

**LEAGUE ACADEMY OF COMMUNICATION ARTS
Greenville County Schools**

“Challenge – Create – Communicate!”

**LEAGUE ACADEMY OF COMMUNICATION ARTS
SCHOOL PORTFOLIO**

2008-2013



“CHALLENGE - CREATE - COMMUNICATE!”

**League Academy of Communication Arts
Greenville County Schools**

Middle Grades 6-8

Principal, Merry L. Cox

125 Twin Lake Road

Greenville, SC 29609

www.greenville.k12.sc.us/league

Superintendent, Dr. Phinnize J. Fisher

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INTRODUCTION

League Academy of Communication Arts is a magnet middle school with grades six through eight. Originally built in 1965, it is a public school located in a downtown setting, with a current enrollment of approximately 715 students, 3 administrators and 48 teachers: 4 of whom teach special education, 13 of whom teach related arts courses, one of whom teaches English to speakers of other languages (ESOL), a career development specialist, 2 counselors, a magnet coordinator, and an instructional coach. It is one of 17 middle schools in the Greenville County School District. Our school has been in its new facility for a year and a half and currently consists of 39 academic classrooms, a media center, a business computer lab, a multimedia video production computer lab, a gymnasium with exercise room and athletic fields, a dance studio, an art studio, a chorus room, a drama studio, band and strings rooms with practice studios, a life skills lab, a cafeteria, an auditorium, and administrative as well as guidance offices.

League Academy of Communication Arts is located in a quiet neighborhood within the Greenville city limits. For over 40 years, it has won state and national awards for both excellence in education and outstanding accomplishments. It evolved from League Junior High School to League Middle School, and in 1995, to the present League Academy of Communication Arts. By combining a rigorous academic program with a strong arts education component, our school provides a quality, well-rounded education for all students in grades six through eight. Our school community reflects a positive working relationship enabling League to achieve the National PTA Parent Involvement School of Excellence Certification.

The Select Schools Program in Greenville County was designed to revitalize urban schools that had begun to show a decline in enrollment due to demographic changes in the community. League was approved to be a Communication Arts Magnet by the School Board in 1995. This allowed League additional magnet funding from the District, which provides for three full time teacher positions and a magnet coordinator devoted to our communication arts focus. League's communication arts program provides students the opportunity to explore many art forms and to learn at least one art form well

through advanced course offerings. Students can select introductory and advanced studies in drama, dance, band, strings, choral and general music, and the visual arts. Additionally, students can select communication arts electives including computer technology, video production, creative writing, debate, foreign language, journalism, and public speaking. Advanced courses require a portfolio or audition for students to be eligible for these year long classes. Grants and PTA funding provide additional monetary support for the magnet program.

The following information provides a snapshot of what is happening at League Academy. Teachers, staff members, parents, and community members have worked together examining many forms of data and analyzed their implications for student achievement. We have held spirited discussions about trends and strategies, root causes and improvements. We have discussed research and how we can use it to improve. We have asked difficult questions, and found some answers we liked, and some answers we have not liked. Looking at snapshots tells a story, and we are looking forward to adding more good chapters to the League Academy's story.

It is our intent to take these findings and recommendations and use our action plan in a concerted effort to help raise student achievement.

EXECUTIVE SUMMARY

League Academy is a beautiful state of the art educational facility for students as well as teachers. Its teaching staff is caring, dedicated, and knowledgeable, and students come with the expectation that they will leave prepared to achieve in high school and beyond. During 2007, the school district awarded an assistant principal the title of “Outstanding Assistant Principal of the Year” and named one of our teachers “Emerging Teacher of the Year.” We are proud of these staff members’ achievements and recognition by the district.

Parents send their students to League knowing that their children are receiving the best possible education that we can provide for them. With the excellent work that has been done to create and maintain the Magnet Program of Communication Arts, our program remains highly sought after by students and parents from across our district.

There are no “perfect” schools and League continues to strive to improve student achievement. In 2000, some schools in South Carolina were given preliminary scores on a State Report Card, which was and remains based on PACT scores. Our rating for that year was “Excellent.” For the subsequent Report Cards, however, League’s overall rating remained at “Good,” while our Improvement Rating has declined from “Average” in 2001 to “Below Average” in 2002 and “Unsatisfactory” in 2003. In 2004, our overall rating remained “Good” and our Improvement Rating went back up to “Average.” For 2005, our overall rating dropped to “Average” and our Improvement Rating dropped to “Unsatisfactory.” Our 2006 ratings remained the same: an Overall Rating of “Average” and an Improvement Rating of “Unsatisfactory.” We are concerned with these drops, and are using data and working through departments to provide additional help through new initiatives such as before school tutoring which will focus on raising the achievement for our students.

Our PTA was awarded the National PTA Parent Involvement School of Excellence Certification for 2003-2004, and we continue to remain enthused about current

parental involvement in the day-to-day activities of League Academy. We received a “Focus on the Future” grant this year to involve parents in our career education program. Parents have been invited to come to the school and give “snapshots” of their careers to our advisory classes. A Parent Career Resource Center was established and we have offered a number of programs to parents to provide them with information on career education topics. In addition, we include a “Focus on the Future” column in our E-Newsletter each week which highlights current career activities.

Another new grant allowed at-risk sixth grade students to work with Creative Writing students at the South Carolina Governor's School for the Arts and Humanities. For six weeks on Wednesday afternoons, they visited the Governor's School, where their GS student mentors worked with League Students to teach the craft of writing poetry and helped them produce two or three poems. The poems were published in a chapbook, and the students presented their poems for friends and family at a culminating celebration.

In 2000, the “Education Plan: Priorities for Performance,” was initiated by the District. The Education Plan for the District has five goals: Goal 1 – Raise the academic challenge and performance of each student; Goal 2 – Ensure quality personnel in all positions; Goal 3 – Provide a school environment supportive of learning; Goal 4 – Effectively manage and further develop necessary financial resources; and Goal 5 – Improve public understanding and support of public schools. Many changes have been made at the district level to work toward meeting these goals, and League’s goals have been aligned with the District goals.

Ms. Merry Cox, the current principal, was named in July of 2001 and is currently completing her seventh year at League. Our faculty experienced a moderate amount of attrition due to moves, transfers, retirements, family responsibilities, and illnesses. As a result of our magnet status and concerted focus on the communication arts, every attempt is made to hire new teachers who will help maintain our focus on the arts and high academic achievement. The staff has been included in the hiring process and

participates in the interview process for teachers and administrators. We feel we have been successful in this endeavor.

One of the biggest changes at League has come from the Middle School Initiatives, which were a product of the Education Plan. This change is the move to small group teaming for students and teachers. League operated with grade level teams from 1995, the year that we became a magnet school, through 2002. The move in 2002 to small group teaming within each grade was a change for League. The research in Middle School education is clear on the advantages of small group teaming for middle school students, and we continue to work to improve teaming in order to help our students increase their achievement both academically and socially.

The tentative number of magnet slots available for the 2008-09 school year is 88. Our student population has a range of approximately 36% poverty to about 42% gifted and talented. Without our Magnet population, League would likely qualify for Title I status, a fact that comes as a surprise to most people. We have the wonderful opportunity to combine these different groups of students together within the same school. This opportunity also creates unique challenges. Moving all of our students forward in their achievement level is especially challenging when you have some at the both ends of the achievement spectrum. This is a challenge for our faculty and staff as we strive to reach our AYP goals and improve student achievement. As the staff works on our school improvement plan, we are working to identify strategies that will help all of our students improve. We are using the MAP data to help us identify areas of need as well.

While our new building is beautiful with its state of the art amenities, we are in the process of making it uniquely ours and warming up its interior by adding color and student artwork throughout our hallways to create an environment conducive to teaching and learning. Administrative, faculty and parental volunteers recently painted bands of color in the upper arches of the school's main hall which provides a pop of color to brighten the day of visitors as well as students, faculty, and staff. We are continuing to foster a sense of team spirit among our faculty members in an effort to

recapture the feeling of community that suffered during the three years our faculty worked in independent, portable classrooms.

A former construction eyesore on our campus became a source of community as well as school pride this year. Project Learning Tree, an open-air classroom in the front of the school is visible to all passers-by. Approximately three quarters of an acre in size, the garden, with few exceptions, is planted with native plants and trees, so that League students will be able to learn and identify this flora away from the school's property. Primary funding for the model garden was provided by the Urban and Community Forestry Grant Assistance Program administered through the S.C. Forestry Commission and funded by the USDA Forest Service with volunteer labor supplied by TreesGreenville. Twelve faculty members attended a seminar this summer to learn how to integrate learning using our new open-air classroom. These teachers are charged with using all aspects of the garden to enhance and reinforce classroom learning. We are excited about the many learning opportunities Project Learning Tree has afforded our students thus far this year and look forward to the many new learning experiences created as our garden grows and matures.

What can we do to improve the academic achievement of each student? We must continue to learn more about whom we teach. We must learn more about what we teach. We must continue to learn what makes students successful. We must work to prevent those things that keep them from learning. We must learn more about how they learn best and work to provide them with what they need. We must continue to learn more and better ways to integrate the arts into everything students do in a day. We must continue to improve how we teach – and what we know. We must continue to improve the cohesiveness of our staff. We must continue to work collaboratively with the parents in order for students to be successful. These are things that we must continue to do to provide our students with the things they deserve.

INFORMATION AND ANALYSIS

Greenville County Schools

District Profile—January 2008

Geographic Location

Greenville, South Carolina is situated in the Piedmont region in the foothills of the Blue Ridge Mountains. As reported by the 2005 census data, Greenville County has more than 407,300 residents, a 7.3 percent increase since the 2000 census. Greenville County, once known as the textile giant of the Upstate, has one of the most diversified economies in South Carolina. Greenville has experienced tremendous success in recruiting top tier corporations. Over the past several decades, Greenville has recruited Michelin, General Electric, Hitachi and BMW to the region.

According to 2000 census data, the homeownership rate in Greenville County was 68.2%. The median annual household income for Greenville in 2003 was \$41,984, while 47,205 persons were living below the poverty level. Total assessed property within the Greenville city limits equals over \$221 million.

There are 12 universities and colleges in the local area: Anderson University, Bob Jones University, Clemson University, Converse College, Furman University, Greenville Technical College, North Greenville College, Southern Wesleyan University, USC Upstate, Tri-County Technology College and Wofford College.

School District Information

Greenville County Schools (GCS) is widely recognized as a leader in public education. Serving over 68,465 students, GCS is the largest public school system in South Carolina. According to the latest publication from the National Center of Education Statistics, GCS is the 51st largest school district in the nation. The area served by GCS covers over 800 square miles and includes almost all of Greenville County and portions of Laurens and Spartanburg Counties. District facilities include 5 child development centers, 47 elementary schools, 17 middle schools, 14 high schools, 4 career centers and 7 special focus centers. Among the elementary, middle and high schools, 12 International Baccalaureate programs and 12 magnet academics operate for unique educational opportunities. The magnet academics include foreign language, communication arts, pre-engineering international studies, science and technology, fine arts, and year-round education.

Greenville is the site of *The South Carolina Governor's School for the Arts* and the *Roper Mountain Science Center*. GCS has 15 Title I schools that receive funds from the federal government to help raise student achievement in schools with high poverty. Two grants allow funding for GCS teachers and local arts to receive training in integrating arts into the regular classroom curriculum. Beginning with Tanglewood Middle, seven Title I schools are now participating in the program.

GCS serves a culturally diverse population of students. The ethnic make-up of students in GCS is 60.1% White, 26.7 % African-American, 9.8% Hispanic, 2.2% Asian, 0.2% Native American, 0.2% Hawaiian/Pacific Islander and 0.8% of students are classified as "Other." Dedicated to meeting the educational needs of all students, GCS serves over 8,434 students (12.3%) with disabilities more severe than speech and an additional 2,360+ students with speech disabilities; a total of more than 10,790 students (15.7%). Additionally, over 13,000 students (19.3%) of GCS students qualify for the gifted and talented program. GCS also serves over 3,000 students who meet the state specifications of English as a Second or Other Language (ESOL).

GCS stresses the importance of daily attendance and good health for all students. GCS has an average student attendance rate of 97.7%, and a teacher attendance rate of 97.2%. The 2006-07 student dropout rate is 4.1%. There are 22,000 students who ride one of the 325+ buses in GCS. Breakfast is served daily to over 13,000 students.

Learning Environment

The State Department of Education issues annual report cards rating each school and district with an *Absolute* and *Improvement* rating. In 2007, 68% of GCS schools and career centers earned an Absolute Rating of *Excellent, Good, or Average* on the 2007 SC Report Cards. As part of *No Child Left Behind* (NCLB) legislation, states must also assess whether schools have met Adequate Yearly Progress (AYP) on an annual basis. Many GCS schools have been awarded special honors and titles for school program excellence. Twelve Greenville County schools are *National Blue Ribbon Schools of Excellence*, while 17 schools have been designated with SC's highest education honor, the *Palmetto's Finest Award*. Nine schools and four career centers earned Palmetto gold and silver awards recognizing high levels of academic achievement. Additionally, 38 GCS schools have been named *Red Carpet Schools* in response to their levels of customer service to parents and school communities. There are 29 GCS schools that have been named *National Schools of Excellence* by the PTA.

GCS provides students with a strong, qualified teaching staff. There are approximately 9,089 GCS employees; 5,019 of those are teachers. According to the 2007 GCS Report Card, 57.5% of the teachers hold Master's degrees or higher. The average years of teaching experience in GCS is 11.7 years. The average teacher salary in 2006-07 is \$42,200. Greenville County has 423 *National Board Certified* teachers and seven *Milliken Family Foundation National* educator awards.

Teachers and administrators strive to create a learning environment supported by parents and the surrounding community. GCS actively recruits volunteers to assist in enhancing every student's learning experience. In the 2006-07 school year, over 80,000 volunteers donated 1.6 million hours of their time to GCS. The Parent Teacher Association (PTA) in GCS has the largest number of units in any one district in SC. The *Report Card Survey* from the State Department of Education is administered in GCS annually to parents, teachers and students. In 2007 the majority of all three groups reported teachers have high expectations of students and demonstrate commitment toward student achievement.

GCS pays for schools and other education services through six primary fund accounts. Over \$429 million of those funds are designated General Funds and are used to support the day to day school operating expenses (e.g. teacher salaries, instructional supplies, utilities, etc.). The remainder of the budget, which changes every year, includes five fund accounts that provide money for things such as state and local taxes, scholarships and grants as well as building costs. The District has had more than 150 audits over the past three years and has been awarded the *Excellence in Financial Reporting* for 19 consecutive years. GCS has also earned the highest credit rating a school district can receive from two of the top financial rating services. Overseeing the budget and District operations are 12 elected School Board members who entrust the daily operations to Superintendent, Phinnize Fisher, Ed.D. Two Deputy Superintendents help coordinate and oversee all District functions in curriculum, personnel, finance, facilities, technology, and operations.

In an effort to provide “equitable” school facilities for all students and accommodate a growing student population, GCS has implemented an aggressive, innovatively funded school construction program. Advantages to this \$933.1 million construction program are all schools will be built or renovated within a five-year time frame, versus a traditional construction plan which would require more than twenty years. Additional benefits to the program are that there are no plans for additional tax millage increases in Greenville County to compensate for building costs. Also, the program provides all students with the opportunity to attend schools that support advancing instructional technology. In addition to the new or renovated schools completed before the construction program began, 67 schools have been completed as part of the BEST program. Two new schools are under construction and will open in August 2008. The last school in the program will be bid this fall.

Student Achievement

Committed to student achievement for all students, GCS serves as a leader in education in both the state and nation. Teachers and administrators are continually trained on effective ways to assess student achievement throughout the year. Standardized tests used in the District are Scholastic Aptitude Test (SAT), Academic College Test (ACT), High School Assessment Program (HSAP), Academic Placement (AP) Exams, End of Course Exams (EOCE), Palmetto Achievement Challenge Test (PACT), Iowa Test of Basic Skills (ITBS), and most recently Measures of Academic Progress (MAP). Overall, GCS student achievement has risen in 2007 in almost every test area.

Several secondary assessments are given to students on the high school level. In GCS, the average composite score on the SAT increased from 1490 in 2006 to 1503 in 2007. There were 2,365 GCS students tested, and 61% of 2006-07 seniors took the exam. The average critical reading score was 505, the average math score was 508, and the average writing score was 489. Figure 1 displays the SAT results from the past five years. GCS has remained higher than the average SC score and slightly behind the average national score.

Figure 1. 5-Year SAT Composite Scores of GCS, SC and the Nation

* With the addition of Writing on the SAT in 2006, the Composite Score from 2006 and beyond is out of 2400.

The number of GCS students who take the ACT, another college entrance exam, continues to rise every year. The Composite score in GCS increased from 20.7 in 2006 to 21.3 in 2007. One-tenth of an ACT point is comparable to four points on the SAT.

Figure 2. 2007 ACT Results in GCS

Location	# of students	English	Math	Reading	Science	Composite
GCS	1,223	20.7	21.2	21.6	20.9	21.3
SC	16,716	19	19.8	19.8	19.5	19.6
Nation	1,300,599	20.7	21	21.5	21	21.2

The number of students in 2007 who successfully completed AP courses demonstrated the commitment of GCS to high school curriculum and achievement. As displayed in *Figure 3*, the percent of students scoring 3-5 increased by 3.1% in GCS in 2007.

Figure 3. Number of AP Exams and Percent Scoring 3-5 in GCS

Year	Number Scoring 3-5	Percent Scoring 3-5
2007	2524	51.1%
2006	2192	48.0%
2005	2096	43.0%
2004	1815	48.1%
2003	1803	52.5%
2002	1581	54.9%
2001	1241	59.8%

After a three-year implementation phase, in 2005-06, SC's EXIT Exam changed from the Basic Skills Assessment Program (BSAP) to the High School Assessment Program (HSAP) exam. The 75.7% of GCS students passed both sections of the HSAP on their first attempt is lower than SC's 77.1%. From 2006 to 2007, the percentage of students who passed the English Language Arts section of the High School Assessment Program on the first attempt increased by 2.2%. From 2006 to 2007, the percentage of students who passed the Mathematics section of the High School Assessment Program on the first attempt decreased by 1.1%.

Figure 4. Percent Passing Both Sections of HSAP on 1st Attempt

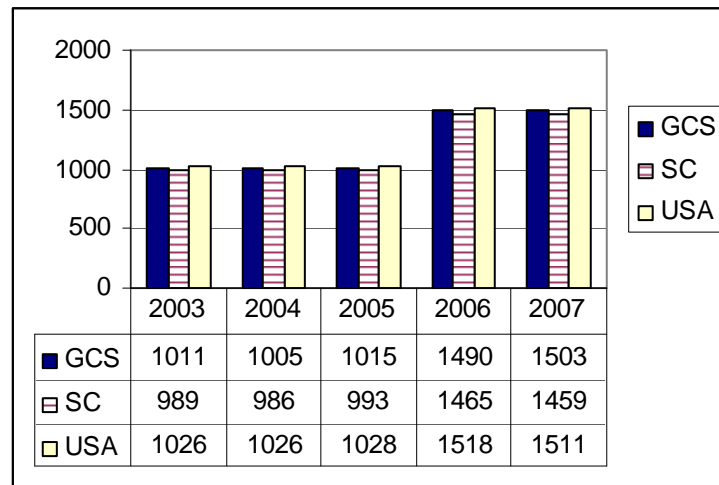
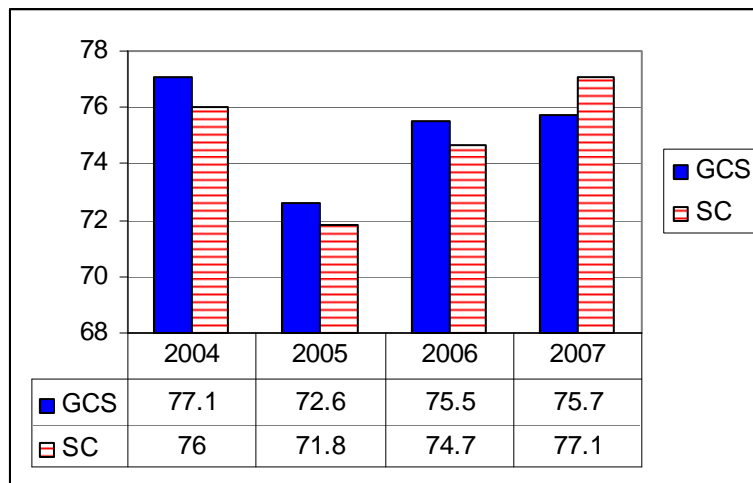
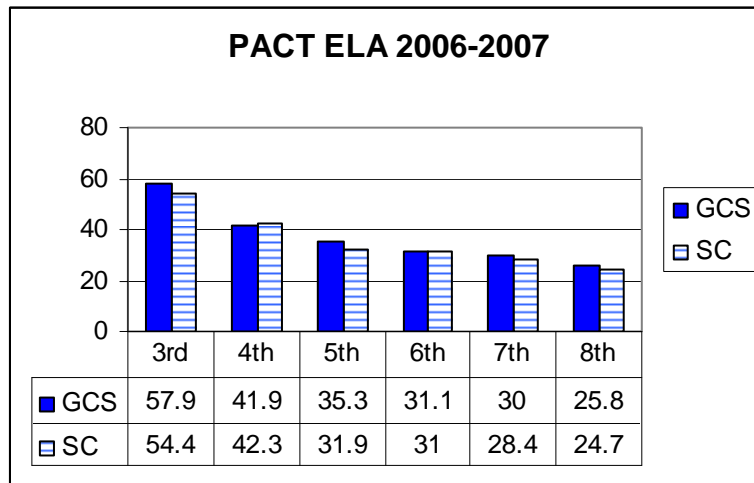


Figure 4. Percent Passing Both Sections of HSAP on 1st Attempt



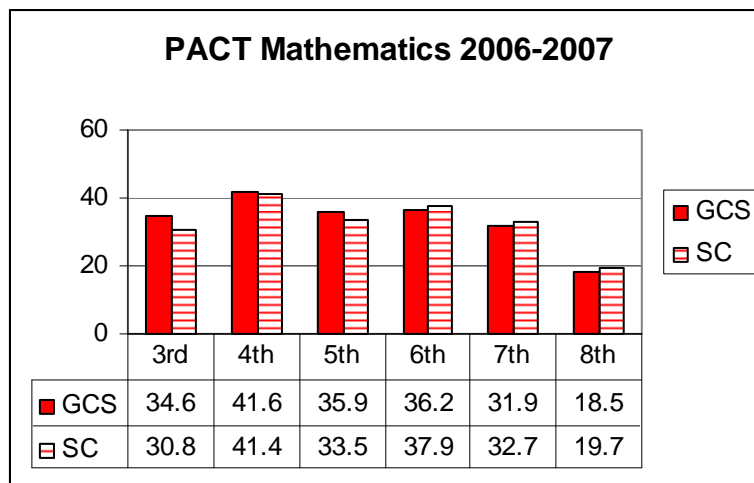
GCS annually tests all students in grades 3-8 on the state's criterion referenced exam, the PACT. As evidence of meeting federal NCLB legislation, GCS annually tracks the percent of students scoring Proficient and Advanced on PACT exams, for English Language Arts (ELA), math, science and social studies. As shown in Figure 5, GCS has outperformed SC's aggregate score of students scoring Proficient or Advanced on the ELA portion of the PACT.

Figure 5. Percent Proficient and Advanced on 06-07 PACT ELA



In GCS, the percent of students scoring proficient and advanced on the PACT ELA was as high or higher than the average percent in SC, with the exception of 4th grade. On PACT Math, GCS students scored higher than SC's averages, with the exception of 6th, 7th, and 8th grades.

Figure 6. Percent Proficient and Advanced on 05-06 PACT Math



The next two graphs, Figures 7 and 8, display the percent of students scoring proficient and advanced in Science and Social Studies. GCS students performed higher than the average of SC students in all grade levels in both Science and Social Studies.

Figure 7. Percent Proficient and Advanced on 05-06 PACT Science

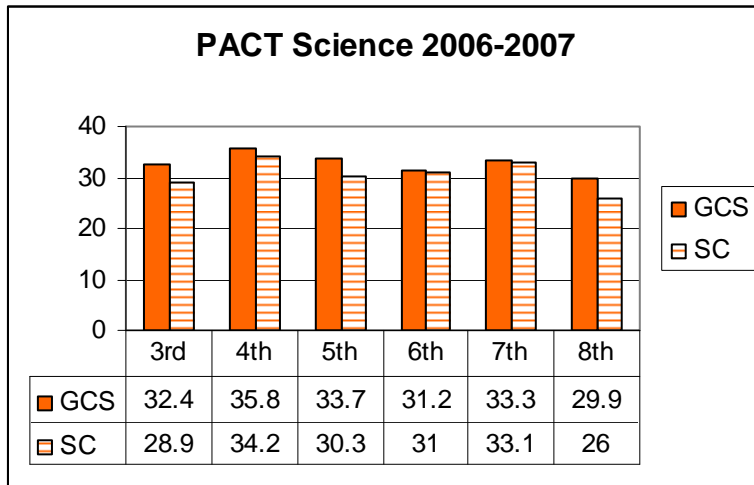
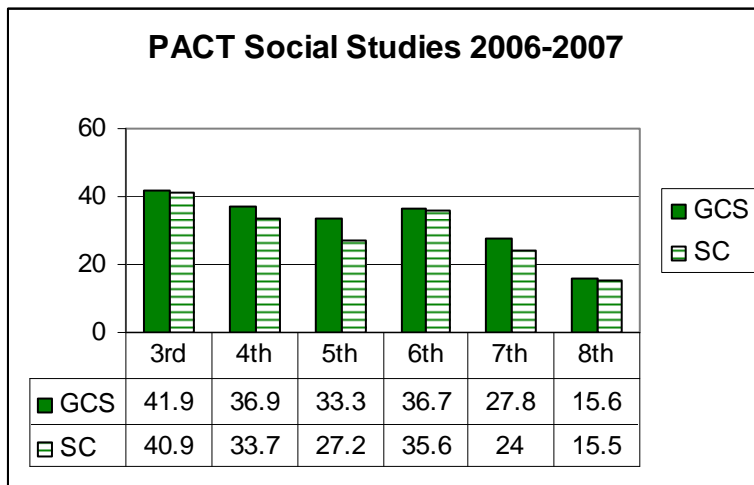


Figure 8. Percent Proficient and Advanced on 05-06 PACT Social Studies



In 2005-06, an additional resource for assessment in Greenville County is the Measures of Academic Progress (MAP) testing. This computerized system of testing is administered two to three times a year in every school in reading, language, mathematics, and one optional subject, science. MAP correlates with national and state curriculum and standards, and is nationally norm-referenced. The difficulty of each test adjusts to individual students' performance; meaning if a student answers a question correctly, the next question will be more difficult and vice-versa. After a student completes a test, the program reports the student's equal-interval RIT score. Unlike the PACT and other standardized tests, MAP reports provide a snapshot of student achievement at intervals throughout the school year.

