School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2018/19 to 2022/23
Upcoming School Year: 2020/21

School Name:	Longleaf Middle
SIDN:	4002095
Plan Submission:	School utilizes AdvancED
Grade Span:	6 To 8
District:	Richland 02
Address 1:	1160 Longreen Parkway
Address 2:	
City:	Columbia, SC
Zip Code:	29229
School Renewal Plan Contact Person:	Robert Jackson
School Plan Contact Phone:	(803) 736-8740
School Plan E-mail Address:	rjackson@richland2.org

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.

Required Printed Names and Signatures

Superintendent		
Baron Davis, Ph.D Printed Name	_____ Signature	_____ Date
Principal		
Robert S. Jackson Printed Name	_____ Signature	_____ Date
Chairperson, District Board of Trustees		
James Manning Printed Name	_____ Signature	_____ Date
Chairperson, School Improvement Council		
Linda Tillotson Printed Name	_____ Signature	_____ Date
School Read To Succeed Literacy Leadership Team Lead		
Teresa Price Boyd Printed Name	_____ Signature	_____ Date

Assurances for School Renewal Plan

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))	
N/A	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	**Staff Development** The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
Yes	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Yes	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
Yes	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
Yes	**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.

Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan.
A participant for each numbered position is required.

	Position	Name
1.	**Principal**	Robert S. Jackson
2.	**Teacher**	LeTiqua Bellard
3.	**Parent/Guardian**	Ruth Nagee
4.	**Community Member**	D. Michelle Bennett
5.	**Paraprofessional**	Paula Rosenberger
6.	**School Improvement Council Member**	Linda Tillotson
7.	**Read to Succeed Reading Coach**	John Jennings
8.	**School Read To Succeed Literacy Leadership Team Lead**	Teresa Price Boyd
9.	**School Read To Succeed Literacy Leadership Team Member**	Aneitra Gaymon
	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	

District Requested Strategic/Renewal Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:

> *Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.*

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:
http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/

☑ **Not Applicable**

District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (*SBE Regulation 43-261*)	
2. Teachers teaching more than 1500 minutes (*SBE Regulation 43-205*)	
3. Teachers teaching more than 4 preps (*SBE Regulation 43-205*)	
4. High School Principal over two schools or grades more than 9-12 (*SBE Regulation 43-205*)	
5. Other (*Include the SBE Regulation number to be waived*)	
6. Other (*Include the SBE Regulation number to be waived*)	

Longleaf Middle School

Robert S. Jackson, Ed.S., Principal

1160 Longreen Parkway

Columbia, SC 29229

(803) 691 - 4870

2018 - 2023

SCHOOL STRATEGIC PLAN SIGNATURE PAGE

SCHOOL DISTRICT: **Richland School District Two**

SCHOOL: **Longleaf Middle School**
1160 Longreen Parkway
Columbia, SC 29229

803-736-8740   **https://www.richland2.org/lm**

Phone   Website

STRATEGIC PLAN FOR: <u>**2018-2019 / 2022-2023**</u>   *(five years)*

Superintendent			
<u>Baron R. Davis, Ph.D</u> Printed Name	_____ Signature	_____ Email	_____ Date
Principal			
<u>Robert S. Jackson, Ed.S.</u> Printed Name	_____ Signature	_____ Email	_____ Date
Chairperson, District Board of Trustees			
<u>The Honorable James Manning</u> Printed Name	_____ Signature	_____ Email	_____ Date
Chairperson, School Improvement Council			
<u>Linda Tillotson</u> Printed Name	_____ Signature	_____ Email	_____ Date
Director of Planning			
<u>Will Simon</u> Printed Name	_____ Signature	_____ Email	_____ Date
School Read To Succeed Literacy Leadership Team Lead			
<u>Aneitra Gaymon</u> Printed Name	_____ Signature	_____ Email	_____ Date

Longleaf Middle School
Strategic Plan
Table of Contents
2018 - 2023

ASSURANCES FOR SCHOOL PLANS

ACT 135 ASSURANCES

Assurances checked and signed by the district superintendent and the principal, attest that the school/district complies with all applicable ACT 135 requirements.

X **Academic Assistance**, **PreK–3:** The school/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 school/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 school/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 school/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 school/district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

X **Innovation**: The school/district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.

X **Collaboration**: The school/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 school/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.

X **Half-Day Child Development:** The school/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, however, they may be housed at locations with other grade levels or completely separate from schools.

X **Developmentally Appropriate Curriculum for PreK–3:** The school/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 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.

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 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.

X **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**: The school/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.

Dr. Baron R. Davis
Superintendent's Printed Name   Superintendent's Signature   Date
(for district and school plans)

Robert S. Jackson   4/10/2020
Principal's Printed Name   Principal's Signature   Date

Longleaf Middle School

STAKEHOLDER INVOLVEMENT

The following persons were involved in the development of the five (5)-year strategic plan.

1. **PRINCIPAL**   **Robert S. Jackson, Ed.S.**

2. **TEACHER**   **LeTiqua Bellard**

3. **PARENT/GUARDIAN**   **Ruth Nagee**

4. **COMMUNITY MEMBER**   **D. Michelle Bennett**

5. **SCHOOL IMPROVEMENT COUNCIL**   **Linda Tillotson - SIC President**

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

Position	Name
Assistant Principal	**Teresa Price Boyd**
Assistant Principal	**Kimberly Danner**
Assistant Principal	**David Walker**
Curriculum Effectiveness Specialist	**Aneitra Gaymon**
Technology Learning Coach	**Casey Ellisor**

MISSION, VISION, VALUES, AND BELIEFS

Mission Statement:

The Longleaf Middle School community is committed to nurturing and preparing our students for future success by offering a challenging academic, hands-on, STEAM infused curriculum.

