

**Lakeview Middle School**  
**Mrs. Latonia Copeland, Principal**



**The School District of Greenville County**  
**Dr. Burke Royster, Superintendent**

**3801 Old Buncombe Road**  
**Greenville, South Carolina 29617**  
**(864) 355-6400**

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: LAKEVIEW MIDDLE SCHOOL

SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019 (one year)


**Required Signature Page**

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

**Assurances for the School Renewal Plans**

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

**SUPERINTENDENT**

Dr. W. Burke Royster		8-15-18
PRINTED NAME	SIGNATURE	DATE

**PRINCIPAL**

Latonia Copeland		7/31/18
PRINTED NAME	SIGNATURE	DATE

**CHAIRPERSON, BOARD OF TRUSTEES**

Charles J. Saylor		8-28-18
PRINTED NAME	SIGNATURE	DATE

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Norma Patricia		7/31/18
PRINTED NAME	SIGNATURE	DATE

**SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD**

Katry Duty		7/31/18
Latonia Copeland		7/31/18
PRINTED NAME	SIGNATURE	DATE

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

SCHOOL TELEPHONE: (864) 355-6400

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

**[www.greenville.k12.sc.us/lms](http://www.greenville.k12.sc.us/lms)**

**Grades served 6-8**

**Scope of Action Plan (2018-19 through 2022-23)**

### Stakeholder Involvement for School Renewal

Position	Name
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1.	Principal	Latonia Copeland
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2.	Teacher	Janet Bryant
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3.	Parent/Guardian	Maria Arroyo
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4.	Community Member	Ed Winkler
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5.	Paraprofessional	Trent Rucker
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6.	School Improvement Council Member	Norma Patricio
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7.	Read to Succeed Reading Coach	Jennifer Loftis
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8.	School Read To Succeed Literacy Leadership Team Lead	Katey Duty
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9.	School Read To Succeed Literacy Leadership Team Member	Katey Duty
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OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

\*\* Must include the School Literacy Leadership Team for Read to Succeed

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<b>Academic Assistance, PreK–3</b> The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Academic Assistance, Grades 4–12</b> The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Parent Involvement</b> The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Staff Development</b> The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes	<b>Collaboration</b> The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services

<input type="radio"/> No <input type="radio"/> N/A	departments, mental health departments, First Steps, and the family court system).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Developmental Screening</b> The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<b>Half-Day Child Development</b> The school provides half-day child development programs for <b>four-year-olds</b> (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<b>Developmentally Appropriate Curriculum for PreK–3</b> The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Parenting and Family Literacy</b> The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Recruitment</b> The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b> The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.



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# Introduction

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

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

# Executive Summary

## Student Achievement

**In the spring of 2017, the entire district took the state assessment, SCREADY for English Language Arts and Math, and SCPASS for Science and Social Studies.** Test results at Lakeview Middle are showing improvement. Our students in grades 6-8, ELA, 13% met the standards and 2% exceeded the standards, while 85% did not meet the ELA standard. In 6-8 math, 12% met the standards and 3% exceeded the standards, while 85% did not meet the standards. Our students in grades 6-8, Science, 18% met the standards and 5% exceeded the standards, while 77% did not meet the standards. In 6-8 social studies, 32% met the standards and 16% exceeded the standards, while 52% did not meet the standards.

There is a direct correlation between the number of students who need support in reading, and for many, language acquisition, and their scores on the other standardized test. 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.

## 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 the areas that need work. One area of greatest need is to work on the school-home relationship. 100% of the teachers in this school claim that they effectively implement the state curriculum standards. Teachers have worked especially hard this year to improve that implementation. Our administrators have both expected and supported that implementation.

