

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



“Providing opportunities to become lifelong learners.”

School Portfolio 2014 - 2015

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

Scope of Plan: 2013-2014 through 2017-2018

Greenville County Schools

SCHOOL RENEWAL PLANS

COVER PAGE (Required)

School Name J. L. Mann High School School Telephone (864) 355-6300

School Address 160 Fairforest Way
Greenville, SC 29607

District Contact _____ Telephone _____

E-mail _____

Assurances

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

Required Printed Names and Signatures

Chairperson, Board of Trustees

<u>Charles Saylors</u>		
Printed Name	Signature	Date

Superintendent

<u>Burke Royster</u>		
Printed Name	Signature	Date

School Principal

<u>Charles Mayfield</u>		
Printed Name	Signature	Date

Chairperson, School Improvement Council

<u>Suzanne Foody</u>		
Printed Name	Signature	Date

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS

(Mandated Component)

List the names of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

	Position	Name
1.	Principal	<u>Charles Mayfield</u>
2.	Curriculum Resource Teacher	<u>Regina Eudy</u>
3.	Parent/Guardian	<u>Andre Harris</u>
4.	Community Member	<u>Jessica Sharp</u>
5.	School Improvement Council	<u>Suzanne Foody</u>
6.	Others* (May include school board members, administrators School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

Position	Name
<u>Teacher</u> _____	<u>Jessica Sullivan</u>
<u>Parent</u> _____	<u>Wendy Carnes</u>
<u>Student</u> _____	<u>Gregory Stoffelen</u>
<u>PTSA</u> _____	<u>DeDe Leftwich</u>
<u>Administrator</u> _____	<u>Anthony Holland</u>
<u>Student</u> _____	<u>Jacob Wortkoetter</u>

- * **REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.**

ASSURANCES FOR SCHOOL RENEWAL PLANS

(Mandated Component)

Act 135 Assurances

Assurances, checked and signed by the principal, attest that the district complies with all applicable Act 135 requirements.

- ☐ **Academic Assistance, PreK–3**
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).
- X** **Academic Assistance, Grades 4–12**
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).
- X** **Parent Involvement**
The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent 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.
- X** **Staff Development**
The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the 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*.
- X** **Technology**
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- X** **Innovation**
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

X **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk" children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

X **Collaboration**

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

X **Developmental Screening**

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

☐ **Half-Day Child Development**

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

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

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

X **Parenting and Family Literacy**

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their Children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

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

The district ensures as much program effectiveness as possible by developing a district wide/school wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Signature of Superintendent

Date

Signature of Principal

Date

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Introduction to J. L. Mann's School Portfolio

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

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

The categories utilized in this school portfolio are:

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

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

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

The current school portfolio is a living document that describes J. L. Mann High School and includes evidence of our work. It describes who we are; our vision for the school; goals, plans, progress, and achievements in the context of client demographics and needs; and school partnerships. The portfolio also describes how we build and utilize our overall school plan for the purpose of increasing student learning – our ultimate outcome. It shows how all of the parts fit together to make our school a positive place for our students.

Currently, our Focus Teams - composed of teachers and other staff members - are involved in developing the portfolio. Much of the narrative content came from discussions among the staff and various Focus

Teams in the process of evaluating our work. The Teams will continue to collect evidence of our progress to show changes in our practices towards the effort of overall school improvement. The Focus Teams include the following:

- Student Achievement Focus Team
- Curriculum Focus Team
- Evaluation Focus Team
- Professional Development Focus Team
- Guidance and Public Information Focus Team
- Transition 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 life long learners!

Executive Summary

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

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

Some of our accomplishments include:

2011-2012

- Report Card – Excellent Absolute Rating; Good Improvement Rating
- Palmetto Gold and Silver Award
- Student of the Year for Greenville County Schools (only 3 recognized) – Austin Anderson

- Special Education Student of the Year – Amanda Smith
- ACT Scores – 2nd Highest in Greenville County School District (13th in State)
- AP Scholars – 99
 - 4 National Scholars (Granted to students who receive an average grade of at least 4 on all AP exams taken, and grades 4 or higher on eight or more of these exams!)
 - 27 Scholars with Distinction (Granted to students who receive an average grade of at least 3.5 on all AP Exams taken, and grades 3 or higher on five or more of these exams)
 - 11 Scholars with Honor (Granted to students who receive an average grade of at least 3.25 on all AP Exams taken and grades of 3 or higher on four or more of these exams)
 - 61 Scholars (Granted to students who receive grades 3 or higher on three or more AP Exams)
- Academic Team – 1st Place, Dorman High School Season Ender Tournament; Allison Ray – First, Overall
- Magnet Distinction Graduates -- 33 Single-Focus Area Medals in Mathematics, Science, or Technology; 3 Double-Focus Area Medals in Mathematics, Science, and/or Technology
- National Spanish Exam – Allison Ray, Gold Award (95% or higher)
- Allison Ray - Premio de Oro for the National Spanish Exam. (Scored at or above the 95th percentile in the nation)
- Chorus (All-state) – Krysten Bray, Michaela Masotti, and Laynie Wolff
- Concert & Show Choir – 1st Place/Grand Champion, New York Choir Festival
- Orchestra (All-region) – Jordan Dunlap & Rachael Hammack
- Open Studios Art Contest – Greenville County Winner
- Sasha Schumacher – 1st Place (Photography) Greenville Tech Art Show; 1st Place PTSA Reflections Contest (State); 1st Place (Photography) in Picasso Project
- JROTC Army Drill Team with Arms - South Carolina Army Drill Meet Championship; Inspection Armed: 1st Place; Unarmed Platoon Exhibition: 1st Place
- Newspaper – All-State Rating & Palmetto Award (Class III); Joseph W. Shoquist – Freedom of the Press Award (Southeast Honor); Coralia Balasca – 2012 SC Journalist of the Year Award;
 - *Yearly Awards:* News Feature, First Place Coralia Balasca and Lizzie Davis; Photography, First Place Haley Anderson; Editorial Writing, First and Second Place Kelly Rae
 - *Spring awards:* Photography, First Place Frances Minor; Editorial Writing, First Place Kelly Rae
- Regional Science Fair – *Lizzy Grabowski & Rileigh Wagener – Team Spirit Award, Overall Place Winner (Environmental Science)*
- YOUTH in GOVERNMENT -- Appellate Attorney Award – Charlotte Hendricks (National Qualifier for Competition)
 - Trial Team – First Place in State/National Qualifiers for Competition (Rayvin Ell, Ashley Hedrick, Charlotte Hendricks, Chris Messer, Ryan Sassi, and Maddy Underwood)
 - Best Bill Award – Marli Anders & Bonnie Harris-Lowe
 - Conference On National Affairs, Selection – Suliaman Ahmad
- Boys Golf – Steven Reid, All-State, North-South Cup
- Boys Soccer – Region 2 AAAA Champions, Upper State Champions, and AAAA State Champions
- Boys Swimming: Robert Borowicz, 100M Backstroke, Gold Medal/State Champion

- Boys Tennis – Undefeated Regular season, AAAA State Champions
 - Parks Schoen, Tennis Singles State Champion
- Girls Lacrosse – Upper State Champions
 - Meghan Lovine- US Lacrosse All American Honorable Mention, SC Lacrosse Attack Player of the Year, All-State, All-Region
 - Caitlan Walsh-US Lacrosse All American Honorable Mention, SC Lacrosse Co-Midfield Player of the Year, All-State, All-Region
 - Sarah Dunn- SC Lacrosse Player of the Year, All-State, All-Region
 - Grayson Gaines- All-State, All-Region
 - Tanner Rumney- All-State, All-Region
- Girls Swimming – AAAA State Champions
 - Annie Gillig, 100M Backstroke, Gold Medal/State Champion (State Record)
 - 200M IM Gold Medal /State Champion (State Record)
- Girls 400M Freestyle Relay, Gold Medal/State Champions
- Girls Track – AAAA State Champions
- Dr. Cindy Alsip – Assistant Principal of the Year for Greenville County Schools
- Denise Borrelli – SC PTSA Teacher of the Year
- Phillip Caston – Reid H. Montgomery Advisor of the Year (Newspaper)
- Clarence Lewis - SC Athletic Coaches Association's Assistant Coach of The Year
- Deanna Majeski - SC Lacrosse Coaches Assistant of the Year
- Cathy Peden – JL Mann Teacher of the Year
- Libba Mattison – Greenville County Science Teacher of the Year, Presenter for National Biennial Conference on Chemical Education
- 1st Sgt George Moss – Girls Track Coach of the Year
- Lara Savitz – Furman University's Childers Foundation Teaching Excellence Award
- Kristy Schumacher - Region Coach of the Year, Lacrosse

2012-2013

- Palmetto Gold School
- Excellent Absolute Rating – School Report Card
- Excellent Improvement Rating – School Report Card
- ACT Merit of Excellence – State of South Carolina
- SAT Merit of Excellence – State of South Carolina
- JROTC Legion of Valor Bronze Cross – Rebekah Sweatt
- JROTC Cavalier Battalion Fall Classic Drill Meet – 1st Place Overall
- JROTC Drill Team – Named in Top 9 Teams (of 400) in Fourth Brigade
- *MANNUSCRIPT School Newspaper*
 - All-Southern Rating (Southern Interscholastic Press Association), 2nd Year in a Row
 - *Fall SC Scholastic Press Association competition*
 - 1st Place Centerspread: Haley Thornton
 - 1st Place Editorials: Jacob Jones
 - 1st Place News: Emily Green
- *REFLECTIONS – PTSA CONTEST*
 - State Winners
 - Photography, Brayton Gregory, 2nd Place

