



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

## SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL NAME:** League Academy

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

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2022-2023** (*one year*)


### Required Signature Page

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

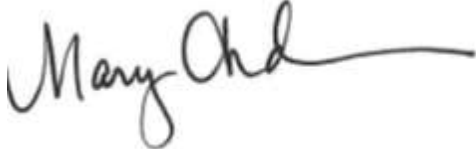
### Assurances for the School Renewal Plans

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

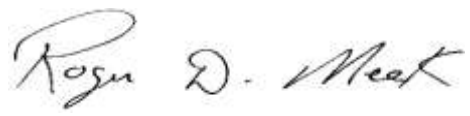
### SUPERINTENDENT

<b>Dr. W. Burke Royster</b>		<b>April 26, 2022</b>
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

### PRINCIPAL

<b>Mary Leslie Anderson</b>		<b>March 18, 2022</b>
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>


**CHAIRPERSON, BOARD OF TRUSTEES**

<b>Mr. Roger Meek</b>		<b>April 26, 2022</b>
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

<b>Heidi Blossom</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD**

<b>Erin Rigot</b>		<b>March 18, 2022</b>
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

SCHOOL ADDRESS: 125 Twin Lake Rd. Greenville, SC 29609

SCHOOL TELEPHONE: (864) 355-8100

PRINCIPAL E-MAIL ADDRESS: [makander@greenville.k12.sc.us](mailto:makander@greenville.k12.sc.us)

## Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Mary Leslie Anderson
2. Instructional Coach	Erin Rigot
3. Parent/Guardian	Phil Yanov
4. Parent/Guardian	Lasrisha Evans
5. Parent/Guardian	Chole McGoogin
6. Community Member	Kelly Hallems
7. Community Member	Suzanne Shouse
8. Community Member	Jan Hubble
9. Magnet Coordinator	Graham McBride
10. Teacher	Sarah Monson
11. School Read To Succeed Literacy Leadership Team Member	Erin Rigot

## OTHERS

League Academy Literacy Team  
Sarah Monson, ELA Teacher  
Rosemary Hughes, ELA Teacher  
Meghan Tankersley, ELA Teacher  
Angela Gillespie, ELA Teacher  
Allison Sansom, ELA Teacher  
Shannon Aldrich, ELA Teacher  
Christine Shore, ELA Teacher  
Julie McKinney, ELA Teacher  
Joey Colon-Negron, ELA Teacher  
Roberta Hance, Media Specialist  
Erin Rigot, Instructional Coach

ABC Steering Committee (Arts in Basic Curriculum)  
Graham McBride, Chair/Grant manager & Magnet Coordinator

Mary Leslie Anderson, Principal  
Kimberly Gibbs, Community Member Metropolitan Arts Council/Parent  
Sarah Monson, ELA Teacher  
Lisa Cline, Art Teacher  
Graham McBride, Band Teacher  
Victoria Marraffa, Math Teacher  
Rosemary Hughes, ELA Teacher  
Casey Kerr, Choral Music Teacher  
Susan McCoy, Science Teacher

Capturing Kids' Hearts Process Champions Leadership Team  
Mary Leslie Anderson, Principal  
Tasha Brockman, Assistant Principal  
Paul Laches, Assistant Principal  
Allison Franke, Teen Leadership and Creative Writing Teacher  
Casey Kerr, Chorus Teacher  
Graham McBride, Magnet Coordinator  
Erin Rigot, Instructional Coach  
Ruth Terkelsen, School Counselor  
Rosemary Hughes, ELA Teacher  
Roberta Hance, Media Specialist  
Teresa Rozakos, Math Teacher  
Morgan Riddle, Special Education  
Jill Thompson, Special Education  
Candace Robertson, PE Teacher  
Zach Godfrey, Social Studies Teacher  
Sarah Monson, ELA Teacher

## ASSURANCES FOR SCHOOL RENEWAL PLANS

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

### Early Childhood Development and Academic Assistance Act (Act 135) Assurances

[S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004)]

\_\_\_\_\_ **Academic Assistance, PreK–3**

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

\_\_\_\_\_ **Academic Assistance, Grades 4–12**

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

\_\_\_\_\_ **Parent Involvement**

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

\_\_\_\_\_ **Staff Development**

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

\_\_\_\_\_ **Technology**

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

\_\_\_\_\_ **Innovation**

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

\_\_\_\_\_ **Collaboration**

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

\_\_\_\_\_ **Developmental Screening**

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

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**Half-Day Child Development**

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

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**Developmentally Appropriate Curriculum for PreK–3**

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

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**Parenting and Family Literacy**

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

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**Recruitment**

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

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

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

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**Introduction**

The League Academy staff operates under a shared leadership model composed of several different groups of people who help in the strategic planning model. Our school portfolio committees consist of an administrative team, an instructional leadership team, a Capturing Kids’ Hearts Process Champions leadership



team, School Improvement Council (SIC) , Literacy Team, and content area departments. We began the strategic planning process with the instructional leadership team, who worked on creating our belief statements, mission and vision, purpose, and tagline. Each of the members of the team took this information back to their teams and departments for consensus. Each department and the Literacy Team worked on the strategies and actions for each content area. The SIC developed school to home relations strategies and goals, and the CKH Process Champions developed strategies for improving school culture.

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

## **Executive Summary**

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

## **Teacher and Administrator Quality**

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

## **School Climate**

Over the past six years, League Academy has implemented the Capturing Kids' Hearts philosophy fully. All of our staff members have been trained in the CKH model. New teachers are trained each year, and we have a Capturing Kids' Hearts Process Champions Leadership Team who lead professional development in CKH and help with staff buy-in. This team meets on the third Wednesday of each month to work on strategies for keeping the philosophy alive and energized throughout the school year. Implementation of this program has improved school climate and culture immensely over the six years. In March of 2018, and subsequently in 2019 and 2020, League Academy was named a Capturing Kids' Hearts National Showcase School. Overall teachers and parents felt like our learning environment, social and physical environment, and school-home relationships were positive according to our parent-teacher-student survey for 2021.

**Challenges:**

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

- Meeting the needs of all of our students. We continue to struggle to increase test scores of our students who suffer from the achievement gap. These subgroups include African Americans, Hispanics, and disabled students in both math and ELA.
- Engaging all families. We strive to connect with all of our families; however, there are families that we struggle to connect with due to a variety of reasons including work schedules, lack of child care, and perception of the school community.
- Prioritization during Covid. Even with the best of plans and intentions, staff and student health and safety requirements took precedence over the last two years. Our usual job tasks were changed to accommodate district and state Covid tracking requirements, causing original plans to change often.
- Trying to help teachers grow and improve while also trying not to add on extra stress, duties, expectations during an already difficult time.

**Significant Awards, Results, and Accomplishments**

A top performing middle school in the District and State

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

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

National School to Watch 2011, 2014, 2017, 2020

ABC Grant Recipient 2016, 2017, 2018, 2019, 2020, 2021

Capturing Kids’ Hearts National Showcase School 2018, 2019, 2020, 2021

National Junior Beta Club School of Distinction 2016, 2017

2nd place in 2021 state NCDA Poetry Contest

14 students make Region Orchestra; Superior and Excellent Ratings at Fall Solo and Ensemble

3rd highest 8th grade social studies benchmark scores in the district

13 students in All-County Band, 11 in Region Band, 1 in All-State Band

South Carolina Outstanding Performance Award for Band

National Junior Beta Club School of Distinction 2016, 2017

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

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

SC Duke TIP Scholars/SC Junior Scholars

Grief Sensitive Schools grant recipient

DHEC grant recipient

State SCETV Winner for Simile Slam Competition



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

This year, with the ability to welcome guests into our building once again, six of our teachers were able to host SmartARTS artists in their classrooms. We also have already begun the process of signing more of our teachers up for SmartARTS training this coming summer so that we can continue to see more arts integration in our classrooms.

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

League Academy of Communication Arts School Profile

## **School Community**

League Academy is located in a quiet neighborhood, two blocks south of North Pleasantburg Drive, near downtown Greenville. Originally built in 1965 as a junior high, League was approved to be a Communication Arts Magnet Academy by the School Board in 1995. League's communication arts program provides students the opportunity to explore many art forms and to learn at least one art form well through advanced course offerings which provides high-school credit as of the 2019-2020 school year. Students can select intermediate and advanced studies in drama, dance, band, strings, choral music, piano, and the visual arts. Additionally, students can select communication arts electives, including graphic art and design, video production, Google Applications, Teen Leadership, gaming design, communications, creative writing, Gateway to Technology, design and modeling, and journalism.

Our student population is unique because we do not follow a normal feeder school pattern. Students come to League from about 25 of our district elementary schools, and they leave us after 8<sup>th</sup> grade to attend almost every high school in our district. Our magnet population is approximately 1/5 of the student population, with the remaining being students who are zoned for our school. Our magnet school is not a school within a school—all of our students have the same opportunities in the arts and communications. Approximately 85 percent of our students fall into the arts career cluster.

Our facility consists of 39 academic classrooms, a media center, a Gateway to Technology computer lab, a multimedia video production computer lab and studio, a gymnasium with exercise room and athletic fields, a dance studio, an art studio with kiln, a chorus room, a drama studio, band and strings rooms with practice studios, a cafeteria, an auditorium with light/sound booth, and administrative as well as school counseling offices.

