

# South Lake Middle School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	South Lake Middle School
<b>Street</b>	655 West Yale Loop
<b>City, State, Zip</b>	Irvine, CA 92614
<b>Phone Number</b>	(949) 936-6700
<b>Principal</b>	Belinda Averill
<b>E-mail Address</b>	belindaaverill@iusd.org
<b>Web Site</b>	<a href="http://www.southlakems.org">http://www.southlakems.org</a>
<b>CDS Code</b>	30-73650-6111876

<b>District Contact Information</b>	
<b>District Name</b>	Irvine Unified School District
<b>Phone Number</b>	(949) 936-6500
<b>Superintendent</b>	Mr. Terry Walker
<b>E-mail Address</b>	TerryWalker@iusd.org
<b>Web Site</b>	www.iusd.org

### **School Description and Mission Statement (School Year 2018-19)**

South Lake Middle School has been designated a California Distinguished School by the California Department of Education. This honor is based on our exemplary instructional program, our safe and personalized culture of respect, and involved parents and community partners. Our highly skilled staff motivates students to excel and provides the guidance for all to develop critical thinking skills and higher level learning strategies. Focusing on state and district standards, all students experience a rich curriculum and an opportunity to connect and build their knowledge base while developing research and presentation skills. We believe all South Lake students will become intellectual risk takers who persevere within a safe, yet rigorous, learning environment to navigate college and career options with confidence, skills, and diligence. At South Lake, we follow three essential tenants called South Lake Cares: Take Care of Yourself, Take Care of Each Other, Take Care of Our School.

### **Student Enrollment by Grade Level (School Year 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 7</b>	355
<b>Grade 8</b>	382
<b>Total Enrollment</b>	737

### **Student Enrollment by Group (School Year 2017-18)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	4.6
<b>American Indian or Alaska Native</b>	0.3
<b>Asian</b>	32.4
<b>Filipino</b>	3.7
<b>Hispanic or Latino</b>	14.7
<b>Native Hawaiian or Pacific Islander</b>	0.1
<b>White</b>	37.6
<b>Socioeconomically Disadvantaged</b>	33.6
<b>English Learners</b>	15.2
<b>Students with Disabilities</b>	11.7
<b>Foster Youth</b>	0.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	35.84	35.80	35.30	1507.07
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	3.00	4.60	4.60	77.61

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: August 2018

All students receive a copy of required textbooks to keep at home. Students have access to a copy of the books to use at school.

Social Science: History Alive! The Medieval World and Beyond (2006), History Alive: The United States Through Industrialism (2006)  
 Math: Springboard Mathematics: Course 2 (Consumable Student Edition) (2014), Springboard Mathematics: Course 3 (Consumable Student Edition) (2014)  
 Language Arts: Study Sync – California Version - Grade 7 (2017), Study Sync – California Version - Grade 8 (2017)  
 Science: Focus on Life Science California Edition (2007), Focus on Physical Science California Edition (2007)

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Health</b>	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Visual and Performing Arts</b>	All students are provided an individual textbook and/or instructional material.	Yes	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

South Lake opened as a new facility in September 1994. The school was designed with the library media center as its hub. Surrounding it are six wings, each of which each have four classrooms opening onto a technology workroom/presentation area with a sophisticated infrastructure. To date there are three full classroom size computer labs within the schools, and an Innovation Lab with industry standard equipment in one of the wings. In addition, we have 22 Chromebook carts for student use distributed around the school. The facility was planned to maximize cross-curricular instruction, collaboration of professionals, and personalization of students. South Lake is a learning center where students feel safe and secure. A Campus Safety Supervisor supports and enhances school security and safety as well as support from the Irvine Police Department School Resource Officers. The Custodial staff takes pride in supporting and maintaining South Lake's facility. Students regularly assist in the cleaning and tidiness of their school. Recycling paper, plastic, glass, and metal material is a basic part of our school culture.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/13/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	302: 4. CEILING TILE HAS HOLE 402: 4. CEILING TILES ARE DAMAGED AND TORN 404: 4. WATER STAIN CEILING TILES NURSE: 4. SMALL WATER STAIN CEILING TILE
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 12/13/2018</b>	
<b>Overall Rating</b>	<b>Exemplary</b>

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students  
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	70.0	69.0	77.0	77.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	66.0	63.0	74.0	74.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	723	710	98.20	68.59
<b>Male</b>	386	378	97.93	64.81
<b>Female</b>	337	332	98.52	72.89
<b>Black or African American</b>	33	32	96.97	37.50
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	244	243	99.59	82.30
<b>Filipino</b>	18	18	100.00	88.89
<b>Hispanic or Latino</b>	106	102	96.23	54.90
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	266	262	98.50	62.21
<b>Two or More Races</b>	53	51	96.23	76.47

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	243	237	97.53	54.01
<b>English Learners</b>	197	193	97.97	57.51
<b>Students with Disabilities</b>	67	67	100.00	26.87
<b>Foster Youth</b>	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	723	712	98.48	63.48
<b>Male</b>	386	380	98.45	64.21
<b>Female</b>	337	332	98.52	62.65
<b>Black or African American</b>	33	32	96.97	18.75
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	244	244	100	84.43
<b>Filipino</b>	18	18	100	77.78
<b>Hispanic or Latino</b>	106	102	96.23	37.25
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	266	262	98.5	58.02
<b>Two or More Races</b>	53	52	98.11	67.31
<b>Socioeconomically Disadvantaged</b>	243	238	97.94	47.06
<b>English Learners</b>	197	194	98.48	64.95
<b>Students with Disabilities</b>	67	67	100	26.87
<b>Foster Youth</b>	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	16.7	20.6	53.7