- ***SOUTH CAROLINA THESPIAN FESTIVAL***
 - Joey Kadera, Judges' Choice, Qualifier for International Thespian Festival Competition & First Ever Deaf Student
 - to compete
 - Charity Irby, Superior Rating - Qualifier for International Thespian Festival Competition
 - Ariana Sylvia, Superior Rating - Qualifier for International Thespian Festival Competition
 - Ciarra Sylvia, Superior Rating - Qualifier for International Thespian Festival Competition
- ***YEARBOOK (Talismann – "12 Things to Do Before You Graduate")***
 - Selected Top Yearbook in the State
 - All-Southern Rating (Southern Interscholastic Press Association)
 - All-State (SC Scholastic Press Association)
 - Palmetto Award (highest award for its class in the state)
 - Opening Spread - Junior Katie Lauritzen, Best of Convention
 - Student Life Photo - Senior Lillian Fant, Best of Convention
 - Computer Special Effects Photo - Junior Katie Lauritzen, Award of Merit
- ***YOUTH in GOVERNMENT:***
 - 2nd in Nation - YIG National Judicial Program Competition
 - Chris Messer, Ryan Sassi
 - Outstanding Media Team Member Award (only one chosen)
 - Outstanding Bill in the Senate (only four chosen)
- Laura Miller – South Carolina High School Female Runner of the Year (selected by Go-Green Events)
- Men's Swim Team – 1st Place in Region
- Women's Swim Team – 1st Place in Region
- Libba Mattison – Selected Speaker at National Conference, Penn State University (2013-2014 Teacher of the Year)
- 1st Sgt George Moss – South Carolina High School Coaches Association Hall of Fame Inductee



J.L. Mann Academy High School

Accomplishments 2013 - 2014

ACADEMICS

Palmetto Gold School

Excellent Absolute & Improvement Rating – School Report Card (2 years)

ACT Merit of Excellence – 1st Place for Highest Scores in the District, 9th in the state

SAT Merit of Excellence – State of South Carolina - 3rd place among district public schools, 14th in the state

FINE ARTS

- All County Honor Band: Ashley Snell, Zeke Parsons, Max Parsons, Jenae Walker, Cole Dolamore
- All Region Honor Band: Zeke Parsons, Samantha Hutter, Ashley Snell, Brian Owens, Ethan Copphenbarger
- All State Honor Band: Max Parsons & Ashley Snell
- Region orchestra: Katelyn Payne, Ethan Lam, Dakara Perrin, Becky Dansereau
- All State Orchestra: Katelyn Payne & Dakara Perrin

JROTC

- Legion of Valor Bronze Cross – Rebekah Sweatt
- Cavalier Battalion Fall Classic Drill Meet – 1st Place Overall Drill Team – Named in Top 9 Teams (of 400) in Fourth Brigade Cadet
- Christopher Pitman– Top cadet out of 30 High Schools from South Carolina and North Carolina during JCLC.
- At the 4th Bde Best of the Best drill our cadets received the following awards:

Color Guard-1st place, Duet with Arms-3rd place

Regulation Overall-3rd place

MANNUSCRIPT School Newspaper

Mannuscript, NEWSPAPER (SCSPA/ ESNA)

- Will Glimer and Ben Bridgeman: 1st place, newspaper cover design (issue 3, volume 49)
 - Alicia Anderson: 1st place for black/white ad design
 - Katie Violette: 2nd place for black/white ad design
 - Emma Smith: 3rd place for candid, club photo
- (awards for newspaper are from the 12-13 publications)

ATHLETICS

Boy's and Girl's Swim Teams – 1st Place in Region

Girls Cross County—State Runner Up

Girls Swimming—State Runner Up

FACULTY/STAFF

Libba Mattison – Selected Speaker at National Conference, Penn State University (2013-2014 Teacher of the Year)

First Sergeant George Moss –South Carolina High School Track Coaches Association Hall of Fame Inductee

YOUTH in GOVERNMENT

- Outstanding Bill in the Senate by Max and Zeke Parsons
- Outstanding Attorney by Jeni Erickson
- Outstanding Statesmen in the Premier House by Billy Gist and Outstanding Statesmen in the Premier Senate by Ian Taylor
- Best Media by Kathlyn Pyle and Best Media for Jake Brice (two years in a row)
- 3 bills signed by the YIG governor (Caty Brown & Luci Ellison, Katherine All & Kathryn Simmons, Emma Schafer & Ashley Snell) and 4 bills passed through Congress (Max & Zeke Parsons, Lillie Anderson & Cooper Jackson, Megan Keech & Samantha Hutter, and Billy Gist & Michael Summers).

YEARBOOK

Talismann, YEARBOOK (SCSPA)

- Katie Lauritzen: 1st place for special effects in photography
- Valerie Barthel: 2nd place for candid photography

The Southern Interscholastic Press Association awarded the 2013 Talismann the Scroggins Award, signifying the yearbook as the best yearbook in the entire Southeast. It is the first time Talismann has received such an honor. In addition, Talismann was named the best yearbook in South Carolina.

(awards for yearbook are from the 12-13 publications)

REFLECTIONS – PTSA CONTEST

Anna Cristina Aragon- Honorable Mention Visual Arts

Karly Klaeser- Honorable Mention Photography

School Profile

School Community History. J. L. Mann High School, Academy of Mathematics, Science and Technology is a 9th-12th grade high school originally built in 1965 that currently houses 1705 students and 145 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 name was changed to reflect our math, science and technology magnet status to J. L. Mann High School, Academy of Mathematics, Science and Technology, at that time. The Select Schools program in Greenville County Schools was designed to revitalize urban schools that had begun to decline in enrollment due to demographic changes in the community. Greenville County Magnet Schools share three common goals for their Magnet Programs:

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

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

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

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

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

J. L. Mann High School is also a satellite school for students with handicapping conditions who need additional supportive services such as transliterators, interpreters, orderlies, aides, etc. The school building built in 2006 includes automatic doors, a fully-equipped life skills lab, and adapted classroom

furniture. Our campus facilities were modified to accommodate these students, who have opportunities to participate in all the programs J. L. Mann offers.

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

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

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

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

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

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

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

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

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

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

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

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

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

Administrative Duties: 2013-2014

Charlie Mayfield, Principal

All personnel (Assistant Principals, CRT, Magnet Director and Clerical)
All programs
Position control
Base lines
Activity funds

Cindy Alsip, AP

Discipline of students with last names J-Ma
Math, Business and Guidance Departments
New Tech
Accelerate
PLTW
CATE Reporting
Guidance Leadership Team
School Reporting
Extra Mann Power Busing
Master Schedule
Testing
Graduation Rate
PS Coding and Reporting
Data Security and Accuracy

Matthew Moore, AP

Discipline of students with last names A-C
Social Studies and ROTC Departments
Media Center
IDs
Transition Leadership Team
School Safety
Challenge Day
Extra-Curricular Activities/Clubs

Lockers

Worker's Compensation
Assist with Textbooks
Assist with Buses
Parking lot - ROTC

Anthony Holland, AP

Discipline of students with last names Mc - R
Science and PE Departments
Curriculum Leadership Team
Buses
APEX
SIC
Magnet
Extra Mann Power busing
IMS/ISS/Detention
School Behavior Code
Duty Roster
Radios
Assist with Facilities

Cheryl Macri, AP

Discipline of students with last names D-I
English and World Language Departments
Teacher Mentoring/New Teachers
Teacher and Student Handbooks
Power of M
Graduation
Substitutes
Evaluation Leadership Team
Student Teachers
Assist with school reporting
HSTW Site Coordinator
Attendance
Truancy
Mosaic

Jeff Sartain, AP

Discipline of students with last names S - Z
Fine Arts and Special Ed Departments
HSTW Leadership Team
Textbooks
Athletics
Facilities
School Calendar
Keys – Roger Pennington
United Way
Food drive for women's shelter
Coordinate CPR training
Fixed Assets
Field Trips
Seat Time
Sex Education

Regina Eudy, CRT

Portfolio
PD Leadership Team
EOC
HSAP
Smarter Balanced Assessment
Assist with Teacher Mentoring
Student Teachers
Professional Development
Teacher Observation Schedule
Assist with Power of M
Public Spaces Notification
Front School Sign
Website
Media
Curriculum Facilitator
PowerTeacher/Grade book
Supervisor
Teacher Coaching
School Reporting

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

- Serves as liaison between the administration, the staff, the 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 fund raising 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 school liaison between the administration and the community.
- Honors teachers and staff members through Teacher Appreciation activities.

The J. L. Mann Student Achievement Leadership Team (SALT):

- Meets monthly to deliberate and conduct ongoing school business in the areas of instruction and any areas which might impact the school.
- Develops a site action plan which enables the school to implement the *HSTW* Key Practices in order to raise student achievement.
- Oversees the implementation and continuance of the school action plan.
- Monitors the work of the school leadership teams and any departmental issues.
- Aligns actions, policies, and resources with the *HSTW* Key Practices and Key Conditions.

The J. L. Mann Curriculum Leadership Team:

- Works toward having all students complete a rigorous core curriculum in high school.
- Develops academic and career concentrations and work toward having all students complete one of the concentrations.
- Moves standards into the curriculum.
- Procures agreement among teachers on what constitutes basic, proficient and advanced levels of assignments for student work, scoring guides and teacher-made exams, and work to get all teachers to teach at the proficient level or higher.
- Seeks written information regarding instructional needs from each department.
- Advises on school fund allocation.
- Seeks grants for instructional purposes.
- Plans and coordinate with the Professional Development Leadership Team concerning identified goals and needs of the students, faculty and the school.
- Reviews and updates the curriculum guide prior to registration.
- Reviews course offerings and sequencing of courses prior to registration.
- Collaborates with the Guidance Department regarding course offerings and sequencing.
- Reviews all requests for new course offerings and makes written recommendations to administration.
- Reviews all test data and make recommendations for improvement and remediation to the administration and faculty.