INFORMATION AND ANALYSIS

School Profile

Instructional and Organizational Effectiveness

Student Achievement



CFCE Quality Tools Seminar

League Academy of Communication Arts – Profile

125 Twin Lake Road

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“League Academy is made up of a wonderful mixture of students, teachers, administrators, staff, parents and community members who combine their talents, energies and passions to maintain the best learning environment for our students. We believe that the arts are more than an extra; they are vital to the balanced development of students. We are committed to the success of our students by using the best practices in the academic and artistic areas, and by integrating the arts throughout our curriculum. Our brand new beautiful facility allows us to offer students and staff a new dimension of instructional possibilities.”

Merry L. Cox, Principal

Grades

6th - 8th Grade

Enrollment:

770

School Location:

Two blocks south of North Pleasantburg Drive

School Colors:

Black and Red

School Mascot:

Bulldog

School Mission:

“Challenge – Create – Communicate!”

School Motto:

“Hands On Today, Eyes On Tomorrow”

Outstanding Features/Programs

Advanced studies in Art, Dance, Drama, Music, and Technology
Arts focused curriculum
Awards Program
Band, Chorus, Creative Writing, Dance, Drama, Journalism, Strings
Beta Club
Book Fair
Book of the Month Club
Challenge Program (Gifted and Talented in LA)
EEDA Career Development Program
Future City/Engineering Program
Honors Algebra I, Geometry, Spanish and English (High School Credit/Carnegie Unit)
Computer Graphics lab
Keyboarding Lab
Invention Convention/Science Fair
Multi-Media Capabilities Internet
Reading Counts Program
SC Junior Book Award Program
SIC/PTA Parent Information Nights
South Carolina Junior Scholars/
Duke TIP Scholars
Special Education Program
Special Olympics
Spelling Bee/Geography Bee
Student Newspaper/Yearbook/Literary Magazine
Video Production Classes
Year-Round Artist-in-Residence Program

Achievements/Awards

Alliance Grants
Competitive Teacher Award
Exemplary Writing Award-Hall of Fame First Middle School to Win National Excellence
in Education Award
National Invent America! Winners
Red Carpet Award Winner
S.C. Arts Commission Grant Winner
State and National PTA Reflections Winner 2003 TIAA-CREF Administrator of the Year
2004 TIAA CREF Support Staff Member of the Year
2003 Media Specialist of the Year

League Academy

Student Achievement

Iowa Test of Basic Skills (ITBS)

Percentile Rank of Average SS National School Norms

2006-07	Grade 6	Reading	67%	Language	79%	Math	61%
2006-07	Grade 8	Reading	68%	Language	77%	Math	67%

Palmetto Achievement Challenge Test (PACT)

Students Scoring Basic and Above

ELA 2004 2005 2006 2007 2008

Grade 6	76.11	76.22	74.55	81.2	82.8
Grade 7	84.99	82.11	77.33	75.1	84.5
Grade 8	88.55	80.00	86.33	77.3	75.6

Math 2004 2005 2006 2007 2008

Grade 6	77.00	79.22	79.33	79.6	82.3
Grade 7	79.11	77.44	78.77	81.7	84.4
Grade 8	84.66	74.66	74.00	72.7	78.9

Student Attendance

2007-0896.8%

Extracurricular Activities

Assembly Programs
Athletic Teams
Awards Day Program
Beta Club
Career Day
Field Trips
Fine Arts Showcases
GE LEGO Robot Team
Intramural Program
Peace Outreach Program
School Dances
Student Council

Faculty Profile

3 Administrators
50 Teachers
25 Support Staff
63.55%.....Master's Degree or Above
98.77%.....Teacher Attendance

Community Involvement

2008-09 Parent/Teacher Association President: Regina Coulomb
2008-09 School Improvement Council Chairman: Toni Norris

Artist-In-Residence Programs
Business/Education Partnership Program
Community Service Activities
Fund Raisers for Local Charities
Guest Speakers
Parent/Teacher Association Meetings
Peace Center Outreach Program
Red Ribbon Week Activities
School - Community Forums

Volunteers

School Facilities

3 Administrative Offices

Band Room

Cafeteria

Gym/Locker Rooms

Dance Studio with locker rooms

Drama Studio

Art Room

Life Skills Lab

Strings Room

Chorus Room

Video Production Lab

Keyboarding Lab

Computer Lab

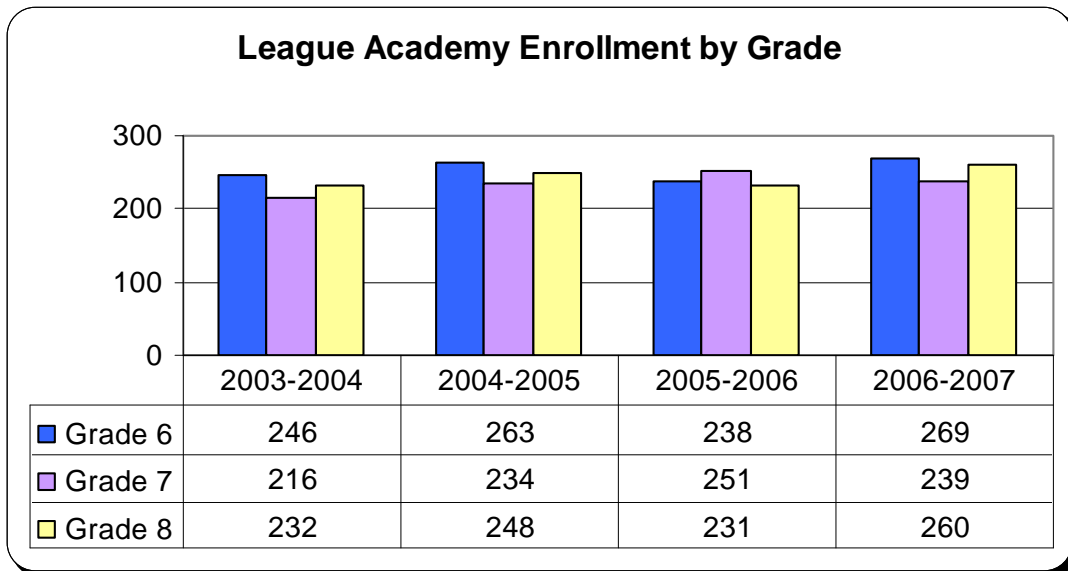
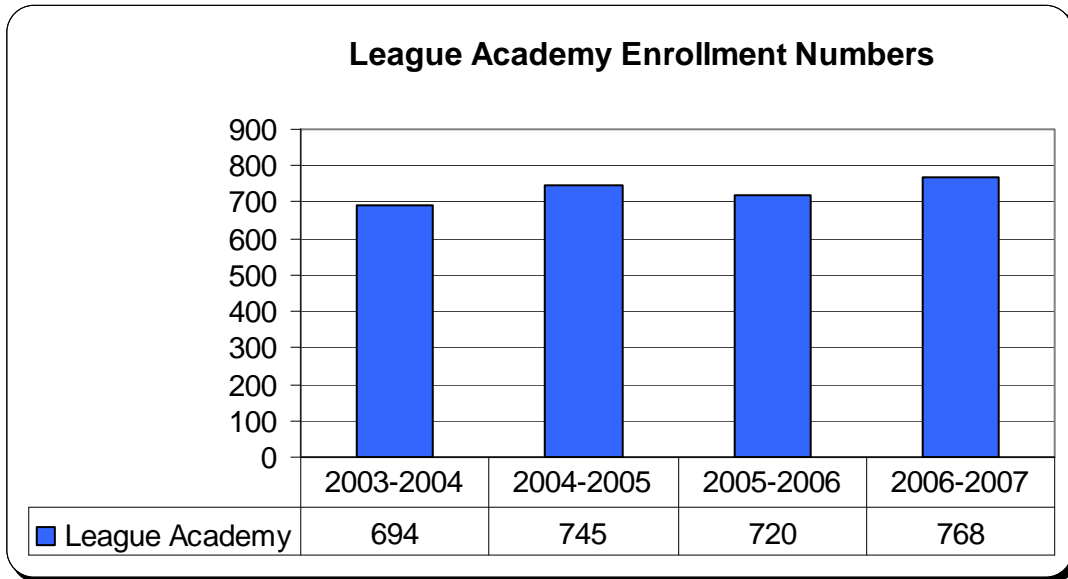
Professional Development Room Auditorium with a State-of-the-Art Control Room

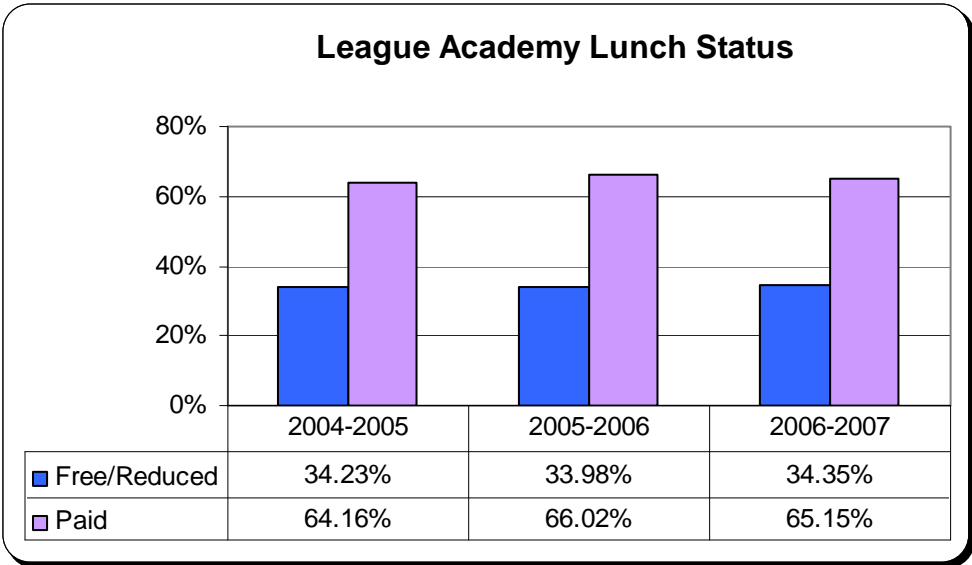
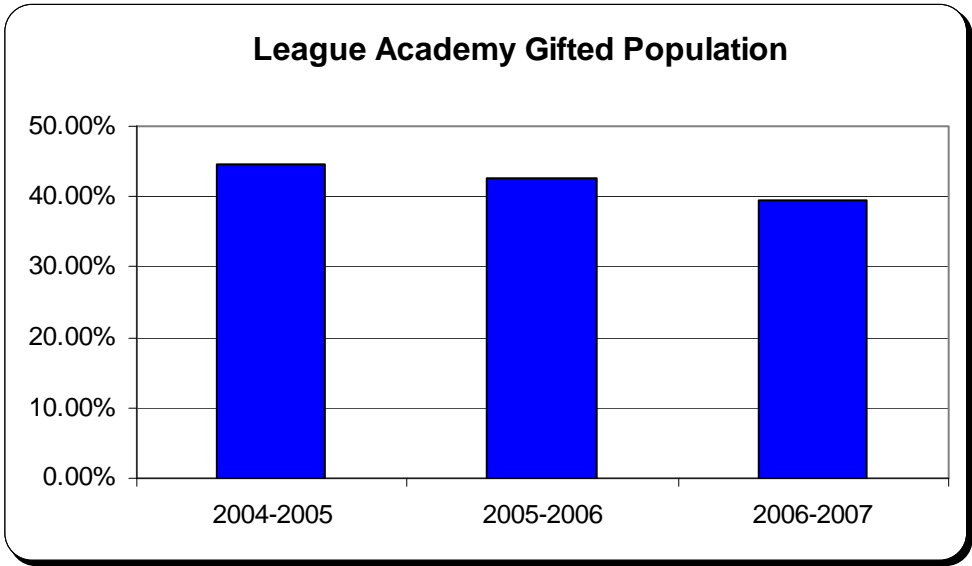
6 Teacher Workrooms

Elevator

Neighborhood Setting Close to downtown

League Academy- Demographic Data





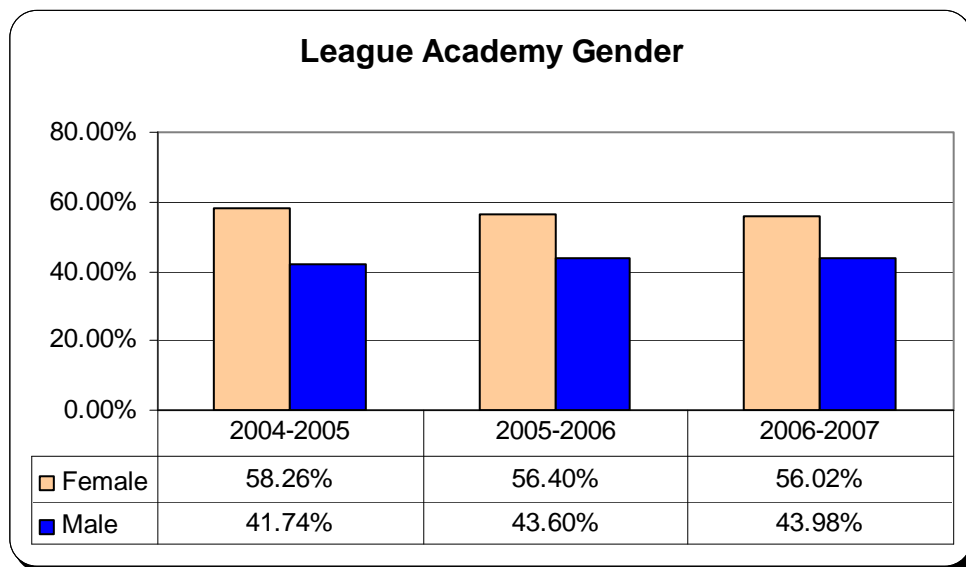
The demographic data indicates that enrollment has increased from last year. The 2006-07 school year showed a large increase in the enrollment due to the completion of our new facility. League home-based geo-coded student numbers remained steady, but our magnet numbers were allowed to increase by the school district because we had the capacity to expand the enrollment. By grade, our enrollment numbers are highest in grade six.

The demographic data indicates a number of strengths. League’s Free/Reduced lunch numbers remained about the same over the past three years. League has a poverty

index of about 36.56% and 91% of our student enrollment was stable, which represents a low mobility rate. League’s gifted and talented students represent about 40% of our student population.

League’s mobility rate is low with only 3% of our student population moving once during the school year. Students moving twice during the year represent less than one percent.

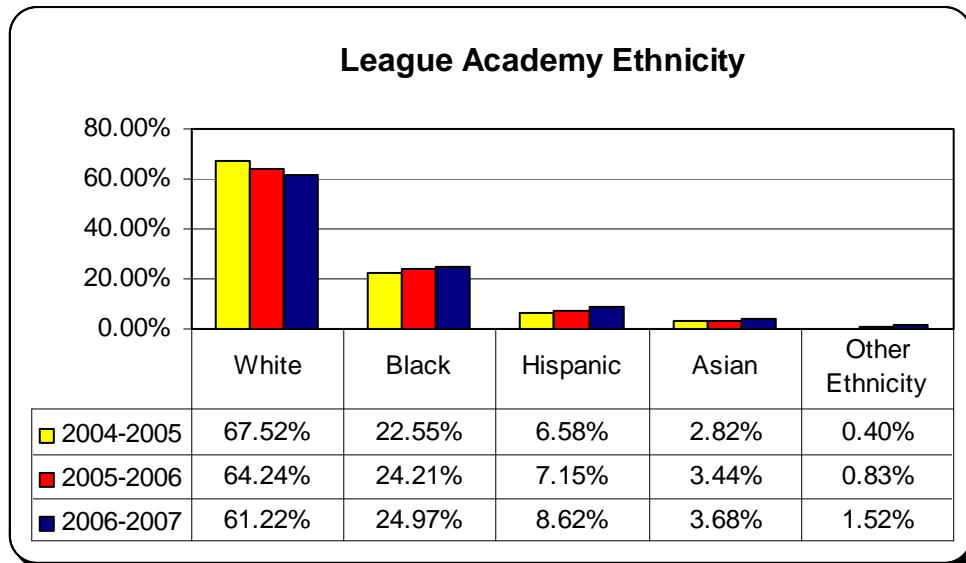
Our challenges indicated in the demographic data are the number of discipline referrals, a rise in self-contained special education students, and the increased numbers of League’s limited English Proficient numbers from 14 to 29 students.



League’s gender gap remains steady showing little change in our male-female ratio. The higher number of female students may result in classes made up predominately of girls. The magnet program draws more female applications and therefore more female enrollment than other typical middle schools.

Retention by Grade			
School Year	Grade 6	Grade 7	Grade 8
2002-2003	12	1	3
2003-2004	15	0	0
2005-2006	6	7	1

The retention of students showed a decrease in sixth grade retention and an increase in seventh grade retention over the past 3 years. The eighth grade retention rate remains the lowest during this time period.



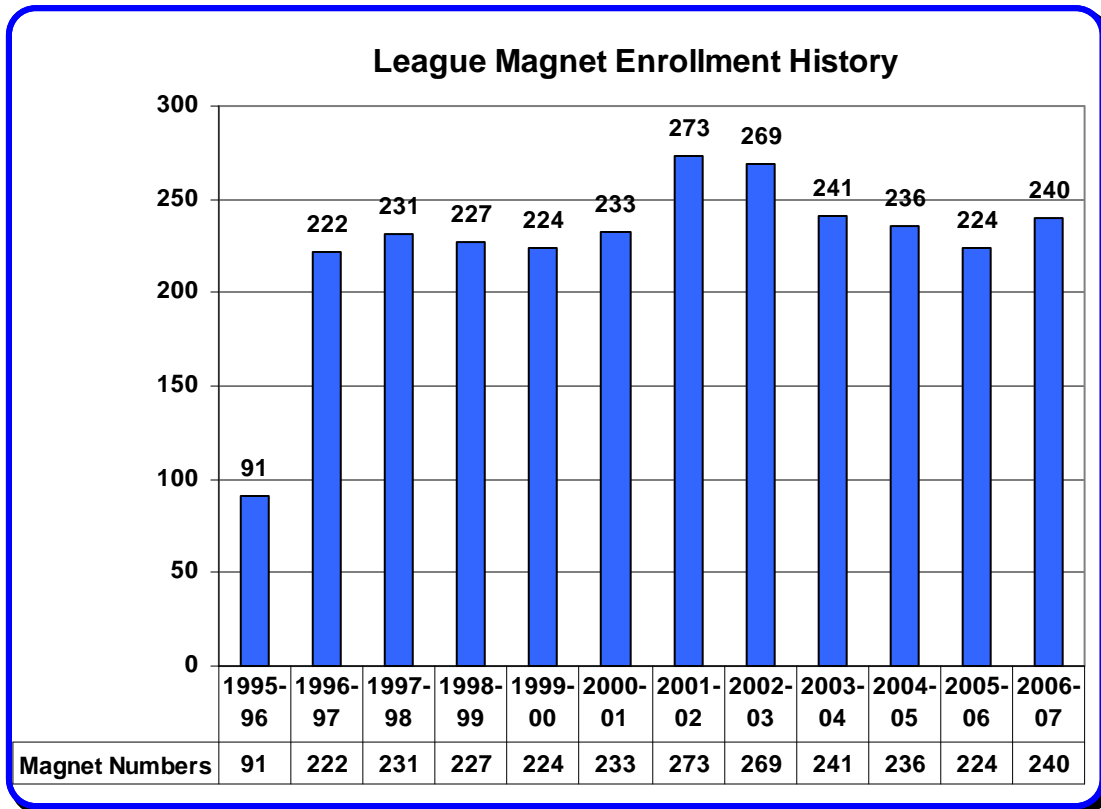
League’s data shows a growing ethnic diverse population. The Hispanic population has grown the most, increasing from 6.53% in 2004-05 to 8.62% for the 2006-07 school year. The African-American population remained about the same from 2005-2006 to 2006-2007 and the white enrollment dropped from 64% to 61%.

League’s ESOL student population has increased to 42. There is a variety of languages spoken by these students. There is a variety of Spanish dialects spoken among our Hispanic population which makes effective communication more difficult with these students and their families.

Special Education	2003-04	2004-05	2005-06	2006-07
	Number	Number	Number	Number
Resource*	23	39	30	47
Self Contained*	21	36	26	32

League special education resource and self-contained numbers are up from 2005-06. The school district determines location and placement of special education students each year.

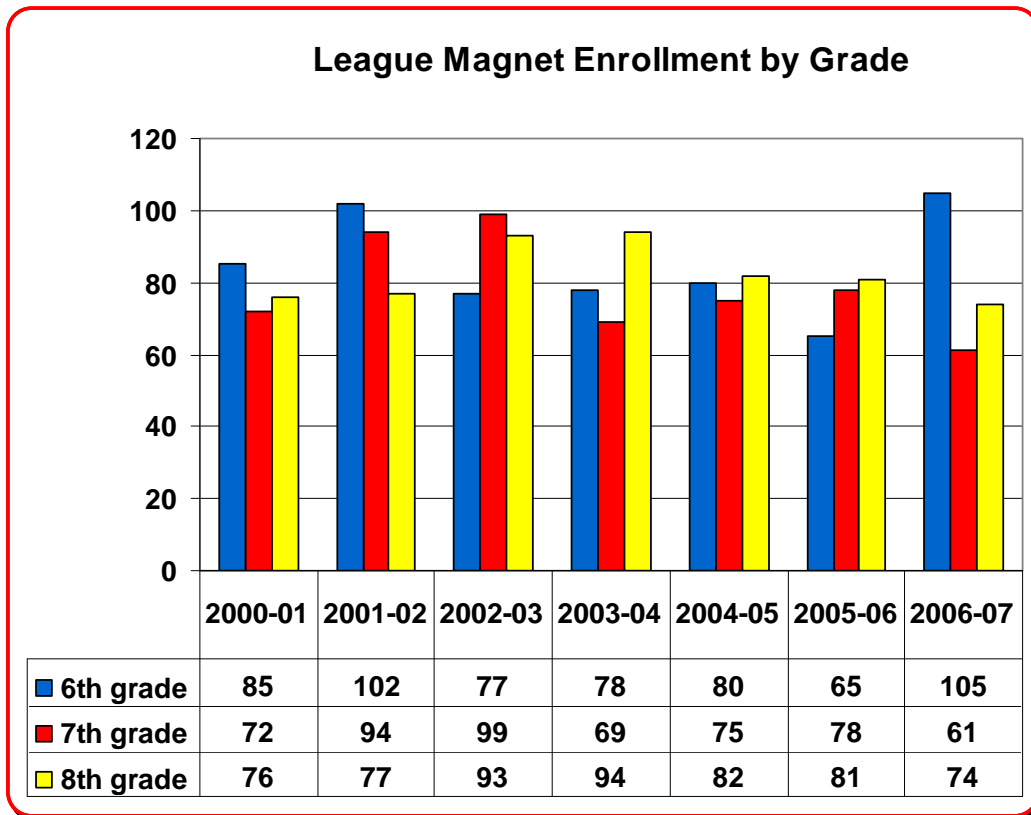
Magnet Demographics



Magnet Enrollment Data

The magnet enrollment changes from year to year due to the changing home-based enrollment and the restrictions from the central office. League number of magnet students increased to 125 for sixth grade for the 2006-2007 school year, giving us a total of 240 magnet students, an increase from previous years. Moving into the new facility afforded us more space for incoming magnet students.

Magnet Enrollment by Grade

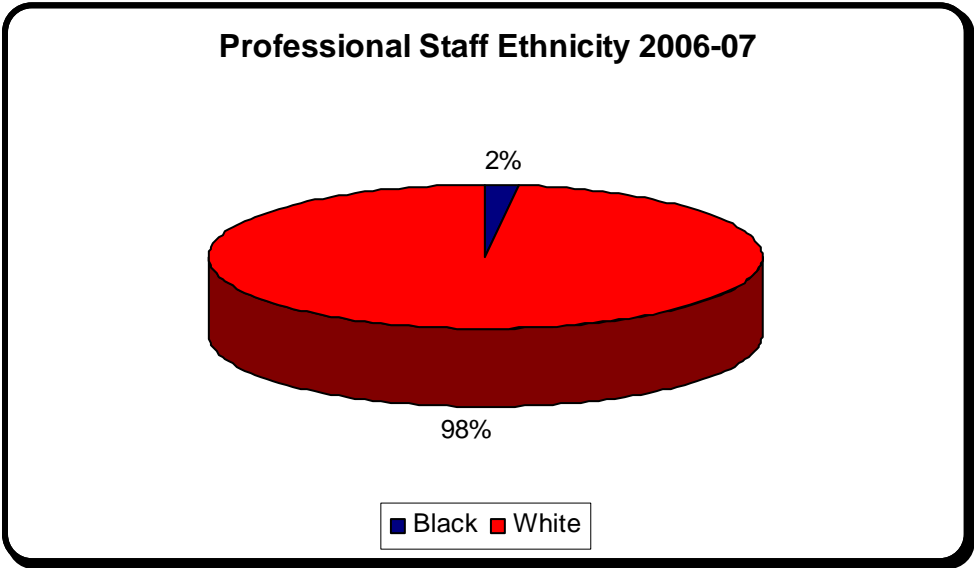


Magnet Waiting List Information

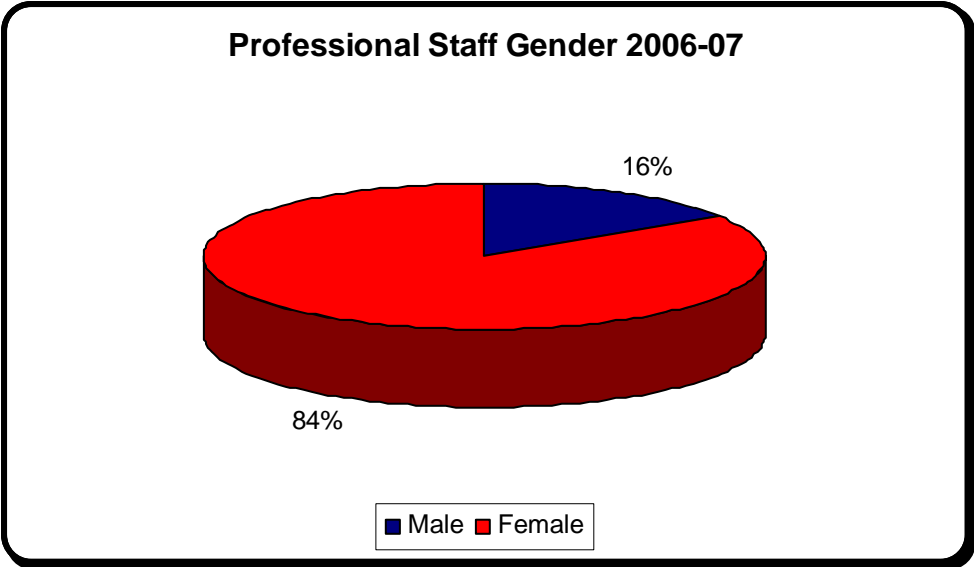
Our magnet student enrollment and waiting list continues to change annually. Each year the School District determines the number of magnet students we are allowed to accept, which depends on the number of “home-based” students that are projected for enrollment. The number of students on the magnet waiting list changes each year as well, due to the number of applicants we are allowed to accept.

