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

"Providing opportunities to become lifelong learners."

School Portfolio 2019 - 2020

Charles S. Mayfield, Principal
Burke Royster, Superintendent

Scope of Plan: 2018-2019 through 2022-2023

Greenville County Schools

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: James L Mann High School Academy of Math, Science and Technology

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2019-2020 *(one year)*

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

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

SUPERINTENDENT

Dr. W. Burke Royster	W Burke Royster	4/23/19
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Mr. Charles S. Mayfield	Charles S. Mayfield	3-18-19
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylors	Charles J. Saylors	4/23/19
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Ms. Jessica Sharp	Jessica Sharp	3-26-19
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Regina L. Eudy	Regina L. Eudy	3/18/19
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 160 Fairforest Way
Greenville, SC 29607

SCHOOL TELEPHONE: (864) 355-6300

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

SC SDE Stakeholder Involvement

	Position	Name
1.	Principal	Charles S. Mayfield
2.	School Read to Succeed Literacy Leadership Team Lead	Regina Eudy
3.	School Read to Succeed Literacy Leadership Team Members:	
	Ramona Grant, English	
	Sara Crider, Social Studies	
	Heather Salter, Special Education	
	Kristy Schumacher, Physical Education	
	Jamie Hattendorf, Science	
	Miles Bryan, World Language	
	Tena Brown, Business/CATE	
	Grace Ellison, Math	
	Chris Meihls, Fine Arts	
4.	HSTW Focus Team Committee Chairs:	
	Clifford Lee	
	Ameka Cruz	
	Matt Hurst	
	Christie Nachman	
	Regina Eudy	
	School Improvement Council Members:	
5.	Parent/Guardian	Susan Key
6.	Community Member	Jessica Sharp
7.	School Counselor	Lynn Edwards
8.	Teachers	Libba Mattison & Sara Crider

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Introduction to J. L. Mann's School Portfolio

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

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

The categories utilized in this school portfolio are:

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

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

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

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

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

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

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

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

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

Executive Summary

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

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

School Accomplishments:

Sports

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

Arts

Band

- CWEA Winter Guard: 2nd place in Circuit and division silver medal, 2018
- CWEA Winter Percussion Ensemble: Circuit Championship and division championship gold medal, 2017 and 2018
- Marching band: Excellent Rating at State Marching Championships
- Symphonic Band: Excellent Rating at Concert Performance Assessment
- 11 students invited to Greenville County Honor Band
- 6 students invited to SC Region Honor Band
- 2 students invited to SC All State Honor Band
- CWEA Winter Guard 3rd Place in Circuit 2017
- Marching Band performances at home football games and 5 local contests
- Symphonic Band performed 5 concerts throughout the year
- Fall Veteran's Day Concert
- Winter Concert
- Pre-Festival Concert
- State Concert Performance Assessment Concert
- Spring Pops Concert
- Began after school jazz program, with performance at Spring Concert

Art

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

Academic

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

School Profile

School Community History

J. L. Mann High School, Academy of Mathematics, Science and Technology is a 9th-12th grade high school originally built in 1965 that currently houses 1925 students and 192 faculty and staff members. It is one of 14 high schools in the district known as Greenville County Schools. J. L. Mann High School is located in Greenville, South Carolina.

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

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

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

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

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

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

J. L. Mann High School is also a satellite school for students with handicapping conditions who need additional supportive services such as transliterators, interpreters, orderlies, aides, etc. The school building built in 2006 includes automatic doors, a fully-equipped life skills lab, and adapted classroom furniture. Our campus facilities were modified to accommodate these students, who have opportunities to participate in all the programs J. L. Mann offers.

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

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

Facilities

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

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

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

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

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

Student handbooks and other information about school and classroom rules are distributed at the beginning of the year and discussed on a regular basis.

Leadership

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

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

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

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

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

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

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

Administrative Duties: 2018-2019

Matt Moore	Tina Bishop	Cindy Alsip	Brad Griffith	Jeff Sartain	Brett Buzzell
A-C	D-H	H-J, New Tech Students	M-R	S-Z	K-M
Departments					
Social Studies ROTC Guidance Media Center	English World Language	Business Technology New Tech	Science Math	Fine Arts Special Ed PE	Magnet
Administrative Duties					
HSTW Committee: Guidance	HSTW Committee: School Culture	HSTW Committee: Transition	HSTW Committee: Curriculum	HSTW Committee: Instructional Initiatives	Backup Substitutes
Primary Master Schedule	Teacher Handbooks	Back-up Master Schedule	Buses	Textbooks	Testing Coordinator
Testing	Student Handbooks	New Tech	Bus Referrals	Facilities	Backup Textbooks
IDs	Power of M	Accelerate	EMP Busing	School Calendar	
Lockers	Graduation	PLTW	ISS/Detention	Athletics	
Worker's Comp	Substitutes	CATE Reporting	Duty Roster	United Way	
Parking Lot	Student Teachers	SIC	Radios	Aides	
	PS Coding and Reporting	Patriot Day	Back-up Facilities	CPR Training	
Back-up Buses	HSTW Site Coordinator	New Patriot Night	Extracurricular Clubs	Fixed Assets	
	Student Truancy	Open House	Volunteers	Field Trips	
School Safety	Graduation Rate	Magnet Open House		Seat Time Recovery	
IMS	Attendance	Curriculum Night		Sex Ed	
Report Card Surveys (School Culture)	Satellite Diploma Program	Magnet Program		Nurses	

	Awards Nights	New Tech Nights		Read 180 & System 44	
	Powerteacher Backup				
	Language Live Site Contact				

Charlie Mayfield

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

Karena Hill

- Website
- Fixed Assets
- Patriot Points

Holly Waldchen

- Public Spaces Notification
  - Front School Sign
  - Instagram/Twitter/Facebook
- Chromebook Maintenance

Jay Mobley

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

Regina Eudy

- Instructional Initiatives
  - DLC
  - Literacy
  - S.O.S.
- Professional Development
- Technology
  - Personalized Learning
  - DLC
  - Refresh
- Curriculum and Instruction
  - Formal Teachers & PAS-T
  - SLO
  - Teacher Recertification
  - New Teachers
  - Coaching Cycles
  - Mastery Connect
- Faculty Meeting Agendas
- Exchange Days
- Data
- Admin Observation Schedule
- Awards & Recognition
- Portfolio
- AP Coordinator/Testing/Capstone

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

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

The J. L. Mann PTSA Executive Board:

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

Current School Community

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

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

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

Our Values:

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

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

J.L. Mann has a certified staff of 140 employees and each are a vital part of not only the everyday operation of the school, but also in the development of our school community. Each member sits on a

Focus Team and focus on various aspects of our community with the goal of increasing student learning – our ultimate outcome. Focus Teams then together to make our school a positive place for our students.