- Presents summaries of test data and strategies for improvement to the faculty.

The J. L. Mann Evaluation Leadership Team:

- Assesses the degree to which the HSTW design has been implemented.
- Assesses the degree to which student achievement has been improved and goals met.
- Provides to the leadership teams appropriate data to develop action plans and to modify and adjust activities as needed.
- Completes the SACS/TAV evaluation document.
- Aligns the school portfolio with the SACS findings.
- Coordinates the SACS/TAV evaluation team visit.
- Updates all sections of the school portfolio.

The J. L. Mann Guidance and Public Information Leadership Team:

- Makes parents aware of the rigorous courses that high school and middle grades students need to take if they are to be successful at the next level of education or work.
- Addresses the roles that teachers, parents and students play in getting ready for high school, postsecondary studies and the workplace.
- Develops and implements a community relations/outreach plan, including the organization and support of special events such as Red Ribbon Week, Black History Month, Spirit Week, American Education Week, etc.
- Coordinates school efforts to recognize and thank our volunteers.
- Develops and implements student and teacher incentive programs.
- Coordinates and plans with PTSA to foster and encourage a positive school environment through planned events such as the Freshman Dinner, Open House, Mann Alive, PTSA meetings, etc.
- Coordinates and plans school social events.
- Develops and implements a plan to communicate with the PTSA media representative to share positive news and events from our school with the community.

The J. L. Mann Professional Development Leadership Team:

- Takes a close look at professional development to be sure that planning, delivery and follow-up of professional development activities are in place.
- Insures that all activities are linked to the findings in the school data, the TAV report and the site action plan.
- Insures that all professional development activities are linked to and support the *HSTW* Goals and Key Practices.
- Advises on school technology needs.
- Assists with technology inventory.
- Updates the school technology plan.
- Seeks grants for school technology.
- Coordinates staff development times to align with and support identified school goals.
- Maintains records and minutes from all professional development sessions.
- Creates, distributes and reviews professional development evaluations from each session.
- Plans, coordinates and implements sessions for district professional development days.

- Disseminates information regarding district required professional development, documentation of the necessary hours, and the process for requesting an exchange day.

The J. L. Mann Transitions Leadership Team:

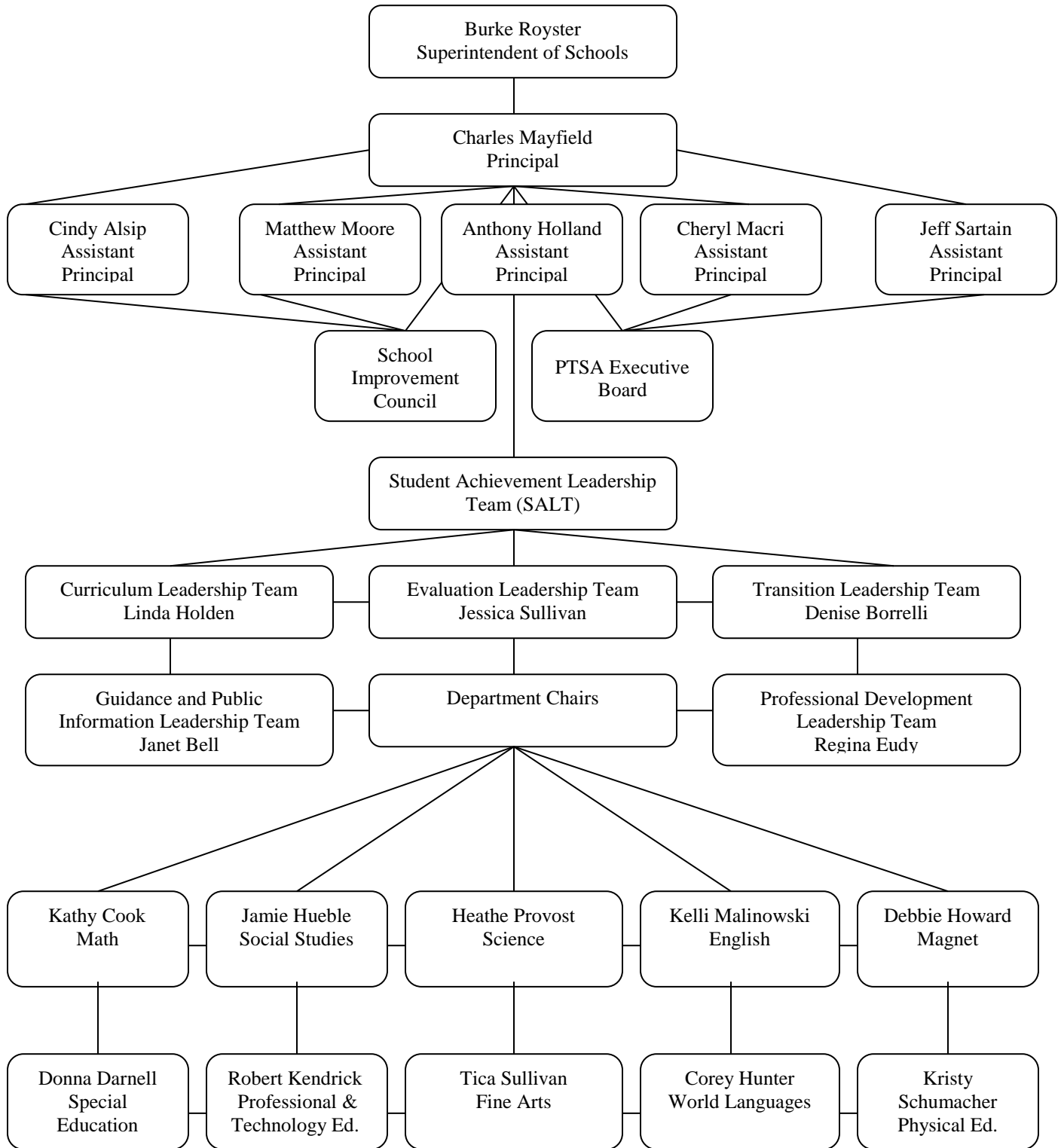
- Makes effective use of the senior year by allowing those students who are already prepared for postsecondary credit to use the senior year to earn at least 15 semester hours of college credit.
- Makes effective use of the senior year for those who are not prepared for postsecondary study and plan to pursue it, use the senior year to devise special English and Mathematics courses so students can take credit-bearing courses immediately upon entering postsecondary studies.
- Makes effective use of the senior year for those students who are not prepared and who are not planning to enroll in postsecondary studies, use the senior year to allow them to earn employer-recognized credentials.
- Ensures that seniors do in fact graduate either in the spring or summer of that year.
- Develops and recommends operational plans (schedules for opening days of school and special circumstances, exam schedules, etc.) to SALT.
- Reviews, evaluates, and updates student and teacher handbooks.
- Reviews and evaluates school policies and bring recommendations to SALT.
- Conducts surveys and research on school effectiveness and bring findings to SALT.
- Coordinates the process for selecting the Teacher of the Year.

The J. L. Mann Department Chairs, as Lead Teachers representing their department:

- Serves as a member of SALT.
- Communicates all information to department members.
- Maintains records of all department meetings (attendance, decisions, actions, concerns, etc.).
- Provides information requested by standing committees.
- Inventories/orders department teacher textbook and resource materials as needed.
- Determines department textbook needs and coordinates order with designated administrator.
- Serves as a resource/advisor to all who teach within your department.
- Serves as department liaison to principal.
- Attends district department chair meetings when scheduled.

The following diagram displays an overview of the structure of J. L. Mann's school leadership:

J. L. Mann High School Leadership



Other 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. The following businesses have shown strong support for our school:

Anthony Graphics	Newave
Arizona/Travinia	Palmetto Fine Foods
Arizona Steak House	Papa John's Pizza
Bucky's Bar-B-Q	Park Place
Carolina Orthopedic	PIP Printing
CCC	PODS
Clayton Tile	Pope, Smith, Brown & King
Collins Direct	Prudential C. Dan Joyner
Delta Apparel	RCI Engineering
Faye Galloway	Remax
First Team	Snyders Motor Co. Inc
GOS	South Carolina Bank & Trust
Grand South	Summit National Bank
Greenville Hospital	Sunshine Cleaners
Greenville Journal	Texas Roadhouse
Heritage Lincoln Mercury	The Open Book
Keenan's Tire & Auto	Travinia Italian Kitchen
Little Ceasar's Pizza	Turner Insurance

It is also important to mention our school's partnership with Clemson's International Campus of Automotive Research (ICAR) and Women in Engineering (WIE). These groups have provided internship experiences for our students with the intent of formalizing a real-life connection with our academic curriculum over the next few years.

School Personnel. The 2013-2014 staff at J. L. Mann included 98 teachers, 2 media specialists, 5 guidance counselors, and 6 administrators. Our teachers work diligently to keep their skills up to date: 68.4% of J. L. Mann's teaching staff has advanced degrees (up from 67.4%) and continued to work on increasing their teaching skills, using an average of 7.8 professional development days, down from 7.9 professional development days for training last year. The average teacher salary was \$46,783, which reflects an increase from the average of \$46,169 from the previous year. The average attendance rate of our teachers was 97.0%, up from 95.0% the previous school year. The percentage of teachers returning from the previous school year was down at a rate of 89.3% from 90.9% the previous year. Additionally, 72.6% of our teachers held continuing contracts, which is lower than the previous year's 79.8%.

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

Students - Enrollment and Attendance. J. L. Mann High School served

J. L. Mann High School Student Enrollment 2009-2013

2009-2010	1609
2010-2011	1673
2011-2012	1698
2012 - 2013	1666

J. L. Mann's student attendance rate for 2012-2013 was 93.9%. This percentage reflects a slight decrease over the year before, which was 94.0%. Student retention rate increased from 3.7% in 2011-2012 to 3.9% in 2012-2013 and the student dropout rate decreased from 3.4% in 2011-2012 to 2.6% in 2012-2013. Out of school suspensions or expulsions for violent and/or criminal offenses increased to 2.1% in 2012-2013 from 1.4% in 2011-2012.