**Comment [WA1]:** This section needs the following (no graphs, only bullets or narratives):  
Student achievement  
Teacher and administrator quality  
School Climate  
Challenges over the last 3 yrs  
Significant Awards, Accomplishments over last 3 years

## 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:

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

# School Profile

**Comment [WA2]:** This section needs the following:  
School community description  
School personnel data  
Student Population data  
Major academic and behavior initiatives

## School Community

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

## School Personnel Data

There are currently 85 employees at Lakeview Middle School. There are 49 full time teachers. On our staff, we have an attendance/office clerk, guidance clerk, 6 special education aides, an ISS assistant, a nurse, and one bookkeeper. The custodial staff is made up of 5 positions with 1 plant manager. The cafeteria has a total of 6 positions with one of those being held by the cafeteria manager. Lakeview Middle has four administrators, one instructional coach, a Title 1 Facilitator, 3 guidance counselors, and one school resource officer. The media center is staffed with one media clerk and one media specialist. In addition, Lakeview Middle is staffed with several Title 1 positions including a Title 1 parent and family coordinator and a social worker. Also housed at the school are a mental health counselor, a mental health specialist, and four Community-in-Schools liaisons.

Lakeview’s faculty is growing in diversity. Thirty-one percent of the teaching and administrative staff is African American, four percent is Hispanic, and sixty-four percent is Caucasian. Twenty-five percent of the teaching faculty is male and seventy-five percent is female. 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	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-seven percent (19 teachers) have 0 to 5 years’ experience, twenty-seven percent (14 teachers) have 6 to 10 years’ experience, fifteen percent (8 teachers) have 11 to 15 years’ experience, fifteen percent (8 teachers) have worked 16 to 20 years, and six percent (3) have more than 26 years’ experience.

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

**Student Population Data**

The Lakeview Middle School population consists of 630 students in grades six through eight. This enrollment has increased by 59 students from last year. The student body is very diverse with 345 Hispanic students, 141 African American students, 108 Caucasian students, 22 Multi-Racial students, 11 Native American & Alaskan students, and 3

Asian & Native Hawaiian students. Free and reduced lunch accounts for 100 percent of our student population. There are 311 ESOL students in levels one to eight, **26** 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 for 2016.

### **Academic and Behavioral Programs**

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

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

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

During the 2017-2018 school year, Lakeview Middle School has continued to use the new assessment program, TE 21/Mastery Connect. Lakeview has embraced this testing tool to the fullest using the data collected from the program to drive instruction to better meet the needs of the students. Two intervention classes, one ELA and one mathematics,



were created to target small groups of students based on testing data. Also, Gateway to Technology and Creative Writing/Advanced mathematics are utilized to increase the rigor and application of higher level thinking skills.

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

# Mission, Vision, and Beliefs

## Mission:

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

## Vision:

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

## Beliefs:

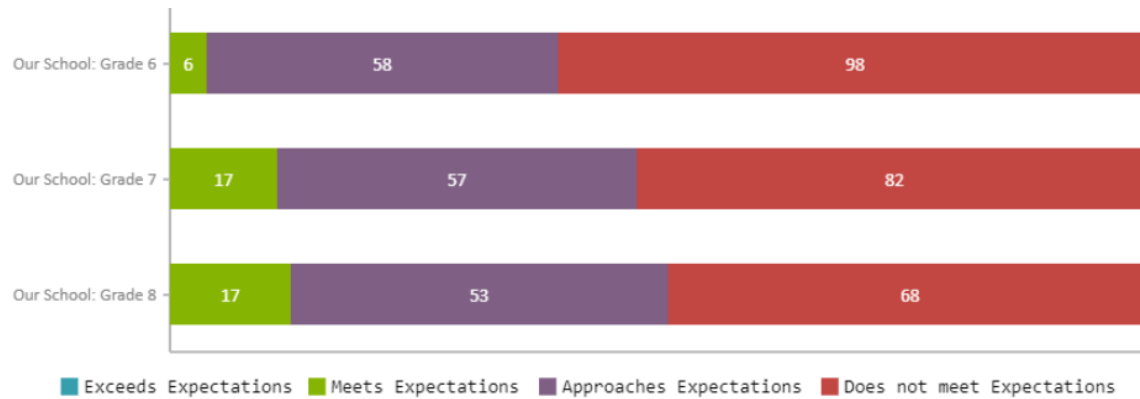
We believe our students should:

