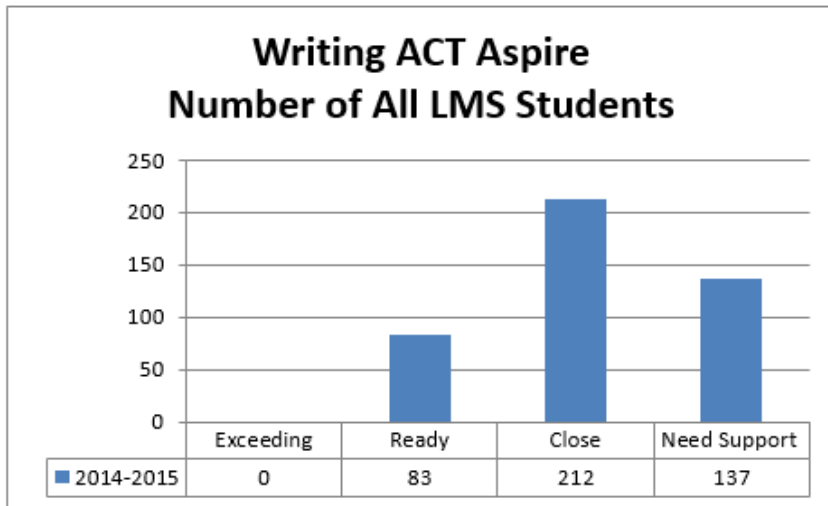
English and Reading Contributing Factors for “Exceeding,” and “Ready,” are the following:

- 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.)
- Literacy Coach (On Track Greenville)- Shasta Looper and Terri Dew who support our school with integrating Literacy Strategies in all content areas.
- 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.
- Overdrive/Follett Shelf

It is the opinion of the ELA Department that the following strategies are needed to increase the percentage of students who score in the “Ready,” and “Exemplary,” 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

ACT Aspire: WRITING



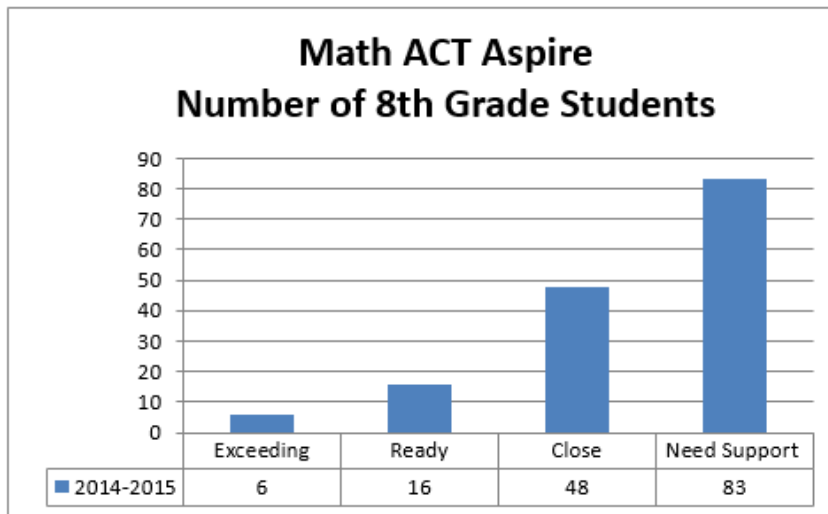
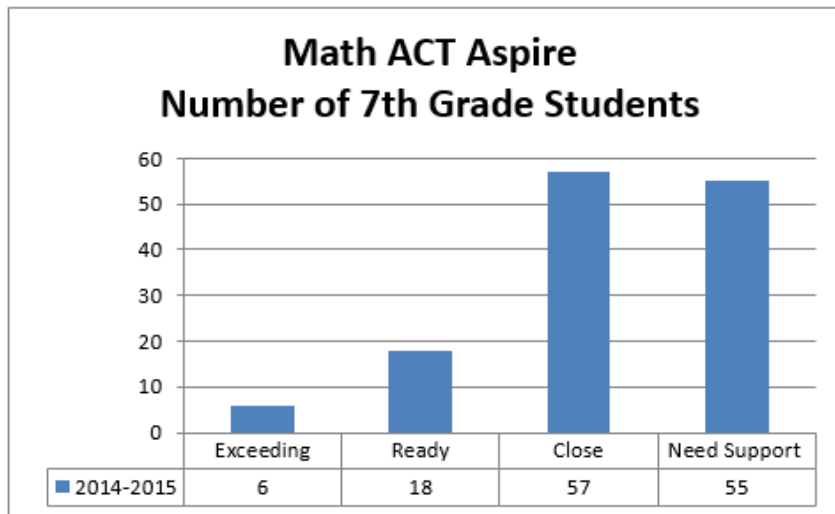
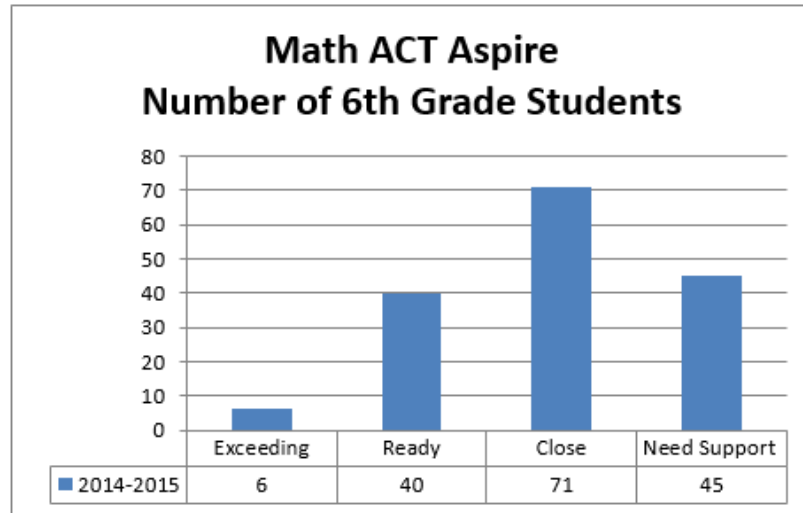
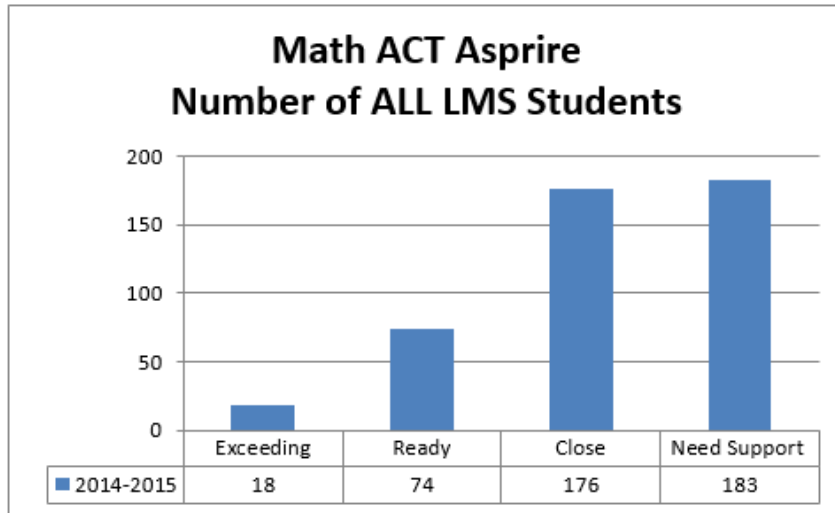
The following analysis is from ACT Aspire Writing

