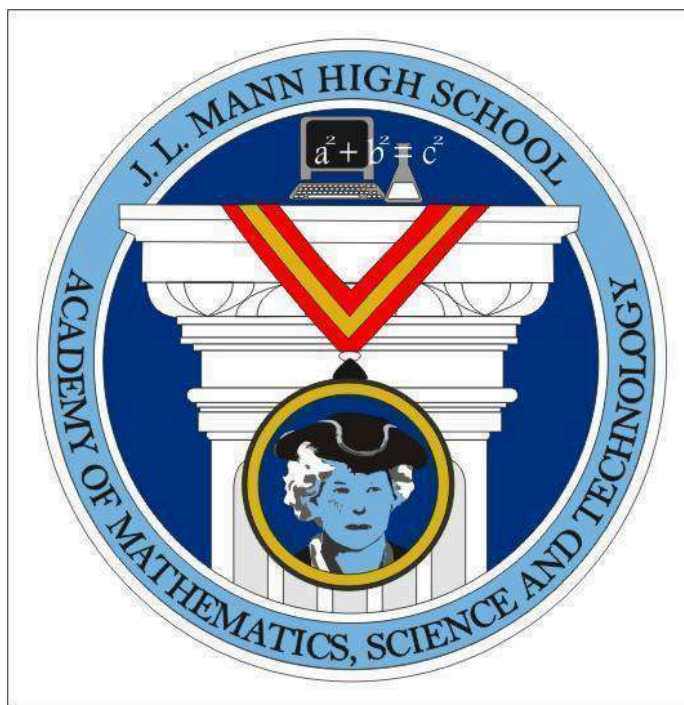


# **J. L. Mann High School, Academy of Mathematics, Science and Technology**



*“Providing opportunities to become lifelong learners.”*

## **School Portfolio 2024 - 2025**

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

*Scope of Plan: 2024-2025 through 2028-2029*

## **Greenville County Schools**

### SCHOOL RENEWAL PLAN COVER PAGE

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

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2024-25 (*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 43-263. 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 assurance requirements including ACT 135 assurance pages.

#### SUPERINTENDENT

Dr. W. Burke Royster	<i>W. Burke Royster</i>	5/1/2024
PRINTED NAME	SIGNATURE	DATE

#### PRINCIPAL

Shannon Gibson, Ed.D.	<i>SLGxShannon</i>	5/1/2024
PRINTED NAME	SIGNATURE	DATE

#### CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	<i>Dr. Carolyn Styles</i>	5/1/2024
PRINTED NAME	SIGNATURE	DATE

#### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Sam White, Jr.	<i>Sam White</i>	5/1/2024
PRINTED NAME	SIGNATURE	DATE

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

Regina Eudy	<i>Regina Eudy</i>	5/1/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 160 Fairforest Way, Greenville, SC 29607

SCHOOL TELEPHONE: (864) 355-6300

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

### **Stakeholder Involvement for School Renewal**

#### Position and Name

1. Principal - Shannon Gibson Ed.D.
2. Teacher - Carolyn Lenderman, 2024 - 2025 Teacher of the Year
3. Parent/Guardian - Brooke Cremmins, Co-President of PTSA & SIC Member
4. Community Member - Sam White Jr.
5. Paraprofessional - Eric Jhanji
6. School Improvement Council Member - David Bennett, Teacher
7. Read to Succeed Reading Coach - Katie Haney, Instructional Coach
8. School Read To Succeed Literacy Leadership Team Lead - Regina Eudy, AP of Instruction
9. School Read To Succeed Literacy Leadership Team Members  
 Blakley Garrett, English  
 Rebecca Grim, Art  
 Kristy Shumacher, PE  
 Dr. Ashley Adkins, Social Studies  
 Chrissy Anderson, Health Sciences  
 Jessica Hyder, Science  
 Monica Stegall, World Language  
 April Waller, Special Education  
 Grace Ellison, Mathematics

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

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

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

## Table of Contents

<a href="#">Introduction</a>	P. 6
<a href="#">Executive Summary</a>	P. 8
<a href="#">School Profile</a>	P. 11
<a href="#">Mission, Vision, and Beliefs</a>	P. 24
<a href="#">Data Analysis and Needs Assessment</a>	P. 25
<a href="#">Action Plan</a>	P. 34

## **Introduction to J. L. Mann's School Portfolio**

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

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

The categories utilized in this school portfolio are:

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

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

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

The current school portfolio is a living document that describes J. L. Mann High School and includes evidence of our work. It describes who we are; our vision for the school; goals, plans, progress, and achievements in the context of client demographics and needs; and school partnerships. The portfolio also describes how we build and utilize our overall school plan for the purpose of increasing student 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:

- Graduation Focus Team
- Orientation Focus Team
- Instructional Initiatives Focus Team
- Awards Focus Team
- Curriculum Focus Team

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

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

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

## Executive Summary

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

- Greenville County Schools last went through a SACS district accreditation process in the 2023 -2024 school year. This accreditation includes J. L. Mann High School, resulting in us being a SACS-accredited school.
- J. L. Mann High School became a *High Schools That Work* site in 2005 and currently still holds that designation.
- Our school boasts a competitive *Project Lead the Way* program that has consistently grown since its 2007 inception. Our fully-certified program provides college credit for all students who pass *PLTW* engineering courses.
- Our dual enrollment program offerings and the number of students enrolled in dual enrollment continue to grow thanks to our partnership with Greenville Technical College and qualified, on-campus instructors at J. L. Mann. Our focus for the future will shift to increasing the participation of our students classified as pupils in poverty in the dual enrollment program to make certain that this program is equitable for J. L. Mann students.
- Our magnet program curriculum provides opportunities for our students to concentrate their learning in the areas of Science, Math and Technology. Students who participate in the magnet program work toward receiving a Magnet Distinction at their graduation.
- A project-based learning program, NewTech, began in the 2013-2014 school year. The program underwent a review in the 2023 - 2024 school year and NewTech classes will transition from year long, co-taught classes to semester-long classes taught by individual teachers in the 2024 - 2025 school year. Mann's NewTech program will maintain their relationship with the NewTech Network and continue to place an emphasis on Project-Based Learning.
- The AP Capstone Diploma program began in 2017-2018 with the addition of AP Seminar and AP Research in 2018-2019. This program continues to prosper and applications for this program have steadily increased in the last few years.
- The AP program at J. L. Mann expands yearly in its course offerings and increases in the number of exams given. In the Spring of 2024, J. L. Mann will give over 1100 AP exams.
- In 2019 we added an afterschool tutoring center on Monday, Tuesdays, and Thursdays. The after school tutoring center is employed by teachers from the Math, Science, English, Social Studies, and SPED departments. The program is funded through ATSI funds. Bus transportation is available for all students who sign-up through the J. L. Mann website.
- Students also have access to additional, quality instruction through J. L. Mann's EOC Blitz. This program lasts for 5 days in the weeks prior to EOC testing. Students may attend for Biology I, Algebra I, English II, and U.S. History. Teachers of these courses create a review session for each day based on a specific area or concept. During the sessions, students receive a comprehensive review of the content and also test their knowledge through retrieval practice.
- In the 2023 - 2024 school year, J. L. Mann added the administrative position of Assistant Principal of Instruction. This addition created a space for an increased number of coaching cycles and provided more instructional input from a variety of perspectives.



## **School Accomplishments:**

- US News' America's Best High Schools, 2022
- 166 AP Scholars, 2023
- 19 AP Capstone Diploma Recipients, 2023
- Education Partners - Clemson University, Furman University, Coker College, Greenville Technical College
- 6 National Merit Finalists
- 6 National Merit Semi Finalists
- Project Lead the Way Technology Certification
- Youth in Government - Premier Delegation, 2 bills passed, Mann students elected as Speaker of the House and Youth Governor
- HOSA - 1st place in Writing and Persuasive Speaking, 3rd in Microbiology, 1st place in Career and Family Medicine
- Robotics - Multiple awards at the State and World Tournament levels
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  - 6 students won a chair at the Region Orchestra
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  - Excellent in Play Production, 2023 GCS Theatre Festival
  - Superior Rating, 2024 GCS Theater Festival
  - 3 students participated in the Annual Upstate High School Art Exhibition
  - 2 students participated in the Congressional Art Competition

## **Athletic Accomplishments 2022-2023**

- Girls Track – Region Champions
- Boys Tennis – Region Champions and 5A State Champions
- Boys Soccer – Region Champions
- Girls Soccer – Region Champions and 5A State Championship Runner-Up
- Girls Lacrosse – Region Champions and 5A State Championship Runner-Up
- Boys Lacrosse – Region Champions and Upstate Finals
- Girls Cross Country – Region Champions
- Football – 3rd in the Region
- Girls Tennis – Region Champions
- Girls Swim – Region Champions
- Boys Swim – Region Champions

## **Athletic Accomplishments 2023 - 2024**

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- Girls Golf - team qualified for Upper State, Coach named Region Coach of the Year
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- Boys Swim - 3rd in the State, Coach inducted into the SC Swim Coaches Hall of Fame

- Football - Upper State Finals with a finishing record of 11-3, Region Offensive Player of the Year, Region Defensive Player of the Year, 5A Upper State Coach of the Year
- Boys Cross Country - Coach named Region Coach of the Year
- Girls Basketball - 2nd in Region
- Boys Basketball - 4th in Region
- Wrestling - Region Wrestler of the Year for upper weight division
- Boys Lacrosse - Region Champions
- Boys Tennis - Region Champions

## School Profile

### School Community History

J. L. Mann High School, Academy of Mathematics, Science and Technology is a 9<sup>th</sup>-12<sup>th</sup> grade high school originally built in 1965 that currently houses 2068 students and over 200 faculty and staff members. It is one of 14 high schools in the district known as Greenville County Schools. J. L. Mann High School is located in Greenville, South Carolina.