The Focus Teams include the following:

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

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

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

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

- Greenville County Schools last went through a SACS district accreditation process in 2013. This accreditation covers J. L. Mann High School, making it a SACS-accredited school.
- J. L. Mann High School became a *High Schools That Work* site in 2005. Our school-wide literacy emphasis began that year with all teachers setting the goal of incorporating at least 25 books a year into the curriculum for students. Students track the books they read through their English classes. We successfully passed our first HSTW Technical Assistance Visit in spring 2009. In response to feedback from the TAV evaluators we significantly improved our Advisory program by placing it within 4th Period instead of a separate time and providing the Guidance Focus Team time to plan for advisory lessons each month which were distributed to the staff each week.
- Our *HSTW* Curriculum Committee recommended a reading program to support the school's literacy emphasis and began *Drop Everything and Read* in spring, 2010. Ten extra minutes were placed in 4th Period classes and teachers began using that time to hold silent reading for all students. Everyone within the school is also a part of our annual "Schoolwide Read."
- A *Project Lead the Way* program was begun in 2007 that has grown over the past four years. We are pleased to announce that J. L. Mann's *PLTW* program became fully certified in fall, 2010, which provides college credit for all students who pass *PLTW* engineering courses.
- Our magnet program curriculum was revised and implemented in 2008, making our high school more distinctive in its course offering emphasis. All magnet students, whether they are attendance area students or not, must meet all magnet requirements once they declare magnet status beginning in 2010 as part of a district-wide adjustment in magnet programs.
- Our school was honored to become a part of the College Board's National Program, AP Capstone, an innovative diploma program that allows students to develop skills that matter most for college success: research, collaboration and communication.

- A bus program was added in 2011 for students to use after they attend tutoring. In response to feedback from teachers and students that their largest barrier to attending after school tutoring was getting a ride home, Spirit Week funds were used to pay for three buses to take students home an hour after school was out every Monday, Tuesday, and Thursday that school was in session. Use of the buses has been heavy and many of our students have been able to get help with their homework that couldn't get help without the buses in place. The bus program, called Extra Mann Power, was successfully continued in 2012 by doubling the number of students served.
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- A project based learning program, NewTech, began in the 2013-2014 school year. The program began by accepting 150 incoming freshmen and will add 150 to the program each year.
- The newly redesigned advisory program, Mann Up!, is designed to keep students' soft skills honed and highlighted. Every semester, one of eight characteristics is taught during 4th period, the characteristics focused on are: health, integrity, work ethic, self-direction, citizenship, collaboration, perseverance, and empathy.

Community Partnerships

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

School Personnel

The 2018 - 2019 staff at J. L. Mann included 108 teachers, 2 media specialists, 8 guidance counselors, 1 instructional coach, 1 athletic director and 7 administrators. Our teachers work diligently to keep their skills up to date: 60.8% of J. L. Mann's teaching staff has advanced degrees and continued to work on increasing their teaching skills, using an average of 6.3 professional development days. The average teacher salary was $51,585. The average attendance rate of our teachers was 93.4%. The percentage of teachers returning from the previous school year was up at a rate was 89.7%. Additionally, 83.3% of our teachers held continuing contracts.

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

Students - Enrollment and Attendance

J. L. Mann High School Student Enrollment 2012 - 2019

2012 - 2013	1666
2013-2014	1716
2014-2015	1714
2015-2016	1711

2016-2017	1749
2017-2018	1876
2018-2019	1925

J. L. Mann's student attendance rate was 95.1%. Student retention rate decreased to 2.2% from 2.3%. The percentage of students living in poverty increased from 33.8% to 34.2%.

Student Enrollment by Gender, Grade, Ethnicity, and Free/Reduced Lunch Status

J. L. Mann High School currently serves 1925 students with 988 males and 937 females.

Grade Level	Total in Grade	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	White
9	521	27	159	47	4	25	2	257
10	569	28	132	59	1	12	3	334
11	424	20	97	42	0	17	2	246
12	411	14	104	39	4	14	0	236
Total	1925	89	492	187	9	68	7	1073

J. L. Mann High School currently serves 521 9th Graders, 569 10th Graders, 424 11th Graders and 411 12th Graders.

J. L. Mann High School currently has a 34% poverty index.

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

Special Education

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

School Programs

Academics

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

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

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

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

- Advanced Placement – We currently offer 22 AP courses including English Language and Composition, English Literature and Composition, Calculus AB, Calculus BC, Statistics, Human Geography, Psychology, European History, U.S. History, World History, Macroeconomics, Government, Physics 1, Physics 2, Environmental Science, Biology, Spanish Language and Culture, French Language and Culture, Computer Science A, Computer Science Principles, Art History, and Art- Drawing/2-D. J. L. Mann is also an AP Capstone school allowing students to earn an AP Capstone Diploma after completing AP Seminar and AP Research in addition to at least four other AP courses.

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

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

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

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

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

Student Support Services

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

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

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

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

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

There is an emphasis to help all students through the focus of on *Common Planning*, especially for those teachers teaching an End-of-Course Placement Test. These teachers plan together throughout the year in

an effort to increase mastery of content and EOC passage rates. All teachers are expected to common plan a minimum of twice a month with EOC teachers common planning weekly.

Arts

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

Athletics

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

Other Programs

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

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

- Supported Employment and Training
- Teen Achievers
- Youth in Government

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

Our Mission

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

Our Vision

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

Belief Statements

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

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

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

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

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

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

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

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

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

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

We Believe … So We Are Providing!