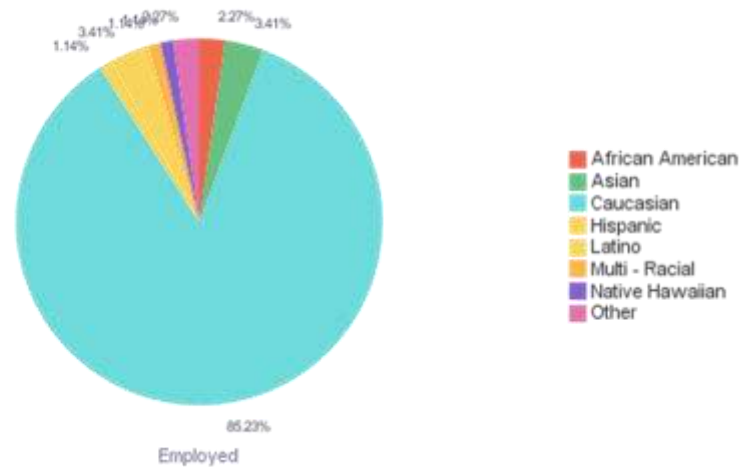
League Academy welcomes, hosts, and works with colleges and universities throughout our area. We are eager to host student teachers and practicum students. We establish relationships with colleges and universities in order to attract the best and brightest teachers upon graduation as we believe that the teacher makes the difference in the classroom. We are dedicated to including families and the community in our decision-making processes. We partner with agencies for after school programs, Greenville Mental Health for our on-site mental health counselor, and small businesses for support. We include parents and community members in our PTA, SIC, and ABC steering committee. The principal at our main feeder elementary school sits on our SIC and our principal sits on their SIC. We are committed to family and community involvement as an additional support to our school reform. We have strong partnerships with the arts community in Greenville including The Peace Center for the Performing Arts, The Metropolitan Arts Council, The Warehouse Theatre, and The Greenville County Museum of Art. We are members of the Palmetto State Arts Alliance, South Carolina Association for Middle Level Education, South Carolina Association of School Administrators, Association for Supervision and Curriculum Development, South Carolina Teachers of English, South Carolina Teachers of Mathematics, South Carolina Educators of Music Association, and South Carolina Junior Thespian Society.

**School Personnel Data** – Currently, there are 68 faculty and staff at League Academy. There are 44 full-time and 2 part-time teachers. On our staff we have an attendance/office clerk, receptionist, guidance clerk, four special education aides, one media assistant, an ISS assistant, a nurse, and one bookkeeper. League Academy has three administrators, one instructional coach, one magnet coordinator, one media specialist, four school counselors, and one school resource officer. In addition, we are staffed with one mental health counselor. Seventy-two percent (74%) of our teachers have advanced degrees.

Staff by Gender



Staff by Ethnicity



Of the 44 certified teachers at League Academy 25% are males with the remaining 75% is female. The majority of the teaching faculty are Caucasian with 1 teacher of East Indian decent.

League's current enrollment is 798. The following percentages include the students in the virtual program, which is 27 students. There are 304 students (38%) being served by our gifted/talented program and 17 percent (140 students) being served by special education classes, with the majority of those students served through inclusion resource classes. 9 percent (71 students) are identified as Limited English Proficiency students not including those who are mainstreamed. League's 2021-2022 student enrollment of 802 includes 10.1% (81) magnet students. We house 2 self-contained classes; one is a multi-categorical class containing 11 students and one is an Emotionally Disabled class containing 9 students.

**Student average attendance rate for 2020-2021 is 93.84%.**

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

Advanced studies in Art, Dance, Drama, Music, and Technology

Journalism Programs (Newspaper, Yearbook)

Video Production Program

Gifted and Talented Language Arts Program

Professional Learning Communities

Staff Focus Groups

Student Art Council

Student Process Champions

SC Junior Book Award Reading Program

National Junior Beta Club

Student Government Association

Model UN

Community Service Clubs

Theatre and Arts Clubs

Parent Teacher Association (PTA )

School Improvement Council (SIC)

Boys and Girls Athletic Teams for all Middle School Sports

Intramural Sports Program

Awards Days/Student Recognition Programs

Career Education Program including Speaker Programs and Job Shadowing

Metropolitan Arts Council "Smart Arts" Program

Cultural and Educational Field Trips

Advanced Arts Programs

Extended Day Program

After-school Remediation

Before, during and after school tutoring

C3 FlexTime

Reframe Behavior Intervention Program

Capturing Kids' Hearts

MTSS Tiers of Intervention (Read 180, System 44)

Carnegie Unit Courses: English I Honors, Algebra I Honors, Geometry I Honors, Digital Media Arts, Introduction to Communications, Spanish I and II, Theatre I Honors, Art I, Google Basics, Google Applications, Chorus 1 Honors, Orchestra 1 Honors, Band 1 Honors.

#### **Extracurricular Activities**

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

Athletic Teams (Volleyball, Basketball, Softball, Baseball, and Soccer)

Awards Day Program

National Junior Beta Club

Career Day

Field Trips

Fine Arts Showcases

Intramural Program

Peace Outreach Program

Student Process Champions Leadership Team

Student Arts Council

Peace Voices

Wind Ensemble Band

Bulldog Brass

Wire Choir Orchestra

**Summer Camps**

Basketball Camp

## **Mission, Vision, and Beliefs**

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

### We believe...

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

### Mission

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

Purpose:

Teaching About the Arts

Teaching With the Arts

Teaching Through the Arts

*The School District of Greenville County*

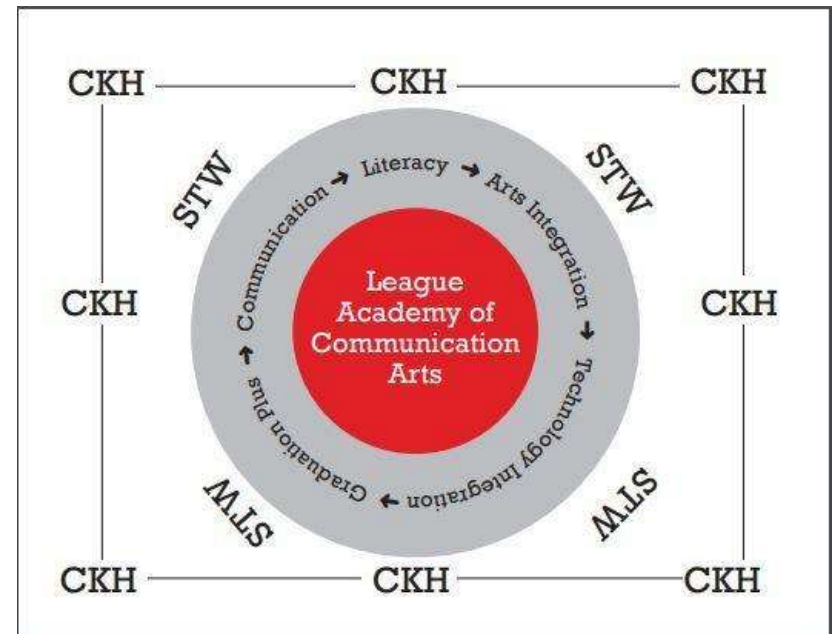
*The mission of the School District of Greenville County is to provide educational experiences in cooperation with the home and community, that prepare students for lifelong learning and ethical, productive participation in our local and global community.*

### **Shared Vision**

Our vision is a specific description of what it will be like when our mission is achieved. Being a National Schools To Watch as awarded by the National Teacher Forum, our vision statements for League are categorized by STW four pillars: **social equity, developmental responsiveness, organizational structures, and academic excellence.**

### **ACADEMIC EXCELLENCE**

### Curriculum will include:





Relevant, cutting-edge course offerings in the academics and related arts  
Integration of the arts across the curriculum  
Comprehensive and sequential arts programs  
S. C. and/or National Standards  
Relevant and appropriate courses designed to meet student needs  
Vertically aligned academics  
Expanded career awareness opportunities that connect students to the real world

**Assessment will include:**

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

**SOCIAL EQUITY**

**Instruction will provide:**

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

**DEVELOPMENTAL RESPONSIVENESS**

**Instruction will provide:**

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

**ORGANIZATIONAL STRUCTURES & SUPPORTS**

**Learning environment will:**

Provide a safe, clean, positive, stimulating and creative space with the capacity to house all students.

Be energetic and learner-centered  
Have flexible class schedules  
Provide a climate that embraces and encourages diverse cultures  
Help students learn essential skills that set them up for success in school  
Follow district and state protocols to protect students and staff from Covid-19

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

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

[https://www.facebook.com/League-Academy-of-Communication-Arts-790471054326079/?ref=aymt\\_homepage\\_panel](https://www.facebook.com/League-Academy-of-Communication-Arts-790471054326079/?ref=aymt_homepage_panel)

Twitter: @LeagueAcademy

Instagram: @leagueacademySC

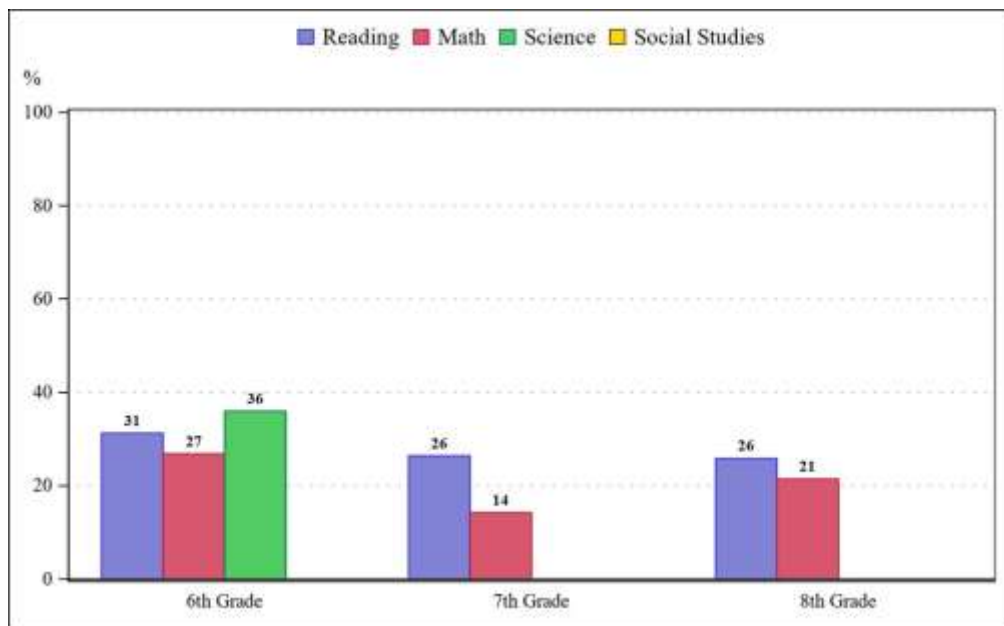
## **Student Achievement Needs Assessment**

