

LADY'S ISLAND MIDDLE SCHOOL PLAN

TABLE OF CONTENTS

Plan Signature Page

Assurances for Plan

Stakeholder Involvement for Plan

District Requested Plan Waiver(s) *(if applicable)*

Needs Assessment Data

Executive Summary of Needs Assessment Data Findings

Performance Goals and Action Plans

Read to Succeed

Gifted and Talented Required Tables *(District level only)*

District Proficiency-Based System *(District level only)*

District Summer School Programs Site Identification *(District level only)*

NEEDS ASSESSMENT DATA

Provide the link to your school’s most recent State Report Card:

<https://screportcards.com/overview/?q=eT0yMDIyJnQ9TSZzaWQ9MDcwMTAwMQ>

Directions: Provide additional needs assessment data including both formative and summative assessments used to gauge student learning, **especially if any performance goals are using data not found in the State Report Card.** (Charts, graphs, or other formats of data may be used.)

Student Achievement

2018 – 2022 SCREADY ELA

	2018	2019	2020	2021	2022	2023	2024
% Meets/Exceeds All Students (Projected Goal)			36.8	40.1	43.4	46.7	50
% Meets/Exceeds All Students (Actual Score)	33.5	36.6	No Data Collected	35.1	36.9		

2018 – 2022 SCREADY Math

	2018	2019	2020	2021	2022	2023	2024
% Meets/Exceeds All Students (Projected Goal)			36.2	39.7	43.2	46.7	50
% Meets/Exceeds All Students (Actual Score)	32.7	35.8	No Data Collected	23.1	22.9		

2023 Winter MAP - % Students At or Above the 50%ile

Reading			Math	
6 th	27.2%		6 th	27.6%
7 th	52.5%		7 th	35.0%
8 th	40.5% (77 students)		8 th	29.8%

2023 Winter MAP – SCREADY 2023 Projected Proficiency

Reading			Math	
6 th	19.8%		6 th	18.5%
7 th	32.1%		7 th	22.2%
8 th	19.6%		8 th	13.5%

School Climate

2018 – 2022 Educator’s Handbook Discipline Data

	2018	2019	2020	2021	2022	2023
# Office Referrals (Projected)		1064	948	832	716	600
# Office Referrals (Actual)	1180	865	666 (March School Closures)	219 (Virtual/Hybrid Instruction)	709	
# Minor Incidents (Projected)		1204	1053	902	751	600
# Minor Incidents (Actual)	1355	1131	576 (March School Closures)	126 (Virtual/Hybrid Instruction)	1,449	

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

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.

State Report Card for districts and schools data

Directions: In the appropriate boxes, use district and school data to identify areas in need of improvement. Required areas to be addressed are: Student Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

Student Achievement, including sub-groups
<p>Early Childhood/Primary (PK–2):</p> <p>Click or tap here to enter text.</p>
<p>Elementary/Middle (3–8):</p> <p>The needs assessment data revealed some concerning trends in student performance. According to the data, only 36.9% of students meet the state's expectations in reading and 22.9% in math. This indicates a significant achievement gap that must be addressed to ensure that all students receive a high-quality education. In addition, the data also details that an achievement gap exists in reading and math, with African American students performing -4.7 to -6.9 points lower than all students on SCREADY. The data highlights the urgent need for targeted interventions and support to improve student learning outcomes in reading and math. School administrators will invest additional time and expertise in effective instructional strategies, such as differentiated instruction, collaborative learning, technology integration, cultural competency training for teachers and staff, and increased family and community involvement to enhance student engagement and achievement. Additionally, it is essential to provide ongoing professional development opportunities for teachers and staff to ensure that they have the skills and knowledge necessary to address the unique needs of African American students.</p>
<p>High School (9–12):</p> <p>Click or tap here to enter text.</p>
Teacher/Administrator Quality
<p>Lady's Island Middle School has the need for additional highly qualified teachers in the areas of reading and math to support student achievement. The data shows that students</p>

are struggling with daily content mastery, which impacts their MAP scores, and ultimately their achievement on SCREADY assessments. Full time literacy and math coaches, as well as support/intervention teachers in reading and math are needed to lower class sizes to address these achievement concerns. Due to the high number of Induction teachers on staff at Lady's Island Middle School, all teachers can benefit from additional professional development in many areas, including Read2Succeed, Gifted and Talented, SIOP, and STEAM in order to enhance their teacher effectiveness rating. GT Endorsements 14/40 = 35%

