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

March 31, 2017

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

Crystal Ball O'Connor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mercedes Juan		
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

2

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.	TEACHERS	Tammy Laws and Billy Daniels
3.	PARENT/GUARDIAN	Liliana Tenorio
4.	COMMUNITY MEMBER	Ed Winkler
5.	SCHOOL IMPROVEMENT COUNCIL	Mercedes Juan
6.	Read to Succeed Reading Coach: N/A	
7.	School Read to Succeed Literacy Leadership Team Lead	Latonia Copeland

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.

POSITION	*NAME*
Principal	Latonia Copeland
Literacy Coach	Terri Dew
Literacy Coach	Shasta Looper

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.

4

__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.

Table of Contents

7

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 serve 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

Lakeview Middle School is located in the Northwest area of Greenville County near Furman University. The two story facility has classrooms, a gymnasium, cafeteria, media center, six science labs, and four computer labs. The building was renovated in 2008, when a two story wing was 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 virtual Spanish I. Lakeview Middle School is part of **On-Track Greenville**, an initiative funded by the Social Innovation Fund grant to address the various needs of middle school students in a specific geographical area through a partnership between a variety of community agencies. The On-track services provide Lakeview, Teachers and staff with a dashboard of real-time information about student grades, attendance and behavior. The program: involves community organizations to provide day-to-day solutions for needy families to keep students focused on school. Furman University's Riley Institute will provide research and data analysis, continually evaluating what's working and tracking results.

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.

Student Achievement:

End of Course Student Achievement-

English I-100% passed

Algebra I-100% passed

Needs Assessment Address SCReady Scores for Reading and SCPASS for SC and SS

SC READY/SC PASS-Student Achievement-

	A	B	C	D	E	F
BELOW	47%	38%	11%	4%		

ELA: Reading SC READY 2016

	Does not Meet	Approaches	Meets	Exceeds	Total
6th grade	69	84	37	8	198
7th grade	112	62	8	1	183
8th grade	93	63	17	0	173
87%	**274**	**209**	**62**	**9**	**554**
BELOW	**49%**	**38%**	**11%**	**2%**	

Social Studies PASS 2016

	Not Met 1	Not Met 2	Met	Exemplary	Total
6th grade	34	38	87	44	203
7th grade	68	44	78	4	194
8th grade	33	86	49	24	192
52%	**135**	**168**	**214**	**72**	**589**
BELOW	**23%**	**29%**	**36%**	**12%**	

Science PASS 2016

	Not Met 1	Not Met 2	Met	Exemplary	Total
6th grade	50	38	97	18	203
7th grade	87	70	35	2	194
8th grade	81	51	53	7	192
64%	**218**	**159**	**185**	**27**	**589**
BELOW	**37%**	**27%**	**31%**	**5%**	

In the spring of 2016, the entire district took a new test for English Language Arts and Math. It is called SCREADY. Test results at Lakeview Middle very much need to improve. Our students in grades 6-8, ELA, 9.8% met the standard, while 90.2% did not meet the ELA standard. In 6-8 math, 7.5% met the standard and 92.5% did not meet the standard.

SC PASS Science:

- 6th grade-
    - 17.8% Met or Above and
    - 82%   Not Met
- 7th grade-
    - 30.8% Met or Above
    - 69.2% Not Met
- 8th grade-
    - 26.4% Met or Above
    - 73.6% Not Met

SC PASS Social Studies:

- 6th grade-
    - 42.3% Met or Above
    - 57.7% Not Met
- 7th grade-
    - 38.5% Met or Above
    - 61.5% Not Met
- 8th grade-
    - 30.7% Met or Above
    - 69.3% Not Met

There is a direct correlation between the number of students who need support in reading, and for many, language acquisition, and their scores on the other standardized test. We have a large number of students who are both English Language Learners and who receive Special Education services. However, we also have an impressive number of second language learners and other student groups that need our best practices and diverse teaching strategies to reach all of our poverty students. The need for these students to acquire academic vocabulary is of great concern. Our teachers care and are intensely working on how to make this happen for 100% of our student body. We continue to address the number of students who are reading below grade level so we can see that necessary shift in student achievement for this school.

12

Teacher and Administrator Quality- **All professional faculty at LMS are highly qualified [HQ].** As will be demonstrated in another part of this report, our teachers are well educated and willing to do whatever necessary to improve their practice. For example, this year, Lakeview Middle and the district ESOL department started an in house graduate course with Furman University to improve teacher knowledge of how to best serve second language learners. Survey results from teachers in our building are positive, but they also acknowledge there there areas that need work. One area of greatest need is to work on the school-home relationship. 100% of the teachers in this school claim that they effectively implement the state curriculum standards. Teachers have worked especially hard this year to improve that implementation. Our administrators have both expected and supported that implementation.