Vision Statement:

Student Success – Every Student Every Day

Demographic Data:
Longleaf Middle School is located at 1160 Longreen Parkway in Columbia SC. Longleaf, which opened in 2007-2008, is situated between Farrow, Clemson, and Longtown roads. Longleaf serves neighborhoods and subdivisions off of Longtown road and the surrounding areas. Additionally, because of the enormous appeal of the thematic offerings housed at Longleaf Middle, students attend LMS from all across the school system. Longleaf Middle School has a current enrollment of 885 students. African American students comprise 70% of the student population, while Caucasian students represent 16%, Hispanic students represent 7%, Asian students represent 1%, and 4% are classified as other. Of the 885 students, 376 (48.9%) receive free lunch and 82 (10.6%) students receive reduced lunch meals. *Based on 90th day enrollment

Our **Core Values** are represented by the concept of LEAP.   Our core values at Longleaf Middle School are the fundamental beliefs of our stakeholders. The core values dictate our behavior and decision making.
- **Lead by Example**
    I will embrace diversity
    I will act with honesty and integrity
    I will model positive behaviors and attitudes
- **Exercise Good Judgment**
    I will make decisions that contribute to a positive learning environment
    I will resolve conflict quickly and effectively
    I will follow school expectations and procedures
- **Achieve Excellence**

I will create solutions

I will be persistent

I will set and monitor goals to achieve success

- **Participate Responsibly**

    I will be prepared

    I will ask questions

    I will account for my own actions

Guiding Principles

Our **guiding principles** for students are founded on the **Making Middle Grades Work (MMGW)** Best Practices.

- Design curriculum that emphasizes problem-solving, collaboration, and critical thinking, focusing on science, technology, engineering, arts, and mathematics.
- Prepare students for high school and beyond using challenging content aligned to state standards.
- Provide learning activities that develop the whole child.
- Reading and Writing is a focus in every class.
- Maintain a culture that supports high expectations of student learning.
- Partner with students, parents, and the community to prepare students for a successful transition to high school.
- Teachers work together to maximize student success.
- Professional development will be high quality, relevant, and ongoing.
- Integrate technology to enhance learning.
- Develop strong students and instructional leaders

Our school is helping all students develop world class skills, life and career characteristics of the Profile of the South Carolina Graduate. In addition, we serve as an extension of the Richland School District Two goals, objectives and strategies in the four focus areas of learning, character, community, and joy by focusing on collaboration and teamwork, critical thinking, problem solving, and interpersonal skills through project-based learning and a STEAM-focused curriculum (Science, Technology, Engineering, Arts and Mathematics).

NEEDS ASSESSMENT DATA

The 2017 Report Card for Longleaf Middle School may be accessed via the following link:

https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?y=2017&t=M&d=4002&s=078

NEEDS ASSESSMENT DATA

Provide the link to your district's most recent School Report Card:
https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?y=2017&t=M&d=4002&s=095

Directions: Provide additional district's needs assessment data including both formative and summative assessments used to gauge student learning. (Charts, graphs, or other formats of data may be used.)

Formative Assessment Data

Measures of Academic Progress (MAP)
Table 1 shows the percent of students who met their reading and math growth target for the 2014-2015 through 2016-2017 school years by subgroup.

Table 1: Percent of Students (6-8) Who Met Their Growth Target on MAP by Subject and Subgroup

Subject and Subgroups	2014-2015		2015-2016		2016-2017	
	Count	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Mathematics						
All Students	**618**	**35.0%**	**664**	**42.8%**	**716**	**47.9%**
Ethnicity						
American Indian or Alaskan Native	2	--	1	--	2	--
Asian	4	--	4	--	8	--
Black or African American	483	35.0%	517	41.6%	530	47.0%
Hispanic or Latino	34	29.4%	45	46.7%	50	56.0%
Native Hawaiian or Other Pacific Islander	3	--	2	--	2	--
Two or More Races	19	26.3%	23	30.4%	30	40.0%
White	73	37.0%	72	52.8%	94	51.1%
Gender						
Female	304	32.9%	335	38.5%	348	46.6%
Male	314	36.9%	329	47.1%	368	49.2%
Reading						

All Students	**619**	**43.3%**	**653**	**51.5%**	**717**	**52.4%**
Ethnicity						
American Indian or Alaskan Native	2	--	1	--	2	--
Asian	4	--	4	--	7	--
Black or African American	484	42.8%	507	51.7%	531	51.2%
Hispanic or Latino	33	48.5%	42	57.1%	50	52.0%
Native Hawaiian or Other Pacific Islander	3	--	2	--	2	--
Two or More Races	19	42.1%	24	29.2%	30	53.3%
White	74	45.9%	73	54.8%	95	61.1%
Gender						
Female	305	42.6%	326	53.1%	351	54.7%
Male	314	43.9%	327	49.8%	366	50.3%

-- Data not reported for subgroups less than 10 students.

Summative Assessment Data

South Carolina READY

Tables 2.1 and 2.2 show the percent of students in grades 6 through 8 who scored Meets or Exceeds Expectations on the SC Ready English Language Arts and Mathematics tests for the 2015-2016 and 2016-2017 school years by subgroup.

