



League Academy

Arts Integration * Student-Centered Learning * STEAM/PBL of Communication Arts

Principal, Mary Leslie Anderson
Greenville County Schools
Superintendent, Dr. W. Burke Royster
Action Plan 2018-19-2022-23

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: **League Academy**

SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2019-2020 (*one year*)

Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)); and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

SUPERINTENDENT

Dr. W. Burke Royster		4/23/19
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mary Leslie Anderson		3/28/19
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		4/23/19
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jennifer Medlock		3-28-19
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Elizabeth Osborne		3/28/19
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: **125 Lake Drive, Greenville, SC 29609**

SCHOOL TELEPHONE: (864) **355-8100**

PRINCIPAL E-MAIL ADDRESS: **makander@greenville.k12.sc.us**

Position	Name
1. Principal	Mary Leslie Anderson
2. Teacher	Dana Swartzel
3. Parent/Guardian	Cady Johnson
4. Community Member	Brett Vaughn
5. Paraprofessional	Asya Robinson
6. School Improvement Council Member	Joe Rhodes
7. Read to Succeed Reading Coach	N/A
8. School Read To Succeed Literacy Leadership Team Lead	Elizabeth Osborne
9. School Read To Succeed Literacy Leadership Team Member	Erin Rigot

OTHERS

League Academy Instructional Leadership Team
Mary Leslie Anderson, Principal
Cynthia Fowler, Assistant Principal
James Bertollo, Administrator
Julia Tingen, Instructional Coach
Elaine Donnan, Magnet Coordinator
Dianne Buzzell, Math Interventionist and Math Department Chair
Angela Gillespie, ELA Teacher
Casey Kerr, Chorus Teacher
Elizabeth Osborne, ELA Teacher and Literacy Team Lead
Frank Powell, Social Studies Teacher
Grace McKnight, Science Department Chair
Jan Johnson, PE Teacher
Ian Lynch, Social Studies Department Chair
Karen Perkins, Social Studies Teacher
Lauren Wilhoit, School Counselor Department Chair
Madison McKenzie, Social Studies Teacher
Rene Barrow, ELA Department Chair
Sarah DeRadke, Special Education Department Chair
Teresa Rozakos, Math Teacher and Athletic Director

League Academy Literacy Team
Elizabeth Osborne, Literacy Chair
Madison McKenzie, Social Studies Teacher
Lauren Smith, ELA Teacher
Robin Pereda, Special Education Teacher
Erin Rigot, Communications Teacher
Regina Joseph, Media Specialist
Leila Moore, Reading Interventionist
Graham McBride, Band Director
Dianne Buzzell, Math Interventionist and Math Department Chair
Rene Barrow, ELA Department Chair
Julia Tingen, Instructional Coach
Elaine Donnan, Magnet Coordinator

Capturing Kids' Hearts Process Champions Leadership Team
Mary Leslie Anderson, Principal
Cynthia Fowler, Assistant Principal
James Bertollo, Administrator
Allison Franke, Teen Leadership and Creative Writing Teacher
Amanda Youngblood, Social Studies Teacher
Britta Bell, Spanish Teacher
Casey Kerr, Chorus Teacher
Dana Swartzel, Theatre and Drama Teacher
Drayton Edwards, Science Teacher
Elaine Donnan, Magnet Coordinator
Erin Rigot, ELA Teacher
Frank Powell, Social Studies Teacher
Ian Lynch, Social Studies Teacher
Julia Tingen, Instructional Coach
Katie Cate, Media Clerk
Kelly Finnegan, School Counselor
Kris Cozad, Math Teacher
Lauren Smith, ELA Teacher
Lauren Wilhoit, School Counselor

Rebecca Leonard, Orchestra Director
Rene Barrow, ELA Teacher
Teresa Rozakos, Math Teacher

** Must include the School Literacy Leadership Team for Read to Succeed

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Introduction

The League Academy staff operates under a shared leadership model comprised of several different groups of people who help in the strategic planning model. Our school portfolio committees consist of an administrative team, an instructional leadership team, a Capturing Kids' Hearts Process Champions leadership team, School Improvement Council (SIC) , Literacy Team, and content area departments. We began the strategic planning process with the instructional leadership team, who worked on creating our belief statements, mission and vision, purpose, and tagline. Each of the members of the team, took this information back to their teams and departments for consensus. Each department and the Literacy Team worked on the strategies and actions for each content area. The SIC developed school to home relations strategies and goals, and the CKH Process Champions developed strategies for improving school culture.

Our student achievement is evidence of shared leadership at work. Our school operates in a tiered approach to professional learning communities: our leadership team is made up of administrators, department chairs, team leaders, and instructional support personnel who work together to make student-centered decisions for our school. The principal's leadership focuses on student-centered school improvement based upon varied needs assessments and data and is shared through the tiers of leadership including the leadership team, team and department chairs, the plant engineer, School Improvement Council, PTA, and communications. League Academy is a professional learning community where stakeholders work together to determine action plans which are based on data collection and reflection of school processes. Reflection and discussion are imperative for improvement and school reform.

Teachers, staff members, parents, and community members have worked together examining many forms of data and analyzed their implications for student achievement. We have held discussions about trends and strategies, root causes, and improvements. We have discussed research and how we can use it to improve. These committees serve as the backbone of our school's ongoing strategic planning efforts and help ensure that all members of the educational structure at League Academy are engaged and informed. It is our intent to take these findings and recommendations and use our action plan in a concerted effort to help raise student achievement.

Executive Summary

Student Achievement- Overall, test results at League Academy are positive. However, our achievement gap reflects that our resource/self-contained students and our African-American students have continued to be our largest group scoring in the not met/not ready categories. We continue to see a need to research strategies for improving the test scores of these, as well as all students.

Teacher and Administrator Quality

Survey results from teachers in our building are positive; however, there are several areas that teachers feel need work. The staff at League Academy is very satisfied with working conditions, home-school relations, and overall social and physical conditions at school. The climate of the building, according to teachers, is overall positive. Teachers gave high marks to a safe and positive environment for students and staff, a culture of high expectations, and a climate of mutual respect. Two areas in which the teachers believe we need to continue our improvement are in creating equity among administrator visits to the classroom and to continue building capacity of available technology. The principal is aware of these survey results and has created a technology initiative through partnerships with the PTA, professional development, and a Bring Your Own Device Policy in conjunction with the Leadership Team. Additionally, the school is slated for one-to-one technology. While this initiative has increased the use of technology in classrooms, we continue to strive for a 1-to-1 computer to student ratio. All teachers and administrators are both certified and highly qualified for the roles in which they are serving at League Academy with the exception of two PACE certified teachers, who are working towards their certification.

School Climate

Over the past three years, League Academy has implemented the Capturing Kids' Hearts philosophy fully. All of our staff members have been trained in the CKH model. New teachers are trained each year, and we have a Capturing Kids' Hearts Process Champions Leadership Team who lead professional development in CKH and help with staff buy-in. This team meets on the first Thursday of each month at 7 am to work on strategies for keeping the philosophy alive and energized throughout the school year. Implementation of this program has improved school climate and culture immensely over the two years. In March of 2018, League Academy was named a Capturing Kids' Hearts National Showcase School. Overall teachers and parents felt like our learning environment, social and physical environment, and school-home relationships were positive. Some of the areas that parents believe we can improve on regarding the relationship between home and school are listed below:

- My child's teachers contact me to say good things about my child. (54% Disagree)
- My child's teachers invite me to visit my child's classroom during the day. (58% Disagree)

Some of the areas that parents believe we are succeeding in regarding home and school relations are listed below:

- The principal at my school is warm and welcoming. (89.1% Agree)
- Overall friendliness. (84.8% Very Good)
- I am satisfied with the social and physical environment at my child's school. (89.7% Agree)

Challenges:

Some of the significant challenges that we have had to overcome in the last three years include the following:

- Lack of one-to-one technology. We are in the last group of schools in our district to obtain one-to-one technology. We have battled this obstacle by making technology a priority of fundraising over the last three years.
- Meeting the needs of all of our students. We continue to struggle to increase test scores of our students who suffer from the achievement gap. These subgroups include African Americans, Hispanics, and disabled students in both math and ELA.
- Engaging all families. We strive to connect with all of our families; however, there are families that we struggle to connect with due to a variety of reasons including work schedules, lack of child care, and perception of the school community.

Significant Awards, Results, and Accomplishments

A top performing middle school in the District and State

Palmetto Gold and Silver Awards for Student Achievement and Closing the Achievement Gap

First Greenville County School to be named a “National School To Watch”

National School to Watch 2011, 2014, 2017.

ABC Grant Recipient

Greenville County Schools District Champions for Girls Soccer

South Carolina Outstanding Performance Award for Band

National Junior Beta Club School of Distinction 2016, 2017

Lego Robotics Global Innovation Semi-Finalist

Strong partnerships with The Peace Center, The Fine Arts Center, and The Metropolitan Arts Council

Top Ten Finalist and Second Runner Up for Greenville County Teacher of the Year

Capturing Kids’ Hearts National Showcase School

Greenville County Schools Safety Award for 2016 and 2017

SC Duke TIP Scholars/SC Junior Scholars

All State and All Region Orchestra Winners

Superior scores at orchestra, band, and chorus festivals and competitions

First place and Best Overall Awards at choral festivals and competitions

Superior Ratings for Band, Chorus, and Orchestra at Festival Disney

Best Band at Festival Disney

National, State, and District PTA Reflections Contest winners

American Heart Association recognition for starting Dodge Ball for Heart Disease Program

South Carolina School of Excellence in the Arts



Thirty teachers presently at League have participated in SmartARTS. This has provided high quality arts integration opportunities for League teachers and students over the past 7 years. SmartARTS is a partnership between Greenville County Schools and the Metropolitan Arts Council that connects students, artists and teachers to deeper learning and self-awareness through integrating the arts with all areas of education. SmartARTS provides training and support for teachers and artists in the use of successful arts integration methods. This is League's fourth year of participation in SmartARTS. The partnership is built on the collaboration between teacher and artist and is focused on becoming a model and resource for this innovative work that has brought academic and behavioral success for many undeserved students. SmartARTS began in Title 1 schools and now offers its programs to interested Elementary and Middle school teachers in Greenville County.

