

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



*“Providing opportunities to become lifelong learners.”*

## **School Portfolio 2022 - 2023**

**Charles S. Mayfield, Principal  
Burke Royster, Superintendent**

*Scope of Plan: 2018-2019 through 2022-2023*

## **Greenville County Schools**

## SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL NAME: J. L. Mann High School**

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

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2022-2023 (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		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

### PRINCIPAL

Mr. Charles S. Mayfield		March 8, 2022
PRINTED NAME	SIGNATURE	DATE

### CHAIRPERSON, BOARD OF TRUSTEES

Mr. Roger Meek		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Ms. Shelley Sems		March 8, 2022
PRINTED NAME	SIGNATURE	DATE

### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Ms. Regina Eudy		March 8, 2022
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

1. Principal - Charles S. Mayfield
2. School Read to Succeed Literacy Leadership Team Lead- Regina L. Eudy
3. School Read to Succeed Literacy Leadership Team Members:
  - Ramona Grant, English
  - Glenn McAtee, 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
  - Kimberly Miles
  - Andrea Isengard
  - Lynn Edwards
  - Regina Eudy
5. School Improvement Council Members:
  - Shelley Sems, Chairperson
  - Charlie Mayfield, Principal
  - Cindy Alsip, Assistant Principal
  - Chad McGee, Counselor
  - Betsy Williams, PTA President
  - Gena Runion
  - Sam White, Parent
  - Kathy Rumchak, Parent
  - Pressley Cox, Parent
  - Kelli Malinowski, Teacher
  - Grace Workman, President of Student Council
  - Joseph Pietrobono, VP of Student Council
  - Glenn McAtee, Teacher
  - Andy Fox, Community Member
  - Garrett Savage, Community Member
  - Hope Collins, Community Member
  - Terri Potter, PTA

## ASSURANCES FOR SCHOOL RENEWAL PLANS

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

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

CS

#### Academic Assistance, PreK-3

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

CS

#### Academic Assistance, Grades 4-12

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

CS

#### Parent Involvement

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

CS

#### Staff Development

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

CS

#### Technology

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

CS

#### Innovation

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

CS

#### Collaboration

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

CS

#### **Developmental Screening**

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

CS

#### **Half-Day Child Development**

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

CS

#### **Developmentally Appropriate Curriculum for PreK-3**

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

CS

#### **Parenting and Family Literacy**

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

CS

#### **Recruitment**

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

CS

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

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

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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
- 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 4<sup>th</sup> 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 4<sup>th</sup> 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 when 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. Freshman 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 freshmen 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.
- In 2019 we added an afterschool tutoring center on Monday, Tuesdays, and Thursdays. The after school tutoring center is employed by teachers from the math, science, English, Spanish, social studies, and SPED departments. The program is funded through ATSI funds.

## School Accomplishments:

- US News' America's Best High Schools, 2020
- 226 AP Scholars, 2021
- 17 AP Capstone Diploma Recipients, 2021
- 1 AP International Diploma Recipient, 2021
- Education Partners - Clemson, Furman Universities, Coker College, Greenville Technical College
- 4 National Merit Finalists, 2021
- 7 National Merit Semi Finalists, 2021
- Project Lead the Way Technology Certification
- One of the Largest PTAs in the state of SC for the past 8 years
- Band Program
- 2021 Greenville County Honor Band: 8 Students
- 2021 SCBDA Region Honor Band: 7 Students
- 2021 SCBDA All State Honor Band: 1 student
- 2021 Marching Band achievements
  - North Hendersonville Knight Tournament Class and Division Champions, High Color Guard
  - Pendleton Marching Classic Class Champion and High Visual performance
  - Byrnes Tournament of Champions, 2nd place and High Percussion
  - SCBDA Marching Championships Excellent Rating, finished 13 out of 24 AAAAA bands
- Beta Club – National Champion Performing Arts Division 2, 2021
- National Art Honor Society – 2<sup>nd</sup> place award in GCSD High School Visual Arts Exhibition, 2021

## Athletic Accomplishments 2020-21

### Fall

- 5 Region Championships
- 6 All State Players
- 1 Region player of the year
- 1 Region Coach of the year
- 9 Athletes signed to play college athletics
- 34 All Region athletes
- 1 Upper State Championship - Girls Tennis
- 2 State Championships - Boys Swim, Girls Cross Country

### Spring

- 1 State Championship - Boys Lax
- 1 Boys Tennis State Singles Champion
- 2 Upper State Championship Games - Boys Lax and Girls Soccer
- 5 Region Championships
- 38 All Region Players
- 14 All State Players
- 3 Girls Soccer All Star Game
- 3 Boys Soccer All Star Game
- 2 Baseball All Star Game

# School Profile

## School Community History

J. L. Mann High School, Academy of Mathematics, Science and Technology is a 9<sup>th</sup>-12<sup>th</sup> grade high school originally built in 1965 that currently houses 1925 students and 192 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's 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 home to many 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.

Multiple programs including PLTW, Accelerate, NewTech@Mann, and AP Capstone Diploma have been added over the past 5-10 years. J. L. Mann also opened a new 400 seat addition built for project-based learning in August 2017.

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 perform 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 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 positive academic outcomes 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 an 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 each academic department in the school, ensuring that a variety of views are heard. The appropriate leadership team reaches a decision on the issue and suggests it to the Student Achievement Leadership Team, which serves as an oversight committee.

The Student Achievement Leadership Team (SALT) then reviews the suggestions 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 the feedback is mixed, the administrators will plan community meetings to provide a forum for further discussion.

The School Improvement Council (SIC), an advisory committee composed 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, Brad Griffith, Matthew Moore, Shannon Gibson, and Carla Washington. The administrative assistant is Sarah Burke White and the Instructional Coach is Regina Eudy

<b>Leadership Staff Duties 2021-2022</b>					
<b>ADMINISTRATION</b>					
<b>Mr. Moore</b> 900 Hall 355-6323	<b>Ms. Washington</b> 700 Hall 355-6319	<b>Mr. Griffith</b> 800 Hall 355-6386	<b>Ms. White</b> 300 Hall 355-0820	<b>Dr. Gibson</b> 500 Hall 355-6324	<b>Dr. Alsip</b> 1100 Hall 452-1001
<b>Administrative Student Caseloads</b>					
A - C	D - G	H - L	M - Q	R - Z	NT@M
<b>Administrative Department Assignments</b>					
Social Studies Special Ed	Fine Arts JROTC PE	Mathematics Science	CATE Media Center	English World Languages	Guidance NT@M
<b>HSTW Focus Teams</b>					
SALT	School Culture	Curriculum	Instructional Initiatives	SALT Transition	Guidance

<b>Administrative Duties</b>					
<b>Mr. Moore</b>	<b>Ms. Washington</b>	<b>Mr. Griffith</b>	<b>Ms. White</b>	<b>Dr. Gibson</b>	<b>Dr. Alsip</b>
Aides	Athletics Back-up	Attendance	AP Testing Back-up	Admin Obs Schedule	Accelerate
Athletics	Awards Night	Buses Back- up	CATE Reporting	Blockbusters	CCR / G+ tracking

