

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



*“Providing opportunities to become lifelong learners.”*

## **School Portfolio 2025 - 2026**

**Shannon Gibson Ed.D, Principal  
Dr. W. Burke Royster, Superintendent**

*Scope of Plan: 2024-2025 through 2028-2029*  
**Greenville County Schools**

# SCHOOL RENEWAL PLAN COVER PAGE

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

SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-29 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2025-26 (*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	<i>W Burke Royster</i>	3/10/25
PRINTED NAME	SIGNATURE	DATE

### PRINCIPAL

Shannon Gibson, Ed.D	<i>Shannon Gibson, Ed.D.</i>	3/10/25
PRINTED NAME	SIGNATURE	DATE

### CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	<i>Dr. Carolyn J. Styles</i>	3/10/25
PRINTED NAME	SIGNATURE	DATE

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

SAM WHITE	<i>Sam White</i>	3-10-25
PRINTED NAME	SIGNATURE	DATE

### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Sarah Burke S. White	<i>Sarah Burke S. White</i>	3-10-25
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: *160 Fairforest Way*

SCHOOL TELEPHONE: (864) *355-6300*

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

## Stakeholder Involvement for School Renewal

### Position and Name

1. Principal - Shannon Gibson Ed.D.
2. Teacher - April Waller, 2025 - 2026 Teacher of the Year
3. Parent/Guardian - Melissa Hucks
4. Community Member - Sam White Jr.
5. Paraprofessional - Andrae Sherman
6. School Improvement Council Member - Brooke Cremmins, PTSA Past President
7. Read to Succeed Reading Coach - Katie Haney, Instructional Coach
8. School Read To Succeed Literacy Leadership Team Lead - Sarah Burke White, Assistant Principal
9. School Read To Succeed Literacy Leadership Team Members  
 Blakley Garrett, English  
 Rebecca Grim, Art  
 Kristy Shumacher, PE  
 Dr. Ashley Adkins, Social Studies  
 Chrissy Anderson, Health Sciences  
 Jessica Hyder, Science  
 Gabby Stegall, World Language  
 April Waller, Special Education  
 Grace Ellison, Mathematics

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<b>Academic Assistance, PreK–3</b> The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<b>Academic Assistance, Grades 4–12</b> The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<b>Parent Involvement</b> The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<b>Staff Development</b> The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Collaboration</p> <p>The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Developmental Screening</p> <p>The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<p>Half-Day Child Development</p> <p>The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<p>Parenting and Family Literacy</p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Recruitment</p> <p>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

## Table of Contents

<a href="#"><u>Introduction</u></a> .....	P. 8
<a href="#"><u>Executive Summary</u></a> .....	P. 10
<a href="#"><u>School Profile</u></a> .....	P. 12
<a href="#"><u>Mission, Vision, and Beliefs</u></a> .....	P. 24
<a href="#"><u>Data Analysis and Needs Assessment</u></a> .....	P. 25
<a href="#"><u>Action Plan</u></a> .....	P. 35

## **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 and 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 anyone 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 achievement – 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:

- Graduation Focus Team
- Orientation Focus Team
- Instructional Initiatives Focus Team
- Awards Focus Team
- Freshman Focus Team
- Advisory 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 the 2023 -2024 school year. This accreditation includes J. L. Mann High School, resulting in us being a SACS-accredited school.
- J. L. Mann High School became a *High Schools That Work* site in 2005 and currently still holds that designation.
- Our school boasts a competitive *Project Lead the Way* program that has consistently grown since its 2007 inception. Our fully-certified program provides college credit for all students who pass *PLTW* engineering courses.
- Our dual enrollment program offerings and the number of students enrolled in dual enrollment continue to grow thanks to our partnership with Greenville Technical College and qualified, on-campus instructors at J. L. Mann. Our focus for the future will shift to increasing the participation of our students classified as pupils in poverty in the dual enrollment program to make certain that this program is equitable for J. L. Mann students.
- Our magnet program curriculum provides opportunities for our students to concentrate their learning in the areas of Science, Math and Technology. Students who participate in the magnet program work toward receiving a Magnet Distinction at their graduation.
- A project-based learning program, NewTech, began in the 2013-2014 school year. The program underwent a review in the 2023 - 2024 school year and NewTech classes transitioned from year long, co-taught classes to semester-long classes taught by individual teachers in the 2024 - 2025 school year. Mann's NewTech program will maintain their relationship with the NewTech Network and continue to place an emphasis on Project-Based Learning.
- The AP Capstone Diploma program began in 2017-2018 with the addition of AP Seminar and AP Research in 2018-2019. This program continues to prosper and applications for this program have steadily increased in the last few years.
- The AP program at J. L. Mann expands yearly in its course offerings and increases in the number of exams given. In the Spring of 2024, J. L. Mann gave over 1100 AP exams.
- 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, Social Studies, and SPED departments and currently occurs on Tuesdays and Thursdays. The program is funded through ATSI funds.
- Students also have access to additional, quality instruction through J. L. Mann's EOC Blitz. This program lasts for 3 days in the weeks prior to EOC testing. Students may attend for Biology I, Algebra I, English II, and U.S. History. Teachers of these courses create a review session for each day based on a specific area or concept. During the sessions, students receive a comprehensive review of the content and also test their knowledge through retrieval practice.

## **School Accomplishments:**

- US News' America's Best High Schools, Best Public High Schools in SC (23), 2024 - 2025
- 183 AP Scholars, 2024
- 14 AP Capstone Diploma Recipients, 2024
- Education Partners - Clemson, Furman Universities, Coker College, Greenville Technical College
- 3 National Merit Finalists
- 3 National Merit Semi Finalists
- Project Lead the Way Technology Certification
- Fine Arts
  - 7 students made All-County Band
  - 11 students made All-Region Band
  - 1 student made All-State Band
  - 1 Superior rating at Concert Performance Assessment for Concert Band
  - 10 Superior & 11 Excellent ratings for Concert Band at Solo & Ensemble
  - 5 first place awards, 2 second place awards and 2 third place awards in various categories at 3 marching band contests
  - Excellent rating at the 5A State Championship for Marching Band
  - 2 second place awards and 3 third place awards in various categories for Winter Guard
  - 1 2024 SC All-State Choir Representative
  - 2024 Excellent Rating for SC Choral Performance Assessment, Mixed Choir
  - 21 students earned awards in the J. L. Mann Art Show
  - 4 students placed in the top 3 in the GCSD District Art Show
  - 2 students placed in the Congressional Art Show hosted by GSP Airport
  - Superior in One Act Play at 2024 GCS Theatre Festival

## **Athletic Accomplishments 2023-2024**

- Girls Tennis - 3rd round playoffs
- Girls Golf - team qualified for Upper State, Coach named Region Coach of the Year
- Girls Swim - 3rd in the State Championship, 1 students with 2 state titles
- Boys Swim - 3rd in the State, Coach inducted into the SC Swim Coaches Hall of Fame
- Football - Upper State Finals with a finishing record of 11-3, Region Offensive Player of the Year, Region Defensive Player of the Year, 5A Upper State Coach of the Year
- Boys Cross Country - Coach named Region Coach of the Year
- Girls Basketball - 2nd in Region
- Boys Basketball - 4th in Region
- Wrestling - Region Wrestler of the Year for upper weight division
- Boys Lacrosse - Region Champions
- Boys Tennis - Region Champions & State Champions

## 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 2068 students and over 200 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 distinction 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 their chosen area.

In 2005, J. L. Mann added an ML program to address the growing population of students enrolled that speak a language other than English as their primary language in their home. More families were moving to the Greenville area from outside the United States and a need to help our new ML students develop strong English skills quickly became apparent. J. L. Mann directly serves 140 ML students and monitors 30 ML students in the 2023 - 2024 school year.

