League Academy
of Communication Arts

Arts Integration ★ Student-Centered Learning ★ STEAM/PBL

Principal, Mary Leslie Anderson
Greenville County Schools
Superintendent, Dr. W. Burke Royster
Action Plan 2024-2029

Stakeholder Involvement for School Renewal

Position   Name

Position	Name
Principal	Mary Leslie Anderson
Instructional Coach	Erin Rigot
Parent/Guardian	John Harper
Parent/Guardian	Robin Blackwood
Parent/Guardian	Stephanie Richardson
Community Member	Jennifer Woody
Community Member	Suzanne Shouse
Community Member	Yoland Crittendon-Jones
Magnet Coordinator	Chappell Hughes (beginning 24-25)
Teacher	Morgan Riddle
School Read To Succeed Literacy Leadership Team Member	Erin Rigot
PTA President	Vanessa Simmons
SIC Chair	Amanda Warren
Community Member	Hannah Dixon

Other Members: Ruth Terkelsen, Seth Warner, Jill Thompson, Lisa Beckman, Elizabeth Morgan, Kim Mogan, Emily Knott, Alfred Johnson, Julie Turner, Michael Lyda

OTHERS

ABC Steering Committee (Arts in Basic Curriculum)

Mary Leslie Anderson, Principal
Paul Laches, Assistant Principal
Dana Swartzel, Assistant Principal
Erin Rigot, Instructional Coach
Chappell Hughes, Magnet Coordinator
Karen Perkins, 8th Grade Social Studies Teacher
Angela Gillepie, 6th Grade ELA Teacher
Catherine Sanders, 7th Grade Math Teacher
Rene Tradd, 8th Grade Algebra I Teacher
Sky Powell, Director of Bands
Chris Bierman, 7th Grade Science Teacher
Amanda Long, Special Education, Multi-Categorical
Bradley Wingate, Director of Fine Arts, Greenville County Schools
Ryann Wilcoxon, League Academy Parent
Amanda Warren, SIC Chair
Katie Barber, PTA President

Leadership Team Members:
Mary Leslie Anderson, Principal
Tasha Brockman, Assistant Principal
Paul Laches, Assistant Principal
Erin Rigot, Instructional Coach
Teresa Rozakos, Math Department Chair
Joey Colon- ELA Department Chair
Kate Friddle Science Department Chair
Zac Godfrey, Science Department Chair

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Casey Kerr, Arts Department Chair

Morgan Riddle, SPED Department Chair/Athletic Director

Seth Warner, Media Specialist

Ruth Terkelsen, Counseling Department Chair, 2024- Teacher of the Year

Allison Franke, 2023- Teacher of the Year

Juile Mckinney, 6th Grade Team Leader

Chris Bierman, 7th Grade Team Leader

Guests- Dana Swartzel, Assistant Principal 2024-2025

Chappell Hughes, Magnet Coordinator 2024-2025

ASSURANCES FOR SCHOOL RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
[S.C. Code Ann §59-139-10 *et seq*. (Supp. 2004)]

_____ **Academic Assistance, PreK–3**
The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

_____ **Academic Assistance, Grades 4–12**
The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

_____ **Parent Involvement**
The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.

_____ **Staff Development**
The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

_____ **Technology**
The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.

_____ **Innovation**
The district funds innovative activities to improve student learning and accelerate the performance of all students.

_____ **Collaboration**

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The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

____ **Developmental Screening**

The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

____ **Half-Day Child Development**

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

____ **Developmentally Appropriate Curriculum for PreK–3**

The district ensures that the scope and sequence of the curriculum for PreK–3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.

____ **Parenting and Family Literacy**

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

____ **Recruitment**

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

____ **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

Introduction

The League Academy staff operates under a shared leadership model composed 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, School Improvement Council (SIC) , 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 PAWS, Positive Behavior Team, developed strategies for improving school culture and student behavior.

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.