What can we do to improve the academic achievement of each student? We must continue helping all students develop the world class skills and life and career characteristics of the Profile of the South Carolina Graduate by providing a safe, caring, and academically challenging learning environment. We must continue to learn more about whom we teach. We must learn more about what we teach. We must continue to learn what makes students successful. We must work to prevent those things that keep them from learning. We must learn more about how they learn best and work to provide them with what they need. We must increase the rigor in our classes. We must continue to learn more and better ways to integrate the arts into everything students do in a day. We must continue to improve how we teach – and what we know. We must continue to improve the cohesiveness of our staff. We must continue to work collaboratively with the parents in order for students to be successful. These are things that we must continue to do to provide our students with the things they deserve.

League Academy of Communication Arts School Profile

School Community

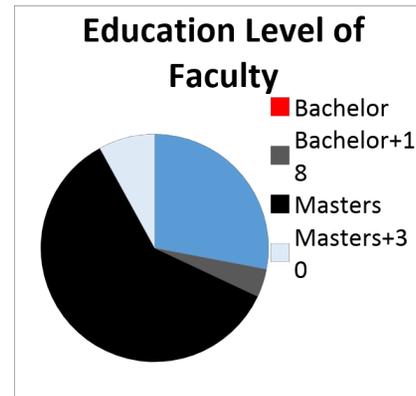
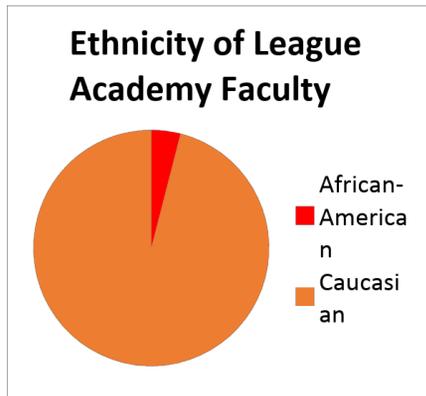
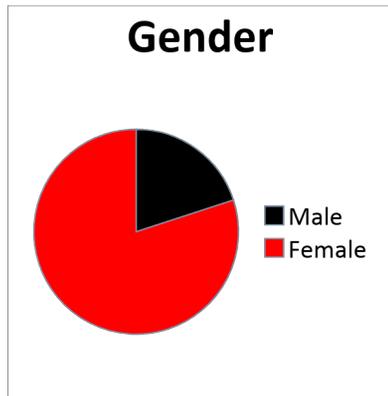
League Academy is located in a quiet neighborhood, two blocks south of North Pleasantburg Drive, near downtown Greenville. Originally built in 1965 as a junior high, League was approved to be a Communication Arts Magnet Academy by the School Board in 1995. League's communication arts program provides students the opportunity to explore many art forms and to learn at least one art form well through advanced course offerings. Students can select intermediate and advanced studies in drama, dance, band, strings, choral music, piano, and the visual arts. Additionally, students can select communication arts electives, including graphic art and design, video production, Google Applications, Teen Leadership, gaming design, communications, creative writing, Gateway to Technology, design and modeling, and journalism.

Our student population is unique because we do not follow a normal feeder school pattern. Students come to League from about 25 of our district elementary schools, and they leave us after 8th grade to attend almost every high school in our district. Our magnet population is approximately 1/3 of the student population, with the remaining being students who are zoned for our school. Our magnet school is not a school within a school—all of our students have the same opportunities in the arts and communications. Approximately 85 percent of our students fall into the arts career cluster. Our facility consists of 39 academic classrooms, a media center, a Gateway to Technology computer lab, a multimedia video production computer lab and studio, a gymnasium with exercise room and athletic fields, a dance studio, an art studio, a chorus room, a drama studio, band and strings rooms with practice studios, a cafeteria, an auditorium, and administrative as well as school counseling offices.

League Academy welcomes, hosts, and works with colleges and universities throughout our area. We are eager to host student teachers and practicum students. We establish relationships with colleges and universities in order to attract the best and brightest teachers upon graduation as we believe that the teacher makes the difference in the classroom. We are dedicated to including families and the community in our decision-making processes. We partner with agencies for after school programs, Greenville Mental Health for our on-site mental health counselor, and small businesses for support. We include parents and

community members in our PTA and SIC. The principal at our main feeder elementary school sits on our SIC and our principal sits on their SIC. We are committed to family and community involvement as an additional support to our school reform. We have strong partnerships with the arts community in Greenville including The Peace Center for the Performing Arts, The Metropolitan Arts Council, The Warehouse Theatre, and The Greenville County Museum of Art. We are members of the Palmetto State Arts Alliance, South Carolina Association for Middle Level Education, South Carolina Association of School Administrators, Association for Supervision and Curriculum Development, South Carolina Teachers of English, South Carolina Teachers of Mathematics, South Carolina Educators of Music Association, and South Carolina Junior Thespian Society.

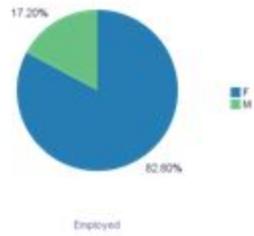
School Personnel Data – Currently, there are 88 faculty and staff at League Academy. There are 50 full-time and 3 part-time teachers. On our staff we have an attendance/office clerk, receptionist, guidance clerk, four special education aides, one media assistant, an ISS assistant, a nurse, and one bookkeeper. League Academy has three administrators, one instructional coach, one magnet coordinator, one media specialist, four school counselors, and one school resource officer. In addition, we are staffed with one mental health counselor. Seventy-two percent (72%) of our teachers have advanced degrees. Five of League Academy’s teachers are National Board Certified.



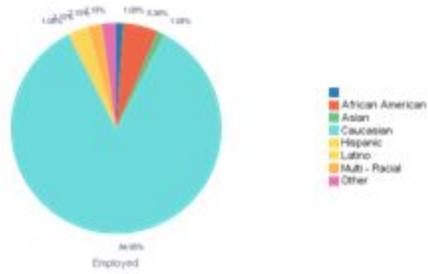
Of the 50 certified teachers at League Academy thirty-three percent (17 teachers) have 0 to 5 years’ experience, nineteen percent (10 teachers) have 6 to 10 years’ experience, thirteen percent (7 teachers) have 11 to 15 years’ experience, nine teachers have worked 16 to 20 years, and three have 21 to 25 years’ experience, while twelve percent (6 teachers) have more than 26 years’ experience.

Current Staff Demographics by Type, Gender and Ethnicity

Staff by Gender



Staff by Ethnicity



Race/Ethnicity	Admin		Other		Teacher		Employed	% of
	F	M	F	M	F	M		
			1	16.7%			1	1.1%
African American			3	12.0%	1	16.7%	1	2.2%
Asian			1	4.0%				1
Caucasian	8	100.0%	17	66.0%	2	33.3%	41	65.3%
Hispanic			1	4.0%				1
Latino			1	4.0%	1	16.7%		2
Multi-Racial			1	4.0%			1	2.2%
Other			1	4.0%	1	16.7%		2
Grand Total	8	100.0%	23	100.0%	6	100.0%	43	100.0%

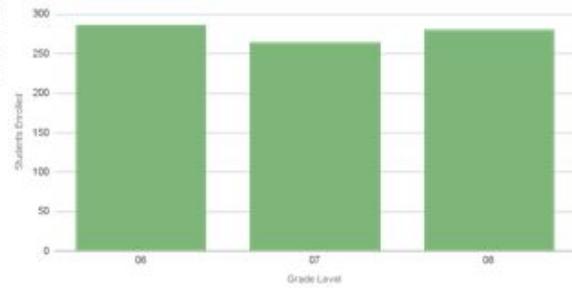
Student Population Data

There are 320 students (40 percent) being served by our gifted/talented program and 10 percent being served by special education classes, with the majority of those students served through inclusion resource classes. 9 percent (76 students) are identified as Limited English Proficiency students. League's 2018-2019 student enrollment of 840 includes 10% magnet students.