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.

J. L. Mann High School was previously a satellite school to many orthopedic handicapped students who needed 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.

Mann boasts multiple enrichment programs including PLTW, Accelerate, NewTech@Mann, and AP Capstone Diploma. We opened a new 400 seat addition built for project-based learning in August 2017 to accommodate our partnership and participation in the NewTech Network program.

## **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.

## **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, and a digital media production 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.

## **School Personnel**

For the 2024-2025 school year, there are 122 certified staff members at J.L. Mann which includes one Principal, six Assistant Principals including one NewTech @ Mann Director, two Instructional Coaches, one Technology Specialist and nine Guidance Counselors, including a Director of Counseling. The faculty consists of 40 males and 82 females. The percentage of teachers returning from the previous school year was at a rate of 88%.

Other personnel at our school include a secretary, bookkeeper, attendance, 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.

## **Student Population**

J.L. Mann serves 1,924 students, 50.83% of the population are males and 49.17% are females. Our Sophomore class is our largest class with 525 students. 43.14% of our students are Caucasian or White while 32.33% of our students identify as Black or African American. Hispanic students and Asian students comprise 13.05% and 5.35% of our student population respectively. 103 of our students identify with two or more races while five students identify as Native Hawaiian or other Pacific Islander. Ten students also identify as Native American or Alaska Native. Sixty-one students were retained in the 2023 - 2024 school year. 25.1% of students are designated Gifted and Talented at J.L. Mann. Our chronic absenteeism rate increased to 33.3%, but decreased from 60.5% from the 2021-2022 school year.

## **Students - Enrollment and Attendance**

<b>2021 - 2022</b>	2020
<b>2022 - 2023</b>	2033
<b>2023 - 2024</b>	2042
<b>2024 - 2025</b>	1945

J. L. Mann's student attendance rate was 91.33% and the percentage of students living in poverty has increased over the past few years and is currently at 44.2% in March 2025.

## **Students with Disabilities**

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 impaired, 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 12% of our whole school population.

## **Academic Programs & Initiatives**

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 participate in 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 freshman year a student can expect to take English 1 with World Geography or English 2 with World History; however, in the 2024-2025 school year, courses will be taught by individual teachers with the option for collaboration on certain classroom projects. 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.

- 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, Microeconomics, 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.
  - Gateway to Tiger Town is a yearlong course that offers dual credit, one Carnegie unit 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* Advisory Program occurs every Wednesday during 1st period. Our Advisory Committee utilizes resources from the Greenville County School Advisory Curriculum and disseminates lessons with resources to our teachers.

An after-school tutoring program provides all students the ability to stay after-school Tuesday and Thursday and receive help from teachers in the areas of English, Math, Science and Social Studies. Students have the option to make-up tests from their classes at the tutoring center as well. Students may also utilize the tutoring program to receive help and take tests for our content recovery program.

*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 SCREADY and MAP scores and are placed in a Literacy Lab course in an effort to help them strengthen basic skills. The Literacy Lab course (Read 180) is taken in addition to a regular freshman English class.

There is an emphasis to help all students through a focus on *Professional Learning Communities*, especially for those teachers teaching an End-of-Course Placement Test course. These teachers plan together throughout the year in an effort to increase mastery of content and EOC passage rates. Teachers utilize DuFour's four questions and focus their work in PLCs around three facets, Planning, Common Assessment and Data Analysis. 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 the National Art Honor 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, and color guard 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. 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 850 athletes participating on 23 teams. Our athletes boast a 4.21 GPA on a 5.0 scale.

## **Outstanding Features**

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

- 50+ clubs and organizations
- Accelerate - Governor's School Program
- Adaptive Physical Education
- Advisor/Advisee Groups
- Advanced Placement



- After School Tutoring
- Annual J.L. Mann Art Show
- AP Capstone Diploma Program
- Beta Club
- Community Based Job Training
- Employability Credential
- Forensics
- Future Teacher Academy
- High Schools That Work Site
- JROTC
- Literacy Emphasis Across the Curriculum
- Magnet Program in Mathematics, Science and Technology
- Magnet Senior Project
- National Honor Society
- NewTech@Mann
- Peer Tutorial/Student Mentoring
- PTSA
- Project Lead the Way
- Robotics Team
- Student Council
- Supported Employment and Training
- World Languages - French, Spanish
- Youth in Government

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

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

### **School Accomplishments:**

- US News' America's Best High Schools, Best Public High Schools in SC (23), 2024 - 2025
- 183 AP Scholars, 2024
- 14 AP Capstone Diploma Recipients, 2024
- Education Partners - Clemson, Furman Universities, Coker College, Greenville Technical College
- 3 National Merit Finalists
- 3 National Merit Semi Finalists
- Project Lead the Way Technology Certification
- Fine Arts
  - 7 students made All-County Band
  - 11 students made All-Region Band
  - 1 student made All-State Band
  - 1 Superior rating at Concert Performance Assessment for Concert Band
  - 10 Superior & 11 Excellent ratings for Concert Band at Solo & Ensemble
  - 5 first place awards, 2 second place awards and 2 third place awards in various categories at 3 marching band contests
  - Excellent rating at the 5A State Championship for Marching Band
  - 2 second place awards and 3 third place awards in various categories for Winter Guard

- 1 2024 SC All-State Choir Representative
- 2024 Excellent Rating for SC Choral Performance Assessment, Mixed Choir
- 21 students earned awards in the J. L. Mann Art Show
- 4 students placed in the top 3 in the GCSD District Art Show
- 2 students placed in the Congressional Art Show hosted by GSP Airport
- Superior in One Act Play at 2024 GCS Theatre Festival

### **Athletic Accomplishments 2024-2025**

- Girls Tennis - 3rd round playoffs
- Girls Golf - team qualified for Upper State, Coach named Region Coach of the Year
- Girls Swim - 3rd in the State Championship, 1 student with 2 state titles
- Boys Swim - 3rd in the State, Coach inducted into the SC Swim Coaches Hall of Fame
- Football - Upper State Finals with a finishing record of 11-3, Region Offensive Player of the Year, Region Defensive Player of the Year, 5A Upper State Coach of the Year
- Boys Cross Country - Coach named Region Coach of the Year
- Girls Basketball - 2nd in Region
- Boys Basketball - 4th in Region
- Wrestling - Region Wrestler of the Year for upper weight division
- Boys Lacrosse - Region Champions
- Boys Tennis - Region Champions & State Champions

### **Parent Involvement**

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 our 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's parents volunteer on a daily basis to 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 in past years.

### **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 perspectives 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. 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 2022 is Dr. Shannon Gibson. Dr. Gibson most recently served as principal of Union County High School and as an assistant principal at J.L. Mann prior to assuming the role of principal. The Assistant Principals are Brad Griffith, Carla Washington, Sarah Burke White, Greg Wynder, Aaron Daniel and Jeffery Whitener. The Instructional Coaches are Katie Haney and Jay Mobley.