School Climate- In regards to our learning environment, school climate, and social and physical environment in the 8th grade, there are areas of opportunity to develop a stronger relationship between home and school. A **parent** survey indicates that our parents feel a strong, welcoming support from the principal. They believe that our teachers care about their child as an individual. However, they still crave positive communication from school to home. Our **students** find their teachers' caring and they expect them to learn. However, students also want their classmates to behave better in class. 100% of our **teachers** indicate that they focus instruction on understanding and not just memorizing facts. 97.4% agree that teachers have high expectations for learning. However, only 57.8% of our teachers are satisfied with home and school relations.

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. Our spring MAP test reflect this reading challenge. Our overall reading performance in our 2017 spring MAP testing reveals:

- 58% of our 6th graders are in the low to low-average Reading Range. (43% average to high)
- 64% of our 7th graders are in the low to low-average Reading Range.(36% average to high)
- 53% of our 8th graders are in the low to low-average Reading Range. (48% average to high)

This is further compounded when we consider that English is not the primary language for over 50% of our student population. We believe that a stronger focus on literacy skills and comprehension instruction will result in an increased level of performance by our students on standardized testing. We are acutely aware of our need to improve our second language students' academic comprehension. In the spring of 2017, 15 of our faculty began

a course in how to most effectively teach our ESOL population. Our faculty is dedicated and desires more professional support for both teaching reading and academic vocabulary development across all grade levels and in every subject area.   The faculty really cares about their students as they continue to develop stronger teacher/student relationships and self-efficacy with expectations that this will translate into student aspirations for their futures.

Accomplishments

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

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 570 students at Lakeview Middle School, all 570 have free/reduced lunch payment plans.

14

Personnel- There are currently 81 employees at Lakeview Middle School. There are 42 full time teachers. 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, 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 is growing in diversity.

Twenty-six percent of the teaching and administrative staff is African American, eight percent is Hispanic, and sixty-six percent is Caucasian. Twenty-four percent of the teaching faculty is male and seventy-six percent is female.

Lakeview Middle School professional staff is made up of 42 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.

15

Professional Staff: Numbers for Educational Degrees

Bachelor's Degree	14
Bachelor's Degree + 18	8
Master's Degree	27
Master's Degree + 30	9
Doctorate	0
National Board Certified Staff	2

Members - Of the 52 certified positions at Lakeview Middle thirty-three percent (17 teachers) have 0 to 5 years' experience, twenty-one percent (11 teachers) have 6 to 10 years' experience, fifteen percent (8 teachers) have 11 to 15 years' experience, twenty-one percent (11 teachers) have worked 16 to 20 years, and ten percent (5) have more than 26 years' experience.

Student Population- The **Lakeview Middle School population consists of 571 students in grades six through eight. T**his enrollment has increased by 34 students from last year. The student body is very diverse with 52% Hispanic, 23 % African American, 19 % Caucasian, 5 % Multi-Racial, and 1 % Asian and Native Hawaiian. **Free a**nd reduced lunch accounts for 100 percent of our student population. There are 298 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.

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

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, Activ-Slates, iPads, and Computers or Chromebooks. The Title I Technology Facilitator offers monthly sessions based on the need of teachers and students.

17

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

SCREADY-English

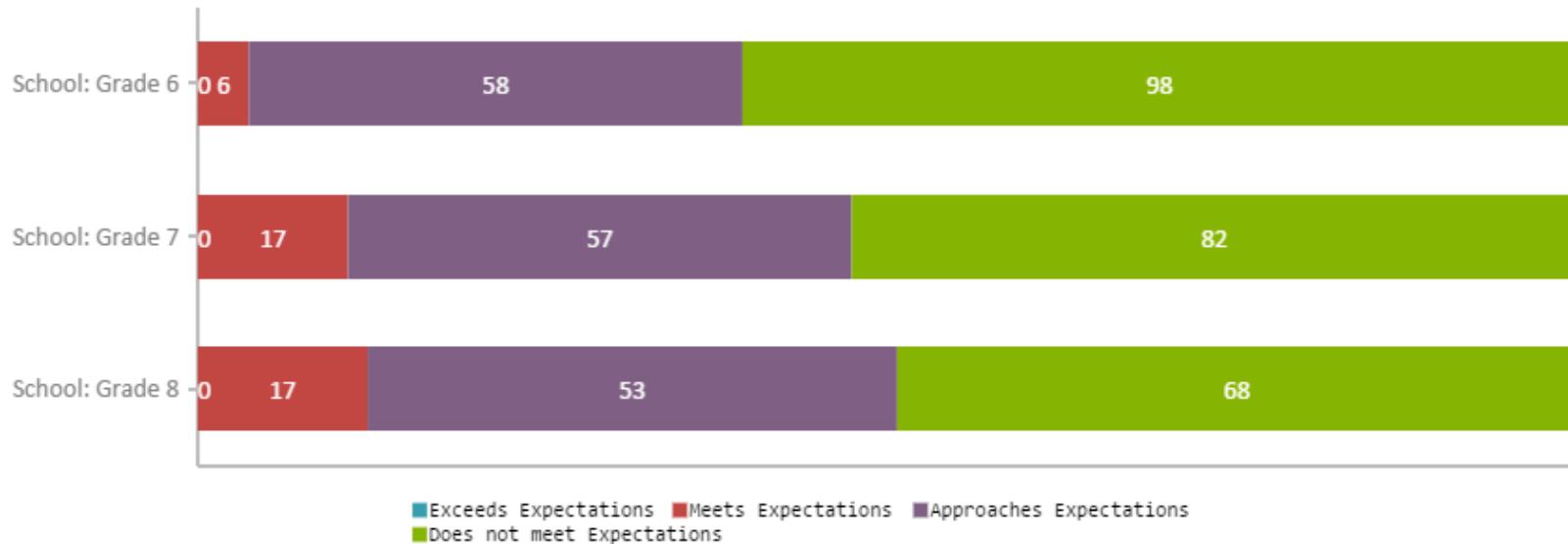- Trackable Reading Curriculum where students can see their success rates improving.