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

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

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

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

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

Senior Project
Computer Labs
Project-Based Instruction
Lunch Mann Express

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

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

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

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

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

Department Commitments – Efforts for Increased Content-Specific Student Achievement

English Department

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

Mathematics Department

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

Science Department

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

Social Studies Department

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

World Languages Department

SAT Prep Classes
ESOL
AP Courses
World Class Partnerships
Career Pathways

Technology Department

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

Fine Arts Department

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

PE Department

Athletics
Adaptive PE
Interact Club
Career Pathways

JROTC Department

Service Learning
Raider Team
TMD ROTC
Career Pathways

Special Education Department

Occupational Diploma
Lunch Mann Express
Career Pathways

Guidance Department

IGP's
Curriculum Templates
Testing
Career Pathways

Media Center

Technology Inventory
Student/Teacher Resources
Career Pathways

Data Analysis and Needs Assessment

EOC

	13-14	14-15	15-16	16-17	17-18
Algebra 1 %	**87.1%**	**82.5%**	**70%**	**69.6%**	**63.4%**
Algebra 1 Mean Score	**79.4**	**80.5**	**77.3**	**65.9**	**64.6**
Algebra 1 % A, B, C	**61%**	**57.6%**	**48.6%**	**34.4%**	**34.7%**
Biology %	**90.9%**	**92%**	**89.5%**	**86.4%**	**77.4%**
Biology Mean Score	**91.0**	**91.2**	**88.4**	**84.2**	**74.3**
Biology % A, B, C	**83.9%**	**86.8%**	**82.3%**	**78.1%**	**59%**
English 1 %	**82.6%**	**76.7%**	**86.4%**	**79.8%**	**83.4%**
English 1 Mean Score	**79.6**	**79.4**	**81.7**	**72.2**	**74.4**
English 1 A, B, C	**67.1%**	**61.3%**	**70%**	**59.4%**	**65%**
U.S. History %	**83.3%**	**83.4%**	**88.2%**	**77.9%**	**81.2%**
US History Mean Score	**80.8**	**80.3**	**84.8**	**77.3**	**76.6**
US History % A, B, C	**66.1%**	**63.2**	**76.2%**	**66.8%**	**67.3%**

GRADUATION RATE:

YEAR	Graduation Rate
2013	80%
2014	86.2%
2015	87.7%
2016	90.3%
2017	90.6%
2018	85.5%

ADVANCED PLACEMENT (All Courses):

Year	Number of Exams	Percentage of 3 to 5 Scores
2018	**1127**	**67.3%**
2017	1191	64%
2016	1100	59%
2015	1104	57.1%
2014	900	59.9

AP SCHOLARS:

	TOTAL	AP Scholar	AP Scholar with Honor	AP Scholar with Distinction	National AP Scholar
2014	108	68	18	21	1
2015	126	79	21	23	3
2016	159	89	19	46	5
2017	183	90	25	59	9
2018	**192**	**77**	**28**	**70**	**17**

ACT STATE:

	JL Mann 2017	JL Mann 2018	GCS	SC
English – average scale score	20.4	**21.1**	18.3	17.9
Mathematics – average scale score	21.3	**21.4**	19.3	18.7
Reading – average scale score	21.7	**22.2**	19.9	19.2
Science – average scale score	21.5	**21.7**	19.6	19.1
Composite (English, Mathematics, Reading, Science) – average scale score	21.4	**21.7**	19.4	18.9

ACT STATE COLLEGE AND CAREER READINESS:

	2015	2016	2017	2018
English	56%	60%	53.2%	**66.3%**
Mathematics	36.1%	41%	37.5%	**47.4%**
Reading	43%	47%	41.5%	**51.9%**
Science	35.6%	40%	32.7%	**43.3%**

SAT STATE: (Data to be released on October 25, 2018)

Year	3 Mean Scores		
	Reading and Writing	Math	Composite
2014	516	522	1531
2015	508	509	1505
2016	507	516	1512
2017 (new test!)	571	556	1126
2018 JL MANN (first year as state test option)	**581**	**566**	**1147**

Teacher and Administrator Quality - Highly Qualified Teachers

J. L. Mann High School could not be effective for our students without qualified teachers and administrators in place. 100% of our teachers are highly qualified.

Advanced Degrees

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

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

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
68.4%	71.3%	71.7%	68.1%	63.2%	60.8%

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

Professional Learning Communities

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

Professional Development

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

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

GOALS

1- STUDENT ACHIEVEMENT

- Facilitate training to learn about and implement change in regards to increasing student achievement and motivation in the classroom with a focus on student centered classrooms.
- Expand faculty and staff exposure to strategies that facilitate instruction that is not teacher-directed, to include Project Based Learning, simulations, and online collaboration.

- Focus on allowing student choice in assignments, while remaining within the content required by standards.
- Literacy team will lead PD with a focus on disciplinary literacy.
- Certified Faculty will be apprised of all opportunities to obtain Gifted & Talented certification, R2S endorsement, and technology proficiency as required by the state.

2- PROFESSIONAL LEARNING COMMUNITIES

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

3- PERSONALIZED LEARNING

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

4- NEW TEACHER DEVELOPMENT

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

REGULARLY SCHEDULED MEETINGS

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

COMMUNICATION

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

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

COACH'S CORNER

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

PROFESSIONAL DEVELOPMENT PROGRAMS

GOAL 1 - STUDENT ACHIEVEMENT

TEACHER LEADERS/LITERACY TEAM

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

INSTRUCTIONAL PROTOCOL TRAINING

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

GOAL 2 - PROFESSIONAL LEARNING COMMUNITIES

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

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

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

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

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

GOAL 3 - PERSONALIZED LEARNING

MANN UNDER CONSTRUCTION

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

GOAL 4 - NEW TEACHER DEVELOPMENT

NEW TEACHER SUMMER WORKSHOP

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

MANN, I'M NEW – (All New Teachers)

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

NEW TEACHER SUPPORT TEAM (SOS Squad)

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

STARTING OUT STRONG (SOS) - Year 1

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

STARTING OUT STRONG – Year 2 – (teachers in the second year undergoing formal evaluation)

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

STARTING OUT STRONG – Year 3

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

School Climate Needs Assessment - Student Attendance

J. L. Mann High School Student Attendance Rate

Year	Attendance Rate
2013-2014	95.7%
2014-2015	94.7%
2015-2016	94.9%
2016-2017	95.8%
2017-2018	95.1%