<b>Mann Admin Responsibilities 2024-2025</b>					
<b>ADMINISTRATION</b>					
<b>Mr. Whitener</b> 700 Hall 355-6323	<b>Ms Washington</b> 900 Hall 355-6319	<b>Mr. Griffith</b> 800 Hall 355-6386	<b>Mr. Daniel</b> 500 Hall 355-6324	<b>Ms. White</b> 1100 Hall 355-0820	<b>Mr. Wynder</b> 1200 Hall 355-6399
<b>Administrative Student Caseloads</b>					
A - C	D - G	L - O	T - Z	H - K	P - S
<b>Administrative Department Assignments</b>					
Science/ CTE	Special Education	Math	World Lang/ Fine Arts	New Tech/ ELA	Social Studies/ PE/ JROTC
<b>HSTW Focus Teams</b>					
Awards	Freshman Focus & Orientation	Advisory	Instructional Initiatives	Graduation/ SALT	
<b>AM Duty Posts</b>					
Commons	Commons	Subs	Parking Lot	Commons	Commons
<b>PM Duty Posts</b>					
Bus Ramp	Front of School	Rover	Front/ Commons	Clear Building B- Move to Front of School	Bus Ramp
<b>Lunch Duty Posts</b>					
A Cafeteria 3rd/4th	A Cafeteria 1st/2nd	A Cafeteria 3rd/4th	A Cafeteria 1st/2nd	B Cafeteria 3rd/ 4th	B Cafeteria 3rd/ 4th

<b>Administrative Duties</b>					
<b>Mr. Whitener</b>	<b>Ms. Washington</b>	<b>Mr. Griffith</b>	<b>Mr. Daniel</b>	<b>Ms. White</b>	<b>Mr. Wynder</b>
<b>On Track (10 &amp; 11)</b>	<b>On Track (9)</b>	<b>Guidance</b>	<b>CCR</b>	<b>New Tech</b>	<b>IDs</b>
<b>Buses</b>	<b>Athletics</b>	<b>Subs</b>	<b>Parking Tickets/ Obligations</b>	<b>On Track (12th)</b>	Bus Back-Up
Field Trip Approvals	<b>Safety</b>	<b>Attendance/ Seat Time</b>	<b>Facilities/ School Calendar</b>	<b>Master Schedule</b>	Back-Up Testing
United Way	Title IX Coordinator	PTSA	Textbooks/ DC Texts	Graduation	Bus Referrals
Awards Night Fall	Social Media Director	Grad Rate Team	ISS/ Detentions	Credit Recovery/ Edgenuity	SLO
Awards Night Spring	ATSI Plan	Duty Roster	Smart Pass	Dual Credit	BTAM
Student Teachers/ Volunteers	HSTW	Logistics/ Operations	Summer School Team	Curriculum Night	Interviews for Departments
Staff Weekly Communication	Master Schedule Back-Up	Enrollment	Subs Back-Up	Teacher/Student Handbook	Athletic Events
CTE Report/Funding	Sex Education	PowerSchool/ Grades	Co-Clubs	Grad Rate Team	Volunteers
Schedule Interpreters-HIT	Workers Comp	PowerTeacher Training	3rd Testing Back-Up	The Hub	
PLTW	Read 180/ System 44	Signing/ Authorizations	ML Contact	SLO	
SLO	Aides	Radios	HERO Training	BTAM	
BTAM	Clubs	SLO	Lockers	Accelerate	
Interviews for Departments	Open Houses/ Orientation	BTAM	SLO	Interviews for Departments	
Athletic Events	SLO	Interviews for Departments	BTAM	Athletic Events	
	BTAM	Athletic Events	Interviews for Departments		
	Interviews for Departments		Athletic Events		
	Athletic Events				

INSTRUCTIONAL SUPPORT				
<b>Mrs. Haney</b> <i>Instructional Coach</i>	<b>Mr. Mobley</b> <i>Instructional Coach</i>	<b>Ms. Waldchen</b> <i>Technology Specialist</i>	<b>Ms. Hill</b> <i>Media Specialist</i>	<b>Dr. Alsip</b> <i>Testing Coordinator and Magnet</i>
Instructional Support Duties				
PD Team	PD Team	Chromebook management	Fixed Assets	EOC
Instructional Initiatives Focus Team (SOS Squad and Teacher Leaders)	NT@M Coaching cycles and PLC Coaching	District tipster	Instructional resources	SAT
New Teacher Development (SOS 1, 2, 3, Mann, I'm New)	NT@M PD Plan	ETS contact	School website	ACT
Coaching Cycles and PLC coaching	NT@M PLC Meetings	Refresh	Student obligations	WIN
School Data - Goal Setting Presentations	NT@M student advisory	Tech support for all classrooms	Building TV slides	PSAT
PD Portal Manager	Chick-Fil-A Leadership Academy	HERO Station Upkeep		ACCESS
Recertification Oversight (exchange days, R2S, Tech Prof)	NT@M reporting	School marquee		ASVAB
Faculty Meeting Agendas	Building B Tech support	Website Back-Up		Accuplacer
Staff and Student Recognition	Back-Up for Technology Specialist			Virtual Exams
MasteryConnect (EOC benchmarks and data dives)	HERO Station Upkeep Back-Up			Alternative Testing for SPED
School Improvement Plan (portfolio) and School Reading Plan	Classroom Libraries			AP testing with assistance
PowerTeacher Manager Learning/Back-up	NewTech Ambassadors			Score Communication with students and parents
Back up for all testing	Accelerate			Score Reporting
AP Testing	Instructional Materials District Contact			Magnet Program/ Nights
AP Coordinator/ AP Capstone				Students Not Tested Coding

**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.

## **J.L. Mann Mission, Vision & Beliefs**

### **J.L Mann High School's 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.

### **J.L Mann High School's 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 highly-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.



# Data Analysis and Needs Assessment

## SCDE School Report Card

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Greenville County School District | 2023-2024

J. L. Mann High School Academy Of Mathematics, Science, And Techn

Print

2023-2024 Overall Rating

Excellent  
67

School performance substantially exceeds the criteria to ensure all students meet the Profile of the SC Graduate

Phone:  
(864) 355-6300

School Address:  
160 Fairforest Way Greenville, SC 29607

School ID: 2301013

Website: School Website

Support Status: ATSI

Serving Grades: 9-12

Student Enrollment: 2062

Principal: Dr. Shannon Gibson

J. L. Mann High School Academy for Mathematics, Science, and Technology is helping all students develop the world class skills of the Profile...[More]

ACADEMICS

OVERALL RATINGS SCALE

**Excellent:**  
School performance substantially exceeds the criteria to ensure all students meet the Profile of the SC Graduate

**Good:**  
School performance exceeds the criteria to ensure all students meet the Profile of the SC Graduate

**Average:**  
School performance meets the criteria to ensure all students meet the Profile of the SC Graduate

**Below Average:**  
School performance is in jeopardy of not meeting the criteria to ensure all students meet the Profile of the SC Graduate

**Unsatisfactory:**  
School performance fails to meet the criteria to ensure all students meet the Profile of the SC Graduate

High School Overall Ratings Points	
Excellent *	67 to 100
Good	60 to 66

Academic Achievement

Good

Preparing For Success

Good

Multilingual Learners' Progress

Average

Graduation Rate

Good

College & Career Readiness

Good

High School Student Success

Good

State Goals

SCHOOL ENVIRONMENT

School Climate

Average

Classroom Environment

Not Rated

Student Safety

Not Rated

Financial Data

Not Rated

For a detailed view: [J. L. Mann’s 2023 - 2024 SCDE School Report Card](#)

**EOCEP - Algebra 1 and English II**

	20-21	21-22	22-23	24-25
Algebra 1 % pass	52%	69%	65%	72.7%
English 2 % pass	89%	86%	91%	90.4%

**GRADUATION RATE:**

YEAR	Graduation Rate
2021	86.8%
2022	85.7%
2023	88.5%
2024	89.8%

**G+ & College and Career Ready Summary 2022 - 2023**

G+	Report Card CCR
<b>Total G+ = 363 students = 67.60%</b>	<b>College Ready = 240 students</b>
AP exam of 3+ OR <b>154</b>	AP exam of 3+ OR <b>154</b>
IB exam of 4+ OR <b>N/A</b>	IB exam of 4+ OR <b>N/A</b>
Pass 1 Dual Enrollment course <b>176</b>	Pass 6 credit hours in dual enrollment course w/ C+ OR <b>59</b>
	ACT 20+ OR <b>149</b>
	SAT 1020+ OR <b>192</b>
	<b>Career Ready = 279 students</b>