Backpack Incident Management	BTAM	Duty Roster	IDs	ESOL Contact / Coding / Scheduling	Curriculum Night
Dual Credit	Buses	Facilities	On-Track	Graduation / Seniors	Employee Handbooks, Mann SOP
Lockers	Bus Referrals	Grad Rate	Orientation for New Students	HSTW Site Coordinator	Grad Rate Back-up
Master Schedule	CPR Training	ISS/Detention	PLTW	Interpreters	Magnet-NT@M Info Nights
Parking Lots	Extracurricular Clubs	Mann, I'm New Back-up	SC Franchise Content and Credit Rec	Power Teacher Back-up	Master Sched Back-up
Read 180 System 44	Field Trips	Power School Coding and Reporting	SIC	Refresh	NT@M curriculum implementation
School Safety	Late Buses	Power Teacher Manager	SOS Squad	Student Teachers	PTSA Open House
United Way	Nurses	Radios		Subs Back-up	Schedule Pick-up
Worker's Comp	Sex Ed	School Calendar		Textbooks	Student Handbooks
	Title IX Coordinator	Seat Time Recovery		TV Broadcast	School-wide Advisory
		Truancy		Volunteers	Testing Supervision
		Substitutes			

**Charlie Mayfield, Principal**

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

**Brett Buzzell, Magnet and Testing Coordinator**

- Magnet Program
- State Testing Coordinator

**Jay Mobley, NT@Mann Instructional Technology Specialist**

- Teacher Coaching Cycles
- New Tech @ Mann PD
- ECHO Manager
- NT@M Student Laptops
- NT@M Social Media and website
- Building B Technology
- Facilitator for Business Contact for Projects and Public Events
- NT@M Student Leadership Sponsor

**Regina Eudy, Instructional Coach**

- Instructional Initiatives and Curriculum
  - DLC / Personalized Learning
  - Literacy Team
  - S.O.S. Squad
- School Wide Professional Development
- Instructional Technology Integration
- SLO and PAS-T
- Teacher Recertification
- New Teacher Onboarding and Training (SOS year 1, 2 and 3)
- Mentor Teacher Support
- Coaching Cycles
- MasteryConnect/Benchmark Testing
- Exchange Day Tracking
- School Data
- Admin Observation Schedule
- Awards & Recognition
- School Portfolio
- AP Coordinator/Testing/Capstone Diploma Program
- R2S Reading Plan
- ATSI and Remediation Plans
- PLC Data Dives
- PLC Coaching
- After School Programs Director
- Summer School Lead Teacher

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

- Serves as liaison between the administration, the staff, 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 fundraising 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 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 has a certified staff of 140 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 focuses on various aspects of our community with the goal of increasing student learning – our ultimate outcome. Focus Teams then work 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 for 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 4<sup>th</sup> 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 4<sup>th</sup> 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 "School wide 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 the 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 when 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. Freshman 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 freshmen 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 4<sup>th</sup> period. The characteristics focused on are: health, integrity, work ethic, self-direction, citizenship, collaboration, perseverance, and empathy.

### **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.

### **School Personnel**

The 2021-2022 staff at J. L. Mann included 119 teachers, 1 media specialist, 8 guidance counselors, 1 instructional coach, 1 instructional technology specialist, 1 NT@Mann instructional technology specialist, 1 athletic director, 1 magnet coordinator, and 7 administrators. Our teachers work diligently to keep their skills up to date. The average teacher salary was \$54,109.00. The percentage of teachers returning from the previous school year was up at a rate of 86.7% giving Mann a three-year average of 86.1%. The teacher attendance rate was at 95.4% for the 2020-2021 school year.

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 2 school resource officers provided by the Greenville City Police Department.

### **Students - Enrollment and Attendance**

2016-2017	1749
2017-2018	1876
2018-2019	1925
2019-2020	1903
2020-2021	2018
2021-2022	2020

J. L. Mann's student attendance rate was 91.5% and the percentage of students living in poverty has steadily increased over the past few years and is currently at 41.9%.

### **Student Enrollment**

J. L. Mann High School currently serves 2020 students.

Grade Level	Total in Grade	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Unclassified
9	595 305 / 290	24 9 / 15	210 116 / 94	70 43 / 27	4 3 / 1	29 17 / 12	1 0 / 1	257 117 / 140	0 0 / 0
10	543 272 / 271	25 15 / 10	155 71 / 84	59 31 / 28	0 0 / 0	24 10 / 14	5 3 / 2	275 142 / 133	0 0 / 0
11	440 219 / 221	41 20 / 21	103 46 / 57	45 23 / 22	1 0 / 1	16 10 / 6	2 0 / 2	232 120 / 112	0 0 / 0
12	442 217 / 225	30 14 / 16	116 43 / 73	44 23 / 21	3 1 / 2	16 9 / 7	1 0 / 1	232 127 / 105	0 0 / 0
Total	2020 1013 / 1007	120 58 / 62	584 276 / 308	218 120 / 98	8 4 / 4	85 46 / 39	9 3 / 6	996 506 / 490	0 0 / 0

### **Special Education**

As a former 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 district's 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 25 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, Chemistry, 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 are offered through Greenville Tech. Current offerings include English 101 and 102, Spanish 101 and 102, Psychology, and Sociology.
- **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 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 and 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.

There is an emphasis to help all students through the focus on *Professional Learning Communities* 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 have over 800 athletes participating on 39 different teams.

## **Other Programs**

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

- Academics Team
- Adaptive Physical Education
- Advisor/Advisee Groups
- American Sign Language Club

- Art Club
- Anchor Club
- Automotive/Truck Club
- Astronomy Club
- Beta Club
- ESOL
- Environmental Club
- High Schools That Work Site
- Army JROTC
- Mann Nation (A spirit club)
- Mann Recycling Initiative
- Medical Leaders of Tomorrow
- Memorial Learning Garden
- National Art Honor Society
- National Honor Society
- National Technical Honor Society
- Peer Tutoring
- Patriot Partners (Teacher/student mentoring)
- Patriot Players - Drama
- PTSA
- Robotics Team
- School Wide Book Read
- Science Olympiad
- Special Olympics
- Speech and Debate
- Student Government
- Supported Employment and Training
- Teen Achievers
- Youth in Government
- More than 50 student clubs and organizations

\*For a full list of all clubs and organizations please visit

<https://sites.google.com/greenvilleschools.us/jlmclubsandorganizations/home>

# James L. Mann High Academy of Math, Science and Technology

## 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.



## Belief Statements

Students 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.