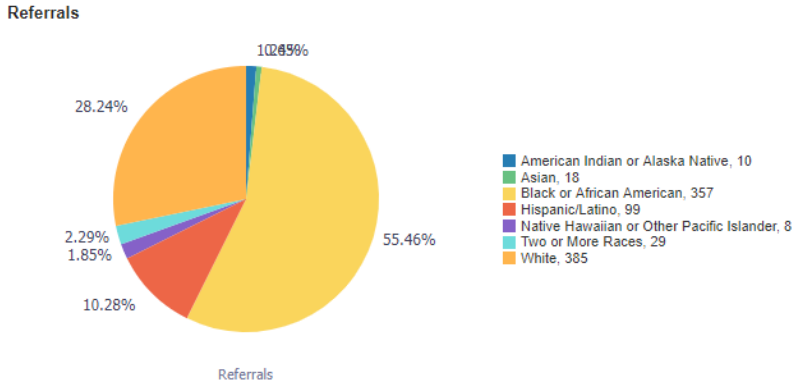
J. L. Mann High School Student Dropout Rate

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

Student Discipline

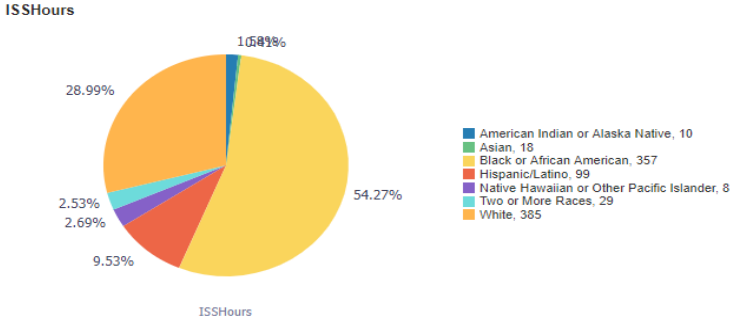
All Referrals 17 - 18

Race/Ethnicity	# Students with Referrals	Referrals
American Indian or Alaska Native	10	59
Asian	18	31
Black or African American	357	2,644
Hispanic/Latino	99	490
Native Hawaiian or Other Pacific Islander	8	88
Two or More Races	29	109
White	385	1,346
Grand Total		4,767



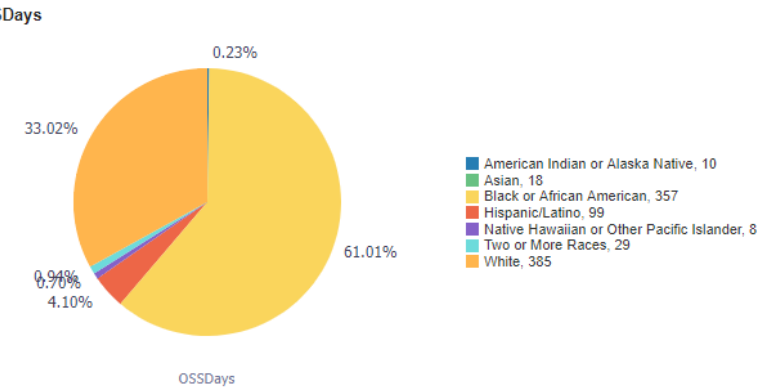
ISS Days 17 - 18

Race/Ethnicity	# Students with Referrals	ISSHours
American Indian or Alaska Native	10	70
Asian	18	18
Black or African American	357	2,398
Hispanic/Latino	99	421
Native Hawaiian or Other Pacific Islander	8	119
Two or More Races	29	112
White	385	1,281
Grand Total		4,419



OSS Days 17- 18

Race/Ethnicity	# Students with Referrals	OSSDays
American Indian or Alaska Native	10	2
Asian	18	0
Black or African American	357	521
Hispanic/Latino	99	35
Native Hawaiian or Other Pacific Islander	8	6
Two or More Races	29	8
White	385	282
Grand Total		854



After School Tutoring with Free Transportation for Students

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

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

Safety Surveys

Student Safety

Evaluations By Parents	Percent Agree/Strongly Agree	Total Responses
"My child feels safe at school."	85.00	104
"My child's teachers and school staff prevent or stop bullying at school."	59.80	104
Evaluations By Teachers	**Percent Agree/Strongly Agree**	**Total Responses**
"I feel safe at my school before and after hours."	92.90	56
"The rules for behavior are enforced at my school."	87.50	56

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 JL MANN HIGH SCHOOL students scoring A, B, and C on the English I EOCEP will increase from __59.4_% in 2016-17 to __76___% 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 JL MANN HIGH SCHOOL students scoring A, B, and C on the English I EOCEP will increase by __3_% annually.

DATA SOURCE(s):	**AVERAGE BASELINE**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
English I EOCEP SC SDE Website	**59.4** % of JL MANN HIGH SCHOOL students scoring A, B, and C on English I EOCEP (2016-17)	**School Projected**	**64**	**67**	**70**	**73**	**76**
		School Actual 65%					
English I EOCEP SC SDE Website	49% of JL MANN HIGH SCHOOL students scoring A, B, and C on English I EOCEP (2016-17)	**District Projected *JL MANN HIGH SCHOOL only***	**52**	**55**	**58**	**61**	**64**
		District Actual 58					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Mastery Connect Benchmarking	August 2019-June 2020	IC	$0	---	Benchmark Data
2. Literacy Skill Building Course using the Language!Live Curriculum for lowest learners	August 2019 – June 2020	Administration and Literacy Skills Teacher	$0	---	Language!Live
3. Common planning period and weekly PLC time for all EOC courses in Master Schedule	August 2019 – June 2020	AP in charge of Master Scheduling	$0	---	PLC Agenda
4. Read180 and System 44 for Special Education Students	August 2019 – June 2020	Special Education Teachers	$0	---	Read180/System 44 data

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL: 2 The percentage of JL MANN HIGH SCHOOL students scoring A, B, and C on the Algebra I EOCEP will increase from ___34.4__% in 2016-17 to _49.4__% in 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of JL MANN HIGH SCHOOL students scoring A, B, and C on the Algebra I EOCEP will increase by __3_% annually.

DATA SOURCE(s):	**AVERAGE BASELINE**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
Algebra I EOCEP SC SDE Website	**34.4** % of JL MANN HIGH SCHOOL students scoring A, B, and C on Algebra I EOCEP (2016-17)	**School Projected**	**37.4**	**40.4**	**43.4**	**46.4**	**49.4**
		School Actual 34.7%					
Algebra I EOCEP SC SDE Website	36% of students scoring A, B, and C on Algebra I EOCEP (2016-17)	**District Projected**	**39**	**42**	**45**	**48**	**51**
		District Actual 33					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. MasteryConnect	August 2019-June 2020	IC	$0	---	Benchmark Data
2. Use of Carnegie Learning Curriculum in all Algebra 1 courses	August 2019-2020	Algebra EOC	$10.000.00	District Funds	Student progress through program
3. Common Planning period and weekly PLC time for all EOC courses in Master Schedule	August 2019 – June 2020	AP in charge of Master Scheduling	$0	---	PLC Agendas

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL: 3 The percentage of JL MANN HIGH SCHOOL students scoring A, B, and C on the Biology EOCEP will increase from __78.1___% in 2016-17 to _88____% in 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of JL MANN HIGH SCHOOL students scoring A, B, and C on the Biology EOCEP will increase by __2___% annually.