Completes state-approved work-based learning exit eval from employer – program must include min. 40 practical experience hours or the highest number of hours required by industry competencies in a career pathway; be aligned with state IGP career clusters; include industry eval from the training agreement for profile of the SC graduate 1 unit in pathway related to the work-based placement or personal pathway of study or internship or apprenticeship OR	Completes state-approved work-based learning exit eval from employer – program must include min. 40 practical experience hours or the highest number of hours required by industry competencies in a career pathway; be aligned with state IGP career clusters; include industry eval from the training agreement for profile of the SC graduate 1 unit in pathway related to the work-based placement or personal pathway of study or internship or apprenticeship OR <b>42</b>
1 Industry Credential OR <b>252</b>	CTE Completer (64) & earns national or state industry credential OR <b>83</b>
	WIN SC Career Ready Assessment – Level 3 or Higher OR <b>327</b>
JROTC (3+ credits) & ASVAB 31+ <b>7</b>	ASVAB 31+ <b>15</b>
	Identified as a student with a disability who successfully completes the SC High School Employability Credential according to their IEP. <b>8</b>

### **Dual Credit/Dual Enrollment**

	<b>Dual Credit 2022 - 2023</b>	<b>Dual Credit 2023 - 2024</b>	<b>Dual Credit 2024 - 2025</b>
<b>ALL</b>	175 students	332 students	215 students
<b>PIP</b>	37 students	42 students	35 students

## **Teacher and Administrator Quality**

### ***J. L. Mann High School Professional Development Plan 2024-2025***

#### **GOALS**

##### **1- STUDENT ACHIEVEMENT**

- Facilitate professional development in regards to increasing student achievement, motivation, and engagement in the classroom with an overall focus on student-centered learning.
- Expand faculty and staff exposure to instructional strategies that are not teacher-directed, including Project Based Learning, Student Talk Moves, and revisiting the Learning Targets as a means to student reflection.
- Focus on allowing student choice in assignments and incorporating student interests into all content areas to increase content and lesson relevance.
- Focus on Teacher Clarity in instruction using learning targets as a means to clearly communicate classroom learning goals to students.
- The Mann Instructional Leadership Team will lead PD with a focus on Universal Design for Learning and establish a culture of student to student academic discussion through Mann PLNN, PD once per a month.
- Certified Faculty will be apprised of all opportunities to obtain Gifted & Talented certification and R2S endorsement (English, SPED, and ML) 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. Each PLC will utilize DuFour's 4 Questions to guide their growth as a learning community and the academic growth of their students.
- Data will be collected at the beginning of the semester, evaluated a minimum of twice during the semester, and again at the end of the semester. EOC Professional Learning Communities will work toward the goal of evaluating data after each summative assessment. Teachers will provide a reflection on what they adapted based on results.
- Data dives will be held once a semester for the purpose of analyzing benchmark data and planning for reteaching in all EOC content areas.

##### **3- PERSONALIZED LEARNING/TECHNOLOGY INTEGRATION**

- Technology Integration PD, Student Engagement Strategies, #ONEMann Instructional Playbook
- 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

2<sup>nd</sup> Wednesday: Department Meetings

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

4<sup>th</sup> Wednesday: SALT Leadership Committee

## **PROFESSIONAL DEVELOPMENT PROGRAMS and DATES of PD**

### **GOAL 1 - STUDENT ACHIEVEMENT**

Mann PLNN PD Groups - Professional Development groups who meet monthly to engage in work centered around our yearly school-wide focus This PD imbeds technology along with a variety of instructional strategies.

#### **Mann PLNN PD Groups**

*1st Semester*

**Meetings: September 3, October 1, November 12, January 7, February 4,  
March 4, April 1**

<b>1st Period</b> <b>9:00 AM - 9:45 AM</b>	<b>2nd Period</b> <b>10:40 AM - 11:25 AM</b>	<b>3rd Period</b> <b>1:20 PM - 2:05 PM</b>	<b>4th Period</b> <b>2:30 PM - 3:15 PM</b>
Jamie Anders	Danielle Bradley-Allen	Meagan Brannen	Hana Baron
Erin Davidson	Savannah Berry	Ramona Grant	Sedrick Bell
Madison Farrish	Tiffany Nicholson	Angela Murray	Blakley Garrett
Catherine Hosack	Jeremy Bowen	Maryann Cabrera	Erik Griffith
Paige Rohl	Tori Atkins	Grace Ellison	Kelli Malinowski
Jessica Sullivan	Jessica Hines	Ryan Fowler	Hannah Wilson
Bob Anderson	Hala Nestberg	Hunter Ballenger	Tom Cummings
Anna Davis	Golnaz Shemirani	Sara Crider	Kylie Birch
Lydia Flannery	Aaron Acree	Jeff Duncan	John Catoe
Pam Hagood	Toni Farmer	Trisha Fumie	Fawzy Eissa
Jaime Hattendorf	Chandler Ginn	Betsy Hollar	Zach Sondrini
Jessica Hyder	Mindy Nott	George Lafaye	Buzz Briggs
Andrea Isengard	Trevor Thoden	Sarah Manning	Ashley Adkins
Chelsea Johnson	Laura Lauer	Maureen McCuen	John Avant
Rebecca Grim	Kyle Mowen	April Fratwell	Red Cook
Colton Stewart	Stephanie Pettry	Tia Sullivan	Alayna Fikse
Halcy Munn	Ben Delorme	Maria Delgado-Garcia	Kate Callahan
Cliff Lee	Eric Davis	Olga Loaiza	Holly Ferguson
Carolynn Lenderman	Miles Bryan	Pascal Natiez	Lindsey Buser
David Bennett	Gabby Stagall	Beth Neely	Jon Cooper
Cori Mohr	Kaitlynn Baxa	Monica Sanders	Bailey Green
	Chrissy Anderson	Julius Bishop	George Mathis
	Destiny Condra-Bogan	Anthony Adams	Rolland Nall
	Jennifer Brutosky	James Davis	Laverne Johnson
	Kristy Schumacher	Kirk Tower	Beth Coultrap
		John Bolton	Rhonda Mumford
		Megan Mathisen	Christy Murch
			Scot Watson
			Brian Simpson

Funding Source: Professional Development District Funds

## **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.
- NewTech Program meets weekly as a staff for PLC
- Data Dives - EOC teachers will have the opportunity to analyze benchmark data and plan for student success on the EOC once a semester for a full day.

Funding Sources - ATSI & Professional Development District Funds

## **GOAL 3 - PERSONALIZED LEARNING/TECHNOLOGY INTEGRATION**

TECH INTEGRATION SELF PACED PD OFFERINGS

Teacher paced professional development opportunities are offered to teachers through a choice board format. Opportunities include: Google Fundamentals for Educators, Edpuzzle Certifications, Screencastify Certifications, Magic School Certifications, GimKit, BookCreator, and Booklet

Funding Sources - General Fund

## **GOAL 4 - NEW TEACHER DEVELOPMENT**

NEW TEACHER SUMMER ORIENTATION DAY

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.

Date - July 31, 2024

Funding Sources - General Fund and PTSA

MANN, I'M NEW – (All New Teachers)

The Instructional Coach meets 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.

Dates - August 28, September 25, October 30, November 27, December 11, January 22, February 26, March 25, April 22, and May 13.

Funding Sources - General Fund

### NEW TEACHER SUPPORT TEAM (SOS Squad)

This group consists of teachers with a passion for working with induction teachers and supporting a positive school culture. The team meets with the IC.

Dates - August 30, September 20, October 25, November 15, January 17, February 21, April 17

Funding Sources - General Fund

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

Highly structured intensive PD for induction teachers. Meetings with the IC will begin weekly and taper down throughout the school year.