Significantly more J. L. Mann students were successful in AP courses in 2012-2013 than the year before. In 2012-2013, 44% of Mann's student population was enrolled in AP courses; in 2011-2012 46.2% of Mann's student population was enrolled in AP courses. 57% of the 2012-2013 AP students were successful on the AP exam as opposed to 50.5% from the year before. In 2012-2013 30.3% of the qualified students were eligible for the LIFE scholarship which is a decrease in the 2011-2012 eligibility of 39.9%.

Student Enrollment by Gender, Grade, Ethnicity, and Free/Reduced Lunch Status. J. L. Mann High School currently serves 896 male students and 808 female students for the 2013-2014 school year. While male student numbers are slightly higher, the school maintains a fairly even balance between student genders.

J. L. Mann High School served 474 9th Graders, 449 10th Graders, 446 11th Graders and 345 12th Graders in the 2013-2014 school year.

During the 2013-2014 school year, J. L. Mann's student population consisted of 117 Hispanic students (7%), 45 Asian students (3%), 471 African-American students (28%), 47 "other" Minority students (3%), and 1024 Caucasian students (60%). Percentages based on ethnicity have remained fairly stable over the past few years.

J. L. Mann High School serves 561 (33%) students in 2013-2014 who qualify for free/reduced lunch. This number has slightly increased each year since 2010-2011.

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

Special Education. J. L. Mann High School is a satellite school for students with handicapping conditions. We provide services for students with a wide range of handicaps including autistic, emotionally disabled, educable mentally disabled, hearing disabled, health impaired, learning disabled, orthopedically handicapped, trainable mentally disabled, visually disabled, multi-

handicapped, and other-health impaired. Our special needs population (other than speech) made up 11.2% of our student body in 2012-2013.

School Programs. J. L. Mann High School's curriculum is built around the magnet program. We have three magnets: Mathematics, Science, and Technology. Students are invited to apply to attend J. L. Mann High School if they do not live in Mann's attendance area and pursue one of the three magnets. Attendance area students may also choose to take the magnet curriculum. J. L. Mann offers specialized courses not necessarily available at other schools in these areas, such as Computer Programming for the technology magnet, Forensics and AP Science courses for the science magnet, and AP Calculus AB and BC for the math magnet.

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

J. L. Mann High School has begun to focus on students who need extra help in their classes, especially ninth graders. Steps have been taken to look at a plan for an after-school tutoring program titled *Extra Mann Power* where students can stay after-school Monday, Tuesday, and Thursday and receive help from the teachers. Buses will then be available for students who need a ride home.

Additionally there is an emphasis to help all students through the focus of on Common Planning, especially for those teachers teaching an End-of-Course Placement Test. These teachers plan together throughout the year in an effort to increase mastery of content and EOC passage rates.

J. L. Mann High School offers a strong Fine Arts program, including an award-winning Art program and Chorus program. Our school band and strings classes also continue to grow, and the Drama program showcases high quality productions every semester. Our student athletes have performed all the way to the state level under the coaching of dedicated teachers and coaches and the school JROTC program provides students a way to earn college credit while still in high school.

Our athletic teams have brought back several state championships to the school, including swimming, basketball, and track. On average 23 different sports are available each year for our students to participate in.

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

- Accelerate, Engineering Program through Governor's School
- Adaptive Physical Education
- Advisor/Advisee Groups
- AP Courses
- Community-Based Job Training
- DEAR - Drop Everything and Read
- ESOL – English as a Secondary or Other Language
- Extra Mann Power –After School Tutoring and Bus Program

Foreign Languages – French, Spanish, online Latin
High Schools That Work Site
ICAR - International Clemson Automotive Research
Army JROTC
Literacy Emphasis Across the Curriculum
Occupational Diploma Program
Magnet Program in Mathematics, Science, and Technology
Mann Musing - Student Produced Literary Journal
Mann Recycling Initiative
Memorial Learning Garden
Miss Talismann/Mr. Mann - Pageant
Patriot Palate – Occupational Student Cooking Fundraiser
Patriot Pals – Peer Tutoring Program
Patriot Partners – Teacher/Student Mentoring Program
Power of M - Freshman Success Program
PTSA
Project Lead the Way- Engineering Science Elective
SAT Preparation Classes
Satellite for Special Education
Science Fair
Magnet Senior Project
Speech and Debate
Student Council
Supported Employment and Training
Teacher Cadets
United Way/Women in Engineering Partnership
World Class Partnership
Young Advocates for the Handicapped
Youth in Government

Mission, Vision and Beliefs

Our Beliefs and Vision.

Our 'Beliefs and Vision' is the core of who we are, what we do, and how we think and feel. They reflect what is important to us; they describe what we think about work and how we think it should operate.

1. Each student is a **valued individual** with unique physical, social, emotional and intellectual needs.
2. **Students' learning needs** should be the primary focus of all decisions impacting the work of the school.
3. **Students learn in different ways** and should be challenged with a variety of instruction to support their learning.
4. Technology and instruction should be used to develop the **critical and creative thinking and problem-solving skills** needed to function effectively in a rapidly changing society.
5. Advancing the school's mission is a **shared responsibility** of teachers, parents, students and the community.

Our Mission.

The mission is a brief, clear and compelling statement that serves to unify an organization's efforts. An effective mission must stretch and challenge the organization, yet be achievable. It is tangible, value-driven, energizing, highly focused, and moves the organization forward.

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

The programs offered at J. L. Mann High School reflect our beliefs and vision as shown on the next two pages:

We Believe ... So We Are Providing!

(Please note that the bolded words are included in our mission statement.)

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

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

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

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

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

*Senior Project
Computer Labs
Project-Based Instruction
Lunch Mann Express*

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

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

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

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

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

Department Commitments – Efforts for Increased Content-Specific Student Achievement

English Department

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

Mathematics Department

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

Science Department

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

Social Studies Department

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

World Languages Department

SAT Prep Classes
ESOL
AP Courses
World Class Partnerships
Career Pathways

Technology Department

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

Fine Arts Department

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

PE Department

Athletics
Adaptive PE
Interact Club
Career Pathways

JROTC Department

Service Learning
Raider Team
TMD ROTC
Career Pathways

Special Education Department

Occupational Diploma
Lunch Mann Express
Career Pathways

Guidance Department

IGP's
Curriculum Templates
Testing
Career Pathways

Media Center

Technology Inventory
Student/Teacher Resources
Career Pathways

Data Analysis and Needs Assessment

Student Achievement Needs Assessment. Like all organizations, J. L. Mann High School is very effective in some areas and is still working to improve in others. Our overall ratings have been good, as shown in the chart below. We were very proud to reclaim the level of “Excellent” in 2010-2011, the first time since 2006.

J. L. Mann High School Report Card Ratings 2009-2013

Year	Absolute Rating	Improvement Rating	Adequate Yearly Progress/ESEA
2009	Average	Below Average	No
2010	Good	Average	No
2011	Excellent	Average	No
2012	Excellent	Excellent	58.4 / F
2013	Excellent	Excellent	78.3 / C

J. L. Mann’s graduation rate has declined every year since 2008. In 2010-2011, the on-time graduation rate was 70.3%. Because of this decline graduation rate has become a major focus for the school and any new programs we consider. In 2011-2012 Mann began a free transportation program so students can stay after school for tutoring. Also during that year our staff has implemented common planning and visitation of other schools to find new ideas for increasing graduation rate. These approaches were proven successful as shown by the 5.2% increase in our graduation rate in 2012. One additional idea that has come from visiting other schools is Wren High School’s “Power of I” program which we are currently modifying and plan to implement at Mann in 2012-2013.

J. L. Mann High School Graduation Rate 2009-2013

Year	Number of Students in Cohort	Number of Graduates in Cohort	Graduation Rate
2009	374	289	77.3%
2010	411	299	72.7%
2011	397	279	70.3%
2012	441	334	75.7%
2013	446	357	80.0%

J. L. Mann High School Five-Year Graduation Rate

Year	Number of Students in Cohort	Number of Graduates in Cohort	Graduation Rate
2011	408	298	73.0%
2012	391	288	73.7%
2013	437	342	78.3%

End of Course. All content areas have improved over the past five years on the End Of Course exam.

J. L. Mann High School EOC Test Results by Content 2009-2013

	2009	2010	2011	2012	2013
Algebra I	74.3%	72.1%	76.4%	80.0%	81.8%
English I	76.8%	77.7%	75.3%	75.9%	76.3%
Biology	Not given	Pilot	79.8%	80.6%	89.7%
US History	61.8%	64.3%	65.2%	67.0%	80.8%
All Tests	71.5%	74.0%	74.8%	75.6%	83.5%

HSAP. The tables below clearly shows a gap in HSAP scores, both in ELA and Mathematics, when grouped by ethnicity. The data shows that over the past three years, White students have scored significantly higher on all portions than Minority students have scored. However, last in the 2012 – 2013 school year there was a 10% increase in the passage rate of African American students.