2018-2019 Average Attendance Rate 95.62%

Membership by Grade Level

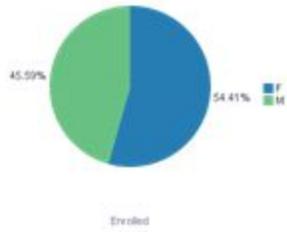
GradeLevel	Members	% of Total
06	285	34.5%
07	263	31.8%
08	279	33.7%
Grand Total	827	100.0%



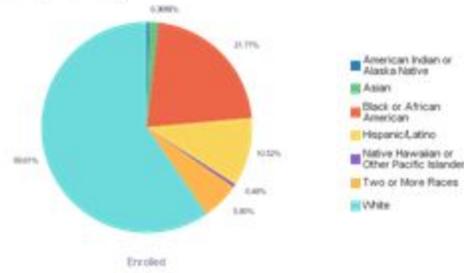
Student Demographic by Grade Level and Gender

Race/Ethnicity	06		07		08		06		07		08		Enrolled Total	% of Total
	F	M	F	M	F	M	F	M	F	M	F	M		
American Indian or Alaska Native	1		1	1			0.7%		0.7%	0.6%			3	0.4%
Asian	3	3	2	1	2	1	2.0%	2.2%	1.4%	0.6%	1.3%	0.6%	12	1.5%
Black or African American	32	26	23	25	26	25	21.1%	29.3%	16.2%	20.7%	23.1%	20.3%	160	21.6%
Hispanic/Latino	10	15	11	18	17	16	6.6%	11.2%	7.7%	14.9%	10.9%	13.0%	87	10.2%
Native Hawaiian or Other Pacific Islander			1	3					0.6%	2.5%			4	0.5%
Two or More Races	9	0	9	8	9	7	5.9%	4.5%	6.3%	6.6%	5.0%	5.7%	48	5.8%
White	97	68	90	65	62	74	63.6%	51.9%	67.6%	53.7%	59.0%	60.2%	493	59.6%
Grand Total	152	133	142	121	156	133	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	627	100.0%

Students by Gender



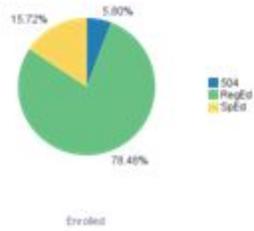
Students by Ethnicity



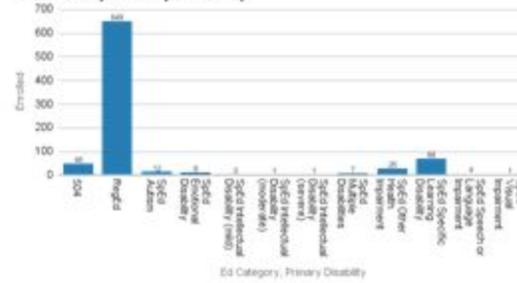
Student Demographics by Educational Environment

GradeLevel	GradeNumber	504		RegEd		SpEd											Enrolled Total
				Autism	Emotional Disability	Intellectual Disability (mild)	Intellectual Disability (moderate)	Intellectual Disability (severe)	Multiple Disabilities	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Visual Impairment				
06	6	19	217	5	1	1			4	9	20	3		263			
07	7	16	208	5	3	2	1	1		8	17	1	1	263			
08	8	13	224	2	4				3	6	25			278			
Grand Total		48	649	12	8	3	1	1	7	25	60	4	1	627			

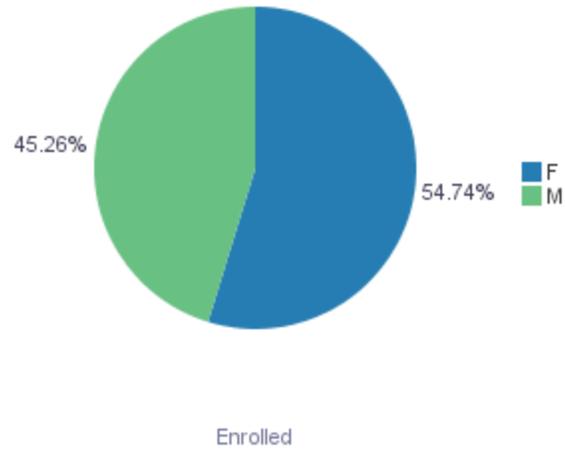
Students by Education Status



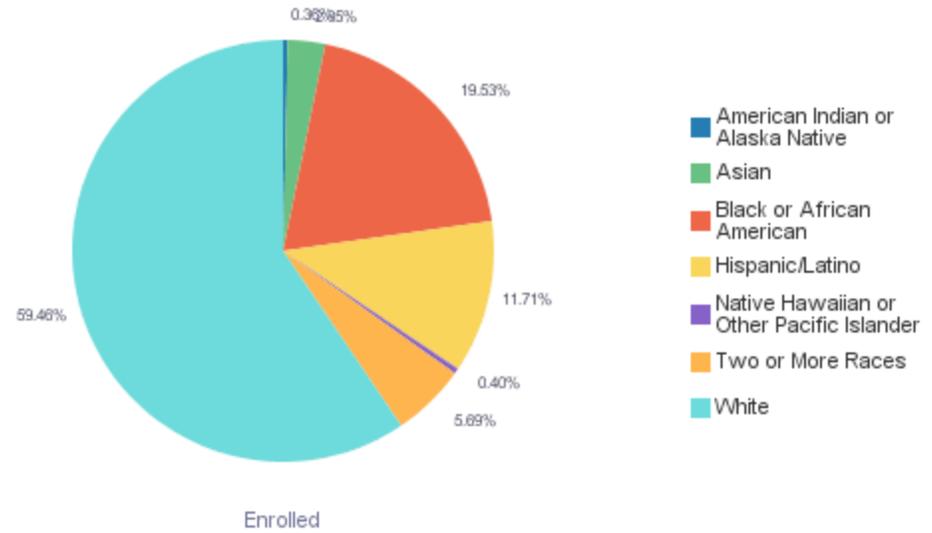
Students by Primary Disability



Students by Gender



Students by Ethnicity



School’s Major Academic and Behavioral Features – League Academy of Communications Arts is magnet middle school with a focus on the integration of arts and technology across the curriculum.

- Advanced studies in Art, Dance, Drama, Music, and Technology
- Journalism Programs (Newspaper, Yearbook)
- Video Production Program
- Gifted and Talented Language Arts Program
- Professional Learning Communities
- Staff Focus Groups
- Student Focus Groups
- SC Junior Book Award Reading Program
- National Junior Beta Club
- Student Government Association
- Model UN
- Community Service Clubs
- Theatre and Arts Clubs
- Parent Teacher Association (PTA)
- School Improvement Council (SIC)

Boys and Girls Athletic Teams for all Middle School Sports
Intramural Sports Program
Awards Days/Student Recognition Programs
Career Education Program including Speaker Programs and Job Shadowing
Metropolitan Arts Council “Smart Arts” Program
Cultural and Educational Field Trips
Advanced Arts Programs
SmartARTS Program
Extended Day Program
Before, during and after school tutoring
C3 Bulldog Time
Reframe Behavior Intervention Program
Capturing Kids’ Hearts
Communications course for all students
MTSS Tiers of Intervention (Read 180, System 44, Language Live, Moby Max)
Carnegie Unit Courses: English I Honors, Algebra I Honors, Geometry I Honors, Digital Media Arts, Introduction to Communications, Spanish I and II, Theatre I, Art I, Google Basics, Google Applications.

Extracurricular Activities

Clubs (Harry Potter Club, Young Writers Club,)
Athletic Teams (Volleyball, Basketball, Softball, Baseball, and Soccer)
Awards Day Program
National Junior Beta Club
Career Day
Field Trips
Fine Arts Showcases
Intramural Program
Peace Outreach Program
Student Government Association
Vex Robotics
Peace Voices
Honors Orchestra
Honors Chorus

Mission, Vision, and Beliefs

Our school colors are red and black and the Bulldog is our mascot. Our school tagline is **“Challenge – Create – Communicate!”**

We believe...

- Student-centered strategies create self-directed students who are prepared for high school and beyond.
- Communication and literacy skills are essential to student success.
- Rigor and innovation allow students to find their own individual learning pathways.
- The arts and arts integration promote critical thinking skills through creativity, wonder, desire for learning, and opportunity for self-expression.
- 21st century skills equip our students to adapt to an ever-changing world.
- Relationships with students and the entire community are the foundation of a compassionate culture.

Mission

The mission of League Academy of Communication Arts is to prepare students to become lifelong learners and contributing members of society through rigorous, arts-focused, standards-based instruction.

Purpose:

Teaching About the Arts

Teaching With the Arts

Teaching Through the Arts

The School District of Greenville County

The mission of the School District of Greenville County is to provide educational experiences in cooperation with the home and community, that prepare students for lifelong learning and ethical, productive participation in our local and global community.

Shared Vision

Our vision is a specific description of what it will be like when our mission is achieved. The vision statements for League are categorized by **curriculum, instruction, assessment, and environmental factors.**

Curriculum will include:

Relevant, cutting-edge course offerings in the academics and related arts

Integration of the arts across the curriculum

Comprehensive and sequential arts programs

S. C. and/or National Standards

Relevant and appropriate courses designed to meet student needs

Vertically aligned academics

Expanded career awareness opportunities that connect students to the real world

Instruction will provide:

Access to instruction with technology for all students
Differentiation to meet the needs of the learners in all areas
Rigorous standards
Active engagement of all students
Seamless arts integration throughout the curriculum
Seamless technology integration throughout the curriculum
Character education as an essential part of the school culture
Appropriate interdisciplinary strategies
Learning opportunities based on current research-based strategies

Assessment will include:

Up-to-date, technology-based assessments
A variety of types such as: portfolio, authentic, self-paced, standardized, and traditional used to guide curriculum, instruction and school programs.
Performance based assessments, such as plays, performances, auditions, classroom theater/plays, painting, publishing and presentations.
Variety of assessment instruments including rubrics, checklists, organizers, and self-assessments.
Varied assessments that accommodate different learning styles and abilities.
Assessments that emphasize *process* as well as *product*.

