J. L. Mann High School, Academy of Mathematics, Science and Technology

"Providing opportunities to become lifelong learners."

School Portfolio 2018 - 2019

Charles S. Mayfield, Principal
Dr. W. Burke Royster, Superintendent

Scope of Plan: 2018-2019 through 2022-2023

Greenville County Schools

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: James L. Mann High School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019 *(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	W Burke Royster	8/15/2018
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Charles S. Mayfield	Charles S. Mayfield	5-15-18
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylors		8/28/2018
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jessica Sharp	Jessica Sharp	5-23-18
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Regina Eudy	Regina Eudy	5-23-18
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 160 Fairforest Way
Greenville, SC 29607

SCHOOL TELEPHONE: (864) 355-6300

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

SC SDE Stakeholder Involvement

	Position	Name
1.	Principal	Charles S. Mayfield
2.	School Read to Succeed Literacy Leadership Team Lead	Regina Eudy
3.	School Read to Succeed Literacy Leadership Team Members:	

Ramona Grant, English
Sara Crider, Social Studies
Heather Salter, Special Education
Kristy Schumacher, Physical Education
Jamie Hattendorf, Science
Miles Bryan, World Language
Tena Brown, Business/CATE
Grace Ellison, Math
Chris Meihls, Fine Arts

4. HSTW Focus Team Committee Chairs:

Clifford Lee
Kelli Malinowski
Linda Holden
Christie Nachman
Regina Eudy

School Improvement Council Members:

5.	Parent/Guardian	Susan Key
6.	Community Member	Jessica Sharp
7.	School Counselor	Lynn Edwards
8.	Teachers	Libba Mattison & Sara Crider

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

○ Yes ○ No ◉ N/A	**Academic Assistance, PreK–3** The school 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).
◉ Yes ○ No ○ N/A	**Academic Assistance, Grades 4–12** The school 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).
◉ Yes ○ No ○ N/A	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
◉ Yes ○ No ○ N/A	**Staff Development** The school 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.
◉ Yes ○ No ○ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
◉ Yes ○ No ○ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
◉ Yes ○ No ○ N/A	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
◉ Yes ○ No ○ N/A	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
○ Yes ○ No ◉ N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.

○ Yes ○ No ◉ N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
○ Yes ○ No ◉ N/A	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
◉ Yes ○ No ○ N/A	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
◉ Yes ○ No ○ N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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Introduction to J. L. Mann's School Portfolio

J. L. Mann High School's school portfolio was developed to document the changes and progress our school has made while working to continuously improve everything we do. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The categories used in this portfolio are based upon the Education for the Future Initiative Continuous Improvement Continuums, which was adapted from the Malcolm Baldrige Award Program for quality business management and achievement. These categories were selected because we agree that the philosophies written into the continuums will lead to J. L. Mann High School becoming a higher quality school. Within each category is a brief summary of where we are as a school and our next steps for that category.

The categories utilized in this school portfolio are:

- Executive Summary
- School Profile
- Mission, Vision, and Beliefs
- Data Analysis
- Needs Assessment
- Action Plan

All public schools in Greenville County Schools are required to submit a yearly school portfolio, which contains demographic and statistical school data, along with the school improvement plans and strategies. The first district-mandated J. L. Mann High School portfolio was created and submitted during the year 2002-2003 regarding the data collected during 2001-2002. At that time, J. L. Mann High School created the following principal-appointed committees to work on the portfolio: Information and Analysis, Student Achievement, Quality Planning, Professional Development, Leadership, Partnership and Continuous Improvement and Evaluation.

The 2002-2003 committees were composed of teachers who researched and compiled information for their section of the portfolio. An administrator was assigned to compile all sections into a report. The completed report was not only submitted to the district office, but was also presented to the faculty in a faculty meeting, presented to PTSA at a PTSA meeting, and summarized in our Report to the Community document. A copy is kept in the school's front office for any who would like to see it. An updated version has been presented to all stakeholders every year since then.

The current school portfolio is a living document that describes J. L. Mann High School and includes evidence of our work. It describes who we are; our vision for the school; goals, plans, progress, and achievements in the context of client demographics and needs; and school partnerships. The portfolio also describes how we build and utilize our overall school plan for the purpose of increasing student learning – our ultimate outcome. It shows how all of the parts fit together to make our school a positive place for our students.
Currently, our Focus Teams - composed of teachers and other staff members - are involved in developing the portfolio. Much of the narrative content came from discussions among the staff and various Focus Teams in the process of evaluating our work. The Teams will continue to collect evidence of our progress

to show changes in our practices towards the effort of overall school improvement. The Focus Teams include the following:

- Student Achievement Focus Team
- Curriculum Focus Team
- School Culture Focus Team
- Professional Development Focus Team
- Guidance and Public Information Focus Team
- Transition Focus Team
- Instructional Initiatives Focus Team

In addition, our school's School Improvement Council (SIC) plays an important part in studying the school data and developing the direction for some school resources. J. L. Mann High School's SIC is composed of parents, students, community members, teachers and administrators.

The self-study process allows all stakeholders an opportunity to take a closer look at the kind of school J. L. Mann is and how it became that way. Interested stakeholders are given the opportunity to determine desired results for J. L. Mann, effectiveness of the programs at J. L. Mann, and input on the school improvement plan. Our faculty, staff, administration, parents, students, and community members are very proud of J. L. Mann, and all commit to continue working diligently on making our high school the best it can possibly be.

Please enjoy the reading of this portfolio, as it provides the story of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and lifelong learners!

Executive Summary

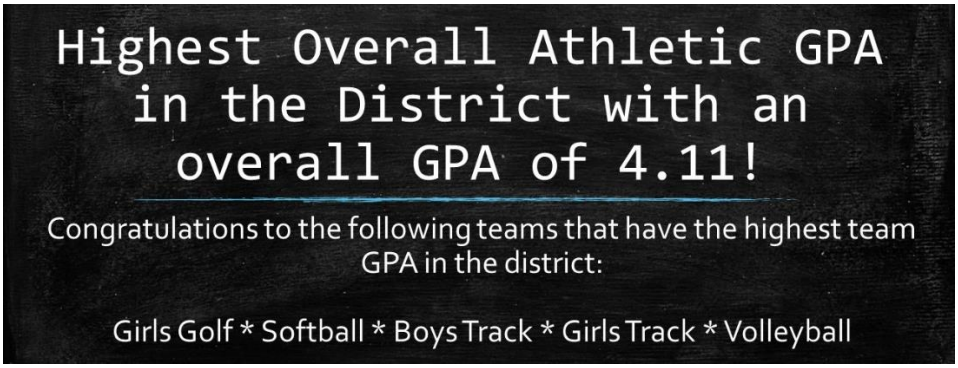
As we continuously assess changing student needs and school challenges we have organized many responses for those needs and challenges over recent years. These program changes have, overall, increased student achievement, increased teacher and administrator quality, and improved school climate.

- Greenville County Schools last went through a SACS district accreditation process in 2013. This accreditation covers J. L. Mann High School, making it a SACS-accredited school.
- J. L. Mann High School became a *High Schools That Work* site in 2005. Our school-wide literacy emphasis began that year with all teachers setting the goal of incorporating at least 25 books a year into the curriculum for students. Students track the books they read through their English classes. We successfully passed our first HSTW Technical Assistance Visit in spring 2009. In response to feedback from the TAV evaluators we significantly improved our Advisory program by placing it within 4th Period instead of a separate time and providing the Guidance Focus Team time to plan for advisory lessons each month which were distributed to the staff each week.
- Our *HSTW* Curriculum Committee recommended a reading program to support the school's literacy emphasis and began *Drop Everything and Read* in spring, 2010. Ten extra minutes were placed in 4th Period classes and teachers began using that time to hold silent reading for all students.
- A *Project Lead the Way* program was begun in 2007 that has grown over the past four years. We are pleased to announce that J. L. Mann's *PLTW* program became fully certified in fall, 2010, which provides college credit for all students who pass *PLTW* engineering courses.
- Our magnet program curriculum was revised and implemented in 2008, making our high school more distinctive in its course offering emphasis. All magnet students, whether they are attendance area students or not, must meet all magnet requirements once they declare magnet status beginning in 2010 as part of a district-wide adjustment in magnet programs.
- A bus program was added in 2011 for students to use after they attend tutoring. In response to feedback from teachers and students that their largest barrier to attending after school tutoring was getting a ride home, Spirit Week funds were used to pay for three buses to take students home an hour after school was out every Monday, Tuesday, and Thursday that school was in session. Use of the buses has been heavy and many of our students have been able to get help with their homework that couldn't get help without the buses in place. The bus program, called Extra Mann Power, was successfully continued in 2012 by doubling the number of students served.
- Power of M (POM), a tutoring and re-testing program, was begun in 2012. CP-level freshmen courses were identified as POM courses and any student who scored less than a 77 on a major assessment in a POM course were required to come after school for tutoring and re-testing until the assessment was passed. Freshmen failure rates decreased by 67% in the first year of the program.
- A project based learning program, NewTech, began in the 2013-2014 school year. The program began by accepting 150 incoming freshman and will add 150 to the program each year.
- The AP Capstone Diploma program began in 2017-2018 with the addition of AP Seminar and AP Research in 2018-2019.