Roughly, more than half of the students at Lakeview are "Close," and/or "In need of support" 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 their writing. Additionally, having the ability to write fluently in English (as a second language) can come as a struggle for many of our Level 2 and Level 3 ESOL students. Writing prompts and exercises are typically filled with Tier 2 and Tier 3 vocabulary. Students need strategies for word development and understanding to help them read/comprehend the writing prompt.

In order to see a greater increase, teachers need to find a universal-organizational tactic, when it comes to writing. Students need a purpose for writing a prompt. 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.

Plans in place for promotion of Writing: Strategic Planning days each quarter for the purpose of breaking down ELA Reading/Writing Standards and incorporating purposeful strategies for: teaching writing, integrating/pre-teaching content vocabulary and finding a purpose for writing.

ACT Aspire: MATH



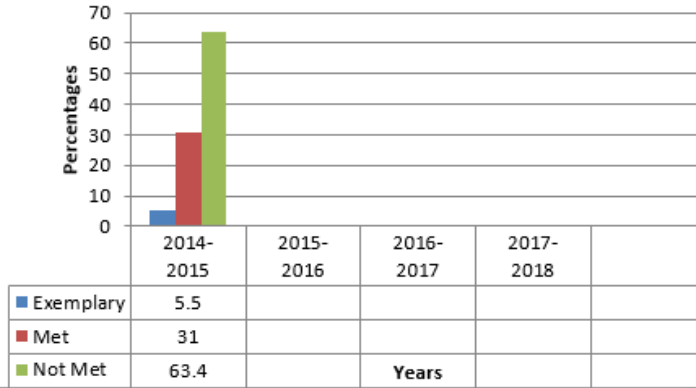
2015 ACT Aspire Analysis:

The new ACT Aspire Math test 2014-2015 offered increased rigor to Lakeview students, resulting in rising levels of students needing support as they move from sixth to eighth grade. Reviewing the SCPASS Math data from 2010-2013, the percentage of students who scored NOT MET increased by 31.3 percentage points; however, there was a 1.5 percentage point decrease in 2014. In comparison, the results from the new ACT Aspire Math test show 40.6% of all students in the Need Support category. Strategies to reduce the percentage of students needing support include 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.

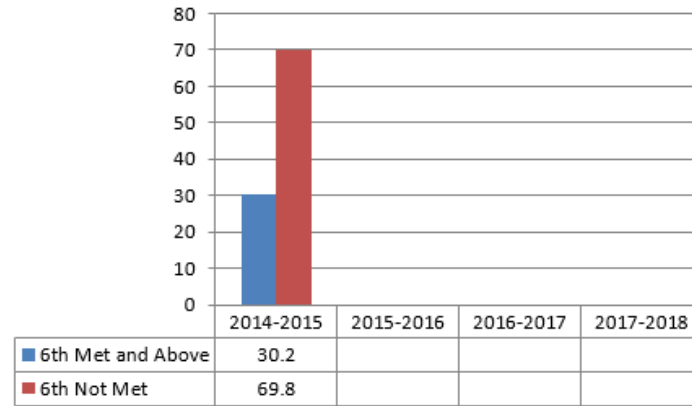
Lakeview students in the Exceeding and Ready categories totaled 20.4%, while 39% hovered in the Close category. Strategies to improve these percentages include data discussion meetings and analysis; small group and differentiated instruction; increasing resources/methods based on needs assessment; professional development offerings; and the hard work of all stakeholders. 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 DATA