**\*\*No testing data from Spring 2020\*\***

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

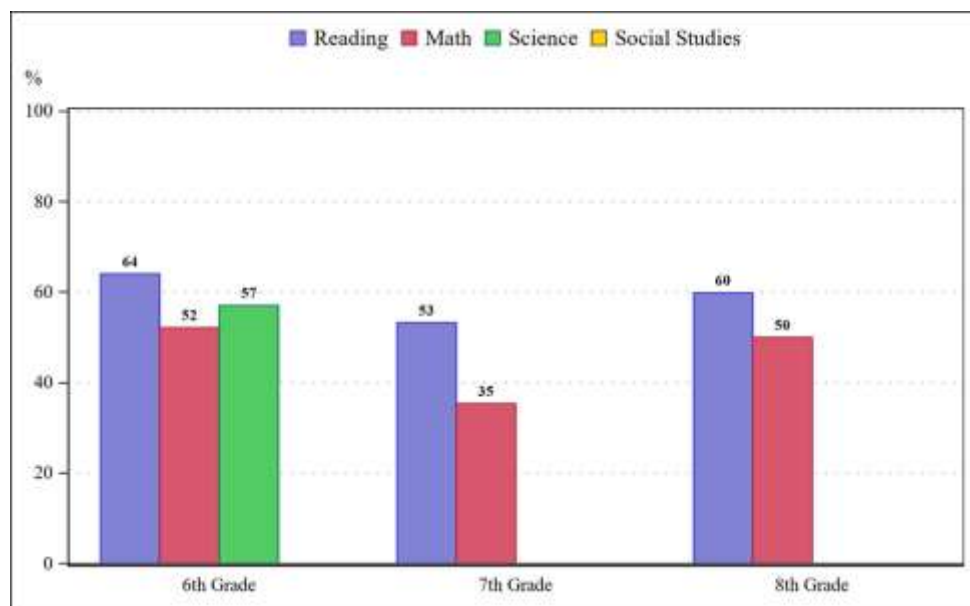
**Students Exceeding Expectations on State Assessments\***

	Reading	Math	Science	Social Studies
6th Grade	31% (80 of 256)	27% (69 of 257)	36% (92 of 256)	NA
7th Grade	26% (61 of 231)	14% (33 of 232)	NA	NA
8th Grade	26% (63 of 244)	21% (51 of 238)	NA	NA



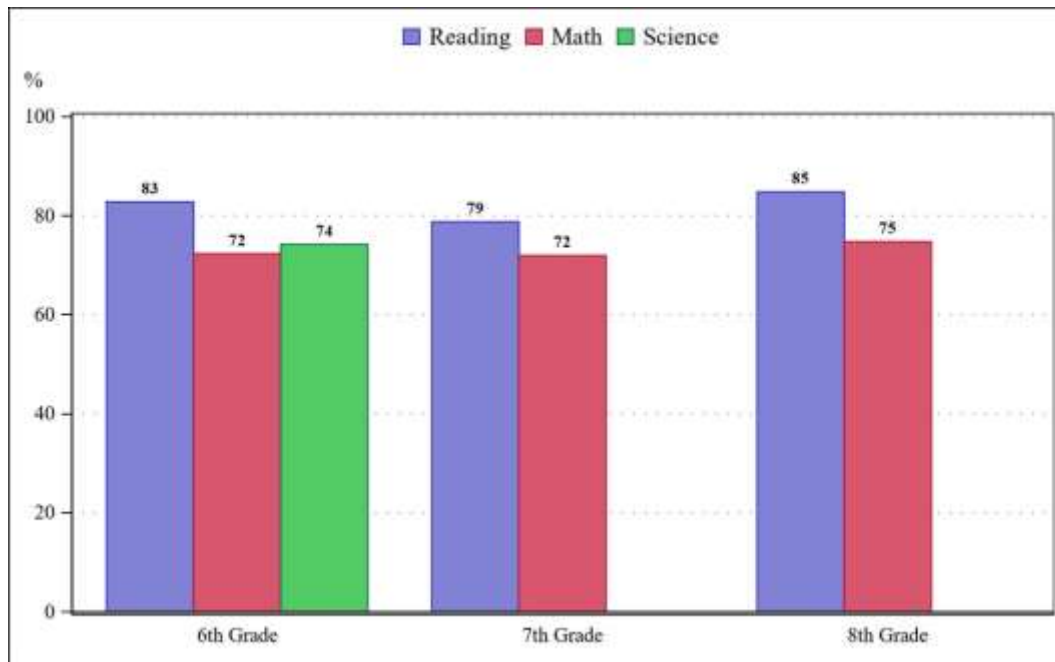
## Students Meeting Expectations and Above on State Assessments\*

	Reading	Math	Science	Social Studies
6th Grade	64% (164 of 256)	52% (134 of 257)	57% (146 of 256)	NA
7th Grade	53% (123 of 231)	35% (82 of 232)	NA	NA
8th Grade	60% (146 of 244)	50% (119 of 238)	NA	NA



**Students Approaching Expectations and Above on State Assessments\***

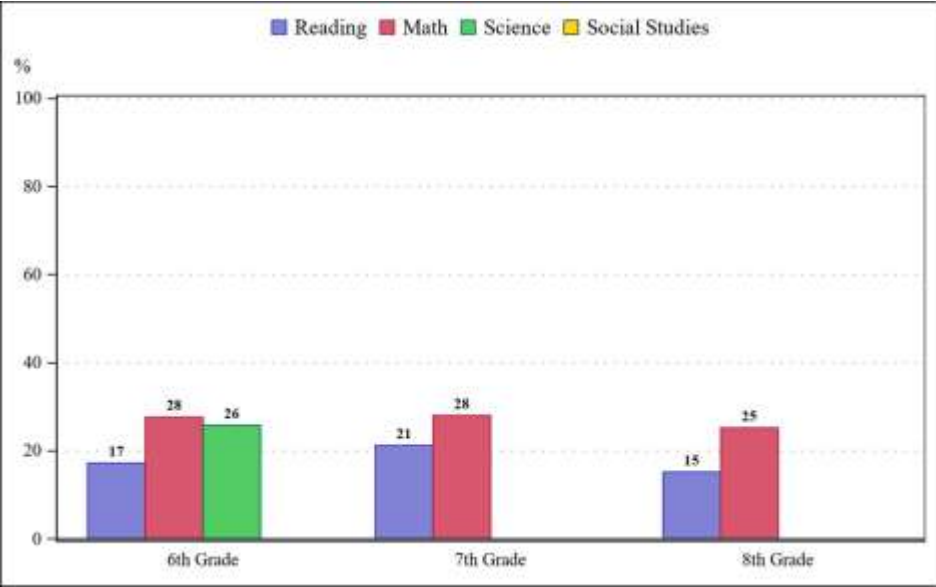
	Reading	Math	Science
6th Grade	83% (212 of 256)	72% (186 of 257)	74% (190 of 256)
7th Grade	79% (182 of 231)	72% (167 of 232)	NA
8th Grade	85% (207 of 244)	75% (178 of 238)	NA



### Students Scoring 'Not Met' on State Assessments\*

	Reading	Math	Science	Social Studies
6th Grade	17% (44 of 256)	28% (71 of 257)	26% (66 of 256)	NA
7th Grade	21% (49 of 231)	28% (65 of 232)	NA	NA

8th Grade	15% (37 of 244)	25% (60 of 238)	NA	NA
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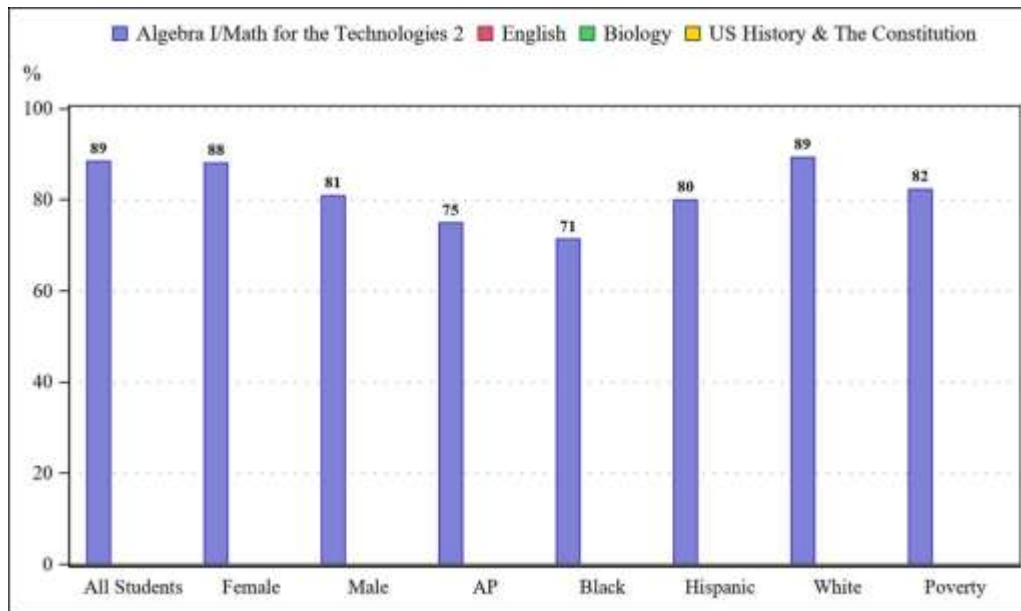