School Accomplishments:

Sports

- 2017-2018 Girls' Lacrosse Class AAAAA State Champions
- 2017-2018 Girls Soccer Class AAAAA State Champions
- 2017-2018 Girls 4 x 800 Relay Team AAAAA State Champions
- 2016-2017 Girls' Lacrosse Class AAAAA State Champions
- 2017 Softball Class AAAAA Region Champions
- 2014-2015 Girls Soccer AAAA State Champions
- 2017 Girls Soccer AAAAA State Champions
- 2015 Girls Track AAAA State Champions
- 2014-2015 Boys Soccer AAAA State Champions



Arts

Band

- CWEA Winter Guard: 2nd place in Circuit and division silver medal, 2018
- CWEA Winter Percussion Ensemble: Circuit Championship and division championship gold medal, 2017 and 2018

- Marching band: Excellent Rating at State Marching Championships
- Symphonic Band: Excellent Rating at Concert Performance Assessment
- 11 students invited to Greenville County Honor Band
- 6 students invited to SC Region Honor Band
- 2 students invited to SC All State Honor Band
- CWEA Winter Guard 3rd Place in Circuit 2017
- Marching Band performances at home football games and 5 local contests
- Symphonic Band performed 5 concerts throughout the year
- Fall Veteran's Day Concert
- Winter Concert
- Pre-Festival Concert
- State Concert Performance Assessment Concert
- Spring Pops Concert
- Began after school jazz program, with performance at Spring Concert

Art

- National Art Honors Society with over 70 student members per year
- NAHS Yearly Service projects at the Children's Hospital (murals painted on the indoor windows twice a year), Project Host soup kitchen, including the annual Empty Bowls dinner (80 ceramic bowls donated per year) and four mural panels for the dining room
- Annual Student Art Exhibition with 200+ works, judged by a local artist/professor
- 10+ works each year displayed at the Annual GCSD Art Exhibition at Artisphere; several awards each year
- 5+ Works accepted to the Converse Young Women in Art annual juried exhibition
- 10+ Student works and at least two instructor works displayed at the Southwest Region Annual Youth Art Month Show at the SCGSAH
- Multiple awards each year from entries in the Annual Upstate High School Art Exhibition at Greenville Technical College

<u>Academic</u>

- 6th place in the 2017 South Carolina Science Olympiad State Finals Division C
- 1st place in Ecology Event at 2018 South Carolina Science Olympiad State Finals Division C
- First and Second Place at the 2016 Joseph Vaughn Oratorical Competition at Furman University
- Jessica Baker
  - Registered Nurse, BSN
  - Certified Emergency Nurse
  - American Heart Association First Aid and CPR Instructor
- QPR Gatekeeper Instructor for Suicide Prevention
- 1152 Certified Firefighter (previous)
- First Responder (previous)
- Ms. Jennifer Cook – 17-18 PTSA High School Teacher of the Year
- Ms. Tina Bishop – 17-18 GCSD Assistant Administrator of the Year
- Mr. Charles Mayfield – 17-18 GCSD Administrator of the Year
- Mr. Jeremy Bowen- 17-18 JL Mann Teacher of the Year and Top Ten Teacher in GCSD

School Profile

School Community History. J. L. Mann High School, Academy of Mathematics, Science and Technology is a 9th-12th grade high school originally built in 1965 that currently houses 1734 students and 150 faculty and staff members. It is one of 14 high schools in the district known as Greenville County Schools. J. L. Mann High School is located in Greenville, South Carolina.

J. L. Mann High School became a Select School in 1997. The school name was changed to reflect our math, science and technology magnet status to J. L. Mann High School, Academy of Mathematics, Science and Technology, at that time. The Select Schools program in Greenville County Schools was designed to revitalize urban schools that had begun to decline in enrollment due to demographic changes in the community. Greenville County Magnet Schools share three common goals for their Magnet Programs:

1. Provide a unique or specialized curriculum or educational approach.
2. Improve achievement for all students participating in the magnet program.
3. Promote and maintain diversity.

Our magnet program allows us to be a "school of choice" for many of our students. In order to take advantage of our range of advanced math, science and technology courses prospective magnet students must apply to attend J. L. Mann High School. A rigorous magnet diploma can be earned, which includes a senior project. The Senior Project is a cumulative portfolio that the magnet student must complete in order to demonstrate proficiency in the student's chosen area.

In 2005 J. L. Mann added an ESOL program to address the growing population of students enrolled that do not have English as the primary language in the home. More families were moving to the Greenville area from outside the United States and a need to help the new students develop strong English skills quickly became apparent.

J. L. Mann High School became a *High Schools That Work* site in 2005, which prompted the staff to focus on specific instructional areas in order to increase student achievement. Teachers have worked to incorporate literacy into all courses by adding reading requirements to coursework and providing reading time in class. All students are required to participate in the school's *Drop Everything and Read* program, held once a week during the Advisory period. In addition, the staff has studied *Literacy Across the Curriculum*, a *HSTW* site development guide, and worked with each other through regular faculty meetings to implement the literacy strategies suggested in that guide.

Halfway through the 2007-2008 school year we moved into a brand new school building. The new J. L. Mann High School opened its doors on January 3, 2008. The 236,000 square foot facility gives students and teachers access to the latest in instructional technology, including Promethean Boards in every classroom, wireless laptop computers, a digital media production lab, and a computer-based language lab. The state-of-the-art auditorium highlights the school's fine arts department, and the athletic department has access to multiple practice and competition gyms.

J. L. Mann High School is also a satellite school for students with handicapping conditions who need additional supportive services such as transliterators, interpreters, orderlies, aides, etc. The school building built in 2006 includes automatic doors, a fully-equipped life skills lab, and adapted classroom

furniture. Our campus facilities were modified to accommodate these students, who have opportunities to participate in all the programs J. L. Mann offers.

The school colors are red, white and Columbia blue; the school mascot is "The Patriot."

Facilities. The newly built J. L. Mann High School building opened its doors on January 3, 2008. The 236,000 square foot facility gives students and teachers access to the latest in instructional technology, including Promethean Boards in every classroom, wireless laptop computers, a digital media production lab, and a computer-based language lab. The state-of-the-art auditorium highlights the school's fine arts department, and the athletic department has access to multiple practice and competition gyms.

J. L. Mann High School, Academy of Mathematics, Science and Technology and Greenville County Schools are committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan. Planning for various potential emergencies is done in coordination with regional agencies and the school district. The school safety plan stresses safety for the students first.

- Specific safety concerns regarding buildings and grounds at the school are supervised by the plant engineer and conducted by the maintenance staff. Our professional staff of custodians performs basic cleaning and maintenance operations in every classroom daily.
- An in-service training on blood borne pathogens and universal precautions is provided for all faculty and staff annually. Records of this training are maintained in our school office and at the District Office.
- Traffic flow is monitored and controlled by the school resource officer and school personnel before and after school. In addition, a camera system is installed to help monitor the entire campus.
- Fire evacuation drills are performed with the students and staff monthly; bus evacuation drills are performed with the students and staff annually.
- Campus supervision is paramount to student safety, so every school faculty member is assigned a daily supervisory duty. This ensures that there are adults present before school, during class changes, during lunch, and after school.

J. L. Mann provides a disciplined but stimulating learning environment for students. The climate for learning at J. L. Mann is enhanced by involved parents. Parents are encouraged to become involved in school committees and councils, to help with homework, and to encourage and honor their child's successes. Annually, on average, our school PTSA contributes approximately $25,000 to the school for instructional needs. They also provide PTSA mini-grants to our teachers to promote and support innovative ideas in curriculum and instruction. Furthermore, J. L. Mann parents volunteer on a daily basis to serve as receptionists in the main office and work in the school store. We have been pleased to recognize our parents as J. L. Mann has been awarded the National PTA School of Excellence Award for Parent Involvement for several years.

A major goal of the staff at J. L. Mann is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, our school offers many opportunities for student participation and recognition. J. L. Mann offers a wide variety of extra-curricular activities both academically and athletically. Students are encouraged and expected to maintain appropriate behavior at all times because disruptions interfere with learning. Student handbooks and other information about school and classroom rules are distributed at the beginning of the year and discussed on a regular basis.

Leadership. Site-based management allows for a hands-on approach to the management of certain school components such as curriculum, personnel, and budget. J. L. Mann High School uses the site-based approach to accomplish a positive academic outcome for all students. The plan works within the shared vision of the school and the framework of the district office. The decision-making structure of J. L. Mann's site-based approach could be said to be the "provisions for the visions." J. L. Mann views its level of autonomy as opportunity in that school policy is malleable and can change to better suit the needs of our student population.

A key component of shared decision-making is a principal with a facilitative approach to leadership. There is a willingness to hear all voices and consider all angles with regards to school decisions at J. L. Mann. Not only is input allowed, it is encouraged and supported.

The facilitative approach to leadership within a site-based school is not limited to the building administration. In order to maximize the success of the site-based model, there has to be a high level of commitment and flexibility demonstrated by district staff. Support and latitude are two key attributes within the district-shared vision. This allows the building level decision-making to have a great amount of impact on student performance. Schools in Greenville County can only achieve an excellent level of success and performance if there is a commitment to an evaluative and proactive decision-making process.

Issues for discussion by the faculty are usually raised on a leadership team level, either through the suggestion of an administrator or a member of the leadership team. Each leadership team includes a representative from different academic department in the school, ensuring that a variety of views are heard. The appropriate leadership team reaches a decision on the issue and makes a suggestion to the Student Achievement Leadership Team, which serves as an oversight committee.

The Student Achievement Leadership Team (SALT) then reviews the suggestion of the leadership team, at which point the opinions of administrators are also included. SALT will reach a consensus, or if SALT is divided, the issue can be tabled for full faculty discussion or redirected to the committees. As SALT minutes are issued to all faculty members, the faculty is included in the sharing of information. Some issues are raised in faculty meetings for open discussion. Decisions that will directly affect students are also frequently posed to the students and their parents through surveys, and if feedback is mixed, the administrators will plan community meetings to provide a forum for further discussion.

The School Improvement Council (SIC), an advisory committee comprised of community members, parents, teachers and students, also plays a vital role in consensus building. As the voice of our school community, they offer a different view on issues being discussed and often suggest methods for school improvement from a community point of view. The SIC reports directly to the principal, and he brings their concerns to SALT for consideration.

The principal of J. L. Mann High School since 2009 is Charles Mayfield. Mr. Mayfield has served as a social studies teacher and assistant principal in Greenville County; most recently, he served as assistant principal and principal of Ware Shoals High School. The assistant principals are Cindy Alsip, Anthony Holland, Tina Bishop, Jeff Sartain, and Matthew Moore. The Instructional Coach is Regina Eudy.