J. L. Mann High School HSAP Exam Passage Rate: Second Year Students

	2010	2011	2012	2013
% Passed 2 Subtests	82.3%	84.5%	85.9%	84.7%
% Passed 1 Subtest	10.5%	8.6%	7.9%	9.7%
% Passed No Subtests	7.2%	7.0%	6.2%	5.6%
Spring Passage Rate	93.7%	92.2%	92.7%	94.4%

J. L. Mann High School Performance by Groups 2013

2013	Spring Passage Rate		EOC Passage Rate		Graduation Rate	
	n	%	n	%	n	%
All	396	94.4%	1621	83.5%	446	80.0%
Male	191	92.7%	856	84.8%	231	74.5%
Female	205	96.1%	765	82.0%	215	86.0%
White	256	97.7%	927	93.4%	276	88.0%
AfrAmer	106	87.7%	507	66.1%	135	67.4%
Asian/PacIs	N/A	N/A	47	91.5%	N/A	N/A
Hispanic	25	92.0%	132	78.8%	27	59.3%
AmIn/Alask	N/A	N/A	N/A	N/A	N/A	N/A

SAT. J. L. Mann's SAT scores have consistently been above the district, state and national scores; the following shows J. L. Mann's scores for the past five years:

J. L. Mann High School SAT Scores 2008-2013

	Critical Reading	Math	Writing	Composite
2008-2009	490	494	484	1468

2009-2010	504	512	490	1506
2010-2011	498	510	476	1484
2011-2012	513	521	502	1537
2012-2013	517	528	504	1549

Note that Mann's SAT composite score of 1549 was higher than the state composite of 1436 and the national score of 1498.

ACT. J. L. Mann's ACT scores have also been consistently above the district, state, and national scores; the following chart shows J. L. Mann's scores for the past five years:

J. L. Mann High School ACT Scores 2008-2013

	English	Math	Reading	Science	Composite
2008-2009	21.4	21.1	22.1	21.3	21.6
2009-2010	21.9	22.3	22.3	21.7	22.2
2010-2011	22.4	23.0	23.1	22.6	22.9
2011-2012	22.5	22.8	23.1	22.5	22.8
2012-2013	22.9	23.1	23.7	23.2	23.4

Note that Mann's ACT composite score of 23.4 was significantly higher than the state composite of 20.1.

AP. In 2012-2013, J. L. Mann administered 945 exams, down from 970 Advanced Placement exams administered in 2011-2012. A student must receive a score of three out of five in order to receive college credit. Overall, the success rate for all Advanced Placement exams taken at J. L. Mann has steadily increased the past four years.

J. L. Mann HS AP Passage Rates 2009-2013

Year	Number of Exams Given	Exams Passed with a Score of 3-5	Passage Rate
2009	473	223	49%
2010	618	317	52%
2011	674	391	58%
2012	970	501	52%
2013	945	546	57.8%

Teacher and Administrator Quality - Highly Qualified Teachers. J. L. Mann High School could not be effective for our students without qualified teachers and administrators in place. 99% of our teachers are highly qualified.

Advanced Degrees. A strong emphasis has been placed on all certified staff to pursue higher education. The majority of the staff has traditionally held advanced degrees. In 2012-2013 three teachers, one guidance counselor, and one administrator held doctorates. The following table shows the percentage of teachers and administrators possessing advanced degrees:

J. L. Mann High School Teachers and Administrators with Advanced Degrees 2007-2012

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
56.0%	56.0%	60.7%	67.4%	68.4%

To further strengthen the quality of our teaching and administrative staff three initiatives were implemented in 2011-2012: common planning, school visits, and collegial visits. An explanation of the initiatives is below.

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

School Visits. School visits were planned for the entire staff by department for the 2011-2012 school year. Teachers used the first planned teacher workday in October to visit another school. The departments met after the observation to discuss what they observed and decide if they found anything that would work at Mann. A reflective write-up was submitted by every teacher in their PAS-T portfolio in response to the observation experience.

Collegial Visits. A collegial visit schedule was created so that all teachers were observed and were sent out to observe once each semester. An administrator led each observation group to three different classrooms and then conducted a follow-up conference with the teachers who observed to discuss the rigor they observed in each classroom. A reflective write-up was submitted by every teacher in their PAS-T portfolio in response to the observation experience.

Professional Development. Professional development prepares teachers to address the identified gaps of our school and to improve student learning. Each year our Professional Development Leadership Team develops a schedule of professional development opportunities. As the Leadership Team completed the schedule, they worked to ensure that opportunities are ongoing, focused and purposeful, as well as followed guidelines in the National Professional Development Standards.

2013 - 2014 Professional Development Plan**GOALS**

- STUDENT ACHIEVEMENT & MOTIVATION (SAM): Facilitate training to learn about and implement change in regards to increasing student achievement and motivation in the classroom
- SCHOOL COMMUNITY(SC):
 - Expand faculty and staff horizons in regards to current student population and drive professional growth through accumulated data
 - Focus on teacher and staff wellness, professional, and personal interests
 - With a focus on the classroom and the goal to increase student achievement and future outlook, create opportunities to build and strengthen relationships with the community outside of the school, including businesses, nonprofit organizations, and governmental agencies
- TECHNOLOGY (TECH):

- 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
- COMMON CORE STATE STANDARDS & CONTENT KNOWLEDGE(CC/CK): Initiate and support CCSS and subject-specific professional development opportunities to increase content knowledge and enhance professional growth
- NEW STAFF DEVELOPMENT (NSD): Implement and continuously support new staff as a professional educator

PD SCHEDULE HIGHLIGHTS (with Target Goal)

Common Planning/Unit Planning (SAM, CC/CK)

Community Speakers (SC)

Cross-Curriculum Teaching (CC/CK, SAM)

Faculty Directory (SC)

Go Team! Team Building Activity (SC)

iPad/Technology in the Classroom (TECH, CC/CK)

New Staff Mid-Year Check-in Celebration (NSD, SC)

New Staff Summer Workshop (NSD, SC)

PowerTeacher Set-up & training (TECH, SAM)

Project-Based Learning Training (CC/CK, TECH, SAM, SC)

Promethean Refresher (ActivInspire) (TECH)

Student Assessment Seminar (including Preparation for Smarter Balanced Testing) (SAM, CC/CK)

Student Motivation Seminar (SAM, SC)

Technology Tip in Coach's Corner (TECH)

***August Workdays:** *Save day for teachers in rooms*

***October Workdays:** *Staff Development*

***January Workday:** *Save day for teachers in room*

^Multiple PD Goals will be addressed in a PD opportunity, allowing the staff to tackle a variety of objectives at once as well as allowing for the workshops to focus on fewer, but more in-depth targets of instruction

#Make-up sessions for certain workshops provided for online; the majority of PD offered during Planning Periods

⊕This is a working document and opportunities may be added

*Faculty Meetings: PD on CCSS and PBL

*Teacher Leader PD at every Department Meeting

*PLC/ Common Planning Meetings:

● EOC Classes – Bimonthly with CRT

● Non-EOC Classes - Quarterly with CRT

*Principal's Roundtable – Once a Quarter

PROFESSIONAL DEVELOPMENT PROGRAMS:

New Programs

NEW STAFF SUMMER WORKSHOP

Teachers new to J.L. Mann are invited to a full-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.

GO TEAM! (A Team Building Exercise for all Staff)

To further build staff morale and connectivity between veteran and new staff (as well as between teaching and building staff) as an extension of current school community-based programs, this team building exercise aims to strengthen the J.L. Mann personnel community.

Returning Programs

ADOPT-A-DEPARTMENT

Each month a new department will be “adopted” where CRT will observe more in that subject area, provide specific curriculum help through meeting teachers individually and attending department meeting (See below for schedule)

DID YOU KNOW?

Each week in the Coach’s Corner weekly email (sent by the CRT), a fun fact about a fellow faculty/staff member is revealed. This activity is additionally meant to build staff morale and connectivity amongst staff.

M&M (Mentoring at Mann – New Teachers)

Meet monthly with new teachers at Mann to check-in with how things are going, provide, support, cheer, and professional development; Teachers in formal year of PAS-T are also invited to attend to review PAS-T

MANN HUNT

J.L. Mann’s version of ‘Secret Pal’, teachers anonymously choose someone on staff and then leave supportive notes or treats for them throughout the year in their mailbox. At the end of the year, pals reveal themselves and celebrate another year together. This activity is meant to build staff morale and connectivity between veteran and new staff.

MANN, OUR TEACHERS ARE GREAT! (Bulletin Board)

Create and maintain bulletin/display board in Teacher’s Lounge at Front that showcases the great work teachers are doing in the building and advertise for/highlight upcoming PD opportunities

PATRIOT PARTNERS (Mentoring Students)

Pair up teachers (and possibly community members) with students for positive mentoring experiences

ADOPT-A-DEPARTMENT SCHEDULE:

*The CRT adopts a different department each month to focus attention for content and classroom instruction/resources:

August: Physical Education	December: English	April: Special Education
September: World Languages	January: Science	May: Business
October: Fine Arts	February: Social Studies	
November: JROTC	March: Math	

Full PD calendar for 2013-2014 school year can be found under Goal 2

School Climate Needs Assessment - Student Attendance. J. L. Mann's student attendance rate shows a significant decrease a year ago, with a slight increase this year:

J. L. Mann High School Student Attendance Rate 2008-2013

Year	Attendance Rate
2008-2009	97.6%
2009-2010	97.1%
2010-2011	93.9%
2011-2012	94.0%
2012-2013	93.9%

Student dropout rates have also changed:

J. L. Mann High School Student Dropout Rate 2008-2013

Year	Dropout Rate
2008-2009	6.4%
2009-2010	3.0%
2010-2011	2.0%
2011-2012	3.4%
2012-2013	2.6%

Student Discipline. Discipline referrals resulting in ISS or OSS are reflected below.