Executive Summary

Student Achievement- Overall, test results at League Academy are positive. However, our achievement gap reflects that our resource/self-contained students, pupils in poverty, 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

Greenville County Schools (GCS) sends out a teacher Upbeat survey twice a year (fall/spring). This survey is through a third party, on teacher satisfaction. Our school leadership team is always eager to get the results from this Upbeat survey, since it provides new data to analyze how we are doing as a school throughout the year. Teachers also feel more comfortable being honest on it, being not sent directly from GCS. We continue to have high participation, high principal/teacher trust, high instructional leadership, strong sense of belonging, and overall satisfaction. Our teachers feel truly comfortable and happy working at League Academy, but they also know when and how to use their voice to promote positive change. Some areas of growth for us, based on our most recent Upbeat teacher responses, are school order, diversity, professional development, and appreciation. We plan to brainstorm how to address these needs soon, as a new Strategic Leadership Team for the 24-25 school year. With new implementations in the new year, we hope to see an increase in these areas on our fall survey.

School Climate

Over the past eight years, League Academy has implemented the Capturing Kids' Hearts philosophy fully. Many of our staff members have been trained in the CKH model. New teachers are trained each year. This past year, we lost support of CKH team due to lack of funding. Therefore, we have created PAWS- a positive behavior intervention program in which students are rewarded for good behavior. We need to work on how to handle disruptive behaviors throughout the building and we are working together on that school-wide plan. In March of 2018, and subsequently in 2019 and 2020, 2021, 2022 League Academy was named a Capturing Kids' Hearts National Showcase School.

Challenges:

Some of the significant challenges that we have been working to overcome in the last five years include the following:

- 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, Hispanic, and disabled students in both math and ELA. PIP

- 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.

- Trying to help teachers grow and improve while also trying not to add on extra stress, duties, expectations during an already difficult school year.

- Fair and equitable distribution of behavior consequences and classroom management is an issue.

Significant Awards, Results, and Accomplishments

A top performing middle school in the District and State
First Greenville County School to be named a "National School To Watch"
National School to Watch 2011, 2014, 2017, 2020, 2023
ABC Grant Recipient 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023
Capturing Kids' Hearts National Showcase School 2018, 2019, 2020, 202, 2022
National Junior Beta Club School of Distinction 2016, 2017

2nd place in 2021 state NCDA Poetry Contest
Greenville County Schools Safety Award 2016, 2017, 2018, 2019
Superior Ratings for Orchestra with students in All County, All Region, and All State Orchestra
South Carolina Outstanding Performance Award for Band
Superior Ratings for Band with students in All County, All Region, and All State Band
Superior with Distinction Ratings for Choral Music
National Junior Beta Club over 120 student members
Strong partnerships with The Fine Arts Center, The Metropolitan Arts Council, Palmetto State Arts Education, SC Arts Commission, and Arts Now
Four GCS Top Ten Teachers of the Year
Principal Named SC Principal of the Year 2022-2023
Arts Administrator of the Year 2023
SC Duke TIP Scholars/SC Junior Scholars
State SCETV Winner for Simile Slam Competition

The SmartARTS program has provided high quality arts integration opportunities for League teachers and students over the past decade. 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 15th 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 underserved 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 which provides high-school credit as of the 2023-2024 school year. 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, teen leadership, communications, creative writing, Gateway to Technology, design and modeling, flight and space, automation and robotics, 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 1/5 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 with kiln, a chorus room, a drama studio, band and strings rooms with practice studios, a cafeteria, an auditorium with light/sound booth, 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, SIC, and ABC steering committee. The principals at two of our main feeder elementary schools are members of our SIC and our principal participates in their SICs. 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 68 faculty and staff at League Academy. There are 55 full-time and 1 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-four percent (74%) of our teachers have advanced degrees.

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Of the 55 certified teachers at League Academy 31% are males and 69% are female. The majority of the teaching faculty are Caucasian with 1 teacher of East Indian descent, 2 African American, 1 Polynesian, and 1 South American.