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

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

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

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

Halfway through the 2007-2008 school year, we moved into a brand-new school building. The new J. L. Mann High School opened its doors on January 3, 2008.

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

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

## **Community Partnerships**

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

## **Facilities**

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

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

## **School Personnel**

For the 2023-2024 school year, there are 132 certified staff members at J.L. Mann which includes one Principal, six Assistant Principals, including one Assistant Principal of Instruction and one NewTech @ Mann Director, one Instructional Coach, one New Tech Instructional Tech, one Technology Specialist and nine Guidance Counselors, including a Director of Counseling. The faculty consists of 45 males and 87 females. 66% of the faculty has an advanced degree. The average teacher salary for the 2022 - 2023 school year was \$58,528.00. The percentage of teachers returning from the previous school year was up at a rate of 88.5% giving Mann a three-year average of 86.1% The teacher attendance rate was at 93% for the 2022 - 2023 school year.

Other personnel at our school include a secretary, bookkeeper, attendance, guidance and media clerks, a plant engineer, custodians and food service workers. Additional support personnel include the district psychologist, special education coordinators, mental health specialist, a speech and language specialist, two school nurses, and a tech specialist. J. L. Mann also has 2 school resource officers provided by the Greenville City Police Department.

## **Student Population**

J.L. Mann serves 2,026 students, 50.5% of the population are males and 49.45% are females. Our Freshmen are our largest class with 550 students. Forty-five percent of our students are Caucasian or White while 31% of our students identify as Black or African American. Hispanic students and Asian students comprise 12% and 5% of our student population respectively. Sixty-four of our students identify with two or more races while ten students identify as Native Hawaiian or other Pacific Islander. Ten students also identify as Native American or Alaska Native. Eighty-one students were retained in the 2022 - 2023 school year. 38.3% of students participate in the Gifted and Talented program at J.L. Mann. Our chronic absenteeism rate decreased to 31.1%, down from 60.5% from the 2021-2022 school year.

## **Students - Enrollment and Attendance**

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

J. L. Mann's student attendance rate was 91.36% and the percentage of students living in poverty has increased over the past few years and is currently at 40.8% in April 2024.

## **Students with Disabilities**

As a former satellite school for students with handicapping conditions, we provide services for students with a wide range of handicaps including autistic, emotionally disabled, educable mentally disabled, hearing impaired, health impaired, learning disabled, orthopedically handicapped, trainable mentally disabled, visually disabled, multi-handicapped, and other-health impaired. Our special needs population (other than speech) makes up 12% of our whole school population.

## **Academic Programs & Initiatives**

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

- J. L. Mann serves as the district's magnet academy for the areas of Mathematics, Science, and Technology. Each of the magnet strands gives students opportunities to take specialized courses not necessarily available at other schools in the area. For example, to earn magnet distinction in technology, students may take courses such as Web Design, Computer Programming, and two Advanced Placement Computer Science courses. Students in the science magnet program are offered Marine Biology, Forensics Science and several AP Science courses. In the math program, students can take AP Statistics as well as both AP Calculus AB and BC. Earning magnet distinction also requires students to complete either a senior project or internship. Students living outside of Mann's attendance area are invited to apply and pursue one of the three magnets. Attendance area students may also choose to participate in the magnet curriculum.
- NewTech@Mann offers students project-based learning, student-led culture, and one-on-one technology. Many core content areas are taught as combined classes at NewTech@Mann in order to support cross-disciplinary learning. For example, in freshman year a student can expect to take English 1 with World Geography or English 2 with World History; however, in the 2024-2025 school year, courses will be taught by individual teachers with the option for collaboration on certain classroom projects. In addition to the core content areas of English, Mathematics, Science and Social Studies, NewTech@Mann offers support courses which provide training for the technological skills students will need both for their projects and their future.

- Graduation Plus is a district-wide initiative to ensure all students are college and career ready upon graduation. Goals of the Graduation Plus initiative are for students to obtain significant progress toward a college major and/or two-year degree, completion of freshman level college courses, completion of postsecondary vocational and technical advanced certification, and/or completion of a vocational/technical certificate before graduation. J. L. Mann offers the following programs to help students meet these goals:
  - Advanced Placement – We currently offer 25 AP courses including English Language and Composition, English Literature and Composition, Calculus AB, Calculus BC, Statistics, Human Geography, Psychology, European History, U.S. History, World History, Macroeconomics, Microeconomics, Government, Physics 1, Physics 2, Environmental Science, Biology, Chemistry, Spanish Language and Culture, French Language and Culture, Computer Science A, Computer Science Principles, Art History, and Art-Drawing/2-D. J. L. Mann is also an AP Capstone school allowing students to earn an AP Capstone Diploma after completing AP Seminar and AP Research in addition to at least four other AP courses.
  - Accelerate is a challenging, three-year program that utilizes a virtual learning environment of live video conferencing between teaching locations and partner schools across South Carolina. It provides advanced academic preparation, along with exposure to real-world engineering during the 10th, 11th and 12th grades. The ultimate goal of Accelerate is to prepare students, both in coursework content and pace, for a rigorous college engineering program. As many as 32 college credit hours toward an engineering degree may be earned during this unique three-year program.
  - Early College Program – Dual Credit Courses are offered through Greenville Tech. Current offerings include English 101 and 102, Spanish 101 and 102, Psychology, and Sociology.
  - Teacher Cadets is a yearlong course that offers dual credit, one Carnegie unit on the honors level and three hours of college credit through Clemson University. During the course, students complete an 8-week practicum working with an assigned GCS teacher where they help with all classroom duties and teach 2 lessons. This class is for all students that have a definite interest in becoming teachers or who want a career working with young people.
  - Satellite schools and career centers provide opportunities for students to obtain additional instruction in fine arts as well as vocational training and technical certifications while still taking core academic classes at J. L. Mann.

### **Student Support Services**

J.L. Mann High School's *Mann* Advisory Program occurs every Wednesday during 1st period. Our Advisory Committee utilizes resources from the Greenville County School Advisory Curriculum and disseminates lessons with resources to our teachers.

An after-school tutoring program provides all students the ability to stay after-school Monday, Tuesday, and Thursday and receive help from teachers in the areas of English, Math, Science and Social Studies.

Special Education teachers are available to provide additional support for our students with disabilities. Students have the option to make-up tests from their classes at the tutoring center as well. Students may also utilize the tutoring program to receive help and take tests for our content recovery program. Buses will then be available for students who need a ride home.

*High Schools That Work* has a literacy emphasis that has been placed in all courses through a special structure. Also, the students who struggled with reading and writing in middle school are identified through SCREADY and MAP scores and are placed in a Literacy Lab course in an effort to help them strengthen basic skills. The Literacy Lab course (Read 180) is taken in addition to a regular freshman English class.

There is an emphasis to help all students through a focus on *Professional Learning Communities*, especially for those teachers teaching an End-of-Course Placement Test course. These teachers plan together throughout the year in an effort to increase mastery of content and EOC passage rates. Teachers utilize DuFour's four questions and focus their work in PLCs around three facets, Planning, Common Assessment and Data Analysis. All teachers are expected to common plan a minimum of twice a month with EOC teachers common planning weekly.

## **Arts**

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

## **Athletics**

Our student athletes have performed all the way to the state level under the coaching of dedicated teachers and coaches. The school JROTC program provides students a way to earn college credit while still in high school. Our athletic teams have brought back several state championships to the school, including swimming, basketball, lacrosse, soccer and track. We have over 850 athletes participating on 23 teams. Our athletes boast a 4.21 GPA on a 5.0 scale.