English and Reading Contributing Factors for "Met" and "Above" 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-she has years' experience as an ELA teacher in a Title I school and now serves as ELA Support Coach.)
- Literacy Coach (On Track Greenville)- Shasta Looper who supports our school with integrating Literacy Strategies in all content areas.
- **Quarterly professional development planning days** started in the first nine weeks and have continued each nine weeks forward. The time to work with our ELA Support coach and Rubicon Atlas has allowed our teachers to grow in their depth of knowledge of the standards and how to best implement them.
- Debbie Barron conducts monthly workshops for ELA department heads and that is shared with teachers.
- Debbie Barron conducted two faculty-wide after school trainings on how to do a **Close Read** in November 2016 and January 2017. The workshops were very well received.
- Debbie Barron also worked directly with ELA teachers and inclusion teachers in how to do a Analysis (**Text Dependent TDA)**. A TDA is exactly what students must respond to in the writing portion of **SCREADY.**
- To further enhance **Close Reading**, district specialists Chris Burras (Science), Tami Finley (Social Studies) and Valerie Muller (Math) conducted a workshop entitled "Close Reading Across the Curriculum". It was very effective.
- 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.
- This year, we have worked closely with Ashley Ziemer and Tonya Benjamin with our ESOL students.

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" and "Above" 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.

19

- As a teacher, understand the importance of close reading.
- As a teacher, give students multiple, continual close reading opportunities.
- As a teacher, have students respond to text dependent analysis (TDA) questions and help students learn to do a TDA with accuracy.
- Universal organizational strategy for writing that can be used across the board, in all classes.
- Give students time and expectations to read each day.

School: Grade 6	0 6	58	98
School: Grade 7	0 17	57	82
School: Grade 8	0 17	53	68

■Exceeds Expectations ■Meets Expectations ■Approaches Expectations
■Does not meet Expectations

SC READY Math

Mathematics

Exceeds and Meets: 8.3%
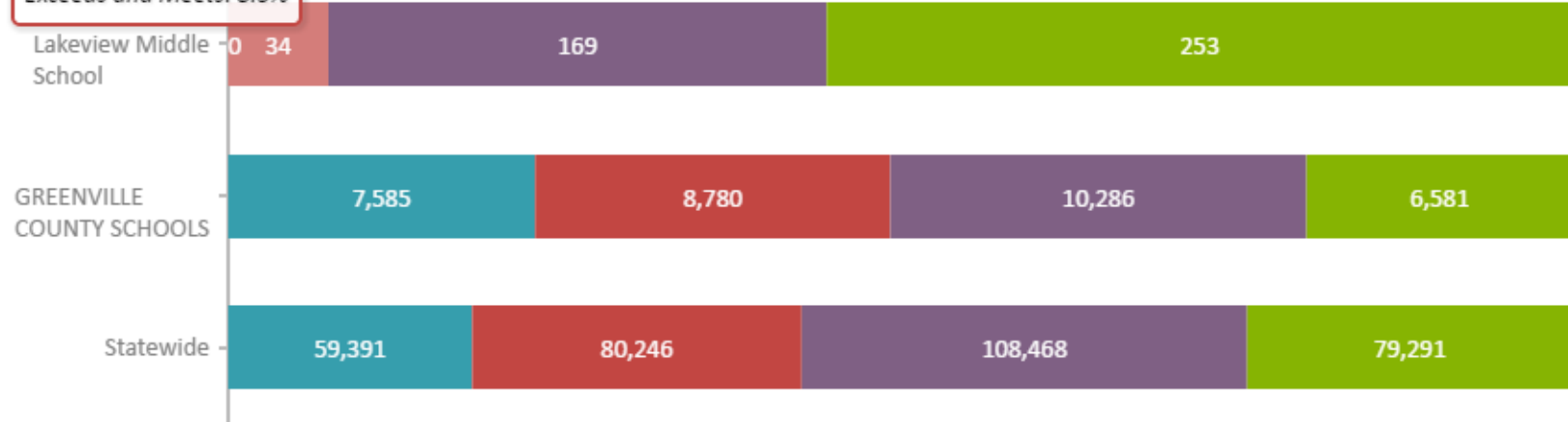
	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does not meet Expectations
Lakeview Middle School	0	34	169	253
GREENVILLE COUNTY SCHOOLS	7,585	8,780	10,286	6,581
Statewide	59,391	80,246	108,468	79,291