Table 2.1: Percent of Students (6-8) Who Scored Meets or Exceeds Expectations on SC Ready ELA by Subgroup

Subgroup	2016		2017	
	Count	Percent	Count	Percent
All Students	**702**	**28.6%**	**769**	**29.9%**
Gender				
Male	350	22.0%	398	25.9%
Female	351	35.3%	371	34.2%
Ethnicity				
Hispanic or Latino	44	22.7%	53	32.1%
American Indian or Alaska Native	1	--	2	--
Asian	4	0.0%	8	0.0%
Black or African American	552	25.0%	569	24.8%

Native Hawaiian or Other Pacific Islander	2	--	2	--
White	75	56.0%	101	53.5%
Two or more races	23	17.4%	34	38.3%
Disability				
Disabled	79	3.8%	99	3.0%
Not Disabled	623	31.8%	670	33.9%
Migrant Status				
Migrant	0	--	0	--
Non-Migrant	702	28.6%	769	29.9%
English Proficiency				
Limited English Proficient	27	18.5%	32	12.5%
Non-Limited English Proficient	675	29.0%	737	30.5%
Poverty				
Students in Poverty (SIP)	338	18.9%	415	17.1%
Non-Students in Poverty (SIP)	358	38.3%	352	44.9%

-- Data not reported for subgroups less than 10 students.

Table 2.2: Percent of Students (6-8) Who Scored Meets or Exceeds Expectations on SC Ready Math by Subgroup

Subgroup	2016		2017	
	Count	Percent	Count	Percent
All Students	**705**	**18.7%**	**769**	**21.3%**
Gender				
Male	350	18.3%	398	22.4%
Female	353	19.0%	371	20.2%
Ethnicity				
Hispanic or Latino	44	22.7%	53	34.0%
American Indian or Alaska Native	1	--	2	--
Asian	4	--	8	--
Black or African American	552	14.7%	569	15.3%
Native Hawaiian or Other Pacific Islander	2	--	2	--
White	75	42.7%	101	46.6%
Two or more races	25	8.0%	34	20.6%
Disability				
Disabled	80	6.2%	99	3.1%
Not Disabled	625	20.3%	670	24.0%
Migrant Status				
Migrant	0	--	0	--
Non-Migrant	705	18.7%	769	21.3%
English Proficiency				
Limited English Proficient	27	18.5%	32	15.6%
Non-Limited English Proficient	678	18.7%	737	21.4%
Poverty				
Students in Poverty (SIP)	339	11.5%	415	12.0%
Non-Students in Poverty (SIP)	357	25.8%	352	32.4%

-- Data not reported for subgroups less than 10 students.

SCPASS

Table 3.1: Percent of Students (6-8) Who Met or Exceeded Expectations on SCPASS Science by Subgroup

Subgroup	2015		2016		2017	
	Count	Percent	Count	Percent	Count	Percent
All Students	685	55.6%	710	55.6%	769	37.7%
Gender						
Male	345	54.8%	351	52.4%	397	36.8%
Female	340	56.5%	357	58.8%	372	38.7%
Ethnicity						
Hispanic or Latino	42	59.5%	46	52.2%	54	48.1%
American Indian or Alaska Native	1	--	1	--	2	--
Asian	4	--	4	--	8	--
Black or African American	532	52.2%	553	52.3%	569	30.2%
Native Hawaiian or Other Pacific Islander	2	--	2	--	2	--
White	77	75.4%	76	80.2%	100	72.0%
Two or more races	18	--	26	23.1%	34	35.4%
Disability						
Disabled	77	26.0%	81	21.0%	98	9.2%
Not Disabled	608	59.4%	629	60.1%	671	41.9%
English Proficiency						
Limited English Proficient	23	26.1%	30	30.0%	32	34.4%
Non-Limited English Proficient	662	55.6%	680	56.4%	737	37.5%
Poverty						
Students in Poverty (SIP)	397	49.4%	342	43.8%	415	26.8%
Non-Students in Poverty (SIP)	282	65.2%	360	67.3%	352	50.8%

-- Data not reported for subgroups less than 10 students.
Standards and Scale Changed for 2017

Table 3.2: Percent of Students (6-8) Who Met or Exceeded Expectations on SCPASS Social Studies by Subgroup

Subgroup	2015		2016		2017	
	Count	Percent	Count	Percent	Count	Percent
All Students	684	69.2%	710	60.4%	769	58.1%
Gender						
Male	345	68.4%	351	55.9%	397	54.9%
Female	339	69.9%	357	65.0%	372	61.6%
Ethnicity						
Hispanic or Latino	42	69.1%	46	56.5%	54	70.4%
American Indian or Alaska Native	1	--	1	--	2	--
Asian	4	--	4	--	8	--
Black or African American	532	67.5%	553	56.9%	569	51.5%
Native Hawaiian or Other Pacific Islander	2	--	2	--	2	--
White	76	80.3%	76	84.2%	100	87.0%
Two or more races	18	--	26	27.0%	34	50.0%
Disability						
Disabled	77	44.2%	81	24.7%	98	16.3%
Not Disabled	607	72.3%	629	65.0%	671	64.2%
English Proficiency						
Limited English Proficient	23	39.2%	30	43.3%	32	53.1%
Non-Limited English Proficient	661	69.1%	680	60.4%	737	58.0%
Poverty						
Students in Poverty (SIP)	396	65.1%	342	47.7%	415	45.6%
Non-Students in Poverty (SIP)	282	75.5%	360	73.0%	352	73.0%

-- Data not reported for subgroups less than 10 students.