Administrative Duties: 2017-2018

Matt Moore	Tina Bishop	Cindy Alsip	Anthony Holland	Jeff Sartain
Chad McGee	Robert Downs	Lynn Edwards	Tammy Pace	Billie Picklesimer
A-C, Y-Z	D-H	I-L, New Tech Students	M-R	S-X
Departments				
Social Studies ROTC Guidance Media Center	English World Language	Business/Technology New Tech	Science Math	Fine Arts Special Ed PE
Administrative Duties				
HSTW Committee: Guidance	HSTW Committee: Transition	HSTW Committee: Evaluation	HSTW Committee: Curriculum	HSTW Committee: Professional Development
Primary Master Schedule	New Teachers	Back-up Master Schedule	Buses	Textbooks
Testing	Teacher Mentoring	New Tech	Bus Referrals	Facilities
IDs	Teacher Handbooks	Accelerate	EMP Busing	School Calendar
Lockers	Student Handbooks	PLTW	ISS/Detention	Athletics
Worker's Comp	Power of M	CATE Reporting	Duty Roster	United Way
Parking Lot	Graduation	SIC	Radios	Aides
EMP Busing	Substitutes	Patriot Day	Back-up Facilities	CPR Training
Back-up Buses	Student Teachers	New Patriot Night	Extracurricular Clubs	Fixed Assets
Back-up Textbooks	PS Coding and Reporting	Open House		Field Trips
School Safety	HSTW Site Coordinator	Magnet Open House		Seat Time Recovery
IMS	Student Truancy	Curriculum Night		Sex Ed
	Graduation Rate	Awards Night		Nurses
	Attendance	Magnet Program		
	Satellite Diploma Program			

<u>Charlie Mayfield, Principal</u>

- All personnel
  - Assistant Principals
  - Instructional Coach
  - Magnet Director
  - Clerical
- All programs
- Position control
- Base lines
- Activity funds

<u>Regina Eudy, Instructional Coach</u>

- Portfolio / School Reading Plan
- HSTW Site Coordinator
- Testing Back-up and Support
- Assist with Teacher Mentoring
- Professional Development
- Teacher Observation Schedule
- Power Teacher Manager
- Public Spaces Notification
- Website
- Google Apps for Educations
- New Teachers
- Read to Succeed Literacy Team
- AP Coordinator
- DLC/Personalized Learning

The J. L. Mann School Improvement Council (SIC):

- Serves as liaison between the administration, the staff, the faculty, and the community.
- Generates the school improvement plan.
- Maintains and enforces the SIC bylaws.

The J. L. Mann PTSA Executive Board:

- Provides support and assistance to the school as a whole.
- Organizes volunteers for testing and working in various school capacities.
- Maintains the school store.
- Funds mini-grants to teachers who use funds for innovative activities.
- Coordinates fund raising efforts for the school.
- Organizes and implements programs such as Mann Alive, Parent Night, and College Night.
- Works to beautify the school grounds through the landscaping of common areas.
- Publishes the school newsletter to keep parents informed of school events.
- Provides monetary teacher supplements for classroom supplies.
- Provides hospitality for the faculty and at school events.
- Keeps the community informed of school events and acts as a school liaison between the administration and the community.
- Honors teachers and staff members through Teacher Appreciation activities.

Current School Community

J.L. Mann High School is a comprehensive, public high school located in northwest South Carolina, serving the towns of Greenville and Simpsonville. J.L. Mann is Greenville County Schools Magnet School for math, science and technology. The city of Greenville is the county seat of Greenville County and is home to Furman University, Bob Jones University and Greenville Technical College.

J.L Mann High School's Mission: The mission of J. L. Mann High School is to provide each student with the opportunity to become lifelong learners by nurturing students' individuality, guiding students' learning, and challenging students to think critically through the shared involvement of teachers, administrators, parents, and community members.

Our Common Purpose: To develop a student-centered learning community in which all students achieve their maximum ability through a rigorous curriculum, clearly defined standards of performance, and high expectations.

Our Values:

- Teamwork
- Respect
- Courage
- Honor
- Integrity
- Loyalty
- Duty
- Selfless service

J.L. Mann High School's administrative team is led by Charles Mayfield, our principal, who is serving his 10th year in this position. Dr. Cindy Alsip serves as Assistant Principal and Director of NewTech@Mann, our project-based learning program. Tina Bishop, Anthony Holland, Matt Moore and Jeff Sartain serve as Assistant Principals. Todd Tucker is our Athletic Director and Regina Eudy is our Instructional Coach.

J.L. Mann has a certified staff of 122 employees and each are a vital part of not only the everyday operation of the school, but also in the development of our school community. Each member sits on a Focus Team and focus on various aspects of our community with the goal of increasing student learning – our ultimate outcome. Focus Teams then together to make our school a positive place for our students.

The Focus Teams include the following:

- Student Achievement Focus Team
- Curriculum Focus Team
- School Culture Focus Team
- Guidance and Public Information Focus Team
- Transition Focus Team
- Instructional Initiatives Focus Team

In addition, our school's School Improvement Council (SIC) plays an important part in studying the school data and developing the direction for some school resources. J. L. Mann High School's SIC is composed of parents, students, community members, teachers and administrators.

We are devoted to providing a challenging and rigorous curriculum for all students at J. L. Mann. We are also dedicated to meeting the individual learning needs of our students. Classes meet 50 minutes, 5 days a week for 18 weeks each semester. One Carnegie unit of credit is awarded for each 50 minute class successfully completed each year. The school year is divided into two semesters followed by an optional 8-week virtual summer school program.

As we continuously assess changing student needs and school challenges we have organized many responses for those needs and challenges over recent years. These program changes have, overall, increased student achievement, increased teacher and administrator quality, and improved school climate.

- Greenville County Schools last went through a SACS district accreditation process in 2013. This accreditation covers J. L. Mann High School, making it a SACS-accredited school.
- J. L. Mann High School became a *High Schools That Work* site in 2005. Our school-wide literacy emphasis began that year with all teachers setting the goal of incorporating at least 25 books a year into the curriculum for students. Students track the books they read through their English classes. We successfully passed our first HSTW Technical Assistance Visit in spring 2009. In response to feedback from the TAV evaluators we significantly improved our Advisory program by placing it within 4th Period instead of a separate time and providing the Guidance Focus Team time to plan for advisory lessons each month which were distributed to the staff each week.

- Our *HSTW* Curriculum Committee recommended a reading program to support the school's literacy emphasis and began *Drop Everything and Read* in spring, 2010. Ten extra minutes were placed in 4th Period classes and teachers began using that time to hold silent reading for all students. Everyone within the school is also a part of our annual "Schoolwide Read."
- A *Project Lead the Way* program was begun in 2007 that has grown over the past four years. We are pleased to announce that J. L. Mann's *PLTW* program became fully certified in fall, 2010, which provides college credit for all students who pass *PLTW* engineering courses.
- Our magnet program curriculum was revised and implemented in 2008, making our high school more distinctive in its course offering emphasis. All magnet students, whether they are attendance area students or not, must meet all magnet requirements once they declare magnet status beginning in 2010 as part of a district-wide adjustment in magnet programs.
- Our school was honored to become a part of College Board's National Program, AP Capstone, an innovative diploma program that allows students to develop skills that matter most for college success: research, collaboration and communication.
- A bus program was added in 2011 for students to use after they attend tutoring. In response to feedback from teachers and students that their largest barrier to attending after school tutoring was getting a ride home, Spirit Week funds were used to pay for three buses to take students home an hour after school was out every Monday, Tuesday, and Thursday that school was in session. Use of the buses has been heavy and many of our students have been able to get help with their homework that couldn't get help without the buses in place. The bus program, called Extra Mann Power, was successfully continued in 2012 by doubling the number of students served.
- Power of M (POM), a tutoring and re-testing program, was begun in 2012. CP-level freshmen courses were identified as POM courses and any student who scored less than a 77 on a major assessment in a POM course were required to come after school for tutoring and re-testing until the assessment was passed. Freshmen failure rates decreased by 67% in the first year of the program.
- A project based learning program, NewTech, began in the 2013-2014 school year. The program began by accepting 150 incoming freshman and will add 150 to the program each year.
- The newly redesigned advisory program, Mann Up! is designed to keep students' soft skills honed and highlighted. Every semester, one of eight characteristics is taught during 4th period, the characteristics focused on are: health, integrity, work ethic, self-direction, citizenship, collaboration, perseverance, and empathy.

Statistics for the class of 2017

- Students attending 4-year colleges - 73%
- Students attending 2-year college/college transfer program - 21%
- Students attending technical schools – 4%
- Students entering armed services - 1%
- Students employed full time -1%
- SAT Mean: Critical Reading—507, Math—516, Writing—488
- ACT Mean: English – 20.4, Math – 21.3, Reading – 21.7, Science – 21.5, Composite – 21.4

- Scholarship Money earned for 4 years-$9,907,250.00

2017-2018 Honors Courses		2017-2018 AP Courses
English I, II, III, IV		English Lang & Comp, English Lit & Comp
Algebra I, II, Geometry, Pre-Calculus		Calculus AB & BC, Statistics
Biology 1, Chemistry, Physics, A&P		Biology, Environmental Science, Physics 1
Earth Sci, Forensic Sci, Marine Sci,		Human Geography, World History, US History,
World Geography, World History, US History,		Psychology, Macroeconomics, US Government
US Government, Economics, Psychology		French Lang & Culture, Spanish Lang & Culture
Spanish, French (3rd & 4th levels)		Computer Sci A, Computer Sci Principles
Chorus, Band, Color Guard, Percussion, Strings,		Studio Art: 2-D, Art History
Art, Theatre (3rd & 4th levels)		AP Capstone Diploma – Seminar and Research
Teacher Cadets, Yearbook Prod, Yearbook Mgmt		

Community Partnerships. In addition to the support provided by the J. L. Mann PTSA, SIC, and leadership teams, J. L. Mann's success is greatly enhanced by local businesses which offer us support on a regular basis. SIC and our school's Booster Club are the bodies responsible for recruiting, coordinating, and planning business partnerships. The following businesses have shown strong support for our school:

Anthony Graphics
Arizona/Travinia
Arizona Steak House
Bucky's Bar-B-Q
Carolina Orthopedic
CCC
Clayton Tile
Collins Direct
Delta Apparel
Faye Galloway
First Team
GOS
Grand South
Greenville Hospital
Greenville Journal
Heritage Lincoln Mercury
Keenan's Tire & Auto
Little Caesar's Pizza
Newave
Palmetto Fine Foods
Papa John's Pizza
Park Place
PIP Printing
PODS
Pope, Smith, Brown & King
Prudential C. Dan Joyner
RCI Engineering
Remax
Snyders Motor Co. Inc
South Carolina Bank & Trust
Summit National Bank
Sunshine Cleaners
Texas Roadhouse
The Open Book
Turner Insurance

School Personnel. The 2016-2017 staff at J. L. Mann included 103 teachers, 2 media specialists, 7 guidance counselors, 1 instructional coach, 1 athletic director and 6 administrators. Our teachers work diligently to keep their skills up to date: 63.2% of J. L. Mann's teaching staff

has advanced degrees and continued to work on increasing their teaching skills, using an average of 6.3 professional development days. The average teacher salary was $50,009. The average attendance rate of our teachers was 93.5%. The percentage of teachers returning from the previous school year was up at a rate was 91%. Additionally, 81.1% of our teachers held continuing contracts.