League's current enrollment is 775. The following percentages include the students in the virtual program, which is 9 students.   There are 304 students (38%) being served by our gifted/talented program and 12.4 percent (96 students) being served by special education classes, with the majority of those students served through inclusion resource classes. 9 percent (70 students) are identified as Limited English Proficiency students not including those who are mainstreamed. League's 2023-2024 student enrollment of 775 includes 22.8% (177) magnet students. We house 2 self-contained classes; one is a multi-categorical class containing 18 students and one is an Emotionally Disabled class containing 8 students.

Student average attendance rate for 2022-2023 is 93.31%.

School's Major Academic and Behavioral Features – League Academy of Communications Arts is a 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
Aspiring Authors Club
Student Art Council
Student Process Champions
SC Junior Book Award Reading Program
National Junior Beta Club
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
Extended Day Program
After-school Remediation
Before, during and after school tutoring
C3 FlexTime
Reframe Behavior Intervention Program
Capturing Kids' Hearts
MTSS Tiers of Intervention (Read 180, System 44)
Carnegie Unit Courses: English I Honors, Algebra I Honors, Geometry I Honors, Digital Media Arts, Introduction to Communications, Spanish I and II, Theatre I Honors, Art I, Google Basics, Google Applications, Chorus 1 Honors, Orchestra 1 Honors, Band 1 Honors.

Extracurricular Activities
Clubs (Young Writers Club, Inspired Authors, Sustainability - recycling)

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 Process Champions Leadership Team
Student Arts Council
Peace Voices
Wind Ensemble Band
Bulldog Brass
Wire Choir Orchestra

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.
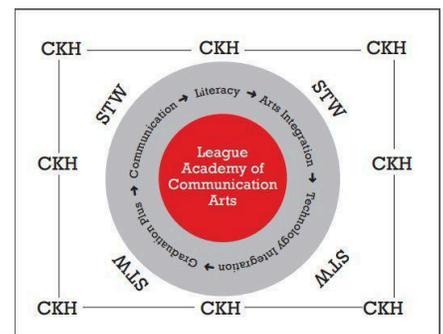
Mission

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. Being a National Schools To Watch as awarded by the National Teacher Forum, our vision statements for League are categorized by STW four pillars: **social equity, developmental responsiveness, organizational structures, and academic excellence.**

ACADEMIC EXCELLENCE

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

Assessment will include:
Up-to-date, technology and paper 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*.

SOCIAL EQUITY

Instruction will provide:
Differentiation to meet the needs of the learners in all areas
Active engagement of all students
Character education as an essential part of the school culture
Appropriate interdisciplinary strategies
Learning opportunities based on current research-based strategies
Fine arts opportunities to every student regardless of ability

DEVELOPMENTAL RESPONSIVENESS

Instruction will provide:
Access to instruction with up-to-date technology for all students
Seamless arts integration throughout the curriculum
Seamless technology integration throughout the curriculum
Appropriate interdisciplinary strategies
Learning opportunities based on current research-based strategies
Access to social and emotional lessons lead by grade-level counselors

ORGANIZATIONAL STRUCTURES & SUPPORTS

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
Help students learn essential skills that set them up for success in school

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

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

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

Twitter: @LeagueAcademy

Instagram: @leagueacademySC

LEAGUE PROFESSIONAL BULLDOG DEVELOPMENT: SCHEDULE 2024-2025

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1st week of the month			PM: Department Meetings	PLCs: All in 207	Grade Level/Teams
2nd week of the month			PM: Faculty Meetings	Smaller PLCs: Math/ELA in 207 Sci/SS on hall	Grade Level/Teams
3rd week of the month			PM: Leadership Team Meeting	PLCs: All in 207	Grade Level/Teams
4th week of the month				Smaller PLCs: Math/ELA in 207 Sci/SS on hall	Grade Level/Teams

PLC Set Up Rationale:

We have spent two years growing our PLC structure and understanding, school-wide. After two years of learning to collaborate weekly as a team, identify and breakdown standards, and build and use common assessments, we are ready for a more differentiated approach. Starting in fall 2024, all PLC groups will still meet weekly, but every other week will be a more personalized and more in-depth approach/data dive with Math, ELA, and Special Education teachers. We will meet with 6th grade Science as well, but not as regularly as ELA and Math. This deeper dive with one specific group at a time, will allow us to build more teacher capacity and confidence with using data to adjust instructional and intervention needs.