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

**Opportunities for Parental Involvement (School Year 2018-19)**

We believe that students, teachers and parents must work closely together in an atmosphere of mutual respect and cooperation. Education is a function of both the community and the school that serves it, and we welcome your participation in your child’s educational development. Parents are encouraged to join the PTSA and are invited to work on one of the many PTSA committees that serve our school – whether through assistance to the library/media center, our physical education program, our counseling program, student leadership, school fundraisers, etc. Through a school wide nominating and election process, parents may also actively participate as members of our School Site Council, choose to be a member of our English Language Advisory Committee, or participate in a Title 1 Parent Education presentation. We welcome and encourage parents to visit and utilize our school web site, parent portal, Canvas and read the Principal's Newsletter to stay informed and involved with their student's progress and experiences in school.

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	4.5	4.0	5.8	1.2	1.6	1.2	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

South Lake School has developed a comprehensive Safe School Plan. Our plan is evaluated yearly and amended, as needed by the School Site Council and our school safety planning committee. Key elements of the plan include: 1. Assessing the current status of school crime committed on the school campus and at school-related functions, 2a. Child Abuse Reporting Procedures, 2b. Disaster Procedures-Routine and Emergency, 2c. Policies for Suspension, Expulsion and Mandatory Expulsion, 2d. Procedures for Notification of Staff Regarding Dangerous Students, 2e. Policies on Sexual Harassment, 2f. Policy Relating to School Dress Code (especially gang-related apparel), 2g. Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School, 2h. Procedures that Create a Safe and Orderly Environment Conducive to Learning at School, 2i. Rules and Procedures on School Discipline. At South Lake, we conduct regular fire and evacuation drills, and have participated in full staff Lockdown training in the event of an intruder through our partnership with the Irvine Police Department.

In addition to our Safe School Plan, South Lake students are expected to use our established Positive Behavior Support and Intervention (PBIS) system of South Lake Cares: Take Care of Yourself, take Care of Each Other, Take Care of Our School. Additionally, all classified and certificated staff at South Lake have been inserviced on both new State and District guidelines and expectations regarding "Bullying Prevention" and have designed interventions to promote an "anti-bullying" environment at South Lake. Staff have also participated in Suicide Prevention and Intervention, PBIS strategies and built school-wide common agreements for student behavior to promote a positive learning environment.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	24.0	10	20	4	23.0	13	21	3	24.0	10	21	4
<b>Mathematics</b>	13.0	4			13.0	4			28.0	4	15	7
<b>Science</b>	31.0		15	7	32.0		12	11	33.0		9	13
<b>Social Science</b>	28.0	5	14	6	28.0	3	18	5	28.0	3	18	5

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.5	408
Counselor (Social/Behavioral or Career Development)	0.3	N/A
Library Media Teacher (Librarian)	0.9	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	1.0	N/A
Social Worker	0.4	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist (non-teaching)	5.0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,062	\$568	\$5,494	\$81,050
District	N/A	N/A	\$5,566	\$82,232
Percent Difference: School Site and District	N/A	N/A	-1.3	-1.4
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-25.8	0.4

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2017-18)

The Local Control Funding Formula has replaced California's previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the new model has established three sources of state funding with increased local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching, 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including; Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended On-line learning opportunities for students, 17) Develop mental health and wellness programs and hire staff including support for the Irvine Family Resource Center.

Finally, CONCENTRATION grant funding equal to 50 percent of the base is provided to districts in which English-learners, low-income students and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,823	\$47,903
Mid-Range Teacher Salary	\$85,411	\$74,481
Highest Teacher Salary	\$110,405	\$98,269
Average Principal Salary (Elementary)	\$121,210	\$123,495
Average Principal Salary (Middle)	\$146,697	\$129,482
Average Principal Salary (High)	\$165,402	\$142,414
Superintendent Salary	\$320,910	\$271,429
Percent of Budget for Teacher Salaries	34.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Professional Development (Most Recent Three Years)**

The focus of Professional Development during for the past three years has been to: (1) Development of CCSS aligned curriculum and assessment; (2) Refining instructional targets and best practices in using The Learning Cycle; (3) Identify and implement models of interventions for students not yet achieving standards, and ensure that all students acquire the appropriate academic competencies that are needed to prepare them to transition successfully beyond IUSD; (4) Coordinate our collaborative efforts in working together as a Professional Learning Community – where all teachers teaching the same classes agree on the most essential and enduring learning outcomes, how to best teach towards those outcomes, how to measure whether individual students have attained these goals, and how to best assist students who have not yet reached proficiency on our essential learning targets. (5) Refine our school-wide model for Positive Behavior Intervention and Support systems, and focus on Growth Mindset. (6) Re-define our vision and mission by defining what we want for all South Lake students, and calibrating what this will look like across the school day.

To support professional development described above, all teachers were provided with 4 release days by IUSD and 3 by SLMS to participate in the work of their subject area Professional Learning Community. In addition to site based release days, teachers also received additional training release days by attending District workshops. Additionally, South Lake utilizes a "Late Start Tuesday" where once a month the entire South Lake faculty works on school wide Continuous Improvement Efforts and on all other Tuesdays, teachers work with subject matter team partners to develop and coordinate the most effective practices in curriculum and instruction.