Other personnel at our school include those working in school administration, the secretary, guidance and media clerks, a plant engineer, custodians and food service workers. Additional support personnel include the district psychologist, special education coordinators, mental health specialist, a speech and language specialist, two school nurses, and a tech specialist. J. L. Mann also has a school resource officer provided by the Greenville City Police Department.

Students - Enrollment and Attendance. J. L. Mann High School served

J. L. Mann High School Student Enrollment 2012 - 2018

2012 - 2013	1666
2013-2014	1716
2014-2015	1714
2015-2016	1711
2016-2017	1749
2017-2018 current	1876

J. L. Mann's student attendance rate for was 95.8%. Student retention rate increased to 2.3% from 2.0% and the student dropout rate increased slightly to 2.0%. Out of school suspensions or expulsions for violent and/or criminal offenses increased slightly to 1.3%

In 2016-2017 76.2% of Mann's student population was enrolled in AP courses with 63.6% of those students being successful on the AP exam.

Student Enrollment by Gender, Grade, Ethnicity, and Free/Reduced Lunch Status. J. L. Mann High School currently serves 1876 students with 934 males and 942 females.

J. L. Mann High School currently serves 609 9th Graders, 469 10th Graders, 409 11th Graders and 389 12th Graders.

J. L. Mann's student population consists of 9.8% Hispanic students, 4% Asian students, 26.1% African-American students, 3.5% "other" Minority students, and 56.2% Caucasian students. Percentages based on ethnicity have remained fairly stable over the past few years with a 3% increase just this year in the number of Hispanic students in the school population.

J. L. Mann High School currently has a 33.84% poverty index.

Student subgroups included in ESSA computations were All Students, Male Students, Female Students, White Students, African-American Students, Hispanic Students, Disabled Students, Limited English Proficient Students, and Subsidized Meals Students.

Special Education. J. L. Mann High School is a satellite school for students with handicapping conditions. We provide services for students with a wide range of handicaps including autistic, emotionally disabled, educable mentally disabled, hearing disabled, health impaired, learning disabled, orthopedically handicapped, trainable mentally disabled, visually disabled, multi-handicapped, and other-health impaired. Our special needs population (other than speech) makes up 11.2% of our whole school population.

School Programs

Academics

J. L. Mann distinguishes itself from other area schools by its two major school-within-a-school programs in addition to operating as a traditional high school.

- J. L. Mann serves as the districts magnet academy for the areas of Mathematics, Science, and Technology. Each of the magnet strands gives students opportunities to take specialized courses not necessarily available at other schools in the area. For example, to earn magnet distinction in technology, students may take courses such as Web Design, Computer Programming, and two Advanced Placement Computer Science courses. Students in the science magnet program are offered Marine Biology, Forensics Science and several AP Science courses. In the math program, students can take AP Statistics as well as both AP Calculus AB and BC. Earning magnet distinction also requires students to complete either a senior project or internship. Students living outside of Mann's attendance area are invited to apply and pursue one of the three magnets. Attendance area students may also choose to take the magnet curriculum.

- NewTech@Mann offers students project-based learning, student-led culture, and one-on-one technology. Many core content areas are taught as combined classes at NewTech@Mann in order to support cross-disciplinary learning. For example, in the freshman year a student can expect to take English 1 with World Geography or English 2 with World History. In addition to the core content areas of English, mathematics, science and social studies, NewTech@Mann offers support courses which provide training for the technological skills students will need both for their projects and their future. Project-based learning (PBL), student-led culture, and one-on-one technology make NewTech@Mann very different from the traditional learning model.

Graduation Plus is a district-wide initiative to ensure all students are college and career ready upon graduation. Goals of the Graduation Plus initiative are for students to obtain significant progress toward a college major and/or two-year degree, completion of freshman level college courses, completion of postsecondary vocational and technical advanced certification, and/or completion of a vocational/technical certificate before graduation. J. L. Mann offers the following programs to help students meet these goals:

- Advanced Placement – We currently offer 22 AP courses including English Language and Composition, English Literature and Composition, Calculus AB, Calculus BC, Statistics, Human Geography, Psychology, European History, U.S. History, World History, Macroeconomics, Government, Physics 1, Physics 2, Environmental Science,

Biology, Spanish Language and Culture, French Language and Culture, Computer Science A, Computer Science Principles, Art History, and Art- Drawing/2-D. J. L. Mann is also an AP Capstone school allowing students to earn an AP Capstone Diploma after completing AP Seminar and AP Research in addition to at least four other AP courses.

- Accelerate is a challenging, three-year program that utilizes a virtual learning environment of live video conferencing between teaching locations and partner schools across South Carolina. It provides advanced academic preparation, along with exposure to real-world engineering during the 10th, 11th and 12th grades. The ultimate goal of Accelerate is to prepare students, both in coursework content and pace, for a rigorous college engineering program. As many as 32 college credit hours toward an engineering degree may be earned during this unique three-year program.

- Early College Program – Dual Credit Courses offered are offered through Greenville Tech. Current offerings include English 101 and 102, Psychology, and Sociology.

- Project Lead the Way (PLTW) – Students earn this recognition in engineering by completing a combination of PLTW Engineering and Advanced Placement courses. At the end of engineering courses, students can earn college credit through Clemson University by passing the PLTW exam. PLTW courses are offered within NewTech and the traditional classrooms.

- Teacher Cadets is a yearlong course that offers dual credit, one Carnegie units on the honors level and three hours of college credit through Clemson University. During the course, students complete an 8 week practicum working with an assigned GCS teacher where they help with all classroom duties and teach 2 lessons. This class is for all students that have a definite interest in becoming teachers or who want a career working with young people.

- Satellite schools and career centers provide opportunities for students to obtain additional instruction in fine arts as well as vocational training and technical certifications while still taking core academic classes at J. L. Mann.

Student Support Services

J.L. Mann High School's *Mann Up!* Advisory Program focuses on eight positive characteristics or life skills, six of which are included in Greenville County School District's "Profile of the South Carolina Graduate*." These qualities are Health, Integrity, Self-direction, Citizenship, Perseverance, Collaboration, Work Ethic, and Empathy.

An after-school tutoring program called *Extra Mann Power* provides all students the ability to stay after-school Monday, Tuesday, and Thursday and receive help from the teachers. Buses will then be available for students who need a ride home.

Power of M is a program primarily for ninth graders enrolled in a CP level courses. Students who fail to make a mastery grade on any major assessment will remediate with their teacher and then retake the assessment. Students can stay after school for remediation and retesting.

High Schools That Work has a literacy emphasis that has been placed in all courses through a special structure. Also, the students who struggled with reading and writing in middle school are identified through PASS sand MAP scores and are placed in Accelerated Reading courses in an effort to help them strengthen basic skills. The Accelerated Reading course is taken in addition to a regular freshman English class.

The *Satellite Special Need Program* at J. L. Mann includes Occupational Orthopedic and TMD/Orthopedic as well as a Hearing Impaired and Visual program. The Special Needs Department includes Community Based Instruction (where students take skills and concepts learned in class and practice them in the community), Project Search (a Bon Secours program that takes 9 interns a year with the end goal of a permanent paid position), Job Olympics (simulated jobs for competition), Peer Tutors, Emerging Business Mann Made (Design and print products for sale - Heat Press and embroidery), and Occupational Credentials for Special Needs Students.

There is an emphasis to help all students through the focus of on *Common Planning*, especially for those teachers teaching an End-of-Course Placement Test. These teachers plan together throughout the year in an effort to increase mastery of content and EOC passage rates. All teachers are expected to common plan a minimum of twice a month with EOC teachers common planning weekly.

Arts

J. L. Mann High School offers a strong Fine Arts program, including visual arts, band, strings, chorus, and drama. We offer a wide variety of visual arts courses, honors students are eligible for National Art Society, and all may join the Art Club. Students participate each year in a wide variety of community art shows and regularly participate in service projects. Chorus, concert band, marching band, percussion ensemble, color guard, and chamber ensemble all participate in a wide variety of school events and competitions. Honor Bands include Greenville County Honor Band, Region Honor Band, and All-State Honor Band. Our Drama program showcases high quality productions every semester. Students perform in a fall production and a spring musical production. Drama also sponsors Miss Talisman, Miss J. L. Mann, and Thespian Society.

Athletics

Our student athletes have performed all the way to the state level under the coaching of dedicated teachers and coaches and the school JROTC program provides students a way to earn college credit while still in high school. Our athletic teams have brought back several state championships to the school, including swimming, basketball, lacrosse, soccer and track. We had over 800 athletes participate on 39 different teams in 2017-2018.

Other Programs

Other outstanding programs and features available at J. L. Mann High School include:

- Adaptive Physical Education
- Advisor/Advisee Groups
- Connections (A club pairing regular education students with students with disabilities)
- DEAR
- ESOL
- High Schools That Work Site
- International Partnership with high school in Clermont-Ferrand, France
- Army JROTC
- Mann Nation (A spirit club)
- Mann Recycling Initiative
- Medical Leaders of Tomorrow (Club for investigation into careers in the healthcare field)
- Memorial Learning Garden
- Miss Talismann/Miss. Mann - Pageant
- Peer Tutoring
- Patriot Partners (Teacher/student mentoring)
- PTSA
- Robotics Team
- School Wide Book Read
- Science Olympiad
- Special Olympics
- Speech and Debate
- Student Council
- Supported Employment and Training
- Teen Achievers
- Youth in Government

Mission, Vision and Beliefs

Belief Statements

Student achieve best in a safe and inviting environment where they are engaged in learning.

Students must have highly competent and caring teachers, principals, and support staff.

Students must have equitable and high-quality educational opportunities that evolve and change to reflect the world around them.

A successful educational culture empowers students to communicate and collaborate effectively, solve problems competently, think critically and creatively, and act responsibly.

A successful educational culture develops students who are empathetic, respectful, resilient, and act with integrity.

Embracing diversity and inclusion leads to mutual respect and breaks down barriers.

Education is the shared responsibility of students, home, school, business, and community.

Curriculum and instruction must meet the needs of all students and prepare each student for success.

Early reading and mathematical thinking are the foundations for educational success.

Our educational organization prepares students to value learning and contribute to society, which has a lasting positive impact on our communities.

Our Mission

We develop opportunities for all students to achieve personal success and become college and career ready in order to become productive, responsible, and engaged citizens.