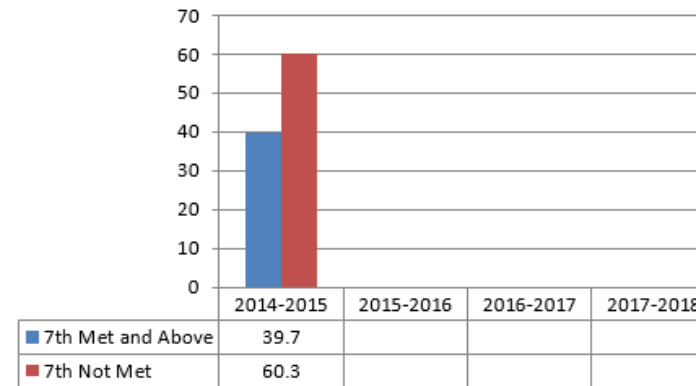
**Science PASS Percentages:
All Students**



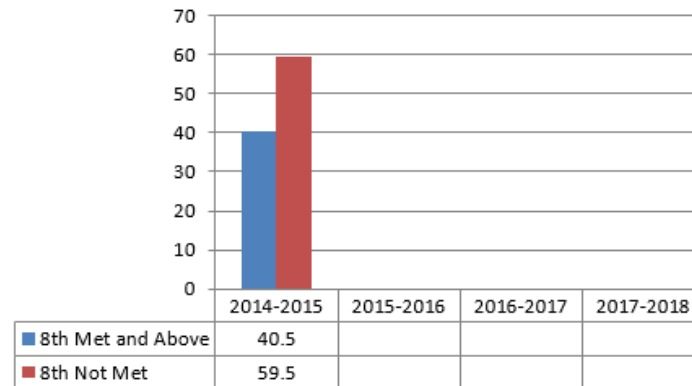
**Science PASS Percentages :
6th Grade**



**Science PASS Percentages:
7th Grade**



**Science PASS Percentages:
8th Grade**

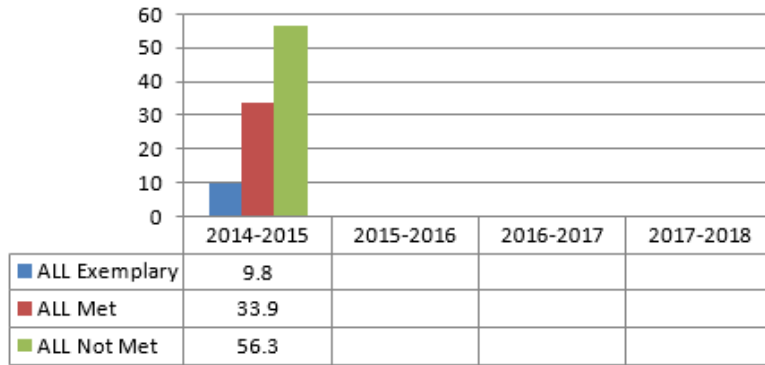


In past years only half of the students in 6th and 8th grade and all of 7th grade students tested in Social Studies or Science. 2014-2015 was the first year that all grade levels tested in both Science and Social Studies. In reviewing the Science data from 2014-2015, Lakeview Middle students 8th grade science has the highest met followed by 7th and 6th grade respectively. There was a drop in scores due to 4 of the 6 teacher being new to the grade level or new to teaching science. To improve the science we will do the following:

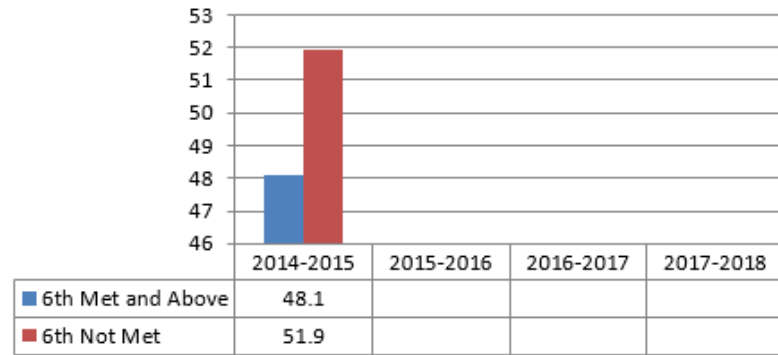
- Create rigorous assignments in alignment with rigor initiative.
- Interactive Note booking to build organizational skills
- Provide supplemental work through Google classroom
- Provide extra help and comprehensive review for students not successful on the benchmarks when necessary using Webquest and Compass.
- Increase summarizing activities as outlined in lab write-up format.
- Explore learning: Gizmo
- Discovery Education Digital textbook
- 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 DATA