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

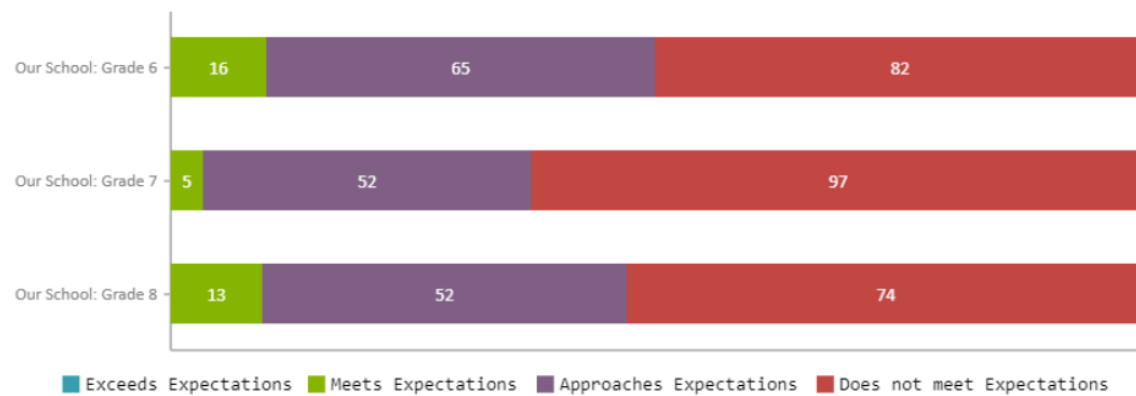
# Data Analysis & Needs Assessment

## Student Achievement Needs Assessments

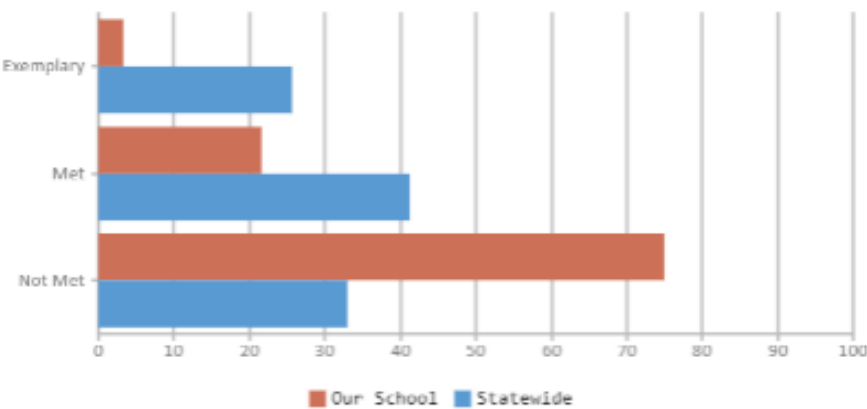
2016-2017 SC READY ELA (courtesy of SC Department of Education)



2016-2017 SC READY MATH (courtesy of SC Department of Education)



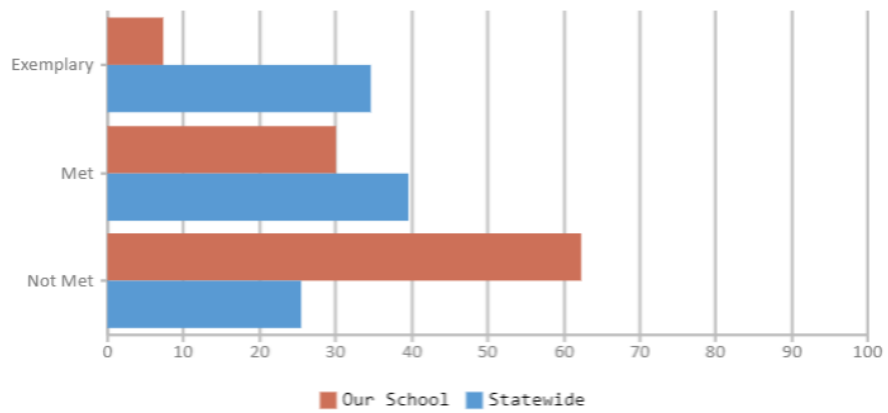
2016-2017 SCPASS SCIENCE (courtesy of SC Department of Education)



Our School: Percent Met and Above for each grade level

6th Grade	7th Grade	8th Grade
17.8	30.8	26.4

2016-2017 SCPASS SOCIAL STUDIES (courtesy of SC Department of Education)