Professional Staff Demographics 2006-2007

Professional Staff Ethnicity 2006-2007



Professional Staff Gender 2006-2007



There is little diversity on our staff. League teachers are predominately white and female. We continue to search for candidates who will add diversity to our staff when available.

Professional Staff Experience and Education Level 2006-2007

League professional staff is made up of classroom teachers, three administrators, and support staff which includes a media specialist, two guidance counselors, and an instructional coach. Education Level of our professional staff at League indicates that over 72.7% have a Masters degree or higher, which is an increase of over 12%. Five teachers are National Board Certified.

Teacher Information	2007-2008
Teachers with Advanced degrees	58.3%
Continuing Contract Teachers	77.1%
Returning Teachers	79.1%
Teacher Attendance	95.6%

The majority of our teachers on staff have completed the Intel Teach to the Future technology training to meet the SC technology proviso.

In School and Out of School Suspension by Grade Level

August – February 2007 Report

Sixth grade Black Males have the highest incident numbers for in-school suspension with 13. Black males have the highest number of in-school suspensions 29 reported by the end of February 2007. White male students have 23 in- school suspensions reported this year. By grade level, sixth and seventh white males both had 9 in school suspensions. Grade six had the highest number of suspensions with 37, seventh grade had 30 and eighth grade had the lowest number to 20.

In School Suspension by Grade # Students	WM	BM	HM	AM	WF	BF	HF	AF	Total
Grade 6	9	13	4		3	8			37
Grade 7	9	12	1		1	7			30
Grade 8	5	4	1		1	5	2	2	20
Total	23	29	6	0	5	20	0	0	87

Out of school suspension are highest for Black Males with 29 total reported, with eighth grade having the highest number of 17 students. For out of school suspension, eighth

grade has the highest number of students with 26 students reported for out-of-school suspension.

Out of School Suspension by Grade # Students	WM	BM	HM	AM	WF	BF	HF	AF	Total
Grade 6	4	17	2		1	5			29
Grade 7	2	8	2			6			18
Grade 8	3	1		1	1	1			7
Total	9	26	4	1	0	2	12		54

White Male-WM

Black Male-BM

Asian Male-AM

Hispanic Male-HM

White Female-WF

Black Female-BF

Asian Female-AF

Hispanic Female-HF

Instructional and Organizational Effectiveness

Identification and Discussion of Primary Educational Models

ELA	Below Basic	Met Standard
League 2007	22.9%	77.1 %

Math	Below Basic	Met Standard
League 2007	21. %	79 %

We are fortunate at League to have a strong academic tradition. Approximately 78 % of our students met standard on PACT in ELA in 2008. Our math scores indicate 79 % of our students met standard on PACT in 2008. Our PACT scores have been consistently higher than the district and state scores. Our goals have been set to move us toward the Adequate Yearly Progress (AYP) goals of 100% meeting Proficiency by 2014. Despite the hard work of the League Academy staff, our students have not been as successful academically as we would like them to be. When we looked at our data, we saw some areas that we need to address. One of the most obvious is that our black students do not perform as well as our white students. The “achievement gap” is a concern in many schools, and ours is no exception. Our standardized test data shows tremendous gaps, and we are working to come up with more effective strategies to address these concerns. Another trend that seems to be occurring is that there is a movement from Advanced and Proficient on the PACT test in a downward trend in Math in 8th grade. We think one of the reasons may be the fact that students at the highest level of math are enrolled in high school credit courses and are taking a PACT test that is based on the 8th grade standards. As the faculty looked at PACT data and began to analyze and look for root causes, it was determined there was a need for improved reading comprehension and vocabulary in all grades and subject areas. If we focus as a faculty on improving the way vocabulary and reading comprehension strategies are taught and used in each content area, we believe student achievement will improve in each PACT tested subject. We want our students to be successful – at every level, so we are reflect and study ways that may help raise student performance and to provide an atmosphere that cultivates student achievement, including:

Compass Learning

Baldrige Quality Tools

Learning-Focused Strategies

Research Based Vocabulary Strategies

Research Based Reading Comprehension Strategies

Brain Based Instructional Strategies

Differentiated instruction

Critical Friends Groups

Curriculum Mapping

Standards-based instruction

Arts Integration

Small group teaming

Vertical Teaming

Walk-through Evaluations

Higher Order Thinking Skills based on the new Bloom's Taxonomy

Technology Integration

Mentor Program for new Teachers and Teachers new to League

Suspected Causes of the “Achievement Gap at League:”

32% Poverty Index

Low vocabulary level

Below grade level reading comprehension level

Little or no motivation

Single parent households among student population

“Split home” situations among student population – part time with one parent, part time with other.

90-96% of our Black students are Below Basic in English and Math

Teachers need additional training in effective ways to teach students from poverty and other cultures.

Strategies to Increase Student Learning

Most teachers at League Academy try to keep abreast of the latest methods of delivering instruction. Teachers have taken advantage of staff development opportunities that are offered in the district and through nearby universities, in addition to attending conferences. We recognize that students learn in different ways. Teachers are encouraged to try a variety of instructional strategies to address the different learning styles of students. To the degree that time and budget allow, we encourage all staff to be involved in staff development opportunities that will increase student learning. Of course, our highest priority is implementing the strategies related to our vision. Staff development is imbedded in the school day each week, typically every Tuesday. The Instructional Coach and Magnet Coordinator use Tuesdays to provide staff development aligned with our mission, vision and school goals.

Baldrige Quality Tools – Carolina First Center for Excellence

League continues to work with the Carolina First Center for Excellence (CFE) this year to focus on the use of proven Quality Tools for school improvement. Our goal has been to add some proven quality tools to our repertoire of strategies and tools to use with our students. Michelle Brinn and Lindsey Burdette have come to League for several training sessions for teachers, and as a result of this work, our students have written mission statements for their classes and grades. Teachers are using some of the tools we have learned about in their classes and we are seeing that students are responding well to them. We started “slowly” in 2006-07 with just a few sessions, but moved forward in the 2007-08 with more training and opportunities for staff and students. Year 2008 began with a Professional Learning Communities Grant which provides funding for 12 staff members to attend the L to J Conference in September of 2008.

The **Learning-Focused** strategies have proven to be highly effective in schools that implement them consistently and pervasively. The Learning-Focused Schools program is based on research from the Education Trust on exemplary practices used in 90/90 schools, those in which 90% or more students are on free reduced meals and yet 90% or more students are passing state tests. Using these practices increased achievement significantly. Data from 893 elementary teachers in Learning-Focused schools on three years’ state tests showed gains of 19% to 30% in every year and every subject tested. Data from three years’ state tests showed that students of 1377 middle school teachers using Learning Focused strategies made gains of 17% to 25% in every year and every subject tested.

Teachers at League have received training in **Learning-Focus** workshops and are implementing the strategies across the curriculum. Teachers are more frequently using graphic organizers to assist students in organizing and retaining information. The use of rubrics has improved students’ understanding of teacher expectations and performance on graded assignments. During the 2006-2007 school year, teachers turn in unit plans and the weekly lesson plans that are used with the unit plan. An updated

Measures of Academic Progress (MAP) online tests are given to all students in Reading, Language, and Math in the fall and spring each year. Science is given in January for grades 6-8. The MAP RIT scores are used along with DesCartes to identify what students are ready to learn. Teachers are using RIT scores, DesCartes, and Lexile scores to plan differentiated instruction to meet the learning needs of their students.

Compass Learning software has added a new dimension to helping our students succeed. With the Spring MAP Scores, folders of RIT Range appropriate activities will be added to every student's Compass Learning file. They will be able to access these activities at school or at home to work on specific skills.

Differentiated learning refers to a process involving teaching strategies, methods, curriculum and lesson planning, and student interaction. Because of differences in student learning styles, skill levels, rates of learning, language proficiencies, backgrounds, motivation, and social and emotional development, students need a differentiated environment for maximum growth and continual progress. Differentiated learning allows a classroom teacher to meet the needs of many students by changing and adapting lessons and activities to their differing strengths. Training is offered each year through district in-service opportunities and Instructional Coach training offered each week.

At League, a **Critical Friends Group** was begun in 2000. A group of 10 teachers and administrators began meeting once a month. The Instructional Coach, trained as a CFG coach, facilitates the meetings. During the 2003-04 school year, another CFG group was started with new teachers to League Academy facilitated by our Instructional Coach. This has proven to bring added camaraderie to both groups. We have read professional literature, looked at student work, teacher work, lessons and rubrics, etc. The work has proven to be extremely helpful, and will continue.

What is a Critical Friends Group?

A group of 8-12 teachers and administrators who agree to work regularly together to define and produce improved student achievement. The members establish and publicly

state student learning goals, help each other think about better teaching practices, look closely at curriculum and student work, and identify school culture issues that affect student achievement. A leader helps the group build the sense of trust that must exist to create direct, honest and productive work and conversations.

A commitment of 2 hours a month is made by all members. Members bring to the table student work, teacher lessons and units, case studies of students, classroom dilemmas, etc. Using set protocols, CFG members help each other “tune” their practice by analyzing these artifacts.

Educational Leadership, Vol. 59, #6, March 2002

“The structure and format of CFG’s create opportunities for colleagues to challenge their own practice as well as that of their peers. The work is critical because it challenges educators to improve their teaching practice and to bring about the changes that schools need, but the process is neither negative nor threatening. The work involves friends who share a mission, offer strong support, and nurture a community of learners.”

The foundation for developing a Professional Learning Community began during the 2005-2006 school year. An Alliance grant for \$1450.00 was awarded for a grant written by Toni Norris using Eaker, DuFour and DuFour’s book, “Getting Started: *Reculturing Schools to become Professional Learning Communities*”. This book was read and discussed by the entire faculty in grade level teams using a variety of text based protocols. This professional development provided the opportunity to explore, discuss and understand what a professional learning community can do to raise student achievement at League. Three questions were raised repeatedly through this study:

1. What do we expect students to learn?
2. How will we know what they have learned?
3. How will we respond when students do not learn?

These questions will be the focus of further discussion, planning and professional development for 2006-2007 and continued for 2007-2008.

Curriculum mapping is a tool for gathering information on what teachers taught in the classroom – displaying content, specific skills and assessments in easy-to-read, comprehensive tables of data about classroom particulars and allows teachers to have continuity and progress over time. We began implementing the use of curriculum mapping during 2005-2006. All teachers submit their Learning Focused Unit Plans to the principal and they are connected to the teacher's curriculum map which is on our Intranet. All teachers have access to League's Intranet and units/lessons can be shared across the content areas.

Standards-based Instruction and assessment is used to teach the curriculum at League. The state of South Carolina has written standards for all subject areas, and we use these standards as the guide for teaching and learning. The administration requires that standards are referenced in lesson plans on a weekly basis, and that the syllabus at the beginning of the year addresses the standards for every class and that the parents and students are made aware of them. With the use of curriculum mapping, small group teaming and vertical teaming, teachers will work together to strengthen the instruction and therefore, raise student achievement because of this form of collaboration.

Teaching with, about, in and through the arts is an important part of League's arts-focused curriculum. Teaching with the arts refers to the many ways that the arts can be used as valuable tools to enrich the curriculum, address a variety of learning styles, increase motivation, and/or actively engage students in the learning process. Teaching about and in the arts refers to the formal study of the arts as unique disciplines as found in League's numerous fine arts and communication arts electives. Teaching through the arts refers to the formal integration of the arts and other disciplines, typically a joint effort between classroom teachers and fine arts specialists. Current research strongly implies that student involvement in the arts provides greater access to higher levels of achievement resulting in a strong correlation between arts involvement academic success. In an analysis of data collected by the Department of Education, the gains from arts involvement hold true for students from low socio-economic backgrounds. (Champions of Change, 1999; Critical Links: Learning in the

Arts and Student Academic and Social Development, 2002.) Consequently, small teams regularly with the Magnet Program Coordinator for instruction in arts integration, sharing of arts-based lesson plans, and sharing of such information as the use of digital cameras in the classroom, teacher-developed integrated lessons and the use of "real" works of art throughout the middle school curriculum.

“The ultimate challenge for American education is to place all children on pathways toward success in school and in life. Through engagement with the arts, young people can better begin lifelong journeys of developing their capacities and contributing to the world around them. The arts teach young people how to learn by giving them the first step: the desire to learn.” ~ Dick Riley, U. S. Secretary of Education.

Small group teams, or interdisciplinary teams, meet three times a week to discuss student needs and academic lesson collaborations. Teams meet regularly with our instructional coach to discuss ways to better meet the academic needs of students at League. These meetings include such activities as understanding how test data can be used by classroom teachers to improve their activities and reassess their classroom instruction, integrate writing across the curriculum as well as technology. Research has shown that team size, the amount of common planning time, and the length of time together as a team have an impact on classroom instruction. Research has also shown that teaming in the middle school leads to an improved work climate, an increase in parent contacts, and higher levels of student achievement.

We strive to improve in the area of **vertical teaming**. We currently meet with high school teachers and elementary teachers from feeder schools each year. Fifth grade students tour the building on a regular school day so they can get a taste of middle school. Open Houses are held for incoming students and their parents so they may ask any questions. Improved communication with elementary teachers and high school teachers will help the middle school teacher plan for instruction more effectively.

Within our building, we have vertical teaming through departmental meetings with meet monthly so that subject area teachers can discuss concerns that are germane to

their subject. The district has meetings with department chairs to share information and get input on things that affect them.

The use of **walk-through evaluations** has added a different view to the teachers and administrators of the instruction that is occurring in the classrooms. The walk-throughs offer fast feedback from the administrators or the instructional coach on a regular basis. It is a “snapshot” of what is happening – and the things that are looked for are essential questions, standards, good things, interaction between students and teachers, and clarity of instruction.

The implementation of the **district Performance Assessment System for Teachers, PAS-T Evaluation System**, has changed the way we evaluate teachers. The portfolio instrument makes the teachers more involved in the process and more responsible for their own evaluation. It is the teachers’ responsibility to give strong and measurable evidence of the work they are doing in their classrooms. The long-range planning is evident in the curriculum maps and unit plans and the short-range planning is evident in their weekly plans (or are included in the unit plans). The teachers are using data to set goals and will have to show the progress toward meeting that goal with the same data. They are seeing the connection between data and what they are teaching – between what the kids are doing and what they are teaching. The staff is divided into three Cycles, and the time required for the evaluation of teachers in each cycle is much more than the walk-throughs we used last year. We are continuing to use the walk-throughs when we go into a teacher’s classroom, but the informal (20 minute) and formal (50 minute) evaluations and write-ups are much more detailed and take much more time. The portfolio or PAS-T book is quickly becoming a point of pride for teachers – a place to keep a running record of their work and their students’ work.

Team-based discipline was implemented in 2003-04 and continued in 2006-07. This concept consistently enforces the policies and guidelines set forth by both our school and our school district. The ultimate goal of any discipline program should be to move students toward self-discipline by using positive reinforcement. We will provide teams with current approaches that are grade appropriate and research-

based in order to achieve this goal. Classroom Management that Works, a text and video series written by Robert Marzano, was led by Laura Herd during four different sessions last fall. All faculty members participated in this staff development, which was focused on improving classroom discipline and reducing the number of referrals.

Improving **literacy** has been a primary concern of our media specialist and a goal in our school improvement plan at League. The reading motivation program Reading Counts was begun during the 2001-02 school year, along with the companion diagnostic tool of the Scholastic Reading Inventory (SRI). District grant funds provided through a “Closing the Gap” grant written by the instructional coach allowed this software program and books to be purchased. All students were tested using the SRI and we learned that approximately 20% of League Academy students are reading below grade level. Literature teachers are trained at the beginning of each school year in how to implement the Reading Counts program, focusing especially on the literacy needs of the low-achieving readers. In addition to this program, the media center provides morning reading by teachers and staff for interested students.

District funding for media centers has been outstanding in the past few years. League received \$11,000 above the regular funding to purchase new books, along with the stipulation that books with copyright dates older than 1989-90 (depending on the subject matter) would be discarded. Over 3000 books were discarded and the average copyright date of the entire collection of books is now 1992. This is an enormous improvement over just one year ago. We have eighteen computers in the media center that students and staff can use on a daily basis for individual work or for research projects done in conjunction with the written word.

Technology integration has increased with the completion of teachers taking Intel training from the District to meet their technology proficiency requirement. With our move into the new facility, the advances not only in technology equipment, but in the USE of it by staff and students are tremendous. We are seeing exciting lessons and

activities planned using technology and the engagement of the students will has been exciting to watch.

Reading comprehension and **vocabulary strategies** will be used to improve vocabulary and reading comprehension across the curriculum. The English Language Arts Department (ELA) will lead this initiative. They have selected the seven key reading strategies outlined in Laura Robb's book, Teaching Reading in Middle School. These strategies include:

Activate prior knowledge

Decide what's important in a text

Synthesize information

Draw inferences during and after reading

Self-monitor Comprehension

Repair faulty comprehension

Ask questions, build vocabulary and develop fluency

Strategies from Chris Trovani's text, Do I Really Have to Teach Reading? will also be also be used. These strategies are very similar to those identified by Laura Robb and include:

Activating prior knowledge

Self questioning

Drawing inferences

Determining importance

Use of sensory images

Synthesizing and extending thinking

A Taxonomy for Learning, Teaching and Assessing a Revision of Bloom's Taxonomy for Educational Objectives by Anderson will be used during staff development for the 2007-08 year focused on providing training and practice for teachers to analyze their standards based instruction and assessment for appropriate rigor.

Strategies designed specifically to assist students from poverty. Research indicates that students who live in poverty are 1) in need of individual attention from teachers and 2) have limited exposure to reading and vocabulary (Why Public Schools Fail Them by Hank Bowen; An Examination of the LVA Approach to Teaching Reading by Jean C. Murphy). Social Studies teachers will develop an extra-curricular program to read textbooks and historical novels with students before school and during homeroom. Students would have the opportunity to participate twice a week in this program designed to expose students to reading in the Social Studies content area and participate in discussion and activities that reinforce their regular classroom curriculum.

Discipline

All teachers at League post classroom rules that are outlined in the student handbook and are consistent by team. Students are encouraged and expected to maintain appropriate behavior at all times to avoid disruptions in their learning. Student handbooks, a discipline video and other information about school and classroom rules are distributed and discussed each semester, and as needed on a regular basis. This collaborative approach to discipline reduces the number of students sent to the administration for disciplinary reasons.

STUDENT ACHIEVEMENT 2007- 2008

Early in the 2002-03 school year, the League staff determined that we needed to create a vision that was truly shared by all current staff members. The continuous improvement continuum results indicated that what we thought was a shared vision was not shared. The School Portfolio process provided us the opportunity and need to go through a visioning process to clarify our values and beliefs, purpose, mission, vision and goals. During the winter of 2006, the League staff reviewed and renewed their commitment to the values/beliefs, mission and vision written in 2002-03 with only minor editing. This is significant because of the change in staff, including 18 new teachers, and being displaced from the building while under construction which is now in year two.

Values and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel.

At League Academy we believe...

- All students can learn.
- All disciplines of study are treated equitably in philosophy, policy, and programming.
- The curriculum should be rigorous, standards-based and integrate the arts and technology.
- Effective instruction incorporates both a problem-solving and critical thinking approach to learning.
- All students should be actively engaged in the learning process.
- Varied teaching strategies should be used to accommodate a variety of learning styles.
- Assessments should be varied to include authentic, traditional and non-traditional forms.
- Creative talents and individuality are valued.

- Learning experiences develop a sense of civic responsibility.
- The faculty should be strongly committed to student success.
- The learning environment should be student-centered.
- Positive relationships among students, teachers, parents, and community strengthen instruction and learning.
- The learning environment should be safe, nurturing and clean.
- Diversity should be embraced and encouraged.

Purpose

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

Mission

The mission of League Academy of Communication Arts is:

“CHALLENGE – CREATE – COMMUNICATE!”

Shared Vision

Our vision is a specific description of what it will be like when our mission is achieved. The vision statements for League are categorized by **curriculum, instruction, assessment, and environmental factors.**

Curriculum will include:

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

Instruction will provide:

- Access to instruction with technology for all students
- Differentiation to meet the needs of the learners in all areas
- Rigorous standards
- Active engagement of all students
- Seamless arts integration throughout the curriculum
- Seamless technology integration throughout the curriculum
- Character education as an essential part of the school culture
- Appropriate interdisciplinary strategies
- Learning opportunities based on current research-based strategies

Assessment will include:

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

Learning environment will:

- Provide a safe, clean, positive, stimulating and creative space with the capacity to house all students.
- Be energetic and learner-centered
- Have flexible class schedules
- Provide a climate that embraces and encourages diverse cultures

Measures of Academic Progress (MAP) - Data Fall 2006 – Spring 2007

The Measures of Academic Progress Test is given to all students in the fall and spring. Our fall 2006 – Spring 2007 scores showed in Language Usage and Reading 49% of students met their growth target score. In Math 32% of our students met their growth target score.

MAP	League Academy Fall 2006 - Spring 2007							
	Count	F 2006 Mean RIT	S 2007 Mean RIT	Growth Mean	Mean Growth Target	Percent of Target	Count Meeting Target	Percent Meeting Growth
Language								
Grade 6	241	217.3	220	2.7	3.5	76.8	119	49.4
Grade 7	220	218.9	220.4	1.5	3	50.5	101	45.9
Grade 8	246	222.1	223.8	1.7	2.6	63.4	118	48
Reading								
Grade 6	236	214.9	216.7	1.8	3.9	46.5	111	47
Grade 7	208	216.1	219.1	3	3.7	82.2	107	51.4
Grade 8	239	222.3	224.1	1.8	3.2	57.3	114	47.7
Math								
Grade 6	245	221.3	227.5	6.2	7	88.6	116	47.3
Grade 7	219	228.7	233.6	4.9	5.7	85.5	101	46.1
Grade 8	246	233.3	235.9	2.6	4.8	53.2	90	36.6

Measures of Academic Progress (MAP) - Data Fall 2007 – spring 2008

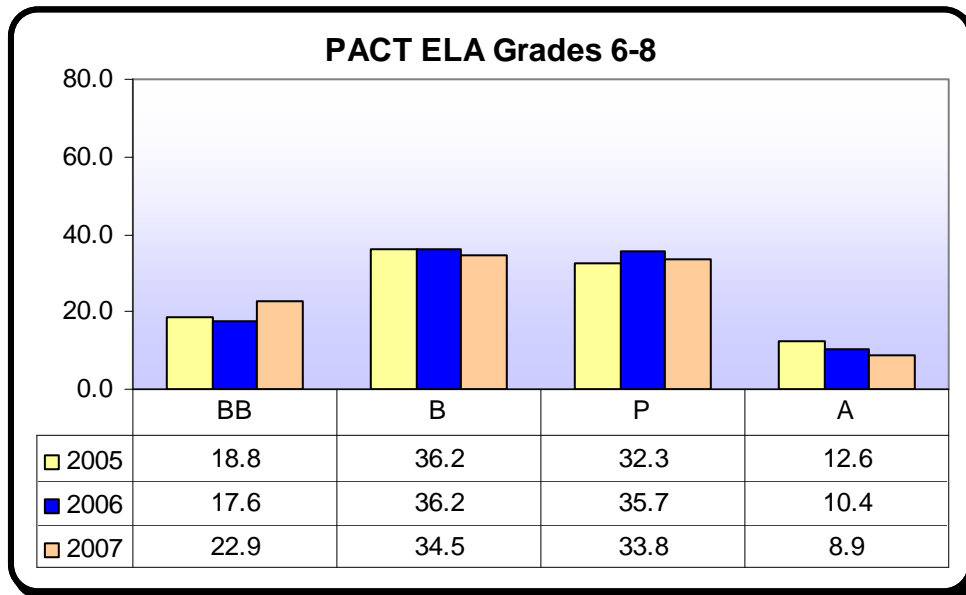
Our fall 2007 – Spring 2008 scores showed a dramatic increase in our Reading Growth Scores with 68% of our students meeting their target growth. In Language Usage 44% of our students met their growth target score. Our Math scores increased by 8% with 40% of our students meeting their growth target scores in mathematics. Our school has set a target growth goal of 60% in Reading and 50% in Math for 2008-2009 MAP scores. Since our state test, PACT will not be given this school year (2008-2009) we will use MAP scores to base school goals for our action plan.