Mentor & Mentee Meetings 1st Monday of each Month	SOS Year 1 (We will meet in my office) (follow planning period schedule above)	
September 11 October 2 November 6 December 4 January 8 February 5 March 4 April 1 May 6  *Your mentors will schedule a time to meet with you on these dates.	August 14 August 21 August 28 September 18 September 25 October 9 October 16 October 23 October 30 November 13	November 20 November 27 December 11 January 22 February 26 March 11 March 25 April 8 April 22 May 13

Funding Sources - General Fund

### 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.

<b>August 28</b> - Portfolio checklist, Syllabus and SLO (PS8) <b>September 25</b> - PS 1-3 <b>October 30</b> - PS 4 & 5 <b>November 27</b> - PS 5 & 6 <b>January 22</b> - Mid-year check, Mid-year SLO data <b>February 5</b> - Check in, EOY SLO data <b>End of Year Celebration</b> - TBD
--

Funding Sources - General Fund

### STARTING OUT STRONG – Year 3

Year 3 teachers or those in their first year of their professional contract will undergo instructional cycles (coaching) with the Instructional Coach.

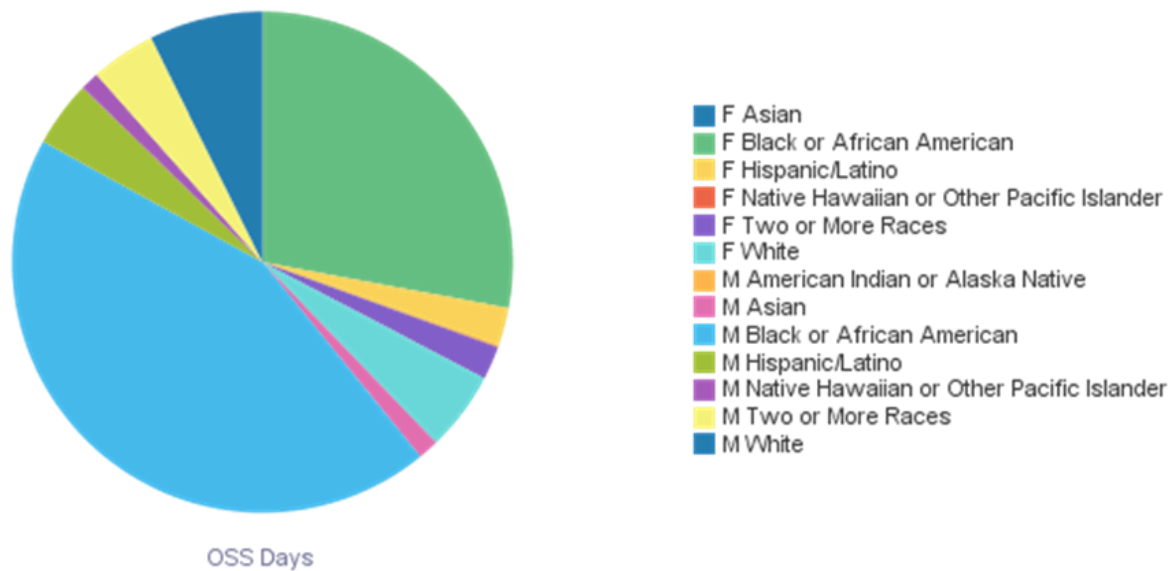
Funding Sources - General Fund

**School Climate Needs Assessment**

**Student Discipline**

	2022 - 2023	2023 - 2024	2024-2025
Incidents	6, 213	5, 404	4, 066
ISS (hours)	8,862	8,432	9,026
Bus Suspension (days)	37	16	32
OSS (days)	3, 215	3,282	1,500

OSS Days





### Referral Demographics

Gender & Ethnicity	# Students with Any Referral	OSS Days
F Asian	11	0
F Black or African American	246	419
F Hispanic/Latino	73	38
F Native Hawaiian or Other Pacific Islander	2	1
F Two or More Races	27	32
F White	107	77
M American Indian or Alaska Native	4	0
M Asian	17	20
M Black or African American	247	658
M Hispanic/Latino	78	64
M Native Hawaiian or Other Pacific Islander	4	18
M Two or More Races	40	63
M White	190	110
<b>Grand Total</b>	<b>1,046</b>	<b>1,500</b>

Academic Year	Location	#Students	1+ Referrals	2+ Referrals	Percent of students with at least 1 referral receiving 2 or more referrals
2023-2024	JL Mann Academy	2238	764	452	59.16

### Student Attendance, Absenteeism & Truancy

#### J. L. Mann High School Student Attendance Rate

Year	Attendance Rate
<b>2022 - 2023</b>	90.35%
<b>2023 - 2024</b>	91.36%
<b>2024-2025 *as of 3/10/25</b>	92%

**J.L. Mann High School Absenteeism & Truancy 2023 -2024**

<b>Truant (<i>court-ordered</i>)</b>	10
<b>3 Consecutive or 7 Total Unexcused Absences w/Intervention</b>	14
<b>3 Consecutive or 5 Total Unexcused Absences</b>	407

<b>SchoolName</b>	<b>CA Student Count</b>	<b>Total Student Count</b>	<b>Chronic Absenteeism Rate</b>
J L Mann High Academy	731	2195	33.30%

**Parent/Teacher Conferences**

IGP meetings, 504 plan meetings, and parent conferences in guidance combine for an approximate 2,767 hours of parent conferences. Conferences are held for IEP Re-evaluations, discipline issues, at the request of the parents, during Magnet Open House, J.L Mann Open House (each semester), and in regards to student academic progress. J.L. Mann completed a minimum of 1,568 hours of parent/teacher conferences during the 2023-2024 school year.

**Volunteer Hours**

Mann has a robust volunteer group that includes members of PTSA, SIC members, Booster Club members, Band Booster Club members, school store volunteers and various community volunteers including a large percentage of highly involved parents. In the 2023 -2024 school year, Mann logged a total of 1,719 hours of volunteer service and in the 2024-2025 school year, Mann logged a total of 2,073 hours of service.

**Backpack****Backpack Activity**

<b># Students Attending</b>	<b># Students with Backpack Contacts</b>	<b>% Students with Backpack Contacts</b>	<b># Students (30 days)</b>	<b>% Students (30 days)</b>	<b># Students (60 days)</b>	<b>% Students (60 days)</b>
1,920	1,703	88.70%	898	46.77%	1,102	57.40%

## GOAL AREA 1 – Performance Goal 1

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

**Performance Goal 1:** By 2029, the percentage of students who pass the Algebra 1 End-of-Course exam will increase from 65% (2023) to 75%.

