

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

Phone

<https://www.richland2.org/lm>

Website

STRATEGIC PLAN FOR: 2018-2019 / 2022-2023 (five years)

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

Longleaf Middle School

Strategic Plan

Table of Contents

2018 - 2023

- Assurances for School Plans
- Stakeholder Involvement for School Plan
- Mission, Vision, Values and Beliefs
- Needs Assessment Data
- Executive Summary of Needs Assessment Data Findings
- Performance Goals and Action Plans
 - Student Achievement Performance Goals
 - Climate Performance Goals
 - Teacher/Administrator Quality Performance Goals
 - Gifted and Talented Performance Goals
- Read to Succeed

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.

- 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).
- 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).
- 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.
- 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.
- Technology:** The school/district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- Innovation:** The school/district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
- 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).
- 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.

ASSURANCES FOR SCHOOL PLANS (Continued)

- 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
(for district and school plans)

Superintendent's Signature

Date

Robert S. Jackson

Principal's Printed Name

Principal's Signature

4/25/2018

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** Tiffany Collins - EdVenture

5. **SCHOOL IMPROVEMENT COUNCIL** Toni Norton - 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	LaToya Goodwin-Gary
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 768 students. African American students comprise 72% of the student population, while Caucasian students represent 14%, Hispanic students represent 7%, Asian students represent 1%, and 4% are classified as other. Of the 768 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 Lingleaf 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 avg 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 increase 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 observe 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 student 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%	31.9%	33.9%	35.9%	37.9%	39.9%
Actual						

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 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, Benchmark assessments
Conduct Intervention Assistance Team Meetings	2018-2023	Admin, Counselors, Psychologist and Teachers	N/A	N/A	Bi-weekly IAT meetings
Engage in content collaboration to identify student strengths and weaknesses.	2018-2023	Teachers, CES Administration	N/A	N/A	Weekly Content Collaboration
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 student 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

Overall Measures

Measure	Average Baseline	2018/19	2019/20	2020/21	2021/22	2022/23

Projected SC READY Math Results	21.3%	23.3%	25.3%	27.3%	29.3%	31.3%
Actual						
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, Benchmark assessments	
Conduct Intervention Assistance Team Meetings	2018-2023	Admin, Counselors, Psychologist and Teachers	N/A	N/A	Bi-weekly IAT meetings	
Engage in content collaboration to identify student strengths and weaknesses.	2018-2023	Teachers, CES Administration	N/A	N/A	Weekly Content Collaboration	
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	2018 - 2023	Admin Team	N/A	N/A	Quarterly Saturday Academy for	

opportunities for academic improvement		and Content Recovery Teachers			content recovery
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Performance Goal Area	Student Achievement
Performance Goal	By SY 2022-2023, the percentage of student 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%	60.1%	62.1%	64.1%	66.1%	68.1%
Actual						

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
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					(Indicators of Implementation)
Analyze student data.	2018-2023	Teachers, CES Administration	N/A	N/A	Quarterly Grade Distribution Reports, Benchmark assessments
Conduct Intervention Assistance Team Meetings	2018-2023	Admin, Counselors, Psychologist and Teachers	N/A	N/A	Bi-weekly IAT meetings
Engage in content collaboration to identify student strengths and weaknesses.	2018-2023	Teachers, CES Administration	N/A	N/A	Weekly Content Collaboration
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 student 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	37.7%	39.7%	41.7%	43.7%	45.7%	47.7%

Results						
Actual						
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, Benchmark assessments	
Conduct Intervention Assistance Team Meetings	2018-2023	Admin, Counselors, Psychologist and Teachers	N/A	N/A	Bi-weekly IAT meetings	
Engage in content collaboration to identify student strengths and weaknesses.	2018-2023	Teachers, CES Administration	N/A	N/A	Weekly Content Collaboration	
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	2018 - 2023	Admin Team	N/A	N/A	Quarterly Saturday Academy for	