LEAGUE MAP FALL 2007 - SPRING 2008 STUDENT GROWTH SUMMARY REPORT									
	Count	F 2007 Mean RIT	S 2008 Mean RIT	07- 08 Mean Growth	Mean Target Growth	Growth Index	Percent of Target	Count Meeting Growth	Percent Meeting Growth
LANGUAGE									
Grade 6	225	217.3	218.7	1.4	3.3	-1.9	42.3	93	41.3
Grade 7	229	221.4	223.6	2.2	2.7	-0.5	83.1	118	51.5
Grade 8	207	221.9	221.9	0	2.6	-2.6	1.7	80	38.6
READING									
Grade 6	227	212.5	220.7	8.2	4.2	4	194.4	164	72.2
Grade 7	224	217.8	225.3	7.5	3.5	4	216.8	162	72.3
Grade 8	207	220	224.8	4.8	3.5	1.4	139.4	122	58.9
MATH									
Grade 6	219	224.6	229.5	4.9	6.9	-2.1	70.5	93	42.5
Grade 7	228	230.8	235.7	4.9	5.7	-0.7	87.6	110	48.2
Grade 8	187	235.4	237.1	1.7	4.7	-3	36.5	55	29.4

Palmetto Academic Challenge Test - PACT

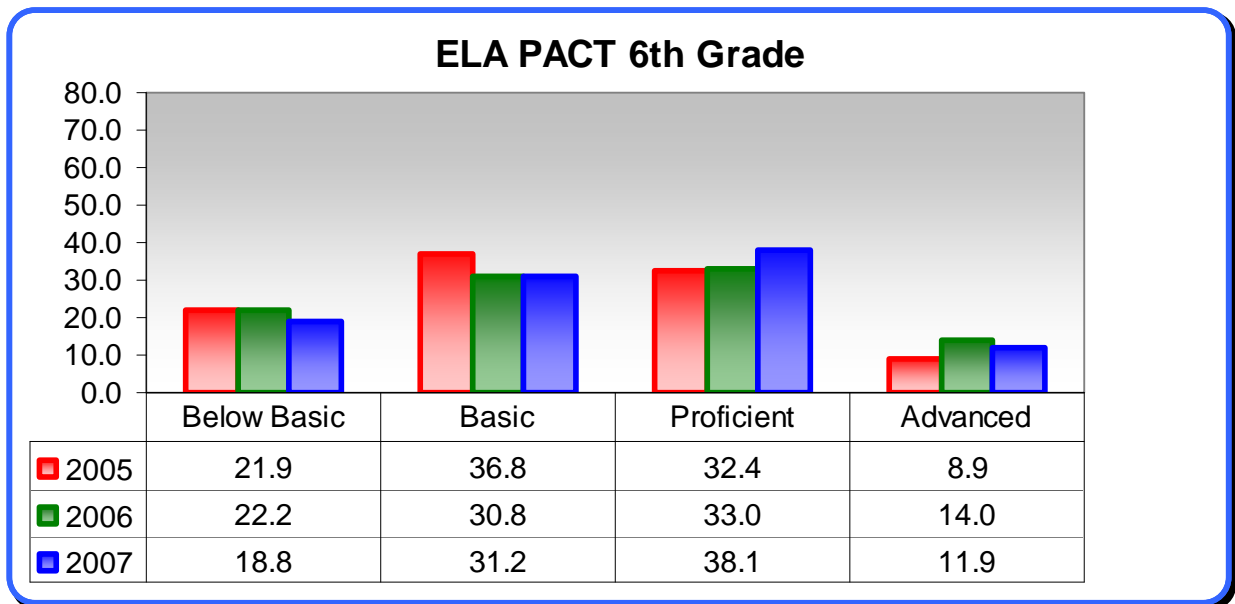
PACT was given for the last time in May of 2008. A new test will be given this year (2009) call PASS.

PACT ELA Performance Data by Year



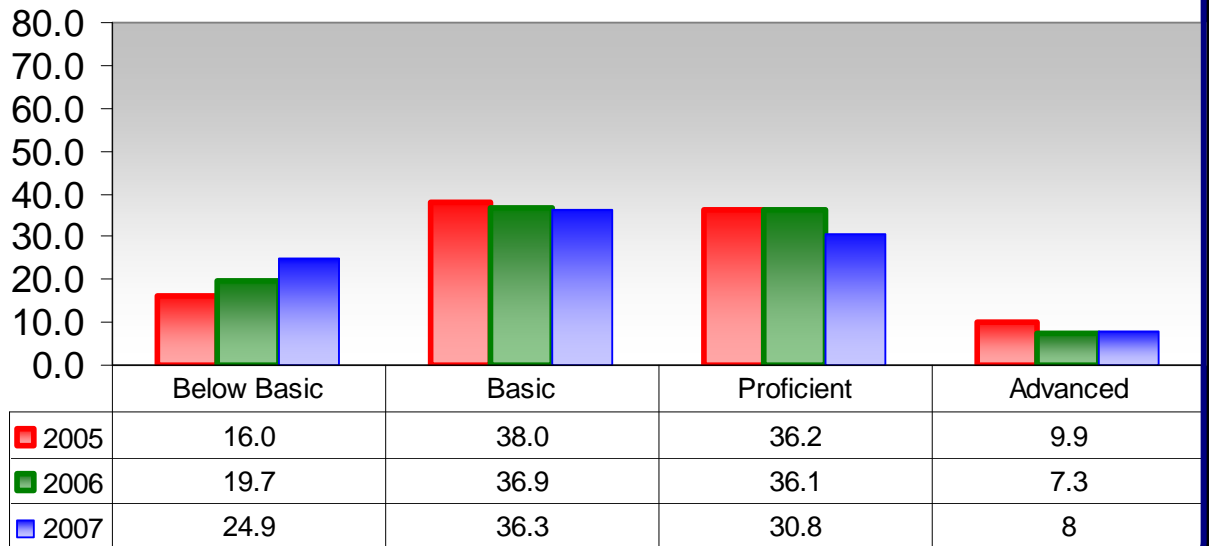
Over a four year period, there is a slight increase in the percent of students scoring below basic. The number of students scoring basic has decreased, and the number of students scoring proficient has remained about the same. There was a slight increase in the percent of students scoring at the advanced level. All ELA teachers, through a department focus on strategies for teaching reading and vocabulary, are targeting reading and vocabulary skills which will help students improve their PACT scores. The biggest needs as seen by League's faculty are focused on decreasing Below Basic scores of all subgroups and improving the Black and Hispanic student scores in all performance levels. A gap is seen in the ELA scores at each grade and performance level. A goal is for no subgroups drop in PACT performance levels as students move through grades 6-8. Possible root causes for the ELA scores in the Basic and Below Basic levels are poverty and disengaged students.

Ideas generated as strategies to increase ELA scores were increased use of graphic organizers, reinstating “word of the day” and other vocabulary strategies, increased use of picture books and high motivation- lower reading level literature. Other strategies include the use of one instructional coach training per month devoted to meeting by department to discuss teaching strategies and planning, a webpage devoted to writing contests, conferences and other writing links. Diversity training (all minority groups) was mentioned as a need for League teachers.

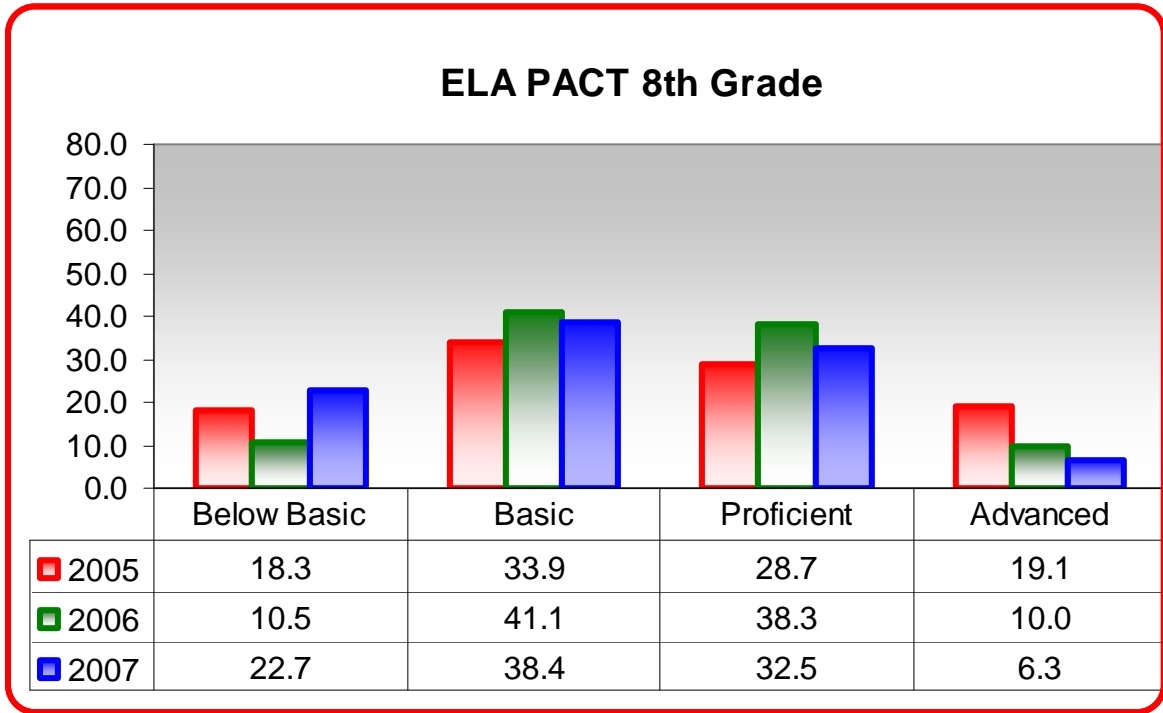


In sixth grade, the percent of students scoring below basic has remained constant. The percent of students scoring basic increased in 04-05, but dropped back down in 05-06. The percent of students scoring proficient has decreased. The percent of students scoring advanced has increased slightly. All ELA teachers, through a department focus on strategies for teaching reading and vocabulary, are targeting reading and vocabulary skills which will help students improve their PACT scores.

ELA PACT 7th Grade

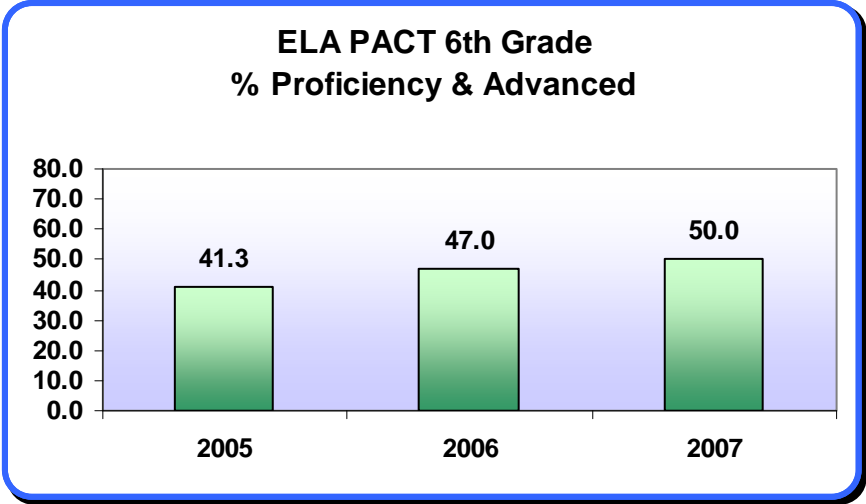


In seventh grade, the percent of students scoring below basic has risen slightly. Basic and proficient scores have remained constant over the three-year period. The percent of students scoring at the advanced level has dropped slightly. All ELA teachers, through a department focus on strategies for teaching reading and vocabulary, are targeting reading and vocabulary skills which will help students improve their PACT scores.



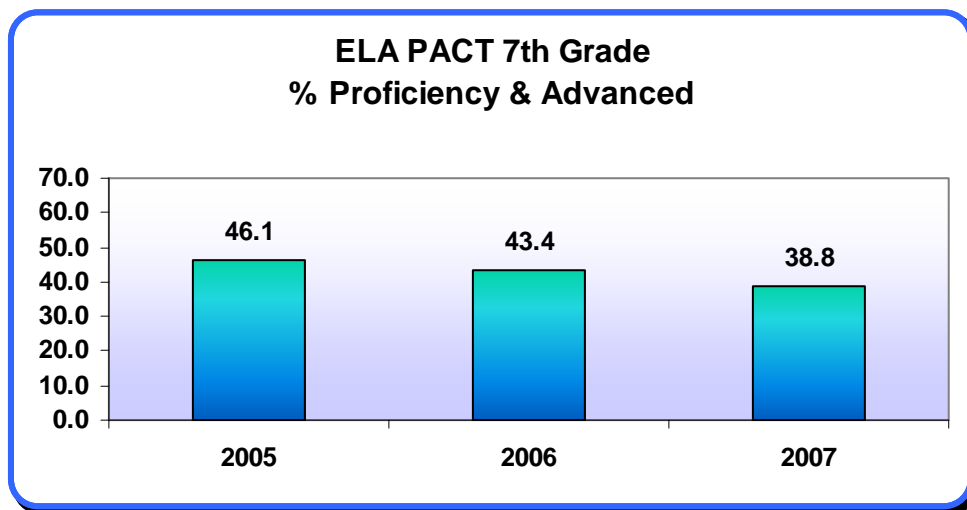
In the eighth grade, the percent of students scoring below basic has decreased slightly, while the number of students scoring basic has risen significantly. The number of students scoring at the proficient level has dropped, and the number of students scoring at the advance level has remained about the same. All ELA teachers, through a department focus on strategies for teaching reading and vocabulary, are targeting reading and vocabulary skills which will help students improve their PACT scores.

PACT ELA Proficiency Grades 6-8 over Time

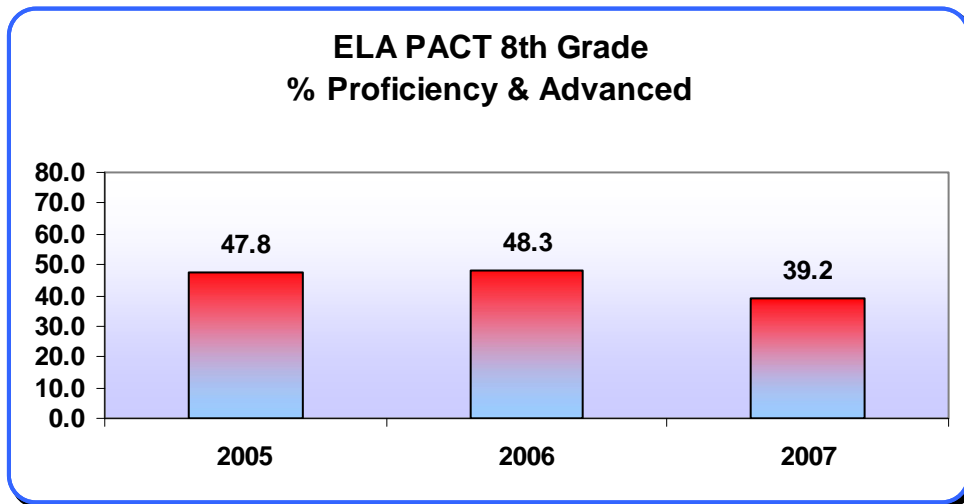


In sixth grade, the number of students scoring at the proficient/advanced level dropped each year. Sixth, seventh, and eighth grade ELA teachers at League have implemented the new Challenge ELA program, a rigorous curriculum which is designed to strengthen students' reading, writing, and thinking skills and increase the number of those students scoring at the Advanced level on PACT.

In 2005, 46.1% of sixth graders scored at the proficient or advanced level of PACT ELA. Sixth, seventh, and eighth grade ELA teachers at League have implemented the new Challenge ELA program, a rigorous curriculum which is designed to strengthen students' reading, writing, and thinking skills and increase the number of those students scoring at the Advanced level on PACT.

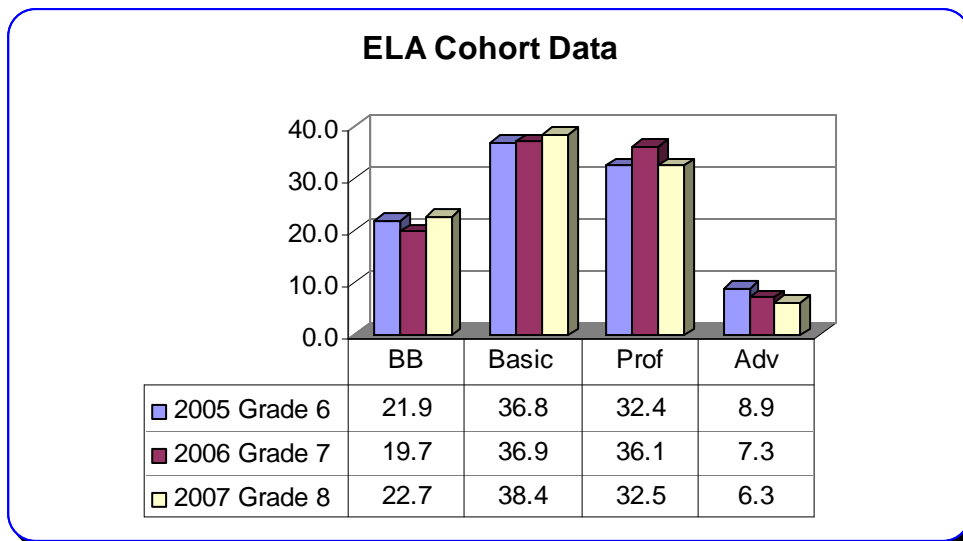


In the three years represented, seventh graders have shown a slight decline each year on PACT ELA. Sixth, seventh, and eighth grade ELA teachers at League have implemented the new Challenge ELA program, a rigorous curriculum which is designed to strengthen students' reading, writing, and thinking skills and increase the number of those students scoring at the Advanced level on PACT.



PACT ELA Data by Cohort

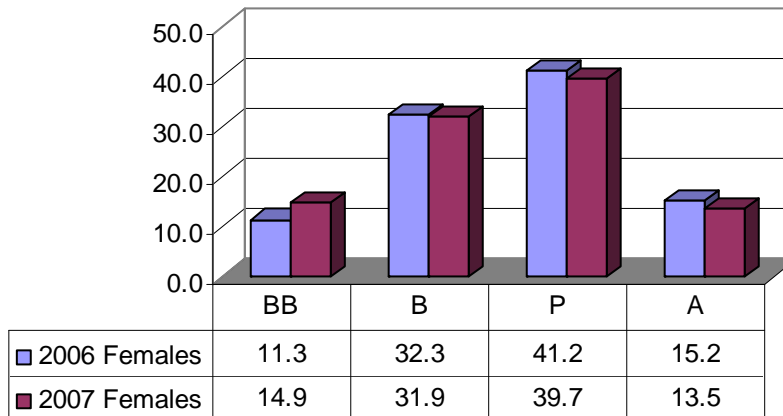
The percentage of students who are scoring below basic continues to drop and the Basic scores increased as the 6th graders in 2004 moved through three years at League. Research-based strategies in reading and vocabulary will be used to move students out of this category. The



PACT ELA – Gender Cohort

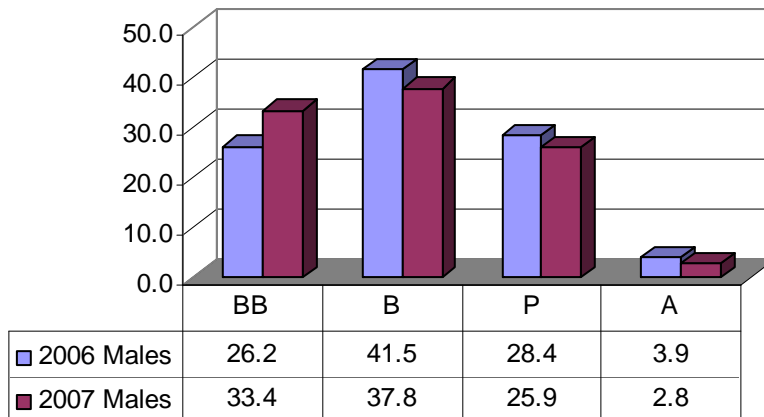
Female students beginning at show little change over the past two years.

PACT ELA Females



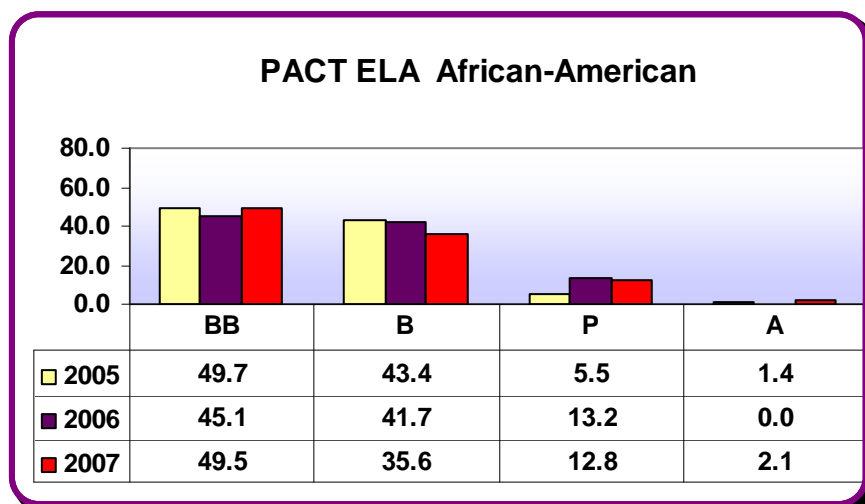
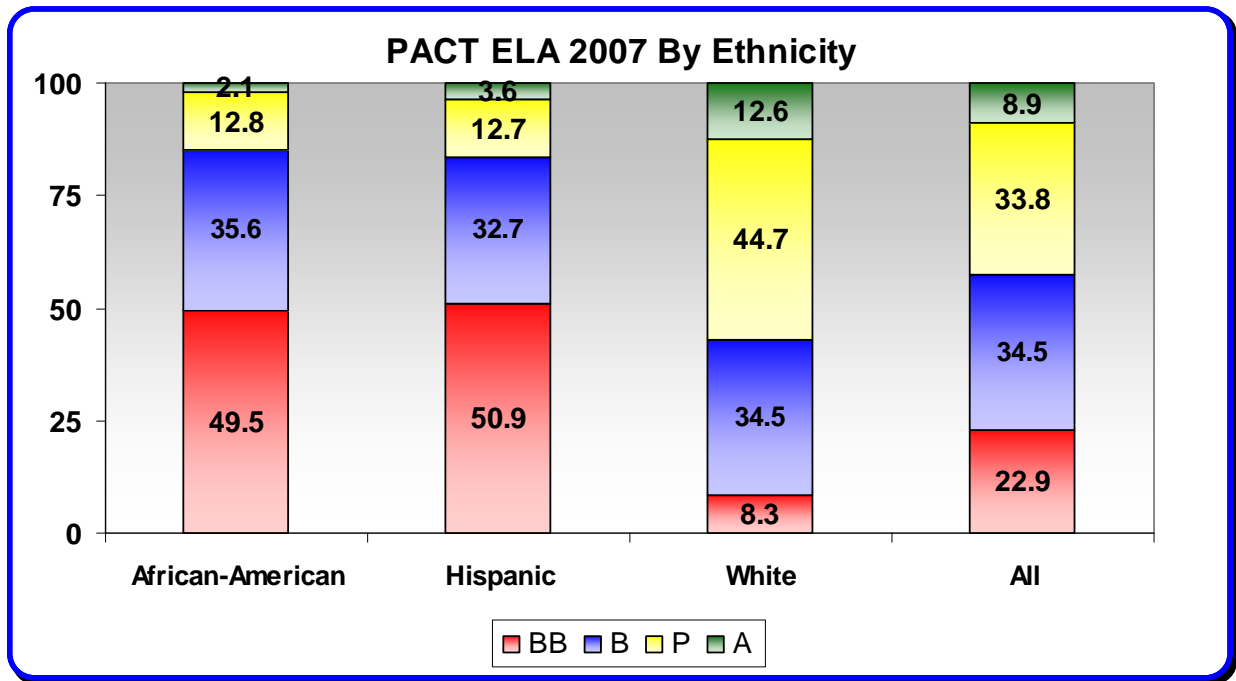
Male students have shown a 7% increase in Below Basic performance over the past two years. The male students have moved down in the Basic, Proficient and Advanced performance categories.