Our Vision

Making a Difference by inspiring, supporting, and preparing students for their next step in life.

The programs offered at J. L. Mann High School reflect our beliefs and vision as shown on the next two pages:

We Believe … So We Are Providing!

We believe that each student is a valued **individual** with unique physical, social, emotional and intellectual needs.

Career Pathways
Advisor/Advisee Program
Athletics
Extracurricular Clubs and Activities
JROTC

We believe that students' learning needs should be the primary focus of all decisions **guiding student learning**, and thus impacting the work of the school.

Project Lead the Way
After School Tutoring
Freshman Academy
Differentiated Instruction/Learning Focused Instruction
Occupational Diploma Program

We believe that students learn in **individual** ways and should be challenged with a variety of instruction to support their learning.

Senior Project
Computer Labs
Project-Based Instruction
Lunch Mann Express

We believe that technology and instruction should be used to develop the **critical and creative thinking** as well as the problem solving skills needed to function effectively in a rapidly changing society.

Magnet Program
AP Courses
School-Wide Literacy Emphasis
Golden Strip Career Center
Teacher Cadet Program

We believe that the school's mission is a **shared responsibility** of teachers, administrators, parents, students and the community.

At-Risk Program
Student Mentoring Program
High Schools That Work
Character Education Program
Leadership/Renaissance Classes
School Improvement Council
Student Council
Mann Recycling Program

NOTE: J. L. Mann Faculty and Staff work hard in many different areas for our students – this is not an all-inclusive list!

Department Commitments – Efforts for Increased Content-Specific Student Achievement

English Department

Teacher Cadets
Newspaper
Yearbook
Leadership/Renaissance
At-Risk: Reading Strategies Classes, HSAP Classes
AP Courses
Freshman Academy
National Honor Society
Career Pathways

Mathematics Department

Magnet Program
Project Lead the Way
At-Risk: HSAP Classes
AP Courses
Freshman Academy
Academic Team
Career Pathways

Science Department

Magnet Program
Recycling Program
At-Risk: Mentoring Program
Senior Project
AP Courses
Freshman Academy
Career Pathways
Science Fair

Social Studies Department

Student Government
Freshman Florida Trip
AP Courses
Freshman Academy
Youth in Government
Freshman Success
Mock Trial
Career Pathways

World Languages Department

SAT Prep Classes
ESOL
AP Courses
World Class Partnerships
Career Pathways

Technology Department

Magnet Program
Business Completer Program
AP Courses
Freshman Courses
School-to-Work
Career Pathways

Fine Arts Department

Art Show
Mann Show
Choral Productions
Band and Strings Productions
Freshman Courses
Key Club
Career Pathways

PE Department

Athletics
Adaptive PE
Interact Club
Career Pathways

JROTC Department

Service Learning
Raider Team
TMD ROTC
Career Pathways

Special Education Department

Occupational Diploma
Lunch Mann Express
Career Pathways

Guidance Department

IGP's
Curriculum Templates
Testing
Career Pathways

Media Center

Technology Inventory
Student/Teacher Resources
Career Pathways

Data Analysis and Needs Assessment

J. L. Mann High School Graduation Rate

Year	Graduation Rate
2012	75.7%
2013	80.0%
2014	86.2%
2015	87.7%
2016	90.3%
2017	90.6%

J. L. Mann High School Five-Year Graduation Rate

Year	Graduation Rate
2012	73.7%
2013	78.3%
2014	82.8%
2015	87.6%
2016	89.5%
2017	91.3%

End of Course.

J. L. Mann High School EOC Test Results by Content

	2012	2013	2014	2015	2016	2017
Algebra I	80.0%	81.8%	85.8%	82.6%	70.1%	69.8%
English I	75.9%	76.3%	82.5%	76.7%	86.7%	77.0%
Biology	80.6%	89.7%	90.7%	92.0%	89.0%	73.8%
US History	67.0%	80.8%	83.4%	82.2%	88.6%	67.9%
All Tests	75.6%	83.5%	85.5%	83.6%	84.9%	73.6%

ACT:

	English	Math	Reading	Science	Composite
2015	20	20	21	21	21 (District – 19)
2016	20.2	21.2	21.3	21.5	21.2 (District – 19.3)
2017	19.2	20.1	20.5	20.3	20.2 (District – 18.5)

	Percent of Students Meeting ACT College-Ready Benchmarks				
	English-Benchmark score:18	Math-Benchmark score: 22	Reading-Benchmark score: 22	Science-Benchmark Score: 23	All 4 Subjects
2015	57.4%	37.4%	44%	36.5%	23.9%
2016	61.0%	46.0%	48.8%	43.2%	32.0%
2017	54.4%	38.3%	42.2%	33.0%	26.4%

SAT. J. L. Mann's SAT scores have consistently been above the district, state and national scores; the following shows J. L. Mann's scores for the past five years:

J. L. Mann High School SAT Scores

	Critical Reading	Math	Writing	Composite
2012-2013	517	528	504	1549
2013-2014	516	522	493	1531
2014-2015	508	509	488	1505
2015-2016	508	517	489	1513
2016-2017 (new test design)	Evidence Based reading and writing score 572	556	------	1128

AP. In 2016-2017, J. L. Mann administered 1163 exams. A student must receive a score of three out of five in order to receive college credit. Overall, the success rate for all Advanced Placement exams taken at J. L. Mann has steadily increased the past four years.

J. L. Mann HS AP Passage Rates

Year	Number of Exams Given	Exams Passed with a Score of 3-5	Passage Rate
2012	970	501	52%
2013	945	546	57.8%
2014	900	539	59.9%
2015	1104	630	57.1%
2016	1086	636	58.6%
2017	1163	753	63.6%

Teacher and Administrator Quality - Highly Qualified Teachers. J. L. Mann High School could not be effective for our students without qualified teachers and administrators in place. 100% of our teachers are highly qualified.

Advanced Degrees. A strong emphasis has been placed on all certified staff to pursue higher education. The majority of the staff has traditionally held advanced degrees. Currently, one teacher, one guidance counselor, and one administrator hold doctorates. The following table shows the percentage of teachers and administrators possessing advanced degrees:

J. L. Mann High School Teachers and Administrators with Advanced Degrees

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
68.4%	71.3%	71.7%	68.1%	63.2%

To further strengthen the quality of our teaching and administrative staff common planning and professional development are ongoing and beneficial.

Professional Learning Communities. In order to implement common planning all teachers who teach EOC courses were placed together with common planning time in the school's master schedule. For example, all English I teachers were scheduled to have planning at the same time each day. The EOC courses included were English I, Algebra I, Biology, and US History. The teachers were expected to meet at least once a week to coordinate plans and assessments. By the end of the 2011-2012 year the teachers had common syllabi and common exams in place for each of these courses. All EOC teachers are expected to meet once a week and all other courses are expected to meet two times a month. Agendas and minutes are required to be posted in the Google Drive folder.

Professional Development. Professional development prepares teachers to address the identified gaps of our school and to improve student learning. Each year the Instructional Initiatives Focus Team develops a schedule of professional development opportunities.

J. L. Mann High School
2018-2019 Professional Development Plan

GOALS

1- STUDENT ACHIEVEMENT

- Facilitate training to learn about and implement change in regards to increasing student achievement and motivation in the classroom with a focus on student centered classrooms.
- Expand faculty and staff exposure to strategies that facilitate instruction that is not teacher-directed, to include Project Based Learning, simulations, and online collaboration.
- Focus on allowing student choice in assignments, while remaining within the content required by standards.
- Literacy team will lead PD with a focus on disciplinary literacy.
- Certified Faculty will be apprised of all opportunities to obtain Gifted & Talented certification, R2S endorsement, and technology proficiency as required by the state.

2- PROFESSIONAL LEARNING COMMUNITIES

- Teachers engage in a learning community with a student centered focus. The PLC should be driven by data and the sharing of best instructional practices.
- Data will be collected at the beginning of the year, evaluated at least twice during the year, and again at the end of the year. Teachers will provide a reflection on what they adapted based on results.

3- PERSONALIZED LEARNING

- Mann Under Construction PD plan
- Provide and support the technology necessary to engage students in the learning process.
- Promote technology integration throughout the curriculum to improve instruction, student engagement and achievement.

4- NEW TEACHER DEVELOPMENT

- Implement and continuously support new staff as a professional educator.
- A team of teacher leaders will be formed to provide an additional level of support for new teachers.
- All induction contract teachers will receive a state trained mentor as well as a buddy teacher to assist them throughout their first year teaching. Continuing contract teachers that are new to Mann will receive a buddy teacher.

REGULARLY SCHEDULED MEETINGS

1st Wednesday: Faculty Meetings (PD on a variety of topics; done virtually on occasion for extra PLC meetings)
2nd Wednesday: Teacher Leader PD or School Counselor PD at every Department Meeting
3rd Wednesday: HSTW Focus Team Meetings
4th Wednesday: SALT Leadership Committee

COMMUNICATION

MANN, WHAT'S GOING ON? (Bulletin Board)

IC maintains bulletin/display board in Teacher's Lounge at Front that showcases the content information or best practices and advertises for/highlight upcoming PD opportunities both at Mann and in the District.

COACH'S CORNER

The newsletter is published weekly by the IC highlighting important information about grades, professional development, testing, and other information of teachers. The newsletter will also present tech tips and updates regularly.

PROFESSIONAL DEVELOPMENT PROGRAMS

GOAL 1 - STUDENT ACHIEVEMENT

TEACHER LEADERS/LITERACY TEAM

One teacher from each department works with the Instructional Coach monthly to present professional development information to their fellow teachers in the Wednesday department meetings. The focus of this group will be disciplinary literacy strategies and district initiatives.

INSTRUCTIONAL PROTOCOL TRAINING

Professional development will be required monthly or more if needed to introduce and implement the elements of the district Instructional Protocol. PD may be held during planning periods or after school.

ENGLISH LANGUAGE LEARNER TRAINING

Ms. Register will provide monthly professional development on working with ELL students in your classroom. Professional Development will be online and will be delivered through Coach's Corner monthly.

GOAL 2 - PROFESSIONAL LEARNING COMMUNITIES

PROFESSIONAL LEARNING COMMUNITIES- (teachers who have a course in common)

Each teacher in a cohort will share best practices or a favorite strategy on a rotating basis.

EOC Courses: Teachers will meet once a week during a common planning period to discuss strategies, pacing, develop common assessments, and analyze data from those assessments.