Percentage and Number of Students Scoring a 'C' or Better on EOCEP\*

	Algebra I/Math for the Technologies 2	English	Biology	US History & The Constitution
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All Students	89% (77 of 87)	N/A	N/A	N/A
Female	88% (37 of 42)	N/A	N/A	N/A
Male	81% (17 of 21)	N/A	N/A	N/A
Asian or Pacific Islander (AP)	75% (3 of 4)	N/A	N/A	N/A
Black	71% (5 of 7)	N/A	N/A	N/A
Hispanic	80% (4 of 5)	N/A	N/A	N/A
White	89% (42 of 47)	N/A	N/A	N/A
Poverty	82% (14 of 17)	N/A	N/A	N/A

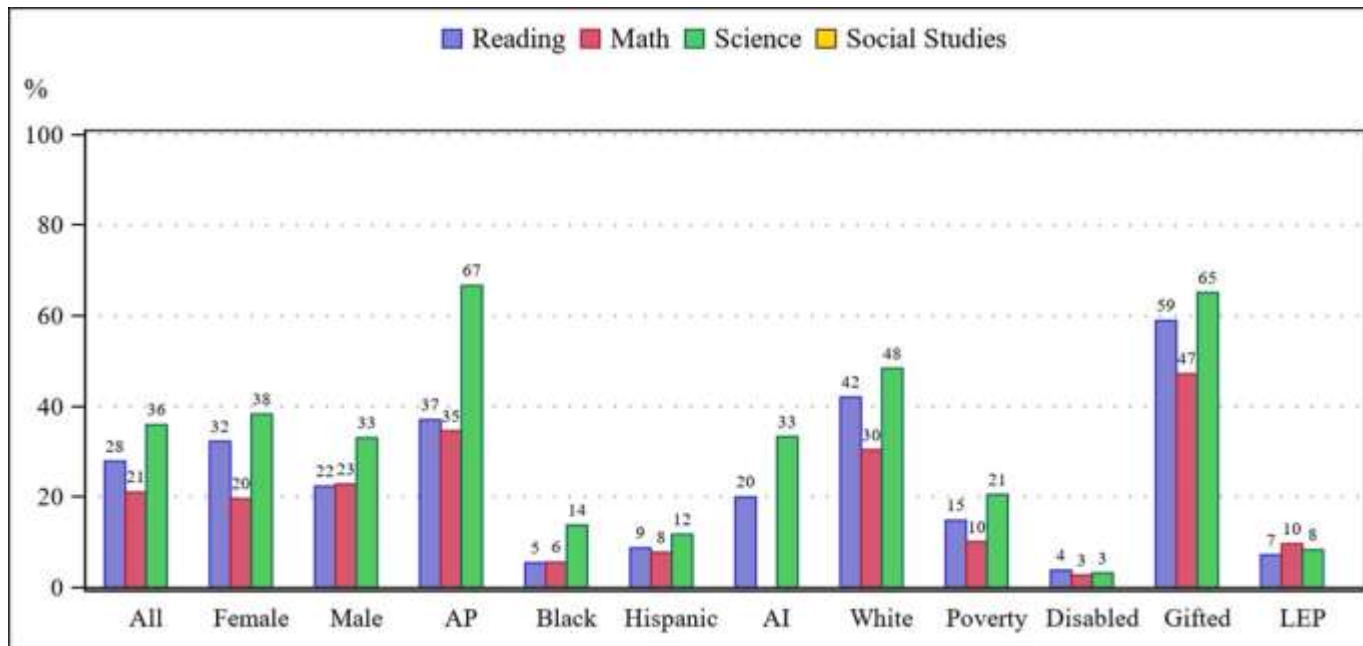


### Students Exceeding Expectations on State Assessments\*

	Reading	Math	Science	Social Studies
<b>All</b>				
All Students	28% (204 of 731)	21% (153 of 727)	36% (92 of 256)	NA

<b>Gender</b>				
Female	32% (132 of 409)	20% (79 of 403)	38% (54 of 141)	NA
Male	22% (72 of 322)	23% (74 of 324)	33% (38 of 115)	NA
<b>Subgroup</b>				
Asian or Pacific Islander (AP)	37% (10 of 27)	35% (9 of 26)	67% (4 of 6)	NA
Black	5% (10 of 182)	6% (10 of 179)	14% (8 of 58)	NA
Hispanic	9% (9 of 103)	8% (8 of 103)	12% (4 of 34)	NA
American Indian/Alaska Native (AI)	20% (1 of 5)	0% (0 of 5)	33% (1 of 3)	NA
White	42% (174 of 414)	30% (126 of 414)	48% (75 of 155)	NA
Poverty	15% (59 of 398)	10% (40 of 394)	21% (29 of 141)	NA

Disabled	4% (4 of 105)	3% (3 of 109)	3% (1 of 31)	NA
Gifted	59% (168 of 285)	47% (134 of 284)	65% (71 of 109)	NA
LEP	7% (6 of 83)	10% (8 of 83)	8% (2 of 24)	NA

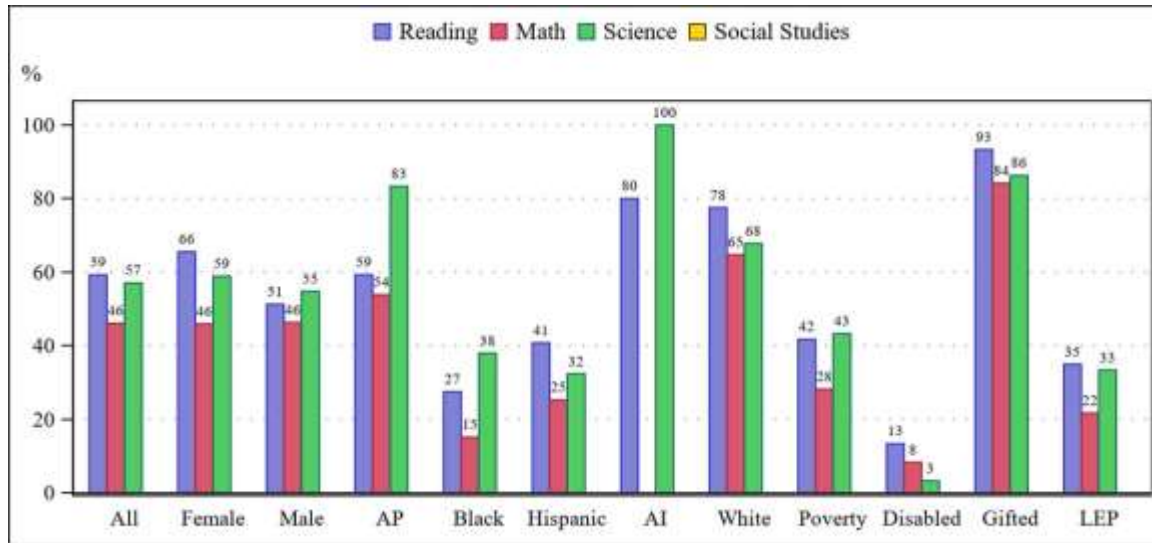


### Students Meeting Expectations and Above on State Assessments\*

	Reading	Math	Science	Social Studies
<b>All</b>				
All Students	59% (433 of 731)	46% (335 of 727)	57% (146 of 256)	NA
<b>Gender</b>				
Female	66% (268 of 409)	46% (185 of 403)	59% (83 of 141)	NA
Male	51% (165 of 322)	46% (150 of 324)	55% (63 of 115)	NA

Subgroup				
Asian or Pacific Islander (AP)	59% (16 of 27)	54% (14 of 26)	83% (5 of 6)	NA
Black	27% (50 of 182)	15% (27 of 179)	38% (22 of 58)	NA
Hispanic	41% (42 of 103)	25% (26 of 103)	32% (11 of 34)	NA
American Indian/Alaska Native (AI)	80% (4 of 5)	0% (0 of 5)	100% (3 of 3)	NA
White	78% (321 of 414)	65% (268 of 414)	68% (105 of 155)	NA
Poverty	42% (166 of 398)	28% (111 of 394)	43% (61 of 141)	NA
Disabled	13% (14 of 105)	8% (9 of 109)	3% (1 of 31)	NA
Gifted	93% (266 of 285)	84% (239 of 284)	86% (94 of 109)	NA

LEP	35% (29 of 83)	22% (18 of 83)	33% (8 of 24)	NA
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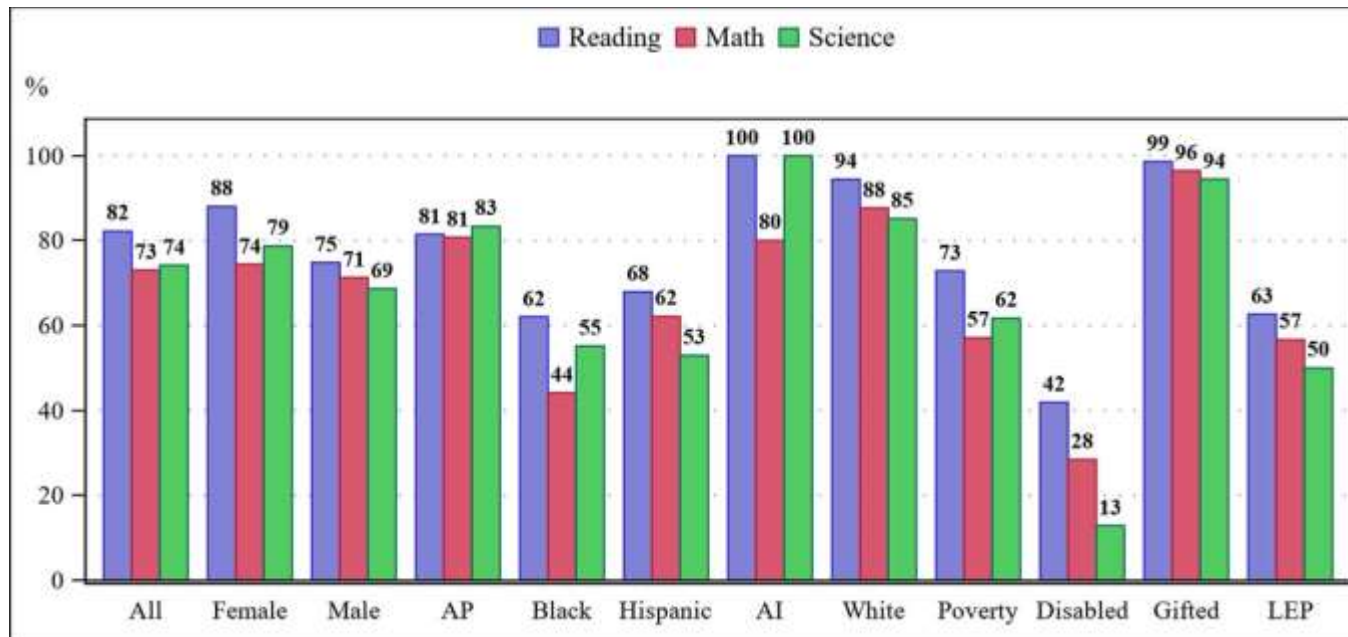