School Climate

Table 4 shows the percent of teachers, students and parents who indicated they were satisfied learning environment, the social and physical environment, and school-home relations on the 2015 through 2017 South Carolina Department of Education School Climate surveys.

Table 4: School Climate Satisfaction by Teacher, Student and Parent groups for 2015-2017

	2015		2016		2017	
	Count	Percent	Count	Percent	Count	Percent
Satisfied with the Learning Environment						
Teacher	41	83.0%	44	61.4%	57	68.4%
Student	212	74.0%	126	70.7%	221	68.8%
Parent	65	89.0%	40	80.0%	91	79.1%
Satisfied with the Social and Physical Environment						
Teacher	41	90.0%	44	75.0%	57	82.5%
Student	212	73.0%	126	69.8%	221	71.1%
Parent	65	81.0%	40	79.5%	91	67.7%
Satisfied with the School-Home Relations						
Teacher	41	71.0%	44	63.6%	57	71.4%
Student	212	82.0%	126	71.4%	221	78.7%
Parent	65	61.0%	40	62.5%	91	53.3%

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

Longleaf Middle has upgraded their Strategic plan for the spring of 2018. The Longleaf plan is aligned to the district plan and focuses on these four areas: Student Achievement, School Climate, Teacher/Administrator Quality, and Gifted and Talented. In addition, our plan focuses on district's aims and board goals. Based on a thorough review of our data, the focus of the plan is to substantially increase the mastery of core knowledge and skills, to create high quality work, and to develop leadership, culture, and character skills that are consistent with the profile of the SC Graduate.

With the mastery of core knowledge and skills, LMS students will develop a rich conceptual understanding of skills and content, be able to communicate their learning, and apply their learning in real and unpredictable contexts that produce high quality outcomes.

In the area of creating and submitting high quality work, LMS students will create high quality products (through multiple revisions) that reflect multiple perspectives. connects big STEAM concepts across disciplines.

Finally with Leadership, Culture, and Character, LCC - LMS students will embody strength of leadership and character grounded in a deep sense of community that allows them to care for the well-being of themselves and others.. As an end result, LMS will produce the types of scholars that have advanced knowledge of STEAM related skills and are ideal candidates for the premier program offerings at the high school level and beyond.

Student Achievement, including sub-groups
Middle School 6-8 **Areas of Strength:** ● Three year trend shows growth in reading & math MAP each year in 7th & 8th grade. ● Higher percentage of students meeting MAP target growth than the district average in math. ● EOC students have a pass rate of 100% for the past 3 years. ● 8th grade showed improvement with an increase in students moving out of the low category for each subset of reading (literary & informational text, writing, and inquiry)! **Areas of Concern:** ● SC READY data shows a decline in student performance in most areas tested in literacy ● According to SC READY data, over 50% of our students at each grade level scored in the "low" category in all standard areas with the exception of 6th grade where they scored 48.7% (*close to 50% in the number system standard*). ● Data shows 30% of our students scoring in the "does not meet expectations" category and 42.5% in the "approaching expectations" category
School Climate

- Parent School Climate survey results indicate the Longleaf Middle School parent satisfaction declined during the 2016-2017 school year. Parents were least satisfied with home school relations.
- Student satisfaction with home school relations increased from 2016 to 2017. However, our student satisfaction rate was still slightly lower than the district average. Student satisfaction with the learning environment has declined over the last three years, it is equivalent to the district average.
- Student satisfaction with their social and physical environment increased in 2017 from 69.8% to 71.1% which is equivalent to the district average.
- Teacher satisfaction with working condition, home school relations and social physical environment increased from 2016 to 2017. However, the satisfaction rate was lower than the district average.

Teacher/Administrator Quality

- Walkthrough observation data indicates the need for administrators to observer instruction more frequently in order to support teachers and impact student achievement,
- Walkthrough observation data and SAFE-T evaluation data indicate that professional development and implementation of research based instructional strategies should be a priority.

Gifted and Talented

- Gifted and talented identification should continue at the middle school. Middle school identification would benefit transient students who were not identified in elementary school.
- Student performance should be reviewed throughout the school year to identify students who should be moved into higher level courses and provided with appropriate support to be successful.
- We should increase the number of middle school students who are enrolled in high school credit courses.

Longleaf Middle School
Strategic Plan Performance Goals

Student Achievement

Performance Goal Area	Student Achievement				
Performance Goal	By SY 2022-2023, the percentage of students scoring "Meets Expectation" or "Exceeds Expectations on SC READY English Language Arts will increase from 29.9% to 39.9%.				
Interim Performance Goal	Our students scoring "Meets Expectation" or "Exceeds Expectations" on SC READY English Language Arts will meet the annual projected targets below:				
Data Sources	SC READY				
Overall Measures					
Measure	Average Baseline	2018/19	2019/20	2020/21	2021/22	2022/23
Projected SC READY ELA Results	29.9% (2016-2017) 32% (2017-2018)	31.9%	33.9%	35.9%	37.9%	39.9%
Actual	■	**46.3%**	N/A - COVID19			

Strategy 1: Monitor student progress frequently.					
Action Step	**Timeline**	**Responsibility**	**Estimated Cost**	**Funding Source**	**Accountability (Indicators of Implementation)**
Administer formative assessments.	2018 - 2023	Teachers, CES Administration	N/A	N/A	MasteryConnect Trackers and Reports
Administer common benchmark assessments.	2018 - 2023	Teachers, CES Administration	N/A	N/A	MasteryConnect Trackers and Reports
Engage in content collaboration to identify student strengths and	2018-2023	Teachers, CES Administration	N/A	N/A	Weekly Content Collaboration

weaknesses.					