## **Outstanding Features**

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

- 50+ clubs and organizations
- Accelerate - Governor's School Program
- Adaptive Physical Education
- Advisor/Advisee Groups
- Annual J.L. Mann Art Show

- Advanced Placement
- AP Capstone Diploma Program
- Beta Club
- Community Based Job Training
- Community Read/D.E.A.R.
- Dual Credit Courses
- Extra Mann Power Tutoring
- Foreign Languages - French and Spanish
- Forensics Team
- High Schools That Work Site
- JROTC
- Late Buses for After School Tutoring
- Literacy Emphasis Across the Curriculum
- Occupational Diploma Program
- Magnet Program in Mathematics, Science and Technology
- Magnet Senior Project
- Mann Recycling Initiative
- Memorial Learning Garden
- National Honor Society
- NewTech@Mann
- Palmetto Boys and Girls State
- Patriot Partners, mentoring for at risk- students
- Peer Tutorial/Student Mentoring
- PTSA
- Project Lead the Way
- Robotics Team
- Student Council
- Supported Employment and Training
- Teacher Cadets
- Young Advocates for the Handicapped
- Youth in Government

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

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

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- Girls Basketball - 2nd in Region
- Boys Basketball - 4th in Region
- Wrestling - Region Wrestler of the Year for upper weight division
- Boys Lacrosse - Region Champions
- Boys Tennis - Region Champions

### **Parent Involvement**

J. L. Mann provides a disciplined but stimulating learning environment for students. The climate for learning at J. L. Mann is enhanced by involved parents. Parents are encouraged to become involved in

school committees and councils, to help with homework, and to encourage and honor their child's successes. Annually, on average, our school PTSA contributes approximately \$25,000 to our school for instructional needs. They also provide PTSA mini-grants to our teachers to promote and support innovative ideas in curriculum and instruction. Furthermore, J. L. Mann parents volunteer on a daily basis to work in the school store. We have been pleased to recognize our parents as J. L. Mann has been awarded the National PTA School of Excellence Award for Parent Involvement in past years.

## **Leadership**

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

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

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

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

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

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

The principal of J. L. Mann High School since 2022 is Dr. Shannon Gibson. Dr. Gibson most recently served as principal of Union County High School and as an assistant principal at J.L. Mann prior to assuming the role of principal. The Assistant Principals are Brad Griffith, Carla Washington, Sarah Burke White, Regina Eudy and Jeffery Whitener. The Administrative Assistant is Aaron Daniel and the Instructional Coach is Katie Haney.

<b>Mann Admin Responsibilities 2023-2024</b>					
<b>ADMINISTRATION</b>					
<b>Mr. Whitener</b> 700 Hall 355-6323	<b>Ms. Washington</b> 900 Hall 355-6319	<b>Mr. Griffith</b> 800 Hall 355-6386	<b>Mr. Daniel</b> 500 Hall 355-6324	<b>Ms. White</b> 1100 Hall 355-0820	<b>Ms. Eudy</b> 1200 Hall 355-6399
<b>Administrative Student Caseloads</b>					
A-D	E-K	L-Q	R-W	NT@M & X-Z	Tardies
<b>Administrative Department Assignments</b>					

Science/ World Languages	ELA/ PE/ JROTC	Math	Social Studies/ Fine Arts	New Tech/CTE	Special Education
<b>HSTW Focus Teams</b>					
School Culture	SALT	Advisory	Curriculum	Transition	Instructional Initiatives
<b>AM Duty Posts</b>					
Commons	Commons	Subs	Parking Lot	Commons	Commons
<b>PM Duty Posts</b>					
Bus Ramp	Front of School	Rover	Bus Ramp	Clear Building B- Move to Front of School	Commons / Front of School
<b>Lunch Duty Posts</b>					
A Cafeteria 3rd/4th	A Cafeteria 1st/2nd	A Cafeteria 3rd/4th	A Cafeteria 1st/2nd	B Cafeteria 1st/2nd	B Cafeteria 3rd/4th

<b>Administrative Duties</b>					
<b>Mr. Whitener</b>	<b>Ms. Washington</b>	<b>Mr. Griffith</b>	<b>Mr. Daniel</b>	<b>Ms. White</b>	<b>Mrs. Eudy</b>
IDs	On Track (9)	Guidance	Textbooks	New Tech	Induction, Annual, GATE Evaluations
On Track (10&11)	Athletics	Subs	Parking Tickets/ Obligations	On Track (12th)	Tardies (Hero)
Buses	Safety	Attendance/ Seat Time	Bus Back-Up	Master Schedule	Read 180/System 44
Bus Referrals	Title IX Coordinator	Facilities	Lockers	Graduation	ATSI Plan/ Reading Plan/ PD Plan/ PAS-T Cycles
Field Trip Approvals	Social Media Director	Grad Rate Team	ISS/Detentions	Orientation/ Schedule Pick-Up	AP Coordinator/ AP Capstone
United Way	Clubs	Duty Roster	Smart Pass	CTE Reporting	PLC Coach
Awards Night Fall	HSTW	School Calendar	Summer School Team	PLTW	Back-Up Testing
Awards Night Spring	Master Schedule Learning	Dual Credit	Subs Back-Up	Magnet/New Tech Nights	Teacher/ Student Handbook
Student Teachers/ Volunteers	Sex Education	PowerSchool	Co-Clubs	Grad Rate Team	After School Director
Staff Weekly Communication	Workers Comp	PowerTeacher Training	3rd Testing Back-Up	FaceTime Liaison	Summer School Team
Seat Time Back-Up	PTSA Liaison	Accelerate	SLO	SLO	Aides
ML Contact	Open Houses	SLO	BTAM	BTAM	Master Schedule Learning
SLO	FaceTime Liaison	BTAM	Interviews for Departments	Interviews for Departments	Content and Credit Recovery
BTAM	Sunshine Admin	Interviews for Departments	Athletic Events	Athletic Events	Curriculum Night
Interviews for Departments	SLO	Athletic Events			SLO
Athletic Events	BTAM				BTAM
Scheduling Interpreters	Interviews for Departments				Interviews for Departments
	Athletic Events				Athletic Events

**Shannon Gibson Ed.D., Principal**

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

**Cindy Alsip Ph.D., Magnet and Testing Coordinator**

- Magnet Program
- School Testing Coordinator

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

- Teacher Coaching Cycles
- New Tech @ Mann PD
- 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

**Katie Haney, Instructional Coach**

- Instructional Initiatives and Curriculum
  - Literacy Team
  - S.O.S. Squad
- School Wide Professional Development
- SLO and PAS-T
- Teacher Recertification
- New Teacher Onboarding and Training (SOS year 1, 2 and 3)
- Mentor Teacher Support
- Coaching Cycles
- MasteryConnect/Benchmark Testing
- Exchange Day Tracking
- School Data
- Admin Observation Schedule
- Awards & Recognition
- School Portfolio
- R2S Reading Plan
- PLC Data Dives
- PLC Coaching
- After School Program
- Faculty Meeting Agendas
- Back-up School Testing Coordinator
- Classroom Libraries

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

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

**The J. L. Mann PTSA Executive Board:**

- Provides support and assistance to the school as a whole.
- Organizes volunteers for testing and working in various school capacities.
- Maintains the school store.
- Funds mini-grants to teachers who use funds for innovative activities.
- Coordinates fundraising efforts for the school.
- Organizes and implements programs such as Mann Alive, Parent Night, and College Night.

- Works to beautify the school grounds through the landscaping of common areas.
- Publishes the school newsletter to keep parents informed of school events.
- Provides monetary teacher supplements for classroom supplies.
- Provides hospitality for the faculty and at school events.
- Keeps the community informed of school events and acts as a liaison between the administration and the community.
- Honors teachers and staff members through Teacher Appreciation activities.