Learning environment will:

Provide a safe, clean, positive, stimulating and creative space with the capacity to house all students.
Be energetic and learner-centered
Have flexible class schedules
Provide a climate that embraces and encourages diverse cultures

Check out League Academy’s website, Facebook, Twitter, and Instagram:

<http://www.greenville.k12.sc.us/league/>

https://www.facebook.com/League-Academy-of-Communication-Arts-790471054326079/?ref=aymt_homepage_panel

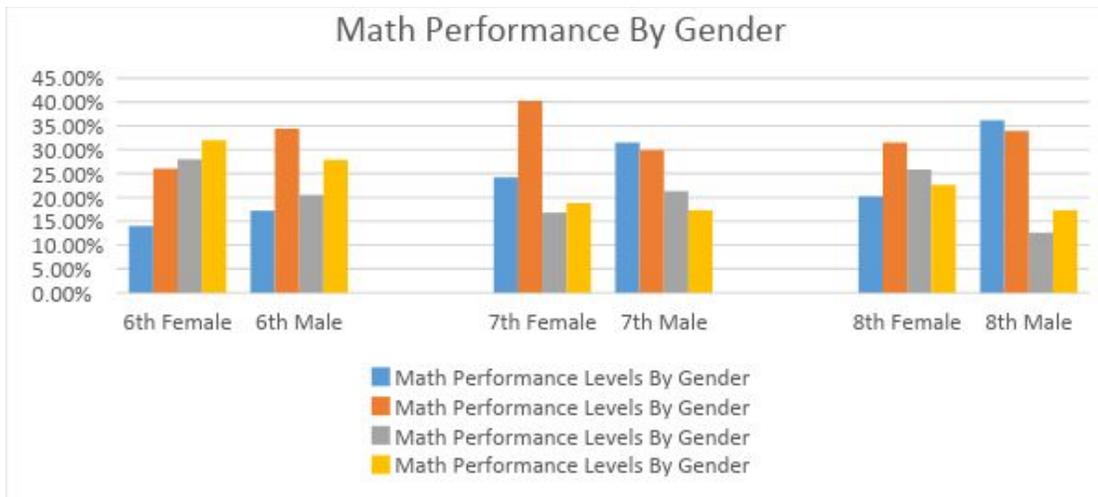
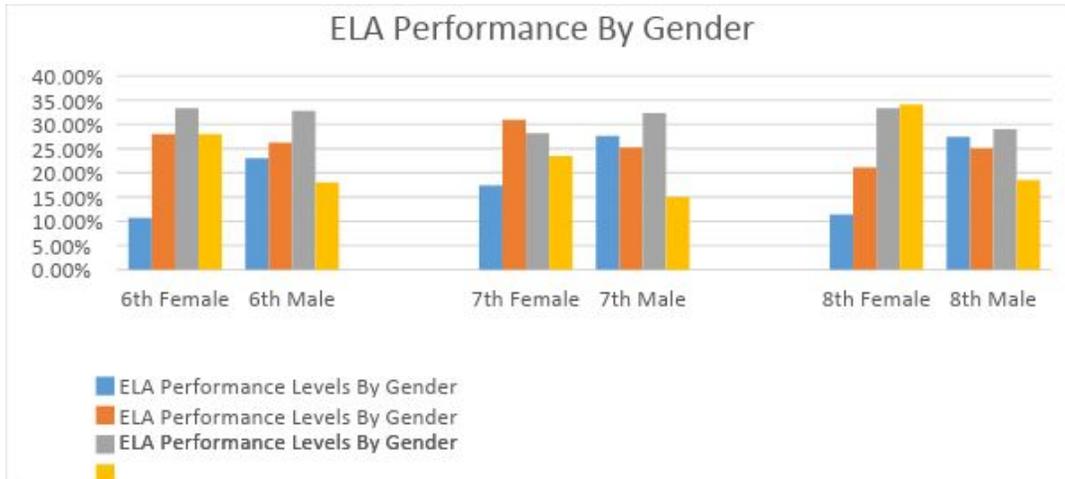
Twitter: @LeagueAcademy

Instagram: @leagueacademySC

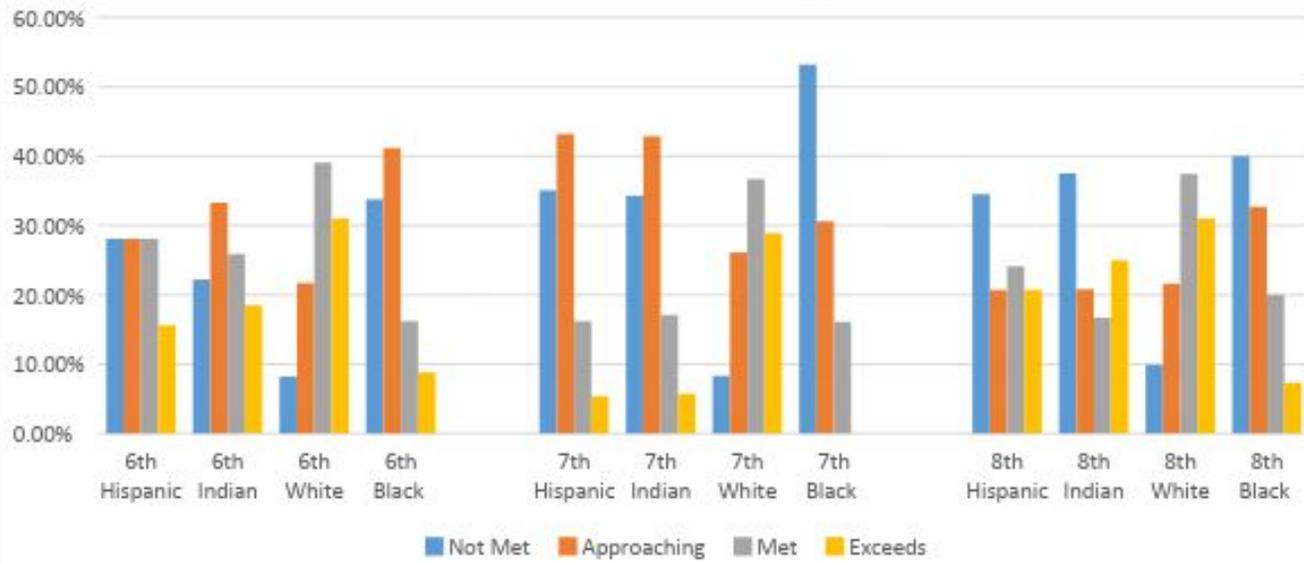
Student Achievement Needs Assessment

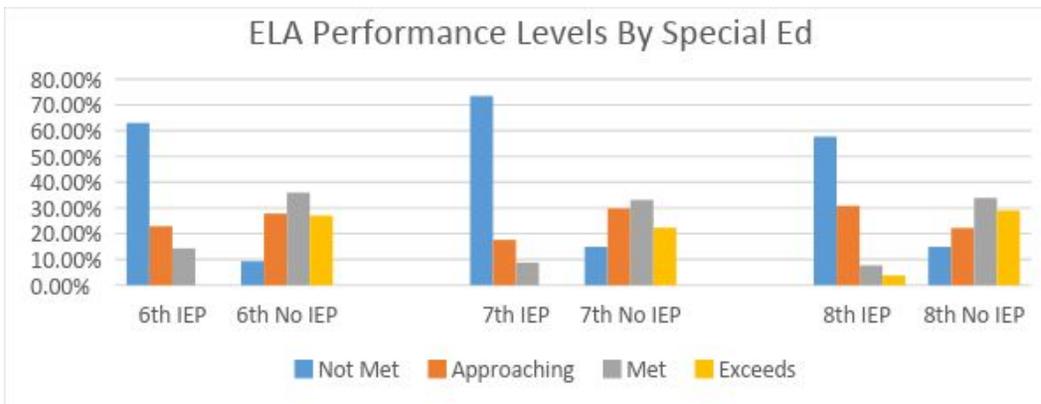
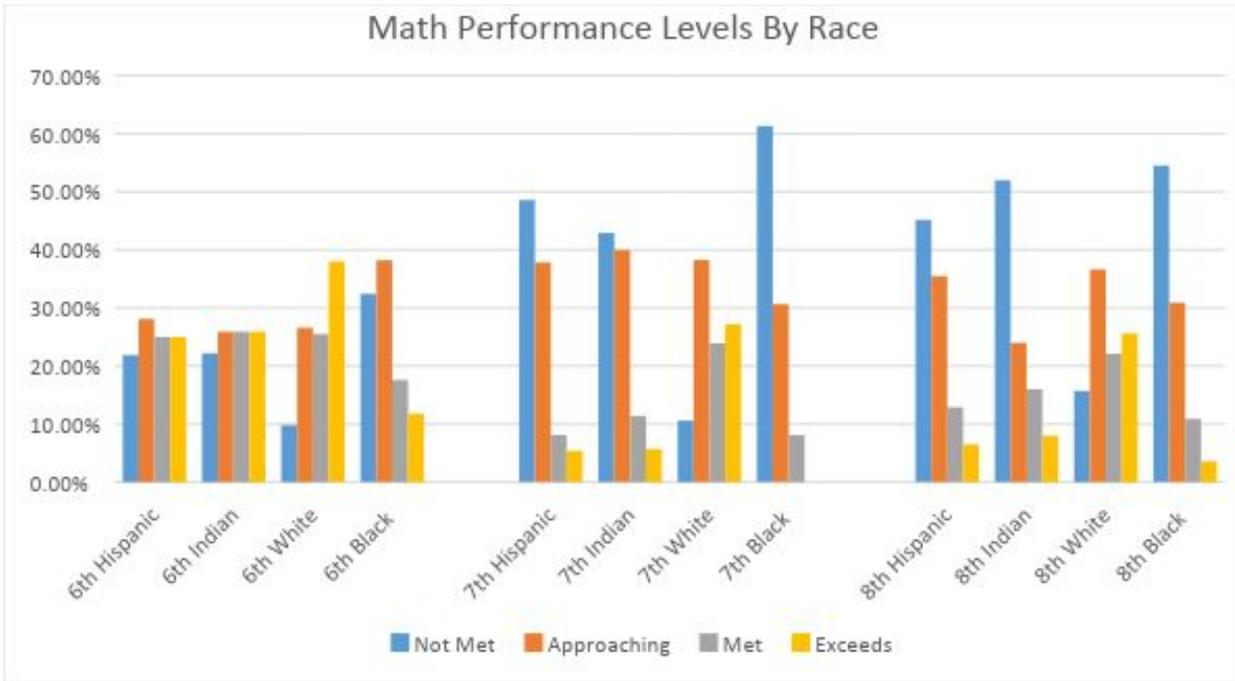
South Carolina School Report Card: [League Academy](#)