Strategy 2: Engage in a system of early identification of students with academic needs so that appropriate support and interventions are provided.

Action Step	Timeline	Responsibility	Estimated Cost	Funding Source	Accountability
Analyze student data.	2018-2023	Teachers, CES Administration	N/A	N/A	Quarterly Grade Distribution Reports (by grade level), Individual Semester Reports (by teacher), Benchmark assessments
Conduct Intervention Assistance Team Meetings	2018-2023	Admin, Counselors, Psychologist and Teachers	N/A	N/A	Bi-weekly IAT meetings
Engage in weekly content collaboration, and data review debriefs (following benchmarks) to identify student strengths and weaknesses, review action plans, and make adjustments to reach desired learning outcomes.	2018-2023	Teachers, CES Administration	N/A	N/A	Weekly Content Collaboration Quarterly Benchmark Data Reviews, Quarterly Benchmark Reflections
Facilitate Student Data Conferences (quarterly) to review performance, set goals, and identify support available.	2020-2023	All Teachers	N/A	N/A	Quarterly Performance Goal Sheets, AVID Binders
LMS will host Academic Blitz Conferences to set goals and improve student performance	2018-2023	Admin and Counselors	N/A	N/A	Quarterly Academic Blitz conference
LMS will offer content recovery opportunities for academic improvement	2018 - 2023	Admin Team and Content Recovery Teachers	N/A	N/A	Quarterly Saturday Academy for content recovery

Performance Goal Area	Student Achievement				
Performance Goal	By SY 2022-2023, the percentage of students scoring "Meets Expectation" or "Exceeds Expectations on SC READY Mathematics will increase from 21.3% to 31.3%.				
Interim Performance Goal	Our students scoring "Meets Expectation" or "Exceeds Expectations" on SC READY English Language Arts will meet the annual projected targets below:				
Data Sources	SDE SC READY				

<table>
<tr><td colspan="6" align="center">Overall Measures</td></tr>
<tr><td>Measure</td><td>Average Baseline (2016-2017) (2017-2018)</td><td>2018/19</td><td>2019/20</td><td>2020/21</td><td>2021/22</td><td>2022/23</td></tr>
<tr><td>Projected SC READY Math Results</td><td>21.3% (30.1%)</td><td>23.3%</td><td>25.3%</td><td>27.3%</td><td>29.3%</td><td>31.3%</td></tr>
<tr><td>Actual</td><td>■■■■■</td><td>34.7%</td><td>N/A - COVID19</td><td></td><td></td><td></td></tr>
</table>

Strategy 1: Monitor student progress frequently.					
Action Step	**Timeline**	**Responsibility**	**Estimated Cost**	**Funding Source**	**Accountability**
Administer formative assessments.	2018-- 2023	Teachers, CES Administration	N/A	N/A	MasteryConnect Trackers and Reports
Administer common benchmark assessments.	2018 - 2023	Teachers, CES Administration	N/A	N/A	MasteryConnect Trackers and Reports
Engage in content collaboration to identify student strengths and weaknesses.	2018-2023	Teachers, CES Administration	N/A	N/A	Weekly Content Collaboration

Strategy 2: Engage in a system of early identification of students with academic needs so that appropriate support and interventions are provided.					
Action Step	**Timeline**	**Responsibility**	**Estimated Cost**	**Funding Source**	**Accountability (Indicators of Implementation)**
Analyze student data.	2018-2023	Teachers, CES	N/A	N/A	Quarterly Grade Distribution

		Administration			Reports (by grade level), Individual Semester Reports (by teacher), Benchmark assessments
Conduct Intervention Assistance Team Meetings	2018-2023	Admin, Counselors, Psychologist and Teachers	N/A	N/A	Bi-weekly IAT meetings
Engage in weekly content collaboration, and data review debriefs (following benchmarks) to identify student strengths and weaknesses, review action plans, and make adjustments to reach desired learning outcomes.	2018-2023	Teachers, CES Administration	N/A	N/A	Weekly Content Collaboration Quarterly Benchmark Data Reviews, Quarterly Benchmark Reflections
Facilitate Student Data Conferences (quarterly) to review performance, set goals, and identify support available.	2020-2023	All Teachers	N/A	N/A	Quarterly Performance Goal Sheets, AVID Binders
LMS will host Academic Blitz Conferences to set goals and improve student performance	2018-2023	Admin and Counselors	N/A	N/A	Quarterly Academic Blitz conference
LMS will offer content recovery opportunities for academic improvement	2018 - 2023	Admin Team and Content Recovery Teachers	N/A	N/A	Quarterly Saturday Academy for content recovery

Performance Goal Area	Student Achievement
Performance Goal	By SY 2022-2023, the percentage of students scoring "Meets Expectation" or "Exceeds Expectations" in social studies on SC PASS will increase from 58.1% to 68.1%..
Interim Performance Goal	Our students scoring "Meets Expectation" or "Exceeds Expectations" on SC PASS Social Studies will meet the annual projected targets below:

Data Sources	SDE SC PASS					

Overall Measures						
Measure	Average Baseline	2018/19	2019/20	2020/21	2021/22	2022/23
Projected SC PASS Social Studies Results	58.1% - (2016-2017) 65.6% Grade 7 only (2017-2018)	60.1%	62.1%	64.1%	66.1%	68.1%
Actual	███████	**64.4%**	N/A - COVID19			