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

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

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

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

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

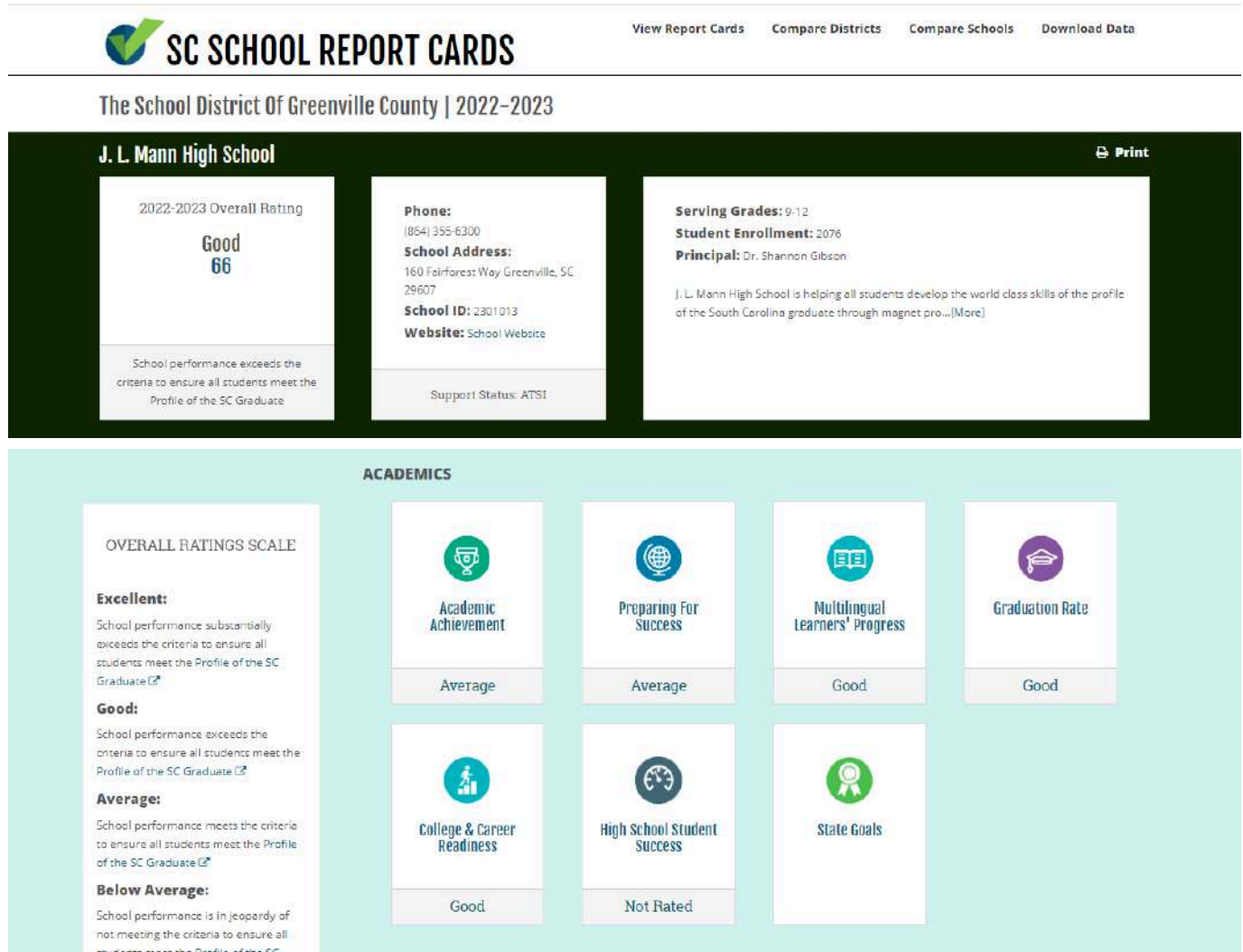
### **Belief Statements:**

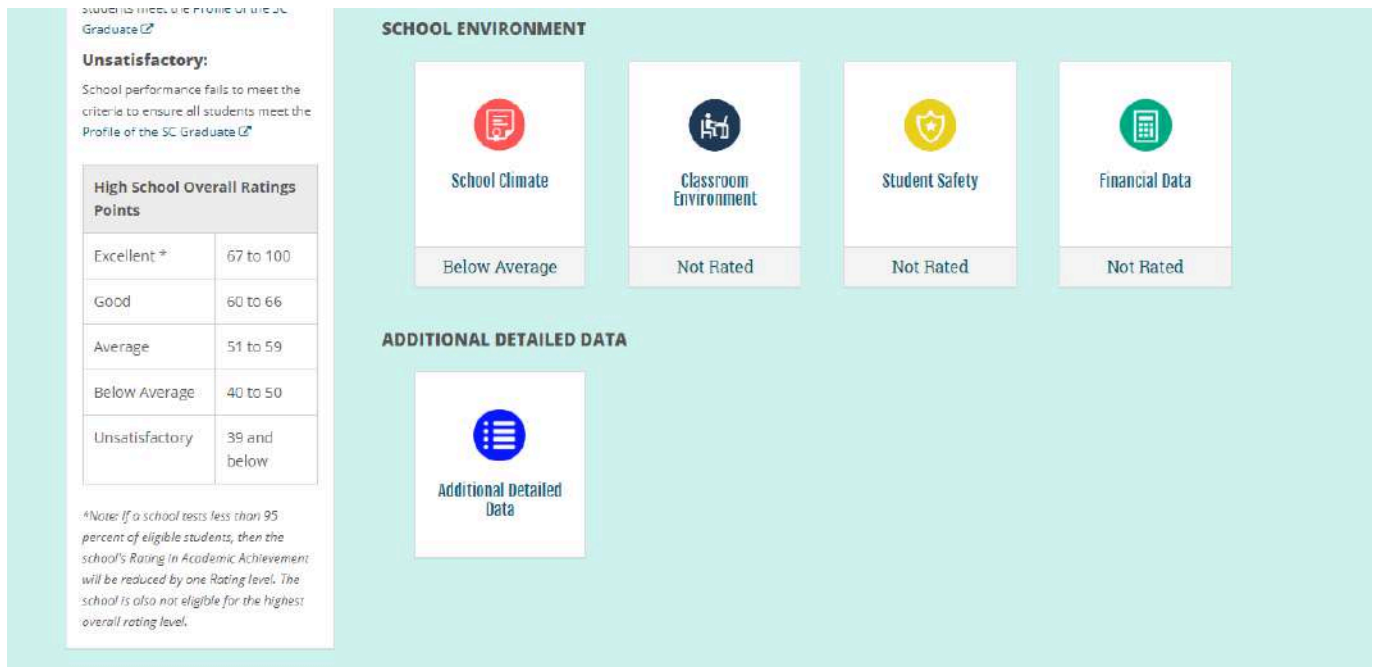
- Students achieve best in a safe and inviting environment where they are engaged in learning.
- Students must have highly competent and caring teachers, principals, and support staff.
- Students must have equitable and highly-quality educational opportunities that evolve and change to reflect the world around them.
- A successful educational culture empowers students to communicate and collaborate effectively, solve problems competently, think critically and creatively, and act responsibly.
- A successful educational culture develops students who are empathetic, respectful, resilient, and act with integrity.
- Embracing diversity and inclusion leads to mutual respect and breaks down barriers.
- Education is the shared responsibility of students, home, school, business, and community.
- Curriculum and instruction must meet the needs of all students and prepare each student for success.
- Early reading and mathematical thinking are the foundations for educational success.
- Our educational organization prepares students to value learning and contribute to society, which has a lasting positive impact on our communities.



# Data Analysis and Needs Assessment

## SCDE School Report Card





For a detailed view of J. L. Mann's 2022 - 2023 SCDE School Report Card:

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9SCZzaWQ9MjMwMTAxMw>

## EOCEP - Algebra 1 and English II

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

## GRADUATION RATE:

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

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

<b>G+</b>	<b>Report Card CCR</b>
<b>Total G+ = 318 students = 70.35%</b>	<b>College Ready = 229 students</b>
AP exam of 3+ OR <b>167</b>	AP exam of 3+ OR <b>167</b>
IB exam of 4+ OR <b>N/A</b>	IB exam of 4+ OR <b>N/A</b>
Pass 1 Dual Enrollment course <b>158</b>	Pass 6 credit hours in dual enrollment course w/ C+ OR <b>6</b>
	ACT 20+ OR <b>149</b>
	SAT 1020+ OR <b>192</b>
	<b>Career Ready = 228 students</b>
Completes state-approved work-based learning exit eval from employer – program must include min. 40 practical experience hours or the highest number of hours required by industry competencies in a career pathway; be aligned with state IGP career clusters; include industry eval from the training agreement for profile of the SC graduate 1 unit in pathway related to the work-based placement or personal pathway of study or internship or apprenticeship OR	Completes state-approved work-based learning exit eval from employer – program must include min. 40 practical experience hours or the highest number of hours required by industry competencies in a career pathway; be aligned with state IGP career clusters; include industry eval from the training agreement for profile of the SC graduate 1 unit in pathway related to the work-based placement or personal pathway of study or internship or apprenticeship OR
1 Industry Credential OR <b>202</b>	CTE Completer (64) & earns national or state industry credential OR <b>83</b>
	WIN SC Career Ready Assessment – Level 3 or Higher OR <b>473</b>
JROTC (3+ credits) & ASVAB 31+ <b>5</b>	ASVAB 31+ <b>23</b>
	Identified as a student with a disability who successfully completes the SC High School Employability Credential according to their IEP. <b>4</b>

## **Dual Credit/Dual Enrollment**

	<b>Dual Credit 2022 - 2023</b>	<b>Dual Credit 2023 - 2024</b>
<b>ALL</b>	175 8.6% of school	332 16.4% of school
<b>PIP</b>	37 21.1% of school	42 18.4% of school

## **Teacher and Administrator Quality**

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

#### **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, student talk moves, simulations, and online collaboration.
- Focus on allowing student choice in assignments, while remaining within the content required by standards.
- Focus on teacher clarity in instruction using learning targets and the components of a good lesson.
- The Mann Instructional Leadership Team will lead PD with a focus on Universal Design for Learning, strengthening PLCs by utilizing DuFour's 4 Questions to inform our practices, and establishing a culture of student to student academic discussion that includes student talk moves.
- Certified Faculty will be apprised of all opportunities to obtain Gifted & Talented certification and R2S endorsement (English, SPED, and ML) as required by the state.