## 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 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*

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*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

### **EOC**

	16-17	17-18	18-19	19-20	20-21
Algebra 1 % pass	69.6%	63.4%	48.5%	Covid waiver	81.2%
Algebra 1 % A, B, C	34.4%	34.7%	26.4%	Covid waiver	61.4%
Biology % pass	86.4%	77.4%	66.9%	Covid waiver	85.1%
Biology % A, B, C	78.1%	59%	52.9%	Covid waiver	68.4%
English 1/2 % pass (transition to English 2 for the 20-21 school year)	79.8%	83.4%	70.9%	Covid waiver	90.9%
English 1/2 A, B, C (transition to English 2 for the 20-21 school year)	59.4%	65%	48.6%	Covid waiver	78.5%
U.S. History % pass	77.9%	81.2%	81.6	Covid waiver	67.7%
US History % A, B, C	66.8%	67.3%	69.3	Covid waiver	52%

### **GRADUATION RATE:**

YEAR	Graduation Rate
2017	90.6%
2018	85.5%
2019	87%
2020	86.2%
2021	86.8%

**ADVANCED PLACEMENT:**

Year	Number of Exams	Percentage of 3 to 5 Scores
2021	1341	59%
2020	1113	73%
2019	1250	64%
2018	1127	67.3%
2017	1191	64%

**GREEN** = Increase and above state/national average  
state/national level

**RED** = Decrease AND below

**ORANGE** = Decrease but still above state and/or national average OR course was not offered last year  
and scores are below state/national average

Exam	20-21 #Taking	20-21 Mean	20-21 % Mann 3 or higher
Art History	32	2.57	43.3
Biology	51	3.38	83.3
Calculus AB	83	3.58	76.2
Calculus BC	25	3.84	84
Chemistry	19	2.05	31.6
Computer Science A	18	2.93	66.7
Computer Science Principles	65	2.92	66.2
English Language/ Composition	136	3.13	67.4
English Literature/ Composition	55	2.77	62.3
Environmental Science	141	2.48	44.2
European History	25	2.25	29.2
French Language	10	2.6	50
Human Geography	101	2.42	44.1
Macroeconomics	34	4.45	100
Physics	31	2.9	58.1

Psychology	27	3.69	80.8
Research	24	3.54	79.2
Seminar	32	3.84	100
Spanish Language and Culture	13	3.92	100
Statistics	153	2.99	66.9
Studio Art/ 2-D Design	3	3.67	100
Studio Art Drawing	2	3.0	100
US Government	21	4.35	100
US History	96	2.48	48.5
World History	144	2.64	49.7

## **AP SCHOLARS:**

	TOTAL	AP Scholar	AP Scholar with Honor	AP Scholar with Distinction	National AP Scholar	AP International Diploma	AP Seminar and Research Certificate	AP Capstone Diploma Recipients
2017	183	90	25	59	9	----	n/a	n/a
2018	192	77	28	70	17	----	n/a	n/a
2019	216	105	28	62	21	----	3	13
2020	218	108	34	64	12	----	4	10
2021	226	108	49	69	No longer recognized by College Board	1	5	17

## **ACT SENIORS:**

	2017	2018	2019	2020	2021
English – average scale score	20.4	21.1	22	20.9	<b>20.6</b>
Mathematics – average scale score	21.3	21.4	21.9	21.2	<b>21.0</b>
Reading – average scale score	21.7	22.2	22.9	22.2	<b>21.9</b>
Science – average scale score	21.5	21.7	22.1	21.4	<b>21.6</b>
Composite (English, Mathematics, Reading, Science) – average scale score	21.4	21.7	22.3	21.6	<b>21.4</b>

### **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.

### **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 2 teachers were scheduled to have planning at the same time each day. The EOC courses included were English 2, 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 in our school and to improve student learning.

## ***J. L. Mann High School 2021-2022 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.
- The Literacy team will lead PD with a focus on Universal Design for Learning .
- 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
- Block Instruction Transition Team - The Blockbusters

- 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**

1<sup>st</sup> Wednesday: Faculty Meetings (PD on a variety of topics; done virtually on occasion for extra PLC meetings)

2<sup>nd</sup> Wednesday: Teacher Leader PD or School Counselor PD at every Department Meeting

3<sup>rd</sup> Wednesday: HSTW Focus Team Meetings

4<sup>th</sup> 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.

BLOCK INSTRUCTION FOCUS TEAM

As we move to a block schedule for the 21-22 school year, a team of teachers will work with the IC to plan and implement professional development and support opportunities to assist in the transition of instruction in the areas of pacing, planning, and managing.

## **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 focused on technology integration. Teachers are also provided opportunities to observe learning labs, complete implementation forms, and submit proposals to lead professional developments.

## **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 – (All 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 (SOS Squad)**

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.



**STARTING OUT STRONG (SOS) - Year 1**

Highly structured intensive PD for induction teachers. Meetings will begin weekly for first semester and will go to monthly for second semester

**STARTING OUT STRONG – Year 2 – (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 the first semester, meetings will be on an as needed basis. Meetings will provide time to discuss observation protocols and checkpoints for PAS-T notebooks.

**STARTING OUT STRONG – Year 3**

New program for 19-20 where year 3 teachers or those in their first year of their professional contract will undergo instructional cycles (coaching) with the Instructional Coach.

**School Climate Needs Assessment - Student Attendance****J. L. Mann High School Student Attendance Rate**

<b>Year</b>	<b>Attendance Rate</b>
<b>2016-2017</b>	95.8%
<b>2017-2018</b>	95.1%
<b>2018-2019</b>	94.29%
<b>2019-2020</b>	95.95%
<b>2020-2021</b>	80.68%

## **Student Discipline**

Unsafe Incident Information as reported in the 2020-2021 Incident Management System (IMS)

	Number of Incidents
Have there been any incidents involving a firearm?	No
Was a homicide committed at your school?	No
Incidents of rape or attempted rape	0
Incidents of sexual assault (not rape)	0
Incidents of robbery w/ weapon	0
Incidents of robbery w/ firearm or explosive	0
Incidents of robbery w/out weapon	0
Incidents of physical attack w/ weapon	0
Incidents of physical attack w/ firearm or explosive	0
Incidents of physical attack w/out weapon	0
Incidents of threats of physical attack w/ weapon	0
Incidents of threats of physical attack w/ firearm or explosive	0
Incidents of threats of physical attack w/out weapon	3
Incidents of possession of firearm or explosive	0
Students with in-school suspensions	103
Students with out of school suspensions	51
Students expelled	0
School related arrests and referrals to law enforcement	0
Incidents of bullying and harassment	2

## **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 sat with their individual students and that the students who most needed tutoring could not stay outside of the 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. This program has evolved into a virtual and in person tutoring program on Monday, Tuesdays, and Thursdays each week that is staffed by certified JL Mann teachers.

### **Safety Surveys**

Surveys were not conducted due to school closures on March 16, 2020 for the Covid Pandemic.

Evaluations By Parents ?	Percent Agree/Strongly Agree	Total Responses
"My child feels safe at school."	Data N/A	Data N/A
"My child's teachers and school staff prevent or stop bullying at school."	Data N/A	Data N/A
Evaluations By Teachers ?	Percent Agree/Strongly Agree	Total Responses
"I feel safe at my school before and after hours."	97.9	49
"The rules for behavior are enforced at my school."	79.6	49

**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 HS students scoring A, B, and C on the English II EOCEP will increase from     % in 2020-21 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 HS students scoring A, B, and C on the English II EOCEP will increase by     % annually    .