Strategy 1: Monitor student progress frequently.					
Action Step	**Timeline**	**Responsibility**	**Estimated Cost**	**Funding Source**	**Accountability**
Administer formative assessments.	2018 - 2023	Teachers, CES Administration	N/A	N/A	MasteryConnect Trackers and Reports
Administer common benchmark assessments.	2018 - 2023	Teachers, CES Administration	N/A	N/A	MasteryConnect Trackers and Reports
Engage in content collaboration to identify student strengths and weaknesses.	2018-2023	Teachers, CES Administration	N/A	N/A	Weekly Content Collaboration

Strategy 2: Engage in a system of early identification of students with academic needs so that appropriate support and interventions are provided.					
Action Step	**Timeline**	**Responsibility**	**Estimated Cost**	**Funding Source**	**Accountability (Indicators of Implementation)**
Analyze student data.	2018-2023	Teachers, CES Administration	N/A	N/A	Quarterly Grade Distribution Reports (by grade level), Individual Semester Reports (by teacher), Benchmark assessments
Conduct Intervention Assistance Team Meetings	2018-2023	Admin, Counselors,	N/A	N/A	Bi-weekly IAT meetings

		Psychologist and Teachers			
Engage in weekly content collaboration, and data review debriefs (following benchmarks) to identify student strengths and weaknesses, review action plans, and make adjustments to reach desired learning outcomes.	2018-2023	Teachers, CES Administration	N/A	N/A	Weekly Content Collaboration Quarterly Benchmark Data Reviews, Quarterly Benchmark Reflections
Facilitate Student Data Conferences (quarterly) to review performance, set goals, and identify support available.	2020-2023	All Teachers	N/A	N/A	Quarterly Performance Goal Sheets, AVID Binders
LMS will host Academic Blitz Conferences to set goals and improve student performance	2018-2023	Admin and Counselors	N/A	N/A	Quarterly Academic Blitz conference
LMS will offer content recovery opportunities for academic improvement	2018 - 2023	Admin Team and Content Recovery Teachers	N/A	N/A	Quarterly Saturday Academy for content recovery

Performance Goal Area	Student Achievement
Performance Goal	By SY 2022-2023, the percentage of students scoring "Meets Expectation" or "Exceeds Expectations"　on SC PASS Science will increase from　37.7% to 47.7%.
Interim Performance Goal	Our students scoring "Meets Expectation" or "Exceeds Expectations"　on SC PASS Science will meet the annual projected targets below:
Data Sources	SDE SC PASS
Overall Measures	

Measure	Average Baseline	2018/19	2019/20	2020/21	2021/22	2022/23
Projected SC PASS Science Results	37.7% (2016-2017) 38% (2017-2018)	39.7%	41.7%	43.7%	45.7%	47.7%
Actual	████	**44.8%**	N/A - COVID19			

Strategy 1: Monitor student progress frequently.						

Action Step	Timeline	Responsibility	Estimated Cost	Funding Source	Accountability Indicators of Implementation
Teachers will administer formative assessments.	2018 - 2023	Teachers, CES Administration	N/A	N/A	MasteryConnect Trackers and Reports
Teachers will administer common benchmark assessments.	2018 - 2023	Teachers, CES Administration	N/A	N/A	MasteryConnect Trackers and Reports
Teachers will engage in content collaboration to identify student strengths and weaknesses.	2018-2023	Teachers, CES Administration	N/A	N/A	Weekly Content Collaboration

Strategy 2: Engage in a system of early identification of students with academic needs so that appropriate support and interventions are provided.						

Action Step	Timeline	Responsibility	Estimated Cost	Funding Source	Accountability
Analyze student data.	2018-2023	Teachers, CES Administration	N/A	N/A	Quarterly Grade Distribution Reports (by grade level), Individual Semester Reports (by teacher), Benchmark assessments
Conduct Intervention Assistance Team Meetings	2018-2023	Admin, Counselors, Psychologist and Teachers	N/A	N/A	Bi-weekly IAT meetings
Engage in weekly content	2018-2023	Teachers, CES	N/A	N/A	Weekly Content Collaboration

collaboration, and data review debriefs (following benchmarks) to identify student strengths and weaknesses, review action plans, and make adjustments to reach desired learning outcomes.		Administration			Quarterly Benchmark Data Reviews, Quarterly Benchmark Reflections
Facilitate Student Data Conferences (quarterly) to review performance, set goals, and identify support available.	2020-2023	All Teachers	N/A	N/A	Quarterly Performance Goal Sheets, AVID Binders
LMS will host Academic Blitz Conferences to set goals and improve student performance	2018-2023	Admin and Counselors	N/A	N/A	Quarterly Academic Blitz conference
LMS will offer content recovery opportunities for academic improvement	2018 - 2023	Admin Team and Content Recovery Teachers	N/A	N/A	Quarterly Saturday Academy for content recovery

Climate

Performance Goal Area	Climate				
Performance Goal	By SY 2022-2023, the overall school climate satisfaction rate for LMS students will increase from 72.9% to 87.9%.				
Interim Performance Goal	The average school climate satisfaction rate for LMS students will meet the annual projected targets below:				
Data Sources	SDE School Report Card Student Climate Surveys (Students)				
Overall Measures					
Measure	Average	2018/19	2019/20	2020/21	2021/22	2022/23

	Baseline					
SDE School Climate Survey Results	72.9% (2016-2017) 72.9% (2017-2018)	75.9%	78.9%	81.9%	84.9%	87.9%
Actual		**61.1%**	N/A - COVID19			

Strategy 1: Engage students and Staff in social emotional learning.					
Action Step	**Timeline**	**Responsibility**	**Estimated Cost**	**Funding Source**	**Accountability (Indicators of Implementation)**
Students learn and apply Habits of Mind	2020 - 2023	Administration, Counselors and Teachers	N/A	N/A	Habits of Mind posted in all classrooms
LMS will incorporate 7 mindsets by highlighting character traits to encourage positive student behaviors.	2019 - 2023	Admin, Teachers	TBD	TBD	Monthly mindset focus
LMS students will participate in advisory.	2018-2023	Admin, Counselors and Teachers	N/A	N/A	Student schedules will reflect assignment to daily advisory.