2017 South Carolina Test Results

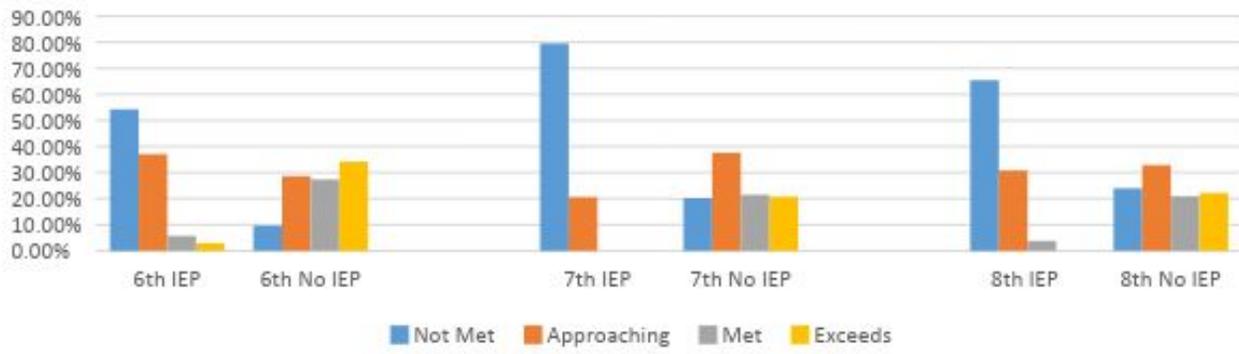


ELA Performance Levels By Race





Math Performance Levels By Special Ed



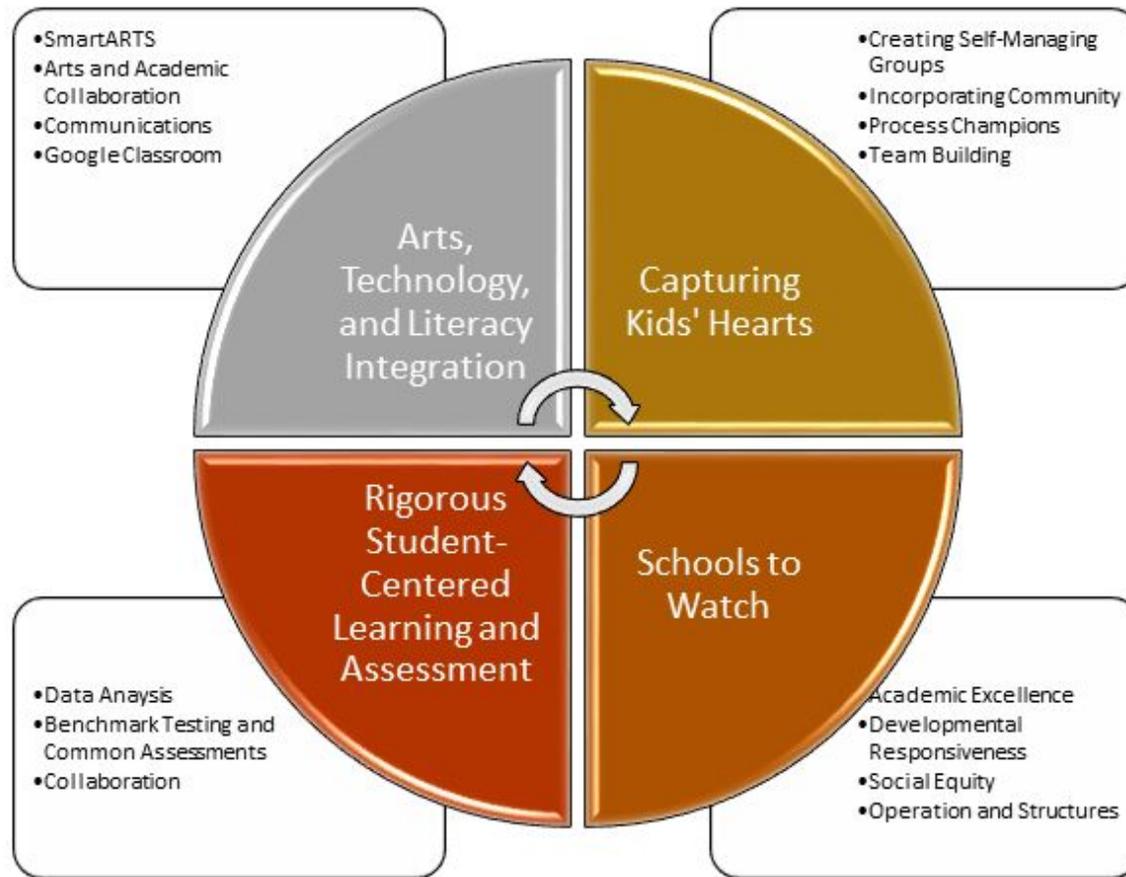
Professional Development Plan
Be a Better Builder: Building Culture, Building Leaders, Building Excellence

2018-2019

Rationale

The professional development focus of League Academy of Communication Arts for the 2018-2019 school year will capitalize on *Telling Your Story*. The staff at League Academy will build on our knowledge of many topics through a tiered approach to personalized professional development which drills down to focus on the individual and their needs. We will continue to build our capacity in Capturing Kids' Hearts, National Schools to Watch, arts integration, literacy integration, and technology integration. We will continue to build and grow our magnet program to include the community in developing a comprehensive arts and technology integrated school. League Academy has previously been a National School to Watch. We gained re-designation status in December of 2014, and again in December 2016. The National Schools to Watch Forum is a school reform model which encompasses continuous improvement through professional development. Our school will operate under the four domains of Schools to Watch which include:

- *Academic Excellence:* The school is academically excellent. It challenges all students to use their minds well.
- *Developmental Responsiveness:* The school is sensitive to the unique developmental challenges of early adolescence.
- *Social Equity:* The school is socially equitable, democratic, and fair. It provides every student with high-quality teachers, resources, learning opportunities, and supports. It keeps positive options open for all students.
- *Organizational Structures and Supports:* The school is a learning organization that establishes norms, structures, and organizational arrangements to support and sustain trajectory toward excellence.



League Academy's Personalized Professional Development

Professional Learning Communities

The staff at League Academy will participate in a variety of professional learning communities ranging from full faculty professional development to small group collaboration and planning.

School-Wide Professional Development

The staff at League Academy will participate in whole faculty professional development as we continue to build a positive school culture. Faculty PLCs will be held in the Media Center from 3:45-5:00 for CKH professional development quarterly.

Instructional Leadership Team

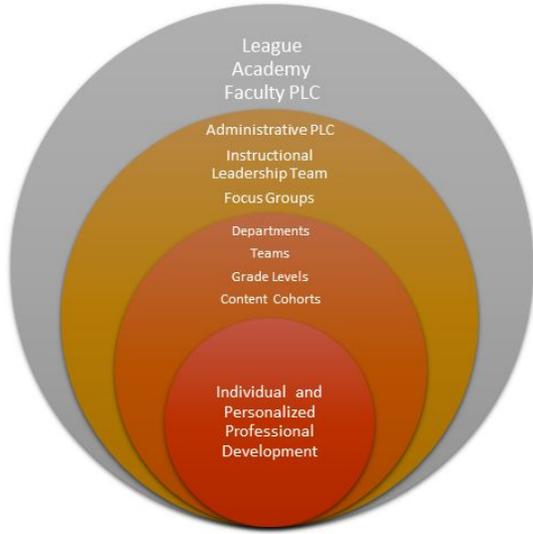
The Instructional Leadership Team is comprised of team and department chairpersons. The purpose of the instructional leadership team is to evaluate the instructional and professional development needs of the students and staff and strategically plan for improvement. The ILT is made up of the administration, departmental teacher leaders, team leaders, and focus group leaders. Teachers will need to submit the [PD Submission Form](#) by the date of each ILT meeting. September PD will be put together by the administrative team. The ILT will meet on the last Wednesday of the month to select and create the PD calendar for the following month (Room 207 3:45):

- **Grade Level PLCs: (Meet during morning PD periods on specific Wednesdays related to benchmark testing)** Teachers work together to foster collaboration dealing with the following topics: Capturing Kids' Hearts, data analysis, horizontal planning, cross-curricular planning, student engagement, and student-centered coaching.
- **Department PLCs: (Departments meet once per month- departments can determine when they meet)** Teachers work together to align the curriculum vertically, analyze data from year to year, and implement Common Core standards, district level curriculum maps, and assessment.
- **Team PLCs: (Teams meet during the morning PD periods)** Teams work together to create a common culture for their students including cross curricular planning, collaboration, parent conferences, IEP and 504 meetings, student conferencing, and logistics.
- **Cohort PLCs:** Teachers collaborate to create common syllabi, common rigorous lessons, common rigorous assessments, and to analyze data. Teachers work with the instructional coach to create rigorous instructional materials as well as to analyze and calibrate classroom assessments. The IC will work with teachers in a reflective coaching manner to encourage improvement and success.
- **Administrative PLCs:** The administrative team will work together weekly to analyze school-wide and classroom data to improve the culture of the school including Capturing Kids' Hearts, the magnet program, classroom instruction, curriculum, attendance, parent involvement, and discipline.
- **Focus Groups:** Focus groups are organized based on tasks that need to be implemented throughout the school. They meet on an individual basis and operate under teacher leadership.
 - CKH Process Champions
 - Literacy Focus Team
 - Digital Leadership Focus Team