School Climate

The needs assessment data in the area of school climate indicates a significant improvement in student behavior and discipline over the last three years. According to the data, there has been a decrease in student discipline referrals from 1180 to 709, which is a positive trend that deserves recognition. The data highlights the effectiveness of our school's efforts to improve student behavior and maintain a safe and positive learning environment. School administrators and staff should be commended for their hard work and dedication in promoting positive behavior and reducing disciplinary incidents. However, it is important to note that there is still room for improvement. We will continue to monitor student behavior and discipline closely and implement evidence-based strategies and interventions to address any issues that arise. Additionally, it is critical to provide ongoing training and support for teachers and staff to maintain a positive school culture and promote a safe and respectful learning environment. Overall, the needs assessment data indicates that our school has made significant progress in improving student behavior and discipline. We will continue to build on this success and work collaboratively to promote a culture of respect, responsibility, and academic excellence.

Other (such as district and/or school priorities)

Click or tap here to enter text.

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

(* required)

District Priority

*Gifted and Talented Requires
1 Academic Goal and 1 Additional
Goal*

Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional

Gifted and Talented: Other

PERFORMANCE GOAL:

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.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

By Spring 2024 administration of SC READY Reading, total school achievement will increase from 33.5% meets/exceeds expectations to 50% meets/exceeds expectations.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA Source(s): SCREADY ELA

Average Baseline: 35.1%

2022 – 23 – Projected Data: 43.4%

2022 – 23 – Actual Data: Click or tap here to enter text.

2023 – 24 – Projected Data: 45%

2023 – 24 – Actual Data: Click or tap here to enter text.

2024 – 25 – Projected Data: Click or tap here to enter text.

2024 – 25 – Actual Data: Click or tap here to enter text.

2025 – 26 – Projected Data: Click or tap here to enter text.

2025 – 26 – Actual Data: Click or tap here to enter text.

2026 – 27 – Projected Data: Click or tap here to enter text.

2026 – 27 – Actual Data: Click or tap here to enter text.

ACTION PLAN FOR STRATEGY #1: Utilize NWEA MAP Linkage Study and benchmark testing to monitor progress and achievement.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. MAP Data Review Teams	8/2021 – 6/2023	Grade Level Teams	N/A	N/A	
2. Read To Succeed Endorsement	8/2021 – 6/2023	Individual Certified Staff	\$40 per course/per person	ISD	
3. Student Centered Coaching Conferences	8/2021 – 6/2023	Individual Certified Staff	N/A	N/A	
4. Master Schedule--Daily Independent Reading	8/2021 – 6/2023	Principal	N/A	N/A	
5. Reading Plus/i-Ready Progress Monitoring	8/2021 – 6/2023	Individual Certified Staff	Unknown	ISD	
6. Hire Literacy Interventionist	8/2021 – 6/2023	Principal	Certified Salary	BCSD General Budget	

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

(* required)

District Priority

*Gifted and Talented Requires
1 Academic Goal and 1 Additional
Goal*

Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional

Gifted and Talented: Other

PERFORMANCE GOAL:

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.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

By Spring 2024 administration of SC READY Math, total school achievement will increase from 32.7% meets/exceeds expectations to 50% meets/exceeds expectations.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA Source(s): SCREADY Math

Average Baseline: 23.1%

2022 – 23 – Projected Data: 43.2%

2022 – 23 – Actual Data: Click or tap here to enter text.

2023 – 24 – Projected Data: 45%

2023 – 24 – Actual Data: Click or tap here to enter text.

2024 – 25 – Projected Data: Click or tap here to enter text.

2024 – 25 – Actual Data: Click or tap here to enter text.

2025 – 26 – Projected Data: Click or tap here to enter text.

2025 – 26 – Actual Data: Click or tap here to enter text.

2026 – 27 – Projected Data: Click or tap here to enter text.

2026 – 27 – Actual Data: Click or tap here to enter text.

ACTION PLAN FOR STRATEGY #1: Utilize NWEA MAP Linkage Study and benchmark testing to monitor progress and achievement.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. MAP Data Review Teams	8/2021 – 6/2023	Grade Level Teams	N/A	N/A	
3. Student Centered Coaching Conferences	8/2021 – 6/2023	Individual Certified Staff	N/A	N/A	
3. iReady Math/IXL--Supplemental Intervention Program	8/2021 – 6/2023	Individual Certified Staff	Unknown	ISD	
6. Hire Math Interventionist	8/2021 – 6/2023	Principal	Certified Salary	BCSD General Budget	
5. Full Time Numeracy Coach	8/2021 – 6/2023	Principal	Certified Salary	BCSD General Budget	

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

(* required)

District Priority

*Gifted and Talented Requires
1 Academic Goal and 1 Additional
Goal*

Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional

Gifted and Talented: Other

PERFORMANCE GOAL:

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.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

By 2024, school discipline referrals will decrease from 1,180 office managed incidents to less than 600 office managed incidents.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA Source(s): Educator's Handbook/PowerSchool

Average Baseline: 1113

2022 – 23 – Projected Data: 999

2022 – 23 – Actual Data: Click or tap here to enter text.