Non-EOC Courses: Teachers will meet at least twice a month, one of which may be a collaborative online meeting, to discuss strategies, pacing, develop common assessments, and analyze data from those assessments.

Minutes and norms are to be posted to the Google Drive by subject

GOAL 3 - PERSONALIZED LEARNING

MANN UNDER CONSTRUCTION

Personalized learning workshops are led by members of the DLC. Teachers are required to attend 2 MUC professional developments each month. Teachers are also provided opportunities to observe learning labs, complete implementation forms, and submit proposals to lead professional developments. The focus of the second year of MUC will be TIM and the SAMR model to use the tools learned about in 17-18 to transform instruction in 18-19.

GOAL 4 - NEW TEACHER DEVELOPMENT

NEW TEACHER SUMMER WORKSHOP

Teachers new to J.L. Mann are invited to a half-day workshop at J.L. Mann prior to the required first-day for all staff to meet and greet their new colleagues, learn the ropes of a new setting, take a school tour, and participate in initial PowerTeacher and IMS training.

MANN, I'M NEW – (New Teachers)

Meet every month with new teachers at Mann to check-in with how things are going, provide, support, cheer, and professional development; discuss PAS-T goals and performance standards to prepare for formal evaluation. Mentors/Buddies will be asked to attend for the first 15 minutes of each meeting to provide time for support. (If needed, this group will be broken down into induction and continuing contract teachers.)

NEW TEACHER SUPPORT TEAM

This group consists of teachers with a passion for working with induction teachers. The group will maintain a Google Classroom for the induction teachers that includes classroom management resources, tips and tricks of teaching, and monthly calendars highlighting events at Mann with an explanation of the event and the teacher responsibility at the event.

FORMAL EVALUATION COHORT – (teachers in the second year undergoing formal evaluation)

Meet every month through first semester with 2nd year teachers going through PAS-T to support them and highlight PAS-T goals and performance standards. After first semester, meetings will be on an as needed basis. Meetings will provide time to discuss observation protocols and checkpoints for PAS-T notebooks.

2017-2018 Professional Development Plan

GOALS

STUDENT ACHIEVEMENT & MOTIVATION (SAM)

- Facilitate training to learn about and implement change in regards to increasing student achievement and motivation in the classroom with a focus on student centered classrooms.
- Expand faculty and staff exposure to strategies that facilitate instruction that is not teacher-directed, to include Project Based Learning, simulations, and online collaboration.
- Focus on allowing student choice in assignments, while remaining within the content required by standards.
- Faculty and staff will be apprised of all opportunities to obtain Gifted & Talented certification as required by the state.

PROFESSIONAL LEARNING COMMUNITIES (PLC)

- Teachers engage in a learning community with a student centered focus. The PLC should be driven by data and the sharing of best instructional practices.

- Data will be collected at the beginning of the year, evaluated at least twice during the year, and again at the end of the year. Teachers will provide a reflection on what they adapted based on results.

DIGITAL LEADER CORPS (DLC)/PERSONALIZED DEVICES

- Provide and support the technology necessary to engage students in the learning process.
- Promote technology integration throughout the curriculum to improve instruction, student engagement and achievement.

NEW STAFF DEVELOPMENT (NSD)

- Implement and continuously support new staff as a professional educator.

DISCIPLINARY LITERACY

- (goal pending plan from school literacy team)

REGULARLY SCHEDULED MEETINGS

1st Wednesday: Faculty Meetings (PD on a variety of topics; done virtually on occasion for extra PLC meetings)
2nd Wednesday: Teacher Leader PD or School Counselor PD at every Department Meeting
3rd Wednesday: HSTW Focus Team Meetings
4th Wednesday: SALT Leadership Committee

PLC MEETINGS

- EOC Classes – Teachers are expected to meet a minimum of once a week; allow one virtual meeting/month if there is nothing to share and to accommodate unforeseen schedule crunches
- Non-EOC Classes – Teachers are expected to meet a minimum of twice a month.
- Minutes and norms are to be posted to the Google Drive by subject
- Instructional Coach attend once a month for EOC courses, twice each semester for other PLCs (or as needed) for guidance

PROFESSIONAL DEVELOPMENT PROGRAMS

NEW STAFF SUMMER WORKSHOP

Teachers new to J.L. Mann are invited to a half-day workshop at J.L. Mann prior to the required first-day for all staff to meet and greet their new colleagues, learn the ropes of a new setting, take a school tour, and participate in initial PowerTeacher and IMS training.

MANN, I'M NEW – (New Teachers)

Meet every month with new teachers at Mann to check-in with how things are going, provide, support, cheer, and professional development; discuss PAS-T goals and performance standards to prepare for formal evaluation.

FORMAL EVALUATION COHORT – (teachers in the second year undergoing formal evaluation)

Meet every month through first semester with 2nd year teachers going through PAS-T to support them and highlight PAS-T goals and performance standards. After first semester, meetings will be on an as needed basis.

PROFESSIONAL LEARNING COMMUNITIES- (teachers who have a course in common)

Each teacher in a cohort will share best practices or a favorite strategy on a rotating basis.

EOC Courses: Teachers will meet once a week during a common planning period to discuss strategies, pacing, develop common assessments, and analyze data from those assessments.

Non-EOC Courses: Teachers will meet at least twice a month, one of which may be a collaborative online meeting, to discuss strategies, pacing, develop common assessments, and analyze data from those assessments.

DIGITAL DEVELOPMENT

Technology workshops are led by members of the DLC. Topics will be thematic units. Themes are Google Apps, Promethean Board training, Online Communication, BYOD Devices and classroom uses, and Project Based Learning using devices. Meetings will be conducted in person and in an online format.

COLLABORATIVE COACHING CYCLES

Cohorts of teachers—those on year 4 of informal evaluation, new teachers, and others on an at-will or as needed basis—will participate in a reflective conversation with the instructional coach to focus on specific aspects of the classroom environment. The teacher and coach will conference before and after the observation and work toward improvement on the specific practice observed. Teachers will also be afforded the opportunity to observe peers for ideas on classroom management and/or instructional strategies.

TEACHERS OBSERVING TEACHERS

The Instructional Coach will organize quarterly opportunities for teachers to engage in professional learning by observing other teachers' classrooms in a non-evaluative, informal format. After the observation, additional time will be offered to collaborate on the strategies that were seen in each other's classrooms.

INCLUSION WORKSHOPS

These workshops will focus on the co-teaching aspect of inclusion. The workshops will grow as the inclusion model and co-teaching grow within the school. Half day workshops with the special education teacher and the regular education teacher will begin the spring before the teachers engage in co-teaching in the fall. The Instructional Coach will meet with each co-teaching pair monthly.

LITERACY TEAM

One teacher from each department (not the department head) works with the Instructional Coach monthly to present professional development information to their fellow teachers in the Wednesday department meetings.

MANN HUNT

This is a secret pal program where all faculty and staff who sign up are assigned another person in the school to surprise once a month and on special occasions with a treat. At the end of the year, pals reveal themselves and celebrate another year together. This activity is meant to build staff morale and connectivity between veteran and new staff.

MANN, WHAT'S GOING ON? (Bulletin Board)

Create and maintain bulletin/display board in Teacher's Lounge at Front that showcases the content information or best practices and advertises for/highlight upcoming PD opportunities both at Mann and in the District.

COACH'S CORNER

The newsletter is published weekly by the IC highlighting important information about grades, professional development, testing, and other information of teachers. Members of the Professional Development subcommittee will contribute articles weekly on a topic designated by the IC to be included in the newsletter.

School Climate Needs Assessment - Student Attendance.

J. L. Mann High School Student Attendance Rate

Year	Attendance Rate
2012-2013	93.9%
2013-2014	95.7%
2014-2015	94.7%
2015-2016	94.9%
2016-2017	95.8%

J. L. Mann High School Student Dropout Rate

Year	Dropout Rate
2012-2013	2.6%
2013-2014	1.8%
2014-2015	2.0%
2015-2016	1.7%
2016-2017	2.0%

Student Discipline. Discipline referrals resulting in ISS or OSS are reflected below.

J. L. Mann High School ISS Assignments by Ethnicity and Gender

	Male	Female	Total
Asian	1	2	3
Black	78	71	149
Hispanic	22	6	28
Other	11	7	18
White	62	38	100
Total ISS Assignments			298

J. L. Mann High School OSS Assignments by Ethnicity and Gender

	Male	Female	Total
Asian	0	0	0
Black	132	73	205
Hispanic	12	12	24
Other	4	0	4
White	79	35	114
Total OSS Assignments			347

After School Tutoring with Free Transportation for Students. To further support increased student achievement and improve school climate J. L. Mann began a structured tutoring program in 2009-2010. Two tutoring locations were established and all teachers were placed on a rotating schedule to tutor students. Tutoring was offered every Tuesday morning and Thursday afternoon. The teachers observed, however, that this was not the best way to offer tutoring. They found that the assigned teacher was not always the best teacher to address the study questions brought by every student and they found that four assigned teachers were often more than was needed for the number of students who came for tutoring. Teachers reported that they tutored more often on their own at times they set with their individual students and that the students who most needed tutoring could not stay outside of classroom because of transportation.

In 2011-2012 Mr. Mayfield procured funding for school buses to take students home an hour after the regular buses left in order to provide time for tutoring for teachers to set up with their own students as their schedules allowed. The program was called Extra Mann Power and all teachers were required to make themselves available at least once a week for tutoring for their own students. Extra Mann Power runs buses every Monday, Tuesday, and Thursday that school is in session. The bus program has been very successful and will continue as long as funding can be procured.

Surveys. According to the school report card surveys completed by students, parents, and teachers, the majority are satisfied with J. L. Mann High School. The following table displays their responses for 2011-2012:

J. L. Mann High School Evaluations by Teachers, Students, and Parents

	Teachers	Students	Parents
Number of surveys returned	53	224	164
Percent satisfied with learning environment	69.8	75.9	80.5
Percent satisfied with social and physical environment	88.7	85.7	87.2
Percent satisfied with school-home relations	83	87.9	69.1

ACTION PLAN

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: 1 The percentage of students scoring A, B, and C on the English I EOCEP will increase from 59.4% in 2016-17 to _____% in 2022-23.
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.
SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the English I EOCEP will increase by _____% annually.