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>English I</b> EOCEP SC SDE Website	<b>59.4%</b> of HS students scoring A, B, and C on <b>English I</b> EOCEP (2016-17)	<b>School Projected</b>	<b>60.4</b>	<b>61.4</b>	<b>62.4</b>	<b>63.2</b>	<b>64.4</b>
		<b>School Actual</b> 65	48.4	waiver	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
<b>English II</b> EOCEP SC SDE Website	<b>78.7 %</b> of HS students scoring A, B, and C on <b>English II</b> EOCEP (2020-21)	<b>School Projected</b>				<b>79.7</b>	<b>80.7</b>
		<b>School Actual</b>			<b>78.7</b>		
<b>English I</b> EOCEP SC SDE Website	49% of HS students scoring A, B, and C on <b>English I</b> EOCEP (2016-17)	<b>District Projected</b> <b>*HS only*</b>	<b>60</b>	<b>61</b>	<b>62</b>	<b>63</b>	<b>64</b>
		<b>District Actual</b> 58	65	waiver	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>

<b>English II</b> EOCEP SC SDE Website	71% of HS students scoring A, B, and C on <b>English II</b> EOCEP (2020-21)	<b>District Projected</b> *HS only*				<b>72</b>	<b>73</b>
		<b>District Actual</b>			71		

Note: Beginning in 2020-2021, English II EOCEP scores will replace English I EOCEP scores in the Academic Achievement calculations for SC SDE High School Report Cards.

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Mastery Connect Benchmarking	August 2022-June 2023	IC	\$0	---	Benchmark Data
2. Literacy Skill Building Course	August 2022-June 2023	Administration and Literacy Skills Teacher	\$0	---	Reading Level Data
3. Common planning period and weekly PLC time for all EOC courses in Master Schedule	August 2022-June 2023	AP in charge of Master Scheduling	\$0	---	PLC Agenda
4. Read180 and System 44 for Special Education Students	August 2022-June 2023	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 HS students scoring A, B, and C on the Algebra I EOCEP will increase from 34.4% in 2016-17 to 49.4% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of HS students scoring A, B, and C on the Algebra I EOCEP will increase by 3% annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Algebra I EOCEP SC SDE Website	34.4 % of HS students scoring A, B, and C on Algebra I EOCEP (2016-17)	School Projected	37.4	40.4	43.4	46.4	49.4
		School Actual 34.7%	26.4	waiver	25.5		

Algebra I EOCEP SC SDE Website	36% of HS students scoring A, B, and C on Algebra I EOCEP (2016-17)	<b>District Projected</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>	<b>51</b>
		<b>District Actual 33</b>	46	<i>waiver</i>	<b>24</b>		

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. MasteryConnect	August 2022-June 2023	IC	\$0	---	Benchmark Data
2. Use of Carnegie Learning Curriculum in all Algebra 1 courses	August 2022-June 2023	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 2022-June 2023	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 HS students scoring A, B, and C on the Biology EOCEP will increase from 78.1% in 2016-17 to 88% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of HS students scoring A, B, and C on the Biology EOCEP will increase by 2% annually.

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Biology EOCEP SC SDE Website	78.1 % of HS students scoring A, B, and C on Biology EOCEP (2016-17)	School Projected	80	82	84	86	88
		School Actual 59	52.5	waiver	46.27		
Biology EOCEP SC SDE Website	64 % of HS students scoring A, B, and C on Biology EOCEP (2016-17) 64	District Projected	67	70	73	76	79
		District Actual 53	50	waiver	41		

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



1. MasteryConnect Benchmarking	August 2022-June 2023	IC and EOC teachers	\$0	District funded	Benchmark data
2. Common planning period and weekly PLC time for all EOC courses in Master Schedule	August 2022-June 2023	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 4:** The percentage of HS students scoring A, B, and C on the US History and the Constitution EOCEP will increase from 66.8% in 2016-17 to 77% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of HS students scoring A, B, and C on the US History and the Constitution EOCEP will increase by 2% annually.

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
US History and the Constitution EOCEP SC SDE Website	<b>66.8</b> % of HS students scoring A, B, and C on US History EOCEP (2016-17)	<b>School Projected</b>	<b>69</b>	<b>71</b>	<b>73</b>	<b>75</b>	<b>77</b>
		<b>School Actual 67.3</b>	<b>68.8</b>	<i>waiver</i>	<b>51.67</b>		
US History and the Constitution EOCEP SC SDE Website	<b>58</b> % of HS students scoring A, B, and C on US History EOCEP (2016-17)	<b>District Projected</b>	<b>61</b>	<b>64</b>	<b>67</b>	<b>70</b>	<b>73</b>
		<b>District Actual 60</b>	<b>58</b>	<i>waiver</i>	<b>43</b>		

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

1. MasteryConnect Benchmarking	August 2022-June 2023	IC and EOC teachers	\$0	District funded	Benchmark Data
2. Common planning period and weekly PLC time for all EOC courses in Master Schedule	August 2022-June 2023	AP in charge of Master Scheduling	\$0	---	PLC agendas
3. USA Test Prep	August 2022-June 2023	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 21.4 in 2016-17 to 23 in 2022-23.

**PERFORMANCE GOAL 6:** Increase the average SAT Composite Score for the graduating class from 1126 in 2016-17 to 1146 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

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC SDE Website	(2016-17) 21.4	School Projected	21.8	22.1	22.4	22.7	23
		School Actual 22.1	22.3	21.6	21.4		
SC SDE Website	(2016-17) 19.4	District Projected	21.0	22.0	22.2	22.4	22.8
		District Actual 18.7	20.0	19.8	19.9		

#### SAT Graduating Class Data

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
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SC SDE Website	(2016-17) 1126	<b>School Projected</b>	<b>1130</b>	<b>1134</b>	<b>1138</b>	<b>1142</b>	<b>1146</b>
		<b>School Actual 1147</b>	<b>1104</b>	<b>1099</b>	<b>1082</b>		
SC SDE Website	(2016-17) 1089	<b>District Projected</b>	<b>1098</b>	<b>1107</b>	<b>1116</b>	<b>1125</b>	<b>1134</b>
		<b>District Actual 1089</b>	1031	<b>1038</b>	<b>1059</b>		

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Professional Learning Communities to share best practices and learn from each other	August 2022-June 2023	Teachers	\$0	-----	PLC Agenda

**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):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE Website	% of students that scored Level 3 or higher on Applied Mathematics	School Projected	95.7	96.7	97.7	98.7	99.7
		School Actual 94.7	92.6	<i>waiver</i>	89.6		
SC SDE Website	% of students that scored Level 3 or higher on Applied Mathematics	District Projected	94.0	95.0	96.0	97.0	98.0
		District Actual 93.7	94.0	<i>waiver</i>	90.3		
SC SDE Website	% of students that scored Level 3 or higher on Applied	School Projected	97	97.5	98	98.5	99

	Locating Information						
		<b>School Actual 96</b>	96.3	<i>waiver</i>	94.7		
SC SDE Website	% of students that scored Level 3 or higher on Locating Information	<b>District Projected</b>	<b>95.0</b>	<b>96.0</b>	<b>97.0</b>	<b>98.0</b>	<b>99.0</b>
		<b>District Actual 94.7</b>	93.8	<i>waiver</i>	<b>94.7</b>		
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	<b>School Projected</b>	<b>94.5</b>	<b>95.5</b>	<b>96.5</b>	<b>97.5</b>	<b>98.5</b>
		<b>School Actual 93.5</b>	91	<i>waiver</i>	91.9		
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	<b>District Projected</b>	<b>90.0</b>	<b>91.0</b>	<b>92.0</b>	<b>93.0</b>	<b>94.0</b>
		<b>District Actual 89.3</b>	88.1	<i>waiver</i>	<b>89.5</b>		

SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work Credential	<b>School Projected</b>	<b>91.6</b>	<b>92.6</b>	<b>93.6</b>	<b>94.6</b>	<b>95.6</b>
		<b>School Actual 90.6</b>	86.8	<i>waiver</i>	71		
SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work Credential	<b>District Projected</b>	<b>68.0</b>	<b>69.0</b>	<b>70.0</b>	<b>71.0</b>	<b>72.0</b>
		<b>District Actual 67.1</b>	68	<i>waiver</i>	<b>67.1</b>		

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Professional Learning Communities	August 2022-June 2023	Teachers	\$0	---	PLC agendas
2. Occupational Diploma Students engaging in career courses	August 2022-June 2023	Teachers	\$0	----	Course requirements
3. System 44/Read 180	August 2022-June 2023	SPED admin, IC, 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):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
EOCEP English 1 SC SDE Website	54.8% A, B, C (2016-17)	School Projected Hispanic	56.3	57.8	59.3	60.8	62.3
EOCEP English 1 SC SDE Website		School Actual Hispanic 53.8	30.2	<i>waiver</i>	Accountability has transitioned from English 1 to English 2		
EOCEP English 1 SC SDE Website	45% A, B, C (2016-17)	District Projected Hispanic	48	51	54	57	60
EOCEP English 1 SC SDE Website		District Actual Hispanic 53	51	<i>waiver</i>	Accountability has transitioned from English 1 to English 2		
EOCEP English 1 SC SDE Website	38.1% A, B, C (2016-17)	School Projected AA	40.1	42.1	44.1	46.1	48.1
EOCEP English 1 SC SDE Website		School Actual AA 41.5	33.9	<i>waiver</i>	Accountability has transitioned from English 1 to English 2		

EOCEP English 1 SC SDE Website	38% A, B, C (2016-17)	<b>District Projected AA</b>	<b>41</b>	<b>44</b>	<b>47</b>	<b>50</b>	<b>53</b>
EOCEP English 1 SC SDE Website		<b>District Actual AA 50</b>	40	<i>waiver</i>	<b>Accountability has transitioned from English 1 to English 2</b>		
EOCEP English 1 SC SDE Website	5.9% A, B, C (2016-17)	<b>School Projected SWD</b>	6.9	7.9	8.9	9.9	10.
EOCEP English 1 SC SDE Website		<b>School Actual SWD 13</b>	<b>20.5</b>	<i>waiver</i>	<b>Accountability has transitioned from English 1 to English 2</b>		
EOCEP English 1 SC SDE Website	14% A, B, C (2016-17)	<b>District Projected SWD</b>	<b>17</b>	<b>20</b>	<b>23</b>	<b>26</b>	<b>29</b>
EOCEP English 1 SC SDE Website		<b>District Actual SWD 20</b>	18	<i>waiver</i>	<b>Accountability has transitioned from English 1 to English 2</b>		
EOCEP English 1 SC SDE Website	51.2% A, B, C (2016-17)	<b>School Projected LEP</b>	53.2	55.2	57.2	59.2	61.2
EOCEP English 1 SC SDE Website		<b>School Actual LEP 46.1</b>	17.6	<i>waiver</i>	<b>Accountability has transitioned from English 1 to English 2</b>		
EOCEP English 1 SC SDE Website	37% A, B, C (2016-17)	<b>District Projected LEP</b>	<b>40</b>	<b>43</b>	<b>46</b>	<b>49</b>	<b>52</b>
EOCEP English 1 SC SDE Website		<b>District Actual LEP 48</b>	34	<i>waiver</i>	<b>Accountability has transitioned from English 1 to English 2</b>		

EOCEP English 1 SC SDE Website	45.6% A, B, C (2016-17)	<b>School Projected PIP</b>	47.6	49.6	51.6	53.6	55.6
EOCEP English 1 SC SDE Website		<b>School Actual PIP 49.3</b>	37.4	<i>waiver</i>	<b>Accountability has transitioned from English 1 to English 2</b>		
EOCEP English 1 SC SDE Website	45% A, B, C (2016-17)	<b>District Projected PIP</b>	<b>48</b>	<b>51</b>	<b>54</b>	<b>57</b>	<b>60</b>
EOCEP English 1 SC SDE Website		<b>District Actual PIP 56</b>	50	<i>waiver</i>	<b>Accountability has transitioned from English 1 to English 2</b>		
EOCEP <b>English II</b> SC SDE Website	73.8% A, B, C (2020-21)	<b>School Projected Hispanic</b>				<b>74.8</b>	<b>75.8</b>
EOCEP <b>English II</b> SC SDE Website		<b>School Actual Hispanic</b>			73.8		
EOCEP <b>English II</b> SC SDE Website	60% A, B, C (2020-21)	<b>District Projected Hispanic</b>				<b>61</b>	<b>62</b>
EOCEP <b>English II</b> SC SDE Website		<b>District Actual Hispanic</b>			60		
EOCEP <b>English II</b> SC SDE Website	53.9% A, B, C (2020-21)	<b>School Projected AA</b>				<b>54.9</b>	<b>55.9</b>
EOCEP <b>English II</b> SC SDE Website		<b>School Actual AA</b>			53.9		

EOCEP <b>English II SC</b> SDE Website	54% A, B, C (2020-21)	<b>District Projected AA</b>				<b>55</b>	<b>56</b>
EOCEP <b>English II SC</b> SDE Website		<b>District Actual AA</b>			54		
EOCEP <b>English II SC</b> SDE Website	24.5% A, B, C (2020-21)	<b>School Projected SWD</b>				26.5	28.
EOCEP <b>English II SC</b> SDE Website		<b>School Actual SWD</b>			24.5		
EOCEP <b>English II SC</b> SDE Website	26% A, B, C (2020-21)	<b>District Projected SWD</b>				<b>27</b>	<b>28</b>
EOCEP <b>English II SC</b> SDE Website		<b>District Actual SWD</b>			26		
EOCEP <b>English II SC</b> SDE Website	38.1% A, B, C (2020-21)	<b>School Projected LEP</b>				39.1	40.1
EOCEP <b>English II SC</b> SDE Website		<b>School Actual LEP</b>			38.1		
EOCEP <b>English II SC</b> SDE Website	37% A, B, C (2020-21)	<b>District Projected LEP</b>				<b>38</b>	<b>39</b>
EOCEP <b>English II SC</b> SDE Website		<b>District Actual LEP</b>			37		

EOCEP <b>English II SC</b> SDE Website	61.8% A, B, C (2020-21)	<b>School Projected PIP</b>				62.8	63.8
EOCEP <b>English II SC</b> SDE Website		<b>School Actual PIP</b>			61.8		
EOCEP <b>English II SC</b> SDE Website	60% A, B, C (2020-21)	<b>District Projected PIP</b>				<b>61</b>	<b>62</b>
EOCEP <b>English II SC</b> SDE Website		<b>District Actual PIP</b>			60		
EOCEP <b>Algebra 1 SC</b> SDE Website	34.2% A, B, C (2016-17)	<b>School Projected Hispanic</b>	<b>36.2</b>	<b>38.2</b>	<b>40.2</b>	<b>42.2</b>	<b>44.2</b>
EOCEP Algebra 1 SC SDE Website		<b>School Actual Hispanic</b>  <b>37.6</b>	<b>19.1</b>	<i>waiver</i>	<b>30.8</b>		
EOCEP Algebra 1 SC SDE Website	37% A, B, C (2016-17)	<b>District Projected Hispanic</b>	<b>40</b>	<b>43</b>	<b>46</b>	<b>49</b>	<b>52</b>
EOCEP Algebra 1 SC SDE Website		<b>District Actual Hispanic</b>  <b>33</b>	35	<i>waiver</i>	<b>31</b>		
EOCEP Algebra 1 SC SDE Website	15.7% A, B, C (2016-17)	<b>School Projected AA</b>	<b>18.7</b>	<b>21.2</b>	<b>24.2</b>	<b>27.2</b>	<b>30.2</b>