DATA SOURCE(s):	**AVERAGE BASELINE**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
Biology EOCEP SC SDE Website	**78.1** % of JL MANN HIGH SCHOOL students scoring A, B, and C on Biology EOCEP (2016-17)	**School Projected**	**80**	**82**	**84**	**86**	**88**
		School Actual 59%					
Biology EOCEP SC SDE Website	64 % of students scoring A, B, and C on Biology EOCEP (2016-17) **64**	**District Projected**	**67**	**70**	**73**	**76**	**79**
		District Actual 53					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. MasteryConnect Benchmarking	August 2019 – June 2020	IC and EOC teachers	$0	District funded	Benchmark data
2. Common planning period and weekly PLC time for all EOC courses in Master Schedule	August 2018 – June 2019	AP in charge of Master Scheduling	$0	----	PLC agendas

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL: 4 The percentage of JL MANN HIGH SCHOOL students scoring A, B, and C on the US History and the Constitution EOCEP will increase from __66.8___% in 2016-17 to _77____% in 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of JL MANN HIGH SCHOOL students scoring A, B, and C on the US History and the Constitution EOCEP will increase by __2___% annually.

DATA SOURCE(s):	**AVERAGE BASELINE**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
US History and the Constitution EOCEP SC SDE Website	66.8 % of JL MANN HIGH SCHOOL students scoring A, B, and C on US History EOCEP (2016-17)	**School Projected**	**69**	**71**	**73**	**75**	**77**
		School Actual 67.3%					
US History and the Constitution EOCEP SC SDE Website	**58** % of students scoring A, B, and C on US History EOCEP (2016-17)	**District Projected**	**61**	**64**	**67**	**70**	**73**
		District Actual 60					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. MasteryConnect Benchmarking	August 2019 – June 2020	IC and EOC teachers	$0	District funded	Benchmark Data
2. Common planning period and weekly PLC time for all EOC courses in Master Schedule	August 2019 – June 2020	AP in charge of Master Scheduling	$0	---	PLC agendas
3. USA Test Prep	August 2019- June 2020	IC and EOC teachers	$1500	District	USA Test Prep use and data

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL: 5 Increase the average ACT Composite Score for the graduating class from __21.4__ in 2016-17 to __23__ in 2022-23. **PERFORMANCE GOAL: 6 Increase** the average SAT Composite Score for the graduating class from __1126__ in 2016-17 to __1146__ in 2022-23.
INTERIM PERFORMANCE GOAL: 5) Annually increase the average ACT Composite Score for the graduating class. **INTERIM PERFORMANCE GOAL: 6)** Annually increase the average SAT Composite Score for the graduating class.

ACT Graduating Class Data

DATA SOURCE(s):	**AVERAGE BASELINE**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SC SDE Website	(2016-17) **21.4**	**School Projected**	**21.8**	**22.1**	**22.4**	**22.7**	**23**
		School Actual 22.1					
SC SDE Website	(2016-17) **19.4**	**District Projected**	**21.0**	**22.0**	**22.2**	**22.4**	**22.8**
		District Actual 18.7					

SAT Graduating Class Data

DATA SOURCE(s):	**AVERAGE BASELINE**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SC SDE Website	(2016-17) 1126	**School Projected**	**1130**	**1134**	**1138**	**1142**	**1146**

		School Actual 1147					
SC SDE Website	(2016-17) **1089**	**District Projected**	**1098**	**1107**	**1116**	**1125**	**1134**
		District Actual 1089					

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

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL: 7 Students will meet or exceed the state and federal accountability standard as measured by the WIN Ready 2 Work Career Readiness Assessment from 2018-19 through 2022-23.
INTERIM PERFORMANCE GOAL: Annually meet or exceed the standard as measured by the WIN Ready 2 Work Career Readiness Assessment.

DATA SOURCE(s):	**AVERAGE BASELINE**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SC SDE Website	% of students that scored Level 3 or higher on Applied Mathematics	**School Projected**	**95.7**	**96.7**	**97.7**	**98.7**	**99.7**
		School Actual 94.7					
SC SDE Website	% of students that scored Level 3 or higher on Applied Mathematics	**District Projected**	**94.0**	**95.0**	**96.0**	**97.0**	**98.0**
		District Actual 93.7					
SC SDE Website	% of students that scored Level 3 or higher on Applied Locating Information	**School Projected**	**97**	**97.5**	**98**	**98.5**	**99**
		School Actual 96.6					

SC SDE Website	% of students that scored Level 3 or higher on Locating Information	**District Projected**					
		District Actual 94.7	**95.0**	**96.0**	**97.0**	**98.0**	**99.0**
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	**School Projected**	**94.5**	**95.5**	**96.5**	**97.5**	**98.5**
		School Actual 93.5					
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	**District Projected**					
		District Actual 89.3	**90.0**	**91.0**	**92.0**	**93.0**	**94.0**
SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work Credential	**School Projected**	**91.6**	**92.6**	**93.6**	**94.6**	**95.6**
		School Actual 90.6					
SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work Credential	**District Projected**	**68.0**	**69.0**	**70.0**	**71.0**	**72.0**

		District Actual 67.1					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Professional Learning Communities	August 2019 – June 2020	Teachers	$0	---	PLC agendas
2. Occupational Diploma Students engaging in career courses	August 2019 – June 2020	Teachers	$0	----	Course requirements
3. System 44/Read 180	August 2019 – June 2020	IC and SPED teachers	$0	District funded	Data from program