Strategy 2: Celebrate and recognize our students for growth and achievements in academics, arts, athletics, and service.					
Action Step	**Timeline**	**Responsibility**	**Estimated Cost**	**Funding Source**	**Accountability (Indicators of Implementation)**
Incentive Events (Student Performance Data)	2018 - 2023	Administration	TBD	General Fund	Quarterly events Student Performance Data
Student Recognition Ceremonies	2018 - 2023	Administration and Counselors	TBD	General Fund	Quarterly programs

Performance Goal Area	Climate
Performance Goal	By SY 2022-2023, the overall school climate satisfaction rate for LMS teachers will increase from 74% to

	89.0%.
Interim Performance Goal	The average school climate satisfaction rate for LMS teachers will meet the annual projected targets below:
Data Sources	SDE School Report Card Climate Surveys

Overall Measures						
Measure	Average Baseline	2018/19	2019/20	2020/21	2021/22	2022/23
SDE School Climate Survey Results	74.0% (2016-2017) 88.8% (2017-2018)	77.0%	80.0%	83.0%	86.0%	89.0%
Actual	⬛	**70.9%**				

Strategy 1: Celebrate and recognize our staff members for their commitment to our school's vision: Student Success: Every Student. Every Day.					
Action Step	**Timeline**	**Responsibility**	**Estimated Cost**	**Funding Source**	**Accountability**
Share Joy Shoutouts	2018-2023	All Staff	N/A	N/A	Weekly Monday Message
Recognize staff commitment and accomplishments	2018-2023	All Staff	TBD	TBD	Monthly Staff Awards
Monthly Cokes and Conversations with the Staff to Increase Joy and Address Concerns	2020-2023	All Staff	500.00	Principal's Discretionary	Agenda, Action Plan

Strategy 2: Faculty and staff members will cultivate relationships with peers and students.					
Action Step	**Timeline**	**Responsibility**	**Estimated Cost**	**Funding Source**	**Accountability (Indicators of Implementation)**
LMS staff members will adhere to the LMS Professional Norms	2018- 2023	All Staff Members	N/A	N/A	Monthly Faculty Collaboration agendas will include the unpacking of LMS Professional Norms.
LMS staff members will	2018 - 2023	Administration	N/A	N/A	Faculty collaboration agendas

participate in professional development activities that focus on relational trust.					
LMS staff members will serve as advisors and club sponsors.	2018 - 2023	Admin, Counselors and Teachers	N/A	N/A	Teacher schedules will indicate daily advisory

Strategy 3: Create a safe and nurturing environment that supports the intellectual, social, and physical development of all students.

Action Step	Timeline	Responsibility	Estimated Cost	Funding Source	Accountability (Indicators of Implementation)
Review safety and crisis management plans annually.	2018 - 2023	Safety Team, Admin and SRO	N/A	N/A	Faculty meeting agenda that reflects Annual Review of Crisis Management Plan
Conduct required drills.	2018 - 2023	Safety Team and Admin	N/A	N/A	Emergency drill logs
Provide emergency training for all staff.	2018 - 2023	Safety Team and Admin	N/A	N/A	Staff collaboration agenda and sign in forms that indicate receipt of training
Examine the strengths and Weaknesses of our current MTSS Framework.	2018 - 2023	Admin, MTSS, and LSS Team	N/A	N/A	Powerschool, Educator Handbook, BrightBytes, and Academic Performance Data
Implement an effective alternative learning program.	2018 - 2023	Admin, Counselors and RESET Coordinator	TBD	TBD	Powerschool data, Educator Handbook Discipline Data and staff surveys

Performance Goal Area	Climate
Performance Goal	By SY 2022-2023, the overall school climate satisfaction rate for LMS parents will increase from 66.7% to 91.7%
Interim Performance Goal	The average school climate satisfaction rate for LMS parents will meet the annual projected targets below:

Data Sources	SDE Report Card School Climate Surveys (Parents)					
Overall Measures						
Measure	Average Baseline	2018/19	2019/20	2020/21	2021/22	2022/23
SDE School Climate Survey Results	66.7% (2016-2017) 71.1% (2017-2018)	69.7%	72.7%	75.7%	78.7%	81.7%
Actual	███████	**76.3%**	N/A - COVID19			

Strategy 1: LMS will grow partnerships with students, families, staff, and the community to support academic success.

Action Step	Timeline	Responsibility	Estimated Cost	Funding Source	Accountability
Review the LMS Strategic Plan and updates with stakeholders in the fall of each school year.	2018 - 2023	Admin	N/A	N/A	Agenda and minutes for annual meeting to review the strategic plan and updates
SIC and PTO will set annual goals to grow partnerships that support our students' academic success	2018 - 2023	Admin, SIC and PTO	N/A	N/A	SIC Annual Report to Parents and PTO Annual Goals
Host Parent Sessions that engage parents and students in student and school success	2018 - 2023	Admin, SIC, PTO, Counselors and Teachers	N/A	N/A	Parent University, AVID & Gear Up,and Magnet Parent Nights Surveys, Calendar and Agendas

Strategy 2: Increase the number of SIC and PTO sponsored events that engage parents in their students' educational experiences.