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) **59.4**	**School Projected**	**64**	**67**	**70**	**73**	**76**
		School Actual					
	(2016-17) **61**	**District Projected**	**64**	**67**	**70**	**73**	**76**
		District Actual					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. MasteryConnect	August	IC	$0 – provided	---	Benchmark data

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Benchmarking	2018 – June 2019		by the district		
2. Literacy Skill Building Course using the Language!Live Curriculum for lowest learners	August 2018 – June 2019	Administration and Literacy Skills Teacher	$0 – provided by the district	----	Language!Live data
3. Common Planning period and weekly PLC time for all EOC courses in Master Schedule	August 2018 – June 2019	AP in charge of Master Scheduling	$0	---	PLC Agendas
4. Read180 and System 44 for Special Education Students	August 2018 – June 2019	Special Education Teachers	$0	---	Read180/System 44 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 A, B, and C on the Algebra I EOCEP will increase from 34.3% in 2016-17 to _____% in 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the Algebra I EOCEP will increase by _____% annually.

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) **34.4**	**School Projected**	**41.4**	**48.4**	**55.4**	**62.4**	**66**
		School Actual					
	(2016-17) **51**	**District Projected**	**54**	**57**	**60**	**63**	**66**
		District Actual					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. MasteryConnect Benchmarking	August 2018 – June 2019	IC	$0 – provided by district	---	Benchmark Data

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
2. Use of Carnegie Learning Curriculum in all Algebra 1 courses	August 2018 – June 2019	Algebra EOC	$10,000.00	District Funds	Student progress through program
3. Common Planning period and weekly PLC time for all EOC courses in Master Schedule	August 2018 – June 2019	AP in charge of Master Scheduling	$0	---	PLC Agendas

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 A, B, and C on the Biology EOCEP will increase from _____% in 2016-17 to _____% in 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the Biology EOCEP will increase by _____% annually.

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) **78.1**	**School Projected**	**80**	**82**	**84**	**86**	**88**
		School Actual					
	(2016-17) **64**	**District Projected**	**67**	**70**	**73**	**76**	**79**
		District Actual					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. MasteryConnect Benchmarking	August 2018 – June 2019	IC and EOC teachers	$0	District funded	Benchmark Data
2. Common Planning period and weekly	August 2018	AP in charge of Master	$0	____	PLC Agendas

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
PLC time for all EOC courses in Master Schedule	– June 2019	Scheduling			

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 percentage of students scoring A, B, and C on the US History and the Constitution EOCEP will increase from _____% in 2016-17 to _____% in 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the US History and the Constitution EOCEP will increase by _____% annually**.**

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) **66.8**	**School Projected**	**69**	**71**	**73**	**75**	**77**
		School Actual					
	(2016-17) **58**	**District Projected**	**61**	**64**	**67**	**70**	**73**
		District Actual					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. MasteryConnect Benchmarking	August 2018 – June 2019	IC and EOC teachers	$0	District funded	Benchmark Data
2. Common Planning	August 2018	AP in charge of	$0	----	PLC agendas

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
period and weekly PLC time for all EOC courses in Master Schedule	– June 2019	Master Scheduling			
3. USA Test Prep	August 2018 – June 2019	IC and EOC teachers	$1500	district	USA Test Prep use and 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: 5 Increase the average ACT Composite Score for the graduating class from ____ in 2016-17 to ____ in 2022-23.

PERFORMANCE GOAL: 6 Increase the average SAT Composite Score for the graduating class from ____ in 2016-17 to ____ in 2022-23.

INTERIM PERFORMANCE GOAL: 5) Annually increase the average ACT Composite Score for the graduating class.

INTERIM PERFORMANCE GOAL: 6) Annually increase the average SAT Composite Score for the graduating class.

ACT Graduating Class Data

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) **21.4**	**School Projected**	**21.8**	**22.1**	**22.4**	**22.7**	**23**
		School Actual					
	(2016-17) **19.4**	**District Projected**	**21.0**	**22.0**	**22.2**	**22.4**	**22.8**
		District Actual					

SAT Graduating Class Data

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) **1126**	**School Projected**	**1130**	**1134**	**1138**	**1142**	**1146**

		School Actual					
	(2016-17) **1089**	**District Projected**	**1098**	**1107**	**1116**	**1125**	**1134**
		District Actual					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Professional Learning Communities to share best practices and learn from each other	August 2018 – June 2019	Teachers	$0	----	PLC Agendas

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 Students will meet or exceed the state and federal accountability standard as measured by the WIN Ready 2 Work Career Readiness Assessment from 2018-19 through 2022-23.
INTERIM PERFORMANCE GOAL: Annually meet or exceed the standard as measured by the WIN Ready 2 Work Career Readiness Assessment.

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
ESSA Federal Accountability and SC SDE School Report Card	Baseline will be established in 2017-18.	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
	Baseline will be established in 2017-18.	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Professional Learning Communities	August 2018 – June 2019	Teachers	$0	----	PLC Agendas
2. Occupational Diploma Students engage in career courses.	August 2018 – June 2019	Teachers	$0	----	Course requirements

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
3. System 44/Read180	August 2018 – June 2019	IC and SPED Teachers	$0	District funded	Data from program

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 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
EOCEP English 1	% A, B, C = **54.8** (2016-17) Annual Increase = +1.5	**Projected Hispanic**	**56.3**	**57.8**	**59.3**	**60.8**	**62.3**
EOCEP English 1	% A, B, C (2016-17) Annual Increase	**Actual Hispanic**					
EOCEP English 1	% A, B, C =**38.1** (2016-17) Annual Increase = +2	**Projected AA**	**40.1**	**42.1**	**44.1**	**46.1**	**48.1**
EOCEP English 1	% A, B, C (2016-17) Annual Increase	**Actual AA**					
EOCEP English 1	% A, B, C = **5.9** (2016-17) Annual Increase = +1	**Projected SWD**	**6.9**	**7.9**	**8.9**	**9.9**	**10.9**
EOCEP English 1	% A, B, C (2016-17) Annual Increase	**Actual SWD**					
EOCEP English 1	% A, B, C = **51.2** (2016-17) Annual Increase = +2	**Projected LEP**	**53.2**	**55.2**	**57.2**	**59.2**	**61.2**
EOCEP English 1	% A, B, C (2016-17) Annual Increase	**Actual LEP**					
EOCEP English 1	% A, B, C = **45.6** (2016-17) Annual Increase = +2	**Projected SIP**	**47.6**	**49.6**	**51.6**	**53.6**	**55.6**

EOCEP English 1	% A, B, C (2016-17) Annual Increase	**Actual SIP**					
EOCEP Algebra 1	% A, B, C = **34.2** (2016-17) Annual Increase = +2	**Projected Hispanic**	**36.2**	**38.2**	**40.2**	**42.2**	**44.2**
EOCEP Algebra 1	% A, B, C (2016-17) Annual Increase	**Actual Hispanic**					
EOCEP Algebra 1	% A, B, C = **15.7** (2016-17) Annual Increase = +3	**Projected AA**	**18.7**	**21.2**	**24.2**	**27.2**	**30.2**
EOCEP Algebra 1	% A, B, C (2016-17) Annual Increase	**Actual AA**					
EOCEP Algebra 1	% A, B, C = **1.9** (2016-17) Annual Increase = +1	**Projected SWD**	**2.9**	**3.9**	**4.9**	**5.9**	**6.9**
EOCEP Algebra 1	% A, B, C (2016-17) Annual Increase	**Actual SWD**					
EOCEP Algebra 1	% A, B, C = **36.9** (2016-17) Annual Increase = +3	**Projected LEP**	**39.9**	**42.9**	**45.9**	**48.9**	**51.9**
EOCEP Algebra 1	% A, B, C (2016-17) Annual Increase	**Actual LEP**					
EOCEP Algebra 1	% A, B, C = **28.1** (2016-17) Annual Increase = +3.5	**Projected SIP**	**31.6**	**35.1**	**38.6**	**42.1**	**45.6**
EOCEP Algebra 1	% A, B, C (2016-17) Annual Increase	**Actual SIP**					
EOCEP Biology 1	% A, B, C = **73.9** (2016-17) Annual Increase = +1	**Projected Hispanic**	**74.9**	**75.9**	**76.9**	**77.9**	**78.9**
EOCEP Biology 1	% A, B, C (2016-17) Annual Increase	**Actual Hispanic**					

EOCEP Biology 1	% A, B, C = **54.6** (2016-17) Annual Increase = +2	**Projected AA**	**56.6**	**58.6**	**60.6**	**62.6**	**64.6**
EOCEP Biology 1	% A, B, C (2016-17) Annual Increase	**Actual AA**					
EOCEP Biology 1	% A, B, C = **23.5** (2016-17) Annual Increase = +1	**Projected SWD**	**24.5**	**25.5**	**26.5**	**27.5**	**28.5**
EOCEP Biology 1	% A, B, C (2016-17) Annual Increase	**Actual SWD**					
EOCEP Biology 1	% A, B, C = **64.3** (2016-17) Annual Increase = +1	**Projected LEP**	**65.3**	**66.3**	**67.3**	**68.3**	**69.3**
EOCEP Biology 1	% A, B, C (2016-17) Annual Increase	**Actual LEP**					
EOCEP Biology 1	% A, B, C = **61.1** (2016-17) Annual Increase = +1	**Projected SIP**	**62.1**	**63.1**	**64.1**	**65.1**	**66.1**
EOCEP Biology 1	% A, B, C (2016-17) Annual Increase	**Actual SIP**					
EOCEP U.S. Hist/Const.	% A, B, C = **46.3** (2016-17) Annual Increase = +2	**Projected Hispanic**	**48.3**	**50.3**	**52.3**	**54.3**	**56.3**
EOCEP U.S. Hist/Const.	% A, B, C (2016-17) Annual Increase	**Actual Hispanic**					
EOCEP U.S. Hist/Const.	% A, B, C = **85.9** (2016-17) Annual Increase = +0.5	**Projected AA**	**86.4**	**86.9**	**87.4**	**87.9**	**88.4**
EOCEP U.S. Hist/Const.	% A, B, C (2016-17) Annual Increase	**Actual AA**					
EOCEP U.S. Hist/Const.data file	% A, B, C = **31.3** (2016-17) Annual Increase = +1	**Projected SWD**	**32.3**	**33.3**	**34.3**	**35.3**	**36.3**