EOCEP Algebra 1 SC SDE Website		<b>School Actual AA 24.1</b>	<b>15.7</b>	<i>waiver</i>	<b>10.7</b>		
EOCEP Algebra 1 SC SDE Website	27% A, B, C (2016-17)	<b>District Projected AA</b>	<b>30</b>	<b>33</b>	<b>36</b>	<b>39</b>	<b>42</b>
EOCEP Algebra 1 SC SDE Website		<b>District Actual AA 24</b>	21	<i>waiver</i>	<b>15</b>		
EOCEP Algebra 1 SC SDE Website	1.9% A, B, C (2016-17)	<b>School Projected SWD</b>	2.9	3.9	4.9	5.9	6.9
EOCEP Algebra 1 SC SDE Website		<b>School Actual SWD 7.6</b>	<b>4.8</b>	<i>waiver</i>	<b>4.8</b>		
EOCEP Algebra 1 SC SDE Website	10% A, B, C (2016-17)	<b>District Projected SWD</b>	<b>13</b>	<b>16</b>	<b>19</b>	<b>22</b>	<b>25</b>
EOCEP Algebra 1 SC SDE Website		<b>District Actual SWD 6</b>	<b>7</b>	<i>waiver</i>	<b>7</b>		
EOCEP Algebra 1 SC SDE Website	36.9% A, B, C (2016-17)	<b>School Projected LEP</b>	39.9	42.9	45.9	48.9	51.9
EOCEP Algebra 1 SC SDE Website		<b>School Actual LEP 35.9</b>	13.5	<i>waiver</i>	34.5		
EOCEP Algebra 1 SC SDE Website	36% A, B, C (2016-17)	<b>District Projected LEP</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>	<b>51</b>

EOCEP Algebra 1 SC SDE Website		<b>District Actual LEP</b> 34	23	<i>waiver</i>	17		
EOCEP Algebra 1 SC SDE Website	28.1% A, B, C (2016-17)	<b>School Projected PIP</b>	31.6	35.1	38.6	42.1	45.6
EOCEP Algebra 1 SC SDE Website		<b>School Actual PIP</b> 29.1	18.6	<i>waiver</i>	17.4		
EOCEP Algebra 1 SC SDE Website	31% A, B, C (2016-17)	<b>District Projected PIP</b>	<b>34</b>	<b>37</b>	<b>40</b>	<b>43</b>	<b>46</b>
EOCEP Algebra 1 SC SDE Website		<b>District Actual PIP</b> 29	29	<i>waiver</i>	25		
EOCEP <b>Biology SC</b> SDE Website	73.9% A, B, C (2016-17)	<b>School Projected Hispanic</b>	<b>74.9</b>	<b>75.9</b>	<b>76.9</b>	<b>77.9</b>	<b>78.9</b>
EOCEP Biology SC SDE Website		<b>School Actual Hispanic</b> 41.6	<b>29.4</b>	<i>waiver</i>	<b>36</b>		
EOCEP Biology SC SDE Website	47% A, B, C (2016-17)	<b>District Projected Hispanic</b>	<b>50</b>	<b>53</b>	<b>56</b>	<b>59</b>	<b>62</b>
EOCEP Biology SC SDE Website		<b>District Actual Hispanic</b> 35	37	<i>waiver</i>	<b>30</b>		
EOCEP Biology SC SDE Website	54.6% A, B, C (2016-17)	<b>School Projected AA</b>	<b>56.6</b>	<b>58.6</b>	<b>60.6</b>	<b>62.6</b>	<b>64.6</b>



EOCEP Biology SC SDE Website		<b>School Actual AA 25.2</b>	<b>18.9</b>	<i>waiver</i>	<b>11.6</b>		
EOCEP Biology SC SDE Website	40% A, B, C (2016-17)	<b>District Projected AA</b>	<b>43</b>	<b>46</b>	<b>49</b>	<b>52</b>	<b>55</b>
EOCEP Biology SC SDE Website		<b>District Actual AA 27</b>	24	<i>waiver</i>	<b>18</b>		
EOCEP Biology SC SDE Website	23.5% A, B, C (2016-17)	<b>School Projected SWD</b>	24.5	25.5	26.5	27.5	28.5
EOCEP Biology SC SDE Website		<b>School Actual SWD 11.7</b>	<b>11.8</b>	<i>waiver</i>	<b>4.5</b>		
EOCEP Biology SC SDE Website	18% A, B, C (2016-17)	<b>District Projected SWD</b>	<b>21</b>	<b>24</b>	<b>27</b>	<b>30</b>	<b>33</b>
EOCEP Biology SC SDE Website		<b>District Actual SWD 11</b>	11	<i>waiver</i>	<b>9</b>		
EOCEP Biology SC SDE Website	42.6% A, B, C (2016-17)	<b>School Projected LEP</b>	45.6	48.6	51.6	54.6	57.6
EOCEP Biology SC SDE Website		<b>School Actual LEP 33.7</b>	55.3	<i>waiver</i>	24.14		
EOCEP Biology SC SDE Website	40% A, B, C (2016-17)	<b>District Projected LEP</b>	<b>43</b>	<b>46</b>	<b>49</b>	<b>52</b>	<b>55</b>

EOCEP Biology SC SDE Website		<b>District Actual LEP 31</b>	25	<i>waiver</i>	14		
EOCEP Biology SC SDE Website	45.7% A, B, C (2016-17)	<b>School Projected PIP</b>	48	51	54	57	60
EOCEP Biology SC SDE Website		<b>School Actual PIP 34.4</b>	26.7	<i>waiver</i>	26.8		
EOCEP Biology SC SDE Website	48% A, B, C (2016-17)	<b>District Projected PIP</b>	<b>51</b>	<b>54</b>	<b>57</b>	<b>60</b>	<b>63</b>
EOCEP Biology SC SDE Website		<b>District Actual PIP 35</b>	34	<i>waiver</i>	28		
EOCEP US <b>History and the Constitution</b> SC SDE Website	46.3% A, B, C (2016-17)	<b>School Projected Hispanic</b>	<b>48.3</b>	<b>50.3</b>	<b>52.3</b>	<b>54.3</b>	<b>56.3</b>
EOCEP US History and the Constitution SC SDE Website		<b>School Actual Hispanic 44.5</b>	<b>58.7</b>	<i>waiver</i>	<b>23.7</b>		
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	<b>District Projected Hispanic</b>	<b>45</b>	<b>48</b>	<b>51</b>	<b>54</b>	<b>57</b>
EOCEP US History and the Constitution SC SDE Website		<b>District Actual Hispanic 43</b>	38	<i>waiver</i>	<b>28</b>		