##### **2- PROFESSIONAL LEARNING COMMUNITIES**

- Teachers engage in a learning community with a student-centered focus. The PLC should be driven by data and the sharing of best instructional practices.
- Predictive Assessment Data will be collected twice, but teachers will also utilize Summative Assessment Data to inform their instructional practices to drive remediation and enrichment. Teachers will provide a reflection on what they adapted based on results.

- Data dives will be held once a semester for the purpose of analyzing benchmark data and planning for reteaching.

### 3- PERSONALIZED LEARNING/TECHNOLOGY INTEGRATION

- Technology Integration PD, eLearning PD Opportunities, Student Engagement Strategies
- 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**

One planning period for the months of September, October, November, January, February, March and April will be dedicated to faculty PD on the above mentioned topics.

- 1<sup>st</sup> Wednesday: Faculty Meetings (PD on a variety of topics; done virtually on occasion for extra PLC meetings)
- 2<sup>nd</sup> Wednesday: Department Meeting
- 3<sup>rd</sup> Wednesday: HSTW Focus Team Meetings
- 4<sup>th</sup> Wednesday: SALT Leadership Committee

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

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

TEACHER LEADERS - UDL Focus Team

### **GOAL 2 - PROFESSIONAL LEARNING COMMUNITIES**

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

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

- EOC Courses: Teachers will meet once a week during a common planning period to discuss strategies, pacing, develop common assessments, and analyze data from those assessments.
- Non-EOC Courses: Teachers will meet at least twice a month, one of which may be a collaborative online meeting, to discuss strategies, pacing, develop common assessments, and analyze data from those assessments.
- NewTech Program meets weekly as a staff for PLC.
- Data Dives - EOC teachers will have the opportunity to analyze benchmark data and plan for student success on the EOC once a semester for a full day.

Funding Sources - ATSI

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

#### **E-LEARNING and TECH INTEGRATION SELF PACED PD OFFERINGS**

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

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

#### **NEW TEACHER SUMMER ORIENTATION DAY**

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

#### **MANN, I'M NEW – (All New Teachers)**

The Instructional Coach meets every month with new teachers at Mann to check-in with how things are going, provide, support, cheer, and professional development; discuss PAS-T goals and performance standards to prepare for formal evaluation.  
Funding Sources - General Fund

#### **NEW TEACHER SUPPORT TEAM (SOS Squad)**

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

#### **STARTING OUT STRONG (SOS) – Year 1**

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

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

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

#### **STARTING OUT STRONG – Year 3**

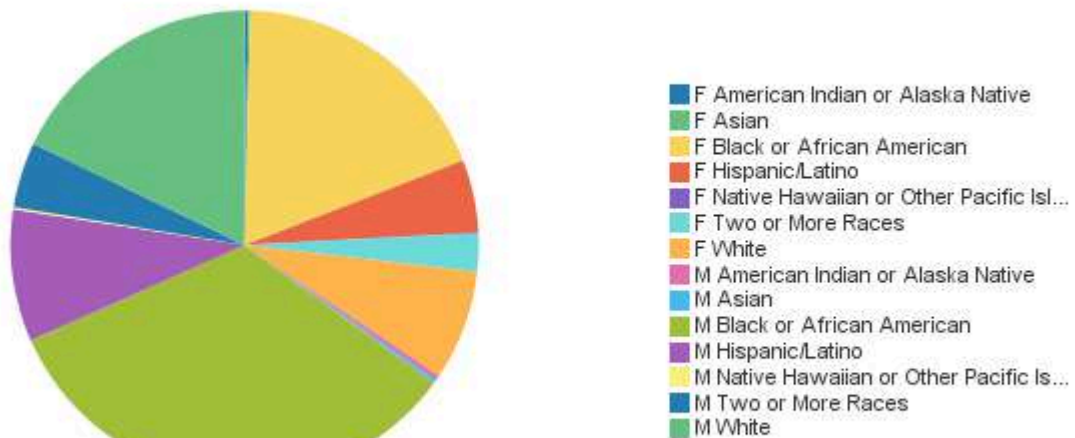
Year 3 teachers or those in their first year of their professional contract will undergo instructional cycles (coaching) with the Instructional Coach.  
Funding Sources - General Fund

## School Climate Needs Assessment

### Student Discipline

	2022 - 2023	2023 - 2024 <i>as of 4/9/24</i>
<b>Incidents</b>	6, 213	5, 404
<b>ISS (hours)</b>	8,862	8,432
<b>Bus Suspension (days)</b>	37	16
<b>OSS (days)</b>	3, 215	3,282

**OSS Days**



OSS Days

### Referral Demographics

Gender & Ethnicity	# Students with Any Referral	OSS Days
F American Indian or Alaska Native	92	220
F Asian	223	184
F Black or African American	5,471	19,152
F Hispanic/Latino	3,493	5,118
F Native Hawaiian or Other Pacific Islander	31	82
F Two or More Races	1,182	2,664
F White	7,214	7,778
M American Indian or Alaska Native	144	390
M Asian	252	231
M Black or African American	6,313	34,027
M Hispanic/Latino	4,280	9,326
M Native Hawaiian or Other Pacific Islander	69	162
M Two or More Races	1,354	4,615
M White	8,977	18,286
<b>Grand Total</b>	<b>39,095</b>	<b>102,235</b>

### Student Attendance, Absenteeism & Truancy

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

Year	Attendance Rate
<b>2021 - 2022</b>	90.04%
<b>2022 - 2023</b>	90.35%
<b>2023 - 2024</b> <i>*as of 4/5/24</i>	91.36%



**J.L. Mann High School Absenteeism & Truancy 2023 -2024 as of 4/16/24**

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

**Parent/Teacher Conferences**

IGP meetings, 504 plan meetings, and parent conferences in guidance combine for an approximate 1,961 hours of parent conferences. Conferences are held for IEP Re-evaluations, discipline issues, at the request of the parents, during Magnet Open House, J.L Mann Open House (each semester), and in regards to student academic progress. J.L. Mann completed a minimum of 1,568 hours of parent/teacher conferences during the 2023-2024 school year.

**Volunteer Hours**

Mann has a robust volunteer group that includes members of PTSA, SIC members, Booster Club members, Band Booster Club members, school store volunteers and various community volunteers including a large percentage of highly involved parents. In the 2023 -2024 school year, Mann logged a total of 3,359 hours of volunteer service.

**Backpack****Backpack Activity**

<b># Students Attending</b>	<b># Students with Backpack Contacts</b>	<b>% Students with Backpack Contacts</b>	<b># Students (30 days)</b>	<b>% Students (30 days)</b>	<b># Students (60 days)</b>	<b>% Students (60 days)</b>
2,011	1,657	82.40%	862	42.86%	1,055	52.46%

## GOAL AREA 1 – Performance Goal 1

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
<b>Performance Goal 1:</b> By 2029, the percentage of students who pass the Algebra 1 End-of-Course exam will increase from 65% (2023) to 75%.
<b>Interim Performance Goal:</b> Meet annual targets below.