Our School: Percent Met and Above for each grade level

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

### **Teacher and Administrator Quality**

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

### **Professional Development Calendar for 2017-2018**

<b>August 2017</b>	<b>Time of day</b>	<b>Title of Presentation</b>	<b>Presenters-Participants</b>
9	9:00-2:00	<b>New Teacher Tech Day</b>	<b>Peek and Beaman</b>
10	9:00-12:00	<b>Team Leaders Explore 'Teaching in the Fast Lane'-Creating Standards Walls' and 'What's in your Lesson Plans?</b>	<b>Jordan-Team Leaders</b>
11	9:00-12:00	Team Leaders Review TE 21 and Mastery Connect	<b>Amidon</b>
14	9:00-11:30	<b>New Teacher Orientation</b>	<b>Copeland, Wilkins, Cain, and Hardy</b>
15-16	9:00-12:00 each day	<b>Team Leaders train Standards Walls and Lesson Plans</b>	<b>Duty, Hannon, Johnson, Lewis, Morgan</b>
21	8:30-1:00 pm	<b>Faculty explored the beginnings of a new year-Chromebooks, Data Analysis, etc.</b>	<b>Copeland, Wilkins, Cain, Hardy, Jordan</b>
21	9:40; 11:20; 1:00 Science Teachers	<b>Discovery Ed</b>	<b>Hampton</b>
30-31 and 9-1	All day-3 days-	<b>Mastery Connect Train the Trainer</b>	<b>Muller-Jordan</b>
31	TNT 8:30; 9:40; 11:20; 1:00	LMS-Deeper with Mastery Connect and TE 21	<b>Amidon</b>
<b>September 2017</b>			
7	TNT-8:30; 9:40; 11:20; 1:00	<b>Google Classroom</b>	<b>Peek</b>
7	4:00 pm	New Google Sites Training	<b>Beaman</b>
14	TNT 8:30; 9:40; 11:20; 1:00	ESOL Accommodations 2017-18 LMS	<b>Kimbrel, Lenthe</b>

19	11:00 and 11:50 and 2:00	LMS Support Staff-Google Drive	Peek
19		Principal/IC Meeting	Hampton, Jordan, Wilkins
20	9:00-12:00 noon	Furman Consortium-The Principal 50	Copeland, Wilkins
25	9:40, 11:20; 2:17	Text Dependent Questions that Drive Close Reading in the SS Classroom	Jordan
25	4:00-6:00	G-Suite Advanced #1 - Expeditions and Maps-Peek	Peek
26	11:00 and 11:50 and 2:00	Support Staff Google Docs-Peek	Peek
28	TNT 8:30; 9:40; 11:20; 1:00	Using eBooks in the Classroom-Follett	Follett and Beaman
28	4:00-5:00	eBook 101 Training-Follett	Follett and Beaman
29-30	Friday and Saturday-with Jordan and King presenting	SCCSS-SS in the 21 <sup>st</sup> Century	Blakely, Jordan, King
October 2017			
2	9:00-4:00	8th Social Studies Q2 Planning 2017	Ambrose, Jordan Guy, Joseph,
2	4:00-6:00	G-suite Advanced Drawings-Peek	Peek
3	9:00-4:00	6 <sup>th</sup> Math Planning Day	Amidon, Hampton, Antonik, Durst
4	9:00-4:00	8 <sup>th</sup> ELA Planning Day	Duty, Read, McCuen, Simmons, Jones, LaMaster
5	9:00-4:00	7 <sup>th</sup> ELA Planning Day	Duty, Read, Enjaian, Madeira, Jones, Bankns
6	9:00-4:00	6 <sup>th</sup> ELA Planning Day	Duty, Read, Walker, Jones, Lawson
9	8:30-11:30	Principal/IC Meeting	Copeland, Hampton, Jordan
9	4:00-6:00	G-Suite Advanced #2 - Chrome Extensions and Keep-Peek	Peek