■ Exceeds Expectations ■ Meets Expectations ■ Approaches Expectations
■ Does not meet Expectations

	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does not meet Expectations
School: Grade 6	0	16	65	82
School: Grade 7	0	5	52	97
School: Grade 8	0	13	52	74

21
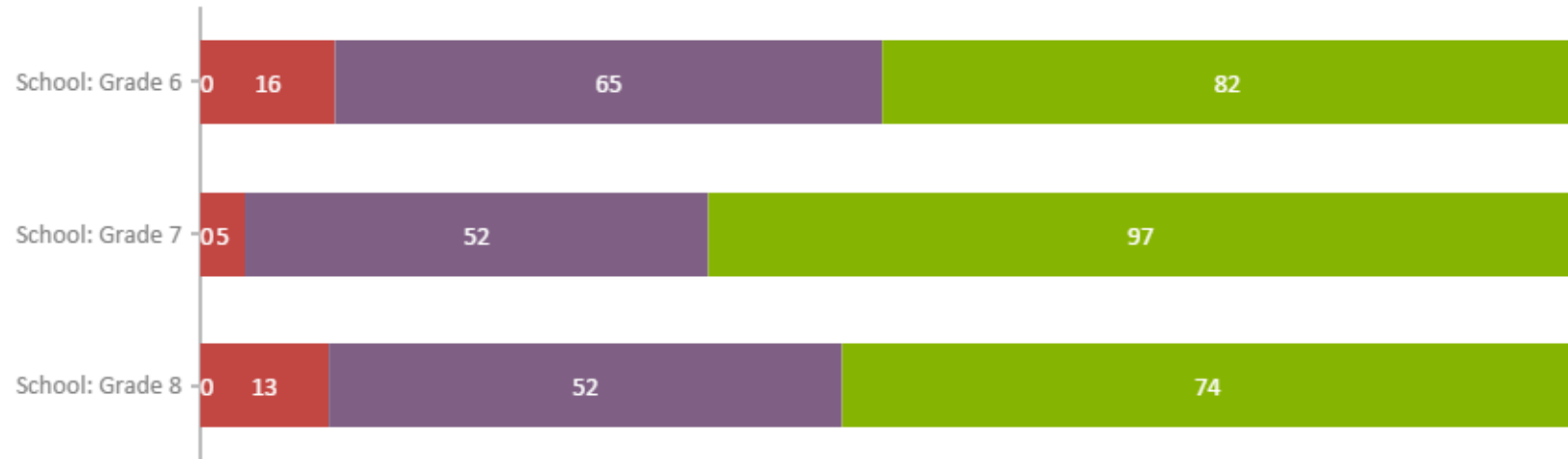
2016 SCREADY Math:

Our school wide percentage of students meeting the standard in Math was 7.5%. That means that we had 92.5% students not meet the standard.

What we have done to improve these scores in 2016-2017:
- We have implemented Quarterly plannings for grades 6 through 8. Teachers have met with Terri Dew, math specialist to deeply plan instruction.
- Wakesha Fogle, math specialist, has worked directly with a few specific math teachers in our building.
- Title I has made plans for our math teachers to attend the SC Council Teachers of Mathematics on November 16-17, 2017 in Greenville, SC.

2016 SC PASS Science

SCPASS

The SC Palmetto Assessment of State Standards (SCPASS) was given to students in grades 4 - 8 in Spring 2016. Students were assessed in the subject areas of Science and Social Studies.

"Exemplary": student demonstrated exemplary performance in meeting the grade level standard.

"Met": student met the grade level standard.

"Not Met": student did not meet the grade level standard.

Note: Results include SC-Alt assessent results.

Science
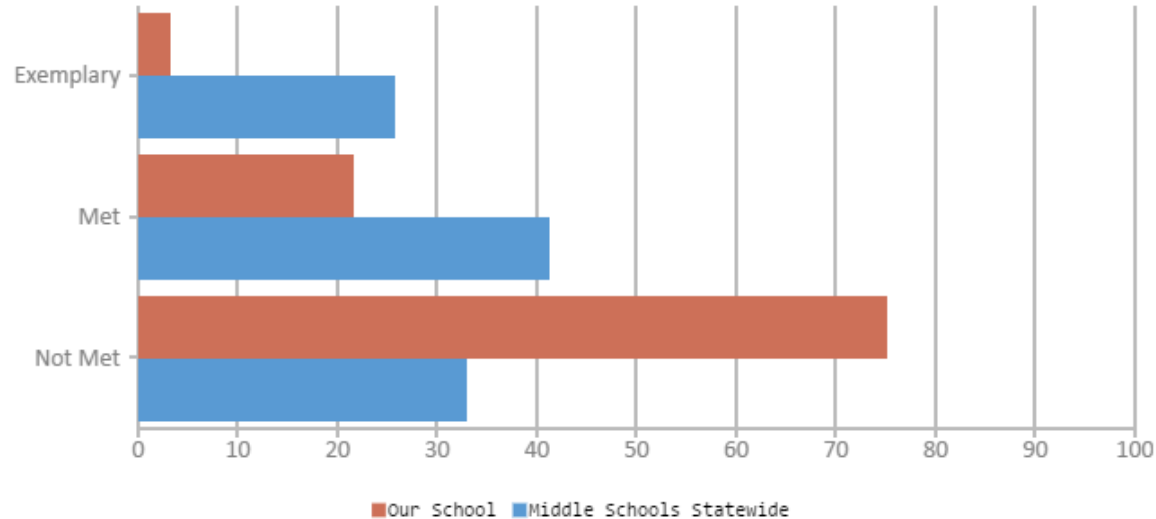
Our School   Middle Schools Statewide