EOCEP US History and the Constitution SC SDE Website	85.9% A, B, C (2016-17)	<b>School Projected AA</b>	<b>86.9</b>	<b>87.9</b>	<b>88.9</b>	<b>89.9</b>	<b>90.9</b>
EOCEP US History and the Constitution SC SDE Website		<b>School Actual AA 28.3</b>	<b>43.6</b>	<i>waiver</i>	<b>16.5</b>		
EOCEP US History and the Constitution SC SDE Website	34% A, B, C (2016-17)	<b>District Projected AA</b>	<b>37</b>	<b>40</b>	<b>43</b>	<b>46</b>	<b>49</b>
EOCEP US History and the Constitution SC SDE Website		<b>District Actual AA 36</b>	33	<i>waiver</i>	<b>18</b>		
EOCEP US History and the Constitution SC SDE Website	31.3% A, B, C (2016-17)	<b>School Projected SWD</b>	33.3	35.3	37.3	39.3	41.3
EOCEP US History and the Constitution SC SDE Website		<b>School Actual SWD 17.2</b>	<b>21.4</b>	<i>waiver</i>	<b>28</b>		
EOCEP US History and the Constitution SC SDE Website	24% A, B, C (2016-17)	<b>District Projected SWD</b>	<b>27</b>	<b>30</b>	<b>33</b>	<b>36</b>	<b>39</b>
EOCEP US History and the Constitution SC SDE Website		<b>District Actual SWD 25</b>	19	<i>waiver</i>	<b>11</b>		
EOCEP US History and the Constitution SC SDE Website	38.4% A, B, C (2016-17)	<b>School Projected LEP</b>	40.4	42.4	44.4	46.4	48.4
EOCEP US History and the Constitution SC SDE Website		<b>School Actual LEP 35.2</b>	44	<i>waiver</i>	12		

EOCEP US History and the Constitution SC SDE Website	34% A, B, C (2016-17)	<b>District Projected LEP</b>	<b>37</b>	<b>40</b>	<b>43</b>	<b>46</b>	<b>49</b>
EOCEP US History and the Constitution SC SDE Website		<b>District Actual LEP 37</b>	35	<i>waiver</i>	15		
EOCEP US History and the Constitution SC SDE Website	57.5% A, B, C (2016-17)	<b>School Projected PIP</b>	58.5	59.5	60.5	61.5	62.5
EOCEP US History and the Constitution SC SDE Website		<b>School Actual PIP 36.3</b>	49.5	<i>waiver</i>	26.4		
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	<b>District Projected PIP</b>	<b>45</b>	<b>48</b>	<b>51</b>	<b>54</b>	<b>57</b>
EOCEP US History and the Constitution SC SDE Website		<b>District Actual PIP 44</b>	40	<i>waiver</i>	29		
ACT Graduating Class	Composite 18.2 (2016-17)	<b>School Projected Hispanic</b>	19	19.5	20	20.5	21
ACT Graduating Class		<b>School Actual Hispanic 19.7</b>	18.8	<i>waiver</i>	18.8		
ACT Graduating Class	Composite 17.6 (2016-17)	<b>District Projected Hispanic</b>	<b>21.0</b>	<b>22.0</b>	<b>22.2</b>	<b>22.4</b>	<b>22.8</b>
ACT Graduating Class		<b>District Actual Hispanic 17.3</b>	17.8	<i>waiver</i>	17.1		

ACT Graduating Class	Composite 15.9 (2016-17)	<b>School Projected AA 16.8</b>	16	17	18	19	20
ACT Graduating Class		<b>School Actual AA</b>	18	<i>waiver</i>	16.3		
ACT Graduating Class	Composite 16.0 (2016-17)	<b>District Projected AA</b>	<b>21.0</b>	<b>22.0</b>	<b>22.2</b>	<b>22.4</b>	<b>22.8</b>
ACT Graduating Class		<b>District Actual AA 15.7</b>	16.2	<i>waiver</i>	15.5		

Note: Beginning in 2020-2021, English II EOCEP scores will replace English I EOCEP scores in the Academic Achievement calculations for SC SDE High School Report Cards.

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATE D COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Common planning periods in master schedule for EOC courses	August 2022 - June 2023	Teachers	\$0	----	PLC Agendas
2. MasteryConnect Benchmark data tracking by subgroup	August 2022 - June 2023	IC and EOC teachers	\$0	District	Benchmark Data
3. Additional PD opportunities from the ESOL teacher on strategies for	August 2022 - June 2023	IC and ESOL teacher	\$0	----	Teacher participation in PD and success of ELL Students

working with ELL students					
4. Late Buses	August 2022 - June 2023	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* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

*1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL 9:** 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):	2016-17	2017-18	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 85.5	87	86.14	86.8		
Graduation Rate	(2016-17) 87	District Projected	86	87	88	89	90
		District Actual 84	85	86	84		

Employability Credentialing Rate	Data will be reported in 2020-21	<b>School Projected</b>	---	---	<b>TBD</b>	<b>TBD</b>	<b>90</b>
		<b>School Actual</b>	----	----	<b>Baseline Year</b>		
Employability Credentialing Rate	Data will be reported in 2020-21	<b>District Projected</b>	-----	-----	<b>TBD</b>	<b>TBD</b>	<b>90</b>
		<b>District Actual</b>	-----	-----	<b>Baseline Year</b>		

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Pairing of counselor and administration	August 2022 - June 2023	Administration and Counselors	\$0	---	Success of students graduation rate
2. Late buses	August 2022 - June 2023	Administration	\$15,000.00	Donations	Late bus students participation
3. Power of M	August 2022 - June 2023	Teachers of freshman level courses	\$0	---	Student success in 9 <sup>th</sup> 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

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**PERFORMANCE GOAL 10:** By 2023, increase the percentage of graduates meeting Graduation Plus (G+) requirements.

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**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
G+ Report in GC Source	Baseline will be established at the end of the 2018-19 school year	<b>School Projected</b>		<b>70</b>	<b>80</b>	<b>85</b>	<b>90%</b>
		<b>School Actual</b>	<b>60.82%</b>	67.8	<b>73.28</b>		
G+ Report in GC Source	Baseline will be established at the end of the 2018-19 school year	<b>District Projected</b>		<b>56%</b>	<b>68%</b>	<b>79%</b>	<b>90%</b>
		<b>District Actual</b>	45%	<b>54</b>	<b>59</b>		

\*JROTC completers were not part of the 18-19 calculations due to data unavailability\*

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Take 9 <sup>th</sup> and 10 <sup>th</sup> grade students to Golden Strip Career center to encourage participation in these programs	August 2022 - June 2023	School Counseling Department	\$0	District funding	Number of students that sign up for courses at GSCC.
2. Discuss GSCC options during IGP meetings	August 2022 - June 2023	School Counseling Department	\$0	----	Number of students that sign up for courses at GSCC.
3. Retest Seniors on WIN test who did not meet silver	August 2022 - June 2023	School Testing Coordinator	\$0	----	Number of students tested and number of students that receive silver or above on the retest.