- **Peer Observations:** Teachers will work with the Instructional Coach and the Magnet Coordinator to coordinate the visiting of other teachers' classrooms for professional development purposes. Teachers have many gifts to share with each other. The IC will organize these visits and lead the visits with groups of teachers. The purpose and goals of these visits will be set forth prior to the visit.
- **Individualized Professional Development:** The principal, instructional coach and magnet coordinator will work to assess individual needs of teachers at League Academy. Novice teachers and teachers who are going through PAS-T will work with the IC in a coaching and mentoring capacity to support retention and evaluation. The magnet coordinator will work with teachers to evaluate needs of the faculty concerning arts integration and planning. Teachers will work with the instructional coach to strengthen their own practice by analyzing student engagement and participating in peer observations. The principal will ensure that all teachers get professional development based on their individual needs through staff surveys, student surveys and focus groups, and evaluations of the needs of the school as a whole. Additionally, the principal will meet with all teachers at the beginning of the year and at the close of the year to determine needs, analyze strengths and areas of improvement, and to set goals for the school year. Goals will be addressed through individualized professional development and conferences.

Professional Development Requirements for League Academy Staff

- Teachers will attend 3 Choice Sessions per month.
 - The ILT will publish the monthly calendar of options a month prior.
 - The ILT will review all submissions for PD, approve them, and schedule them.
 - Presenters will take attendance in their sessions.
- Teachers will attend Anchor Sessions monthly with the IC. These sessions are centered around data analysis, benchmark testing, increasing rigor, and student-centered learning strategies.
- Teachers will attend all Faculty CKH PLC Sessions- See dates above.
- Teachers must present at one of their team and one of their department PLCs at some point during the year.
- Use EXCEL Model for planning and implementation.



League Academy School Climate Needs Assessment

2018 Student, Parent and Teacher Survey Results

Evaluations by Teachers, Students, and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	51	227	117
Percent satisfied with learning environment	96.10%	83.20%	83.80%
Percent satisfied with social and physical environment	96.10%	82.00%	76.10%
Percent satisfied with school-home relations	94.20%	84.50%	59.70%

AdvancED Climate and Culture Parent, Student, and Teacher Survey Results Summary

- 68% of parents state that their interactions with staff at League are respectful; 59% state supportive, and 44% state helpful.
- 91% of students state that they are safe at school.
- 100% of the staff state that students are learning at our school.
- 100% of the staff state that they support each other at our school.
- 83% of staff state that they are happy and encouraged when they are at school.

**League Academy of Communication Arts
Action Plan for Continuous Improvement
2019**

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from <u> 54 </u> % in 2016-17 to <u> 79 </u> % in 2022-23. <i>Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.</i> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by <u> 5 </u> % annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	54% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Middle	59	64	69	74	79

		School Actual Middle					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 43 (2016-17)	District Projected Middle	46	49	52	55	58
		District Actual Middle					

ACTION PLAN FOR STRATEGY #1: Increase reading comprehension by grade level					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Increase stamina through literacy choice.	August 2019-Ongoing	ELA Teachers Principal Instructional Coach			Classroom Observations Tests Scores and Data Analysis Literacy Plan Implementation Lesson Plans PLC Agendas
2. Annotation combined with summarization.	August 2019-Ongoing	ELA Teachers			Classroom Observations

					Tests Scores and Data Analysis Literacy Plan Implementation Lesson Plans PLC Agendas
3. Use 3 BIG questions and sign post questions (<i>Notice and Note</i> by Kyleen Beers and Robert Probst).	August 2019-Ongoing	ELA Teachers			Classroom Observations Tests Scores and Data Analysis Literacy Plan Implementation Lesson Plans PLC Agendas

ACTION PLAN FOR STRATEGY #2: Increase ELA achievement of subgroups					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Collaborate with SPED and ESOL teachers.	August 2019-Present	Collaborate with SPED and ESOL teachers.			Collaborative Planning Agendas PLC Agendas Department Agendas Lesson Plans

Use scaffolded literacy strategies.	August 2019-Present	SPED Teachers			Literacy Plan Implementation Classroom Observations Tests Scores and Data Analysis Literacy Plan Implementation Lesson Plans PLC Agendas
Utilize data analysis to guide ELA instruction and modeling.	August 2019-Present	Principal Instructional Coach			Classroom Observations Tests Scores and Data Analysis Literacy Plan Implementation Lesson Plans PLC Agendas

ACTION PLAN FOR STRATEGY #3: Increase vocabulary usage					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Use common literacy language and vocabulary (text jargon)	August 2019-Ongoing	ELA Teachers			
Create a Word of the Day program	August 2019-Ongoing	ELA Teachers			

Focus on increasing use of context clues.	August 2019-Ongoing	ELA Teachers			Classroom Observations Tests Scores and Data Analysis Literacy Plan Implementation Lesson Plans PLC Agendas
Use references/resources appropriately.	August 2019-Ongoing	ELA Teachers			Classroom Observations Tests Scores and Data Analysis Literacy Plan Implementation Lesson Plans PLC Agendas
Focus on editing and revision in writing instruction.	August 2019-Ongoing	ELA Teachers			Benchmark Test Analysis Lesson Plans Classroom Observations Other test data Classroom Data

ACTION PLAN FOR STRATEGY #4: Increase focus on Text Dependent Analysis (TDA) and Writing with a Purpose	EVALUATION
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Provide choice and variety in writing.	August 2019-Ongoing	ELA Teachers			Benchmark Test Analysis Lesson Plans Classroom Observations Other test data Classroom Data
Use thematic writing to increase interest.	August 2019-Ongoing	ELA Teachers			Benchmark Test Analysis Lesson Plans Classroom Observations Other test data Classroom Data
Increase revision strategies	August 2019-Ongoing	ELA Teachers			Benchmark Test Analysis Lesson Plans Classroom Observations Other test data Classroom Data

Modeling as an instructional technique	August 2019-Ongoing	ELA Teachers			Benchmark Test Analysis Lesson Plans Classroom Observations Other test data Classroom Data
C3 Bulldog Time	August 2019-Ongoing	Principal Administration IC All Teachers			Master Schedule Classroom Observations Classroom Data
Reading Intervention Courses	August 2019-Ongoing	Principal Intervention Teachers SPED Teachers		General Fund SPED	Master Schedule Classroom Observations Classroom Data
Communications Course for all Students	August 2019-Ongoing	Principal ELA and Communication Teachers	Baseline Allocations	General Fund	Master Schedule Classroom Observations Classroom Data Curriculum
Vertical and horizontal planning with data in mind.	August 2019-Ongoing	Principal Administration Leadership Team			PLC Agendas Classroom Observations Classroom Data

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* Gifted and Talented: Other

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 44 % in 2016-17 to 69 % in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 5 % annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SC READY test data file	44% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Middle	49	54	59	64	69
		School Actual Middle	48				
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 40 (2016-17)	District Projected Middle	43	46	49	52	55

		District Actual Middle					
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ACTION PLAN FOR STRATEGY #1: Increase rigor and performance in all math courses					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Math Interventionist on staff .8	August 2019-Ongoing	Principal IC Interventionist Math Teachers	60,000	FLEX Funding	Test Data Benchmark Analysis Master Schedule Collaboration with Math Teachers
2. IXL purchased and implemented in all math classes and as a separate class for intervention.	August 2019-Ongoing	Principal IC Math Interventionist Math Teachers	14,000.00	General Fund Flex Funding	IXL Data Collection Classroom Data
3. Access Math Classes for Students	August 2019-Ongoing	SPED Teachers Principal IC		SPED	Master Schedule IXL Data Progress Monitoring

					Classroom Observations Test Data
C3 Bulldog Time for additional IXL practice	August 2019-Ongoing	All Teachers Administration Counselors			Master Schedule Classroom Observations Test Data Analysis
Morning and After School Help Sessions	August 2019-Ongoing	Math Teachers and Math Interventionist SPED Teachers			Observations
Re-Take Opportunities for Mastery	August 2019-Ongoing	Principal Math Teachers			Observations Classroom Data Grade Data
Increase teacher focus in no more than 2 instructional preparations in order to increase student mastery and rigor level	August 2019-Ongoing	Principal Math Teachers			Master schedule

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* Gifted and Talented: Other

PERFORMANCE GOAL: 3 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 5 % annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	School Projected Middle	63	65	67	69	71
		School Actual Middle	59				
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	District Projected Middle	TBD	TBD	TBD	TBD	TBD
		District Actual Middle					

ACTION PLAN FOR SCIENCE (GRADE LEVEL- 6)

ACTION PLAN FOR STRATEGY #1: <u>PROCESS SKILLS UNIT (SEPS)</u>					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Combine unit with lab	First 2 weeks of year	6th Grade	Varies based on the cost of lab activities	Science Funds	Classroom Observations Lesson plans

safety		Science Teachers			
1.					
1.					

ACTION PLAN FOR STRATEGY #2: <u>Vocabulary</u>					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. STEM words	First 2 weeks of year	6th Grade Science Teachers	N/A	N/A	Classroom Observations Lesson plans Meeting agendas
1. Vocabulary quizzes	Biweekly & throughout each unit	6th Grade Science Teachers	N/A	N/A	Classroom Observations Lesson plans Meeting agendas
1.					