J. L. Mann High School ISS Assignments by Ethnicity and Gender 2012-2013

	Male	Female	Total
Asian	1	1	2
Black	148	100	248
Hispanic	30	10	40
Other	15	4	19
White	95	49	144
Total ISS Assignments			453

J. L. Mann High School OSS Assignments by Ethnicity and Gender 2012-2013

	Male	Female	Total
Asian	0	1	1
Black	172	126	298
Hispanic	38	4	42
Other	6	2	8
White	52	45	97
Total OSS Assignments			446

After School Tutoring with Free Transportation for Students. To further support increased student achievement and improve school climate J. L. Mann began a structured tutoring program in 2009-2010. Two

tutoring locations were established and all teachers were placed on a rotating schedule to tutor students. Tutoring was offered every Tuesday morning and Thursday afternoon. The teachers observed, however, that this was not the best way to offer tutoring. They found that the assigned teacher was not always the best teacher to address the study questions brought by every student and they found that four assigned teachers were often more than was needed for the number of students who came for tutoring. Teachers reported that they tutored more often on their own at times they set with their individual students and that the students who most needed tutoring could not stay outside of classroom because of transportation.

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

Surveys. According to the school report card surveys completed by students, parents, and teachers, the majority are satisfied with J. L. Mann High School. The following table displays their responses for 2011-2012:

J. L. Mann High School Evaluations by Teachers, Students, and Parents 2012-2013

	Teachers	Students	Parents
Number of surveys returned	78	230	92
Percent satisfied with learning environment	84.6%	73.5%	90.2%
Percent satisfied with social and physical environment	91%	72.7%	85.7%
Percent satisfied with school-home relations	87.2%	84%	84.4%

Action Plan

HSAP % ELA

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in writing and English Language Arts each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard (Level 2 and above) in English Language Arts on the High School Assessment Program (HSAP) 1st attempt from 92.8% in 2012 to 97.8% in 2018.

ANNUAL OBJECTIVE: Annually increase by one percentage point students meeting standard in English Language Arts on the High School Assessment Program (HSAP).

DATA SOURCE(S): SDE School Report Card – last page

School Name	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	2015-16	2016-17	2017-18
School Projected	X	X	93.8	94.8	95.8	96.8	97.8
School Actual	92.8	93.7					
District Projected	X	X	86.5	87.5	88.5	89.5	90.5
District Actual	91.9	92.4					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

EOCEP % ENGLISH I

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from 75.9% in 2012 to 85.9% in 2018.

ANNUAL OBJECTIVE: Increase by two percentage points annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	2015-16	2016-17	2017-18
School Projected	x	x	77.9	79.9	81.9	83.9	85.9
School Actual	75.9	76.3					
District Projected (MS and HS)	x	x	77.3	78.3	79.3	80.3	81.3
District Actual (HS only)	71.1	78.4					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

HSAP % MATH

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in mathematics on the High School Assessment Program (HSAP) 1st attempt from 88.9% in 2012 to 93.9% in 2018.

ANNUAL OBJECTIVE: Increase by one percentage point annually students meeting standard in mathematics on the High School Assessment Program (HSAP).

DATA SOURCE(S): SDE School Report Card – last page

	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	2015-16	2016-17	2017-18
School Projected	x	x	89.9	90.9	91.9	92.9	93.9
School Actual	88.9	85.6					
District Projected	x	x	82.4	83.4	84.4	85.4	86.4
District Actual	84.7	86.2					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

EOCEP % ALGEBRA I

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from 80.0% in 2012 to 90.0% in 2018.

ANNUAL OBJECTIVE: Increase by one percentage point annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	2015-16	2016-17	2017-18
School Projected	x	x	82.0	84.0	86.0	88.0	90.0
School Actual	80.0	81.8					
District Projected (MS and HS)	x	x	84.6	85.6	86.6	87.6	88.6
District Actual (HS only)	78.0	83.2					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

HSAP % TESTED

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

ELA – School	Baseline 2011- 12	Plannin g Year 2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.2	99.3					
Male	99.0	99.2					
Female	99.5	99.5					
White	99.2	99.3					
African-American	99.1	100.0					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	100.0					
American Indian/Alaskan	N/A	N/A					
Disabled	94.3	98.1					
Limited English Proficient	N/A	N/A					
Subsidized Meals	98.2	100.0					

ELA – District - High School	Baseline 2011- 12	Plannin g Year 2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.0	99.1					
Male	98.8	98.9					
Female	99.3	99.3					
White	99.0	99.2					
African-American	99.0	98.7					
Asian/Pacific Islander	99.3	100.0					
Hispanic	98.9	99.4					
American Indian/Alaskan	100.0	N/A					
Disabled	97.5	96.8					
Limited English Proficient	98.6	99.2					
Subsidized Meals	98.3	98.9					

Math – School	Baseline 2011- 12	Plannin g Year 2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.2	99.5					
Male	99.0	99.6					
Female	99.5	99.5					
White	99.2	99.3					
African-American	99.1	100.0					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	100.0					
American Indian/Alaskan	N/A	N/A					
Disabled	94.3	98.1					
Limited English Proficient	N/A	N/A					
Subsidized Meals	98.2	100.0					

Math – District High School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	98.9	98.9					
Male	98.6	98.7					
Female	99.2	99.0					
White	98.8	98.9					
African-American	99.0	98.8					
Asian/Pacific Islander	99.3	100.0					
Hispanic	99.1	99.0					
American Indian/Alaskan	100.0	N/A					
Disabled	96.7	95.8					
Limited English Proficient	98.6	98.6					
Subsidized Meals	98.1	98.6					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

EOCEP % BIOLOGY I

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in science each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I from 80.6% in 2012 to 90.6% in 2018.

ANNUAL OBJECTIVE: Increase by two percentage points annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	2015-16	2016-17	2017-18
School Projected	x	x	82.6	84.6	86.6	88.6	90.6
School Actual	80.6	89.7					
District Projected	x	x	81.7	82.7	83.7	84.7	85.7
District Actual	80.7	84.3					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

EOCEP % US HIST/CONST I

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution from 67.0% in 2012 to 77.0% in 2018.

ANNUAL OBJECTIVE: Increase by two percentage points annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution.

DATA SOURCE(S): SDE School Report Card

School Name	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	2015-16	2016-17	2017-18
School Projected	X	X	69.0	71.0	73.0	75.0	77.0
School Actual	67.0	80.8					
District Projected	X	X	66.6	67.6	68.6	69.6	70.6
District Actual	65.6	73.9					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

AP % 3+

☒ Student Achievement
 ☐ Teacher/Administrator Quality
 ☐ School Climate
 ☐ Other Priority

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including Advanced Placement (AP) exams, the Scholastic Aptitude Tests (SAT), and the ACT.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students scoring 3 or above (out of a possible 5) on all AP examinations from 58% in 2011 to 62% by 2018.

ANNUAL OBJECTIVE: Increase by two percentage points annually students scoring 3 or above (out of a possible 5) on all AP examinations.

DATA SOURCE(S): AP report produced by the College Board

School Name	Baseline 2010- 11	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X		54	56	58	60	62
School Actual	58	52	57					
District Projected	X	X		57	58	59	60	61
District Actual	56	53	55					

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Annually increase by two points each, the mean scores on respective subtests and the mean composite score on the SAT.

ANNUAL OBJECTIVE: Annually increase the mean score on the SAT Critical Reading section, Math section, and Writing section by two points.

DATA SOURCE(S): SAT report produced by The College Board

School	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	2015-16	2016-17	2017-18
Critical Reading Projected	X	X	515	517	519	521	523
Critical Reading Actual	513	517					
Math Projected	X	X	523	525	527	529	531
Math Actual	521	528					
Writing Projected	X	X	504	506	508	510	512
Writing Actual	502	504					
Composite Projected	X	X	1539	1541	1543	1545	1547
Composite Actual	1537	1549					

District	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	2015-16	2016-17	2017-18
Critical Reading Projected	X	X	493	495	497	499	501
Critical Reading Actual	491	496					
Math Projected	X	X	496	498	500	502	504
Math Actual	494	492					
Writing Projected	X	X	472	474	476	478	480
Writing Actual	470	474					
Composite Projected	X	X	1461	1467	1473	1479	1485
Composite Actual	1455	1462					

ACT AVG.
☒ Student Achievement
 ☐ Teacher/Administrator Quality
 ☐ School Climate
 ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Annually increase by one point each, the mean scores on respective subtests and the mean composite score on the ACT.

ANNUAL OBJECTIVE: Annually increase the mean score on the ACT English, Math, Reading and Science subtests by one point each.

DATA SOURCE(S): ACT report produced by ACT

School	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	2015-16	2016-17	2017-18
English Projected	X	X	23.5	24.5	25.5	26.5	27.5
English Actual	22.5	23.0					
Math Projected	X	X	23.8	24.8	25.8	26.8	27.8
Math Actual	22.8	23.1					
Reading Projected	X	X	24.1	25.1	26.1	27.1	28.1
Reading Actual	23.1	23.9					
Science Projected	X	X	23.5	24.5	25.5	26.5	27.5
Science Actual	22.5	23.3					
Composite Projected	X	X	23.8	24.8	25.8	26.8	27.8
Composite Actual	22.8	23.5					

District	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	2015-16	2016-17	2017-18
English Projected	X	X	21.3	21.4	21.5	21.6	21.7
English Actual	21.2	21.6					
Math Projected	X	X	21.7	21.8	21.9	22.0	22.1
Math Actual	21.6	21.7					
Reading Projected	X	X	22.2	22.3	22.4	22.5	22.6
Reading Actual	22.1	22.8					
Science Projected	X	X	21.7	21.8	21.9	22.0	22.1
Science Actual	21.6	21.9					
Composite Projected	X	X	21.8	21.9	22.0	22.1	22.2
Composite Actual	21.7	22.1					

GRADUATION RATE

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the on-time (4 year cohort) student graduation rate by two percentage points each year, from 75.7% in 2012 to 85.7% in 2018.