**Students Approaching Expectations and Above on State Assessments\***

	Reading	Math	Science
<b>All</b>			
All Students	82% (601 of 731)	73% (531 of 727)	74% (190 of 256)
<b>Gender</b>			
Female	88% (360 of 409)	74% (300 of 403)	79% (111 of 141)
Male	75% (241 of 322)	71% (231 of 324)	69% (79 of 115)
<b>Subgroup</b>			



Asian or Pacific Islander (AP)	81% (22 of 27)	81% (21 of 26)	83% (5 of 6)
Black	62% (113 of 182)	44% (79 of 179)	55% (32 of 58)
Hispanic	68% (70 of 103)	62% (64 of 103)	53% (18 of 34)
American Indian/Alaska Native (AI)	100% (5 of 5)	80% (4 of 5)	100% (3 of 3)
White	94% (391 of 414)	88% (363 of 414)	85% (132 of 155)
Poverty	73% (290 of 398)	57% (225 of 394)	62% (87 of 141)
Disabled	42% (44 of 105)	28% (31 of 109)	13% (4 of 31)
Gifted	99% (281 of 285)	96% (274 of 284)	94% (103 of 109)
LEP	63% (52 of 83)	57% (47 of 83)	50% (12 of 24)

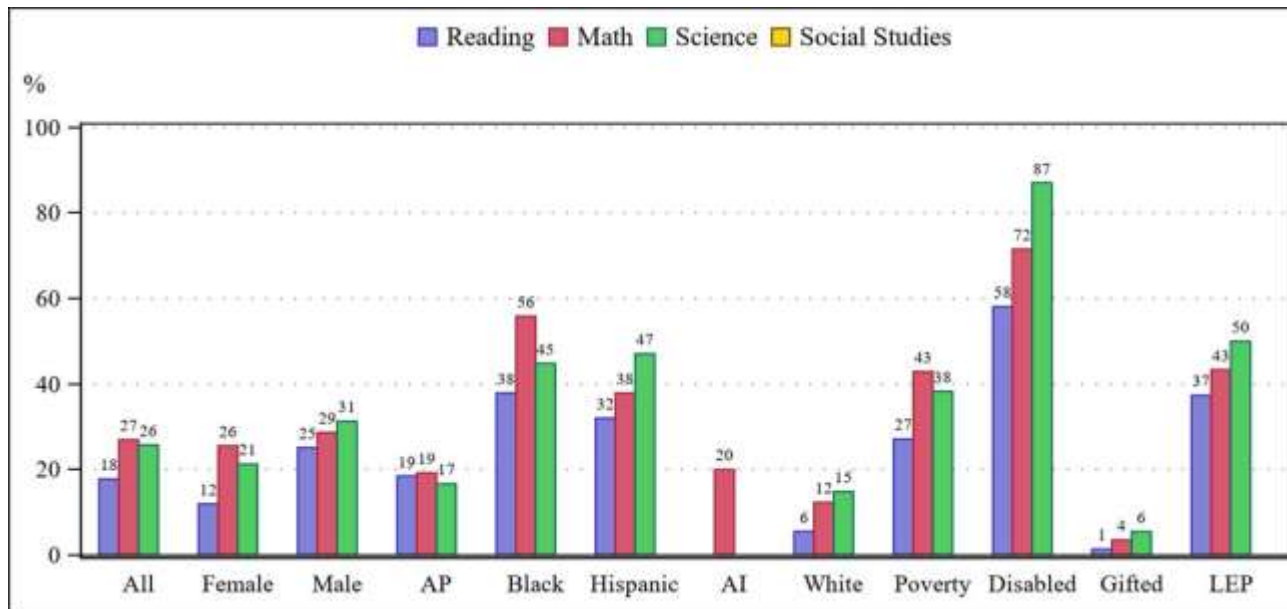


### Students Not Meeting Expectations on State Assessments\*

	Reading	Math	Science	Social Studies
All				

All Students	18% (130 of 731)	27% (196 of 727)	26% (66 of 256)	NA
<b>Gender</b>				
Female	12% (49 of 409)	26% (103 of 403)	21% (30 of 141)	NA
Male	25% (81 of 322)	29% (93 of 324)	31% (36 of 115)	NA
<b>Subgroup</b>				
Asian or Pacific Islander (AP)	19% (5 of 27)	19% (5 of 26)	17% (1 of 6)	NA
Black	38% (69 of 182)	56% (100 of 179)	45% (26 of 58)	NA
Hispanic	32% (33 of 103)	38% (39 of 103)	47% (16 of 34)	NA
American Indian/Alaska Native (AI)	0% (0 of 5)	20% (1 of 5)	0% (0 of 3)	NA
White	6% (23 of 414)	12% (51 of 414)	15% (23 of 155)	NA

Poverty	27% (108 of 398)	43% (169 of 394)	38% (54 of 141)	NA
Disabled	58% (61 of 105)	72% (78 of 109)	87% (27 of 31)	NA
Gifted	1% (4 of 285)	4% (10 of 284)	6% (6 of 109)	NA
LEP	37% (31 of 83)	43% (36 of 83)	50% (12 of 24)	NA



## **Professional Development Plan 2021-2022**

**Original Plan: Created summer 2021**



## LEAGUE PROFESSIONAL BULLDOG DEVELOPMENT: SCHEDULE 2021-2022

	MONDAY Group Meetings	TUESDAY <i>District Academic PLCs</i>	WEDNESDAY <i>School-Wide PD (during/after)</i>	THURSDAY <i>On Track</i>	FRIDAY
1st week of the month	SLT Grade Level/Teams	Social Studies + Fine Arts + PE	<b>During:</b> Planning/Grading <b>After:</b> Department Meetings	On Track	New to League Meeting
2nd week of the month	SLT Grade Level/Teams	Math + World Language + CTE	<b>During:</b> optional <b>Snack Chat</b> during first half of planning ** <b>After:</b> Full Faculty PLC	None	New to League Meeting
3rd week of the month	SLT Grade Level/Teams	Science	<b>During:</b> Equity <b>After:</b> Process Champions	On Track	New to League Meeting
4th week of the month	SLT Grade Level/Teams	ELA	<b>During:</b> Artsi (Arts Integration)/CKH <b>After:</b> None (unless needed)	None	ADEPT Prep Meeting
Meeting Times		<b>District PLC Times</b> 6th Grade: 1:45-2:40 7th Grade: 11:45-12:40 8th Grade: 9:05-10:00 Related Arts: 12:45-1:20	<b>League PLC times</b> first half of your planning block 6th Grade - 1:28 - 2:20 7th Grade: 11:45-12:40 8th Grade - 9:05 - 9:57 Related Arts: 12:50 - 1:20		<b>League PLC times</b> first half of your planning block 6th Grade - 1:28 - 2:20 7th Grade: 11:45-12:40 8th Grade - 9:05 - 9:57 Related Arts: 12:50 - 1:20

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

**Tuesday Academic PLCs** will include teachers, Instructional Coach, and an administrator. Sessions will begin on September 7, 2021 and end on April 26, 2022. This is district-wide and will be led by district teams. These PLCs will include our data dives for the year. Be sure to note which Tuesday of the month is your week to attend. Teachers with two subjects will attend two different weeks.

**New to League Fridays:** We will cover everything you need to know to start the year off right and get adjusted to League. If you are new to League, you are required to attend or watch the video. If not new, you are welcome to join or watch but it is optional for you. Topic of the week will be shared on the Monday Memo.

**ADEPT Prep Meeting:** For anyone going through ADEPT in the 21-22 school year. This is a required, monthly check in, that will give you the opportunity to write reflections, update your digital notebook for evidence of standards, and plan together.

**New Plan: Revised December 2021**



## LEAGUE PROFESSIONAL BULLDOG DEVELOPMENT:

### (Revised) SCHEDULE 2021-2022

	MONDAY Group Meetings	TUESDAY District Academic PLCs	WEDNESDAY PLCs	THURSDAY On Track	FRIDAY Rotation
1st week of the month	Grade Level/Teams	Social Studies + Fine Arts + PE	During: PLCs After: Department Meetings	Artsi PD	R180/S44 Teacher Meeting
2nd week of the month	Grade Level/Teams	Math + World Language + CTE	During: PLCs After: Full Faculty PLC	On Track	New to League Meeting
3rd week of the month	Grade Level/Teams	Science	During: PLCs After: Process Champions		Snack Chat
4th week of the month	Grade Level/Teams	ELA	During: PLCs After: None (unless needed)	OnTrack	ADEPT Prep Meeting
Meeting Times		<u>District PLC Times</u> 6th Grade: 1:50-2:45 7th Grade: 11:45-12:40 8th Grade: 9:10-10:05 Related Arts: 12:45-1:20	<u>League PLCs:</u> Science and ELA first block SS and Math second block		<u>League meeting times:</u> first half of your planning block

### Rationale

The professional development plan of League Academy of Communication Arts for the 2021-2022 school year went through an unexpected mid-year change. In the summer, we were hopeful that we would be able to focus ourselves, as a staff, back on specific school goals regarding equity, arts integration, and planning collaboratively. It became very apparent as the year kicked off, Covid duties increased, and teacher well-being became a concern, that we needed to revise our schedule. No one could keep up with the schedule as written and plans were adjusting weekly due to conflicts. After some deep reflection as a Strategic Leadership Team, we decided that if it's not working for anyone, let's change it. Teachers felt tremendous relief.