opportunities for academic improvement		and Content Recovery Teachers			content recovery
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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 97.9%.					
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 Baseline	2018/19	2019/20	2020/21	2021/22	2022/23
SDE School Climate Survey Results	72.9%	77.9%	82.9%	87.9%	92.9%	97.9%
Actual						
Strategy 1: Engage students and in social emotional learning.						
Action Step	Timeline	Responsibility	Estimated Cost	Funding Source	Accountability (Indicators of Implementation)	
Students learn and apply Habits of Scholarship	2018 - 2023	Administration, Counselors and Teachers	N/A	N/A	Habits of Scholarship posted in all classrooms	
LMS will incorporate 7 mindsets by highlighting character traits to encourage positive student	2018 - 2023	Admin, Teachers	TBD	TBD	Monthly mindset focus	

behaviors.					
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	2018 - 2023	Administration	TBD	General Fund	Quarterly events
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					
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%	79.0%	84.0%	89.0%	94.0%	99.0%
Actual						
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	2018-2023	All Staff	TBD	TBD	1609/Golden Gear	

accomplishments					Award/Exemplary Attendance Awards
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 participate in professional develop activities that focus on relationship trust.	2018 - 2023	Administration	N/A	N/A	Faculty collaboration agendas
LMS staff members will serve as advisors.	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 the current behavior management plan based on discipline and attendance data and adjust as appropriate.	2018 - 2023	Admin Team	N/A	N/A	Powerschool and Educator Handbook Discipline Data
Implement an effective alternative learning suspension program.	2018 - 2023	Admin, Counselors and ISS 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%	71.7%	76.7%	81.7%	86.7%	91.7%
Actual						
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 University 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 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 at least two Get Connected Nights	2018 - 2023	Admin and SIC	N/A	N/A	One Get Connected event will take place each semester.
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 University 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 Surveys, Calendar and Agendas

Teacher/Administrator Quality

Performance Goal Area	Teacher/Administrator Quality					
Performance Goal	Administrators 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
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%

Strategy 1: Focus on instruction during walkthrough observations						
Action Step	Timeline	Responsibility	Estimated Cost	Funding	Accountability	

				Source	(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 department and grade level collaboration	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 by three percent annually.					
Interim Performance Goal	The number of students enrolled in Algebra will meet the projected targets below.					
Data Sources	Algebra course enrollment					
Overall Measures						
Measure	Average Baseline	2018/19	2019/20	2020/21	2021/22	2022/23
Percentage of students enrolled in Algebra	3.25%	6.25%	9.25%	12.25%	15.25%	18.25%
Actual						
Strategy 1 Identify students to elevate to Algebra I and provide academic support.						
Action Step	Timeline	Responsibility	Estimated Cost	Funding Source	Accountability (Indicators of Implementation)	
Conduct summer boot camps for	2018-2023	Teachers,	TBD	At Risk Funds	Boot camp schedule and	

students advancing to Algebra during middle school.		Counselors and Admin			curriculum
Enroll newly identified Algebra students in AVID to provide support.	2018-2023	Teachers, Counselors and Admin	N/A	N/A	AVID rosters
Discuss adding PITSCO Algebra Readiness Labs for 6th, 7th, and 8th Grade students to develop and expand skills to prepare those students for higher levels of performance	2018-2023	Teachers, Counselors and Admin	N/A	N/A	Meeting Agendas, Development of Proposal

South Carolina Department of Education

Office of Early Learning and Literacy

Read to Succeed Middle and Secondary Exemplary Literacy Reflection Tool

School Name: Longleaf Middle School

A. This school documents and monitors the reading and writing assessment and instruction planned for all sixth through twelfth grade students and the interventions provided to all struggling readers who are not able to comprehend grade-level texts.				
Lenses of Assessment				
A Comprehensive System of Assessment				
<ul style="list-style-type: none"> ● Summative Assessment ● SC Ready, End of Course ● Formative Assessment <ul style="list-style-type: none"> ○ Fountas and Pinnell, DRA, Dominic ○ Star Reading ○ MAP ● Data Teams <ul style="list-style-type: none"> ○ Collecting Data, Analyzing, Establishing Goals and Look-fors, Creating Action Plans ● Documentation of Data 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
A1. Teachers use a comprehensive formative assessment system.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EasyCBM Mastery Connect Formative Assessments Benchmark Assessments MAP Use of Data Protocols
A2. Teachers make instructional	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

decisions for students based on data.				Grade Distribution Forms Academic Blitz Forms
A3. Teachers work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
A4. Teachers collect and analyze data to determine targeted, effective in-class intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