SC PASS Science:

- 6th grade-
  - 17.8% Met or Above and
  - 82%   Not Met
- 7th grade-
  - 30.8% Met or Above
  - 69.2% Not Met
- 8th grade-
  - 26.4% Met or Above
  - 73.6% Not Met

To improve SC PASS Scores:

 Use the rigorous TE21 assessments 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
· Labs-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.

24

Social Studies

Exemplary
Our School: **7.4%**
Middle Schools Statewide: **34.8%**

Legend: ■ Our School ■ Middle Schools Statewide

Our School: Percent Met and Above for each grade level

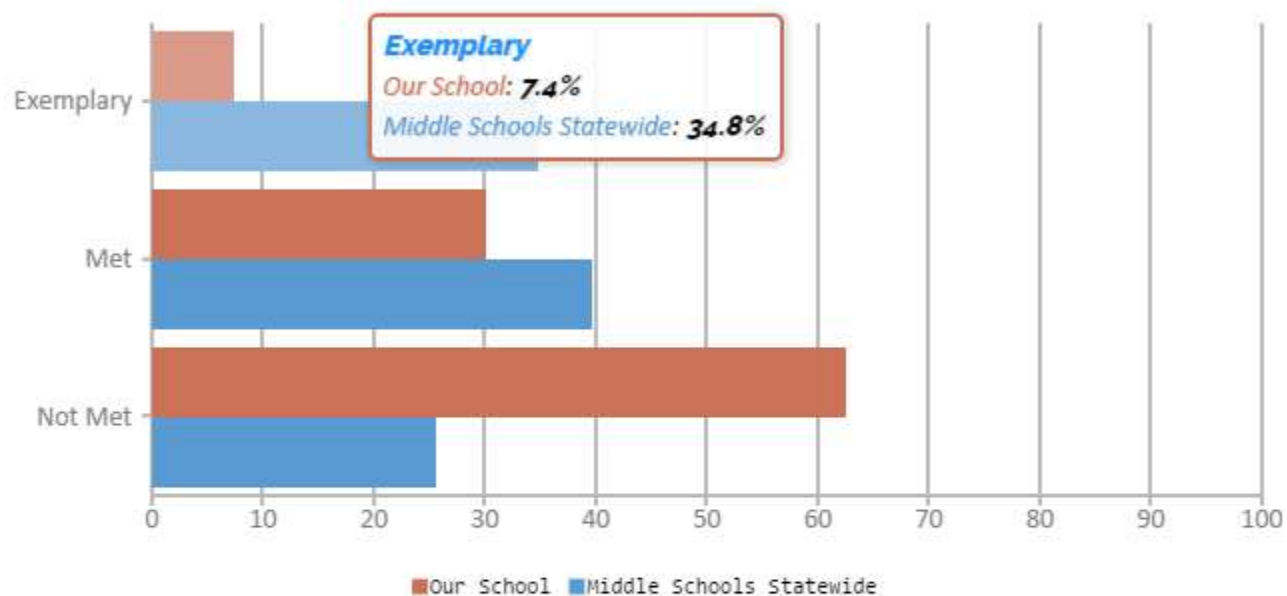| 6th Grade	7th Grade	8th Grade
42.3	38.5	30.7

25

SC PASS Social Studies:

- 6th grade-
    - 42.3% Met or Above
    - 57.7% Not Met
- 7th grade-
    - 38.5% Met or Above
    - 61.5% Not Met
- 8th grade-
    - 30.7% Met or Above
    - 69.3% Not Met

To improve Social Studies:

- Use the rigorous TE21 assessments in alignment with rigor initiative
- Interactive Note booking to build organizational skills
  Use in classroom timelines in history
- Provide supplemental work through Google classroom
- Provide extra help and comprehensive review for students not successful on the benchmarks.
- Increase summarizing activities as outlined in lab write-up format.
- Use Atlases and include an understanding of geography more
- Discovery Education Digital textbook
- Increase number of hands-on 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.