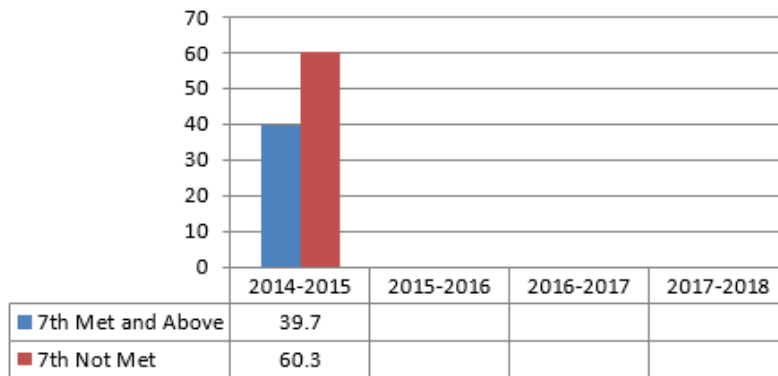
**Social Studies PASS Percentages:
All Students**



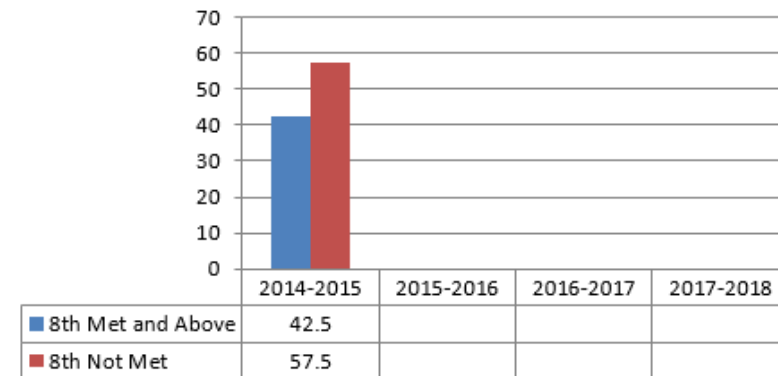
**Social Studies PASS Percentages:
6th Grade**



**Social Studies PASS Percentages:
7th Grade**



**Social Studies PASS Percentages:
8th Grade**



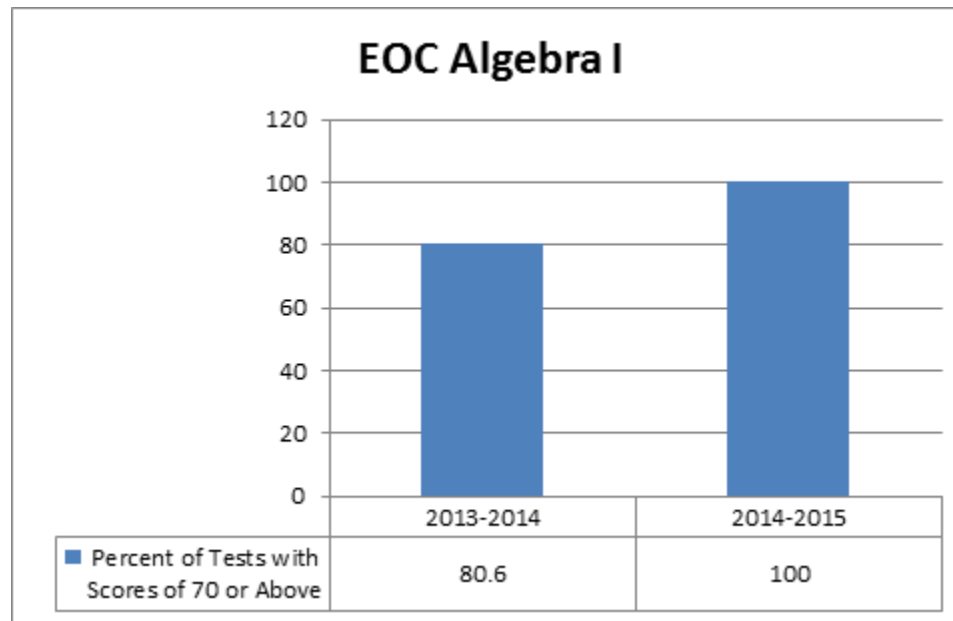
In past years only half of the students in 6th and 8th grade and all of 7th grade students tested in Social Studies or Science. 2014-2015 was the first year that all grade levels tested in both Science and Social Studies. Social Studies data results indicate that 6th grade had the highest percentage of students Met and Above for SCPASS. 8th grade had the next highest percentage of students Met and Above, and 7th grade had the lowest percentage of students Met and Above.

Teacher transitions across grade levels may have attributed to test scores results. Sixth grade students' accessibility to Chromebooks, one to one initiative, in 2015 yielded more efficiency in delivery of instruction through technology to include Classroom Google and test administration through programs such as Google Forms.

The greatest weakness for our students is that many of them are several grade levels behind in reading ability as shown in Fall and Spring MAP test results. 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.