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.</b>					
1. Develop annual academic growth targets based on the principal and school goal setting process.	2024-2029	J.L Mann Instructional Leadership Team (J.L. Mann ILT)	\$0	N/A	
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<ul style="list-style-type: none"> <li>• Dr. Shannon Gibson, Principal</li> <li>• Regina Eudy, API</li> <li>• Katie Haney, IC</li> <li>• Jay Mobley, NewTech Instructional Technology Specialist (NewTech ITS)</li> </ul>	\$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	<ul style="list-style-type: none"> <li>• GCS Math Academic Specialist</li> <li>• Regina Eudy, API</li> <li>• Katie Haney, IC</li> <li>• Jay Mobley, New Tech ITS</li> <li>• J.L. Mann Department Heads</li> </ul>	\$0	N/A	
<b>Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.</b>					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> <li>• GCS Math Academic Specialist</li> <li>• Dr. Shannon Gibson, Principal</li> <li>• Brad Griffith, AP, Math Dept.</li> <li>• Regina Eudy, API</li> <li>• Katie Haney, IC</li> <li>• Jay Mobley, NewTech ITS</li> <li>• Jeremy Bowen, Math Dep. Head</li> </ul>	\$0	N/A	
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	<ul style="list-style-type: none"> <li>• District Personnel</li> </ul>	\$0	N/A	
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<ul style="list-style-type: none"> <li>• J.L. Mann ILT</li> <li>• Regina Eudy, API</li> <li>• Katie Haney, IC</li> <li>• Jay Mobley, NewTech ITS</li> <li>• Mann Math PLCs</li> </ul>	\$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	<ul style="list-style-type: none"> <li>• Dr. Shannon Gibson, Principal</li> <li>• J.L. Mann ILT</li> <li>• Regina Eudy, API</li> <li>• Katie Haney, IC</li> <li>• Jay Mobley, New Tech ITS</li> </ul>	\$0	N/A	
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	<ul style="list-style-type: none"> <li>• Dr. Shannon Gibson, Principal</li> <li>• J.L. Mann ILT</li> <li>• Regina Eudy, API</li> <li>• Katie Haney, IC</li> <li>• Jay Mobley, New Tech ITS</li> </ul>	\$0	N/A	
<b>Action Plan for Strategy 3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.</b>					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	<ul style="list-style-type: none"> <li>• Regina Eudy, API</li> <li>• Katie Haney, IC</li> <li>• Jay Mobley, New Tech ITS</li> </ul>	\$0	N/A	
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	<ul style="list-style-type: none"> <li>• Regina Eudy, API</li> <li>• Katie Haney, IC</li> <li>• Jay Mobley, New Tech ITS</li> </ul>	\$0	N/A	
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	<ul style="list-style-type: none"> <li>• Dr. Shannon Gibson, Principal</li> <li>• J.L Mann Admin Team</li> <li>• Regina Eudy, API</li> <li>• Katie Haney, IC</li> </ul>	\$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
		<ul style="list-style-type: none"> <li>Jay Mobley, New Tech ITS</li> <li>PLC Teacher Leaders</li> </ul>			
4. Foster a collaborative relationship between schools and parents.	2024-2029	<ul style="list-style-type: none"> <li>Dr. Shannon Gibson, Principal</li> <li>J.L Mann Administration Team</li> <li>Katie Haney, IC</li> <li>Jay Mobley, New Tech ITS</li> <li>J.L. Mann Department Heads</li> <li>J.L. Mann Teachers</li> </ul>	\$0	N/A	
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<ul style="list-style-type: none"> <li>GCS Mathematics Academic Specialist</li> <li>Brad Griffith, AP, Math Dept.</li> <li>Regina Eudy, API</li> <li>Katie Haney, IC</li> <li>Jay Mobley, New Tech ITS</li> <li>Jeremy Bowen, Math Dept. Head</li> <li>J.L. Mann Math Department</li> </ul>	\$0	N/A	

## GOAL AREA 1 – Performance Goal 2

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

**Performance Goal 2:** By 2029, the percentage of students who pass the English 2 End-of-Course exam will increase from 91% (2023) to 96%.

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

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Ensure all students acquire prerequisite ELA skills at each level.</b>					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> <li>Carla Washington, AP, English Dept.</li> <li>Regina Eudy, API</li> <li>Katie Haney, IC</li> <li>Jay Mobley, NewTech ITS</li> <li>Mann English PLCs</li> </ul>	\$0	N/A	
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	<ul style="list-style-type: none"> <li>Shayla Read, GCS ELA Academic Specialist</li> <li>Regina Eudy, API</li> <li>Katie Haney, IC</li> <li>Jay Mobley, NewTech ITS</li> <li>Sedrick Bell, English Dept. Head</li> <li>Mann English PLCs</li> </ul>	\$0	N/A	
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<ul style="list-style-type: none"> <li>J.L. Mann ILT</li> <li>Regina Eudy, API</li> <li>Katie Haney, IC</li> <li>Jay Mobley, NewTech ITS</li> </ul>	\$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<ul style="list-style-type: none"> <li>• J.L. Mann ILT</li> <li>• Regina Eudy, API</li> <li>• Katie Haney, IC</li> <li>• Jay Mobley, NewTech ITS</li> <li>• Sedrick Bell, English Dept. Head</li> <li>• Mann English PLCs</li> </ul>	\$0	N/A	
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<ul style="list-style-type: none"> <li>• Regina Eudy, API</li> <li>• Katie Haney, IC</li> <li>• Jay Mobley, NewTech ITS</li> <li>• Sedrick Bell, English Dept Head</li> <li>• Mann English PLCs</li> </ul>	\$0	N/A	
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<ul style="list-style-type: none"> <li>• Shayla Read, GCS English Language Arts Academic Specialist</li> <li>• Regina Eudy, API</li> <li>• Katie Haney, IC</li> <li>• Jay Mobley, NewTech ITS</li> <li>• Sedrick Bell, English Dept Head</li> <li>• Mann English PLCs</li> </ul>	\$0	N/A	
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	<ul style="list-style-type: none"> <li>• Regina Eudy, API</li> <li>• Katie Haney, IC</li> <li>• Jay Mobley, NewTech ITS</li> <li>• Sedrick Bell, English Dept Head</li> </ul>	\$0	N/A	
<b>Action Plan for Strategy #2: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.</b>					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	<ul style="list-style-type: none"> <li>• Shayla Read, GCS English Language Arts Academic Specialist</li> </ul>	\$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
		<ul style="list-style-type: none"> <li>• Regina Eudy, API</li> <li>• Katie Haney, IC</li> <li>• Jay Mobley, NewTech ITS</li> <li>• Sedrick Bell, English Dept Head</li> <li>• Mann English PLCs</li> </ul>			
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<ul style="list-style-type: none"> <li>• J.L. Mann ILT</li> <li>• Regina Eudy, API</li> <li>• Katie Haney, IC</li> <li>• Jay Mobley, NewTech ITS</li> <li>• Mann PLCs</li> </ul>	\$0	N/A	
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<ul style="list-style-type: none"> <li>• Regina Eudy, API</li> <li>• Katie Haney, IC</li> <li>• Jay Mobley, NewTech ITS</li> <li>• Sedrick Bell, English Dept. Head</li> <li>• Mann English PLCs</li> </ul>	\$0	N/A	
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<ul style="list-style-type: none"> <li>• J.L. Mann ILT</li> <li>• Regina Eudy, API</li> <li>• Katie Haney, IC</li> <li>• Jay Mobley, NewTech ITS</li> <li>• Mann English PLCs</li> </ul>	\$0	N/A	
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<ul style="list-style-type: none"> <li>• Dr. Shannon Gibson, Principal</li> <li>• J.L. Mann ILT</li> <li>• Regina Eudy, API</li> <li>• Katie Haney, IC</li> <li>• Jay Mobley, NewTech ITS</li> </ul>	\$0	N/A	
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive	2024-2029	<ul style="list-style-type: none"> <li>• Dr. Shannon Gibson, Principal</li> <li>• J.L. Mann ILT</li> </ul>	\$0	N/A	



Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
texts to accommodate various learning styles.		<ul style="list-style-type: none"> <li>Regina Eudy, API</li> <li>Katie Haney, IC</li> <li>Jay Mobley, NewTech ITS</li> </ul>			
<b>Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.</b>					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	<ul style="list-style-type: none"> <li>J.L. Mann ILT</li> <li>Regina Eudy, API</li> <li>Katie Haney, IC</li> <li>Jay Mobley, NewTech ITS</li> </ul>	\$0	N/A	
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	<ul style="list-style-type: none"> <li>Regina Eudy, API</li> <li>Katie Haney, IC</li> <li>Jay Mobley, NewTech ITS</li> </ul>	\$0	N/A	
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<ul style="list-style-type: none"> <li>Regina Eudy, API</li> <li>Katie Haney, IC</li> <li>Jay Mobley, NewTech ITS</li> </ul>	\$0	N/A	
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	<ul style="list-style-type: none"> <li>Regina Eudy, API</li> <li>Katie Haney, IC</li> <li>Jay Mobley, NewTech ITS</li> <li>Sedrick Bell, English Dept. Head</li> <li>Mann English PLCs</li> </ul>	\$0	N/A	
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	<ul style="list-style-type: none"> <li>Regina Eudy, API</li> <li>Katie Haney, IC</li> <li>Jay Mobley, NewTech ITS</li> <li>Mann Teacher PD Committee</li> </ul>	\$0	N/A	

## GOAL AREA 1 – Performance Goal 3

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
<b>Performance Goal 3:</b> By 2029, the percentage of students who earn G+ will increase from 72% (2023) to 92%.
<b>Interim Performance Goal:</b> Meet annual targets below.