B. This school provides supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.

Lenses of Assessment				
Assessing for Supplemental Instruction				
<ul style="list-style-type: none"> • Reading Process • Small Group and Individual 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
B1. Teachers notice, teach, and prompt for use of strategic reading behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Reading Intervention Course Leveled Literacy Intervention Summer Reading/Writing Program
B2. Teachers and students collaborate to set measurable short term goals aimed at growing students' reading behaviors and make strategic	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

plans outlining how these goals will be accomplished.				
B3. Teachers provide targeted, effective in-class intervention which -must provide individual and small-group instruction; and -must be 30 minutes in addition to 90 minutes of daily reading and writing instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

C. This school utilizes a system for helping parents understand how they can support the student as a reader at home.				
Lenses of Assessment				
Assessing for Family Support of Literacy Development				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
C1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Parent University School Blog Richland County Public Library Partnership SIC/PTO Agendas Conference Logs Sign-in Sheets from Parent Conferences

D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.

Lenses of Assessment

Assessing for Research-Based Instructional Practices:

- Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data
- Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data
- Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data
- Integration of Disciplinary Literacy
- Standards: South Carolina College and Career Ready Standards

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
D1. Teachers ensure that instruction is short and focused so that students practice new behaviors and processes by reading and writing authentic texts for the majority of the instructional time.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Lesson Plans Classroom Walkthrough Observations School Wide Writing LEAP Days w/ literacy focus Literacy Design Collaborative

D2. Teachers monitor student engagement in reading and writing and use this data to confer with students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D3. Teachers use Shared Reading Experiences (literary texts and informational texts) and Shared Writing to scaffold student success and build fluency.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D4. Teachers use shared writing experiences to scaffold student success and build fluency.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data. (continued)				
Lenses of Assessment Assessing for Research-Based Instructional Practices: <ul style="list-style-type: none"> ● Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data ● Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data ● Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data ● Integration of Disciplinary Literacy ● Standards: South Carolina College and Career Ready Standards 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
D5. Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Research Writing Workshops Reading Workshops in Reading Intervention Course Career Development/SCOIS Assessments AVID Strategies (WICOR) Teacher Observations

using challenging texts.				Lesson Plans Department Collaboration Agendas Shared Leadership Collaboration Agendas
D6. Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D7. Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data. (continued)

Lenses of Assessment

Assessing for Research-Based Instructional Practices:

- Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data
- Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data
- Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data
- Integration of Disciplinary Literacy

● Standards: South Carolina College and Career Ready Standards				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
D8. Teachers use the South Carolina College and Career Ready Standards when planning instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

E. This school ensures that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students.				
Lenses of Assessment				
Assessing for Reading Engagement:				
<ul style="list-style-type: none"> ● Student Choice ● Large blocks of time to read, write, and research ● Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect a variety of genre 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
E1. Teachers provide students choice in what they read, write, and research.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Sustained Silent Reading Schedule Reading Logs Interactive Notebooks Classroom Libraries Interest Inventories Media Center Monthly Report eBook Database
E2. The teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E3. Teachers reflect on and eliminate activities that interfere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

with text reading and writing.				
E4. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

F. This school provides teacher and administrator training in reading and writing instruction.

Lenses of Assessment

Assessing for Professional Development

- Literacy Competencies for Middle and Secondary Teachers
- Literacy Competencies for Administrators
- South Carolina College and Career Ready Standards
- Standards for Professional Learning

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
F1. Teachers participate in professional learning opportunities based on data through <ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach ○ Book clubs ○ Teacher action research ○ Collaborative planning ○ Peer coaching 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Faculty Book Study Curriculum Book Study Micro Burst Learning Sessions Half Day Professional Development Teacher Mentors Department Collaboration Shared Leadership Collaboration Whole Staff Collaboration Grade Level Content Collaboration

<p>F2. Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data:</p> <ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach ○ Book Clubs 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
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G. This school develops strategically planned partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.