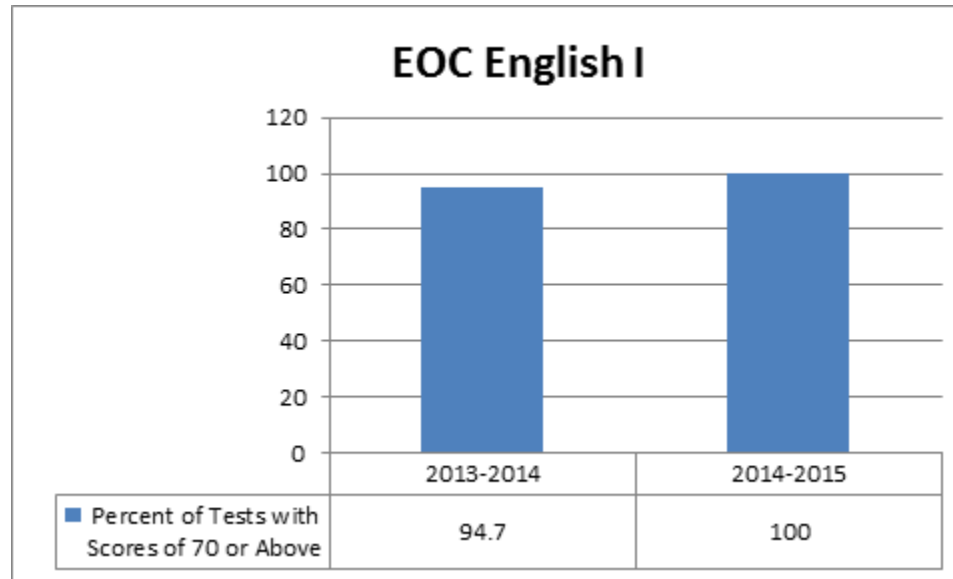
Future plans for improvement moving forward include continued focus on building content and transitional vocabulary, organizational skills inclusive of the interactive notebook, and practice with analyzing informational text by providing students with real world connections provided through primary resources and technology programs such as Awesome stories.

EOCEP Algebra I



There were two different instructors for the two years shown above. The dramatic increase in the percent of scores of 70 or above from 2014 to 2015 has been attributed, by the 2015 teacher, to better decision-making by school personnel when placing students into Algebra I.

EOCEP English I



The percent of students who scored 70 or above on the English I Honors EOC increased from 94.7 % in 2013-2014 to 100% in 2014-2015. The attributing factors to the increase are the following:

- For the 2013-2014 school year, the teacher of record was out for two months for medical reasons. Classes were held through Google Classroom from the teacher of record. Constant contact was made with the students.
- The teacher of record for 2014-2015 EOC English I Honors had taught 98% of the students for two consecutive years. They were in her 7th grade gifted ELA class from 2013-2014. They were aware of the teacher's expectations. Positive rapport and relationships were formed. Student knew they were not just her students but her "children." When the teacher was asked to teach English I from 2014-2015, she had many of the same students. Again, her expectations of them as learners were already established.

- Rigor was another factor. Dr. E.J. Anderson, the ELA interventionist during the 2013-2014 school year, said one of the teacher's strengths, as an ELA educator, was rigor.
- The fourth factor that attributed to the 100% success rate was Choice...choice...choice.
 - Differentiation in teaching the content played a part as well. Students were often allowed to select how they wanted to demonstrate their knowledge by providing them with options concerning assignments. When reading texts, students were expected to write in some way.
- The final factor that attributed to the EOC English I Honors success rate was the teacher's discovery of ways to make learning meaningful for students and challenging them to find ways to connect their learning to the real-world as much as they could.

Students Achievement Needs Assessment:

- Continue to develop and implement literacy strategies in all content areas with guidance and support from school literacy coaches to strengthen literacy proficiency all students including Inclusion, Resource and Self-contained students, African-American students, Asian, Caucasian, and Hispanic students.
- Need for focused implementation of technology resources such as 1 to 1 devices, Google Classroom, and Backpack to increase student responsibility, attention and motivation for improved grades and test scores.
- Need for more bilingual faculty members
- Need from community businesses to be role models for students and share the importance of doing well in school and the positive impact that an education will have on a student's future.
- Need for small group reading instruction to increase student confidence and second language acquisition in both reading and writing skills
- Need for small group math instruction to increase student confidence and basic skills

Teacher and Administrator Quality:

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

Teacher and Administrator Needs Assessment:

- Share information with parents and students about community and school activities that support student learning skills and talents, i.e. School Website, Teacher websites, SIC, PTA, Parent Resource Room, Lakeview Phone Blast Messages
- Continue to have a school committee that focuses on family and community involvement (SIC).
- Continue to implement Capturing Kids' Hearts program.

Professional Development Calendar

2015-2016

LAKEVIEW MIDDLE SCHOOL

Date	Title of PD	Presenter/Facilitator	Professional Development Hours
8-20-15 & 8-25-15	PowerTeacher Set-up 2015-2016	Kathy Paige-Griffin	0
8-25-15 On-Going to EOY	PAWMAZING TEACHERS 6 Sessions	Kathy Paige-Griffin	6
9-1-15	SLO Training	Kathy Paige-Griffin	4
9-3-15	Fall 2015 Web-Based MAP In-Service Training	Kathy Paige-Griffin	0
9-10-15	Google Sites Workshop	District/Teacher Staff	2 Tech
9-14-15	PowerTeacher: 1st Quarter Progress Report Verifications	Kathy Paige-Griffin	0
9-14-15	Google Apps for Education	Dr. Stephanie Williams	2 Tech

9-21-15	Promethean Board Workshop	Dr. Stephanie Williams	2 Tech
9-28-15	Tech Tools	Dr. Stephanie Williams	2 Tech
10-12-15	Google Apps for Education	Dr. Stephanie Williams	2 Tech
10-19-15	Promethean Board Workshop	Dr. Stephanie Williams	2 Tech
10-20-15	PowerTeacher: Report Card Verification Protocol	Kathy Paige-Griffin	0
10-21-15	PAWMAZING TEACHERS	Kathy Paige-Griffin	1
10-23-15	PowerTeacher: 1st Quarter Report Card Verifications	Kathy Paige-Griffin	0
10-26-15	Tech Tools/Movie Maker, Photo Story	Dr. Stephanie Williams	2 Tech
10-27-15	ADMIN Book Study: Learning Targets Part 1, Chapters 1-5	ADMIN TEAM, ICs, PEP Coaches, Title 1 ELA/Math Specialists, Title 1 Facilitator	2
10-28-15	NWEA MAP Reports—Data to Instruction, Part One, Navigating the Website MAP Reports	Kathy Paige-Griffin	2 Tech