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 and EOCP English I

End of Course Tests

Percent of tests with scores of 70 or above on:	Our School
Algebra 1/Math for the Technologies 2	100.0
English 1	100.0
Biology 1	-1.0
US History and the Constitution	-1.0
All Subjects	100.0

Abbreviations for Missing Data: -1 = N/A-Not Applicable   -3 = N/R-Not Reported   -4 = I/S - Insufficient Sample

The percent of students scoring 70 or above on the English I Honors EOC increased from 94.7 % (2013-2014) to 100% (2014-2015). In 2015-2016, our scores remain at 100% passage of both Algebra I and English I.

The attributing factors:

- **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 final factor 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.**
  - **Lastly, I would say interweaving writing and reading as much as possible. When we read texts, they were always expected to write in some way.**
- **Discovering ways to make learning meaningful for them 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

29

- Continue to have a school committee that focuses on family and community involvement (SIC).
- Continue to implement Capturing Kids' Hearts program.

Lakeview Middle School Title I Calendar 2016-17

August 2016	Time of day	Title of Presentation	Presenter
15	1:30-2:30	PEP Presentation	
18	First planning	TNT Gradebook Setup	Hampton/Jordan
25	4:00-5;00	TNT- Content and Literacy Discipline-Google Sites	Beaman
30	First planning	MAP Training	Jordan
September			
1	First planning	TNT- Word Walls	Jordan/Hampton
21-22	All day	TE21 Training-	Wilkins, Hampton, Laws
22	TNT during first planning	Student Learning Objectives (SLO)	Jordan
26	Furman Consortium	Kelly Gallagher- *Deeper Reading Comprehending Challenging Texts*	Hampton, Jordan, Calhoun, Enjaian
26	3:45-4:30	Mentor/Mentee Meeting 1	Hampton, Jordan
27	All day	Q2 ELA 6th Grade Planning	6th grade ELA teachers
30	All day	7th ELA Planning Day	7th grade ELA teaches
October			
3	All day	6th Math Planning Day	6th math teachers
4	All Day	7th Math Planning Day	7th math teachers
4	3:45 to 4:30	Department meetings for ELA, Math, Science, Social Studies, related arts	All lakeview teachers
5	All Day	8th Math Planning	8th math teachers

		Day	
6	All Day	8th ELA Planning Day	7th grade ELA teachers
6	First planning	TNT USA Test Prep -	Shane Peek
10	3:45 to 4:45	GAFE I-Drive, Docs	Shane Peek
11	All day	6th Grade SS Q2 Planning Day	6th grade SS teachers
12	All Day	7th SS Q2 Planning Day	7th SS teachers
13	In-Service Day	TI-21	Hampton, Wilkins, Laws
18	All Day	8th SS Q2 Planning Day	8th SS teachers
19			
20			
24	3:45 to 5:15	GAFE-II Google Classroom	Peek
27		IC/Principals Meeting	Copeland, Hampton, Jordan
28		Q2 grade 7	Science
31	all day	Q2 Grade 6	Science
November			
2	Furman Consortium-	Focusing on Literacy that Matters	Mary Howard
2	3:45 to 5:00	Text Dependent Analysis	Debbie Barron Webinar
7	3:45 to 5:15	GAFE III-Slides and Sheets	Shane Peek
7	all day	Q2 grade 8	Science
3	TNT-Planning Periods	The importance of Tier Two Words	Hampton, Jordan
13	all day	TE 21/ Mastery Connect Roll Out	Wilkins, Hampton, Laws
14	3:45-5:15	GAFE IV-Google Forms	Shane Peek
16	3:45-5:00	Close Reading-Non fiction	Debbie Barron

31

17	TNT-planning periods	SAMR Technology Workshop	Peek
28	TNT-first planning	TE 21 Experts Recap and discuss Data	Howard
29	½ day for all teachers	Close Reading with Debbie Barron-Literary Text	ELA, ESOL, Inclusion and some Related Arts Teachers
December			
1		Q3 Planning TBA	Math, Science, ELA, SS
2		Q3 Planning TBA	Math, Science, ELA, SS
5		Q3 Planning TBA	Math, Science, ELA, SS
6		Q3 Planning-TBA	Math, Science, ELA, SS
7		Q3 Planning- TBA	Math, Science, ELA, SS
8	TNT-planning periods	What is Disciplinary Literacy	Read, Looper and Dew
8		Q3 planning	ELA 8 th Read
8		Q3 Planning TBA	Science, SS
12		Q3 Planning TBA	Math, Science, SS
12	3:45-4:30	Mentor- Mentee	Hampton, Jordan
13		Q3 Planning TBA	ELA 7th grade
14		Q3 Planning TBA	Math, Science, SS
15		Q3 Planning	6th ELA
January			
4		Q3 Planning TBA	Math, Science, SS
5		Q3 Planning TBA	Math, Science, SS