PACT ELA Males

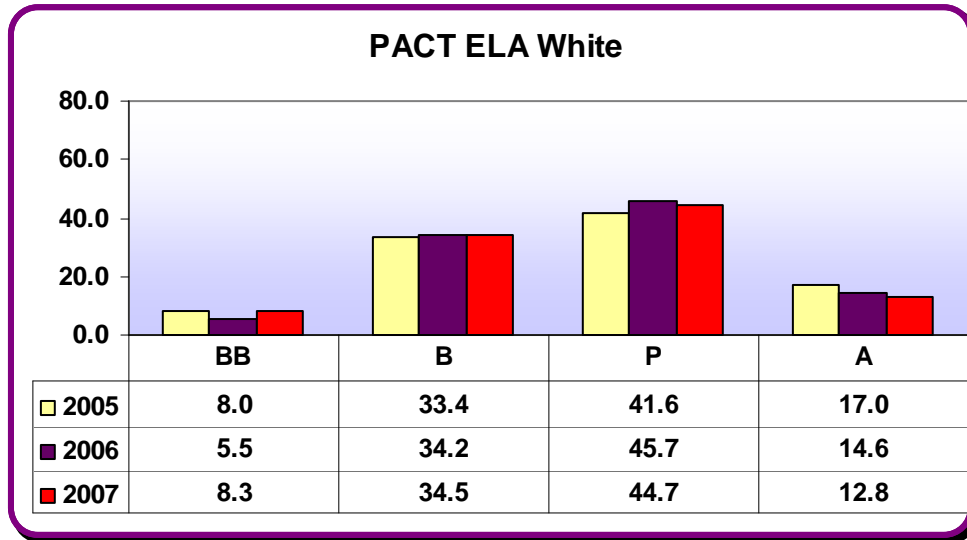


PACT ELA Subgroups – Ethnicity

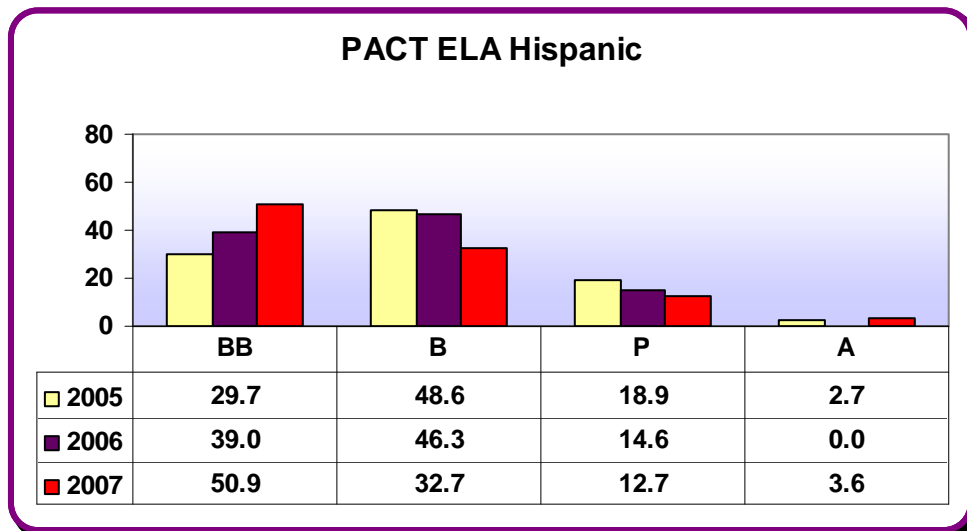
No African-American or Hispanic students scored at the advanced level on PACT ELA. Significantly fewer (about 30%) African-American and Hispanic students scored at the proficient level on PACT ELA than white students. All ELA teachers, through a department focus on strategies for teaching reading and vocabulary, are targeting reading and vocabulary skills which will help students improve their PACT scores.



The percent of African-Americans scoring at the proficient level of PACT ELA increased significantly to almost 50%. Only 2% of our African-American students scored at the advanced level in 2007, which is a slight increase from 0% the previous year. All ELA teachers, through a department focus on strategies for teaching reading and vocabulary, are targeting reading and vocabulary skills which will help students improve their PACT scores.



More than 60% of white students scored at the proficient/advanced level of PACT ELA.

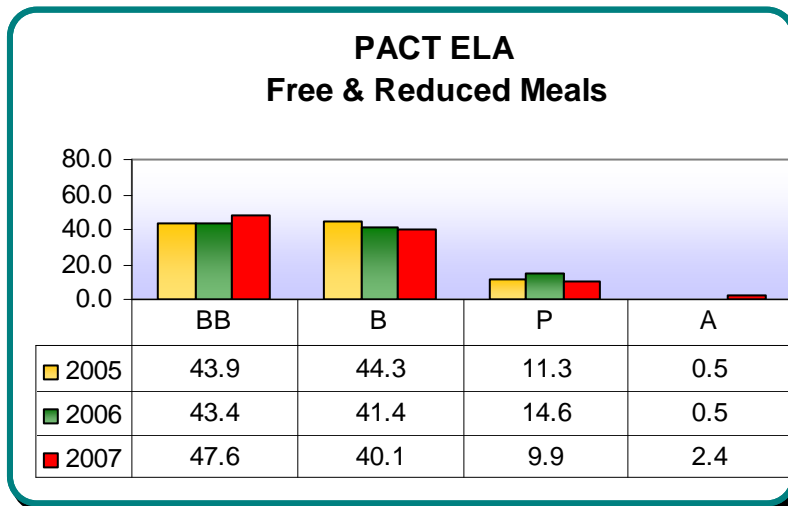


The percent of Hispanic students scoring at the below basic level increased to over 50%. In 2006 we had 52 Hispanics and in 2007 we had 64. We did see a growth from 0% to 3.6% in our Advanced level. All ELA teachers, through a department focus on strategies

for teaching reading and vocabulary, are targeting reading and vocabulary skills which will help students improve their PACT scores.

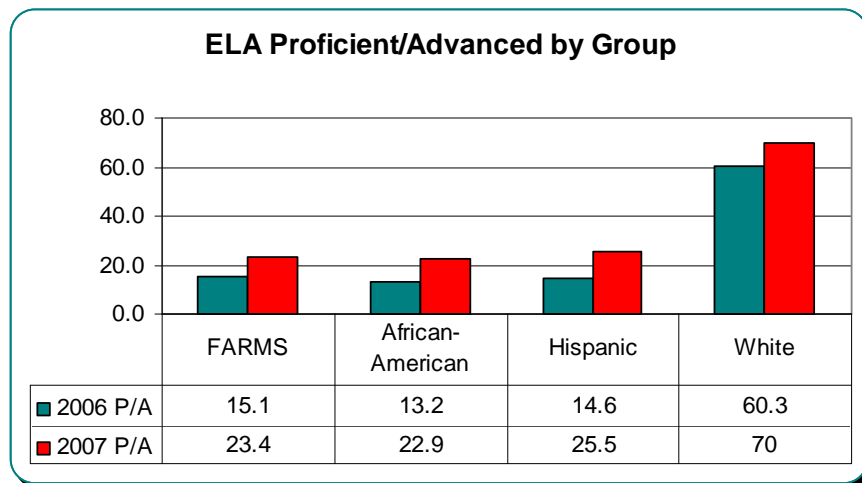
PACT ELA Subgroups – Lunch Status

43% of League students qualifying for Free/Reduced lunch scored Below Basic and 15% scored at the Proficient/Advanced levels on PACT ELA. Full Paying students scored over 59 % Proficient/Advanced levels on PACT ELA and 6.7% scored Below Basic.



No students on free and reduced meals scored Advanced on PACT ELA, compared to 14.6% of students who paid full price for lunch. 30% more students who paid full price for lunch scored at the proficient level than students on FARMS. All ELA teachers, through a department focus on strategies for teaching reading and vocabulary, are targeting reading and vocabulary skills which will help students improve their PACT scores.

Nearly 60% of students who paid full price for lunch scored at the proficient/advanced level. The number of full-pay students scoring at the basic level remained almost the same both years.

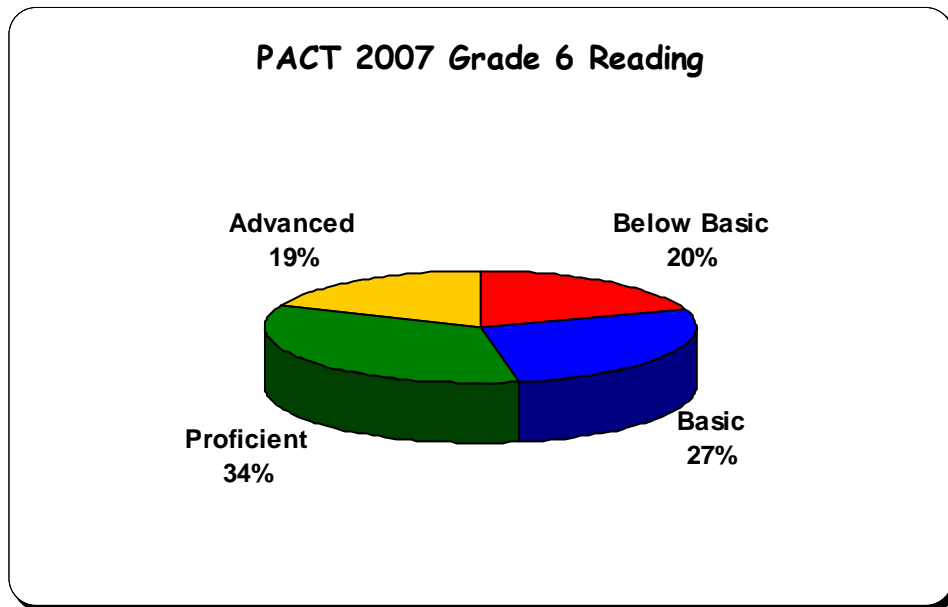


PACT ELA Reading and Writing Scores

League English Language Arts PACT scores have been broken down by Reading scores and Writing scores. In addition, the PACT Writing sections were broken down by scores on Content, Organization, Convention, and Voice subsets in 2005, 2006 and 2007. The writing scores by subsets will enable teachers to determine which elements of the writing score subsets were strengths and which were weak areas. This will assist teachers in planning writing instruction. The following tables break down the extended writing response scores by grade and year. This data was analyzed by cohort group, following the same students through our school from grade six through eight.

PACT 2006-2007	6th Grade Reading	PACT 2007-2008	6th Grade Reading
Below Basic	24.3	Below Basic	19.9
Basic	28.9	Basic	27.2
Proficient	36.4	Proficient	34.1
Advanced	10.5	Advanced	18.7
PACT 2006-2007	6th Grade Writing	PACT 2007-2008	6th Grade Writing
Below Basic	15.9	Below Basic	17.1
Basic	18.8	Basic	13.4
Proficient	25.5	Proficient	24.4
Advanced	39.7	Advanced	45.1

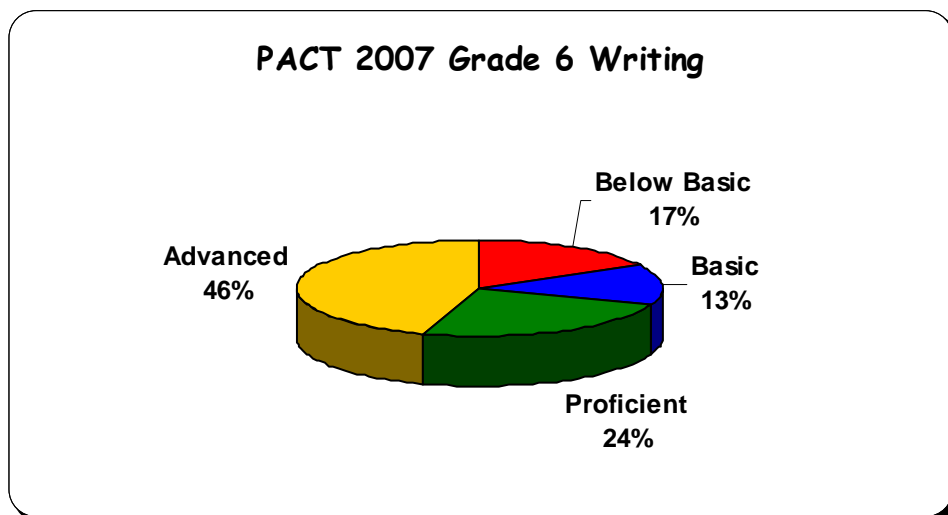
ELA Grade 6 Reading Scores



Sixth grade reading scores showed that 80% of our students Met Standard and that 53% scored at the Proficient/Advanced levels.

ELA Grade 6 Writing Scores

Students in 2007- 2008 scored 70% at the Proficient/Advanced level in Writing. The Below Basic performance level was 17% which means that 83% of our students Met Standard on PACT.



Average Independent Writing Score Grade 6 2005, 2006, 2007

2005 Independent Content (Max Value = 4)

Points	0	1	1.5	2.0	2.5	3.0	3.5	4.0
Percentages	1.9	1.1	.8	15.1	9.4	48.3	9.8	13.6

2006

Points	0	1	1.5	2.0	2.5	3.0	3.5	4.0
Percentages	.8	.4	1.7	14.6	12.1	44.2	12.9	13.3

2007

Points	0	1	1.5	2.0	2.5	3.0	3.5	4.0
Percentages	.4	0	1.6	17.9	11	40.7	11	17.5

2005 Independent Organization or Audience Awareness (Max Value = 4)

Points	0	1	1.5	2.0	2.5	3.0	3.5	4.0
Percentages	2.3	1.9	1.5	13.6	10.6	49.1	9.4	11.7

2006

Points	0	1	1.5	2.0	2.5	3.0	3.5	4.0
Percentages	.8	.8	1.3	12.9	12.1	45.8	13.3	12.9

2007

Points	0	1	1.5	2.0	2.5	3.0	3.5	4.0
Percentages	.4	1.2	3.3	15.4	12.6	38.2	12.2	16.7

2005 Independent Voice (Max Value = 3)

Points	0	1	1.5	2.0	2.5	3.0
Percentages	3.4	1.5	3.8	53.6	19.2	18.5

2006

Points	0	1	1.5	2.0	2.5	3.0
Percentages	1.3	2.1	2.5	62.5	15.4	16.3

2007

Points	0	1	1.5	2.0	2.5	3.0
Percentages	0.4	3.7	4.1	61	13.4	17.5

2005 Independent Conventions = 3.47 (Max Value = 4)

Points	0	1	1.5	2.0	2.5	3.0	3.5	4.0
Percentages	1.9	.4	.8	4.5	4.5	17.7	18.1	52.1

2006

Points	0	1	1.5	2.0	2.5	3.0	3.5	4.0
Percentages	.8	.8	.4	7.1	6.7	26.7	24.2	33.3

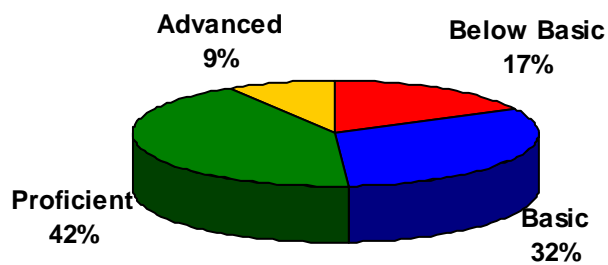
2007

Points	0	1	1.5	2.0	2.5	3.0	3.5	4.0
Percentages	0.4	0.8	0.8	8.5	4.5	25.2	15.9	43.9

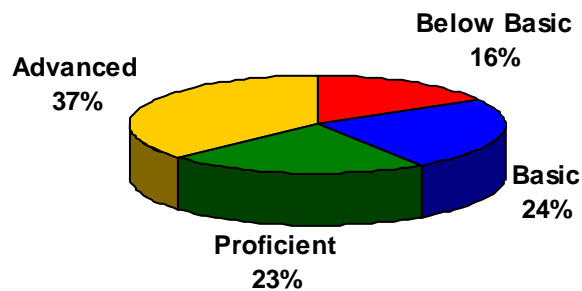
ELA Grade 7 Reading and Writing Scores

Seventh grade students scored 42% at the Proficient/Advanced level in Reading and 83% of our students Met Standard on PACT Reading in 2007-08. In Seventh grade 60% of the students scored Proficient/Advanced on the writing section of PACT and 84% of the 7th grade Met Standard.

PACT 2007 Grade 7 Reading



PACT 2007 Grade 7 Writing



PACT 2006-2007	7th Grade Reading	PACT 2007-2008	7th Grade Reading
Below Basic	21.9	Below Basic	17
Basic	39.0	Basic	31.6
Proficient	33.5	Proficient	42.1
Advanced	5.6	Advanced	8.5
PACT 2006-2007	7th Grade Writing	PACT 2007-2008	7th Grade Writing
Below Basic	13.5	Below Basic	16.2
Basic	18.3	Basic	23.9
Proficient	23.5	Proficient	22.7
Advanced	44.6	Advanced	36.4

Average Independent Writing Score Grade 7 2005, 2006, 2007

2005 Independent Content (Max Value = 4)

Points	0	1	1.5	2.0	2.5	3.0	3.5	4.0
Percentages	2.1	.4	0	6.6	5.4	31.1	13.3	41.1

2006

Points	0	1	1.5	2.0	2.5	3.0	3.5	4.0
Percentages	.4	1.6	1.2	12.0	5.6	47.4	9.6	22.3

Points	0	1	1.5	2.0	2.5	3.0	3.5	4.0
Percentages	0.8	0.4	0.0	14.6	8.5	44.9	12.1	18.6

2005 Independent Organization or Audience Awareness (Max Value = 4)

Points	0	1	1.5	2.0	2.5	3.0	3.5	4.0
Percentages	2.5	.4	.4	7.1	4.6	30.7	11.6	42.7

2006

Points	0	1	1.5	2.0	2.5	3.0	3.5	4.0
Percentages	.4	2.0	2.0	10.4	5.2	47.0	10.8	22.3

Points	0	1	1.5	2.0	2.5	3.0	3.5	4.0
Percentages	0.8	0.4	0.0	14.6	7.7	46.2	11.7	18.6

2005 Independent Voice (Max Value = 3)

Points	0	1	1.5	2.0	2.5	3.0
Percentages	3.3	.4	1.2	40.2	19.5	35.3

2006

Points	0	1	1.5	2.0	2.5	3.0
Percentages	.8	2.8	.8	49.0	22.7	23.9

Points	0	1	1.5	2.0	2.5	3.0
Percentages	0.8	0.4	0.8	62.3	19	16.6

2005 Independent Conventions (Max Value = 4)

Points	0	1	1.5	2.0	2.5	3.0	3.5	4.0
Percentages	2.1	.4	0	4.6	2.9	14.9	19.1	56.0

2006

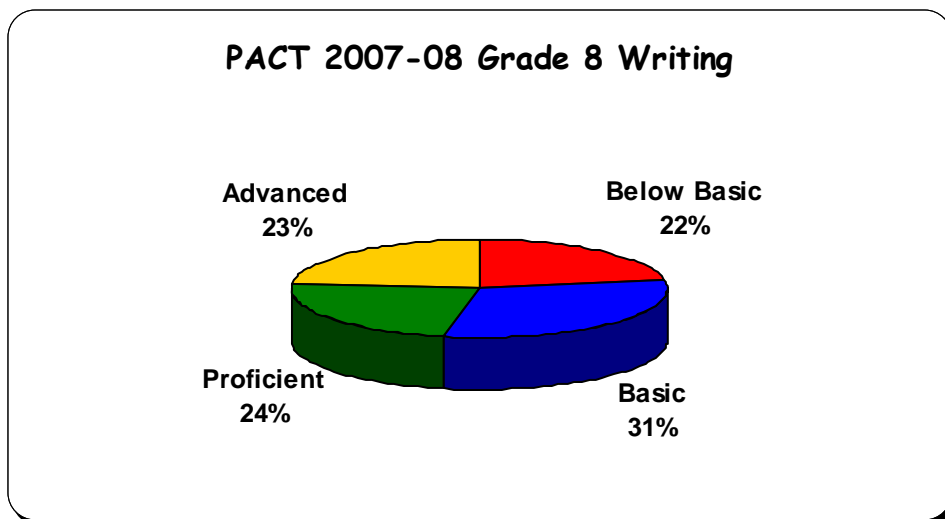
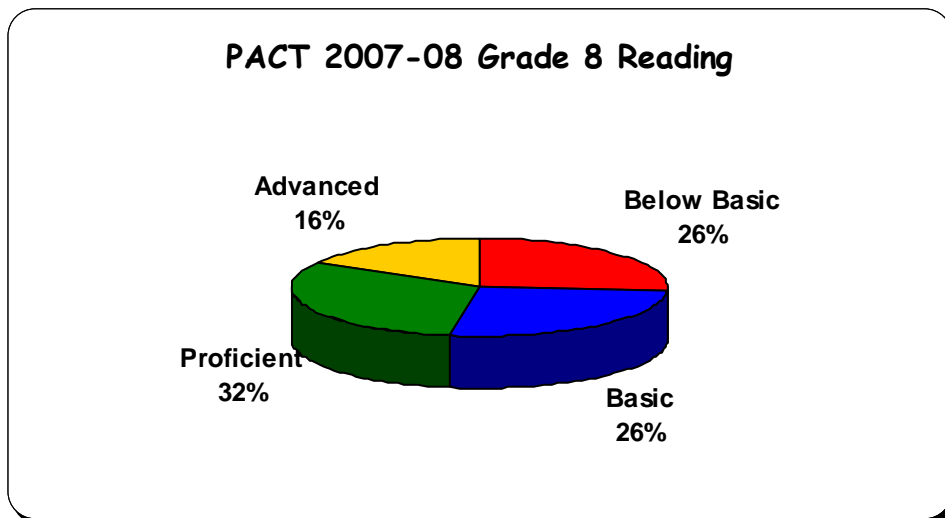
Points	0	1	1.5	2.0	2.5	3.0	3.5	4.0
Percentages	.4	2.4	.4	2.0	4.0	21.1	19.5	50.2

2007

Points	0	1	1.5	2.0	2.5	3.0	3.5	4.0
Percentages	0.8	0.4	0.0	2.8	5.3	21.9	19	49.8

ELA Grade 8 Reading and Writing Scores

In the 8th grade 74 % of the students Met Standard on the Reading section of PACT and 48% scored at the Proficient/Advanced performance level in 2007-08.



PACT 2006-2007	8th Grade Reading	PACT 2007-2008	8th Grade Reading
Below Basic	13.7	Below Basic	25.8
Basic	34.5	Basic	26.2
Proficient	44.2	Proficient	30.8
Advanced	7.5	Advanced	16.3
PACT 2006-2007	8th Grade Writing	PACT 2007-2008	8th Grade Writing
Below Basic	12.4	Below Basic	21.7
Basic	33.6	Basic	30.8
Proficient	22.6	Proficient	23.5
Advanced	31.4	Advanced	23.1

ELA Grade 8 Reading and Writing Scores

Eighth grade students over the past two years show performance indicative of two very different groups of students. Our 8th grade reading scores showed a sharp increase in Below Basic performance and the Advance Performance levels. But overall we had more 8th graders who did not meet Standard.

Average Independent Writing Scores Grade 8 – 2005, 2006, 2007

2005 Independent Content (Max Value = 4)

Points	0	1	1.5	2.0	2.5	3.0	3.5	4.0
Percentages	2.0	1.2	.8	13.9	8.2	39.3	8.6	25.8

2006

Points	0	1	1.5	2.0	2.5	3.0	3.5	4.0
Percentages	.4	.4	.4	5.8	8.0	39.8	15.5	29.6

2007

Points	0	1	1.5	2.0	2.5	3.0	3.5	4.0
Percentages	1.4	0.9	0.9	18.1	13.1	35.7	9.5	20.4

2005 Independent Organization or Audience Awareness (Max Value = 4)

Points	0	1	1.5	2.0	2.5	3.0	3.5	4.0
Percentages	2.0	1.6	2.5	13.1	9.4	37.3	8.2	25.8

2006

Points	0	1	1.5	2.0	2.5	3.0	3.5	4.0
Percentages	.4	.4	0	7.1	7.5	39.8	14.6	30.1

2007

Points	0	1	1.5	2.0	2.5	3.0	3.5	4.0
Percentages	1.4	1.4	1.4	18.1	12.2	35.7	9.5	20.4

2005 Independent Voice (Max Value = 3)

Points	0	1	1.5	2.0	2.5	3.0
Percentages	2.0	2.9	3.7	44.7	16.4	30.3

2006

Points	0	1	1.5	2.0	2.5	3.0
Percentages	.4	1.3	0	48.7	19.0	30.5

2007

Points	0	1	1.5	2.0	2.5	3.0
Percentages	1.4	0.9	2.3	57.54	16.7	21.3

2005 Independent Conventions (Max Value = 4)

Points	0	1	1.5	2.0	2.5	3.0	3.5	4.0
Percentages	2.0	.8	1.2	10.7	5.7	19.3	18.0	42.2

2006

Points	0	1	1.5	2.0	2.5	3.0	3.5	4.0
Percentages	.4	.9	0	4.4	4.9	24.3	19.0	46.0

2007

Points	0	1	1.5	2.0	2.5	3.0	3.5	4.0
Percentages	1.3	0.9	0.9	6.3	4.5	12.2	14.0	59.7

ELA Reading and Writing Cohort Data –

If you look at our 6th grade student PACT scores (2006-07) and their 7th grade PACT (2007-08) you will find that 7 % more students met standard. These same students increased their scores in the Proficient/Advanced category from 46.9 to 50.6% from the 6th grade PACT 2006-07 to 7th grade PACT 2007-08. In writing our 6th grade student PACT scores (2006-2007) and their 7th grade PACT (2007-2008) showed no change in the number who met standard. The percent of students who scored Proficient/Advanced in Writing in the 6th grade (2006-07) to 7th grade (2007-08) dropped from 65.2% to 59.1%.

COHORT READING AND WRITING SCORES GRADE 6 - GRADE 7

GRADE 6 PACT READING 2006-2007		GRADE 7 PACT READING 2007-2008	
Below Basic	24.3	Below Basic	17
Basic	28.9	Basic	31.6
Proficient	36.4	Proficient	42.1
Advanced	10.5	Advanced	8.5
GRADE 6 PACT WRITING 2006-2007		GRADE 7 PACT WRITING 2007-2008	
Below Basic	15.9	Below Basic	16.2
Basic	18.8	Basic	23.9
Proficient	25.5	Proficient	22.7
Advanced	39.7	Advanced	36.4

If you look at our 7th grade students' PACT scores in 2006-07 and the same students' 8th grade PACT scores in 2007-08, you will find that 4% less of the students met standard. However, this same cohort of students did increase their Proficient/Advanced scores in PACT Reading from 30.1% to 47.1 %.

In Writing our 7th grade student PACT scores from 2006-2007 and their 8th grade PACT from 2007-2008, showed that 8% less of the students met standard and the percent of this student cohort scoring Proficient/Advanced dropped from 68.1 % to 46.6% in Writing on PACT.