11-5-15	TNT: Learning Targets	Metris Cain	1
11-9-15	Google Apps for Education	Dr. Stephanie Williams	2 Tech
11-11-15	LMS IXL Training	Stacy Galli	1 Tech
11-16-15	Promethean Board Workshop	Dr. Stephanie Williams	2 Tech
11-17-15	ADMIN Book Study: Learning Targets Part 2, Chapters 6-9	ADMIN TEAM, ICs, PEP Coaches, Title 1 ELA/Math Specialists, Title 1 Facilitator	2
11-18-15	PowerTeacher: 2nd Quarter Progress Report Verifications	Kathy Paige-Griffin	0
12/1-9/15	December 2015, Title I Mathematics Quarterly Professional Development	Wakesha Fogle	7
12/4-17/15	Lakeview Middle 3rd Q ELA Planning Day	Shayla Read	7
12-2-15 & 12-3-15	NWEA MAP Reports: Data to Instruction Parts 1 and 2	Kathy Paige-Griffin	2 Tech
12-2-15	PAWMAZING TEACHERS	Kathy Paige-Griffin	1
12-15-15	6th Grade Literacy & Stetson w/PEP Session #1	Shasta Looper and Terri Dew	1

1-12-16	7th & 8th Grade Literacy & Stetson w/PEP Session #1		
1-07-16	Inclusive Learning-Continuing the Path of Inclusive Practices	Deitre Helvy	1
1-11-16	Google Apps for Education	Dr. Stephanie Williams	2 Tech
1-12-16	Vertical Planning In-Service for Feeder Elementary Schools to Lakeview Middle	Christina Banks/Dietre Helvy	1
1-14-16	PowerTeacher: 2nd Quarter Report Card Verifications	Kathy Paige-Griffin	0
1-25-16 Rescheduled to 2-22-16	Promethean Board Workshop	Dr. Stephanie Williams	2 Tech
1-28-16	Faculty meeting: What Does Literacy Look Like in the Middle School Classroom?	Shasta Looper and Terri Dew	1
2-1-16	Introduction to Silent Reading in the Middle School Classroom	Shasta Looper and Terri Dew	1
2-4-16	GCSOURCE Training	Jennifer Driscoll	1
2-8 to 2-29/2016	Introduction to Dialogue in the Middle School Classroom	Shasta Looper and Terri Dew	1

2-10-16	Tech Training for Windows 8 Training @ LMS Staff	Dr. Stephanie Williams	1 Tech
	Spring 2015 MAP In-service	Kathy Paige-Griffin	0
2-12-16	PowerTeacher: 3rd Quarter Progress Report Verifications	Kathy Paige-Griffin	0
2-18-16	Introduction to Dialogue in the Middle School Classroom	Shasta Looper and Terri Dew	1
2-25-16	Spring MAP In-Service	Kathy Paige-Griffin	0
3-7-16	Research on Writing and Student Learning	Shasta Looper and Terri Dew	1
3-18-16	PowerTeacher: 3rd Quarter Report Card Verifications	Kathy Paige-Griffin	0
3-21-16	Writing Strategies in the Middle School Classroom	Shasta Looper and Terri Dew	1
4-11-16	Research on Vocabulary Development and Student Learning	Shasta Looper and Terri Dew	1
4-TBD-16	NWEA EOY MAP Data Results	Kathy Paige-Griffin	1
4-26-16	PowerTeacher: 4th Quarter Progress Report Verifications	Kathy Paige-Griffin	0

5-2-16	Introduction to Vocabulary Strategies for Middle School Classrooms	Shasta Looper and Terri Dew	1
TBD	PowerTeacher: 4th Quarter Report Card Verifications	Kathy Paige-Griffin	0
School Year 2015-2016 Points			Non-Tech (43) Tech (26)
Total PD Points 2015-2016			69 Points

The focus of professional development for 2016-2017 will be Literacy and Student Accountability.

School Climate Assessment,

The 2014-2015 SDE school environment survey was completed by teachers, 8th grade students, and 8th grade parents. The results are as follows.

Teachers (42 who completed the survey) were satisfied...

- With the learning environment (**79 %**)
- Social and physical environment (**86%**)
- School-home relations (**43%**)

Students (160 who completed the survey) were satisfied...

- With the learning environment (**78%**)
- With the social and physical environment (**81%**)
- With school-home relations (**86%**)

Parents (68 parent surveys returned) were satisfied...

- With their child's learning environment (**81 %**)
- With the social and physical environment (**75%**)
- With school-home relations (**65%**)

School Climate Needs Assessment:

- Educate parents about parent portal
- Continue with parent weekly "phone blasts"
- Posting School Events on the digital marque
- Plan for 2016-2017 school uniform dress code
- Need more bilingual staff members
- Need for strong community/business partnerships/potential contacts
 - Chick-fil-A
 - Walmart
 - Publix
 - Zaxby's

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

Appendix A

School Renewal Action Plan 2013-2018 (pages 42-70)

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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 SC READY.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by SC READY.