9	9:00-4:00	6 <sup>th</sup> Social Studies Q2 Planning	Jordan, Bayne, Lewis
10	9:00-4:00	7 <sup>th</sup> Science Q 2 Planning day	Hampton, Ford, Gomez,
11	9:00-4:00	6 <sup>th</sup> Science Q 2 Planning day	Hampton, Bryant, Hannon
12	9:00-4:00	7 <sup>th</sup> Grade Quarterly Planning Day	Amidon, Johnson, Hurt
12	TNT 8:30; 9:40; 11:20; 1:00	SLO Training	Hampton, Jordan, Cain, Wilkins, Hardy
13	9:00-4:00	8 <sup>th</sup> grade Math Planning Day	Amidon, Shedd, Yates
14	9:00-4:00	Digital Discovery Ed	Moye leader-Berea H. (Pruitt, Richey, Lewis, Gomez)
16	9:00-4:00	7 <sup>th</sup> Social Studies Q2 Planning	Jordan, King, Blakely,
17	9:00-4:00	8 <sup>th</sup> Science Q 2 Planning day	Hampton, Rock, Suska
17	4:00-6:00	Social Studies McGraw Hill- Online textbooks for 6 <sup>th</sup> -7 <sup>th</sup>	Berea Middle
19	8:00-5:00	Compassionate Schools Training	Greenville Hospital System at USC Upstate
24-27	Tuesday-Friday (Myrtle Beach)	SC Title I Administrators Conference	Copeland/Faulkner
26	9:40; 11:20; 1:00	Discovery Ed Science	Hampton and Science teachers
26	No TNT		
31	Media Center-Teacher choice	<b>Power Session I</b>	Beaman and Peek
<b>November</b>			
2	9:00-12:00	Building Powerful Numeracy- Middle and High School Math-	Pam Harris-3 Math Hurt, Durst, Yates
2	<b>TNT</b> 8:30; 9:40; 11:20; 1:00	Tools your Library Can Provide	<b>Beaman</b>
9	<b>TNT</b> 8:30; 9:40; 11:20; 1:00	<b>G-Suite Drawings</b>	<b>Peek</b>
8-10	Columbia	<b>SC (2) Conference</b>	Hampton-TBD
9	4:30-6:00 pm	Norming departmental scoring with a rubric	<b>ELA- Barron</b>

15	3:45-6:00	Faculty Meeting and Required Chromebook Engagement Training	Copeland and Shane Peek
16	TNT 8:30; 9:40; 11:20; 1:00	Peer Observation and Data Day I	Copeland, Wilkins, Cain, Hardy, Jordan, Hampton
16-17	Thursday, Friday	2017 SCCTM Fall Conference - Greenville, SC	Johnson, Shedd, Antonik
21		IC/Principals Meeting	Copeland, Hampton, Jordan
23-24	Thanksgiving Break		
28	Media Center-teacher choice planning	Power Session	Beaman and Peek
30	TNT 8:30; 9:40; 11:20; 1:00	Map Training	Hampton-8 <sup>th</sup> grade and GT teachers only
December 2017			
1	9:00-4:00	8 <sup>th</sup> Science Q3 Science Planning	Hampton, Rock, Suska
4	9:00-3:30	7 <sup>th</sup> Grade Q3 SS Planning	Jordan-History Museum
4	4:00-6:00 Mauldin Middle	SS Interactive Note booking	Ambrose & Beck
5	9:00-4:00	7 <sup>th</sup> Math Q3 Planning	Amidon, Johnson, Hurt
6	9:00-4:00	7 <sup>th</sup> Science Q3 Planning	Hampton, Ford, Gomez
7	9:00-4:00	6 <sup>th</sup> ELA Planning	Duty, Read, Walker, Jones, Lawson
7	TNT	Substitution, Augmentation, Modification, Redefinition I (SAMR)	Peek
8	9:00-4:00	7 <sup>th</sup> ELA Planning	Duty, Read, Enjaian, Madiera
11	9:00-4:00	8 <sup>th</sup> SS Q3 Planning	Ambrose, Jordan
12	9:00-4:00	6 <sup>th</sup> Math Planning	Amidon, Antonik, Durst
13	9:00-4:00	6 <sup>th</sup> Science Q3 Planning	Hampton, Hannon, Bryant
14	8:30-3:30 Lakeview Middle	9:00-4:00 Digital Discovery Education	Moye leader- (Pruitt, Richey, Lewis, Gomez)