5	1st planning	Text Dependent analysis-Debbie Barron	ELA, ESOL, and Inclusion classes
6		Q3 Planning TBA	Math, Science, ELA, SS
10-11	ELA all Periods	Benchmark Q 2	ELA Benchmark
12	Math all Periods	Benchmark Q 2	Math Benchmark
12	Planning Periods	Optional-Technology-Socrative Mastery Connect	Shane Peek
13		District Professional Development Day	TBA
17	SS all periods	Benchmark Q 2	SS Benchmark
19	Science all periods	Benchmark Q2	Science Benchmark
19	TNT planning periods	Developing Collaborative Culture	Read, Looper, Dew
23	3:45-4:30	Mentor-Mentee	Hampton, Jordan
25		Furman Consortium 1 to 1 Project Based Classroom	Lisa Foster Cloer
27	8:30-12:00 noon	IC Principals Meeting	Copeland, Hampton, Jordan
February			
13	3:45-4:30	Mentor-Mentee	
16	First Planning	TNT MAP Refresher Training	Jordan, Hampton
20	Presidents' Day		
21-22	South Carolina Council for the Social Studies	South Carolina Council for the Social Studies	Lewis, King, Jordan
23	8:30-12:00	Principal/IC Meeting	Copeland, Hampton, Jordan

33

23-25	Leave on Thursday am or at noon	International Reading Association Hilton Head, SC	ELA three teachers
28	Faculty Meeting	Follow up on Close Reading and TDA's	Read
March			
1		Q4 Planning ELA, Math	TBA
2		Q4 Planning ELA, Math	TBA
3		Q4 Planning ELA, Math	TBA
3-5	SC Middle School Conference	http://www.scamle.org/conferences.html	TBA
6		Q4 Planning ELA, Math	TBA
7		MAP Testing Reading	
8		MAP Testing Math	
9	TNT-first planning	Counselor's Scheduling	Odom and Giodani
13		Q4 Planning ELA, Math	TBA
14		Q4 Planning ELA, Math	TBA
20	3:45-4:30	Mentor-Mentee	Hampton, Jordan
21	Q3 Math Benchmark	Math Benchmark	All math classes
22	8:30-12:00 noon	Furman Consortium-Using Assessments to Improve Teaching and Learning	Thomas Guskey
23	TNT-planning	Close Reading Across	Burras, Finley, Muller

		the Curriculum	
23-24	Q3	ELA Benchmark	All ELA
28	School Testing Coordinator Training	SC Ready and SC PASS Proctor Training	Hampton, Jordan only
28	Q3 Science	Science Benchmark	all science classes
April			
6		SC Ready and SC PASS	Hampton, Jordan
6	TNT-First Planning	Proctor Training	
27	8:30-12:00	Principal/IC Meeting	Copeland, Hampton, Jordan
MAY			
22	3:45-4:30	Mentor-Mentee	Hampton, Jordan

The focus of professional development for 2016-2017 is Academic Vocabulary and Close Reading across the curriculum.

School Climate Assessment:

Evaluations by Teachers, Students, and Parents

Evaluations by Teachers, Students, and Parents	Teachers	Students*	Parents*
Number of surveys returned	38	159	47
Percent satisfied with learning environment	86.9%	77.3%	78.7%
Percent satisfied with social and physical environment	94.7%	73.6%	71.1%
Percent satisfied with school-home relations	57.8%	75.9%	64.5%

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

The 2015-2016 SDE school environment survey was completed by teachers, 8th grade students, and 8th grade parents. The results are as follows.

Teachers (38 who completed the survey) were satisfied…

- Teachers at my school effectively implement the State Curriculum Standards. (100%)

- Teachers at my school focus instruction on understanding, not just memorizing facts.(100%)

- Teachers at my school have high expectations for students' learning. (97.4%)

- There are relevant professional development opportunities offered to teachers at my school. ((94.7%)

- The school administration communicates clear instructional goals for the school. (86.9%)

- The school administration sets high standards for students. (92.1%)

- I have been bullied by a student at this school. (18.5%)
- I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL (94.7%)

Students (159 who completed the survey) were satisfied…

- My teachers want me to understand what I am learning, not just remember facts. (85.6%)
- My teachers expect students to learn. (95%)
- My teachers expect students to behave. (91.8%)
- My teachers help students when they do not understand something. (84.3%)
- The media center at my school has a good selection of books. (83.6%)
- I use computers and other technology at my school to help me learn. (92.4%)
- I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL. (77.3%)
- Students at my school behave well in class. (42.2%)
- Students at my school behave well in the hallways, in the lunchroom, and on the playground. (47.8%)
- Students at my school know the rules and what happens when students break the rules. (78%)
- I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL. (73.6%)

Parents (47 parent surveys returned) were satisfied…

- I AM SATISFIED WITH THE LEARNING ENVIRONMENT AT MY CHILD'S SCHOOL. (78.7%)
- My child's teachers contact me to say good things about my child. (55.3%)
- My child's teachers tell me how I can help my child learn. (51.1%)
- My child's school returns my phone calls or e-mails promptly. ((71.7%)
- My child's school gives me information about what my child should be learning in school. (61.4%)

37

- The principal at my child's school is available and welcoming. (80%)
- I AM SATISFIED WITH HOME-SCHOOL RELATIONS AT MY CHILD'S SCHOOL. (64.5%)
- My child's teachers care about my child as an individual. (80%)
- Students at my child's school are well-behaved. (55.4%)

School Climate Needs Assessment:
- Make a point to call or email parents with good news from school.
- Expect students to behave in classrooms and in the hallways.
- Educate parents about parent portal
- Continue with parent weekly "phone blasts"
- Posting School Events on the digital marque
- Hire more bilingual staff members
- Have more staff development on needs of second language learners.
- 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
- Continue with OnTrack Greenville to educate the community and build partnerships within the community
- Strengthen parent coordinator's role in the building
- Make sure parents are aware of the district student calendar that is linked to our school website, as well as the teacher lesson plans linked to Lakeview's website

38

- 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

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.