PLC and PD topics will include (but not limited to): Reflective grading practices, data driven planning, intervention needs/methods, more rigorous instruction, collaborative lesson planning and instruction, co-teaching relationship building, the district content frameworks/pacing guides/assessments, and the GCS 21st Century Graduate expectations. *Professional Development related to our school focus on Arts Integration and Communication will be thread throughout different opportunities with our new Magnet Coordinator, beginning fall 2024.*

Co-teaching Development: We are also going to do a PD Focus in 24-25 for our co-teaching teachers (ELA, Math, Sped), alongside our district specialist, Liz Russell. During specific department meetings, we will be launching and implementing a specific PD co-teaching program that has proven to be successful at Carolina High School. See rationale for details.

Rationale: While co-teaching is a promising practice for educating students with disabilities, teachers often report being given co-teaching assignments without proper training. Without adequate preparation, many teachers have difficulty conceptualizing co-teaching as a model and working collaboratively as teaching partners, often creating a division of labor that relegates special educators to a "helper" role in the classroom. Co-teaching is an effective instructional strategy that involves two or more educators collaboratively planning, teaching, and assessing students in a shared space. When implemented with fidelity, it has shown immense potential in improving student outcomes, promoting inclusive education, and fostering professional growth among educators. Recognizing the

importance of co-teaching in enhancing teaching practices and student achievement, we propose the implementation of a comprehensive Co-Teaching Professional Development Program that has shown proven success at Carolina High School.

Snack Chat: An optional, open door time to come by the front planning room and chat about anything going on, grab a snack or coffee, or work on something together. These will be random and about once a month.

Thursday Academic PLCs: Will include teachers, Instructional Coach, and an administrator. Sessions will begin on August 29 and meet weekly until the end of the school year. These PLCs will include our collaborative planning and data dives for the year.
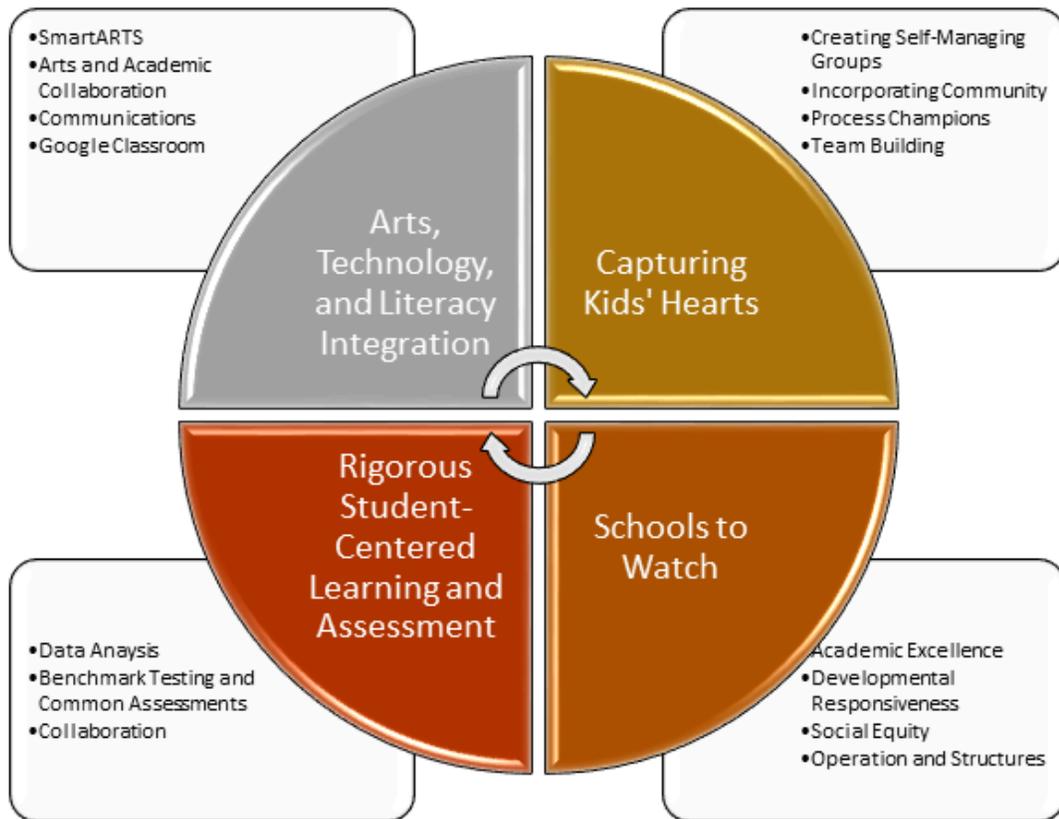
ADEPT Prep Meeting:: For anyone going through ADEPT, this is a required, monthly check-in, that will give you the opportunity to write reflections, update your digital notebook for evidence of standards, and plan together.