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Ensure all students engage in K-12 Career Exploration as outlined in Graduation Plus.</b>					
1. Complete comprehensive scope and sequence of career related activities using district's College and Career Readiness platform	2024-2025	<ul style="list-style-type: none"> <li>Sarah Burke White, AP, CTE</li> <li>Aaron Daniel, AA, CCR</li> <li>Lynn Edwards, Director of Guidance</li> </ul>	\$0	N/A	
2. Evaluate career exploration opportunities that benefit students and local businesses.	2024-2029	<ul style="list-style-type: none"> <li>Sarah Burke White, AP, CTE</li> <li>Aaron Daniel, AA, CCR</li> <li>Lynn Edwards, Director of Guidance</li> </ul>	\$0	N/A	
3. Introduce diverse career options through interactive experiences, virtual tours, and guest speakers in order to help students identify their interests and strengths.	2025-2029	<ul style="list-style-type: none"> <li>Sarah Burke White, AP, CTE</li> <li>Aaron Daniel, AA, CCR</li> </ul>	\$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
		<ul style="list-style-type: none"> <li>Lynn Edwards, Director of Guidance</li> </ul>			
4. Facilitate internships, job shadowing, and work-study programs to provide students with real-world experiences, preparing them for post-secondary education and employment.	2024-2029	<ul style="list-style-type: none"> <li>Sarah Burke White, AP, CTE</li> <li>Aaron Daniel, AA, CCR</li> <li>Lynn Edwards, Director of Guidance</li> </ul>	\$0	N/A	
<b>Action Plan for Strategy #2: Utilize Career Planner software so students can clearly articulate a 9-12 career path to plan their high school course experience.</b>					
1. Implement district-wide course progression requirements for all core content courses.	2025-2026	<ul style="list-style-type: none"> <li>Executive Director of CCR</li> <li>Sarah Burke White, AP, CTE</li> <li>Aaron Daniel, AA, CCR</li> <li>Lynn Edwards, Director of Guidance</li> </ul>	\$0	N/A	
2. Seek out and eliminate barriers that prevent students from access to more rigorous coursework.	2024-2029	<ul style="list-style-type: none"> <li>Sarah Burke White, AP, CTE</li> <li>Aaron Daniel, AA, CCR</li> <li>Lynn Edwards, Director of Guidance</li> </ul>	\$0	N/A	
3. Implement a district-wide course registration system (SchoolLinks) that ensures accuracy and precision in calculating both high school graduation requirements and pathway completion requirements.	2024-2025	<ul style="list-style-type: none"> <li>Sarah Burke White, AP, CTE</li> <li>Aaron Daniel, AA, CCR</li> <li>Lynn Edwards, Director of Guidance</li> </ul>	\$0	N/A	
<b>Action Plan for Strategy #3: Ensure all students have access to CTE Pathways, AP, IB and/or Dual Enrollment.</b>					
1. Attend district wide-training for counselors in the use of the PSAT Pre-AP report and AP Potential.	2024-2029	<ul style="list-style-type: none"> <li>Lynn Edwards, Director of Guidance</li> <li>Regina Eudy, Coordinator of AP</li> </ul>	\$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
		<ul style="list-style-type: none"> <li>Select Guidance Counselors</li> </ul>			
2. Seek out and eliminate barriers to CTE participation at both the career centers and in middle and high schools.	2024-2029	<ul style="list-style-type: none"> <li>Executive Director of CCR</li> <li>Academic Specialist CTE</li> <li>Sarah Burke White, AP, CTE</li> <li>Aaron Daniel, AA, CCR</li> <li>Lynn Edwards, Director of Counseling</li> </ul>	\$0	N/A	
3. Promote Dual Enrollment opportunities at all high schools and to all students.	2024-2029	<ul style="list-style-type: none"> <li>Executive Director of CCR</li> <li>Jamie Whitlock, Academic Specialist CTE</li> <li>Sarah Burke White, AP, CTE</li> <li>Aaron Daniel, AA, CCR</li> <li>Lynn Edwards, Director of Counseling</li> </ul>	\$0	N/A	
4. Utilize AP Review Day as a tool to improve AP Passage rates.	2024-2029	<ul style="list-style-type: none"> <li>Regina Eudy, API &amp; Coordinator of AP</li> </ul>	\$0	N/A	

## GOAL AREA 1 – Performance Goal 4

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher / Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
<b>Performance Goal 4:</b> By 2029, 32.6% of all dual credit course enrollment will include Pupils in Poverty (PIP), up from 17.6%.
<b>Interim Performance Goal:</b> Meet annual targets below.

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

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: All high schools will identify and meet individually with Pupils in Poverty students who qualify for dual credit/dual enrollment courses.</b>					
1. Identify PIP students demonstrating success in elementary school to foster and encourage participation in higher level courses early.	2024-2029	<ul style="list-style-type: none"> <li>District Office Personnel</li> <li>Individual Elementary School Administration</li> </ul>	\$0	N/A	
2. Identify PIP students who meet prerequisites for dual enrollment courses and are demonstrating skills that would make them successful candidates for dual credit and honors courses.	2024-2029	<ul style="list-style-type: none"> <li>Lynn Edwards, Director of Counseling</li> <li>J.L. Mann Counselors</li> <li>J.L. Mann Teachers</li> </ul>	\$0	N/A	
3. Collaborate with local businesses, colleges, and community organizations to create mentorship programs, internships, and networking opportunities for PIP students interested in dual credit courses.	2024-2029	<ul style="list-style-type: none"> <li>Lynn Edwards, Director of Counseling</li> <li>J.L. Mann Counselors</li> </ul>	\$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Establish peer support networks for PIP students participating in dual credit courses to foster a sense of community and provide mutual assistance.	2025-2029	<ul style="list-style-type: none"> <li>Lynn Edwards, Director of Counseling</li> <li>J.L. Mann Counselors</li> </ul>	\$0	N/A	
5. Develop a campaign to promote the benefits of advanced academic courses to 1st generation college students.	2025-2029	<ul style="list-style-type: none"> <li>Coordinator of Advanced Academic Programs</li> <li>Lynn Edwards, Director of Counseling</li> <li>J.L. Mann Counselors</li> <li>Regina Eudy, AP Coordinator at Mann</li> </ul>	\$0	N/A	
6. Create an in-person forum for parents of identified students to learn about G+ opportunities.	2025-2029	<ul style="list-style-type: none"> <li>Lynn Edwards, Director of Counseling</li> <li>J.L. Mann Counselors</li> </ul>	\$0	N/A	
<b>Action Plan for Strategy #2: All high schools will administer the Accuplacer at the school during the school day.</b>					
1. High school counseling departments will attend training on Accuplacer readiness test administration.	2024-2029	<ul style="list-style-type: none"> <li>Lynn Edwards, Director of Counseling</li> <li>J.L. Mann Counselors</li> </ul>	\$0	N/A	
2. High schools will create a schedule to administer Accuplacer within the dual enrollment registration timeline.	2024-2029	<ul style="list-style-type: none"> <li>Cindy Alsip, Ph.D, Testing Coordinator</li> <li>Lynn Edwards, Director of Counseling</li> <li>J.L. Mann Counselors</li> </ul>	\$0	N/A	
<b>Action Plan for Strategy #3: Communicate and dispel misconceptions about advanced coursework for students.</b>					
1. Provide annual professional development for teachers prior to making recommendations on how students qualify and benefits of taking advanced coursework.	2024-2029	<ul style="list-style-type: none"> <li>Sarah Burke White, AP, Master Schedule</li> <li>Regina Eudy, API</li> <li>Katie Haney, IC</li> <li>Jay Mobley, NewTech ITS</li> </ul>	\$0	N/A	
2. Boost parent and student awareness of advanced coursework opportunities, pathways, and dual enrollment support.	2024-2029	<ul style="list-style-type: none"> <li>Lynn Edwards, Director of Counseling</li> <li>J.L. Mann Counselors</li> </ul>	\$0	N/A	

## GOAL AREA 2 – Performance Goal 1

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

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

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

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.</b>					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	<ul style="list-style-type: none"> <li>· GATE Director</li> <li>· GCS Human Resources</li> <li>· Coordinator of Expressway to Tiger Town</li> <li>· Lynn Edwards, Director of Counseling</li> <li>· J.L. Mann Counselors</li> <li>· Kelli Malinowski, Teacher Cadet Program</li> </ul>	\$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	<ul style="list-style-type: none"> <li>• Lynn Edwards, Director of Counseling</li> <li>• Vaneasha Danzy, Guidance Counselor</li> <li>• Regina Eudy, API</li> <li>• Katie Haney, IC</li> </ul>	\$0	N/A	
<b>Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.</b>					
1. Continue to expand with middle and high school students - early exposure to teaching as a career choice through internal and external programs.	2024-2029	<ul style="list-style-type: none"> <li>• Feeder Middle School Counselors</li> <li>• Lynn Edwards, Director of Counseling</li> <li>• Kelli Malinowski, Teacher Cadet Program</li> </ul>	\$0	N/A	



## GOAL AREA 2 – Performance Goal 2

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

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

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

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

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #2: Form a committee of teachers, led by the Instructional Coach, tasked with implementing ideas for faculty relationship building activities in order to keep a pulse on the school culture and to continue opportunities for teachers to spend time together and network.</b>					
1. Plan and implement faculty appreciation activities throughout the year that includes various opportunities to participate in activities at Mann.	2024-2029	<ul style="list-style-type: none"> <li>Regina Eudy, API</li> <li>Katie Haney, IC</li> <li>Starting Out Strong (SOS) Squad</li> </ul>	\$2,000	Local Funds	

## GOAL AREA 3 – Performance Goal 1

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
<b>Performance Goal 1:</b> Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year.
<b>Interim Performance Goal:</b> Meet annual targets below.