**Interim Performance Goal:** Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Accountability and Quality Assurance			Projected (HS)	67%	69%	71%	73%	75%
	65%	72.7%	Actual (HS)					
			Projected (District)	71%	73%	75%	77%	79%
	69%	78.3%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level from a viable, standards-based curriculum.</b>					
1. Develop annual academic growth targets based on the principal and school goal setting process.	2024-2029	J.L Mann Instructional Leadership Team (J.L. Mann ILT)	\$0	N/A	C
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Jay Mobley, NewTech Instructional Technology Specialist (NewTech ITS)	\$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	<input type="checkbox"/> GCS Math Academic Specialist <input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Jay Mobley, New Tech ITS <input type="checkbox"/> J.L. Mann Department Heads	\$0	N/A	C
<b>Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.</b>					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	<input type="checkbox"/> GCS Math Academic Specialist <input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> Brad Griffith, AP, Math Dept. <input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Jay Mobley, NewTech ITS <input type="checkbox"/> Jeremy Bowen, Math Dep. Head	\$0	N/A	C
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	<input type="checkbox"/> District Personnel	\$0	N/A	C
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<input type="checkbox"/> J.L. Mann ILT <input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Jay Mobley, NewTech ITS <input type="checkbox"/> Mann Math PLCs	\$0	N/A	C
4. Provide actionable feedback on instructional delivery and the student experience using	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> J.L. Mann ILT	\$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.		<input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Jay Mobley, New Tech ITS			
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> J.L. Mann ILT <input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Jay Mobley, New Tech ITS	\$0	N/A	C
<b>Action Plan for Strategy 3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.</b>					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	<input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Jay Mobley, New Tech ITS	\$0	N/A	C
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	<input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Jay Mobley, New Tech ITS	\$0	N/A	C
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> J.L Mann Admin Team <input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Jay Mobley, New Tech ITS <input type="checkbox"/> PLC Teacher Leaders	\$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Foster a collaborative relationship between schools and parents.	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> J.L Mann Administration Team <input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Jay Mobley, New Tech ITS <input type="checkbox"/> J.L. Mann Department Heads <input type="checkbox"/> J.L. Mann Teachers	\$0	N/A	C
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> J.L Mann Administration Team <input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Jay Mobley, New Tech ITS <input type="checkbox"/> J.L. Mann Department Heads <input type="checkbox"/> J.L. Mann Teachers	\$0	N/A	C

## GOAL AREA 1 – Performance Goal 2

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
<b>Performance Goal 2:</b> By 2029, the percentage of students who pass the English 2 End-of-Course exam will increase from 91% (2023) to 96%.
<b>Interim Performance Goal:</b> Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Accountability and Quality Assurance			Projected (HS)	92%	93%	94%	95%	95%
	91%	90.4%	Actual (HS)					
			Projected (District)	87%	88%	89%	90%	90%
	86%	87.7%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Ensure all students acquire prerequisite ELA skills at each level through a viable, standards-based curriculum.</b>					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	<input type="checkbox"/> Sarah Burke White, AP, English Dept. <input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Jay Mobley, NewTech ITS <input type="checkbox"/> Mann English PLCs	\$0	N/A	C
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	<input type="checkbox"/> Shayla Read, GCS ELA Academic Specialist <input type="checkbox"/> Sarah Burke White, AP, English Dept. <input type="checkbox"/> Katie Haney, IC	\$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
		<input type="checkbox"/> Jay Mobley, NewTech ITS <input type="checkbox"/> Sedrick Bell, English Dept. Head <input type="checkbox"/> Mann English PLCs			
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	J.L. Mann ILT <input type="checkbox"/> Sarah Burke White, AP, English Dept. <input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Jay Mobley, NewTech ITS	\$0	N/A	C
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<input type="checkbox"/> J.L. Mann ILT <input type="checkbox"/> Sarah Burke White, AP, English Dept. <input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Jay Mobley, NewTech ITS <input type="checkbox"/> Sedrick Bell, English Dept. Head <input type="checkbox"/> Mann English PLCs	\$0	N/A	C
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<input type="checkbox"/> Sarah Burke White, AP, English Dept. <input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Jay Mobley, NewTech ITS <input type="checkbox"/> Sedrick Bell, English Dept Head <input type="checkbox"/> Mann English PLCs	\$0	N/A	C
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<input type="checkbox"/> Shayla Read, GCS English Language Arts Academic Specialist <input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Jay Mobley, NewTech ITS	\$0	N/A	C



Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
		<input type="checkbox"/> Sedrick Bell, English Dept Head <input type="checkbox"/> Mann English PLCs			
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	<input type="checkbox"/> Sarah Burke White, AP, English Dept <input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Jay Mobley, NewTech ITS <input type="checkbox"/> Sedrick Bell, English Dept Head	\$0	N/A	C
<b>Action Plan for Strategy #2: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.</b>					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	<input type="checkbox"/> Shayla Read, GCS English Language Arts Academic Specialist <input type="checkbox"/> Sarah Burke White, AP, English Dept <input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Jay Mobley, NewTech ITS <input type="checkbox"/> Sedrick Bell, English Dept Head <input type="checkbox"/> Mann English PLCs	\$0	N/A	C
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<input type="checkbox"/> J.L. Mann ILT <input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Jay Mobley, NewTech ITS <input type="checkbox"/> Mann PLCs	\$0	N/A	C
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Jay Mobley, NewTech ITS <input type="checkbox"/> Sedrick Bell, English Dept. Head <input type="checkbox"/> Mann English PLCs	\$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<input type="checkbox"/> J.L. Mann ILT <input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Jay Mobley, <input type="checkbox"/> NewTech ITS <input type="checkbox"/> Mann English PLCs	\$0	N/A	C
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> J.L. Mann ILT <input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Jay Mobley, NewTech ITS	\$0	N/A	C
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> J.L. Mann ILT <input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Jay Mobley, NewTech ITS	\$0	N/A	C
<b>Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.</b>					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	<input type="checkbox"/> J.L. Mann ILT <input type="checkbox"/> Sarah Burke White, AP, English Dept <input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Jay Mobley, NewTech ITS	\$0	N/A	C
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	<input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Jay Mobley, NewTech ITS	\$0	N/A	C
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Jay Mobley, NewTech ITS	\$0	N/A	C
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	<input type="checkbox"/> Katie Haney, IC	\$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
		<input type="checkbox"/> Jay Mobley, NewTech ITS <input type="checkbox"/> Sedrick Bell, English Dept. Head <input type="checkbox"/> Mann English PLCs			
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	<input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Jay Mobley, NewTech ITS <input type="checkbox"/> Mann Teacher PD Committee	\$0	N/A	C