League Academy's Personalized Professional Development

Professional Development Requirements for League Academy Staff

- Teachers will attend grade level meetings on Fridays.
- Teachers will plan and data dive collaboratively on Thursdays by subject/grade level (PLC)..
- Teachers will use their PLC time effectively. These sessions are centered around data analysis, benchmark testing, increasing rigor, and student-centered learning strategies.
- Teachers will attend all Faculty PD/PLC Sessions.
- Teachers will continue to build up their understanding of ML and Sped students, and use our district resources to support them.

- Teachers will continue to grow in their technology skills yearly, with the support of our district technology coach.

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.

League Academy Faculty PLC

Administrative PLC

Instructional Leadership Team

Focus Groups

Departments

Teams

Grade Levels

Content Cohorts

Individual and Personalized Professional Development

- SmartARTS
- Arts and Academic Collaboration
- Communications
- Google Classroom

- Creating Self-Managing Groups
- Incorporating Community
- Process Champions
- Team Building

Arts, Technology, and Literacy Integration

Capturing Kids' Hearts

Rigorous Student-Centered Learning and Assessment

Schools to Watch

- Data Anaysis
- Benchmark Testing and Common Assessments
- Collaboration

- Academic Excellence
- Developmental Responsiveness
- Social Equity
- Operation and Structures

PLCs, Teams, and Committees:

o **The Strategic Leadership Team:** is made up of the administration and school leadership. The Principal, two Assistant Principals, Instructional Coach, and Magnet Coordinator collaborate weekly to manage

school structure, maintain focus on the school's vision for instruction, and provide strategic planning within the four Schools To Watch pillars: academic excellence, social equity, developmental responsiveness, and organizational structure.

o **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.

o **Department PLCs:** Departments meet on the first Wednesday of the month. Teachers work together to align the curriculum vertically, analyze data from year to year, and implement state standards, district level curriculum maps, and assessment.

o **Focus Committees:** These committees are organized based on tasks that need to be implemented throughout the school. They meet on an individual basis and operate under teacher leadership.
  - Leadership Team
  - PAWS - Our school-wide positive behavior support team
  - On-Boarding/Mentoring/Interviews
  - Athletics/Intramurals/Field Days
  - Community Events/Block Party/Bulldog Bashes/Open House/Boot Camp/Curriculum Night
  - Professional Development/Supply Lists/C3 Programming
  - Equity Committee (coming fall of 2024)