Instead of Professional Development on Wednesdays (see first PD plan above), that time became an uninterrupted time to plan as a PLC. With so many new staff this year, this change helped us focus in on our goal of having true Professional Learning Communities as part of our overall culture and school-wide expectation. Next year, we hope to get back to discussing equity and more arts integration, but in the meantime, we



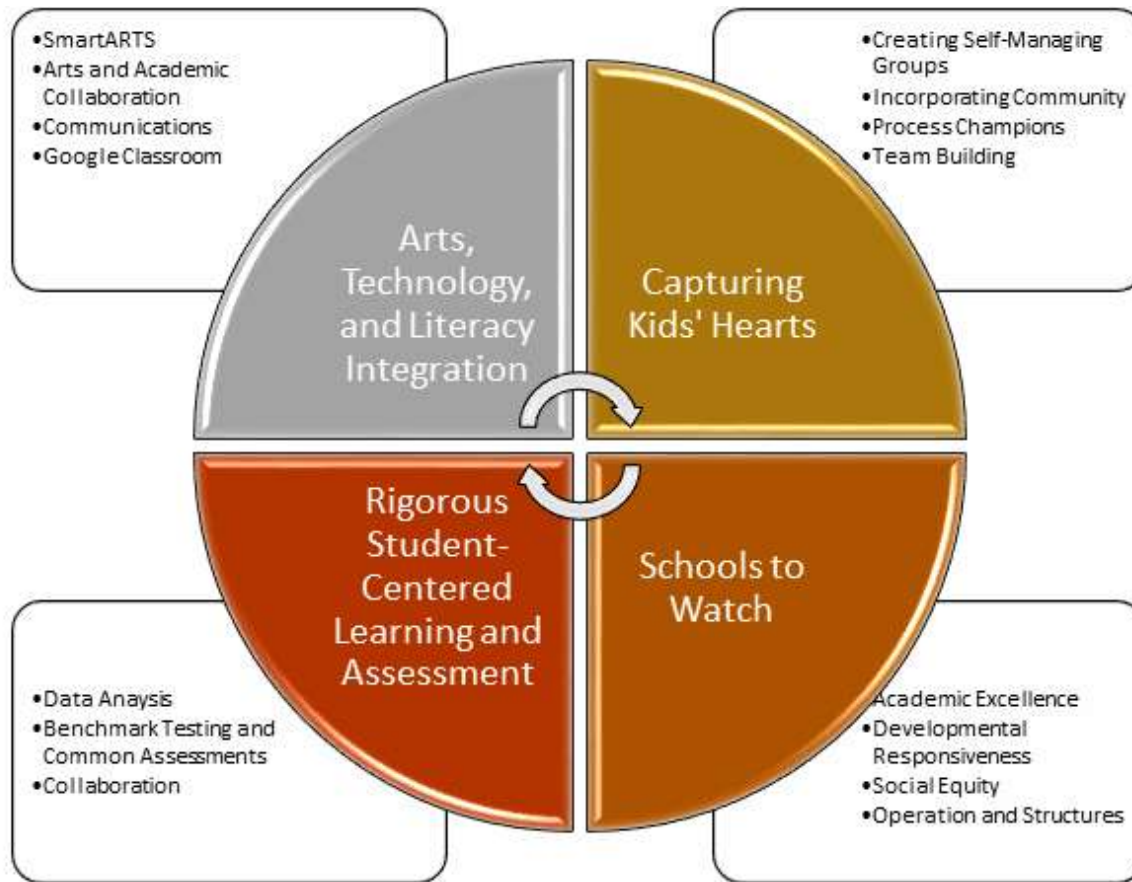
are working on developing and strengthening our PLCs. In just three short months since this PD Plan Revision, we have seen growth in teachers being on the same page in terms of pacing guides and become accustomed to the school-wide expectation to meet and plan together. This has created more cohesion among content area PLC groups, thus positively impacting their departments.

The district is also working to strengthen PLCs this year through “Tuesdays in the Middle”. Teachers rotate weeks based on their content area. On their specific Tuesday, they meet with other teachers of the same subject and grade level to discuss content needs and pacing district-wide.

In addition to these PLC Tuesdays and Wednesdays, we are using Fridays as a time to check in with focus areas within the building, such as Read 180 teachers, staff members that are new to League, and teachers going through ADEPT this year. These are the groups that tend to need extra support but without time on the calendar are neglected. Having an established time to meet has helped create a check-in routine that we plan to continue next year.

Snack Chat was started two years ago and continues to be a success. It is an open time for teachers to swing by and get a snack while bringing forward any questions or concerns they want to discuss. On Snack Chat days we can tailor questions to a specific need, like SLOs, or keep it open ended. On average we see between 10 and 25 staff members come by on Snack Chat days.

As you can see, we’ve had a year of trial, error, and adjusting for the greater good. While it was not our original plan, we see a lot of benefits to cleaning up and streamlining our schedule. Too many focuses left everyone feeling unable to get good at anything, rather than focusing in on one thing that will give us tremendous growth, while still in a very difficult year.



## **League Academy's Personalized Professional Development**

### **Professional Learning Communities**

The staff at League Academy will participate in a variety of professional learning communities ranging from full faculty professional development to small group collaboration and planning. New Teacher, R180, and Adept PLCs are held on Fridays, content areas PLCs are held on Tuesdays and Wednesdays, and grade level meetings are held on Mondays.

### **School-Wide Professional Development**

The staff at League Academy will participate in whole faculty professional development as we continue to build a positive school culture. Faculty PLCs will be held from 3:45-5:00 for CKH professional development quarterly. These were a mix of virtual and in-person this year due to Covid- 19.

### **Process Champions**

The Process Champions is a mix of staff from various grade levels and subjects that have shown to stand out with Capturing Kids' Hearts. The purpose of the PC team is to evaluate the instructional and professional development needs of the students and staff and strategically plan for improvement. The Process Champions are designed to empower a larger group of teachers with the intent to cultivate leaders throughout the entire building.

### **Strategic Leadership Team (SLT)**

The Strategic Leadership Team is made up of the administration and school leadership. The Principal, two Assistant Principals, Instructional Coach, and Magnet Coordinator collaborate weekly to manage school structure, maintain focus on the school's vision for instruction, and provide strategic planning within the four Schools To Watch pillars: academic excellence, social equity, developmental responsiveness, and organizational structure.

- **Administrative PLCs:** The administrative team will work together weekly to analyze school-wide and classroom data to improve the culture of the school including Capturing Kids' Hearts, the magnet program, classroom instruction, curriculum, attendance, parent involvement, and discipline.
- **Department PLCs: (Departments meet on the first Wednesday of the month)** Teachers work together to align the curriculum vertically, analyze data from year to year, and implement state standards, district level curriculum maps, and assessment.
- **Focus Groups:** Focus groups are organized based on tasks that need to be implemented throughout the school. They meet on an individual basis and operate under teacher leadership.
  - CKH Process Champions
  - COVID Task Force
- **Peer Observations:** Teachers will work with the Instructional Coach and the Magnet Coordinator to coordinate the visiting of other teachers' classrooms for professional development purposes. Teachers have many gifts to share with each other. The IC will organize these visits and lead the visits with groups of teachers. The purpose and goals of these visits will be set forth prior to the visit.
- **Individualized Professional Development:** The principal, instructional coach and magnet coordinator will work to assess individual needs of teachers at League Academy. Novice teachers and teachers who are going through PAS-T will work with the IC in a coaching and mentoring capacity to support retention and evaluation. The magnet coordinator will work with teachers to evaluate needs of the faculty concerning arts integration and planning. Teachers will work with the instructional coach to strengthen their own practice by analyzing student engagement and participating in peer observations. The principal will ensure that all teachers get professional development based on their individual needs through staff surveys, student surveys and focus groups, and evaluations of the needs of the school as a whole. Additionally, the principal will meet with all teachers at the beginning of the year and at the close of the year to determine needs, analyze strengths and areas of improvement, and to set goals for the school year. Goals will be addressed through individualized professional development and conferences.

### **Professional Development Requirements for League Academy Staff**

- Teachers will attend grade level meetings on Mondays.
- Teachers will plan collaboratively on Wednesdays by subject/grade level. The goal is to let go of this scaffolded time together over the next year or two, so that teachers have the tools they need to do this on their own all the time.
- Teachers will use their PLC time effectively. These sessions are centered around data analysis, benchmark testing, increasing rigor, and student-centered learning strategies.
- Teachers will attend all Faculty CKH PLC Sessions.
- Use EXCEL Model for planning and implementation.



### **League Academy School Climate Needs Assessment**

## 2021 Student, Parent and Teacher Survey Results

Evaluations by Teachers, Students, and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	41	461	48
Percent satisfied with social and physical environment	96.10%	94%	75%
I am satisfied with my current working conditions.	94.20%	84.50%	80%
I (my child) feel safe at school during the school day.	100%	94.4%	90%
The school administration communicates clear instructional goals for the staff.	100%	N/A	N/A
The level of teacher morale is high at my school.	92%	N/A	N/A
Percent satisfied with the learning environment at school.	100%	89%	85.4%

Percent satisfied with school-home relations	95%	90.8%	79%
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Greenville County Schools (GCS) decided to send out a survey through a third party, on teacher satisfaction. Our school leadership team was eager to get the results from this Upbeat survey, since it provided new data and teachers felt more comfortable being honest on it, being not sent directly from GCS. When we received our results we were thrilled to find out that League had some of the highest participation of the entire district. Our teachers feel truly comfortable and happy working at League Academy but they also know when and how to use their voice to promote positive change.