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

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.</b>					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	<ul style="list-style-type: none"> <li>Assistant Superintendent for School Leadership, High School</li> <li>Dr. Shannon Gibson, Principal</li> <li>J.L Mann Administration Team</li> </ul>	\$0	N/A	
2. Establish consistency in teaching and reinforcing expectations and building	2024-2029	<ul style="list-style-type: none"> <li>Dr. Shannon Gibson, Principal</li> </ul>	\$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
positive relationships, while allowing custom, school-based programming to meet this goal.		<ul style="list-style-type: none"> <li>J.L. Mann Administration Team</li> <li>J.L. Mann Faculty &amp; Staff</li> </ul>			
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	<ul style="list-style-type: none"> <li>Dr. Shannon Gibson, Principal</li> <li>J.L. Mann School Resource Officers</li> <li>J.L. Mann Administration Team</li> <li>J.L. Mann Guidance</li> </ul>	\$0	N/A	
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	<ul style="list-style-type: none"> <li>Regina Eudy, API</li> <li>Katie Haney, IC</li> <li>Jay Mobley, NewTech ITS</li> <li>School-based Buddies</li> <li>School-based Mentors</li> </ul>	\$0	N/A	
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	<ul style="list-style-type: none"> <li>Dr. Shannon Gibson, Principal</li> <li>J.L. Mann Administration Team</li> <li>J.L. Mann Guidance</li> </ul>	\$0	N/A	
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	<ul style="list-style-type: none"> <li>Lynn Edwards, Director of Counseling</li> <li>J.L. Mann Guidance Counselors</li> <li>J.L. Mann Administration Team</li> <li>J.L. Mann Teachers</li> </ul>	\$0	N/A	
<b>Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.</b>					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	<ul style="list-style-type: none"> <li>Dr. Shannon Gibson, Principal</li> <li>J.L. Mann Administration Team</li> <li>Lynn Edwards, Director of Counseling</li> </ul>	\$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
		<ul style="list-style-type: none"> <li>J.L. Mann Guidance Counselors</li> <li>J.L Mann Teachers</li> </ul>			
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	<ul style="list-style-type: none"> <li>Dr. Shannon Gibson, Principal</li> <li>J.L. Mann Administration Team</li> <li>Katie Haney, IC</li> <li>Jay Mobley, NewTech ITS</li> </ul>	\$0	N/A	
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<ul style="list-style-type: none"> <li>J.L Mann Administration Team</li> <li>Lynn Edwards, Director of Counseling</li> <li>J.L. Mann Guidance Counselors</li> </ul>	\$0	N/A	
<b>Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.</b>					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	<ul style="list-style-type: none"> <li>Carla Washington, AP, Clubs</li> <li>Aaron Daniel, AA, Clubs</li> <li>Lynn Edwards, Director of Counseling</li> <li>J.L. Mann Guidance Counselors</li> </ul>	\$0	N/A	
2. Increase leadership opportunities within the school during the school day.	2024-2029	<ul style="list-style-type: none"> <li>Dr. Shannon Gibson, Principal</li> <li>J.L. Mann Administration Team</li> <li>J.L. Mann ILT</li> <li>J.L. Mann Department Heads</li> </ul>	\$0	N/A	
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<ul style="list-style-type: none"> <li>Lynn Edwards, Director of Counseling</li> <li>J.L. Mann Guidance Counselors</li> </ul>	\$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.</b>					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	<ul style="list-style-type: none"> <li>• Dr. Shannon Gibson, Principal</li> <li>• J.L Mann Administration Team</li> <li>• J.L. Mann Teachers</li> </ul>	\$0	N/A	
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	<ul style="list-style-type: none"> <li>• Dr. Shannon Gibson, Principal</li> <li>• J.L. Mann Administration Team</li> </ul>	\$0	N/A	
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	<ul style="list-style-type: none"> <li>• Dr. Shannon Gibson, Principal</li> <li>• J.L. Mann Administration Team</li> <li>• J.L. Mann Faculty &amp; Staff</li> </ul>	\$0	N/A	
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<ul style="list-style-type: none"> <li>• Dr. Shannon Gibson</li> <li>• J.L. Mann Administration Team</li> <li>• J.L. Mann Counselors</li> <li>• J.L. Mann Faculty &amp; Staff</li> </ul>	\$0	N/A	
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	<ul style="list-style-type: none"> <li>• Dr. Shannon Gibson, Principal</li> <li>• J.L. Mann Administration Team</li> </ul>	\$0	N/A	

## GOAL AREA 3 – Performance Goal 2

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
<b>Performance Goal 2:</b> By 2029, reduce the percentage of students who are chronically absent* by 10 points.
<b>Interim Performance Goal:</b> Meet annual targets below.

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

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.</b>					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	<ul style="list-style-type: none"> <li>Dr. Shannon Gibson, Principal</li> <li>J.L Mann Attendance Clerks</li> <li>J.L Mann Administration Team</li> </ul>	\$0	N/A	
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<ul style="list-style-type: none"> <li>Dr. Shannon Gibson, Principal</li> <li>J.L Mann Attendance Clerks</li> </ul>	\$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
		<ul style="list-style-type: none"> <li>J.L Mann Administration Team</li> </ul>			
<b>Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.</b>					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	<ul style="list-style-type: none"> <li>Dr. Shannon Gibson, Principal</li> <li>J.L Mann Attendance Clerks</li> <li>J.L Mann Administration Team</li> </ul>	\$0	N/A	
2. Provide ongoing trainings for Attendance Clerks or Interventionists.	2024-2025	<ul style="list-style-type: none"> <li>GCS District Office</li> </ul>	\$0	N/A	
<b>Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.</b>					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	<ul style="list-style-type: none"> <li>Dr. Shannon Gibson, Principal</li> <li>J.L Mann Attendance Clerks</li> <li>J.L Mann Administration Team</li> </ul>	\$0	N/A	
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	<ul style="list-style-type: none"> <li>Dr. Shannon Gibson, Principal</li> <li>J.L Mann Attendance Clerks</li> <li>J.L Mann Administration Team</li> </ul>	\$0	N/A	
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.)	2024-2029	<ul style="list-style-type: none"> <li>Dr. Shannon Gibson, Principal</li> <li>J.L Mann Attendance Clerks</li> </ul>	\$0	N/A	



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

## GOAL AREA 3 – Performance Goal 3

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
<b>Performance Goal 3:</b> Increase connection between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent/teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by 10-percentage points.
<b>Interim Performance Goal:</b> Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Education Technology Support (ETS)			Projected (District)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (District)					
			Projected (School)					
	TBD	TBD	Actual (School)	TBD	TBD	TBD	TBD	TBD

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Increase parent engagement with district communication platforms.</b>					
1. Increase parent and guardian utilization of Backpack	2024-2029	<ul style="list-style-type: none"> <li>Dr. Shannon Gibson, Principal</li> <li>J.L Mann Administration Team</li> <li>J.L Mann Guidance Counselors</li> <li>J.L Mann Teachers</li> </ul>	\$0	N/A	
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	<ul style="list-style-type: none"> <li>Dr. Shannon Gibson, Principal</li> <li>J.L Mann Administration Team</li> </ul>	\$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
		<ul style="list-style-type: none"> <li>J.L Mann Guidance Counselors</li> <li>J.L Mann Teachers</li> </ul>			
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<ul style="list-style-type: none"> <li>Dr. Shannon Gibson, Principal</li> <li>J.L Mann Administration Team</li> <li>J.L Mann Guidance Counselors</li> <li>J.L Mann Media Center</li> <li>J.L Mann Teachers</li> </ul>	\$0	N/A	
<b>Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.</b>					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	<ul style="list-style-type: none"> <li>Dr. Shannon Gibson, Principal</li> <li>J.L Mann Administration Team</li> <li>J.L Mann Guidance Counselors</li> <li>J.L Mann Teachers</li> </ul>	\$0	N/A	
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	<ul style="list-style-type: none"> <li>Dr. Shannon Gibson, Principal</li> <li>J.L Mann Administration Team</li> <li>J.L Mann Guidance Counselors</li> <li>J.L Mann Teachers</li> </ul>	\$0	N/A	
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	<ul style="list-style-type: none"> <li>Dr. Shannon Gibson, Principal</li> <li>J.L Mann Administration Team</li> <li>J.L Mann Guidance Counselors</li> <li>J.L Mann Teachers</li> </ul>	\$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #3: Increase two-way parent engagement at the school level.</b>					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing)	2024-2029	<ul style="list-style-type: none"> <li>• Dr. Shannon Gibson, Principal</li> <li>• J.L Mann Administration Team</li> <li>• J.L Mann Guidance Counselors</li> <li>• J.L Mann Teachers</li> </ul>	\$0	N/A	
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<ul style="list-style-type: none"> <li>• Dr. Shannon Gibson, Principal</li> <li>• J.L Mann Administration Team</li> <li>• J.L Mann Guidance Counselors</li> <li>• J.L Mann Teachers</li> </ul>	\$0	N/A	
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	<ul style="list-style-type: none"> <li>• Dr. Shannon Gibson, Principal</li> </ul>	\$0	N/A	