**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 9<sup>th</sup> 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 9<sup>th</sup>-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):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool	82	School Projected	84	86	88	90	90
		School Actual 85	77	86	78		
PowerSchool	(2016-17) 74	District Projected	77	81	84	87	90
		District Actual 80	82	89	80		

\*Students who took Foundations in Algebra in 9<sup>th</sup> grade, then took Intermediate Algebra in 10<sup>th</sup> grade were not considered to have completed Algebra I by the conclusion of their freshman year.\*

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Power of M	August 2022 - June 2023	Teachers of freshman level courses	\$0	---	Student success in 9 <sup>th</sup> grade courses
2. Late buses	August 2022 - June 2023	Administration	\$15,000.00	---	Late bus student participation
3. Pairing of counselor an administration	August 2022 - June 2023	Administration and Counselors	\$0	---	Success of students graduation rate
4. Carnegie learning	August 2022 - June 2023	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

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

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool	(2016-17) 100	<b>School Projected</b>	66	68	70	72	74
		<b>School Actual</b> 64	64	61	54		
PowerSchool	(2016-17) 52	<b>District Projected</b>	52	55	58	61	65
		<b>District Actual</b> 51	51	58	47		

\*The percentage represents the number of high students that are coded A in the GT Qualified field in PowerSchool, coded as AP in the High Achieving field in PowerSchool, and enrolled in one or more AP or IB courses for the current school year out of the total high school students that are coded A in the GT Qualified field in PowerSchool.\*

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. IGP conferences – encouragement of GT students to enroll in AP courses	August 2022 - June 2023	Counselors	\$0	---	AP Enrollment
2. Enhanced AP course offerings – 23 course offerings as well as the AP Capstone Diploma Program	August 2022 - June 2023	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* 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 school will have qualified, diverse teachers (gender and ethnicity) by 2023.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		<b>School Projected</b>			Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain
GCS Human Resources Department	Baseline established in 2019-2020	<b>School Actual</b>		Gender Diversity =yes Ethnic Diversity = yes	Gender Diversity =yes Ethnic Diversity = yes	Gender Diversity =yes Ethnic Diversity = yes	
Employment report		<b>District Projected</b>	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	<b>District Actual</b> Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity=100% Ethnic Diversity = 97%		

**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):	2016-17	2017-18	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 85.6	89.4	Data point not available due to state-wide closures on March 17, 2020 - Covid	100		
SC SDE School Report Card Survey	98.1	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 92.9	93.9	Data point not available due to state-wide closures on March 17, 2020 - Covid	95.9		



SC SDE School Report Card Survey	<b>92.7</b>	<b>School Projected Parents</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		<b>School Actual Parents 85</b>	<b>90.8</b>	<b>Data point not available due to state-wide closures on March 17, 2020 - Covid</b>	<b>no data</b>		
SC SDE School Report Card Survey	<b>92</b>	<b>District Projected Students</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		<b>District Actual Students 84</b>	<b>93</b>	<b>Data point not available due to state-wide closures on March 17, 2020 - Covid</b>	<b>93</b>		
SC SDE School Report Card Survey	<b>98</b>	<b>District Projected Teachers</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		<b>District Actual Teachers 97</b>	<b>97</b>	<b>Data point not available due to state-wide closures on March 17, 2020 - Covid</b>	<b>92</b>		
SC SDE School Report Card Survey	<b>91</b>	<b>District Projected Parents</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$

		<b>District Actual Parents</b> 88	89	<b>Data point not available due to state-wide closures on March 17, 2020 - Covid</b>	98		
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Ignore the door	August 2022 - June 2023	All Patriots	\$0	---	Safety Drills
2. ID requirements for all faculty, staff, and students	August 2022 - June 2023	All Patriots	\$0	---	Number of discipline referrals for ID, number of replacement IDs purchased
3. See Something...Say Something	August 2022 - June 2023	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):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GCS Expulsion Report from Kent Owens	(2016-17) 1.3	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 1.3	1.6	2.6	0.15		
GCS Expulsion Report from Kent Owens	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual 0.8	1.5	0.9	0.3		

## Annual Expulsion Rate

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
GCS Expulsion Report from Kent Owens	(2016-17) <b>&lt;.01</b>	<b>School Projected</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		<b>School Actual &lt;.01</b>	<b>&lt;.01</b>	0	0		
GCS Expulsion Report from Kent Owens	(2016-17) <b>0.04</b>	<b>District Projected</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		<b>District Actual 0.04</b>	1.5	.03	.004		

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Pairing of counselor and administration	August 2022 - June 2023	Administration and Counselors	\$0	---	Success of students graduation rate
2. Red Ribbon Week	March 2023	PTSA	\$0	PTSA	Student Participation
3. Advisory Program	August 2022 - June 2023	Guidance and Public Relations	----	----	Participation of students and teachers program

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>School Projected</b>	<b>50</b>	<b>55</b>	<b>60</b>	<b>65</b>	<b>70</b>
		<b>School Actual 41</b>	<b>41</b>	<b>Data point not available due to state-wide closures on March 17, 2020 - Covid</b>	Cognis Surveys have been discontinued		
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>District Projected Secondary</b>	<b>54</b>	<b>58</b>	<b>62</b>	<b>66</b>	<b>70</b>
		<b>District Actual Secondary 52</b>	<b>50</b>	<b>Data point not available due to state-wide closures on March 17, 2020 - Covid</b>	Cognis Surveys have been discontinued		

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 postcards	August 2021 - June 2022	Administration, Guidance, and Teachers	\$300.00	Local funds	Number of postcards sent per year
2. Monthly Student, faculty, and staff awards	August 2021 - June 2022	IC and Administration	\$540	Local funds	Morale
3. Positivity Challenge	August 2021 - June 2022	IC, Media Specialist, and Technology Specialist	\$0	---	Number of videos

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i> ) <input type="checkbox"/> District Priority  <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL 5:</b> Achieve and maintain a student attendance rate of 95% or higher.
<b>INTERIM PERFORMANCE GOAL:</b> Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
180 <sup>th</sup> day Attendance Report	(2016-17) 95.8	School Projected	95	95	95	95	95
		School Actual 94.4	92.53	95.94	82.4		
180 <sup>th</sup> day Attendance Report	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual 95	95	96	92		

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 2022 - June 2023	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* ☐ 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

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**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 Cognia Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

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**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):		Baseline 2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Student Survey	<b>Afraid – 7% Lonely – 13% Angry 16%</b>	<b>School Projected</b>	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 ≤ 6 Lonely ≤ 12 Angry ≤ 13
		<b>School Actual</b> Afraid – 7% Lonely – 13% Angry – 16 %	Afraid - 6 Lonely - 15 Angry - 15	<b>Data point not available due to state-wide closures on March 17, 2020 - Covid</b>	Cognis Surveys have been discontinued		
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>District Projected Secondary</b>	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

		<b>District Actual Secondary Afraid – 7% Lonely – 14% Angry – 14%</b>	<b>Afraid – 7% Lonely – 16% Angry – 14%</b>	<b>Data point not available due to state-wide closures on March 17, 2020 - Covid</b>	Cognis Surveys have been discontinued
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Onsite Mental Health Counselor	August 2021 - June 2022	Mental Health Counselor	\$0	District provided	Caseload of mental health counselor
2. Advisory Program	August 2021 - June 2022	Guidance and Public Relations HSTW Focus Team	---	---	Participation of students and teachers in program
3. Pairing of counselor and administration	August 2021 - June 2022	Administration and Counselors	\$0	---	Success of students- graduation rate

### School Report Card Link

<https://screportcards.com/overview/?q=eT0yMDIxJnQ9SCZaWQ9MjMwMTAxMw>