14	9:00-4:00	8 <sup>th</sup> ELA Q3 Planning	Duty, Read, McCuen, Simmons
14	<b>TNT 8:30; 9:40; 11:20; 1:00</b>	<b>Substitution, Augmentation, Modification, Redefinition II (SAMR II)</b>	Peek
20-January 2	Christmas Break		
<b>January 2018</b>			
4	<b>TNT 8:30; 9:40; 11:20; 1:00</b>	Teaching in the Fast Lane-Small Group Work	Hampton, Jordan, Team Leaders
TBD	8:30-3:30 MT Anderson	SC Department of SS-New Standards	Jordan, Lewis, Bayne, King, Blakely, Guy, Joseph
8	9:00-4:00	6 <sup>th</sup> Grade SS Q3 Planning	Jordan, Lewis, Bayen
11	9:40; 11:20; 1:00	Discovery Ed	Hampton and Science Teachers
11	4:30-6:00	Writing on Demand - How is this different?	ELA teachers
16	8:30-11:30	<b>Principal/IC Meeting</b>	Copeland, Hampton, Jordan
16	9:00-4:00	<b>8<sup>th</sup> Math Q 3 Planning</b>	Amidon, Shedd, Yates
18	<b>TNT 8:30; 9:40; 11:20; 1:00</b>	<b>Data Day II</b>	Wilkins, Cain, Hardy, Jordan, Hampton
30	Media Center Teacher choice	Power Session 3	Beaman
<b>February 2018</b>			
8	9:00-4:00	Digital Discovery Ed	Moye leader-Carolina High (Pruitt, Richey, Lewis, Gomez)
8	<b>TNT 8:30; 9:40; 11:20; 1:00</b>	Chromebook Collaboration	Peek
15	<b>TNT 8:30; 9:40; 11:20; 1:00</b>	Counselors Schedule students	Giordani and Odom
16-18	Friday, Saturday, Sunday-Columbia	SC Music Educators Conference-	Helms and Morgan
22-24	Thursday-Saturday-Myrtle Beach	SC International Reading Association	TBD
22	<b>TNT 8:30; 9:40; 11:20; 1:00</b>	<b>Data Day III</b>	Wilkins, Cain, Hardy,

			Jordan, Hampton
27	Media Center Teacher Choice	Power Session 4	Beaman
March 2018			
1	9:00-12:00	Furman consortium-Book Love: Connecting Students to Books and each Other -Middle and High	TBD
March 3-5	Three days-Myrtle Beach	SC Association for Middle Level Education Conference	Copeland
5	9:00-4:00	7 <sup>th</sup> SS Q3 Planning	Jordan, Blakely, King,
6		8 <sup>th</sup> Math Q3 Planning	Amidon, Shedd, Yates
7	9:00-4:00	6 <sup>th</sup> Grade Q3 Planning	Hampton, Bryant, Hannon
8	TNT 8:30; 9:40; 11:20; 1:00	Review of G-Suite Drawings and Engagement	Peek
8	9:00-4:00- Tanglewood Middle	Digital Discovery Ed	Moye leader- (Pruitt, Richey, Lewis, Gomez)
8	9:00-4:00	7 <sup>th</sup> Q3 ELA Planning	Duty, Read, Enjaian, Banks, Madera, Jones
9	9:00-4:00	6 <sup>th</sup> Math Q3 Planning	Amidon, Antonik, Durst
12	9:00-4:00	6 <sup>th</sup> SS Q3 Planning	Jordan, Lewis, Bayne
13	9:00-4:00	7 <sup>th</sup> Math Q3 Planning	Amidon, Johnson, Hurt
14	9:00-4:00	8 <sup>th</sup> Science Q3 Planning	Hampton, Rock, Suska
15	9:00-4:00	6 <sup>th</sup> Q3 ELA Planning	Duty, Read, Walker, Lawson, Jones
19	9:00-4:00	8 <sup>th</sup> SS Q3 Planning	Ambrose, Jordan, Guy, Joseph
22	9:00-4:00	8 <sup>th</sup> Q3 ELA Planning	Duty, Read, Mccuen, Simmons, LamasterJones
22	TNT 8:30; 9:40; 11:20; 1:00	DATA Day IV	Wilkins, Cain, Hardy, Jordan, Hampton
23 or TBD	8:00-1:00	Career Day	Giordani, Odom
27	Media Center Teacher choice	Power Session 5	Beaman