ANNUAL OBJECTIVE: Increase the on-time student graduation rate by two percentage points annually.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	2015-16	2016-17	2017-18
School Projected	x	x	77.7	79.7	81.7	83.7	85.7
School Actual	75.7	80.0					
District Projected	x	x	73.9	75.4	77.0	78.5	80.0
District Actual	72.4	76.9					

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Create teacher lesson plans that include plans for teaching identified students who have failed HSAP through common planning.	Ongoing	Teachers, CRT	\$0		Lesson plans
Introduce a daily SAT word/problem of the day.	Fall 2013	Curriculum Focus Team	\$0		Posted SAT words/problems
Offer a pull-out tutoring session before HSAP testing for students who have previously failed HSAP.	October and April, ongoing	Administration	\$0		Session schedule
Offer outside of class tutoring for all students.	Ongoing	Teachers	\$0		Teacher tutoring schedules
Offer HSAP remediation courses.	Fall 2013	Administration	\$0		Master schedule
Utilize the AP testing format during the course of study in AP classes.	Ongoing	AP Teachers	\$0		Sample AP tests
Collaborate with other AP teachers in similar subject areas.	Ongoing	AP Teachers	\$0		Common planning logs
Assist students in tracking their own academic progress through advisory.	Ongoing	Teachers, Guidance Focus Team	\$0		Advisory logs
Incorporate study skills, test-taking skills, and organizational skills in the teaching of all classes.	Ongoing	Teachers, Common Planning	\$0		Lesson plans
Increase the level of differentiation in lesson plans.	Ongoing	Teachers, Common Planning	\$0		Lesson plans
Create common exams in EOC courses.	Ongoing	EOC Teachers, Common Planning	\$0		EOC exams
Improve communication regarding upcoming standardized tests.	Ongoing	Administration, Teachers	\$0		Phone blast, newsletters, web site
Offer transportation for after school tutoring.	Ongoing	Administration	\$25,000	Student Council	Bus spreadsheet
Find more ways to incorporate technology into the classroom.	Ongoing	Teachers, CRT	\$0		PD schedule

PROFESSIONAL DEVELOPMENT

☐ Student Achievement ☒ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: 90% of all teachers will be certified technology proficient by the 2017-2018 school year

ANNUAL OBJECTIVE: Each year the number of proficient teachers will increase ten percent

DATA SOURCE(S): Technology Proficiency status as recorded and maintained locally and by the school district

	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	2015-16	2016-17	2017-18
Projected	x	x	50.0%	60.0%	70.0%	80.0%	90.0%
Actual	62.8% (59/94)	39.2% (38/97)					

NARRATIVE: The annual goal of our Professional Development Plan is to focus on five aspects of the school:

- STUDENT ACHIEVEMENT & MOTIVATION (SAM): Facilitate training to learn about and implement change in regards to increasing student achievement and motivation in the classroom
- SCHOOL COMMUNITY(SC):
 - Expand faculty and staff horizons in regards to current student population and drive professional growth through accumulated data
 - Focus on teacher and staff wellness, professional, and personal interests
- TECHNOLOGY (TECH)(Also Refresh Goal Objectives):
 - 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
- CONTENT KNOWLEDGE(CK): Initiate and support subject and department-specific professional development opportunities to increase content knowledge and enhance professional growth

Goals are bundled in a way to address multiple areas within a singular professional development (PD) opportunity making more efficient use of our teachers' time and providing connections for staff between focus areas. Goals align with JL Mann's school goals for continuous improvement as well as district goals. The majority of professional development is provided on campus while still offering opportunities for staff to travel outside of the building for conferences and workshops. On campus, PD is split between after-school meetings on Wednesdays (Faculty, Department, Focus Team, and SALT meetings) which always provide opportunities for education and growth, as well as during planning periods. The focus and goals of all PD ultimately go back to the student; growing professionally in order to help each student better learn and grow themselves is the foundation for all organized learning opportunities for staff.

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Provide technology-based PD for all staff for professional growth and classroom application	ongoing	CRT Media Specialists	N/A	N/A	Increase use of technology in classrooms and increase number of staff becoming technology proficient
Model technology-based practices in PD workshops and staff presentations	ongoing	CRT Media Specialists Admin	N/A	N/A	Increase use of technology in classrooms
Bimonthly advertisement and sharing of information pertaining to off-site PD opportunities	ongoing	CRT	N/A	N/A	Increase attendance of JL Man Staff at District and other off-site tech-based workshops

2013 - 2014 Professional Development Plan

GOALS

- STUDENT ACHIEVEMENT & MOTIVATION (SAM): Facilitate training to learn about and implement change in regards to increasing student achievement and motivation in the classroom
- SCHOOL COMMUNITY(SC):
 - Expand faculty and staff horizons in regards to current student population and drive professional growth through accumulated data
 - Focus on teacher and staff wellness, professional, and personal interests
 - With a focus on the classroom and the goal to increase student achievement and future outlook, create opportunities to build and strengthen relationships with the community outside of the school, including businesses, nonprofit organizations, and governmental agencies
- TECHNOLOGY (TECH):
 - 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
- COMMON CORE STATE STANDARDS & CONTENT KNOWLEDGE(CC/CK): Initiate and support CCSS and subject-specific professional development opportunities to increase content knowledge and enhance professional growth
- NEW STAFF DEVELOPMENT (NSD): Implement and continuously support new staff as a professional educator

PD SCHEDULE HIGHLIGHTS (with Target Goal)

Common Planning/Unit Planning (SAM, CC/CK)

Community Speakers (SC)

Cross-Curriculum Teaching (CC/CK, SAM)

Faculty Directory (SC)

Go Team! Team Building Activity (SC)

iPad/Technology in the Classroom (TECH, CC/CK)

New Staff Mid-Year Check-in Celebration (NSD, SC)

New Staff Summer Workshop (NSD, SC)

PowerTeacher Set-up & training (TECH, SAM)

Project-Based Learning Training (CC/CK, TECH, SAM, SC)

Promethean Refresher (ActivInspire) (TECH)

Student Assessment Seminar (including Preparation for Smarter Balanced Testing) (SAM, CC/CK)

Student Motivation Seminar (SAM, SC)

Technology Tip in Coach's Corner (TECH)

***August Workdays:** *Save day for teachers in rooms*

***October Workdays:** *Staff Development*

***January Workday:** *Save day for teachers in room*

^Multiple PD Goals will be addressed in a PD opportunity, allowing the staff to tackle a variety of objectives at once as well as allowing for the workshops to focus on fewer, but more in-depth targets of instruction

#Make-up sessions for certain workshops provided for online; the majority of PD offered during Planning Periods

⊕This is a working document and opportunities may be added

*Faculty Meetings: PD on CCSS and PBL

*Teacher Leader PD at every Department Meeting

*PLC/ Common Planning Meetings:

- EOC Classes – Bimonthly with CRT

- Non-EOC Classes - Quarterly with CRT

*Principal's Roundtable – Once a Quarter

PROFESSIONAL DEVELOPMENT PROGRAMS:

New Programs

NEW STAFF SUMMER WORKSHOP

Teachers new to J.L. Mann are invited to a full-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.

GO TEAM! (A Team Building Exercise for all Staff)

To further build staff morale and connectivity between veteran and new staff (as well as between teaching and building staff) as an extension of current school community-based programs, this team building exercise aims to strengthen the J.L. Mann personnel community.

Returning Programs

ADOPT-A-DEPARTMENT

Each month a new department will be "adopted" where CRT will observe more in that subject area, provide specific curriculum help through meeting teachers individually and attending department meeting (See below for schedule)

DID YOU KNOW?

Each week in the Coach's Corner weekly email (sent by the CRT), a fun fact about a fellow faculty/staff member is revealed. This activity is additionally meant to build staff morale and connectivity amongst staff.

M&M (Mentoring at Mann – New Teachers)

Meet monthly with new teachers at Mann to check-in with how things are going, provide, support, cheer, and professional development; Teachers in formal year of PAS-T are also invited to attend to review PAS-T

MANN HUNT

J.L. Mann's version of 'Secret Pal', teachers anonymously choose someone on staff and then leave supportive notes or treats for them throughout the year in their mailbox. At the end of the year, pals reveal themselves and celebrate another year together. This activity is meant to build staff morale and connectivity between veteran and new staff.

MANN, OUR TEACHERS ARE GREAT! (Bulletin Board)

Create and maintain bulletin/display board in Teacher's Lounge at Front that showcases the great work teachers are doing in the building and advertise for/highlight upcoming PD opportunities

PATRIOT PARTNERS (Mentoring Students)

Pair up teachers (and possibly community members) with students for positive mentoring experiences

ADOPT-A-DEPARTMENT SCHEDULE:

*The CRT adopts a different department each month to focus attention for content and classroom instruction/resources:

August: Physical Education

December: English

April: Special Education

September: World Languages

January: Science

May: Business

October: Fine Arts

February: Social Studies

November: JROTC

March: Math

J.L. Mann Academy **2013 – 2014 Professional Development:**

August-

19- PowerTeacher training and grade book set up

19- Rubicon training with Dr. Anne Pressley

27- *Tech Tuesday*- 4:00 - 5:00 pm – iPad 101- setup for teachers receiving iPads this year (bring your case with you to the media center)

28- *Mann, I'm New*- 8:00 – 8:25 am – media center- all new teachers to JL Mann (How did my first week go? What do I still need?)

September-

4- Faculty Meeting – Auditorium – eBooks- What resources are available?