COHORT READING AND WRITING SCORES GRADE 7- GRADE 8

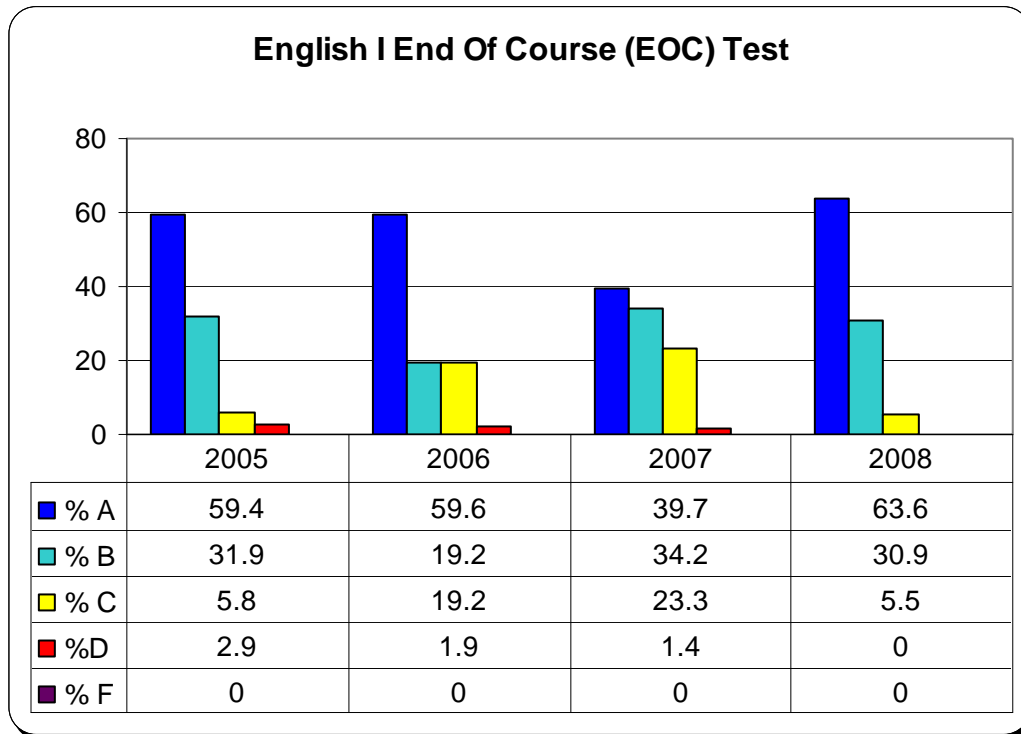
GRADE 7 PACT READING 2006-2007		GRADE 8 PACT READING 2007-2008	
Below Basic	21.9	Below Basic	25.8
Basic	39.0	Basic	26.2
Proficient	33.5	Proficient	30.8
Advanced	5.6	Advanced	16.3
GRADE 7 PACT WRITING 2006-2007		GRADE 8 PACT WRITING 2007-2008	
Below Basic	13.5	Below Basic	21.7
Basic	18.3	Basic	30.8
Proficient	23.5	Proficient	23.5
Advanced	44.6	Advanced	23.1

In an analysis of the Average Independent PACT Writing scores by cohort, the findings indicate that as our 6th grade students from 2005-06 moved through our school they scored higher on each of the writing elements on the 7th grade PACT. As 8th graders they scored lower on Content, Organization, and Conventions. In Voice their scores remained steady.

Average Independent Writing Cohort	% Scored 3.0-4.0	
Independent Content	2005 Grade 6	72.2
	2006 Grade 7	79.3
	2007 Grade 8	65.6
Independent Organization	2005 Grade 6	70.2
	2006 Grade 7	80.1
	2007 Grade 8	65.6
Independent Voice	2005 Grade 6	91.3
	2006 Grade 7	95.6
	2007 Grade 8	95.5
Independent Conventions	2005 Grade 6	87.9
	2006 Grade 7	90.7
	2007 Grade 8	85.9

English I Honors End of Course Test

English I Honors has been offered for the past four years at League. Over the past four years our students continue to score extremely high on the EOC. Our students scoring an A or B was almost 95% for 2008.



ELA Special Education Scores

2006-2007 PACT ELA	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard
ELA 6 Disabled	10	70	30			30
ELA 7 Disabled	15	86.7	13.3			13.3
ELA 8 Disabled	9					

PACT Mathematics Subgroup Data

The students who qualified for Free/Reduced lunch showed little change in 2007-08. The only noticeable change was that within the Proficient/Advanced category we had more students (4.4%) scoring at the Advanced level. The population of this subgroup is changing in their ethnicity with a larger percentage of each represented.

There was little change in our African-American students on PACT. We did show a slight increase of 1% in students from this subgroup scoring Proficient/Advanced.

Our Hispanic population has increased significantly over the last few years, and a look at the data for 2007-2008 indicates that the strategies we are implementing are working for the students in this subgroup. The Below Basic performance category decreased to about half (50%) of this population of students. Hispanic students showed an increase in the Proficient/Advanced levels with 16.3% scoring in this category. We are celebrating the continued improvement of our Hispanic and African-American Subgroups.

Our PACT Mathematics scores continue to show gaps in student performance levels by Ethnicity. The rate of students who scored at the Below Basic performance level for the entire school population was 22.9%; however, only 9.6% of white students scored at this level while 46.8% of African-American and 34.5% of Hispanic students scored Below Basic. At the other end of the performance spectrum, 53.6% of the overall population scored Proficient/Advanced. White students performed at this level at a rate of 69.1%, while only 17.6% of African-Americans and 27.3% of Hispanics achieved a Proficient/Advanced score.

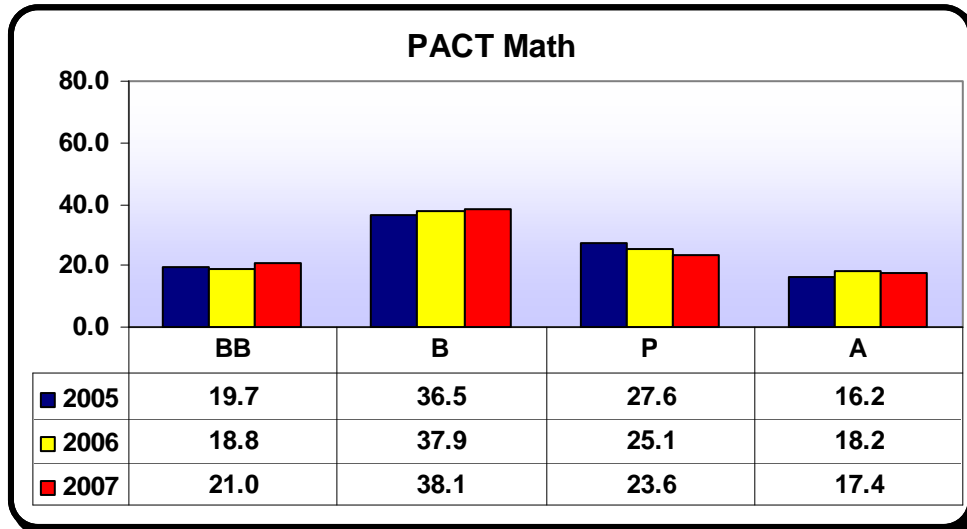
Although there was still disparity in the performance of students in different socio-economic categories, the gap closed slightly over the last year with the students scoring in the Proficient/Advanced category by all subgroups. We continue to work actively to move more students out of the Below Basic performance level.

The number of sixth grade students scoring at the Below Basic performance level increased slightly from 2007-2008 going from 15.8% to 18.9%. Those sixth graders scoring Proficient/Advanced dropped from 47.7% to 46.2%.

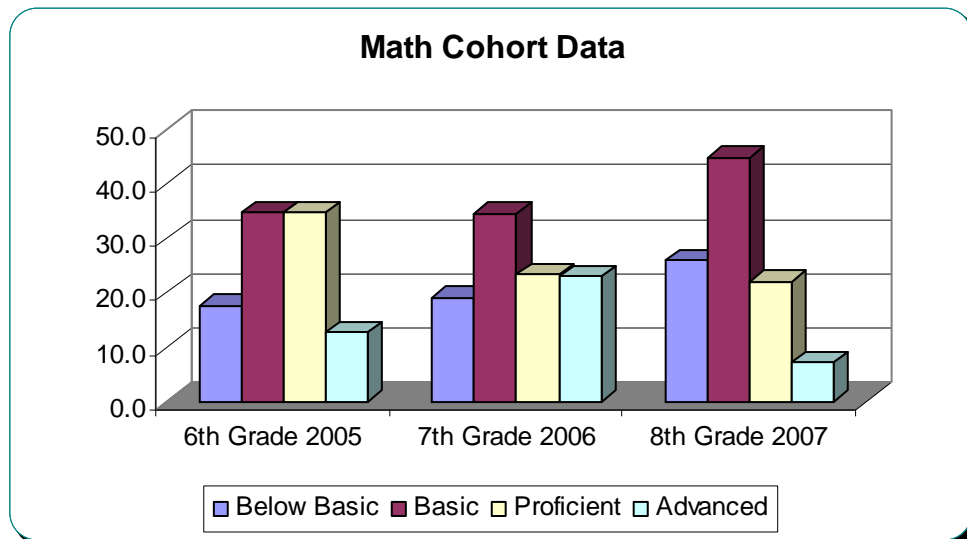
The number of seventh grade students scoring Below Basic dropped 1.2% over the past year to a current rate of 17.9%, and the number of students scoring Proficient/Advanced also increased by 1.3% to a rate of 47.6% in 2007-2008. It is important to note that these scores do not represent the same group of students from year to year, but a different group of seventh graders for each year's testing.

The number of eighth grade students scoring at the Below Basic performance level rose from 21.6% to 26% in 2007-2008. The number of students scoring Proficient/Advanced fell from 35.1% to 29.2%. Once again, these scores do not represent the same group of students from year to year.

School and Cohort Data for Math



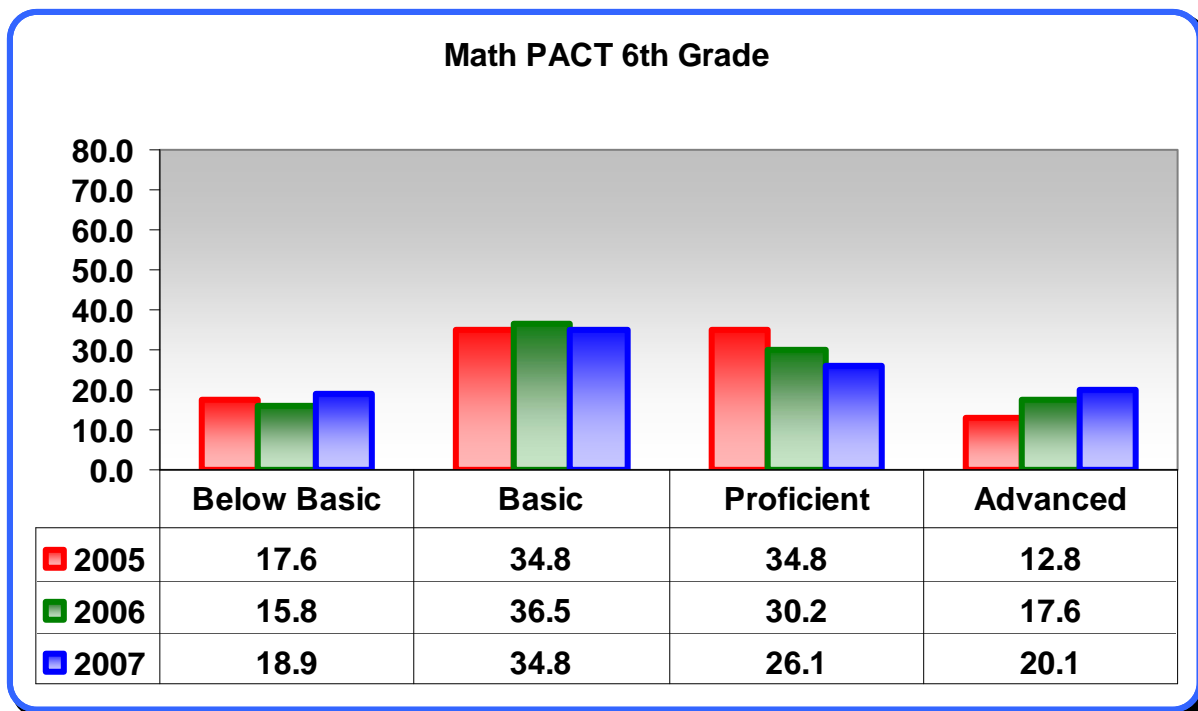
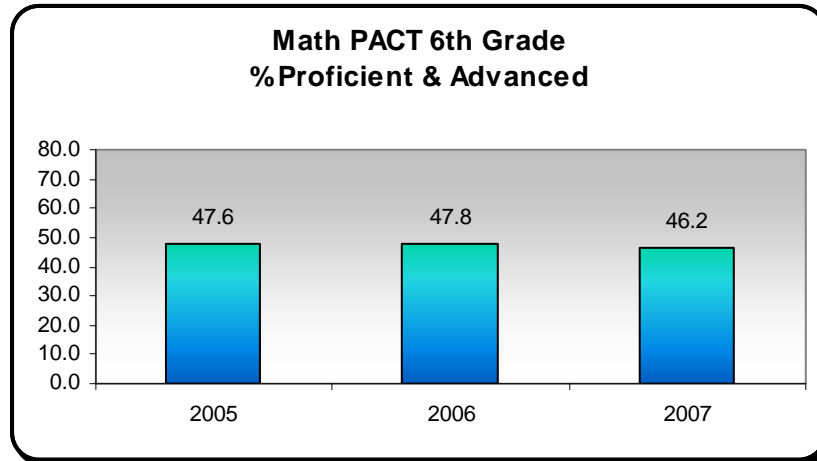
An examination of the data from the math portion of the PACT indicates scores that changed very little over the past 3 years. A closer look, however, shows that while we are making progress in some segments of our population, we still need to continue to address others.



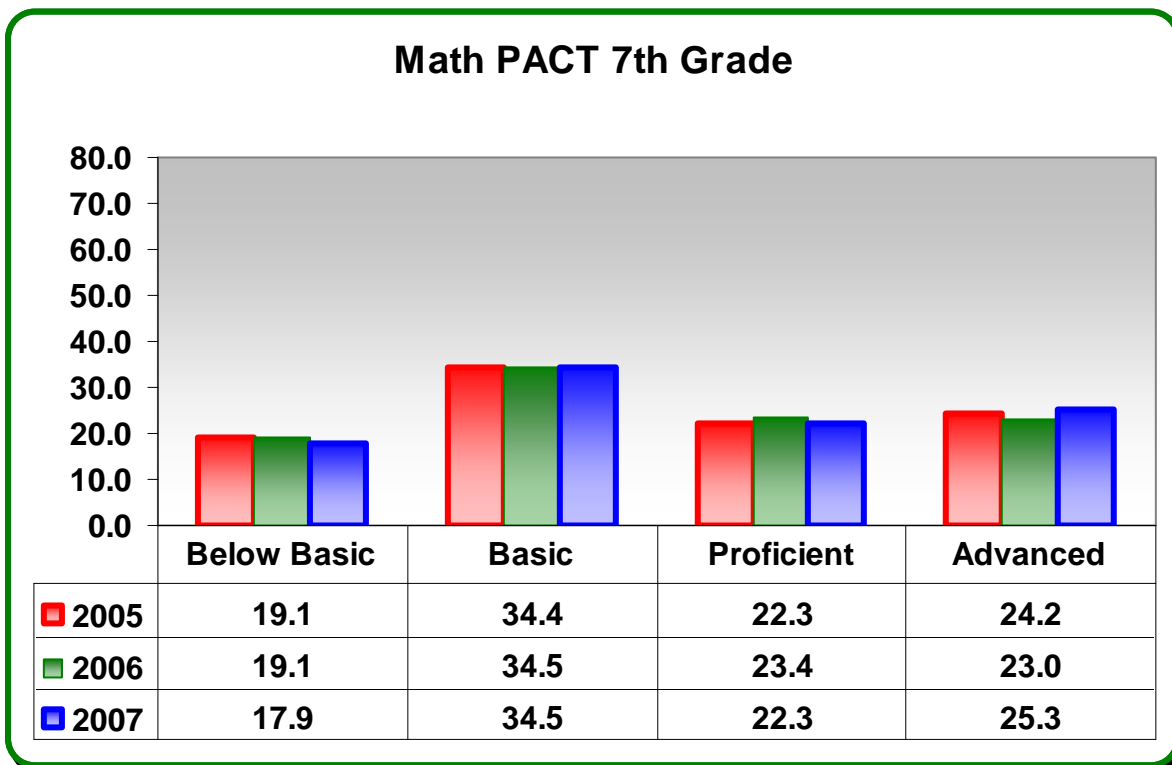
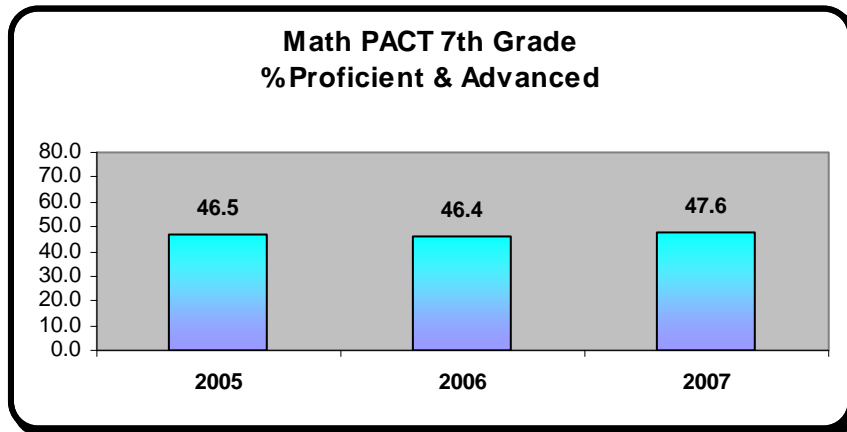
Students in 2005 as 6th graders showed an increase in Proficient/Advanced as 7th graders but there were little gains in any performance level when they left as 8th graders in 2007.

Overall the Proficient/Advanced performance level of students on PACT Mathematics has decreased to 39.42% over the past three years. The Below Basic performance level has increased during the same time period. The 8th grade student cohort group as they moved through League Academy showed an increase in Below Basic Math scores, and a decline in the Proficient/Advanced performance level, as more students moved to Basic.

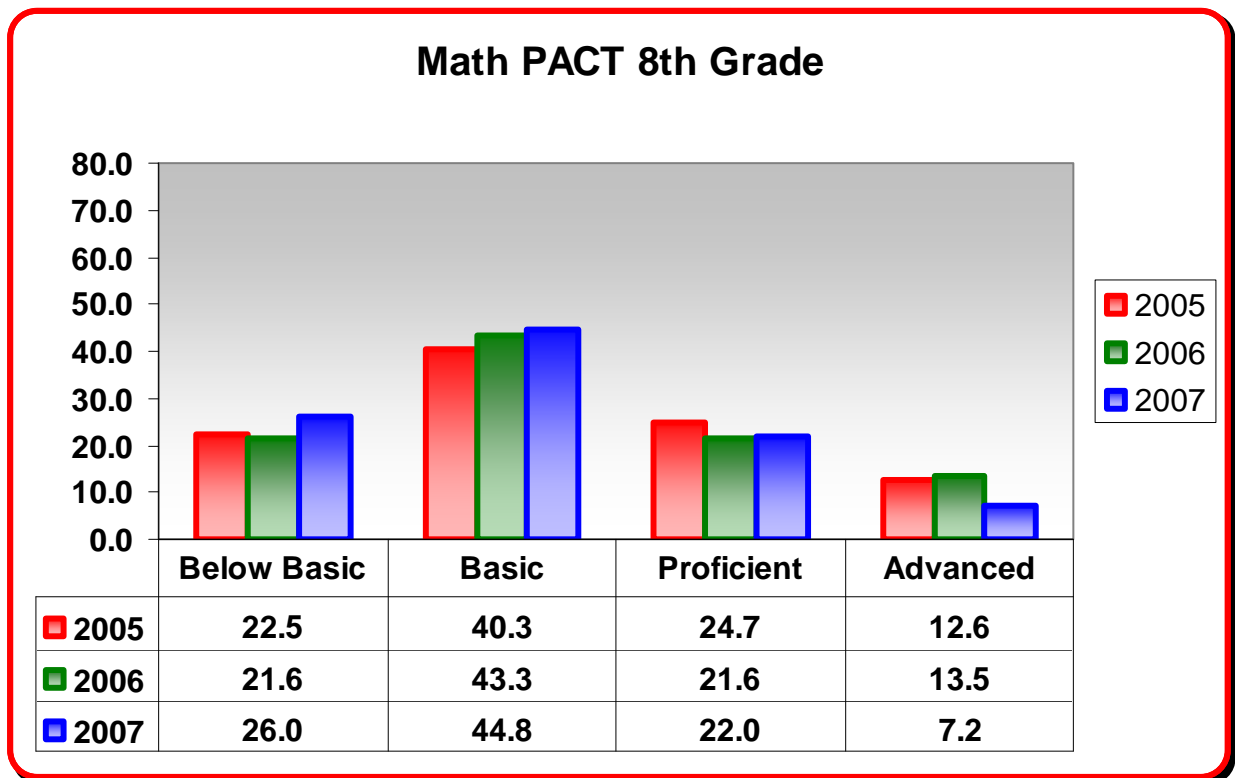
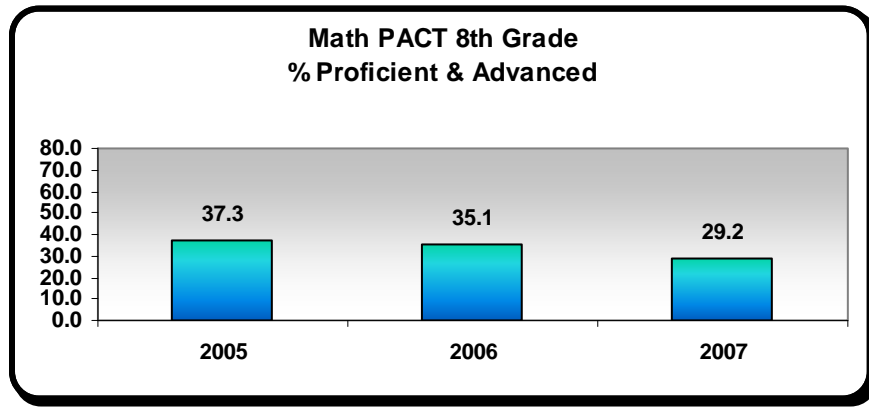
Mathematics Data by Grade



An examination of the data from the math portion of the PACT indicates very little change in any category over the past 3 years. The Proficient/Advanced performance level of students on PACT Mathematics has changed very little over the past three years. The Below Basic performance level has changed very little as well.



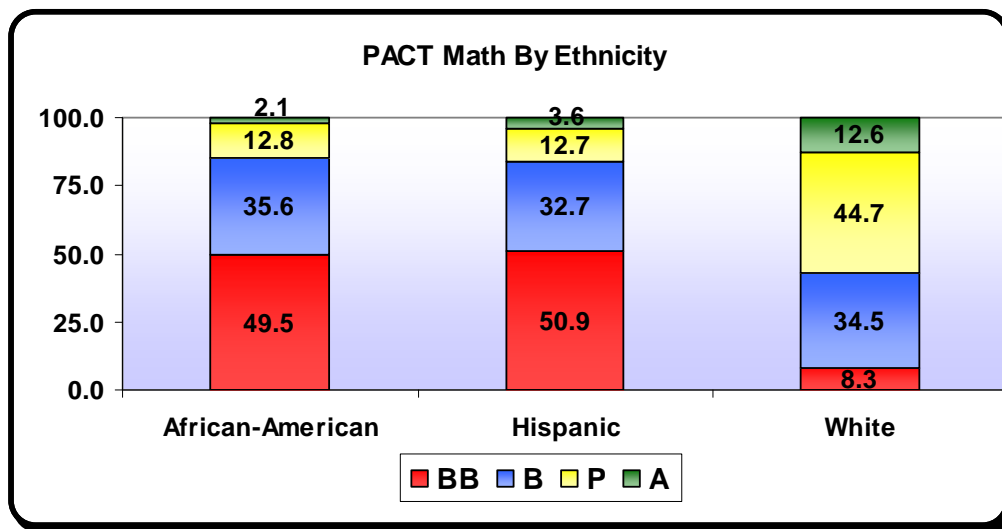
The number of seventh grade students scoring Below Basic dropped 1.3% over the last three years to a current rate of 19.1%; however, the number of students scoring Proficient/Advanced also dropped over these same years to a rate of 46.4% in 2005-2006. It is important to note that these scores do not represent the same group of students from year to year, but a different group of seventh graders for each year's testing.



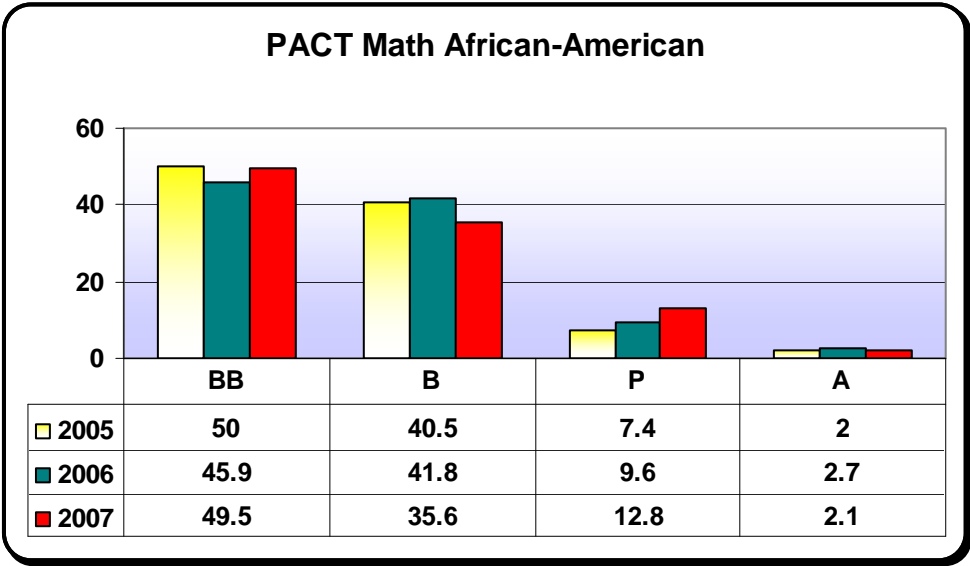
The number of eighth grade students scoring at the Below Basic performance level rose 7.6% over the last three years, but dropped 0.9% since last year. The number of students scoring Proficient/Advanced also dropped over these same years to a rate of 35.1%; however, the Advanced group saw a slight rebound of 0.9% since last year. Once again, these scores do not represent the same group of students from year to year.