**Impact of COVID-19:**

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History and the Constitution) the requirement that these examinations count 20 percent has been
- waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness
- Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators
- (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

The following assessments were unable to be administered due to COVID-19 and required a waiver

- Grade 10 PSAT
- Ready to Work
- ACT, SAT
- AP, IB, Cambridge International

## League Academy of Communication Arts Action Plan for Continuous Improvement

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

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

**PERFORMANCE GOAL: 1** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from \_\_54\_\_% in 2016-17 to \_\_79\_\_% in 2022-23.

*Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*

SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by \_\_5\_\_% annually.

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

		<b>School Actual Middle</b>	<b>60</b>	<b>N/A</b>	<b>59</b>		
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>43</b> (2016-17)	<b>District Projected Middle</b>	<b>46</b>	<b>49</b>	<b>52</b>	<b>55</b>	<b>58</b>
		<b>District Actual Middle</b>	<b>55</b>	<b>N/A</b>	<b>50</b>		

<b>ACTION PLAN FOR STRATEGY #1: Increase reading comprehension by grade level</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Increase stamina through literacy choice.	August 2018- Ongoing	ELA Teachers Principal Instructional Coach			SSR Literacy Week Reading Goals and Challenges
2. Annotation combined with summarization.	August 2018- Ongoing	ELA Teachers			School wide annotation strategies C3 slides



3. Use 3 BIG questions and sign post questions ( <i>Notice and Note</i> by Kyleen Beers and Robert Probst).	August 2018-Ongoing	ELA Teachers			C3 Slides: Book Fair and Literacy Week
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ACTION PLAN FOR STRATEGY #2: Increase ELA achievement of subgroups					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Collaborate with SPED and ESOL teachers.	August 2018-Present	Collaborate with SPED and ESOL teachers.			PLCs with IC Afterschool Tutorial Time
Use scaffolded literacy strategies.	August 2018-Present	SPED Teachers			C3 slides ELA dept planning
Utilize data analysis to guide ELA instruction and modeling.	August 2018-Present	Principal Instructional Coach			ELA dept planning and data analysis

ACTION PLAN FOR STRATEGY #3: Increase vocabulary usage					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Use common literacy language and vocabulary (text jargon)	August-Ongoing	ELA Teachers			C3 slides ELA dept planning PD vocabulary and activities

Create a Word of the Day program	August-Ongoing	ELA Teachers			Arts Integration with word of the day on daily news and C3 slides
Focus on increasing use of context clues.	August-Ongoing	ELA Teachers			Dept planning School Wide Literacy Strategies
Use references/resources appropriately.	August- Ongoing	ELA Teachers			Dept planning School Wide Literacy Strategies
Focus on editing and revision in writing instruction.	August 2018-Ongoing	ELA Teachers			Benchmark Test Analysis Lesson Plans Classroom Observations Other test data Classroom Data SLO goals and pre/post assessments

ACTION PLAN FOR STRATEGY #4: Increase focus on Text Dependent Analysis (TDA) and Writing with a Purpose					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Provide choice and variety in writing.	August 2018-Ongoing	ELA Teachers			Benchmark Test Analysis Lesson Plans Classroom Observations

					Other test data Classroom Data PLC planning
Use thematic writing to increase interest.	August 2018- Ongoing	ELA Teachers			Benchmark Test Analysis Lesson Plans Classroom Observations Other test data Classroom Data PLC planning
Increase revision strategies	August 2018- Ongoing	ELA Teachers			Benchmark Test Analysis Lesson Plans Classroom Observations Other test data Classroom Data SLO goals
Modeling as an instructional technique	August 2018- Ongoing	ELA Teachers			Benchmark Test Analysis Lesson Plans Classroom Observations Other test data Classroom Data Dept PLCs PD with IC New Teacher Mtgs

C3 Advisory	August 2018-Ongoing	Principal Administration IC All Teachers			Master Schedule Classroom Observations Classroom Data Implementation of lessons/skills across the school
Reading Intervention Courses	August 2018-Ongoing	Principal Intervention Teachers SPED Teachers		General Fund SPED	Master Schedule Classroom Observations Classroom Data R180/S44
Communications focus for all Students	August 2018-Ongoing	Principal ELA and Communication Teachers			Master Schedule Classroom Observations Classroom Data Curriculum in C3 lessons
Vertical and horizontal planning with data in mind.	August 2018-Ongoing	Principal Administration Leadership Team			PLC Agendas Classroom Observations Classroom Data

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

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

**PERFORMANCE GOAL: 2** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from \_\_44\_\_% in 2016-17 to \_69\_\_\_\_% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by \_\_5\_\_% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SC READY test data file	44% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Middle	49	54	59	64	69
		School Actual Middle	45	N/A	46		
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <b>40</b> (2016-17)	District Projected Middle	43	46	49	52	55

		<b>District Actual Middle</b>	<b>55</b>	<b>N/A</b>	<b>44</b>		
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<b>ACTION PLAN FOR STRATEGY #1: Increase rigor and performance in all math courses</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
IXL purchased and implemented in all 6th Grade math classes	August 2020 - Ongoing	Principal IC Math Teachers	2200.00	PTA Grant	Data Collection Classroom Data
Afterschool Program for Math remediation	August 2020-March 2021	Principal IC Afterschool Staff	40.00 an hour for 10 staff members plus transportation cost for 18 weeks	CARES Act Funds	After School Schedule After School Roster Mathia Reports Observations

Bulldog Time for MATHia	August 2018-Ongoing	All Teachers Administration Counselors	\$300	Local Funds: Student Motivation	Master Schedule Classroom Observations Test Data Analysis Monday Memo
Re-Take Policies for Mastery Connect	August 2018-Ongoing	Principal Math Teachers			Observations Classroom Data Grade Data

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

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

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

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

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

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>School Projected Middle</b>					
		<b>School Actual Middle</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>District Projected Middle</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual Middle</b>					

**ACTION PLAN FOR SCIENCE (GRADE LEVEL- 6)**

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




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

ACTION PLAN FOR STRATEGY #3: <u>Informational text/graphics</u>					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Every other Friday students will interpret a graph/data table or read an informational text related to our current unit	Throughout the year	6th Grade Science Teachers	N/A	N/A	Lesson Plans Classroom Observations

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### ACTION PLAN FOR SCIENCE (GRADE LEVEL-)

7th

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

ACTION PLAN FOR STRATEGY #2: Show the interconnections of the human body systems					EVALUATION- projects, labs, tests, quizzes
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION

1. Teach each human body system as a stand alone unit	January thru March	Teacher	Varied depending on labs and projects	Science department funds and order (example frogs)	Pre/Post Test scores and informal questioning/ticket out the door
2. Teach an entire unit on the connections between the systems...ask the students to decide which systems are dependent on one another. Use a group project to argue what two systems are the most important and why.	January thru March	Teacher	none	N/A	Pre/Post Test scores and group project
3. Socratic Seminar to present arguments on the connectedness of the body systems.	Late March	Student Led	none	N/A	Informal assessment through discussion

ACTION PLAN FOR STRATEGY #3: Focus more heavily on vocabulary					EVALUATION tests and quizzes
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teach Stems -If the students understand what the words mean instead of just memorizing words they will be more likely to remember them long term.	All year	Teacher	none	N/A	If test scores improve
2. Have quick weekly vocab quizzes	All Year	Teacher	none	N/A	Quiz scores
3. Require students to incorporate vocab words into discussions more	All Year	Teacher/student	none	N/A	Informal discussions to check for understanding.

### ACTION PLAN FOR SCIENCE (GRADE LEVEL- 8)

ACTION PLAN FOR STRATEGY #1: Vocabulary Mastery	EVALUATION
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Weekly Reviews - Students will receive weekly reviews to review vocabulary from all units throughout the year	September 2018-April 2019 (Goal: 25 Weekly Reviews)	8th Grade Science teachers	None	N/A	Benchmark scores will increase because vocabulary from all units will have been recently reviewed.
2. Reteach/ Extend at end of units - At the end of each unit Godfrey and Edwards will split students based on mastery. One classroom will focus on reteaching misconceptions/ vocabulary from the unit that was not mastered on the summative assessment. Students who mastered the content from that unit will complete an extension activity.	September 2018-May 2019  *Day after unit test, each unit	8th Grade Science teachers	None	N/A	Students who are being retaught for mastery will be able to complete a 10 question quiz at the end of the class period with a 70% accuracy.
3. Vocabulary Formative Assessments - Weekly formative assessment (quiz, plicker review, etc.) to assess understanding of vocabulary introduced that week	September 2018-May 2019  *Weekly	8th Grade Science teachers	None	N/A	Students will be able to use formative assessment results to measure their own growth. Mastery statement example for a student who scores a 4 out of 5 on a FA: "I can graph distance and time as a representation of speed."

ACTION PLAN FOR STRATEGY #2: Literacy in Science					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Giving students text to extract information/ take notes	Weekly for every unit	8th Grade Science teachers	none	N/A	Students will be able to find information in an article and use the freyer model, etc to analyze key vocabulary.

2. Current Event Articles/ Citing textual evidence - Using articles and resources from Scholastic World	Twice a month throughout the year	8th Grade science Teachers, Media Specialist (ordering class set)	<i>unknown</i>	*From Regina's media center budget	English teachers will see an improvement in students ability to analyze a non-fiction or scientific text.
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ACTION PLAN FOR STRATEGY #3: Science and Engineering Practices					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Integration of scientific method in all labs (These activities will prepare students for their end of year lab report project)	Once per unit	8th Grade Science teachers	none	N/A	By the third (out of 6) unit, students will be able to identify variables and write a hypothesis for their lab independently.
2. Introducing topics with data/ graph analysis	At least once a week	8th Grade Science Teachers	none	N/A	Students will be able to express their analysis of a data table or graph in writing or in a class discussion.
3. Analyzing graph or data table on all summative assessments. Each summative assessment will include 5 questions asking students to analyze a graph or data table. These questions will also be used for SLO data and progress monitoring throughout the year.	At the conclusion of each unit	8th Grade Science Teachers	none	N/A	Data from these questions on unit tests will be evaluated against SLO pre-test data to measure growth.

\*Beginning in 2017-18, grades 4, 6, and 8 will take SCPASS Science.