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL: 8 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
EOCEP English 1 SC SDE Website	54.8% A, B, C (2016-17)	**School Projected Hispanic**	**56.3**	**57.8**	**59.3**	**60.8**	**62.3**
EOCEP English 1 SC SDE Website		**School Actual Hispanic 53.8**					
EOCEP English 1 SC SDE Website	45% A, B, C (2016-17)	**District Projected Hispanic**	**48**	**51**	**54**	**57**	**60**
EOCEP English 1 SC SDE Website		**District Actual Hispanic 53**					
EOCEP English 1 SC SDE Website	38.1% A, B, C (2016-17)	**School Projected AA**	**40.1**	**42.1**	**44.1**	**46.1**	**48.1**
EOCEP English 1 SC SDE Website		**School Actual AA 41.5**					
EOCEP English 1 SC SDE Website	38% A, B, C (2016-17)	**District Projected AA**	**41**	**44**	**47**	**50**	**53**
EOCEP English 1 SC SDE Website		**District Actual AA 50**					

EOCEP English 1 SC SDE Website	5.9% A, B, C (2016-17)	**School Projected SWD**	6.9	7.9	8.9	9.9	10.9
EOCEP English 1 SC SDE Website		**School Actual SWD** 15.9					
EOCEP English 1 SC SDE Website	14% A, B, C (2016-17)	**District Projected SWD**	**17**	**20**	**23**	**26**	**29**
EOCEP English 1 SC SDE Website		**District Actual SWD 20**					
EOCEP English 1 SC SDE Website	51.2% A, B, C (2016-17)	**School Projected LEP**	53.2	55.2	57.2	59.2	61.2
EOCEP English 1 SC SDE Website		**School Actual LEP** 46.1					
EOCEP English 1 SC SDE Website	37% A, B, C (2016-17)	**District Projected LEP**	**40**	**43**	**46**	**49**	**52**
EOCEP English 1 SC SDE Website		**District Actual LEP 48**					
EOCEP English 1 SC SDE Website	45.6% A, B, C (2016-17)	**School Projected SIP**	47.6	49.6	51.6	53.6	55.6
EOCEP English 1 SC SDE Website		**School Actual SIP** 49.3					
EOCEP English 1 SC SDE Website	45% A, B, C (2016-17)	**District Projected SIP**	**48**	**51**	**54**	**57**	**60**
EOCEP English 1 SC SDE Website		**District Actual SIP 56**					
EOCEP **Algebra** 1 SC SDE Website	34.2% A, B, C (2016-17)	**School Projected Hispanic**	**36.2**	**38.2**	**40.2**	**42.2**	**44.2**

EOCEP Algebra 1 SC SDE Website		**School Actual Hispanic 37.6**					
EOCEP Algebra 1 SC SDE Website	37% A, B, C (2016-17)	**District Projected Hispanic**	**40**	**43**	**46**	**49**	**52**
EOCEP Algebra 1 SC SDE Website		**District Actual Hispanic 33**					
EOCEP Algebra 1 SC SDE Website	15.7% A, B, C (2016-17)	**School Projected AA**	**18.7**	**21.2**	**24.2**	**27.2**	**30.2**
EOCEP Algebra 1 SC SDE Website		**School Actual AA 24.1**					
EOCEP Algebra 1 SC SDE Website	27% A, B, C (2016-17)	**District Projected AA**	**30**	**33**	**36**	**39**	**42**
EOCEP Algebra 1 SC SDE Website		**District Actual AA 24**					
EOCEP Algebra 1 SC SDE Website	1.9% A, B, C (2016-17)	**School Projected SWD**	2.9	3.9	4.9	5.9	6.9
EOCEP Algebra 1 SC SDE Website		**School Actual SWD 7.6**					
EOCEP Algebra 1 SC SDE Website	10% A, B, C (2016-17)	**District Projected SWD**	**13**	**16**	**19**	**22**	**25**
EOCEP Algebra 1 SC SDE Website		**District Actual SWD 6**					
EOCEP Algebra 1 SC SDE Website	36.9% A, B, C (2016-17)	**School Projected LEP**	39.9	42.9	45.9	48.9	51.9
EOCEP Algebra 1 SC SDE Website		**School Actual LEP 35.9**					

EOCEP Algebra 1 SC SDE Website	36% A, B, C (2016-17)	**District Projected LEP**	**39**	**42**	**45**	**48**	**51**
EOCEP Algebra 1 SC SDE Website		**District Actual LEP 34**					
EOCEP Algebra 1 SC SDE Website	28.1% A, B, C (2016-17)	**School Projected SIP**	31.6	35.1	38.6	42.1	45.6
EOCEP Algebra 1 SC SDE Website		**School Actual SIP 29.1**					
EOCEP Algebra 1 SC SDE Website	31% A, B, C (2016-17)	**District Projected SIP**	**34**	**37**	**40**	**43**	**47**
EOCEP Algebra 1 SC SDE Website		**District Actual SIP 29**					
EOCEP **Biology** SC SDE Website	73.9% A, B, C (2016-17)	**School Projected Hispanic**	**74.9**	**75.9**	**76.9**	**77.9**	**78.9**
EOCEP Biology SC SDE Website		**School Actual Hispanic 41.6**					
EOCEP Biology SC SDE Website	47% A, B, C (2016-17)	**District Projected Hispanic**	**50**	**53**	**56**	**59**	**62**
EOCEP Biology SC SDE Website		**District Actual Hispanic 35**					
EOCEP Biology SC SDE Website	54.6% A, B, C (2016-17)	**School Projected AA**	**56.6**	**58.6**	**60.6**	**62.6**	**64.6**
EOCEP Biology SC SDE Website		**School Actual AA 25.2**					
EOCEP Biology SC SDE Website	40% A, B, C (2016-17)	**District Projected AA**	**43**	**46**	**49**	**52**	**55**

EOCEP Biology SC SDE Website		**District Actual AA 27**					
EOCEP Biology SC SDE Website	23.5% A, B, C (2016-17)	**School Projected SWD**	24.5	25.5	26.5	27.5	28.5
EOCEP Biology SC SDE Website		**School Actual SWD 11.7**					
EOCEP Biology SC SDE Website	18% A, B, C (2016-17)	**District Projected SWD**	**21**	**24**	**27**	**30**	**33**
EOCEP Biology SC SDE Website		**District Actual SWD 11**					
EOCEP Biology SC SDE Website	42.6% A, B, C (2016-17)	**School Projected LEP**	45.6	48.6	51.6	54.6	57.6
EOCEP Biology SC SDE Website		**School Actual LEP 33.7**					
EOCEP Biology SC SDE Website	40% A, B, C (2016-17)	**District Projected LEP**	**43**	**46**	**49**	**52**	**55**
EOCEP Biology SC SDE Website		**District Actual LEP 31**					
EOCEP Biology SC SDE Website	45.7% A, B, C (2016-17)	**School Projected SIP**	48	51	54	57	60
EOCEP Biology SC SDE Website		**School Actual SIP 34.4**					
EOCEP Biology SC SDE Website	48% A, B, C (2016-17)	**District Projected SIP**	**51**	**54**	**57**	**60**	**63**
EOCEP Biology SC SDE Website		**District Actual SIP 35**					