League still faces the challenge regarding the number of students in our Honors Algebra I course scoring Basic on PACT and the concern of how to prevent the Advanced Math scores from dropping to Proficient or Basic. Criteria for placement of Pre-Algebra II Advanced students into Algebra I classes has just been put into place to better ensure student success. We will be able to assess the success of this strategy when we receive the test scores from 2007-2008. As a faculty, we also continue to face the question: “Do we understand the impact of Algebra I and Geometry classes on the students in our grade math level classes?” Data analysis to answer this question should be a priority for League faculty as we make decisions based on data regarding mathematics instruction.

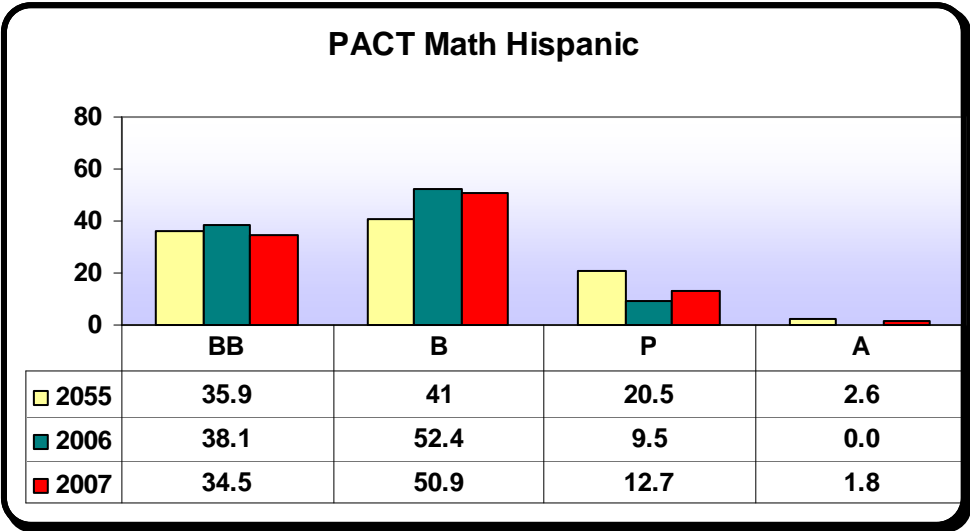
PACT Mathematics – Ethnicity



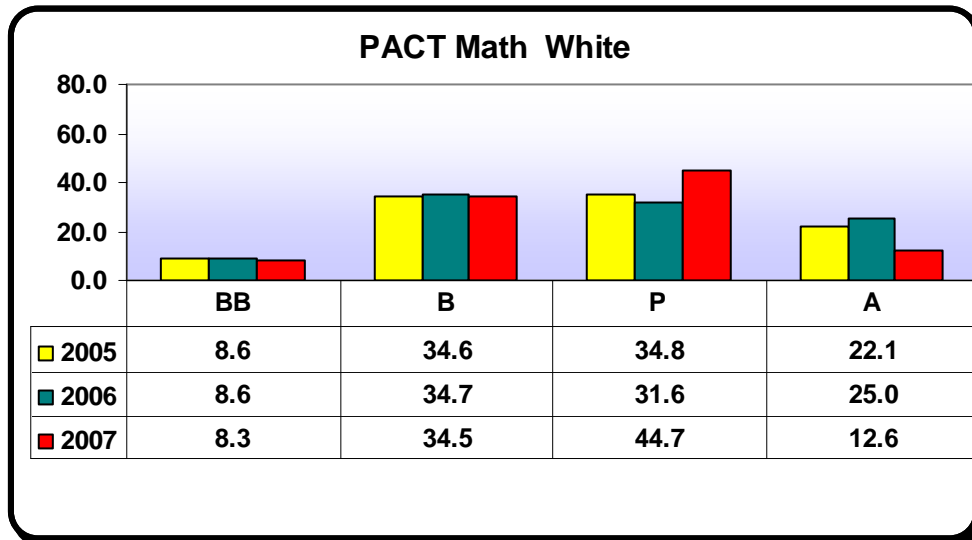
The 2007-08 PACT Mathematics scores showed gaps in student performance levels by Ethnicity. The rate of students who scored at the Below Basic performance level for the entire school population was 18.8%; however, only 8.3% of white students scored at this level while 49.5% of African-American and 50.9% of Hispanic students scored Below Basic. At the other end of the performance spectrum, 18. % of the overall population scored Advanced. White students performed at this level at a rate of 12%, while only 2. % of African-Americans and 3.6% of Hispanics achieved an Advanced performance level.



One area of significant improvement was the decrease in the percentage of students in our African-American population who scored Below Basic. This decrease was accompanied by an increase in the Proficient category. Our African-American student population who scored Below Basic was 49% which was an increase from 2006, but a slight decrease from 2005.

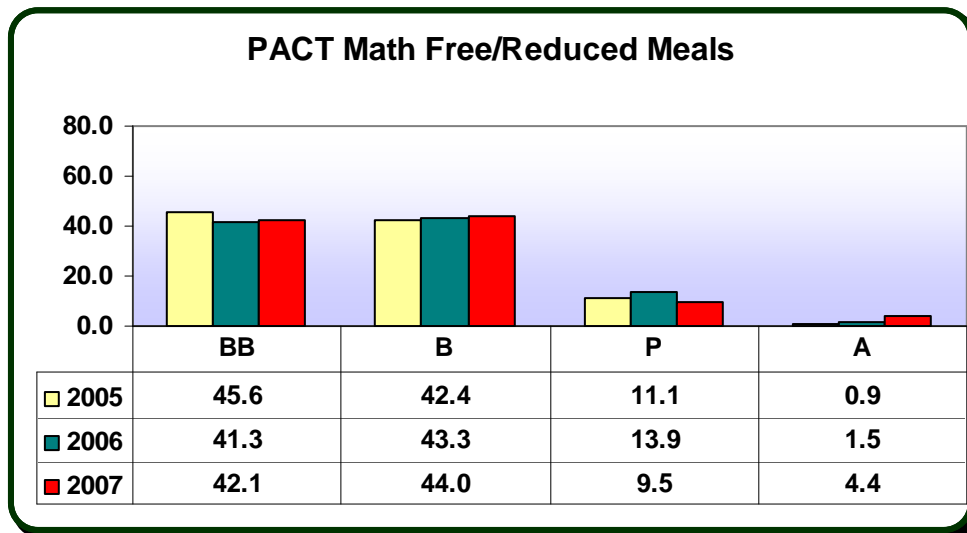


Our Hispanic population has increased significantly over the last few years, and a look at the data shows we are moving in the right direction with this subgroup. Our Below Basic scores have decreased and our Proficient/Advanced scores have increased.



In 2007-08 white students had very little change in their PACT Scores in each category. The 2007-08 PACT Mathematics scores showed gaps in student performance levels by Ethnicity. The rate of students who scored at the Below Basic performance level for the entire school population was 18.8%; however, only 8.6% of white students scored at this level while 45.9% of African-American and 38.1% of Hispanic students scored Below Basic. At the other end of the performance spectrum, 18.2% of the overall population scored Advanced. White students performed at this level at a rate of 25%, while only 2.7% of African-Americans and 0.0% of Hispanics achieved an Advanced performance level.

PACT Mathematics –Free/Reduced Lunch Status

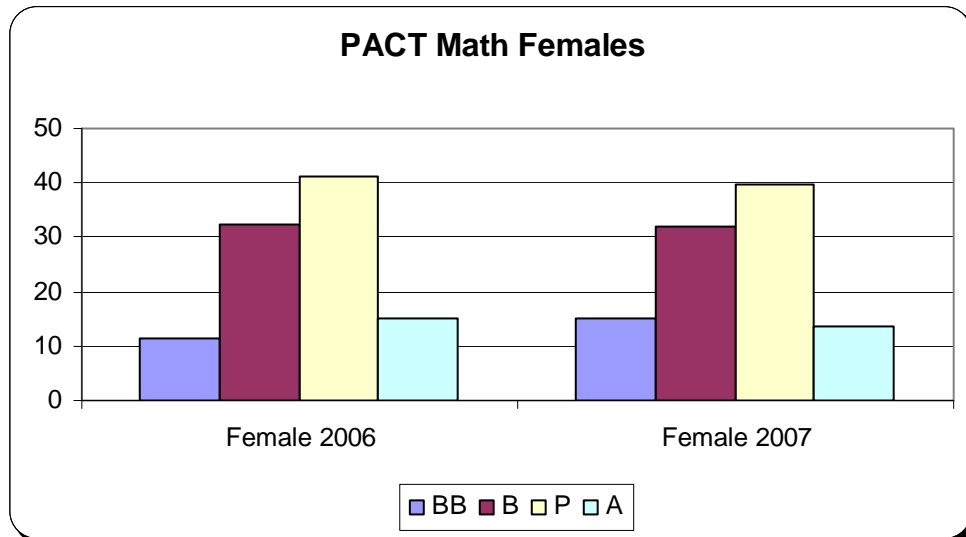
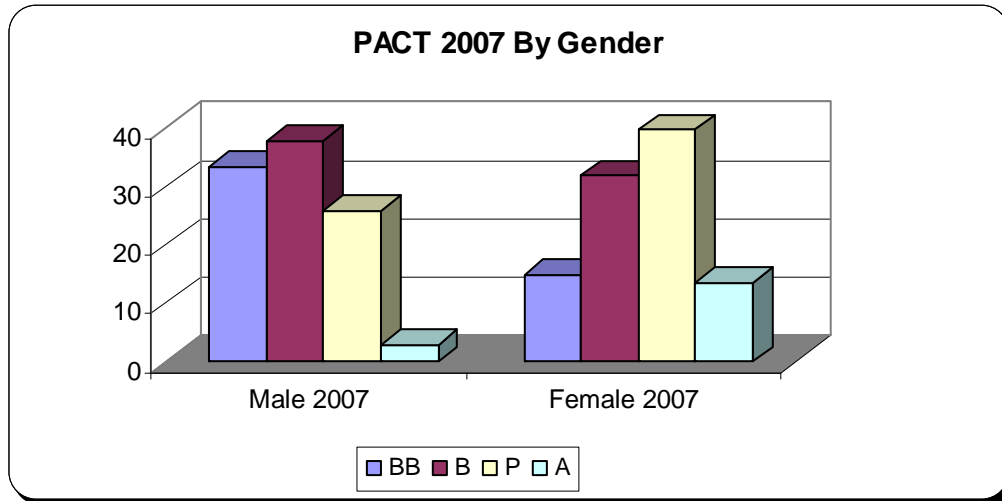


The students who qualified for Free/Reduced lunch showed more positive movement in over the past three years. This subgroup of students dropped in the Below Basic category of PACT and showed a movement to Basic. The Proficient/Advanced category increased in 2006, but then dropped in 2007.

Although there was still disparity in the performance of students in different socio-economic categories, the gap closed slightly over the last year with the students on Free/Reduced lunch having 3 % fewer students scoring Below Basic.

Although there was still disparity in the performance of students in different socio-economic categories, the gap closed slightly over the last year with the students on Free/Reduced lunch having 3 % fewer students scoring Below Basic.

PACT Mathematics –Gender



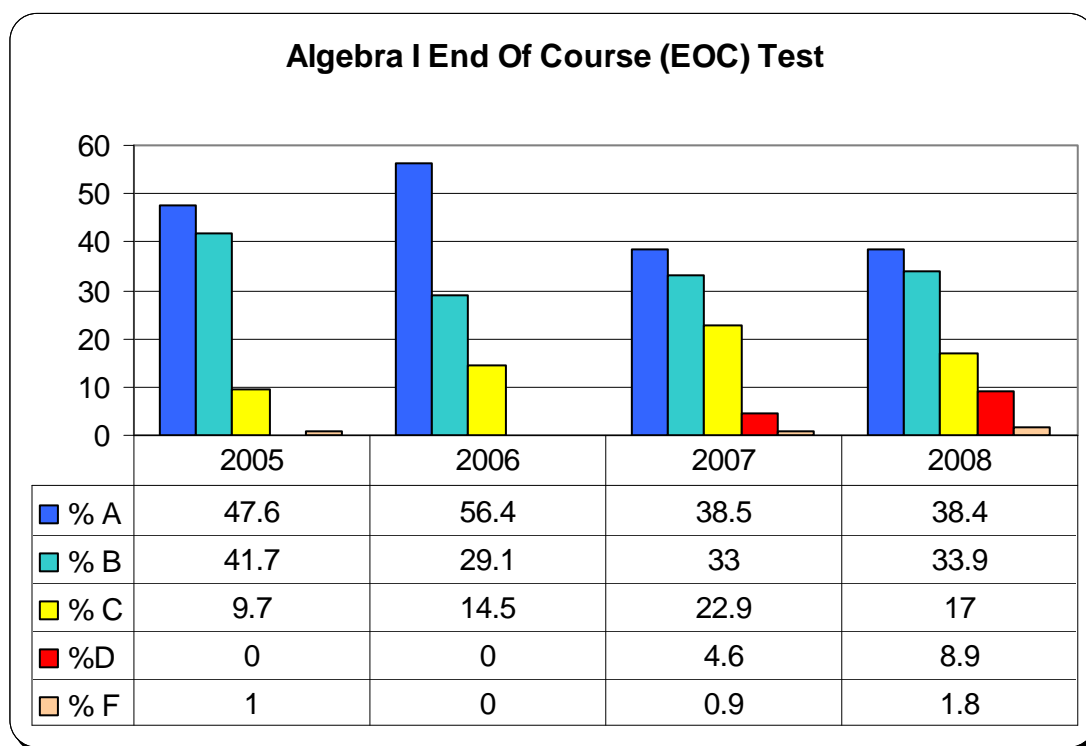
League's performance by gender varies by grade level. In the sixth grade, females outperformed the males with 46.2% of female students scoring Proficient/Advanced as compared to 40.9% of male students, while 20% of males scored Below Basic compared to 17.7% of females. In contrast, at the seventh and eighth grade level, males outperformed females. In seventh grade, 35.9% of male students scored at the Proficient/Advanced levels as compared to 28.8% of female students. The numbers of students scoring Below Basic were much closer; 27.4% of seventh grade males and 28.8% of seventh grade females scored at this level. In the eighth grade, 42.6% of males scored at the Proficient/Advanced levels as compared to 34.4% of females. Although 8.2% more male students scored at the higher levels than females in the eighth grade,

more male students scored below basic than female students. There was a difference of 4.2% with 24.8% of males and 20.6% of females scoring at this level.

PACT Mathematics – Special Education

Math 2006-07	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Met Standard
Grade 6 Disabled	13	92.3	7.7			7.7
Grade 7 Disabled	16	81.3	18.8			18.8
Grade 8 Disabled	16	93.8	6.3			6.3

Students in Special Education score predominately in the Below Basic performance level due to off grade level testing as required by their IEPs.



Each year our Algebra I Honors students include both 7th and 8th grade students who meet the criteria for this high school honors course. In 2008 the percent of students scoring A or B increased slightly to over 72%.

League Academy Quality Plan 2008-2013



League Teachers Take Action!

Having fun and working hard at L to J Conference. Learning to celebrate student achievement doing the "A- Do- Bee- Da". Twelve teachers and staff were able to attend this training due to funding from a Professional Learning Community Grant funded by the Alliance for Quality Education 2008.

LEAGUE ACADEMY OF COMMUNICATION ARTS ACTION PLAN ACTION PLAN 2008-2013

GOAL AREA:

Student Achievement
 Teacher/Admin Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 Other Priority

PERFORMANCE GOAL 1: 50% of League students will meet or exceed their Target Growth Scores in Mathematics as measured by Measures of Academic Progress (MAP) from Fall 2008-Spring 2009.

Baseline 2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual 50						
Projected	*55	*60	*65	*70	*75	*80

*Represents projected improvement

STRATEGY Activity	<u>Timeline (Month)</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation	Monitor (Date) Finished Continued Modified
Use Glencoe PACT workbooks for standards practice.	Aug.– April	Math Department	\$0		Glencoe PACT workbook practice integrated into lessons by all math teachers.	Continued
a) Math teachers will use department meetings to plan a method which allows integration of the Glencoe PACT workbooks throughout the school year.	Aug. – Sept.	Math Department and Math Department Chair	\$0		Written documentation from department meetings.	Finished
b) Implement plan.	Aug. –	Math	\$0		Student work.	Finished

	April	Department				
Increase use of software such as Understanding Math and Gizmos to improve instruction and meet the varied needs of the students.	Aug. – April	Math Department	\$0		Student grades & anecdotal information supplied by teachers	New
Conference individually with each student to discuss fall MAP scores and to set achievement goals for spring.	Aug. – Sept.	Math Department	\$0		Student agendas with recorded RIT scores and goals.	Continued
Math teachers will use the <u>Fantastic Five</u> daily warm-ups throughout the year to promote continuous review of standards.	Aug. -May	Math Dept.	\$0		Student notebooks (warm-ups) and teacher gradebooks (tests)	Continued
Math teachers will provide a before-school help session three days per week to give students the opportunity to work on MAP/PACT skills through use of Compass Learning and Understanding Math	Nov. – May	Math Dept.	\$0		Availability of help-session	New

LEAGUE ACADEMY OF COMMUNICATION ARTS ACTION PLAN ACTION PLAN 2008-2013

GOAL AREA:

Student Achievement
 Teacher/Admin Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 Other Priority

PERFORMANCE GOAL 2: 60% of League students will meet or exceed their Target Growth Scores in Reading as measured by Measures of Academic Progress (MAP) from Fall 2008-Spring 2009.

Baseline 2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual 68%					
Projected	*60	*65	*70	*75	*80

*Represents projected improvement

OBJECTIVE: The English Language Arts teachers at League will provide leadership and support to the content area teachers to raise Reading Scores as measured by MAP.

STRATEGY/Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor Indicate how strategy will be evaluated
1. Increase the use of research-based vocabulary strategies in all content areas.	<u>2008-09</u>	ELA Department Chair and IC			select strategies staff development teacher unit plans	Continued

2. Increase the use of research-based reading strategies across the curriculum through focused staff development and team support.	<u>2008-09</u>	ELA Department Chair and IC			select strategies staff development teacher unit plans	Continued
3. Use data obtained from MAP to focus classroom instruction on areas of student deficiency.		ELA Department Chair and IC			analysis of data staff development teacher unit plans	
4. Provide resources (materials, strategies) for ELA teachers through department collaboration.		ELA Department Chair and IC			Toolkit of books, strategies, and department members to use as resources	

OBJECTIVE 2: 50% of Special Education Resource students will meet or exceed their Target Growth Scores as measured by Measures of Academic Progress Fall 2008 – Spring 2009.

Baseline	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
NEW						
Projected	*60	*65	*70	*73	*75	*80

*Represents projected improvement

STRATEGY Activity	<u>Timelin</u> <u>e</u> (Month)	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	Indicators of Implementation	Monitor (Date) Finished Continued Modified
1. Use Descartes (MAP) to target individual student learning needs.	2008-2009	Special Education Department Chair	\$0	N/A	Lesson Plans Descartes Lexile Scores RIT Scores Compass Learning Scores	Modified
2. Integrate the use of Word Walls with the resource students as well as the self-contained students to raise MAP scores in the area of vocabulary development.	2008-2009	Special Education Department Chair			Department Meetings Teacher Lesson	

<p>3. Use Lexiles to differentiate instruction in the classroom.</p> <p>4. Use Graphic organizers like the Frayer Model, LINC, and word webs to help students learn content vocabulary and increase MAP scores.</p> <p>5. Use guided reading, think aloud, KWL, THIEVES and Timelines to raise reading comprehension levels and increase MAP scores.</p> <p>6. Use SSR at least once a week for at least 30 ten minuets to increase MAP scores in the area of reading comprehension.</p>					<p>Plans</p> <p>Teacher Lesson Plans</p> <p>Teacher Lesson Plans</p> <p>Teacher Lesson Plans</p> <p>Teacher Lesson Plans</p>	
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GOAL AREA:

Student Achievement Teacher/Admin Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) Other Priority

PERFORMANCE GOAL 1: 100 % of the staff development will be aligned with our school portfolio and district initiatives as measured by professional development provided to teachers and staff each year.

Baseline 2008-09	2008-09	2009-10	2010-11	2011-12
Actual NEW				
Projected	100.00			

*Represents projected improvement

STRATEGY/Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation	Monitor
School Goals will be used to establish the Professional Development Plan for teachers and administrators each year.	<u>2008-09</u>	IC	<u>0</u>	<u>0</u>	<u>PD Plan is aligned</u>	
Training will be provided for District initiatives that are implemented during the day	<u>2008-09</u>				<u>Training provided on Portal</u>	
Professional development provided will be during the school day and directly aligned to the school portfolio and district initiatives.	<u>2008-09</u>				<u>PD delivered is aligned</u>	
PLC Grant will be implemented to support team goals for Data Notebooks and Student Led Conferences.	<u>2008-09</u>				<u>PLC grant implementation year 1</u>	

GOAL AREA:

Student Achievement Teacher/Admin Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) Other Priority

PERFORMANCE GOAL 4: Increase communication within the school community as measured by survey from teachers and parents.

Baseline 2008-09	2008-09	2009-10	2010-11	2011-12
Actual NEW				
Projected				

*Represents projected improvement

STRATEGY/Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation	Monitor Indicate how strategy will be evaluated
Survey developed to provide feedback on ways to improve communication within the school, parents, students and community members.	<u>2008-09</u>	Principal/IC	<u>0</u>		<u>Survey Results</u>	
Monthly meetings with SIC, PTA, Mocha with Merry and teacher leadership groups will provide feedback and strategies to increase communication	<u>2008-09</u>	Principal/IC	<u>0</u>		<u>Meeting Agendas</u>	
Increase the use of School Messenger as a way to communicate with parents	<u>2008-09</u>	Admin	<u>0</u>		<u># of times used</u>	

Provide free performances for community and parents (dress rehearsals)	<u>2008-09</u>	Elaine Donnan	<u>0</u>		<u>Dates of Performances</u>	
Publish an e-Newsletter for parents, teachers and the community	<u>2008-09</u>	Principal/IC	<u>400.00</u>	<u>PTA</u>	<u>E-News publication</u>	
Publish a daily Announcement Blog which include all the morning announcements on League's homepage for students, teachers and parents.	<u>2008-09</u>	IC	<u>0</u>		<u>Blog Published</u>	
Create a Teacher Blog to publish minutes from the Technology and Portfolio Leadership meetings and share other resources.	<u>2008-09</u>	IC	<u>0</u>		<u>Blog Published</u>	
Organize monthly PTA/SIC meetings to meet the needs and interests of parents each year.	<u>2008-09</u>	Principal/IC	<u>0</u>		<u>Meetings scheduled</u>	

Professional Development Plan 2008-2009



PROFESSIONAL DEVELOPMENT

League Academy Professional Development Plan for 2008-2009

Goal: To provide staff development to increase student achievement, raise teacher quality, integrate the arts and technology, and improve school climate.

Strategy / Action	Measure	Responsible	Who participates	Resources Needed	Timeline
Plan staff development for 2008-20013 to support the school, district and state professional development requirements:					Date 2007-2008
Provide staff development for all professional staff for Integrate Pro and best grading practices.	Staff development provided	IC	All professional staff	Training materials	August
Year-long professional development focused on the needs of teachers new to League	Staff development provided	IC	All new teachers to League	Books and classroom supplies.	August-May
Extended block of time on the District Curriculum Connections by department.	Staff development provided	IC	All professional staff	Internet	October
Quality Tools, (Baldrige), staff development will be provided during the 2007-08 year	Staff Development provided	Principal, IC	All Professional Staff	Center for Excellence	August-April
Provide staff development for all professional staff for Student Home Directory and e-mail	Staff development provided	IC	All professional staff	Training materials	September
Provide MAP/Descartes/Lexile/Differentiated Instruction staff development	Staff development provided	IC	All professional staff	Training materials	October April
Provide Compass Learning training for all content teachers.	Staff development provided	IC	All content teachers	Compass Learning trainer , Internet	November
Learning Focused training (initial and update) (provided by the District for all new teachers)	Training provided, LF units written and evidence collected	Instructional Coach and /or Consultants	All professional staff	CD-ROM; LF Manuals	Continuing throughout the year.

Strategy / Action	Measure	Responsible	Who participates	Resources Needed	Timeline
Plan staff development for 2008-20013 to support the school, district and state professional development requirements:					Date 2007-2008
Research-based reading strategies integrated throughout the content areas.	Training provided. Lesson plans reflect the integration of these strategies.	IC and EL A Department	All professional staff	<u>Tools for Teaching Content Literacy</u> by Janet Allen	August-April
Research-based vocabulary strategies integrated throughout the content areas.	Training provided, for all content area teachers. Lesson plans reflect the integration of these strategies.	IC and EL A Department Arts Dept members.	All professional staff	<u>Tools for Teaching Content Literacy</u> by Janet Allen	August-April 2007-08
Data analysis training focused on standardized testing, goal setting, classroom data, rubrics and other types of assessment.	Training provided, teacher/class goals set	Principal, IC	All professional staff	PACT, MAP Reports, APS	September-April
Continue learning about professional learning communities and focus on the answers to the following essential questions: <ol style="list-style-type: none"> 1. What do we want our students to learn? 2. How will we know if they learned it? 3. What will we do if they do not learn it? 4. How do we integrate the arts and technology to increase student achievement? 	Staff development attendance, unit plans	Principal, IC	All professional staff	<u>Professional Learning Communities at Work</u> book and video series. By Dufour	August-April
PAS-T staff development will be provided for all teachers to become successful using the evaluation system.	Staff development provided	Principal, IC	All professional staff	PAS-T Notebooks, training materials	September-April

Strategy / Action	Measure	Responsible	Who participates	Resources Needed	Timeline
Plan staff development for 2008-20013 to support the school, district and state professional development requirements:					Date 2007-2008
Increase use of arts integration to enhance classroom instruction.	Staff development provided	Magnet Coordinator	All professional staff		
Increase use of technology to enhance classroom instruction. (Technology used to communicate, develop lesson plans, deliver instruction, enrich, remediate, assess, and analyze student work.)	Staff development provided, increased use of hardware and software and evident in lesson plans.	Technology committee	All professional staff	Laptop carts, projectors, software upgrades.	August - April
Increase teacher technology proficiency through Intel	Increase the % of teachers at League completing Intel by providing an Intel class at League	Technology Committee	All teachers	0	Sept.-Nov.