GOAL AREA 1 – Performance Goal 1

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

Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 51.6% in 2022-23 to 66.6% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (MS)	54.6%	57.6%	60.6%	63.6%	66.6%
	51.6%	TBD	Actual (MS)					
	40%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the principal and school goal setting process.	2024-2029	· Strategic Leadership Team			C: Progress Monitoring C: Department Data Analysis
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	· Strategic Leadership Team · Sped Dept · Math Department			C: IEP C: Progress Monitoring C: Observation Data
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	· Magnet Coordinator · Instructional Coach · Math Department			M: PLC work C: Planning with across departments and with Magnet Coordinator
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	· All PLC teams · Instructional Coach			C: PLC and district work
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	· Math Department · Instructional Coach			M: PLC and district work
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	· Sped Dept · All PLC teams			C: Accommodations C: PLC work and data dives
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	· Strategic Leadership Team · Teacher Coaches/Mentors · Sped Dept			C: Sped observations C: SLT observations and feedback in Mosaic
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	· Strategic Leadership Team · Teacher Coaches/Mentors			C: Use of Mosaic for observations C: SLT discussions of observation findings and trends
Action Plan for Strategy 3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	· Instructional Coach · Strategic Leadership Team · Math Department			M: SLT observations C: Data dive as SLT team C: Sharing math PD opportunities
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	· District Math Team · Math Department · Instructional Coach · Magnet Coordinator			C: Data dive as SLT team C: Look for feedback trends C: Sharing math PD opportunities
3. Ensure ongoing, continuous improvement of student achievement through the	2024-2029	· Instructional Coach · Strategic Leadership Team			C: PLC work weekly/daily

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Professional Learning Community Process by monitoring for fidelity.					
4. Foster a collaborative relationship between schools and parents.	2024-2029	· All teaching staff · Strategic Leadership Team · Front Office · Sped Dept · Counseling Team			C: Creating new opportunities for parent involvement and understanding
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	· Counseling Department · Sped Dept			C: Providing supportive resources

GOAL AREA 1 – Performance Goal 2

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

Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 69.6% in 2022-23 to 94.6% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card	69.6%		Projected (MS)	72.6%	75.6%	78.6%	91.6%	94.6%
	XX%	TBD	Actual (MS)					
	57%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	· ELA PLCs · Instructional Coach · Teacher Mentor/Coaches			C: District and League PLC work
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	· Strategic Leadership Team · ELA dept / PLC work			C: Accommodations C: PLC work and data dives C: SLT data dive with school state data
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	· Instructional Coach · Strategic Leadership Team · Social Studies Department · Sped Department			C: PLC work C: Sharing district PD opportunities
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	· Sped Department · ELA Department			C: Data Analysis C: Progress monitoring

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
5. Implement a range of assessment methods that measure student understanding.	2024-2029	· Social Studies Department · ELA Department			C: Project Based, Mastery Connect, Inquiry based project, RAFT, CER papers C: Quarterly Grade Analysis
6. Ensure vertical articulation of grade level content and practices.	2024-2029	· Sped Dept · ELA Department · Instructional Coach			C: Vertical meetings
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	· Social Studies Department · ELA Department · Instructional Coach			C: School and District PLC Work C: Strategic Planning Sessions (summer/fall)
Action Plan for Strategy #2: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	· Sped Department · ELA Department · Instructional Coach			C: PLC data dives
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	· Social Studies Department · Sped Dept · Science Department · Instructional Coach · Media Specialist			C: Use of informational text, primary sources, interpreting visual sources, conversation stems C: Cross-curricular connections/planning
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	· Social Studies Department · Sped Dept			C: Gallery Walk, Choice Boards, Escape Rooms, Ellevation Strategy. Goalbook strategies
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	· Social Studies Department · Sped Dept			C: PLC data dives
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	· Strategic Leadership Team · Teacher Mentors/Coaches			C: Mosaic for observations
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive	2024-2029	· Social Studies Department · Sped Department · ELA Department			C: Annotating, interpretation of primary source music and videos, Interactive Educational Games (iCivics), Newsela