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

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

Baseline data to be established in 2015-16.

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 SC READY.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by SC READY.

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

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

Baseline data to be established in 2015-16.

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	100			
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	79.7 (MS & HS)			

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

*

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 SC READY.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by SC READY.

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

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

Baseline data to be established in 2015-16.

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	100			
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	90.1 (MS & HS)			

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

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 SC READY.

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

DATA SOURCE(S): ESSA 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	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 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	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 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	*			

Students in Poverty	*			
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SC SDE did not provide baseline data for 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	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 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	36.5			
District Projected	X			
District_Actual	72.9			

*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	43.7			
District Projected	X			
DistrictActual	81.2			

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

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<i>Indicators of Implementation</i>
<p>Strategy 1. Instructional and Curriculum Support Activities</p> <ol style="list-style-type: none"> 1. After school program with an literacy 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 Literacy and Stetson Inclusive Practices 5. Weekly EWRS Meetings to discuss flagged students for academics, behavior, and attendance 6. Enrichment, Motivation, Goal-Setting through schoolwide tiered support 7. Reading Assist Classes, Exploratory/Math/ESOL Intervention Classes 8. 6th & 7th Grade Skill Building Classes, Teen Leadership Classes 	<p>August 2013- May 2018</p>	<ol style="list-style-type: none"> 1. Administration 2. Administration, Teachers, Literacy/ PEP Coaches, and Instructional Coaches 3. District Title I ELA and Math Academic Specialists 4. Instructional Coaches, Literacy/PEP Coaches, and Teachers 5. Mental Health Specialist 6. Communities in Schools Student Support Specialists 7. ELA and Math Interventionists 8. RA Teen Leadership Teacher 		<p>Title 1 N/A</p> <p>OnTrack Greenville</p> <p>OnTrack</p>	<p>Map Scores SCPass Scores SCReady Scores Attendance</p> <p>Early Warning and Response System</p> <p>Student Schedules</p>

				Greenville	
Strategy 2. Literacy Activities <ol style="list-style-type: none"> 1. Implement Literacy and Stetson Inclusive practices for all students 2. Literacy Night 3. Student Led Conferences Night 4. SSR--Sustained Silent Reading daily 5. Connects Standards for Self-Contained Students 6. Implementation of WIDA Standards in ESOL 7. Summer BELL Camp for rising 6th Graders 8. EPIC Camp for rising 7th and 8th Graders 	August 2013- May 2018	<ol style="list-style-type: none"> 1. Instructional Coaches, Literacy Coaches Special Education Teachers, Teachers and Admin. 2. Homeroom Teachers 3. Self-Contained Teacher 4. ESOL Teachers 5. LMS Staff 6. LMS Staff, Community members 		OnTrack Greenville	MAP Scores SCPASS Scores SC Ready Scores SC ALT Scores
Strategy 3. Technology					
<ol style="list-style-type: none"> 1. Accelerate the intentional use of technology to meet the performance standards as defined by South Carolina 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. 	August 2013- May 2018	<ol style="list-style-type: none"> 1. Admin, IC's, Teachers, media specialist 2. LMS Staff, GC Source 			<ol style="list-style-type: none"> 1. MAP Data 2. Benchmark Data 3. Sign-In Sheets for technology PD 4. SCPASS and SC Ready Scores 5. GC Source Data

Strategy 4. Academic					
Activities 1. Offer high school credit in ELA, Math, and Art I. 2. Offer Virtual School Classes: Spanish I and Desktop Publishing	August 2013- May 2018	1. Admin, Guidance, Qualified Teachers 2. Admin, Guidance, Media Specialist, and Media Clerk			1. Benchmark Data 2. EOC Scores 3. Student Schedules

Student Achievement 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	100			

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<i>Indicators of Implementation</i>
Strategy 1. Teachers 1. Hire highly qualified and certified teachers, as outlined by the South Carolina Board of Education, in all core subject areas. 2. Provide ongoing training to teachers for the implementation of South Carolina Curriculum Standards 3. Teachers will receive ongoing training from Instructional Coaches, Literacy/PEP Coaches, 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	Administration District, Admin, IC, Title I Academic Specialists for ELA and Math Admin, ICs, Literacy/PEP Coaches, Title I Academic Specialists			1. Lawson Report 2. School Professional Development Calendar 3. Student Assessment Data
Strategy 2. Support Staff 1. 2. Employ a 1.0 FTE Parent Involvement coordinator to facilitate increased parent involvement and to promote student achievement through academics and attendance. 3. Afterschool program staffed with	August 2013- May 2018	1. Admin		CIS OnTrack Greenville for Literacy /PEP Coaches Greenville Health	1. Parent Involvement Data (i.e. Attendance) 2. PTA/SIC/Title I meetings 3. After-school Attendance Rosters