<b>April</b>			
<b>2-6</b>	Spring Break		
<b>12</b>	TNT 8:30; 9:40; 11:20; 1:00	SC READY and SC PASS Training	Jordan, Giordani
<b>24</b>	Media Center Teacher choice	Power Session 6	Beaman
<b>26</b>	TNT 8:30; 9:40; 11:20; 1:00	Review of Teaching in the Fast Lane	Team Leaders
<b>MAY</b>			
<b>9-June 6</b>		SC READY and SC PASS	Jordan, Giordani

## School Climate Needs 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 2017-2016 SDE school environment survey was completed by teachers, 8<sup>th</sup> grade students, and 8<sup>th</sup> 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%)
- 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
- Survey 6<sup>th</sup> and 7<sup>th</sup> 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

### Action Plan

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority	
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other	
<b>PERFORMANCE GOAL: 1</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 14% in 2016-17 to 40% in 2022-23.	
<i>Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.</i>	
SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	



**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by **5 %** annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17)	<b>School Projected Middle</b>	<b>24</b>	<b>29</b>	<b>34</b>	<b>39</b>	<b>44</b>
		<b>School Actual Middle</b>	<b>17%</b>				
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>43</b> (2016-17)	<b>District Projected Middle</b>	<b>46</b>	<b>49</b>	<b>52</b>	<b>55</b>	<b>58</b>
		<b>District Actual Middle</b>					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. After school program with	Sept 2018	Teachers/admin/literacy			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
an literacy emphasis		coach/IC			SCReady Scores Mastery Connect Benchmark Data
2. Provide rigorous instruction that meets core content standards expectations of mastery in understanding	Aug 2018- June 2023	Teachers			SCReady Scores Mastery Connect Benchmark Data Read 180 and Systems 44 Intervention Support
3. Planning sessions with district level Title I ELA specialists and instructional coach	Aug 2018- June 2023	Literacy Coach/IC			SCReady Scores Mastery Connect Benchmark Data
4. On-going professional development on literacy	Aug 2018- June 2023	IC/Literacy Coach			SCReady Scores Mastery Connect Benchmark Data

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 2</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 13% in 2016-17

to 43% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 5% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Middle</b>	23	28	33	38	43
		<b>School Actual Middle</b>	17%				
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <b>40</b> (2016-17)	<b>District Projected Middle</b>	43	46	49	52	55
		<b>District Actual Middle</b>					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implementation of Carnegie Curriculum	Aug 2018	IC/Teachers	\$20,000.00	Fed Funds	SCReady Scores Mastery Connect Benchmark Data
2. Planning sessions with district level Title I ELA specialists and instructional coach	Aug 2018- June 2023	IC/Teachers	\$2000.00	Fed Funds	SCReady Scores Mastery Connect Benchmark Data
3. Provide rigorous instruction that meets core content standards expectations of mastery in understanding	Aug 2018- June 2023	Teachers			SCReady Scores Mastery Connect Benchmark Data

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

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

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

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 5% annually.

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>School Projected Middle</b>	<b>36%</b>	<b>56</b>	<b>61</b>	<b>66</b>	<b>71</b>
		<b>School Actual Middle</b>	26%				
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>District Projected Middle</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual Middle</b>					

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

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Provide rigorous instruction that	Aug 2018- June	Teachers/Dept.			SCReady Scores

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
meets core content standards expectations of mastery in understanding	2023	Chair/IC			Mastery Connect Benchmark Data
2. Focus on literacy strategies within the standards strand of meaning and context in informational text and use of mastery connect Case/TE21 question stems for formative and summative assessments.	Aug 2018- June 2023	Literacy Coach/IC/Teachers			SCReady Scores Mastery Connect Benchmark Data
3. Students use incorporating technology with Discovery Ed/Gizmo/USATestPrep	Aug 2018- June 2023	Teachers	\$6,000.00	Fed Funds	SCReady Scores Mastery Connect Benchmark Data

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 4</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.
<b>INTERIM PERFORMANCE GOAL:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by 5% annually.