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
texts to accommodate various learning styles.					
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	· Social Studies Department · Sped Dept · Media Specialist			C: PLC C: Sharing PD opportunities M: Find/share more specific PD opportunities for how to support reading skills
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	· District ELA Department · League ELA Department · PLCs · Teacher Mentors/Coaches · Instructional Coach · Magnet Coordinator			C: Department meetings, PLC work, and pairing mentors intentionally
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	· Media Specialist · Instructional Coach · All Teaching Staff			C: Referencing and using the Framework in PLC and departments
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	· Social Studies Department · Sped Dept · ELA Department · Strategic Leadership Team			C: SLO Goals Mastery Connect Newsela iXL No Red Ink C: Benchmark data analysis in PLC
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	· Social Studies Department · Sped Dept · Media Specialist · Instructional Coach			C: PLC ML Strategies Goalbook/Ellevation Strategies

GOAL AREA 2 – Performance Goal 1

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

Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	100%	100%	100%	100%	100%
	100%	TBD	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	· Counseling Department · Sped Department			C: IGPs, Career Fairs, IEP and 504 Meetings
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	· Admin · IC · Teachers willing to host			C: Hosting student teachers/practicum students, and high school teacher cadets M: Reach out and make connections with Call Me Mister and Express Way to Tiger Town
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Continue to expand with middle and high school students - early exposure to teaching as a career choice through internal and external programs.	2024-2029	· Counseling Department · IC: C3 (homeroom) career lessons and exposure			C: C3 (homeroom) career lessons and exposure

GOAL AREA 2 – Performance Goal 2

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

Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	TBD	Actual (District)					
			Projected (School)	10.5 %	10%	9.5%	9%	8.5%
	11%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: _____					
1. ___	2024-2029	·			

GOAL AREA 3 – Performance Goal 1

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

Performance Goal 1: Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	TBD	Actual (District)					
	65.5%		Projected (School)	63.5%	61.5%	59.5%	57.5%	55.5%
	TBD	TBD	Actual (School)					

On average, 21% of all students have misbehavior resulting in a disciplinary referral. Of those students, 60.5% receive additional behavior referrals.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	· Admin Team · Teaching Staff			C: Looking at disciplinary data, clarifying expectations and policy with teachers, and following behavior matrices
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing	2024-2029	· Leadership, administration, counselors, PAWS committee			C - PAWS stickers, cards and rewards.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
custom, school-based programming to meet this goal.					
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	· All staff			C: Training on trauma informed practices and building strong relationships with students
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	· Strategic Leadership Team · Instructional Coach · Mentors/Teacher Leaders			C: Monthly check-ins with new staff C: Providing feedback and support through Mosaic during classroom observations C: Coaching cycles with struggling teachers
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	· OnTrack team: teachers, school psychologist, counselors, administration			C: Working as a whole team to meet and determine how to support individual students
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	· Teachers, counselors · C3 lesson creators			C: C3 lessons, parents and student google form input requests.
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	· Counselors			C: newsletter, backpack notifications, emails C: Teacher/parent communication methods C: School Bark Party (block party) C: Coffee and Conversations with parents and SIC/PTA zoom links for parents to join outside of the building
2. Ensure school employees exhibit understanding and appreciation of all students and families and use	2024-2029	· Counselors · Grade level teams · SLT			C: Using district resources to communicate effectively

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
best-practice communication strategies to connect with those families.		· Sped Department			C: Newsletters, parent meetings, bootcamp for incoming 6th grade parents
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	· Counselors · Admin · Special Education Department			C: Restorative conversations, parent night C: Coffee and Conversations on hot topics for parents and middle school students
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	· Strategic Leadership Team · Club Sponsors			C: Letting students request clubs C: ARMES program, current clubs M: Find a way to offer transportation to our school Bark Party nights (block party)
2. Increase leadership opportunities within the school during the school day.	2024-2029	· Magnet Coordinator · Counselors			C: Student Process Champions C: Student led tours and clubs
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	· Counselors · Magnet Coordinator			C: Community partners such as Girl Up and GOAT M: New Magnet Coordinator is going to make new community arts connections C: Our work with SmartArts
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	· Admin Team · Teaching Staff			C: Looking at disciplinary data, clarifying expectations and policy with teachers, and following behavior matrices
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	· Admin Team · Teaching Staff			C: Looking at disciplinary data, clarifying expectations and policy with teachers, and following behavior matrices

