

SOUTH CAROLINA



LUGOFF-ELGIN MIDDLE SCHOOL



2018-2019 SCHOOL STATISTICS

Designated in 2007

ReDesignated in 2019

Community Size - Rural

School Enrollment - 703

Grade Levels - 6th grade, 7th grade, 8th grade

School Calendar - Traditional

Free & Reduced Lunch - 45.59%

English Learners - 2.39%

Students with Disabilities - 11.9%

Kershaw County School District

1244 HWY 1 South Lugoff, SC 29078

Tel 8034383591

Principal - Gene Cameron

<https://www.kcsdschools.net/Domain/18>

School Characteristics and Replicable Practices

Academic Excellence

Academic excellence is supported and achieved through the use of technology. Lugoff- Elgin Middle's 1:1 Chromebook

program is designed to cultivate and support learning that reflects contemporary exchanges and interactions. LEMS is empowered by Google Apps for Education.

Developmental Responsiveness

The Lugoff-Elgin Middle School learning community acknowledges and is sensitive to the unique developmental challenges students face during early adolescence. Striving to create an

2018-2019 School Demographics

- African American - 18.38%
- Asian - 0.75%
- Caucasian - 71.3%
- Filipino - 0%
- Hispanic - 4.18%
- Native American - 0.29%
- Pacific Islander - 0.75%
- Other - 0%
- Two or More - 4.9%

environment that supports each student's intellectual, ethical, social, and physical development, 'Understanding Hearts and Positive Attitudes' (UHPA) has been the school-wide motto. UHPA permeates every facet of LEMS, helping to create a personal, friendly learning community to support the mission of LEMS: ...to empower and challenge all students to reach their full potential and to inspire all students to achieve excellence and become productive citizens. However, this year we have a new principal who is bridging the gap and building collaboration between schools, staff, students, parents and community members. He is already building unity with the new motto, "I am, You are, WE are LE!"

Social Equity

The varying educational needs of students in this age group depend on factors such as maturity, family, support, economic needs, and academic ability. Lugoff-Elgin Middle School is committed to meeting the various needs of students. Rigorous academic standards and high expectations for behavior are in place for the entire school community. Heterogeneous grouping, gifted/talented programs, mainstreaming of self-contained students, co-teaching, intervention classes, and weekly visits by ESOL teachers ensure that all students have the opportunity to achieve academic excellence. Opportunities are available to any student needing or desiring additional academic support. These options include cooperative learning activities, peer-partners, SPOT, after-school tutoring by all teachers, differentiated instruction, interdisciplinary units, oral/written feedback, the use of one-to-one technology, and Be Great Academy. PBIS has placed an acute focus on behavior to ensure that school-wide expectations are clear and consistently followed, while also emphasizing social expectations. The number of STEM classes, an interdisciplinary approach to learning, has increased to ten in the last three years, providing hands-on and relevant learning experience for all students. Advisory groups have been implemented to develop characteristics in keeping with the Profile of the South Carolina Graduate. The advisory teacher serves as a mentor and monitors the academic, behavioral, and emotional progress of each advisee in a safe, encouraging environment.

Organizational Support

LEMS continues to lead in the area of experimenting with and the implementation of innovative teaching/learning initiatives that raise student achievement. A variety of instructional settings to better serve students who are not meeting grade level standards are in place at LEMS. Students in these settings range from the lowest performing general education students at each grade level to those identified as "bubble" students. Co-teaching and the addition of math and ELA intervention classes (RTI Tier 3) for students have been included in the schedule. Co-taught math and ELA classes, initially implemented in partnership with the University of South Carolina's College of Education, continue at each grade level. Students in the self-contained Special Education program continue to be mainstreamed into appropriate grade level classes, as well as, receiving intensive instruction in areas of greatest weakness. Faculty and staff continually analyze data and reflect upon the effectiveness of programs/initiatives, and the need for changes and/or improvements.