40

☒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.

41

EOCEP % ENGLISH

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.
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42

☒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.

EOCEP % ALGEBRA I

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

44

	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.

SC READY % TESTED

☒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	*			

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	*			

47

American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

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SCPASS SCIENCE

</div>

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).

48

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.*

SCPASS 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	Timeline	Person Responsible	*Estimated Cost*	*Funding Sources*	*Indicators of Implementation*

Strategy 1. Instructional and Curriculum Support **Activities** 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	August 2013-May 2018	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		Title 1 N/A OnTrack Greenville OnTrack Greenville	Map Scores SCPass Scores SCReady Scores Attendance Early Warning and Response System Student Schedules
Strategy 2. Literacy Activities 1. Implement Literacy and Stetson Inclusive practices for all students 2. Literacy Night 3. Student Led Conferences	August 2013-May 2018	1. Instructional Coaches, Literacy Coaches Special Education Teachers,Teachers and Admin.			MAP ScoresSCPASS Scores SC Ready Scores SC ALT Scores

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		2. Homeroom Teachers 3. Self-Contained Teacher 4. ESOL Teachers 5. LMS Staff 6. LMS Staff Community members	OnTrack Greenville	
Strategy 3. Technology				
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	1. Admin, IC's, Teachers, media specialist 2. LMS Staff, GC Source		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:	August 2013-May 2018	1. Admin, Guidance, Qualified Teachers 2. Admin, Guidance,		1. Benchmark Data 2. EOC Scores 3. Student Schedules

52

Spanish I and Desktop Publishing		Media Specialist, and Media Clerk			

▫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	100			

54

STRATEGY 　　Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
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 qualified teachers to provide support to targeted	August 2013- May 2018	1. Admin 2. Title I			1. Parent Involvement Data (i.e. Attendance) 2. PTA/SIC/Title I meetings 3.After-school Attendance Rosters

55

students 2 days per week. 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		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		CIS OnTrack Greenville for Literacy /PEP Coaches Greenville Health System Title I	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. Provide "In-house" professional development in the areas of instruction, technology, and	August 2013May 2018	1. District Instructional Technology Facilitator, ICs, Media Specialist, District Personnel 2. Admin, Teachers			1. School Professional Development Calendar 2. Sign-In Sheets

56

classroom 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			

57

▫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	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			

58

▫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%	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%			

59

☐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.

60

▫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	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,			

61

| | | | | | HS) | | | |

TEACHER SATISFACTION – LEARNING ENV.

▫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	78.6			

62

District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3			

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PARENT SATISFACTION – SAFETY

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▫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	77.0	81.6	79.3	71.7			

Actual							
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.

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STUDENT SATISFACTION – SAFETY

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▢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	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			

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from _99.0_% in 2012 to _100_% 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	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) 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	August 2013-May 2018				

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

Activities 1. Provide activities, materials, and supports that will improve teacher's overall Health • Employee of the Month *Caring Colleagues • Lakeview Roars • Appreciation Week • Special Occasion Luncheons • Participate in District-Wide Health Initiative	2013-May 2018	1. Admin, Staff Assignments			School Calendar
Strategy 5- Community Involvement **Activities** 1. Provide parent trainings to inform parents of curriculum standards, academic assistance, SC PASS, SC Ready, and MAP testing and their rights as parents. 2. Conduct school wide community nights to encourage parent and student interaction	August 2013-May 2018	1. Admin, Title I Facilitator and Staff, ICs, Parent Involvement Coordinator, Teachers, and Guidance 2. Admin, Title I Facilitator and Staff, ICs, Teachers, and		Title I Title I	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, Literacy/Curriculum Night- Feb. 2016,

while participating in standards based activities. 3. Increase Home/School Relations/ Communications		Guidance 3. Admin, Title I Facilitator and Staff, ICs, Teachers, and Guidance Webmaster, Parent Involvement Coordinator, CIS Student Support Staff		Title I	Student Led Conferences Night-Feb. 2016 *Phone Blasts, Marquee, teacher web pages, teacher conferences, school web page Transition Night/Literacy/Curriculum Night--Feb. 2016 to share next grade level curriculum standards and expectations
4. Furman Tutors 5. STEM Tutors 6. Big Brother/Sister Program 7.. OnTrack Greenville		ADMIN CIS Guidance LMS Mental Health Specialist		United Way Grant	GC Source

Website Link to 2014-2015 School Report Card

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