2023 – 24 – Projected Data: 650

2023 – 24 – Actual Data: Click or tap here to enter text.

2024 – 25 – Projected Data: Click or tap here to enter text.

2024 – 25 – Actual Data: Click or tap here to enter text.

2025 – 26 – Projected Data: Click or tap here to enter text.

2025 – 26 – Actual Data: Click or tap here to enter text.

2026 – 27 – Projected Data: Click or tap here to enter text.

2026 – 27 – Actual Data: Click or tap here to enter text.

ACTION PLAN FOR STRATEGY #1: Create School Climate Multidisciplinary Team

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Multi-Disciplinary Team Data Analysis	2/2022 – 6/2023	MTSS Coordinator	N/A	N/A	

ACTION PLAN FOR STRATEGY #2: Develop Student Advisory Groups

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Quarterly Student Advisory Meetings	2/2022 – 6/2023	Student Advisory Sponsor	N/A	N/A	

ACTION PLAN FOR STRATEGY #3: Multi-Tiered System of Supports

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement MTSS Interventions for High-Risk Students	2/2022 – 6/2023	Student Advisory Sponsor	N/A	N/A	

ACTION PLAN FOR STRATEGY #4: Develop PBIS opportunities to focus on and highlight positive student behaviors.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement LiveSchool PBIS Program	1/2022 – 6/2023	LiveSchool Committee	\$6825.06	Title I	
2. Rewards and Incentives	1/2022 – 6/2023	LiveSchool Committee	\$5,000	Student Activities	

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

(* required)

District Priority

*Gifted and Talented Requires
1 Academic Goal and 1 Additional
Goal*

Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional

Gifted and Talented: Other

PERFORMANCE GOAL:

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.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

Performance Goal: By 2024, 100% of site-based PLC and professional development will clearly align to MedTech7/STEAM initiatives, instructional best practices to close the achievement gap, and school climate.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA Source(s): SCTS 4.0 Instructional Rubric

Average Baseline: Click or tap here to enter text.

2022 – 23 – Projected Data: Click or tap here to enter text.

2022 – 23 – Actual Data: Click or tap here to enter text.

2023 – 24 – Projected Data: Click or tap here to enter text.

2023 – 24 – Actual Data: Click or tap here to enter text.

2024 – 25 – Projected Data: Click or tap here to enter text.

2024 – 25 – Actual Data: Click or tap here to enter text.

2025 – 26 – Projected Data: Click or tap here to enter text.

2025 – 26 – Actual Data: Click or tap here to enter text.

2026 – 27 – Projected Data: Click or tap here to enter text.

2026 – 27 – Actual Data: Click or tap here to enter text.

ACTION PLAN FOR STRATEGY #1: PLC--4.0 Instructional Rubric

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Weekly PLC Model - SCTS 4.0 Rubric	8/2021 – 6/2023	Administrators Instructional Coaches	N/A	N/A	
2. Observations, Feedback, and Conferencing	8/2021 – 6/2023	Administrators Instructional Coaches	N/A	N/A	
3. Monthly Induction Support Sessions	8/2021 – 6/2023	ADEPT Liaison	N/A	N/A	

ACTION PLAN FOR STRATEGY #2: Strengthen the Academic Arts Department

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Hire Choral/Theater Courses	8/2021 – 6/2023	Principal	Certified Salary	BCSD General Budget	
2. Artists in Residence	8/2021 – 6/2023	Academic Arts Dept. Chair	\$6,000	ABC Grant	

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
				Title I	
3.Hire Career Development Facilitator	8/2021 – 6/2023	Principal	Certified Salary	BCSD General Budget	

ACTION PLAN FOR STRATEGY #3: Achieve a 70% Teacher Retention rate.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Build positive working conditions.	8/2022–6/2023	Administrators Instructional Coaches	N/A	N/A	
2. Collegial Relationships	8/2022–6/2023	Administrators Instructional Coaches	N/A	N/A	
3. Instructional Leadership	8/2022–6/2023	Leadership Team	N/A	N/A	
4. School Culture	8/2022–6/2023	Leadership Team	N/A	N/A	