EOCEP **US History and the Constitution** SC SDE Website	46.3% A, B, C (2016-17)	**School Projected Hispanic**	**48.3**	**50.3**	**52.3**	**54.3**	**56.3**
EOCEP US History and the Constitution SC SDE Website		**School Actual Hispanic 44.5**					
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	**District Projected Hispanic**	**45**	**48**	**51**	**54**	**57**
EOCEP US History and the Constitution SC SDE Website		**District Actual Hispanic 43**					
EOCEP US History and the Constitution SC SDE Website	85.9% A, B, C (2016-17)	**School Projected AA**	**86.9**	**87.9**	**88.9**	**89.9**	**90.9**
EOCEP US History and the Constitution SC SDE Website		**School Actual AA 28.3**					
EOCEP US History and the Constitution SC SDE Website	34% A, B, C (2016-17)	**District Projected AA**	**37**	**40**	**43**	**46**	**49**
EOCEP US History and the Constitution SC SDE Website		**District Actual AA 36**					
EOCEP US History and the Constitution SC SDE Website	31.3% A, B, C (2016-17)	**School Projected SWD**	33.3	35.3	37.3	39.3	41.3
EOCEP US History and the Constitution SC SDE Website		**School Actual SWD** 17.2					
EOCEP US History and the Constitution SC SDE Website	24% A, B, C (2016-17)	**District Projected SWD**	**27**	**30**	**33**	**36**	**39**
EOCEP US History and the Constitution SC SDE Website		**District Actual SWD 25**					

EOCEP US History and the Constitution SC SDE Website	38.4% A, B, C (2016-17)	**School Projected LEP**	40.4	42.4	44.4	46.4	48.4
EOCEP US History and the Constitution SC SDE Website		**School Actual LEP 35.2**					
EOCEP US History and the Constitution SC SDE Website	34% A, B, C (2016-17)	**District Projected LEP**	**37**	**40**	**43**	**46**	**49**
EOCEP US History and the Constitution SC SDE Website		**District Actual LEP 37**					
EOCEP US History and the Constitution SC SDE Website	57.5% A, B, C (2016-17)	**School Projected SIP**	58.5	59.5	60.5	61.5	62.5
EOCEP US History and the Constitution SC SDE Website		**School Actual SIP** 36.3					
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	**District Projected SIP**	**45**	**48**	**51**	**54**	**57**
EOCEP US History and the Constitution SC SDE Website		**District Actual SIP 42**					
ACT Graduating Class	Composite 18.2 (2016-17)	**School Projected Hispanic**	19	19.5	20	20.5	21
ACT Graduating Class		**School Actual Hispanic** 19.7					
ACT Graduating Class	Composite 17.6 (2016-17)	**District Projected Hispanic**	**18.0**	**19.0**	**20.0**	**21.0**	**22.0**
ACT Graduating Class		**District Actual Hispanic 17.3**					
ACT Graduating Class	Composite 15.9 (2016-17)	**School Projected AA 16.8**	16	17	18	19	20

ACT Graduating Class		**School Actual AA**					
ACT Graduating Class	Composite 16.0 (2016-17)	**District Projected AA**	**17.0**	**18.0**	**19.0**	**20.0**	**21.0**
ACT Graduating Class		**District Actual AA 15.7**					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Common planning periods in master schedule for EOC courses	August 2019 – June 2020	Teachers	$0	----	PLC Agendas
2. MasteryConnect Benchmark data tracking by subgroup	August 2019 – June 2020	IC and EOC teachers	$0	District	Benchmark Data
3. Additional PD opportunities from the ESOL teacher on strategies for working with ELL students	August 2019 – June 2020	IC and ESOL teacher	$0	----	Teacher participation in PD and success of ELL Students
4. Late Buses	September 2019- May 2020	Administration	$15,000.00	Donations	Late bus student participation

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL: 9 By 2023, Greenville County Schools will achieve and maintain a district graduation rate of at least 90%, a graduation rate of at least 80% in each high school below 80%, and a 90% employability credentialing rate among eligible special needs students.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**AVERAGE BASELINE**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
Graduation Rate	(2016-17) **91**	**School Projected**	**91**	**91.5**	**92**	**92.5**	**93**
		School Actual 85.5					
Graduation Rate	(2016-17) **87**	**District Projected**	**86**	**87**	**88**	**89**	**90**
		District Actual 84					
Employability Credentialing Rate	Data will be reported in 2020-21	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**90**
		School Actual					

Employability Credentialing Rate	Data will be reported in 2020-21	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**90**
		District Actual					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Pairing of counselor and administration	August 2019 – June 2020	Administration and Counselors	$0	---	Success of students graduation rate
2. Late buses	September 2019 – May 2020	Administration	$15,000.00	Donations	Late bus students participation
3. Power of M	August 2019 – June 2020	Teachers of freshman level courses	$0	---	Student success in 9th grade courses

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL: 10 By 2023, increase the percentage of graduates meeting Graduation Plus (G+) requirements (TBD).
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool, College Reports	Baseline will be established at the end of the 2018-19 school year	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**90%**
		School Actual					
PowerSchool, College Reports	Baseline will be established at the end of the 2018-19 school year	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**90%**
		School Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. AP Program	August 2019 – June 2020	AP Coordinator	$0	---	AP enrollment
2. Dual Credit Course Offerings	August 2019 – June 2020	Counselors	$0	---	Dual Credit enrollment

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL: 11 Annually increase the percentage of 9th graders across every demographic who are on track for graduation at the conclusion of their freshman year (Students are on-track if, at the completion of their initial 9th-grade year, they have completed one-quarter of the credits necessary to graduate, including the completion of English I and Algebra I).
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	82	**School Projected**	**84**	**86**	**88**	**90**	**92**
		School Actual 85					
PowerSchool	(2016-17) **74**	**District Projected**	**77**	**81**	**84**	**87**	**90**
		District Actual 80					

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Power of M	August 2019 – June 2020	Teachers of freshman level courses	$0	---	Student success in 9th grade courses
2. Late buses	September 2019 – May 2020	Administration	$15,000.00	---	Late bus student participation
3. Pairing of counselor an administration	August 2019 – June 2020	Administration and Counselors	$0	---	Success of students graduation rate
4. Carnegie learning	August 2019 – June 2020	Algebra EOC	$10,000.00	District funds	Student progress through program

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL: 12 Annually increase the percentage of high school Gifted and Talented Academic (GTA) students taking AP courses.
INTERIM PERFORMANCE GOAL: Annually increase the percentage of high school Gifted and Talented Academic (GTA) students taking AP courses.