Lenses of Assessment
Assessing for Literacy Partnerships

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
<p>G1. Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing.</p> <ul style="list-style-type: none"> ● County libraries are used to increase the volume of reading in the community over the summer 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Richland County Public Library Midlands Education Business Alliance EdVenture Camp Discovery USC S2TEM Center Parent Teacher Organization School Improvement Council</p>

<ul style="list-style-type: none"> • State and local arts organizations • Volunteers • Social service organizations • School media specialists 				
G2. Specific actions are taken to foster partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

H. This school embeds practices reflective of an exemplary literacy-rich environment.				
Lenses of Assessment				
Assessing for Inquiry-based Learning:				
<ul style="list-style-type: none"> • Immersion, Investigation, Coalescing, Going Public • Read Aloud/Shared Reading • Independent reading, writing, researching • South Carolina College and Career Ready Standards for Inquiry • Profile of the South Carolina Graduate 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
H1. Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts for most of the instructional time.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Lesson Plans Referencing the Inquiry Standards Examples of Student Research Projects Student artifacts from research LDC (<i>Literacy Design Collaborative</i>) Lessons Bell Schedule
H2. Teachers integrate content-specific	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

reading, writing, & researching into ELA to provide the authentic experiences necessary to become more proficient researchers and readers and writers.				
H3. Teachers provide large blocks of time for instruction & practice for students to sustain work on reading, writing, and researching.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
H4. Teachers ensure texts and materials are organized and easily accessible by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Bell Schedule Classroom Libraries Online Database Student Data Conferences Classroom Observations
H5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
H6. Teachers prominently display artifacts reflective of student learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
H7. Teachers immerse students in print-rich environments.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Analysis of Data

Strengths	Possibilities for Growth
After careful reflection, we are able to identify the following strengths for Longleaf Middle:	After careful reflection, we are able to identify the following possibilities for growth for Longleaf Middle:

1. Monitoring reading and writing assessment and instruction through the use of reading logs, interactive notebooks, Literacy Design Collaborative, common assessments, lesson plans, and school wide writing.
2. Collecting data to establish goals and growth plans for students.
3. Establishing school wide literacy strategies such as RACE and WICOR.
4. Providing additional instructional time for struggling readers through our reading intervention course.
5. Integration of disciplinary literacy through AVID strategies, Literacy Design Powerful Practices, and Project Based Learning.

1. Providing more opportunities for students to develop deep conceptual understanding of content by using the habits of reading, writing, talking, and thinking.
2. Providing more time in the schedule for student conferences regarding reading and writing performance.
3. Reflecting on and eliminating activities that interfere with text reading and writing.

SMART Goals and Action Steps Based on Analysis of Data

Goal #1:

By the end of 2019, we will improve student performance on SCREADY ELA and Writing assessments by moving at least 3% of our students one or more categories.

Action Steps:

1. **Expand the number of teachers participating in the Literacy Design Collaborative in order to improve literacy instruction and have a positive impact on student achievement.**
2. **Continue to implement Project Based Learning as a means to increase deep conceptual knowledge.**
3. **Provide teacher training for reading and writing strategies.**

Goal #2:

By the end of 2019, we increase opportunities for students to engage in academic feedback conversations with teachers.

Action Steps:

1. **Build in school wide data days for student conferences.**
2. **Provide professional learning to teachers on how to design class schedules that include conference time.**
3. **Add conference component to Advisory.**

<p>Goal #3:</p> <p>Throughout the 2018-19 school year, we will continue to sustain collaboration times for all teachers so that teachers may analyze data and create plans of action to improve literacy instruction.</p>	<p>Action Steps:</p> <ol style="list-style-type: none">1. Include mini-literacy professional learning in collaboration agendas.2. Use collaboration times to analyze assessment data using the district's data protocol.3. Conduct periodic reviews of lesson plans to ensure activities are appropriate, address the intent of the standard, engaging, and student centered.

References

McConachie, S., Hall, M., Resnick, L., Ravi, A.K., Bill, V.L., Bintz, J., & Taylor, J.A. (2006, October). Task, text, and talk. *Educational Leadership*, 64(2),8-14.