## GOAL AREA 1 – Performance Goal 3

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

**Performance Goal 3:** By 2029, the percentage of students who earn G+ will increase from 72% (2023) to 92%.

**Interim Performance Goal:** Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Accountability and Quality Assurance (GCSource)			Projected (School)	76%	80%	84%	88%	92%
	72%	67.6%	Actual (School)					
			Projected (District)	79%	83%	87%	91%	95%
	75%	81%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Ensure all students engage in K-12 Career Exploration as outlined in Graduation Plus.</b>					
1. Complete comprehensive scope and sequence of career related activities using district's College and Career Readiness platform	2024-2025	<input type="checkbox"/> Jeffery Whitener, AP, CTE <input type="checkbox"/> Aaron Daniel, AP, CCR <input type="checkbox"/> Lynn Edwards, Director of Guidance	\$0	N/A	C
2. Evaluate career exploration opportunities that benefit students and local businesses.	2024-2029	<input type="checkbox"/> Jeffery Whitener, AP, CTE <input type="checkbox"/> Aaron Daniel, AP, CCR <input type="checkbox"/> Lynn Edwards, Director of Guidance	\$0	N/A	C
3. Introduce diverse career options through interactive experiences, virtual tours, and guest speakers in order to help students identify their interests and strengths.	2025-2029	<input type="checkbox"/> Jeffery Whitener, AP, CTE <input type="checkbox"/> Aaron Daniel, AP, CCR	\$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
		<input type="checkbox"/> Lynn Edwards, Director of Guidance			
4. Facilitate internships, job shadowing, and work-study programs to provide students with real-world experiences, preparing them for post-secondary education and employment.	2024-2029	<input type="checkbox"/> Jeffery Whitener, AP, CTE <input type="checkbox"/> Aaron Daniel, AP, CCR <input type="checkbox"/> Lynn Edwards, Director of Guidance	\$0	N/A	C
<b>Action Plan for Strategy #2: Utilize Career Planner software so students can clearly articulate a 9-12 career path to plan their high school course experience.</b>					
1. Implement district-wide course progression requirements for all core content courses.	2025-2026	<input type="checkbox"/> Executive Director of CCR <input type="checkbox"/> Jeffery Whitener, AP, CTE <input type="checkbox"/> Aaron Daniel, AP, CCR <input type="checkbox"/> Lynn Edwards, Director of Guidance	\$0	N/A	C
2. Seek out and eliminate barriers that prevent students from access to more rigorous coursework.	2024-2029	<input type="checkbox"/> Jeffery Whitener, AP, CTE <input type="checkbox"/> Aaron Daniel, AP, CCR <input type="checkbox"/> Lynn Edwards, Director of Guidance	\$0	N/A	C
3. Implement a district-wide course registration system (SchoolLinks) that ensures accuracy and precision in calculating both high school graduation requirements and pathway completion requirements.	2024-2025	<input type="checkbox"/> Jeffery Whitener, AP, CTE <input type="checkbox"/> Aaron Daniel, AP, CCR <input type="checkbox"/> Lynn Edwards, Director of Guidance	\$0	N/A	C
<b>Action Plan for Strategy #3: Ensure all students have access to CTE Pathways, AP, IB and/or Dual Enrollment.</b>					
1. Attend district wide-training for counselors in the use of the PSAT Pre-AP report and AP Potential.	2024-2029	<input type="checkbox"/> Lynn Edwards, Director of Guidance <input type="checkbox"/> Katie Haney, Coordinator of AP	\$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
		<input type="checkbox"/> Select Guidance Counselors			
2. Seek out and eliminate barriers to CTE participation at both the career centers and in middle and high schools.	2024-2029	<input type="checkbox"/> Executive Director of CCR <input type="checkbox"/> Academic Specialist CTE <input type="checkbox"/> Jeffery Whitener, AP, CTE <input type="checkbox"/> Aaron Daniel, AP, CCR <input type="checkbox"/> Lynn Edwards, Director of Counseling	\$0	N/A	C
3. Promote Dual Enrollment opportunities at all high schools and to all students.	2024-2029	<input type="checkbox"/> Executive Director of CCR <input type="checkbox"/> Jamie Whitlock, Academic Specialist CTE <input type="checkbox"/> Jeffery Whitener, AP, CTE <input type="checkbox"/> Aaron Daniel, AP, CCR <input type="checkbox"/> Lynn Edwards, Director of Counseling	\$0	N/A	C
4. Utilize AP Review Day as a tool to improve AP Passage rates.	2024-2029	<input type="checkbox"/> Katie Haney, Coordinator of AP	\$0	N/A	C

## GOAL AREA 1 – Performance Goal 4

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

**Performance Goal 4:** By 2029, 32.6% of all dual credit course enrollment will include Pupils in Poverty (PIP), up from 17.6%.

**Interim Performance Goal:** Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
PowerSchool*			Projected (School)	20.6%	23.6%	26.6%	29.6%	32.6%
	17.6%	16.3%	Actual (School)					
			Projected (District)	28%	31%	34%	37%	40%
	25%	30.1%	Actual (District)					

\*GCSD Reports 2; Validation STATE REPORTING; Dual Credit and PIP = Yes

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: All high schools will identify and meet individually with Pupils in Poverty students who qualify for dual credit/dual enrollment courses.</b>					
1. Identify PIP students demonstrating success in elementary school to foster and encourage participation in higher level courses early.	2024-2029	<input type="checkbox"/> District Office Personnel <input type="checkbox"/> Individual Elementary School Administration	\$0	N/A	C
2. Identify PIP students who meet prerequisites for dual enrollment courses and are demonstrating skills that would make them successful candidates for dual credit and honors courses.	2024-2029	<input type="checkbox"/> Lynn Edwards, Director of Counseling <input type="checkbox"/> J.L. Mann Counselors <input type="checkbox"/> J.L. Mann Teachers	\$0	N/A	C
3. Collaborate with local businesses, colleges, and community organizations to create mentorship programs, internships,	2024-2029	<input type="checkbox"/> Lynn Edwards, Director of Counseling <input type="checkbox"/> J.L. Mann Counselors	\$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
and networking opportunities for PIP students interested in dual credit courses.					
4. Establish peer support networks for PIP students participating in dual credit courses to foster a sense of community and provide mutual assistance.	2025-2029	<input type="checkbox"/> Lynn Edwards, Director of Counseling <input type="checkbox"/> J.L. Mann Counselors	\$0	N/A	C
5. Develop a campaign to promote the benefits of advanced academic courses to 1st generation college students.	2025-2029	<input type="checkbox"/> Coordinator of Advanced Academic Programs <input type="checkbox"/> Lynn Edwards, Director of Counseling <input type="checkbox"/> J.L. Mann Counselors <input type="checkbox"/> Katie Haney, AP Coordinator at Mann	\$0	N/A	C
6. Create an in-person forum for parents of identified students to learn about G+ opportunities.	2025-2029	<input type="checkbox"/> Lynn Edwards, Director of Counseling <input type="checkbox"/> J.L. Mann Counselors	\$0	N/A	C
<b>Action Plan for Strategy #2: All high schools will administer the Accuplacer at the school during the school day.</b>					
1. High school counseling departments will attend training on Accuplacer readiness test administration.	2024-2029	<input type="checkbox"/> Lynn Edwards, Director of Counseling <input type="checkbox"/> J.L. Mann Counselors	\$0	N/A	C
2. High schools will create a schedule to administer Accuplacer within the dual enrollment registration timeline.	2024-2029	<input type="checkbox"/> Cindy Alsip, Ph.D, Testing Coordinator <input type="checkbox"/> Lynn Edwards, Director of Counseling <input type="checkbox"/> J.L. Mann Counselors	\$0	N/A	C
<b>Action Plan for Strategy #3: Communicate and dispel misconceptions about advanced coursework for students.</b>					
1. Provide annual professional development for teachers prior to making recommendations on how students qualify and benefits of taking advanced coursework.	2024-2029	<input type="checkbox"/> Sarah Burke White, AP, Master Schedule <input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Jay Mobley, NewTech ITS	\$0	N/A	C
2. Boost parent and student awareness of advanced coursework opportunities, pathways, and dual enrollment support.	2024-2029	<input type="checkbox"/> Lynn Edwards, Director of Counseling <input type="checkbox"/> J.L. Mann Counselors	\$0	N/A	C



## GOAL AREA 2 – Performance Goal 1

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

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

**Interim Performance Goal:** Meet annual targets below.

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.</b>					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	<input type="checkbox"/> GATE Director <input type="checkbox"/> GCS Human Resources <input type="checkbox"/> Coordinator of Expressway to Tiger Town <input type="checkbox"/> Lynn Edwards, Director of Counseling <input type="checkbox"/> J.L. Mann Counselors <input type="checkbox"/> Kelli Malinowski, Expressway to Tiger Town at Mann	\$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	<input type="checkbox"/> Lynn Edwards, Director of Counseling <input type="checkbox"/> Vaneasha Danzy, Guidance Counselor <input type="checkbox"/> Katie Haney, IC	\$0	N/A	C
<b>Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.</b>					
1. Continue to expand with middle and high school students - early exposure to teaching as a career choice through internal and external programs.	2024-2029	<input type="checkbox"/> Feeder Middle School Counselors <input type="checkbox"/> Lynn Edwards, Director of Counseling <input type="checkbox"/> Kelli Malinowski, Teacher Cadet Program	\$0	N/A	