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	· Instructional Coach · Admin			C: Continue to use district frameworks to support instruction C: Continue to help coach teachers on behavior and interventions within their control
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	· Counselors · Teaching staff · Instructional Coach · Admin			C: C3 lessons, specifically how do you holiday; Counselors classroom lessons
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	· Instructional Coach · Admin · Counselors · Teaching Staff			C: Continue to use district frameworks to support instruction C: Continue to help coach teachers on behavior and interventions within their control C: C3 lessons, specifically how do you holiday; Counselors classroom lessons

GOAL AREA 3 – Performance Goal 2

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

Performance Goal 2: By 2029, reduce the percentage of students who are chronically absent* by 10 points.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Student Services			Projected (District)	22%	20%	18%	16%	14%
	24%	TBD	Actual (District					
			Projected (School)	23.06%%	21.06%	19.06%%	17.06%%	15.06%%
	25.06%	TBD	Actual (School					

*A student is chronically absent when they miss 10% or more of the days they are enrolled at a school site, no matter the reason.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	· Attendance Clerk · Counselors · Teacher Teams · Admin			C: District phone call and letter C: Meetings with clerk and admin M: Progress monitor more often
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	· Attendance Clerk · Counselors · Teacher Teams · Admin			C: District phone call and letter C: Meetings with clerk and admin M: Progress monitor more often
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	· Attendance Clerk · Counselors · Teacher Teams · Admin			C: District phone call and letter C: Meetings with clerk and admin M: Progress monitor more often

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	· Admin · New Attendance Clerk 24-25			C: Get new clerk trained
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	· Counselors, attendance			M: Presentation at Bootcamp, phone calls home, pushed out in newsletter
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	· Strategic Leadership Team · Counselors · SIC			M: Work with SIC to brainstorm ideas on how to meet this goal
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	· School nurse			C: Sending out information and communicating with parents about illness expectations and regulations

GOAL AREA 3 – Performance Goal 3

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

Performance Goal 3: Increase connection between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent/teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by 10-percentage points.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Education Technology Support (ETS)			Projected (District)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (District)					
			Projected (School)					
	TBD	TBD	Actual (School)	TBD	TBD	TBD	TBD	TBD

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: **Increase parent engagement with district communication platforms.**					
1. Increase parent and guardian utilization of Backpack	2024-2029	· Admin · Counselors			C: Newsletter information and video of how to use Backpack, 6th grade Bootcamp, Coffee and Conversation
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	· Admin · Counselors · Teams			C: Newsletter information and video of how to use Backpack, 6th grade Bootcamp, Coffee and Conversation
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	· Front Office			C: Having a front office technology station set up for parent use
Action Plan for Strategy #2: **Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.**					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits,	2024-2029	· Counselors · Magnet Coordinator			C: Community partners such as Girl Up and GOAT

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
faith-based, and community organizations) to encourage and promote parent and community involvement in schools.					M: New Magnet Coordinator is going to make new community arts connections C: Our work with SmartArts C: Fall Bark Party (block party) with businesses set up to promote
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	· Counselors · Magnet Coordinator · SIC Committee			C: Community partners such as Girl Up and GOAT M: New Magnet Coordinator is going to make new community arts connections C: Our work with SmartArts
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	· Counselors · Magnet Coordinator · SLT · SIC			C: Community partners such as Girl Up and GOAT M: New Magnet Coordinator is going to make new community arts connections C: Our work with SmartArts
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing)	2024-2029	· Strategic Leadership Team · Counselors · SIC			M: Work with SIC to brainstorm ideas on how to meet this goal
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	· Strategic Leadership Team · Counselors · SIC			M: Work with SIC to brainstorm ideas on how to meet this goal
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	· SIC · SLT			C: Continue building up our SIC and making it more and more diverse

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