ACTION PLAN FOR STRATEGY #3: <u>Informational text/graphics</u>					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION

1. Every Friday students will interpret a graph/data table or read an informational text related to our current unit	Throughout the year	6th Grade Science Teachers	N/A	N/A	Lesson Plans Classroom Observations
1.					
1.					

ACTION PLAN FOR SCIENCE (GRADE LEVEL-)

7th

ACTION PLAN FOR STRATEGY #1: Understanding Covalent and Ionic Bonding through valence electrons					EVALUATION informal through tableau, formal quiz and eventual unit test
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teach Valence Electrons(even though they aren't in the standards)promethean board demo-teacher led- and practice problems-student led	1-2 days Early October	Teacher	none	N/A	This year the students did not understand bonding at all. Through some research we discovered they have no background on valence electrons. So our theory is, if we teach valence first, bonding will make much more sense...we will see how well they do on their tests this year vs last year to indicate if this strategy helps.
1. Teach ionic and covalent bonds AFTER teaching valence electrons-guided note taking-simple definitions	1-2 days Early October	Teacher	none	N/A	Pre/Post test scores Informal Assessments
1. Tableau showing the differences of ionic and covalent	1 day	Students	none	N/A	If their tableaus are accurate it will indicate understanding.

bonds-student led demonstrations in small groups	Early October				
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ACTION PLAN FOR STRATEGY #2: Show the interconnections of the human body systems					EVALUATION- projects, labs, tests, quizzes
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teach each human body system as a stand alone unit	January thru March	Teacher	Varied depending on labs and projects	Science department funds and order (example frogs)	Pre/Post Test scores and informal questioning/ticket out the door
2. Teach an entire unit on the connections between the systems...ask the students to decide which systems are dependent on one another. Use a group project to argue what two systems are the most important and why.	January thru March	Teacher	none	N/A	Pre/Post Test scores and group project
3. Socratic Seminar to present arguments on the connectedness of the body systems.	Late March	Student Led	none	N/A	Informal assessment through discussion

ACTION PLAN FOR STRATEGY #3: Focus more heavily on vocabulary					EVALUATION tests and quizzes
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION

1. Teach Stems -If the students understand what the words mean instead of just memorizing words they will be more likely to remember them long term.	All year	Teacher	none	N/A	If test scores improve
2. Have quick weekly vocab quizzes	All Year	Teacher	none	N/A	Quiz scores
3. Require students to incorporate vocab words into discussions more	All Year	Teacher/student	none	N/A	Informal discussion to check for understanding.

ACTION PLAN FOR SCIENCE (GRADE LEVEL- 8)

ACTION PLAN FOR STRATEGY #1: Vocabulary Mastery					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Spiral Reviews - Students will receive weekly reviews to review vocabulary from all units throughout the year	September 2018-April 2019 (Goal: 25 Weekly Reviews)	8th Grade Science teachers	None	N/A	Benchmark scores will increase because vocabulary from all units will have been recently reviewed.
1. Vocabulary Formative Assessments - Weekly formative assessment (quiz, plicker review, etc.) to assess understanding of vocabulary introduced that week	September 2018- May 2019 *Weekly	8th Grade Science teachers	None	N/A	Students will be able to use formative assessment results to measure their own growth. Mastery statement example for a student who scores a 4 out of 5 on a FA: "I can graph distance and time as a representation of speed."

ACTION PLAN FOR STRATEGY #2: Literacy in Science					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Giving students text to extract information/ take notes	Weekly for every unit	8th Grade Science teachers	none	N/A	Students will be able to find information in an article and use the freyer model, etc to analyze key vocabulary.
1. Current Event Articles/ Citing textual evidence - Using articles and resources from Scholastic World	Twice a month throughout the year	8th Grade science Teachers, Media Specialist (ordering class set)	<i>unknown</i>	*From Regina's media center budget	English teachers will see an improvement in students ability to analyze a non-fiction or scientific text.

ACTION PLAN FOR STRATEGY #3: Science and Engineering Practices					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Integration of scientific method in all labs (These activities will prepare students for their end of year lab report project)	Once per unit	8th Grade Science teachers	none	N/A	By the third (out of 6) unit, students will be able to identify variables and write a hypothesis for their lab independently.
1. Introducing topics with data/ graph analysis	At least once a week	8th Grade Science Teachers	none	N/A	Students will be able to express their analysis of a data table or graph in writing or in a class discussion.

<p>1. Analyzing graph or data table on all summative assessments. Each summative assessment will include 3-5 questions asking students to analyze a graph or data table. These questions will also be used for SLO data and progress monitoring throughout the year.</p>	<p>At the conclusion of each unit</p>	<p>8th Grade Science Teachers</p>	<p>none</p>	<p>N/A</p>	<p>Data from these questions on unit tests will be evaluated against SLO pre-test data to measure growth.</p>
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*Beginning in 2017-18, grades 4, 6, and 8 will take SCPASS Science.

<p>Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority</p> <p><i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other</p> <p>PERFORMANCE GOAL: 4 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.</p>
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INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by 5 % annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SCPASS test data file	74% Baseline will be established in 2017-18 Grade 5 only	School Projected Middle	79	84	89	94	99
		School Actual Middle	74				
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	District Projected Middle	TBD	TBD	TBD	TBD	TBD
		District Actual Middle					

Beginning in 2017-18, grades 5 and 7 will take SCPASS Social Studies

ACTION PLAN FOR STRATEGY #1: All strategies listed will be implemented with the new proposed 2020 standards and skills in mind.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Digital Bank of Strategies- Formative assessments that will allow the teacher to assess students every lesson. Monitor and adjustment will occur based on results of formative assessment. Implement google classroom as the primary form of communication.	Every lesson	Each Social Studies Teacher	\$0	none	Data walls, excel spreadsheets, Mastery Connect data.
1. Student centered lessons and meaningful assignments- Learning menus, arts integration, skills based assessment. Graphic organizers, mastery connect based assessment data etc.	Every lesson	Each Social Studies Teacher	\$0	none	Reduction of direct instruction, assignments and lessons that focus on student choice and student engagement.
3. Focus on Literacy- Communications/ELA collaboration (grade level and department level meetings). Incorporate ELA strategies into the Social Studies curriculum. Quotation sandwich, annotation, argument writing, creative writing, novels. Projects shared between ELA and Social Studies classrooms.	Every unit	Each Social Studies Teacher	\$0	none	Evidence of writing can be observed throughout social studies units. Social Studies teachers will use the same language as ELA/Communications when teaching ELA strategies.

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* Gifted and Talented: Other SPECIAL EDUCATION

PERFORMANCE GOAL 5:

All grades: The average math grade level performance in each grade for students receiving special education services will increase 1.2 grade levels from 2018-19 to 2022-23.

8th grade: The average math grade level performance for 8th graders receiving special education services will increase from 3.3 in 2018-19 to 4.5 in 2022-23.

7th grade: The average math grade level performance for 7th graders receiving special education services will increase from 2.5 in 2018-19 to 3.7 in 2022-23.

6th grade: The average math grade level performance for 6th graders receiving special education services will increase from 2.6 in 2018-19 to 3.8 in 2022-23.

INTERIM PERFORMANCE GOAL:

All grades: The average math grade level performance in each grade for students receiving special education services will increase 0.3 grade levels each year.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
MobyMax Placement Test	3.3 (Score Represents Grade Level Equivalent)	8th Grade Projected	3.3	3.6	3.9	4.2	4.5
MobyMax Placement Test		8th Grade Actual					
MobyMax Placement Test	2.5 (Score Represents Grade Level Equivalent)	7th Grade Projected	2.5	2.8	3.1	3.4	3.7
MobyMax Placement Test		7th Grade Actual					

MobyMax Placement Test	2.6 (Score Represents Grade Level Equivalent)	6th Grade Projected	2.6	2.9	3.2	3.5	3.8
MobyMax Placement Test		6th Grade Actual					

ACTION PLAN FOR STRATEGY #1: Increase Data-Based Decision Making to Improve Instructional Rigor					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Complete universal screening with Moby Max of all students and use data to adjust special education services	August 2019-Sept 2019 (Repeated annually)	SPED teachers	\$4000 (MobyMax school subscription)	General Fund	Moby Max initial placement tests
2. Complete progress monitoring (placement test) with Moby Max at least once per quarter and review data to make instructional and special education services decisions	October 2019, January 2020, April 2020 (Repeated annually)	SPED teachers	\$0	n/a	Moby Max placement tests (short version)
3. Change instruction based on progress monitoring data and whether students are on track to meet their goals or not	On-going	SPED teachers General education teachers	\$0	n/a	Moby Max Snapshots Lesson plans

4. Collaborate with math teachers to increase the use of research-based instructional practices for mathematics and students with disabilities	On-going	SPED teachers General education teachers	\$0	n/a	Notes from scheduled co-planning sessions Collaborative Lesson Plans
5. Collect data on relevant student characteristics (self-determination, growth mindset) to process standards for mathematics (e.g., problem-solving)	September 2019, October 2019, January 2020, April 2020 (Repeated annually)	SPED teachers	\$0	n/a	Progress monitoring for transition and social/emotional IEP goals
6. Infuse strategies to build relevant student characteristics (e.g., self-determination, self-advocacy, perseverance)	On-going	SPED teachers General education teachers	\$0	n/a	Lesson plans

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* Gifted and Talented: Other