<p>qualified teachers to provide support to targeted students 2 days per week.</p> <ol style="list-style-type: none"> 4. Provide professional development on a regular basis to promote continued learning in all positions. 5. Employ CIS Support Staff--one per grade level 6. Employ Mental Health Specialist 7. Employ School Based Mental Health Counselor 8. Employ School Based Health Clinic 9. Employ Title I School Nurse 10. Employ School Based Nurse 11. Employ Title I Social Worker 12. School Based Speech Therapist 		<ol style="list-style-type: none"> 2. Title I Coordinator, Admin, Teachers 3. Admin, IC, Literacy/PEP Coaches, District Personnel, Teachers. 4. CIS and OnTrack Greenville 5. Greenville County Department of Mental Health 6. Greenville Health Systems Nurse Practitioner and OnTrack Greenville Greenville County Schools/Title I 		<p>System</p> <p>Title I</p>	<ol style="list-style-type: none"> 3. Sign-in sheets for PD sessions
<p>Strategy 3- Professional Development</p> <ol style="list-style-type: none"> 1. Provide professional development opportunities for all Teachers for use of Promethean Boards, iPads, Edmodo, and other technology areas. 2. Provide "In-house" professional development in the areas of instruction, technology, and classroom 	<p>August 2013 May 2018</p>	<ol style="list-style-type: none"> 1. District Instructional Technology Facilitator, ICs, Media Specialist, District Personnel 2. Admin, Teachers 			<ol style="list-style-type: none"> 1. School Professional Development Calendar 2. Sign-In Sheets

management.		3. ICs, Literacy/PEP Coaches, District Title I Academic Specialists, Media Specialist, Guidance Counselors (Naviance and Back Pack Programs) and Instructional Title I Technology Facilitator			
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STUDENT ATTENDANCE

Student Achievement Teacher/Administrator Quality 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	94.5			
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6			

STUDENT EXPULSION

Student Achievement Teacher/Administrator Quality 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%	0.9%			
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%	0.7%			

PARENT SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality 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 2013-14, 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	80.9			
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8			

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

STUDENT SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality 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	78.2			
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	83.9 (ES, MS, HS)			

TEACHER SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality 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	78.6			
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3			

PARENT SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality 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	71.7			
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1	91.7			

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

STUDENT SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality 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	90.6			
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3			

TEACHER SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality 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	90.3			
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3			

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<i>Indicators of Implementation</i>
Strategy 1-Student Behavior Management Systems Activities 1. Communicate the tiered Discipline System to students. 2. Provide Reward Incentives for all grade levels (6 th Grade incentive cards and school wide competition) 3. Caught Doing Good Rewards for Students	August 2013- May 2018	1. Admin, and Teachers 2. Admin, Teachers, and ICs, CIS support staff			IMS: Discipline data to include tracking charts, ISS, OSS. GC Source/EWRS Students participating in Flex Time Positive Behavior Field Trip Movie/Restaurant Tickets
Strategy 2- Student Academics Management Systems Activities 1. Provide extrinsic rewards for students maintaining	August 2013- May 2018				Bulletin board displays Certificates, Pizza, Ice

<p>“A” and “A”, “B” Honor Roll. 2. Publicize student’s names achieving Honor Roll status</p>		<p>1. Admin. and Guidance 2. Admin. and Guidance</p>			<p>Cream Celebrations</p>
<p>Strategy 3-Career and Guidance Activities</p> <p>1. Continue use of career assessments and PSAT to evaluate students college and career readiness and to guide students in course selections</p> <p>2. Provide career development opportunities (JA in a Day, Career Day, Enoree Career Center Tour)</p> <p>3. Provide Character Education by introducing monthly character traits and recognizing students of the month</p>	<p>August 2013- May 2018</p>	<p>1. Guidance 2. Guidance 3. Guidance, Teachers</p>			<p>1. Career Specialist Accountability Report, PSAT data, Naviance reports, Individual Graduation Plans</p> <p>2. JA in a Day for 8th Grade Field Trip to Enoree Career Center Career Day, May 2015, 2016</p> <p>3. Student of the Month Selections</p>
<p>Activities</p> <p>1. Provide activities,</p>	<p>August 2013- May</p>				

<p>materials, and supports that will improve teacher’s overall Health</p> <ul style="list-style-type: none"> • Employee of the Month *Caring Colleagues • Lakeview Roars • Appreciation Week • Special Occasion Luncheons • Participate in District-Wide Health Initiative 	<p>2018</p>	<p>1. Admin, Staff Assignments</p>			<p>School Calendar</p>
<p>Strategy 5- Community Involvement</p> <p>Activities</p> <p>1. Provide parent trainings to inform parents of curriculum standards, academic assistance, SC PASS, SC Ready, and MAP testing and their rights as parents.</p> <p>2. Conduct school wide community nights to encourage parent and student interaction while participating in standards based activities.</p> <p>3. Increase Home/School Relations/ Communications</p>	<p>August 2013- May 2018</p>	<p>1. Admin, Title I Facilitator and Staff, ICs, Parent Involvement Coordinator, Teachers, and Guidance</p> <p>2. Admin, Title I Facilitator and Staff, ICs, Teachers, and Guidance</p> <p>3. Admin, Title I</p>		<p>Title I</p> <p>Title I</p>	<p>School Calendar, Back to School Night, Attendance Data from Parent Night, Monthly SIC Meeting, September PTA Open House, Monthly PTA Meeting, Phone Blasts, Monthly Title I Meeting, Love and Logic Initiative,</p> <p>Literacy/Curriculum Night-Feb. 2016, Student Led Conferences Night-Feb. 2016</p> <p>*Phone Blasts, Marquee,</p>

Appendix B:

Website Link to 2014-2015 School Report Card

<http://ed.sc.gov/assets/reportCards/2015/middle/c/m2301066.pdf>