## GOAL AREA 2 – Performance Goal 2

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

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

**Interim Performance Goal:** Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	10.1%	Actual (District)					
			Projected (School)	13.5%	13%	12.5%	12%	11.5%
	14%	12%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Design and constantly revise targeted support for teachers new to J.L Mann, teachers new to teaching (Induction, GATE Year 1, Teachers of Tomorrow, PACE, etc.), teachers in their Formal Evaluation year and GATE Teachers Years 2 &amp; 3.</b>					
1. Provide weekly (S1) and monthly (S2) group coaching opportunities for cohorts of new teachers and teachers new to J.L Mann.	2024-2029	<input type="checkbox"/> Katie Haney, IC	\$0	N/A	C
2. Host a New Faculty Breakfast along with a New Hire Orientation for one day in the month of July.	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Jay Mobley, NewTech ITS	\$300	Local Funds	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #2: Form a committee of teachers, led by the Instructional Coach, tasked with implementing ideas for faculty relationship building activities in order to keep a pulse on the school culture and to continue opportunities for teachers to spend time together and network.</b>					
1. Plan and implement faculty appreciation activities throughout the year that includes various opportunities to participate in activities at Mann.	2024-2029	<input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Starting Out Strong (SOS) Squad <input type="checkbox"/> Jay Mobley, New Tech ITS	\$2,000	Local Funds	C

## GOAL AREA 3 – Performance Goal 1

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

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

**Interim Performance Goal:** Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	54.1%	Actual (District)					
			Projected (School)	55.9%	53.9%	51.9%	49.9%	47.9%
	57.9%	59.16%	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.</b>					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	<input type="checkbox"/> Assistant Superintendent for School Leadership, High School <input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> J.L Mann Administration Team	\$0	N/A	C
2. Establish consistency in teaching and reinforcing expectations and building	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal	\$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
positive relationships, while allowing custom, school-based programming to meet this goal.		<input type="checkbox"/> J.L. Mann Administration Team <input type="checkbox"/> J.L. Mann Faculty & Staff			
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> J.L. Mann School Resource Officers <input type="checkbox"/> J.L. Mann Administration Team <input type="checkbox"/> J.L. Mann Guidance	\$0	N/A	C
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	<input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Jay Mobley, NewTech ITS <input type="checkbox"/> School-based Buddies <input type="checkbox"/> School-based Mentors	\$0	N/A	C
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> J.L. Mann Administration Team <input type="checkbox"/> J.L. Mann Guidance	\$0	N/A	C
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	<input type="checkbox"/> Lynn Edwards, Director of Counseling <input type="checkbox"/> J.L. Mann Guidance Counselors <input type="checkbox"/> J.L. Mann Administration Team <input type="checkbox"/> J.L. Mann Teachers	\$0	N/A	C
<b>Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.</b>					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> J.L. Mann Administration Team <input type="checkbox"/> Lynn Edwards, Director of Counseling	\$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
		<input type="checkbox"/> J.L. Mann Guidance Counselors <input type="checkbox"/> J.L. Mann Teachers			
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> J.L. Mann Administration Team <input type="checkbox"/> Katie Haney, IC <input type="checkbox"/> Jay Mobley, NewTech ITS	\$0	N/A	C
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<input type="checkbox"/> J.L. Mann Administration Team <input type="checkbox"/> Lynn Edwards, Director of Counseling <input type="checkbox"/> J.L. Mann Guidance Counselors	\$0	N/A	C
<b>Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.</b>					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	<input type="checkbox"/> Lynn Edwards, Director of Counseling <input type="checkbox"/> J.L. Mann Guidance Counselors <input type="checkbox"/> Carla Washington, AP, Clubs	\$0	N/A	C
2. Increase leadership opportunities within the school during the school day.	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> J.L. Mann Administration Team <input type="checkbox"/> J.L. Mann ILT <input type="checkbox"/> J.L. Mann Department Heads	\$0	N/A	C
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<input type="checkbox"/> Lynn Edwards, Director of Counseling <input type="checkbox"/> J.L. Mann Guidance Counselors	\$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.</b>					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> J.L. Mann Administration Team <input type="checkbox"/> J.L. Mann Teachers	\$0	N/A	C
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> J.L. Mann Administration Team	\$0	N/A	C
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> J.L. Mann Administration Team <input type="checkbox"/> J.L. Mann Faculty & Staff	\$0	N/A	C
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson <input type="checkbox"/> J.L. Mann Administration Team <input type="checkbox"/> J.L. Mann Counselors <input type="checkbox"/> J.L. Mann Faculty & Staff	\$0	N/A	C
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> J.L. Mann Administration Team	\$0	N/A	C



## GOAL AREA 3 – Performance Goal 2

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

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

**Interim Performance Goal:** Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Student Services			Projected (District)	22%	20%	18%	16%	14%
	24%	23.9%	Actual (District)					
			Projected (School)	32.4%	30.4%	28.4%	26.4%	24.4%
	34.4%	33.3%	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.</b>					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> J.L Mann Attendance Clerks <input type="checkbox"/> J.L Mann Administration Team	\$0	N/A	C
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> J.L Mann Attendance Clerks	\$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
		<input type="checkbox"/> J.L Mann Administration Team			
<b>Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.</b>					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> J.L Mann Attendance Clerks <input type="checkbox"/> J.L Mann Administration Team	\$0	N/A	C
2. Provide ongoing trainings for Attendance Clerks or Interventionists.	2024-2025	<input type="checkbox"/> GCS District Office	\$0	N/A	C
<b>Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.</b>					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> J.L Mann Attendance Clerks <input type="checkbox"/> J.L Mann Administration Team	\$0	N/A	C
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> J.L Mann Attendance Clerks <input type="checkbox"/> J.L Mann Administration Team	\$0	N/A	C
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.)	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> J.L Mann Attendance Clerks	\$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
		<input type="checkbox"/> J.L Mann Administration Team			

## GOAL AREA 3 – Performance Goal 3

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

**Performance Goal 3:** Increase the engagement of families and community volunteers with school personnel, as measured by the number of school visitors and volunteers, by 3% annually.

**Interim Performance Goal:** Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Number of Visitors and Volunteers in Raptor System			Projected (District)	317,534	327,060	336,872	346,978	357,387
		308,285	Actual (District)					
			Projected (School)	6,855	7,060	7,271	7,489	7,713
		6,656	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Increase parent engagement with district communication platforms.</b>					
1. Increase parent and guardian utilization of Backpack	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> J.L Mann Administration Team <input type="checkbox"/> J.L Mann Guidance Counselors <input type="checkbox"/> J.L Mann Teachers	\$0	N/A	C
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement	2024-2025	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> J.L Mann Administration Team	\$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
opportunities, and resources for students.		<input type="checkbox"/> J.L Mann Guidance Counselors <input type="checkbox"/> J.L Mann Teachers			
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> J.L Mann Administration Team <input type="checkbox"/> J.L Mann Guidance Counselors <input type="checkbox"/> J.L Mann Media Center <input type="checkbox"/> J.L Mann Teachers	\$0	N/A	C
<b>Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.</b>					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> J.L Mann Administration Team <input type="checkbox"/> J.L Mann Guidance Counselors <input type="checkbox"/> J.L Mann Teachers	\$0	N/A	C
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> J.L Mann Administration Team <input type="checkbox"/> J.L Mann Guidance Counselors <input type="checkbox"/> J.L Mann Teachers	\$0	N/A	C
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> J.L Mann Administration Team <input type="checkbox"/> J.L Mann Guidance Counselors <input type="checkbox"/> J.L Mann Teachers	\$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #3: Increase two-way parent engagement at the school level.</b>					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing)	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> J.L Mann Administration Team <input type="checkbox"/> J.L Mann Guidance Counselors <input type="checkbox"/> J.L Mann Teachers	\$0	N/A	C
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<input type="checkbox"/> Dr. Shannon Gibson, Principal <input type="checkbox"/> J.L Mann Administration Team <input type="checkbox"/> J.L Mann Guidance Counselors <input type="checkbox"/> J.L Mann Teachers	\$0	N/A	C
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	<input type="checkbox"/> Dr. Shannon Gibson, Principal	\$0	N/A	C