PERFORMANCE GOAL: 6 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	26 % Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	Projected Hispanic					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	Actual Hispanic	42.5%				
SC READY ELA SC READY test data file	23 % Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	Projected AA					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	Actual AA	31.2%				
SC READY ELA SC READY test data file	2% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	Projected SWD					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	Actual SWD	4.9%				
SC READY ELA SC READY test data file	21 % Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	Projected LEP					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	Actual LEP	38.9%				
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	Projected SIP					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	Actual SIP	43%				
SC READY Math SC READY test data file	28% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	Projected Hispanic					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	Actual Hispanic	35.1%				
SC READY Math SC READY test data file	20% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	Projected AA					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	Actual AA	26.7%				
SC READY Math SC READY test data file	3% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	Projected SWD					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	Actual SWD	.9%				
SC READY Math SC READY test data file	23% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	Projected LEP					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	Actual LEP	32%				
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	Projected SIP					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	Actual SIP	43%				
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	Projected Hispanic					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	Actual Hispanic	35%				
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	Projected AA					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	Actual AA	25%				

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	Projected SWD					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	Actual SWD	7.3%				
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	Projected LEP					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	Actual LEP	30%				
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	Projected SIP					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	Actual SIP	40%				
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	Projected Hispanic					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	Actual Hispanic	35%				

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	Projected AA					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	Actual AA	18%				
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	Projected SWD					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	Actual SWD	29%				
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	Projected LEP					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	Actual LEP	30%				
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	Projected SIP					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	Actual SIP	40%				

ACTION PLAN FOR STRATEGY #1: Provide enrichment opportunities for all students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
C3 Bulldog Time	August 2018-ongoing	Principal Administration IC All teachers			Classroom Observations NHI Data Intervention Data
Extended Day Program	August 2018-May 2019	Principal Administrative Assistant EDP Teachers		EDP	EDP Students Enrolled Program Started and Working
Math Intervention	August 2018-Ongoing	Principal Math Interventionist School Counselors	70,000	FLEX	Math Test Scores Benchmark Analysis Moby Max Data Master Schedule
Language Live	August 2018-Ongoing	Principal Reading Interventionist School Counselors	70,000	General Fund	Reading Test Scores Benchmark Analysis Language Live Data Master Schedule

Read 180/System 44	August 2018-Ongoing	Principal Reading Interventionist SPED Teachers		SPED	Reading Test Scores Benchmark Analysis Read 180 and System 44 Data
Increase special education personnel.	August 2018	Principal	110,000	SPED Allocations General Fund	Classroom Data Intervention Data Behavior Data
University of Florida Math and Special Education Grant Experience	August 2018-May 2019	Principal Dr. Jennie Farmer Mrs. Sera Tanner	5,000.00	University of Florida	Classroom Data Test Data Intervention Data Coteaching Data Master Schedule Lesson Planning Classroom Observations

ACTION PLAN FOR STRATEGY #2: Increase school climate and culture					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Capturing Kids Hearts	August 2018-ongoing	Principal Process Champions Focus Group Administration			Teacher, student, parent survey data CKH Data Discipline Data

		All Teachers			
2. Increasing leadership capacity among students.	August 2018-ongoing	Principal Process Champions Focus Group Administration All Teachers			Teacher, student, parent survey data CKH Data Discipline Data
3. Implement Teen Leadership course	August 2018-May 2019	Principal Allison Franke			Master Schedule CKH Data Classroom Observations Lesson Plans

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* Gifted and Talented: Other

PERFORMANCE GOAL: 7 100% of middle schools will have targeted literacy intervention classes by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
PowerSchool		School Actual					
PowerSchool	50	District Projected	75	100	100	100	100
PowerSchool		District Actual					

ACTION PLAN FOR STRATEGY #1: Literacy Interventions					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
School-Wide Communications Course	August 2018-Ongoing	Principal ELA and Communication Teachers			Lesson Plans Curriculum Maps Classroom Data Classroom Observations Collaborative Planning Records Vertical and Horizontal Planning
Read 180/System 44	August 2018-Ongoing	Principal Reading Interventionist SPED Teachers			Lesson Plans Curriculum Maps Classroom Data Classroom Observations Collaborative Planning Records Vertical and Horizontal Planning Read 180 Data
Language Live					Lesson Plans Curriculum Maps

					Classroom Data Classroom Observations Collaborative Planning Records Vertical and Horizontal Planning Language Live Data
C3 Bulldog Time	August 2018-Ongoing	Principal All Teachers Administration			Classroom Data Planning Documents Classroom Observations
Literacy Week Activities	August 2018-Ongoing	Principal Lead Literacy Focus Team Teacher Literacy Team			Schedule of Activities Literacy Plan
Literacy Focus Team	August 2018-Ongoing	Principal Lead Literacy Focus Team Teacher Literacy Team			Literacy Team Agendas Literacy Plan
Implementing Literacy Across the Curriculum	August 2018-Ongoing	Principal Elizabeth Osborne ELA Teachers Literacy Focus Team Teachers			Literacy Team Agendas Literacy Team Activities Literacy Plan

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* Gifted and Talented: Other

PERFORMANCE GOAL: 8 The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	% of diverse teachers 2017-18	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual	15%				
Employment report	% of diverse teachers 2017-18	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1: Ensure qualified teachers and seek diversity among staff.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Attend recruiting events	Ongoing	Principal			Attendance Interview Records
2. Network with other education professionals.	Ongoing	Principal			Attendance at professional events
3. Partner with local colleges and universities to host student teachers.	Ongoing	Principal			Student Teacher Data

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* Gifted and Talented: Other

PERFORMANCE GOAL: 9 Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey	91%	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	85.2%	School Actual Students	89.5%				
SC SDE School Report Card Survey		School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	100%	School Actual Teachers	100%				

SC SDE School Report Card Survey		School Projected Parents	≥ 90				
	89.3%	School Actual Parents	88.6%				
SC SDE School Report Card Survey	91	District Projected Students	≥ 90				
		District Actual Students					
SC SDE School Report Card Survey	94	District Projected Teachers	≥ 90				
		District Actual Teachers					
SC SDE School Report Card Survey	88	District Projected Parents	≥ 90				
		District Actual Parents					

ACTION PLAN FOR STRATEGY #1					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Safety Training for Students and Employees	Ongoing	Principal Administration All Teachers			Documentation of Safety Trainings Conversations regarding safety Drills and Evidence of Drills
2. Communication of Safety Protocols for Parents	Ongoing	Principal Administration All Teachers			Evidence of Communication with Parents PTA SIC
3. Implementation of Capturing Kids' Hearts	Ongoing	Principal Administration All Teachers			CKH Surveys Parent, Teacher, Student Surveys Classroom Data Safety Data

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* Gifted and Talented: Other

PERFORMANCE GOAL: 10 The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

PERFORMANCE GOAL: 11 The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
	0	School Actual	0				

ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.7	District Projected	≤ 1.0				
		District Actual					

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	School Projected	$\leq .07$				
		School Actual	0				
ESSA Federal Accountability and SDE School Report Card	(2016-17) .04	District Projected	$\leq .07$				
		District Actual					

ACTION PLAN FOR STRATEGY #1: Increase positive school culture					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement behavior intervention strategies including using GCSource, Intervention Connection, and League Academy ReFrame	August 2018-ongoing	Principal School Counselors All Teachers Administration			Discipline Data Agendas BIPs Reframe Data
2. Implement school-wide discipline approach.	August 2018-Ongoing	Principal Administration All Teachers and Staff			Discipline Data Reframe Data Intervention Data
3. Implement Capturing Kids' Hearts and positive interventions.	Ongoing	Principal			Discipline Data

		Administration All Staff			Reframe Data CKH Surveys Classroom Observations Classroom Data
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Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal Gifted and Talented: Other

PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of middle school students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys		School Projected					
		School Actual	54%				

AdvancED Culture & Climate Surveys	89	District Projected	90	90	90	90	90
		District Actual					

ACTION PLAN FOR STRATEGY #1: Increase positive school climate					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement Capturing Kids' Hearts	Ongoing	Principal Administration All Staff and Teachers			Discipline Data Reframe Data CKH Surveys Classroom Observations Classroom Data
2. Provide professional development for CKH.	Ongoing	Principal Administration All Staff and Teachers			Discipline Data Reframe Data CKH Surveys Classroom Observations Classroom Data

3.					

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* Gifted and Talented: Other

PERFORMANCE GOAL: 5 Achieve and maintain a student attendance rate of 95% or higher.

INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	School Projected	95.62%				

		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Attendance Intervention	Ongoing	Principal Administration Attendance Clerk			IMS Data Attendance Data
2. Caught Being Here Initiative	Ongoing	Administration School Counselors Teachers			IMS Data Attendance Data

		Attendance Mentors			
3.					

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* Gifted and Talented: Other

PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of middle school students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23

AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	School Projected	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
		School Actual	Afraid ≤ 8% Lonely ≤ 13% Angry ≤ 14%	Afraid ≤ Lonely ≤ Angry ≤			
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		District Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR STRATEGY #1: Make connections with all students and build positive relationships with all students					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement Capturing Kids’ Hearts in all areas	Ongoing	Principal Administration All Teachers and Staff			AdvancED Surveys CKH Surveys School Counseling Data

2. Utilize GCS Social Emotional Framework	Ongoing	All Staff			PD on Framework
3. RAMP Certification	August 2018-May 2019	Administration School Counselors			RAMP Certification
4. Utilize Mental Health Counselor	Ongoing	Administration School Counselors Mental Health			Student data and progression
5. TASK Force	Ongoing	Students in TASK Force School Counseling Office			Discipline Data Number of students attending weekly