EOCEP U.S. Hist/Const.	% A, B, C (2016-17) Annual Increase	**Actual SWD**					
EOCEP U.S. Hist/Const.	% A, B, C = **38.4** (2016-17) Annual Increase = +2	**Projected LEP**	**40.4**	**42.4**	**44.4**	**46.4**	**48.4**
EOCEP U.S. Hist/Const.	% A, B, C (2016-17) Annual Increase	**Actual LEP**					
EOCEP U.S. Hist/Const.	% A, B, C = **57.5** (2016-17) Annual Increase = +2	**Projected SIP**	**59.5**	**61.5**	**63.5**	**65.5**	**67.5**
EOCEP U.S. Hist/Const.	% A, B, C (2016-17) Annual Increase	**Actual SIP**					
ACT Graduating Class	Composite = __ (2016-17) Annual Increase = __	**Projected Hispanic**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
ACT Graduating Class	Composite (2016-17) Annual Increase	**Actual Hispanic**					
ACT Graduating Class	Composite = __ (2016-17) Annual Increase = __	**Projected AA**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
ACT Graduating Class	Composite (2016-17) Annual Increase	**Actual AA**					
ACT Graduating Class	Composite = NA (2016-17) Annual Increase = __	**Projected SWD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
ACT Graduating Class	Composite = NA (2016-17) Annual Increase = __	**Actual SWD**					
ACT Graduating Class	Composite = NA (2016-17) Annual Increase = __	**Projected LEP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
ACT Graduating Class	Composite = NA (2016-17) Annual Increase = __	**Actual LEP**					

ACT Graduating Class	Composite = NA (2016-17) Annual Increase = __	**Projected SIP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
ACT Graduating Class	Composite = NA (2016-17) Annual Increase = __	**Actual SIP**					
SAT	Composite = (2016-17) Annual Increase = __	**Projected Hispanic**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SAT	Composite = __ (2016-17) Annual Increase = __	**Actual Hispanic**					
SAT	Composite = __ (2016-17) Annual Increase = __	**Projected AA**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SAT	Composite = __ (2016-17) Annual Increase = __	**Actual AA**					
SAT	Composite = NA (2016-17) Annual Increase = __	**Projected SWD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SAT	Composite = NA (2016-17) Annual Increase = __	**Actual SWD**					
SAT	Composite = NA (2016-17) Annual Increase = __	**Projected LEP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SAT	Composite = NA (2016-17) Annual Increase = __	**Actual LEP**					
SAT	Composite = NA (2016-17) Annual Increase = __	**Projected SIP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SAT	Composite = NA (2016-17) Annual Increase = __	**Actual SIP**					
WIN	(2017-18) Annual Increase = __	**Projected Hispanic**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**

WIN	(2017-18) Annual Increase = __	**Actual Hispanic**					
WIN	(2017-18) Annual Increase = __	**Projected AA**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
WIN	(2017-18) Annual Increase = __	**Actual AA**					
WIN	(2017-18) Annual Increase = __	**Projected SWD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
WIN	(2017-18) Annual Increase = __	**Actual SWD**					
WIN	(2017-18) Annual Increase = __	**Projected LEP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
WIN	(2017-18) Annual Increase = __	**Actual LEP**					
WIN	(2017-18) Annual Increase = __	**Projected SIP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
WIN	(2017-18) Annual Increase = __	**Actual SIP**					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Common planning periods in master schedule for EOC courses.	August 2018 – June 2019	Teachers	$0	----	PLC Agendas
2. MasteryConnect Benchmark data tracking by subgroup	August 2018 – June 2019	IC and EOC teachers	$0	District funded	Benchmark Data

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
3. Additional PD opportunities from the ESOL teacher on strategies for working with ELL students.	August 2018 – June 2019	IC and ESOL teacher	$0	----	Teacher participation in PD and success of ELL students
4. Late Buses	September 2018 – May 2019	Administration	$15,000.00	Donations	Late bus student participation

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

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

PERFORMANCE GOAL: 9 By 2023, Greenville County Schools will achieve and maintain a district graduation rate of at least 90%, a graduation rate of at least 80% in each high school below 80%, and a 90% employability credentialing rate among eligible special needs students.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
Graduation Rate	(2016-17) **91**	**School Projected**	**91**	**91.5**	**92**	**92.5**	**93**
		School Actual					
Graduation Rate	(2016-17) **87**	**District Projected**	**86**	**87**	**88**	**89**	**90**
		District Actual					
Employability Credentialing Rate	School = TBD	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**90**
		School Actual					
Employability Credentialing Rate	District = TBD	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**90**

		District Actual					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Pairing of counselor and administration.	August 2018 – June 2019	Administration and Counselors	$0	----	Success of students-graduation rate
2. Late buses	September 2018 – May 2019	Administration	$15,000.00	Donations	Late bus student participation
3. Power of M	August 2018 – June 2019	Teachers of freshman level courses	$0	---	Student success in 9th grade courses

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 By 2023, increase the percentage of graduates meeting Graduation Plus (G+) requirements as indicated by: 90% earning at least one college credit course (dual/AP/IB), or earning two career specific units, or earning work-based unit credit(s), or achieving an industry certification
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool, College Reports	Class of 2018	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**90%**
		School Actual					
PowerSchool, College Reports	Class of 2018	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**90%**
		School Actual					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. AP program	August 2018 – June 2019	AP Coordinator	$0	----	AP enrollment

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
2. Dual Credit Course Offerings	August 2018 – June 2019	Counselors	$0	---	Dual Credit enrollment

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: 11 Annually increase the percentage of 9th graders across every demographic who are on track for graduation at the conclusion of their freshman year (Students are on-track if, at the completion of their initial 9th-grade year, they have completed one-quarter of the credits necessary to graduate, including the completion of English I and Algebra I).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	(2016-2017) **82**	**School Projected**	**84**	**86**	**88**	**90**	**92**
		School Actual					
PowerSchool	(2016-17) **74**	**District Projected**	**77**	**81**	**84**	**87**	**90**
		District Actual					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Power of M program	August 2018 – June 2019	Teachers of freshman level courses	$0	---	Student success in 9th grade courses
2. late buses	September 2018 – May	Administration	$15,000.00	Donations	Late bus student

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
	2019				participation
3. Pairing of counselor and administration.	August 2018 – June 2019	Administration and Counselors	$0	----	Success of students-graduation rate
4. Carnegie Learning	August 2018 – June 2019	Algebra EOC	$10,000.00	District Funds	Student progress through program

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: 12 Annually increase the percentage of high school Gifted and Talented Academic (GTA) students taking AP courses.

INTERIM PERFORMANCE GOAL: Annually increase the percentage of high school Gifted and Talented Academic (GTA) students taking AP courses.

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
PowerSchool	(2016-17) **100**	**School Projected**	**100**	**100**	**100**	**100**	**100**
		School Actual					
PowerSchool	(2016-17) **52**	**District Projected**	**52**	**55**	**58**	**61**	**65**
		District Actual					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. IGP conferences – encouragement of GT students to enroll in AP courses.	August 2018 – June 2019	Counselors	$0	---	AP enrollment

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
2. Enhanced AP course offerings – 22 course offerings as well as the AP Capstone Diploma Program	August 2018 – June 2019	AP Coordinator	$0	-----	AP enrollment and course offerings

Performance Goal Area: ☐Student Achievement* ☒Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐Gifted and Talented: Other
PERFORMANCE GOAL: 1 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					
Employment report	% of diverse teachers 2017-18	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1.					

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: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who 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	**92.4**	**School Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Students					
SC SDE School Report Card Survey	**98.1**	**School Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Teachers					
SC SDE School Report Card Survey	**92.7**	**School Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Parents					
SC SDE School Report Card Survey		**District Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**

		District Actual Students					
SC SDE School Report Card Survey		**District Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Teachers					
SC SDE School Report Card Survey		**District Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 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. Ignore the Door	August 2018 – June 2019	All Patriots	$0	---	Safety drills
2. ID requirements for all faculty, staff, and students	August 2018 – June 2019	All Patriots	$0	---	Number of discipline referrals for ID, number of replacement IDs purchased
3. See Something…Say Something	August 2018 – June 2019	All Patriots	$0	---	Reports from students and safety of school

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 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: 3 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) **1.3%**	**School Projected**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) **0.7**	**District Projected**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤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**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**

		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) **0.4**	**District Projected**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**
		District Actual					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Pairing of counselor and administration.	August 2018 – June 2019	Administration and Counselors	$0	----	Success of students-graduation rate
2. Red Ribbon Week	March 2019	PTSA	$0	PTSA	Student participation
3. Advisory Program	August 2018 – May 2019	Guidance and Public Relations HSTW Focus Team	-----	------	Participation of students and teachers in program

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐Gifted and Talented: Other
PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of secondary 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	**41**	**School Projected**	50	55	60	65	70
		School Actual					
AdvancED Culture & Climate Surveys	**51**	**District Projected Secondary**	**54**	**58**	**62**	**66**	**70**
		District Actual Secondary					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Good News from Mann post cards	August 2018 – May 2019	Administration, Guidance, and Teachers	$300.00	Local funds	Number of post cards sent per year

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
2. Monthly Student, faculty, and staff awards.	August 2018 – June 2019	IC and Administration	$540	Local funds	morale
3. Positivity Challenge	August 2018 – June 2019	IC, Media Specialist, and Technology Specialist	$0	-----	Number of videos published

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) **95.8**	**School Projected**	**≥ 95**	**≥ 95**	**≥ 95**	**≥ 95**	**≥ 95**
		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**
1. Intervention Conferences	August 2018 – June 2019	Administration, Attendance, and Guidance	$0	-----	Student attendance rate

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐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 high 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 – 7% Lonely – 13% Angry 16%**	**School Projected**	**Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 15**	**Afraid ≤ 6.5 Lonely ≤ 12 Angry ≤ 14**	**Afraid ≤ 6 Lonely ≤ 11 Angry ≤ 13**	**Afraid ≤ 5.5 Lonely ≤ 10 Angry ≤ 12**	**Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 11**
		School Actual					
AdvancED Culture & Climate Surveys	**Afraid – 7% Lonely – 14% Angry 15%**	**District Projected Secondary**	**Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14**	**Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14**	**Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13**	**Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13**	**Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12**
		District Actual Secondary	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Onsite Mental Health Counselor	August 2018 – June 2019	Mental Health Counselor	-----	District provided	Caseload of mental health counselor
2. Advisory Program	August 2018 – May 2019	Guidance and Public Relations HSTW Focus	-----	------	Participation of students and teachers in program

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
		Team			
3. Pairing of counselor and administration.	August 2018 – June 2019	Administration and Counselors	$0	----	Success of students-graduation rate

School Report Card

R2S School Reading Plan