DATA SOURCE(s):	**AVERAGE BASELINE**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
PowerSchool	(2016-17) 100	**School Projected**	100	100	100	100	100
		School Actual 64					
PowerSchool	(2016-17) **52**	**District Projected**	**52**	**55**	**58**	**61**	**65**
		District Actual **51**					

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. IGP conferences – encouragement of GT students to enroll in AP courses	August 2019 – June 2020	Counselors	$0	---	AP Enrollment
2. Enhanced AP course offerings – 23 course offerings as well as the AP Capstone Diploma Program	August 2019 – June 2020	AP Coordinator	$0	---	AP enrollment and course offerings

Performance Goal Area: ☐Student Achievement* ☒Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL: 1 The school will have qualified, diverse teachers (gender and ethnicity) by 2023.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**AVERAGE BASELINE**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
Employment report	**Baseline will be established at the end of the 2018-19 school year**	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
Employment report	**Baseline will be established at the end of the 2018-19 school year**	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1.					
2.					
3.					

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree they feel safe during the school day on the South Carolina Department of Education Survey.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**AVERAGE BASELINE**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SC SDE School Report Card Survey	**92.4**	**School Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Students 85.6					
SC SDE School Report Card Survey	**98.1**	**School Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Teachers 92.9					
SC SDE School Report Card Survey	**92.7**	**School Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Parents 85					
SC SDE School Report Card Survey	**92**	**District Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**

		District Actual Students 84					
SC SDE School Report Card Survey	**98**	**District Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Teachers 97					
SC SDE School Report Card Survey	**91**	**District Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Parents 88					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Ignore the door	August 2019 – June 2020	All Patriots	$0	---	Safety Drills
2. ID requirements for all faculty, staff, and students	August 2019 – June 2020	All Patriots	$0	---	Number of discipline referrals for ID, number of replacement IDs purchased
3. See Something…Say Something	August 2019 – June 2020	All Patriots	$0	---	Reports from students and safety of school

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL: 2 The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population. **PERFORMANCE GOAL: 3 The** school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) **1.3%**	**School Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 1.3					
ESSA Federal Accountability and SDE School Report Card	(2016-17) **0.7**	**District Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual 0.8					

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) **< .01**	**School Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07

		School Actual < .01					
ESSA Federal Accountability and SDE School Report Card	(2016-17) **0.4**	**District Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual .04					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Pairing of counselor and administration	August 2019 – June 2020	Administration and Counselors	$0	---	Success of students graduation rate
2. Red Ribbon Week	March 2020	PTSA	$0	PTSA	Student Participation
3. Advisory Program	August 2019 – May 2020	Guidance and Public Relations HSTW Focus Teams	----	----	Participation of students and teachers program

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of secondary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**AVERAGE BASELINE**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
AdvancED Culture & Climate Surveys	**41**	**School Projected**	**50**	**55**	**60**	**65**	**70**
		School Actual 41					
AdvancED Culture & Climate Surveys	**52**	**District Projected Secondary**	**54**	**58**	**62**	**66**	**70**
		District Actual Secondary 50					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Good News from Mann postcards	August 2019 – May 2020	Administration, Guidance, and Teachers	$300.00	Local funds	Number of postcards sent per year
2. Monthly Student, faculty, and staff awards	August 2019 – June 2020	IC and Administration	$540	Local funds	Morale
3. Positivity Challenge	August 2019 – June 2020	IC, Media Specialist, and Technology Specialist	$0	---	Number of videos

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**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
180th day Attendance Report	(2016-17) **95.8**	**School Projected**	**95**	**95**	**95**	**95**	**95**
		School Actual 94.4					
180th day Attendance Report	(2016-17) **95**	**District Projected**	**95**	**95**	**95**	**95**	**95**
		District Actual 95					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Intervention Conferences	August 2019 – June 2020	Administration, Attendance, and Guidance	$0	---	Student attendance rate

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐Gifted and Talented: Aristic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of high school students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**AVERAGE BASELINE**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
AdvancED Culture & Climate Surveys	**Afraid – 7%** **Lonely – 13%** **Angry 16%**	**School Projected**	**Afraid ≤ 7** **Lonely ≤ 13** **Angry ≤ 14**	**Afraid ≤ 7** **Lonely ≤ 13** **Angry ≤ 14**	**Afraid ≤ 6** **Lonely ≤ 12** **Angry ≤ 13**	**Afraid ≤ 6** **Lonely ≤ 12** **Angry ≤ 13**	**Afraid ≤ 5** **Lonely ≤ 11** **Angry ≤ 12**
		School Actual Afraid – 7% Lonely – 13% Angry –16 %	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**
AdvancED Culture & Climate Surveys	**Afraid – 7%** **Lonely – 14%** **Angry 15%**	**District Projected Secondary**	**Afraid ≤ 7** **Lonely ≤ 13** **Angry ≤ 14**	**Afraid ≤ 7** **Lonely ≤ 13** **Angry ≤ 14**	**Afraid ≤ 6** **Lonely ≤ 12** **Angry ≤ 13**	**Afraid ≤ 6** **Lonely ≤ 12** **Angry ≤ 13**	**Afraid ≤ 5** **Lonely ≤ 11** **Angry ≤ 12**
		District Actual Secondary **Afraid – 7%** **Lonely – 16%** **Angry – 14%**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Onsite Mental Health Counselor	August 2019 – June 2020	Mental Health Counselor	$0	District provided	Caseload of mental health counselor
2. Advisory Program	August 2019 – May 2020	Guidance and Public Relations HSTW Focus Team	---	---	Participation of students and teachers in program
3. Pairing of counselor and administration	August 2019 – June 2020	Administration and Counselors	$0	---	Success of students-graduation rate

School Report Card Link
https://screportcards.com/overview/print/?q=eT0yMDE4JnQ9SCZzaWQ9MjMwMTAxMw##