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

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

**PERFORMANCE GOAL: 4** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by \_\_5\_\_% annually.

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

		<b>School Actual Middle</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	<b>District Projected Middle</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual Middle</b>					

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

<b>ACTION PLAN FOR STRATEGY #1: All strategies listed will be implemented with the new proposed 2020 standards and skills in mind.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. <b>Digital Bank of Strategies-</b> Formative assessments that will allow the teacher to assess students every lesson. Monitor and adjustment will occur based on results of formative assessment.	Every lesson	Each Social Studies Teacher	\$0	none	Data walls, excel spreadsheets, Mastery Connect data.

<b>2. Student centered lessons and meaningful assignments-</b> Learning menus, arts integration, skills based assessment. Graphic organizers etc.	Every lesson	Each Social Studies Teacher	\$0	none	Reduction of direct instruction, assignments and lessons that focus on student choice and student engagement.
<b>3. Focus on Literacy-</b> Communications/ELA collaboration (grade level and department level meetings). Incorporate ELA strategies into the Social Studies curriculum. Quotation sandwich, annotation, argument writing, creative writing, novels. Projects shared between ELA and Social Studies classrooms.	Every unit	Each Social Studies Teacher	\$0	none	Evidence of writing can be observed throughout social studies units. Social Studies teachers will use the same language as ELA/Communications when teaching ELA strategies.

<p><b>Performance Goal Area:</b> <input checked="" type="checkbox"/>Student Achievement*   <input type="checkbox"/>Teacher/Administrator Quality*   <input type="checkbox"/>School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>)</p> <p><input type="checkbox"/>District Priority</p> <p><i>Gifted and Talented Requires</i>   <input type="checkbox"/>Gifted and Talented: Academic   <input type="checkbox"/>Gifted and Talented: Artistic   <input type="checkbox"/>Gifted and Talented: Social and Emotional   <i>1 Academic Goal and 1 Additional Goal</i>   <input type="checkbox"/>Gifted and Talented: Other</p>
<p><b>PERFORMANCE GOAL: 5</b> Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).</p>
<p><b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.</p>



<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
SC READY ELA SC READY test data file	26 % Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Projected Hispanic</b>		N/A			
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Actual Hispanic</b>	35%		41		
SC READY ELA SC READY test data file	23 % Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Projected AA</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Actual AA</b>	23		27		
SC READY ELA SC READY test data file	2% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Projected SWD</b>					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Actual SWD</b>	8		13		
SC READY ELA SC READY test data file	21 % Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Projected LEP</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Actual LEP</b>	27		35		
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Projected SIP</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Actual SIP</b>	40		42		
SC READY Math SC READY test data file	28% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Projected Hispanic</b>			8%		

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Actual Hispanic</b>	30		25		
SC READY Math SC READY test data file	20% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Projected AA</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Actual AA</b>	19		15		
SC READY Math SC READY test data file	3% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Projected SWD</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Actual SWD</b>	2		8		
SC READY Math SC READY test data file	23% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Projected LEP</b>					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Actual LEP</b>	28		22		
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Projected SIP</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Actual SIP</b>			28		
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Projected Hispanic</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Actual Hispanic</b>			32		
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Projected AA</b>					

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Actual AA</b>			38		
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Projected SWD</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Actual SWD</b>			3		
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Projected LEP</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Actual LEP</b>			33		
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Projected SIP</b>					

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Actual SIP</b>			43		
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Projected Hispanic</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Actual Hispanic</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Projected AA</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Actual AA</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Projected SWD</b>					

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Actual SWD</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Projected LEP</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Actual LEP</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Projected SIP</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Actual SIP</b>					

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

C3 Bulldog Time	August 2018-ongoing	Principal Administration IC All teachers			Classroom Observations NHI Data Intervention Data
Extended Day Program	August 2018-May 2019	Principal Administrative Assistant EDP Teachers		EDP	EDP Students Enrolled Program Started and Working
Math Intervention	August 2018-Ongoing	Principal Math Interventionist School Counselors	70,000	FLEX	Math Test Scores Benchmark Analysis Moby Max Data Master Schedule
Language Live	August 2018-June 2020	Principal Reading Interventionist School Counselors	70,000	General Fund	Reading Test Scores Benchmark Analysis Language Live Data Master Schedule
Read 180/System 44	August 2018-Ongoing	Principal Reading Interventionist SPED Teachers		SPED	Reading Test Scores Benchmark Analysis Read 180 and System 44 Data



Increase special education personnel.	August 2018	Principal	110,000	SPED Allocations General Fund Flex Baseline	Classroom Data Intervention Data Behavior Data
University of Florida Math and Special Education Grant Experience	August 2018-May 2019	Principal Dr. Jennie Farmer Mrs. Sera Tanner	5,000.00	University of Florida	Classroom Data Test Data Intervention Data Coteaching Data Master Schedule Lesson Planning Classroom Observations

<b>ACTION PLAN FOR STRATEGY #2: Increase school climate and culture</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Capturing Kids Hearts	August 2018-ongoing	Principal Process Champions Administration All Teachers			Teacher, student, parent survey data CKH Data Discipline Data
2. Increasing leadership capacity among students.	August 2018-ongoing	Principal Process Champions Administration All Teachers			Teacher, student, parent survey data CKH Data Discipline Data

3. Teen Leadership course	August 2018-ongoing	Principal Allison Franke			Master Schedule CKH Data Classroom Observations Lesson Plans
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**Performance Goal Area:** ☒ Student Achievement\* ☐ Teacher/Administrator Quality\* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)  
☐ District Priority

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

**PERFORMANCE GOAL: 6** 100% of middle schools will have targeted literacy intervention classes by 2023.

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

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

PowerSchool		District Actual					
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ACTION PLAN FOR STRATEGY #1: Literacy Interventions					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Read 180/System 44	August 2018-Ongoing	Principal Reading Interventionist SPED Teachers Gen Ed Section			Lesson Plans Curriculum Maps Classroom Data Classroom Observations Collaborative Planning Records Vertical and Horizontal Planning Read 180 Data
Reading Assistance	August 2020-ongoing	Shannon Aldrich			Lesson Plans Curriculum Maps Classroom Data Classroom Observations Collaborative Planning Records

					Vertical and Horizontal Planning Read 180 Data
C3 Bulldog Time	August 2018- Ongoing	Principal All Teachers Administration			Classroom Data Planning Documents Classroom Observations
Literacy Focus Team	August 2018- Ongoing	Principal English Teachers Instructional Coach			ELA Agendas Literacy Plan
Implementing Literacy Across the Curriculum	August 2018- Ongoing	Principal ELA Teachers Literacy Focus Team Teachers IC Content Area Teachers			Literacy Team Agendas Literacy Team Activities Literacy Plan C3 slides

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

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

**PERFORMANCE GOAL: 1** The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	% of diverse teachers 2017-18	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual	100	100	100		
Employment report	% of diverse teachers 2017-18	District Projected	TBD	TBD	TBD	TBD	TBD

		District Actual			100		
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ACTION PLAN FOR STRATEGY #1: Ensure qualified teachers and seek diversity among staff.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Attend recruiting events	Ongoing	Principal Administrative Team			Attendance Interview Records
2. Network with other education professionals.	Ongoing	Principal			Attendance at professional events
3. Partner with local colleges and universities to host student teachers.	Ongoing	Principal			Student Teacher Data

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

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

**PERFORMANCE GOAL: 1** Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree they feel safe during the school day on the South Carolina Department of Education Survey.

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

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



	85.2%	<b>School Actual Students</b>		<b>91%</b>	<b>91%</b>		
SC SDE School Report Card Survey		<b>School Projected Teachers</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
	100%	<b>School Actual Teachers</b>		<b>100</b>	<b>100</b>		
SC SDE School Report Card Survey		<b>School Projected Parents</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
	89.3%	<b>School Actual Parents</b>		90	90		
SC SDE School Report Card Survey	<b>91</b>	<b>District Projected Students</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$

		<b>District Actual Students</b>					
SC SDE School Report Card Survey	<b>94</b>	<b>District Projected Teachers</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Teachers</b>					
SC SDE School Report Card Survey	<b>88</b>	<b>District Projected Parents</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Parents</b>					

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

1. Safety Training for Students and Employees	Ongoing	Principal Administration All Teachers			Documentation of Safety Trainings Conversations regarding safety Drills and Evidence of Drills
2. Communication of Safety Protocols for Parents	Ongoing	Principal Administration All Teachers			Evidence of Communication with Parents PTA SIC
3. Implementation of Capturing Kids' Hearts	Ongoing	Principal Administration All Teachers			CKH Surveys Parent, Teacher, Student Surveys Classroom Data Safety Data

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

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

**PERFORMANCE GOAL: 2** The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

**PERFORMANCE GOAL: 3** The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

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

#### Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
	0	School Actual	0	0	0		
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0

		<b>District Actual</b>					
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Annual Expulsion Rate

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

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

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

3.					
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**Performance Goal Area:** ☐Student Achievement\* ☐Teacher/Administrator Quality\* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)  
☐District Priority

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

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

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

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



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

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Attendance Intervention	Ongoing	Principal Administration Attendance Clerk			IMS Data Attendance Data
2. Caught Being Here Initiative	Ongoing	Administration  School Counselors Teachers Attendance Mentors			IMS Data Attendance Data
3.					

<b>ACTION PLAN FOR STRATEGY #1: Make connections with all students and build positive relationships with all students</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Implement Capturing Kids' Hearts in all areas	Ongoing	Principal Administration All Teachers and Staff			AdvancED Surveys CKH Surveys School Counseling Data
2. Utilize GCS Social Emotional Framework	Ongoing	All Staff			PD on Framework
2. RAMP Certification	August 2018-May 2019	Administration School Counselors			RAMP Certification
3. Utilize Mental Health Counselor	Ongoing	Administration School Counselors Mental Health			Student data and progression
4. TASK Force	Ongoing	Students in TASK Force School Counseling Office			Discipline Data Number of students attending weekly