10- *Tech Tuesday*- 4:00 -5:00 pm – Promethean Board 101- learn the basics of using your P-board

11- Department Meetings- location set by department chairs

18- HSTW Focus Team Meetings- location set by focus team chairs

24 - *Tech Tuesday*- 4:00 -5:00 pm – Teacher Websites 101- learn the basics of using our district teacher website

25- *Mann, I'm New*- 8:00 – 8:25 am – media center- all new teachers to JL Mann (Setting Goals-PS 8/PowerTeacher)

25- Student Achievement Leadership Team Meeting (SALT) in the media center

26- Principal's Roundtable during each planning period

October-

1- *Tech Tuesday*- 4:00 -5:00 pm – Teacher Websites 101- learn the basics of using our district teacher website

2- Faculty Meeting – Auditorium- HSAP training

8- *Tech Tuesday*- 4:00 -5:00 pm – iPad cart training

9- Department Meetings- location set by department chairs

16- HSTW Focus Team Meetings- location set focus chairs

17- Professional Development Day- Focused on argument writing and using BYOD in the classroom

22 - *Tech Tuesday*- 4:00 -5:00 pm – Explore the intranet and infoweb. Learn about the use of gradecams.

23- Student Achievement Leadership Team Meeting (SALT) in the media center

30- *Mann, I'm New*- 8:00 – 8:25 am – media center- first year teachers (Classroom Environment- PS 5/PAS-T notebooks)

November-

6- Faculty Meeting – Auditorium- Jason Flatt Act Training

12- *Tech Tuesday*- 4:00 - 5:00 pm – iPad 102- learn about some advanced uses of your iPad

13- Department Meetings- location set by department chairs – Enrich Training led by teacher leaders

20- HSTW Focus Team Meetings- location set by focus chairs

24- *Technology in the Classroom*- 4:00 – 5:00 pm- How to use PollEverywhere in the classroom?

December-

4- Faculty Meeting – Auditorium- ESEA Waiver

10- *Tech Tuesday*- 4:00 -5:00 pm – Home Directories and Blogs with Jon Cooper

11- *Mann, I'm New*- 8:00 – 8:25 am – media center- first year teachers (Parent Communication – PS6) & finish conversation on Classroom environment

11- Department Meetings- location set by department chairs- The Core Six – Essential Strategy #1 training led by teacher leaders

18- HSTW Focus Team Meetings- location set

January-

8- Faculty Meeting – Auditorium- ESOL strategies with Ashley Zeimer

14- *Tech Tuesday*- 4:00 -5:00 pm – BYOD strategies

15- Department Meetings- location set by department chairs- The Core Six – Essential Strategy #2 training led by teacher leaders

17- Professional Development Day- Dell Tablet cart training with Lance Curry

22- HSTW Focus Team Meetings- location set by focus chair

22- *Mann, I'm New*- 8:00 – 8:25 am – media center- first year teachers (Semester reflection) & Registration with Janet Bell

28 - *Tech Tuesday*- 4:00 -5:00 pm- Cloud Resources

29- Student Achievement Leadership Team Meeting (SALT) in the media center

February-

5- Faculty Meeting – Auditorium- Special Education Awareness

11- *Tech Tuesday*- 4:00 -5:00 pm – Promethean Board 102- advanced training for your P-board

12- Department Meetings- location set by department chairs- The Core Six – Essential Strategy #3 training led by teacher leaders

19- HSTW Focus Team Meetings- location set by focus chairs

25 - *Tech Tuesday*- 4:00 -5:00 pm – Blabberize and other teaching tools

26- Student Achievement Leadership Team Meeting (SALT) in the media center

26- *Mann, I'm New*- 8:00 – 8:25 am – media center- all new teachers to JL Mann – Communication (PS6)

March-

5- Faculty Meeting - Auditorium

11- *Tech Tuesday*- 4:00 -5:00 pm – Flip Classroom

12- Department Meetings- location set by department chairs- The Core Six – Essential Strategy #4 training led by teacher leaders

19- HSTW Focus Team Meetings- location set by focus chairs

25 - *Tech Tuesday*- 4:00 -5:00 pm – Teacher websites and blogs

26- Student Achievement Leadership Team Meeting (SALT) in the media center

26- *Mann, I'm New*- 8:00 – 8:25 am – media center- first year teachers (Professionalism/PAS-T formal eval.)

April-

2- Faculty Meeting - Auditorium

8- *Tech Tuesday*- 4:00 -5:00 pm – Edmodo

9- Department Meetings- location set by department chairs- The Core Six – Essential Strategy #5 training led by teacher leaders

22 - *Tech Tuesday*- 4:00 -5:00 pm – United Streaming

23- Student Achievement Leadership Team Meeting (SALT) in the media center

29- *Mann, I'm New*- 8:00 – 8:25 am – media center- all new teachers to JL Mann (year reflection)

May-

7- Faculty Meeting - Auditorium

13- *Tech Tuesday*- 4:00 -5:00 pm – Technology Petting Zoo

14- Department Meetings- location set by department chairs- The Core Six – Essential Strategy #6 training led by teacher leaders

21- HSTW Focus Team Meetings- location set by focus chairs

28- *Mann, I'm New*- 8:00 – 8:25 am – media center- All new teachers to JL Mann (EOY Celebration!!!)

28- Student Achievement Leadership Team Meeting (SALT) in the media center

- **Teacher leaders meet on the Monday before Department meetings with the CRT to discuss the professional development for the Department meeting.**

- **Principal's Roundtable occurs once a quarter during planning periods. This is a time where Mr. Mayfield is able to relay important information to the teachers and a time where teachers can ask questions.**
- **Beginning in the spring, teachers will be required to attend a total of 4 professional developments during planning periods to learn about Rubicon Atlas in preparation for a lesson plan switch in the 2014-2015 school year. The expectation is that all subjects will prepare and submit lesson plans using the curriculum mapping tool beginning in 2014-2015.**

STUDENT ATTENDANCE

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	2015-16	2016-17	2017-18
School Projected	x	x	95.0	95.0	95.0	95.0	95.0
School Actual	94.0	93.9					
District Projected	x	x	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6					

STUDENT EXPULSION

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain a student expulsion rate below 0.5% of the total school population.

ANNUAL OBJECTIVE: Maintain an annual student expulsion rate below 0.5% of the total school population.

DATA SOURCE(S): SDE School Report Card and GCS Incident Management System (IMS)

	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	2015-16	2016-17	2017-18
School Projected	x	x	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
School Actual	1.4%	2.1%					
District Projected	x	x	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
District Actual	0.5%	0.6%					

PARENT SATISFACTION – LEARNING ENV.

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 76.9% in 2012 to 81.9% by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by one percentage point annually parents who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #5

	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	2015-16	2016-17	2017-18
School Projected	X	X	77.9	78.9	79.9	80.9	81.9
School Actual	76.9	90.2					
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1					

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Results are from 10-11.

STUDENT SATISFACTION – LEARNING ENV.

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 78.0% in 2012 to 83.0% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by one percentage point annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

School Name	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	2015-16	2016-17	2017-18
School Projected	x	x	79.0	80.0	81.0	82.0	83.0
School Actual	78.0	73.5					
District Projected (ES, MS, and HS)	x	x	81.5	82.5	83.5	84.5	85.5
District Actual (HS only)	79.7	80.7					

TEACHER SATISFACTION – LEARNING ENV.

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 84.6% in 2012 to 89.6% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by one percentage point annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #27

	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	2015-16	2016-17	2017-18
School Projected	x	x	85.6	86.6	87.6	88.6	89.6
School Actual	84.6	84.6					
District Projected	x	x	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6					

PARENT SATISFACTION – SAFETY

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 84.5% in 2012 to 89.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by one percentage point annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	2015-16	2016-17	2017-18
School Projected	X	X	85.5	86.5	87.5	88.5	89.5
School Actual	84.5	91.4					
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8					

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.

STUDENT SATISFACTION – SAFETY

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 85.9% in 2012 to 90.9% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by one percentage point annually students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #30

	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	2015-16	2016-17	2017-18
School Projected	x	x	86.9	87.9	88.9	89.9	90.9
School Actual	85.9	80.8					
District Projected	x	x	91.0	91.5	92.0	92.5	93.0
District Actual	90.0	89.6					

TEACHER SATISFACTION – SAFETY

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from 95.4% in 2012 to 98.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by one percentage point annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #39

	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	2015-16	2016-17	2017-18
School Projected	x	x	96.4	97.4	98.5	98.5	98.5
School Actual	95.4	98.8					
District Projected	x	x	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3					

STRATEGY Activity	<u>Timelin e</u>	<u>Person Responsibl e</u>	<u>Estimate d Cost</u>	<u>Fundin g Source s</u>	Indicators of Implementation
Provide well-defined technical structure through the day, such as ISS, bell schedules, assembly charts, etc.	Ongoing	Administration	\$0		Bell schedules, assembly schedules, etc.
Monitor students by standing in hallways during passing times and attending to teacher duty.	Ongoing	Teachers, Administration	\$0		Adults in all areas during unstructured times
Immediately address improper language and/or gestures, improper student dress, or any other observed infraction.	Ongoing	All staff	\$0		Referrals
Follow up and track teacher recommendations for excessive or repeat offenders.	Ongoing	Administration	\$0		Referrals
Provide opportunities for students to learn how to handle conflict.	Ongoing	Guidance, Advisors	\$0		Advisory plans
Sponsor a student mentoring program.	Ongoing	Teacher Sponsor	\$0		Mentoring schedule
Emphasize the wearing of ID's on campus.	Ongoing	All staff	\$0		Referrals
Maintain an after school detention program.	Ongoing	Administration, Detention Teacher	\$0		Referrals, detention schedule

Use ISS to instruct students in conflict management.	Ongoing	ISS Teacher, Administration	\$0		ISS curriculum
Create clean-up competitions to keep the campus clean.	Ongoing	Administration	\$0		Posting in cafeteria
Offer an alternative way to make up excessive absences.	Ongoing	Administration	\$0		Seat time recovery

School Report Card

<http://ed.sc.gov/data/report-cards/2013/high/c/h2301013.pdf>

ESEA Waiver

<http://ed.sc.gov/data/esea/2013/school.cfm?SID=2301013>