LEADERSHIP

League Academy's principal, Ms. Cox, has been the primary decision maker for the past seven years. Under her leadership, League began to implement the goals and objectives mandated under the School District's "Raising the Bar for Student Achievement in Middle Schools." From the District website, based on the **Education Plan**, the work of the district Middle School Task Force, the priority on middle schools identified by the superintendent and encouragement from the state, the plan was structured to achieve the goal of raising the bar for student achievement in middle school. The primary focus of the entire plan is to raise the level of academic challenge, expectation, and achievement for every student in the district; all efforts towards reaching each objective are directed to that end. The framework for the plan includes four primary objectives and action steps with which to accomplish each objective. Ms. Cox received the "Leaders in Learning & Liberty" 2003 Principal of the Year award, sponsored by TIAA-CREF, for the leadership she exhibited moving League forward in this direction. The Education Plan and "Raising the Bar for Student Achievement in Middle Schools" follow the leadership section of League's School Portfolio and help clarify the decisions and changes made by the leadership directed from District and school levels.

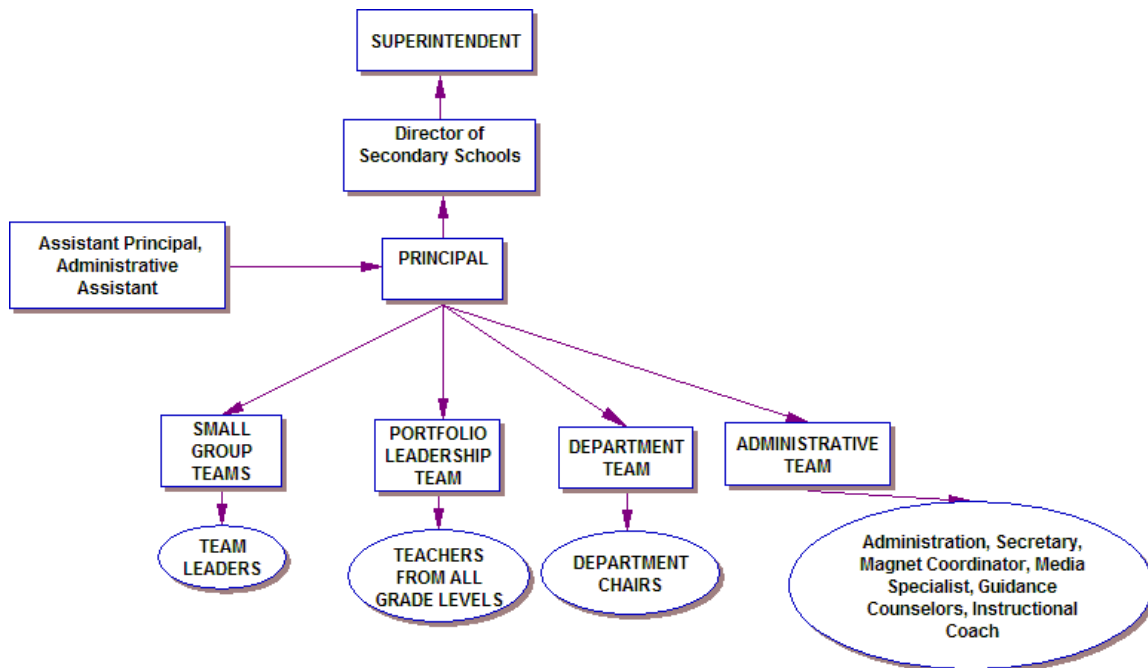
After completing the leadership section of Continuous Improvement Continuums, with scores of two in approach, implementation and outcome, it was evident the staff did not feel very included in the decision-making process that could lead to substantial school improvement. The faculty felt that a shared decision-making structure would help implement our vision.

In order to improve in this area, team leaders were established, regular meetings were held to discuss the future direction of the teams and potential stumbling blocks. Ms. Cox meets with Team Leaders (Academic, Special Education and Related Arts team leaders) each month. Ms. Cox gathers information at these meetings to help guide her decisions. Teachers communicate with the administration through the collection of weekly team minutes, email, individual conferences, and regular, open, informal discussions initiated by staff members and/or administrators.

The administration communicates with the staff through various resources including the publication of team leader handbooks, staff handbooks, meeting agendas, regular use of email, published weekly bulletins. These efforts keep the staff informed of changes and decisions that will affect them.

The School District of Greenville County Organizational Structure: The current decision-making structure that affects League is shown in the diagram that follows:





Decision-making Structure – League Academy

Administration – Principal, Assistant Principal, and Administrative Assistant

The current administration at League includes Ms. Merry L. Cox, Principal; Mrs. Cynthia Fowler, Assistant Principal; and Mr. Jay Grady, Administrative Assistant. League’s principal is directly responsible to Mr. Leroy Hamilton, Assistant Superintendent for School Accountability and to the Superintendent of Greenville County Schools, Dr. Phinnize J. Fisher. Ms. Cox meets every other week with her administrative team, which includes the assistant principal, administrative assistant, magnet coordinator, two guidance counselors, media specialist, career facilitator, school secretary and instructional coach. The administrative team was developed to improve communication.

The assistant principal, Mrs. Cynthia Fowler, and the administrative assistant, Mr. Jay Grady, work with Ms. Cox on the administrative duties required to keep League operating safely and efficiently. Through the use of walkie-talkies, cell phones and email, the administrators can stay in close touch with each other during the day while they are “out and about” in the school. Although the final responsibility for all school

issues falls on the shoulders of the principal, it is necessary to delegate many duties to the administrative team members.

These delegated duties and responsibilities include but are not limited to:

- staff evaluations
- walk-through evaluations
- IEP or other parent conferences
- duty rosters
- bell schedule changes
- substitutes/class coverage
- programs during and after school
- discipline
- safety and transportation issues
- athletic events and schedules
- staff facilitators
- textbook coordinators
- members of School Improvement Council, administrative team and portfolio leadership team
- District funded summer acceleration programs

Both Mrs. Fowler and Mr. Grady take on the role of facilitators for the faculty and staff. Safety plans and evacuation procedures, duty rosters, substitutes and special education meetings are some of the responsibilities of the assistant principal, Mrs. Fowler. Middle Schools now have athletics, and the secretary/bookkeeper, Mrs. Jo Beth Graves and keyboarding teacher, Mr. Gary McCartney handle all athletic decisions and scheduling. School pictures, buses, textbooks, and class coverage are handled by the administrative assistant, Mr. Grady.

Leadership support roles

Staff development is spear-headed by the magnet program coordinator and instructional coach. Ms. Elaine Donnan, magnet program coordinator, and the assistant magnet coordinator, Mrs. Mary Clare Hadsell, facilitate many of our communication arts initiatives which have made our school a successful magnet. They are in charge of the magnet student selection process and public relations for our school. The instructional coach's job responsibilities include; instructional improvement, data support, school planning and accountability.

League counselors, Ms. Heidi Hamilton and Ms. Susan Mitchell, also have many responsibilities in the management and leadership of the school. Completing scheduling for students, testing security and facilitation, permanent records, communication to other schools, scheduling parent conferences and the counseling of students are some of their responsibilities. Mrs. Heather Berg is our Career Facilitator, and is responsible for the implementation of the EEDA regulations and helps guide students in regards to the career clusters available to students.

The secretary and bookkeeper, Ms. Jo Beth Graves, assists all staff members with securing and ordering materials and supplies, receipts all money, and oversees all fund raising projects. She follows all auditing procedures in the handling of money and supervises the expenditures of all monies with the approval of the principal.

Leadership through Portfolio Leadership Team

The Portfolio Leadership Team (PLT) has met regularly this year to work on updating and evaluating the school portfolio. PLT members are responsible for informing their committee of meeting discussions and bringing concerns back to the PLT. The make-up of the PLT follows: Ms. Heidi Hamilton, guidance counselor; Mrs. Dianne Buzzell, 7th grade math teacher; Mrs. Teresa Gray, media specialist; Ms. Katherine Richardson,

6th grade social studies teacher; Mrs. Teresa Blankenship, 6th grade language arts, Mrs. Catherine Crowe, strings teacher; Mrs. Cassidy Ethridge, 8th Grade science; Mrs. Leila Moore, special education teacher; Ms. Elaine Donnan, magnet program coordinator; Mrs. Cynthia Fowler, assistant principal; Mr. Jay Grady, administrative assistant; Mrs. Toni Norris, instructional coach; and Ms. Merry L. Cox, principal.

The PLT meets regularly to:

- coordinate the work of the portfolio
- keep everyone informed about the work of all portfolio committees
- analyze data regarding testing and perceptions
- investigate the findings and recommendations of committees
- schedule time during faculty meetings or team meetings for discussion of recommendations as they are being developed, allowing input about the recommendations early in the process

Leadership through small group teaming

Small academic teams were implemented in 2002-2003 as a result of the District's Education Plan goals and objectives. A teaming handbook, developed and published for team leaders to assist in leading their teams, continues to offer suggestions for guiding League's small interdisciplinary teams.

Grades six and seven are composed of two equally balanced academic teams, as much as the course schedule allows. Grade eight is not teamed. Math is not teamed due to scheduling difficulties with the levels of math offered, and some students are taught by a language arts teacher "off team" due to levels offered. Teams are comprised of language arts, literature, math, science and social studies from which leaders are chosen. The related arts team is composed of physical education and communication arts teachers. The fine arts team is composed of dance, drama, chorus, music, strings, and band. Special education teachers are also represented by a team leader. Small group teaming provides opportunities for teachers to lead and make decisions regarding the students they teach. Team leadership has enabled teams to develop consistent discipline plans,

celebrations, rewards for students, and more effective ways of communicating with parents and planning instruction. The assistant principal and administrative assistant provide support and guidance with the development of the team discipline plans which each team enforces.

Leadership through the School Improvement Council

School Improvement Councils, required by South Carolina law, work collaboratively with the school to develop and implement the school improvement plan (school portfolio), monitor and evaluate success in reaching the plan's goals and objectives, and write an annual report to parents about the progress of the plan. Councils also assist the principal in writing the narrative for the School Report Card. In addition, Councils advise on the use of school incentive awards and provide assistance as requested by the principal. School Improvement Councils do not have any of the powers and duties reserved by the local school board.

The SIC meets monthly and is composed of elected teachers and parents and appointed community/business representatives. Ex-officio members of the SIC currently include administration and our magnet coordinator. Setting goals focused on an area of school improvement is an example of SIC leadership. One of the School Improvement Council goals is to improve communication between our parents and between home and school. Three informal parent workshops are presented by the principal annually. The SIC and PTA work together to assist in providing these parent workshops on “The Roller Coaster Years – Living with a Middler” (for grade six), “Parenting 9-1-1” (for grade seven), and “What Are You DOING in There? Balancing Your Need to Know with Your Adolescent’s Need to Grow” (for grade eight). They have been helpful, useful and practical in helping parents deal with difficult issues facing adolescents. The parent workshops include participation of the administrative team, teams of teachers, guidance counselors, instructional coach and magnet coordinator. The principal uses School Messenger to notify the appropriate grade level students to ensure communication with parents and enhance attendance. This is a joint effort of the PTA and SIC focusing on school

improvement, and has proven to be a successful link between the SIC and the PTA and between parents and their students.

Our SIC created an arts integration award in honor of Dr. Richard Maag, a longtime member of our SIC at League. The ***Dr. Richard Maag Exemplary Arts Integration Award*** is made annually to a League Academy teacher who integrates the arts into the curriculum in an outstanding way. The award recipient uses the funds to further his or her knowledge and leadership in arts integration. The recipients have been Melanie Patton, sixth grade teacher of literature and language arts, Theresa Blankenship, 8th grade language arts teacher, Sarah Monson, 7th grade language arts and literature, and most recently, Michelle O'Malley, 6th grade science.

Leadership through the Parent Teacher Association (PTA)

The PTA promotes the welfare of children, works with the school and community to provide quality education for all children and youth and participates in the decision-making process establishing school policy. Our PTA is a part of the larger South Carolina and National Congress of Parents and Teachers (National PTA), which is the largest and oldest volunteer association working exclusively on behalf of children and youth. The PTA seeks to promote collaboration between parents, the school and the community at large. The efforts of the PTA are promoted through an advocacy and education program directed toward parents, teachers and the general public which were developed through conferences, committees, projects and programs. Our pool of volunteers supports the educational efforts of the faculty, and assists the staff in various roles, including planning and other leadership needs. The net earnings of the PTA are used entirely to benefit the school, its students, staff and programs. Our PTA won the National PTA Certification of Excellence for the 2003-04 year, which recognizes the excellent work done by our PTA.

League's Parent Teacher Association (PTA) administrative board officers meet monthly to discuss issues relating to PTA and its support of the school. The PTA board meets to prioritize fund raising and be informed of District and school issues.

Leadership through Departments

Departments (language arts, math, social studies, science, related arts, and special education) meet one Wednesday each month to focus on issues relating to their specific curriculum area. Each department submits minutes to the principal. In addition to the vertical articulation in our departments at League, our administrators and teachers expand this discussion when they plan to meet annually with our main feeder elementary and high school administrators and teachers to discuss SC standards and how to improve the transitions between elementary, middle and high school.

Leadership Committee Structure

We have developed a plan to look at ways to develop a collegial work environment dedicated to the implementation of *League's School Portfolio* action plan and vision. Composed of members that represent a cross section of the staff, the portfolio leadership team (PLT) will plan to work together to implement the vision of the school portfolio. The leadership team may choose to form small ad-hoc groups to focus on the implementation of specific strategies in the action plan as needed. This could be a way to help ensure the action plan will have increased ownership. This type of collegial work and communication could also improve school communication and build teacher leadership capacity.

The Technology Committee, was instrumental in planning for the technology needs for our new facility, and was visionary in that endeavor. The members of this committee are: Mrs. Toni Norris, instructional coach; Mrs. Teresa Gray, media specialist; Mrs. Carol Kerrigan, computer graphics teacher; Ms. Elaine Donnan, magnet coordinator; Mrs. Heathe Provost, 7th grade science teacher; Ms. Leila Moore, special education

teacher; Michelle O'Malley, 6th grade science teacher; Melanie Patton, 6th grade language arts teacher; Ms. Cassidy Ethridge, 8th grade science teacher; Mr. Jay Grady, Administrative Assistant; and Ms. Merry L. Cox, principal.

PARTNERSHIPS

League Academy envisions our families, staff, and community working together to strengthen instruction and learning as a shared responsibility. We are committed to exploring and developing new strategies for our school, which will help us help our students meet the challenges of a fast-paced, ever-changing world. Our goal is a clearly articulated partnership structure for the school, so that our partners' efforts directly impact our goals and standards for our students' success in school and in life. Our developing partnership plan, as a part of our comprehensive school-wide improvement plan, works to ensure that our partners have the opportunity to contribute to and benefit from these endeavors. It is our belief that our students have much to give to, as well as learn from, their community. We are actively seeking reciprocal partnerships.

A reciprocal relationship currently exists between parents and the school. New and prospective parents are invited to tour the school and see students and staff in action. Each fall all parents and students may attend Back-to-School Night where they meet teachers and receive syllabi aligned with state standards. They also receive information regarding our PTA, e-newsletter, e-mail addresses for staff websites, and ways to become involved in the school community. Four times a school year the PTA newsletter is mailed home. The newsletter contains information regarding all aspects of the current school program and activities, including a calendar of upcoming school events. Each year the SIC publishes an Annual Report to the Parents. This report provides a summary of standardized test scores, the School Report Card, academic goals for school improvement and awards for students and teachers. League Academy parents attend meetings, tutor students, chaperone field trips and school dances, raise funds for special projects, and volunteer in the office. The PTA and the SIC collaborate to sponsor a welcoming open house for sixth grade parents and grade level meetings that address specific grade level concerns. Parents have been one of our strongest partnerships! Their efforts were recognized in 2003-2004 as they received the National PTA's Parent Involvement School of Excellence Certification. Partnering as volunteers and assisting with their talents, parents stay involved and benefit the teachers and students.

In 2006, the School Improvement Council began talking about ways to build long-lasting relationships between League and organizations in fields related to the school's unique mission as a communication arts school. The intent of the SIC was to introduce professionals from inside and outside the school to each other. The purpose of the program, called the Intellectual Capital Campaign, was not to ask professionals outside the school for money, manpower, or materials. Instead, the purpose was to ask professionals to meet with teachers to talk about how they might work together to strengthen instruction in their particular fields, since League is preparing its communication arts students to be their potential employees. These conversations would generate ideas, or intellectual capital, and would build permanent relationships with community groups and businesses which focus on the communication arts. When professionals outside the school share their intellect and ideas, it will help professionals within the school motivate students, broaden their perspectives, and enhance their education with real-world experience.

The results of the Intellectual Capital Campaign have been excellent so far. One individual who agreed to help is Jerry Cooper of TPM, a company which serves the design and engineering professions with software and equipment. He is interested in helping South Carolinians understand and use high-end technology and graphics, and he agreed to meet with and assist Carol Kerrigan, the computer graphics teacher at League. Reverend Timothy Dombek has offered his assistance to Marcie Yon, the chorus/speech/debate teacher, in involving students with the National Forensics League and the Toastmasters Club. Lyn Riddle of the *Greenville Journal* met and shared her expertise with Gretchen Marlowe, the editor of the school newspaper at League. Joanna McCauley, the art teacher at League was able to meet with Mr. Will Cox of *The Gallery Arena* Art Gallery. Debbie Bell of the South Carolina Children's Theater agreed to meet with Libba Urps, the drama teacher at League. The SIC plans to continue the campaign during the 2007-2008 school year to further enrich the education of our students and strengthen ties with the community businesses and arts organizations which complement our mission and a communication arts school.

League Academy now has a full-time career development staff member as part of the Education and Economic Development Act. All students beginning with the current eighth grade are required to choose a career cluster in high school. To prepare students for this choice, League offers career information through advisory classes and through business relationships developed by Heather Berg, the EEDA counselor. In addition to providing students with information about a variety of career options available to them, Mrs. Berg is compiling lists of area businesses and cultivating relationships with them for future school partnerships. This year, a group of eighth grade students shadowed employees at the Westin Poinsett and Hyatt Hotels. Accompanied by Mrs. Berg, Susan Mitchell, and Gretchen Marlowe, the students were involved in aspects of hotel operations from customer service to food preparation. Before the trip, students researched careers in the hospitality industry and discussed appropriate business attire and deportment.

Beginning in 2005-2006, students at League began an important partnership with engineers from GE as part of the Lego Robotics program. Mary Rankin, an engineer at GE with two sons at League, introduced the program to our school. Every Sunday afternoon from September through January, engineers met with students at League to teach them the mechanics and technology of robotics. Students participated in regional and state competitions with their robots. The program continued in the 2006-2007 school year, with increased student participation and successes in the regional and state competition.

League has ongoing partnerships with other schools in the area. Area high schools send students for service learning and teacher cadet programs. These students assist teachers in the classroom in a number of ways. Local colleges and universities, including Furman, Clemson, and Bob Jones University send pre-service and student teachers for observation and training.

In the 2006-2007 school year, League began a partnership with the Carolina First Center for Excellence to provide the faculty with professional development training. Lindsay Smith and Michele Brinn have provided a series of workshops for League teachers training them to help students take increased ownership of their own learning.

Through an array of quality tools, teachers have learned how to help students set goals, write mission statements, and participate in shared decision making. Teachers at League have additional support through monthly users' group meeting at the Chamber of Commerce, an e-newsletter, and an Excelebration in the spring. This collaboration with Carolina First Center for Excellence is an ongoing partnership to assist League teachers in training students for future workplaces which use many of the same quality tools.

During the 2006-2007 school year, League became a Baldrige School. This opportunity allowed us to partner with the Greenville Chamber of Commerce and the Center for Excellence focused on implementing Quality Tools for school improvement. Also, a partnership with Adam Caldwell of Michelin North America has been established as a business utilizing Quality Tools in the work place to assist and offer their expertise as we learn to implement Quality Tools at League.

A partnership was developed in 2007 between League, Greenville Family Partnership, and the National Guard. This partnership has resulted in three programs at League servicing sixty two students. On Thursdays, seventh and eighth graders meet in "Freedom Calls." These students follow a series of lessons designed to explore good decision making and responsibility. On Fridays, two groups of sixth graders meet for "All Stars," a different series of lessons designed to encourage making better choices. Parents and administrators have attended meetings as guests. Heidi Hamilton, one of League's guidance counselors, has assisted Mr. Stacy Ashmore of Greenville Family Partnership as a faculty liaison. Student excitement and participation have been encouraging and plans are to continue and build on this partnership.

Lillian Parr, Chairman of the Greenville Symphony Orchestra Board of Directors and a League parent, contacted League about starting a Teen Leadership Council to help get this generation of students more interested and involved with the Symphony. With our magnet focus, it was a natural connection. Several Beta Club members, the Beta Club Sponsor, and the administrative assistant have met with the Chairman of the Board, and have even had the opportunity to meet Maestro Edvard Tchivzhel when he came to

League. The students plan to make posters and a video clip to show to the student body of League to encourage them to go to the spring concert of Bizet's *Carmen* at the Peace Center. The Symphony is generously making tickets available for \$10 to students and their parents. The students were especially interested when they found out that the Chicora Voices, a community chorus to which several League students belong, were a part of the performance. League Strings teacher, Catherine Crowe, plays with the Symphony, and Ms. Cox, principal, sings with the Greenville Chorale, who will be singing for this concert, as well. League will be well represented in this community performance and, hopefully, will be represented well in the audience, as well.

The Bank of Travelers Rest has been an important business partner for League. A vice-president of the bank serves on the School Improvement Committee. While League was in portables for three years, the bank provided the PTA and SIC with meeting space. The bank also sponsors the Dick Maag award, which is presented annually to a teacher at League who demonstrates outstanding arts integration in his/her classroom. In 2005, art students at League designed the bank's annual Christmas card.

The business community in Greenville partners with League in other ways. Students in the seventh grade learn about world finance through the Junior Achievement program. Representatives from area businesses come to League to present a series of lessons to students. These lessons coordinate with segments of the seventh grade social studies curriculum on capitalism and other world economic systems. Other area businesses send employees to act as judges for League's Science Fair and Invention Convention.

In the 2006-2007 school year, the PTA applied for and received a grant from Trees Greenville. This grant, which involves partnership between parents, students, faculty, and the community, provided League with a tree garden and outdoor learning areas for League students, faculty, and the community to use for years to come. Students will be able to use the different areas of the garden for science, math, and language arts lessons. Ongoing instruction from Trees Greenville and Project Learning Tree will help the

faculty integrate the valuable asset into an enriched curriculum for League students, in addition to providing an aesthetically pleasing environment for the League community.

While we are training students to be contributing members of the community in the future, many League students are already involved in giving back to the Greenville community. The Student Council at League provided leadership in raising money for the March of Dimes by sponsoring a competition through advisory classes and creating a paper chain with links signifying the amount raised. League students and faculty will participate in Walk America on April 28, 2007. The Student Council also provided leadership in the school Red Ribbon campaign by conducting a penny campaign and marching in the Red Ribbon Parade. A number of League students also participated in the Special Olympics. The Beta Club conducted a toy drive at Christmas for local charities, collected canned goods for A Child's haven, and planned an Easter egg hunt for children at the Meyer Center.

Our work in partnership development has the potential to change the school in very dramatic and positive ways. The future success depends a great deal on the alignment of all of our efforts with the standards and the quality of our communication with everyone. League Academy is determined to focus on the school's vision, goals, and students' learning as we build partnerships.

Next Steps

- SIC will continue the Intellectual Capital Campaign.
- We will make sure that all of our partners see the results of their work with our students.
- We will enlarge our base of information regarding current interaction with volunteers and community members in order to develop true partnerships.
- We will continue to develop partnerships through EEDA.
- We will compile a comprehensive listing of our current partnerships.
- We will publish partnerships on the League website.

- We will increase partnerships across grade levels within the school.

CONTINUOUS IMPROVEMENT AND EVALUATION

The Portfolio Leadership Team (PLT) oversees the continuous improvement program at League Academy. This group, which meets on a monthly basis, is responsible for evaluating and implementing the school's progress on its goals. All goals and decisions are data-driven, based on information from PACT scores, MAP scores, and perception surveys. The yearly review of the portfolio is a cyclical process designed to give all staff members an opportunity to participate in analyzing data, evaluating goals, and designing strategies to meet those goals.

Beginning in August, the team meets monthly to review goals stated in the portfolio. Discussions focus on school wide initiatives which are successful in improving student achievement. Members of the PLT, many of whom are department chairs, meet with their departments to identify significant trends in data from PACT and MAP. Departments then try to pinpoint root causes for these trends and create learning strategies to help students achieve these goals. Monthly department discussions and in-services focus on ways to implement goals created by the department. Goals are reviewed and refined throughout the year as departments discuss their progress in meeting the identified needs of students. Each year, departments review their progress on the goals they have stated and decide whether to continue work on the current goals, amend the current goals, or add new goals.

After departments have reviewed and updated their goals, action plans are returned to the PLT for further study and coordination. It is the job of the PLT to see that the action plans from each department are aligned with the school's mission and vision. All plans must focus on improving student achievement. When action plans are finalized, these plans become the driving force for decisions about instructional planning and professional development.

The Portfolio Leadership Team is key to continuous improvement at League Academy. The PLT continues to refine the process of monitoring and evaluating the goals in the portfolio through a cycle of reflection and revision.

Next Steps:

- Continue using the Baldrige quality tools presented by the Carolina First Center for Excellence
- Continue initiatives to make students responsible for their own achievement
- Continue training for teachers in data analysis
- Continue training for teachers in differentiated instruction
- Continue training for teachers in the use of new technologies
- Continue technology integration across the curriculum
- Continue arts integration across the curriculum
- Continue the career emphasis begun by the career specialist
- Continue the use of Compass Learning as a diagnostic and teaching tool

Evaluation of the Action Plan

The Portfolio Leadership Team (PLT) will meet every month during the 2007-08 school year and will work to evaluate the goals, objectives and strategies each quarter by department. This update will be shared at the PLT meeting that follows the quarterly department meeting and updates will be added to the School Portfolio.

The Portfolio Leadership Team will update and modify the other components of the School Portfolio, with the exception of the Technology Plan. The School Technology Plan will be updated by the School Technology Committee. On the following pages are the Goal Updates that will be used by each department to evaluate the goals written.