Action Step	Timeline	Responsibility	Estimated Cost	Funding Source	Accountability
Host Academic Nights to share strategies and activities with parents to support student learning and progress.	2018 - 2023	Teachers, Admin, and Parent Groups	N/A	N/A	Agendas, Programs, Planning Documents
SIC and PTO will set annual goals to grow partnerships that	2018 - 2023	Admin, SIC and PTO	N/A	N/A	SIC Annual Report to Parents and PTO Annual Goals

support our students' academic success					

Teacher/Administrator Quality

Performance Goal Area	Teacher/Administrator Quality				
Performance Goal	Administrative Team Members will increase their number of classroom walkthrough observations conducted annually from 233 to 483.				
Interim Performance Goal	The number of classroom observations completed annually will meet the annual projected targets below:				
Data Sources	Data reports for walkthrough observations				
Overall Measures					
Measure	Average Baseline	2018/19	2019/20	2020/21	2021/22	2022/23
Number of walkthrough observations completed by the administration team	233	283	333	383	433	483
Actual	■	364	268 Before COVID-19			

Strategy 1: Commitment to conducting walkthrough observations will be a priority for the administration team.					
Action Step	**Timeline**	**Responsibility**	**Estimated Cost**	**Funding Source**	**Accountability (Indicators of Implementation)**
Create a schedule of teachers to observe during walkthrough observations.	2018-2023	Admin	N/A	N/A	Electronic schedule for walkthrough observations
Admin team members will be assigned specific dates to prioritize walkthrough observations.	2018-2023	Admin	N/A	N/A	Walkthrough Observation Data and admin team schedule

Performance Goal Area	Teacher/Administrator Quality				
Performance Goal	Increase the percentage of observations that reflect a rating of 4 on "Uses a variety of instructional strategies" by ten percent annually.				
Interim Performance Goal	The percentage of observations that reflect a rating of 4 on "Uses a variety of instructional strategies" will meet the annual projected targets below				
Data Sources	Data from Classroom Mosaic and Walkthrough Observations				
Overall Measures					
Measure	Average Baseline	2018/19	2019/20	2020/21	2021/22	2022/23
Current percentage of observations that reflect the use a variety of instructional strategies	31.8%	31.8%	41.8%	51.8%	61.8%	71.8%
Actual	███████	20%	N/A - COVID19			

Strategy 1: Focus on instruction during walkthrough observations					
Action Step	**Timeline**	**Responsibility**	**Estimated Cost**	**Funding Source**	**Accountability (Indicators of Implementation)**
Publish an observation schedule that identifies specific areas of focus(instruction, environment, technology integration, etc.)	2018-2023	Admin	N/A	N/A	Walkthrough observation schedule
Review observation data during faculty, department, and grade level collaboration times	2018 - 2023	Admin	N/A	N/A/	Department and grade level collaboration notes and agendas
Debrief observation data on a monthly basis using data protocols identifying clear takeaways and targeted areas for improvement	**2018 - 2023**	**Admin**	**N/A**	**N/A/**	**Department and grade level collaboration notes and agendas**

Gifted and Talented

Performance Goal Area	Gifted and Talented
Performance Goal	Increase the number of students enrolled in Algebra and English 1 by three percent annually.
Interim Performance Goal	The number of students enrolled in Algebra and English 1 will meet the projected targets below.
Data Sources	Algebra and English 1 course enrollment

<table>
<tr><td colspan="7" align="center">Overall Measures</td></tr>
<tr><td>Measure</td><td>Average Baseline</td><td>2018/19</td><td>2019/20</td><td>2020/21</td><td>2021/22</td><td>2022/23</td></tr>
<tr><td>Percentage of students enrolled in Algebra</td><td>3.25% (2017-2018)</td><td>6.25%</td><td>9.25%</td><td>12.25%</td><td>15.25%</td><td>18.25%</td></tr>
<tr><td>Actual</td><td>■■■■■■■</td><td>3.7%</td><td>3.7%</td><td></td><td></td><td></td></tr>
<tr><td>Percentage of students enrolled in English 1</td><td>18.3% (2019-2020)</td><td>N/A</td><td>18.3%</td><td>19.0%</td><td>19.5%</td><td>20.0%</td></tr>
<tr><td>Actual</td><td>■■■■■■■</td><td></td><td>18.3%</td><td></td><td></td><td></td></tr>
</table>

Strategy 1 Identify students to elevate to Algebra I and English 1 and provide academic support.

Action Step	Timeline	Responsibility	Estimated Cost	Funding Source	Accountability (Indicators of Implementation)
Conduct summer boot camps for students advancing to English 1 and Algebra during middle school.	2018-2023	Teachers, Counselors and Admin	TBD	At Risk Funds	Boot camp schedule and curriculum
Enroll newly identified Algebra and English 1 students in AVID to provide support.	2018-2023	Teachers, Counselors and Admin	N/A	N/A	AVID rosters
Facilitate Tier 2 (Workshop Model) instruction to all math and ELA students quarterly to support growth and achievement.	2018-2023	Teachers, Counselors and Admin	N/A	N/A	Meeting Agendas, Development of Proposal