<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>School Projected Middle</b>	<b>58</b>	<b>63</b>	<b>68</b>	<b>73</b>	<b>78</b>
		<b>School Actual Middle</b>	58%				
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>District Projected Middle</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual Middle</b>					

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

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide rigorous instruction that meets core content standards expectations of mastery in understanding	Aug 2018- June 2023	Teachers/Dept. Chair/IC			SCReady Scores Mastery Connect Benchmark Data
2. Focus on literacy strategies within the standards strand of meaning and context in informational text	Aug 2018- June 2023	Teachers/IC/Literacy Coach			SCReady Scores Mastery Connect Benchmark Data
3. Use of Mastery Connect Case/TE21 question stems for creating formative and summative assessments	Aug 2018- June 2023	Teachers			SCReady Scores Mastery Connect Benchmark Data



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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	<b>Projected Hispanic</b>	20%				
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	<b>Actual Hispanic</b>	15%				
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	<b>Projected AA</b>	10%				
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	<b>Actual AA</b>	5%				

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Projected SWD</b>	5%				
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Actual SWD</b>	1%				
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Projected LEP</b>	10%				
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Actual LEP</b>	4%				
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Projected SIP</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Actual SIP</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Projected Hispanic</b>	17%				

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Actual Hispanic</b>	15%				
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Projected AA</b>	8%				
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Actual AA</b>	5%				
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Projected SWD</b>	7%				
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Actual SWD</b>	3%				
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Projected LEP</b>	9%				
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Actual LEP</b>	3%				

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Projected SIP</b>	6%				
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Actual SIP</b>	3%				
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Projected Hispanic</b>	22%				
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Actual Hispanic</b>	17%				
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Projected AA</b>	10%				
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Actual AA</b>	6%				
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Projected SWD</b>	6%				

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Actual SWD</b>	3%				
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Projected LEP</b>	10%				
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Actual LEP</b>	4%				
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Projected SIP</b>	5%				
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Actual SIP</b>	2%				
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Projected Hispanic</b>	45%				
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Actual Hispanic</b>	48%				



SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Projected AA</b>	10%				
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Actual AA</b>	8%				
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Projected SWD</b>	10%				
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Actual SWD</b>	6%				
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Projected LEP</b>	10%				
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Actual LEP</b>	3%				
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Projected SIP</b>	5%				

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Actual SIP</b>	5%				
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Use of Mastery Connect	Aug 2018	IC/Admin	District	District	Student Progress
2. Increase Parental Awareness	Aug 2018	Parent Coordinator/Admin	0	0	Student Progress
3. After School Program	Sept 2018	TIF/ IC/Admin	\$40,000.00	Fed Funds	Student Progress

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
PowerSchool		School Actual					
PowerSchool	50	District Projected	75	100	100	100	100
PowerSchool		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Literacy Coach	Aug 2018				

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	% of diverse teachers 2017-18	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
Employment report	% of diverse teachers 2017-18	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

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

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey	83.6	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students					
SC SDE School Report Card Survey	95.6	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers					

SC SDE School Report Card Survey	79.3	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents					
SC SDE School Report Card Survey	91	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students					
SC SDE School Report Card Survey	94	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers					
SC SDE School Report Card Survey	88	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90



		District Actual Parents					
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Enhance Parent Communication	Aug 2018-2023	Parent Coordinator and Admin	0		Student Progress

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

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual					

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Review Safety Goals	Aug 2018	Admin			

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	55	School Projected	58	61	64	67	70
		School Actual					
AdvancED Culture & Climate Surveys	MS and HS 51	District Projected	54	58	62	66	70
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Create Student Engagement Committee	Aug 2018	Committee Lead	0		Increase of score on Survey

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 93.4	School Projected	95	95	95	95	95
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement Attendance Incentives	Aug 2018				

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid – 6% Lonely – 12% Angry – 15%	School Projected	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12
		School Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Culture & Climate Surveys	Afraid – 7% Lonely – 14% Angry 15%	District Projected Secondary	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12
		District Actual Secondary	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤



ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Peer Mediation/leadership Program	Aug 2018				