

**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

Table of Contents

Introduction	4
Executive Summary	6
Information and Analysis	
District	10
School	29
Instructional and Organizational Effectiveness	47
Student Achievement	62
Quality Plan	79
Professional Development Plan	84

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 51 teachers: 5 of whom teach special education, 14 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, a reading intervention teacher 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. The 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.

Our 2009 Annual Report Card Rating is Good (Absolute Rating) and Average (Growth Rating). This is an improvement from our 2008 Rating of Good and Below Average Ratings. This indicates growth in our subgroups as required by NCLB, Adequate Yearly Progress (AYP). Each year we focus on needs of each subgroup and how we can raise student achievement for all 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 last 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 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 chapter book, 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 ninth 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 2010-11 school year is 88 which is lower than 101 in 2009-10. Our student population has a range of approximately 40% poverty to about 36 % 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 and a large mural in the media center.

A former construction eyesore on our campus became a source of community as well as school pride. 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.

In 2009-2010 League was proud to have 7 teachers selected for SmartARTS. SmartARTS is a partnership between Greenville County Schools and the Metropolitan Arts Council that connects students, artists and teachers to

deeper learning and self-awareness through integrating the arts with all areas of education. SmartARTS provides training and support for teachers and artists in the use of successful arts integration methods. The partnership is built on the collaboration between teacher and artist and is focused on becoming a model and resource for this innovative work that has brought academic and behavioral success for many undeserved students. SmartARTS began in Title 1 schools and now offers its programs to interested Elementary and Middle school teachers in Greenville County.

SmartARTS programs focus on standards-based arts integration and are designed to meet the objectives of the No Child Left Behind Act and the school district's Arts Education Plan."

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

DISTRICT PROFILE

Greenville County Schools (GCS) is widely recognized as a leader in public education. Serving over 67,903 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. The District facilities include 6 child development centers, 49 elementary schools, 18 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 11 magnet academics operate, providing unique educational opportunities, including concentrations in foreign language, communication arts, pre-engineering, and science and technology.

GCS has 16 schools receiving federal funding from Title I. Title I funds allow schools to provide opportunities for children to acquire the knowledge and skills contained in the challenging state content standards. The GCS Title I program provides enriched and accelerated educational programs. These programs include school-wide programs which provide additional staffing, professional development, and parent involvement programs to help parents participate in the education of their children at home and at school.

GCS serves a culturally diverse population of students. The ethnic make-up of students in GCS in 2008-2009 was 59.9% white, 26.0% African-American, 10.4% Hispanic, 2.6% Asian, and 0.2% Native American. Dedicated to meeting the educational needs of all students, GCS serves over 10,790 (15.9%) students with disabilities. Of those, over 8,434 are

students with disabilities more severe than speech and an additional 2,360 are students with speech disabilities. Additionally, 8,771 (12.9%) GCS students participate in the District's gifted and talented program. GCS also serves over 5,800 (8.5%) students who meet the state specifications for English for Speakers of Other Languages (ESOL).

GCS stresses the importance of daily attendance for all students and teachers. As reported in the 2007-2008 Annual Report Card, GCS had an average student attendance rate of 96.2% and a teacher attendance rate of 95.6%. The annual student dropout rate was 3.8%.

There are 4,864 teachers in the District; 60.1% hold Master's degrees or higher, while 500 are National Board Certified. The average teacher salary is \$44,197. Thirteen Greenville County schools have been named National Blue Ribbon Schools of Excellence. Over the last thirty years, 18 schools have been designated Palmetto's Finest Schools, our state's highest honor for schools. In May 2009, three GCS schools were identified as Red Carpet Schools for their efforts to provide the highest level of customer service to their parents and school community. In the past six years, over 40 schools have received the honor at least once. Twenty-nine schools are part of the PTA National Schools of Excellence, and 34 schools have been identified as Baldrige Model Schools. Finally, 88% of our graduates in 2009 went on to pursue higher education.

In 2008-2009, Greenville County Schools earned National Accreditation from the AdvancED Accreditation Commission, recognizing GCS as a high quality school district and granting full accreditation to the school district and all of its schools.

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS
(Mandated Component)

GOAL 1

AYP and Report Card Ratings

In 2009, the percentage of GCS schools that met AYP increased by 26.3 percentage points from 2008. Figure 1 displays the percentage of GCS schools that met AYP for the past eight years. The percentage of elementary schools that met AYP increased 2009. One GCS middle school met AYP. No GCS high schools met AYP in 2008-09. The district has not met AYP since 2004-05. The district met 29 out of 37 objectives (78.4%) in 2005-06 and in 2006-07, 27 out of 37 objectives (73.0%) in 2007-08, and 34 out of 37 objectives (92.0%) in 2008-09.

Figure 1. AYP History in GCS

GCS All Schools	No	Yes	Total	% Met
02-03	67	19	86	22.1%
03-04	37	50	87	57.5%
04-05	48	37	85	43.5%
05-06	60	24	84	25.6%
06-07	58	26	84	31.0%
07-08	70	14	84	16.7%
08-09	49	37	86	43.0%
Elementary				
02-03	35	15	50	30.0%
03-04	9	40	49	81.6%
04-05	18	30	48	62.5%
05-06	28	20	48	41.7%
06-07	28	19	47	40.4%

07-08	39	8	47	17.0%
08-09	17	31	48	64.6%
Middle				
02-03	18	0	18	0.0%
03-04	18	0	18	0.0%
04-05	18	0	18	0.0%
05-06	17	0	17	0.0%
06-07	17	0	17	0.0%
07-08	17	0	17	0.0%
08-09	17	1	18	5.6%

High				
02-03	14	0	14	0.0%
03-04	8	6	14	42.9%
04-05	11	3	14	21.4%
05-06	14	0	14	0.0%
06-07	13	1	14	7.1%
07-08	13	1	14	7.1%
08-09	14	0	14	0.0%

*GCS All Schools totals include traditional schools, career centers, and special centers (Sterling School and Washington Center).

In 2005-06, the Absolute Rating for GCS was *Average* and the Growth Rating was *At-Risk*. In 2006-07 and 2007-08, the Absolute Rating for GCS was *Average* and the Growth Rating was *Average*. In 2008-09, the Absolute Rating for the district remained *Average*; however, the Growth Rating dropped one level from 2008 to *Below Average*. In 2008-09, the district's Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups

of students. Figure 2 displays the Absolute and Growth Rating totals and percentages since 2000-01.

Figure 2. GCS Report Card Absolute Ratings*

GCS DISTRICT RATINGS	2008-09				2007-08			
	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT
Total Excellent	18	21.4%	10	11.9%	8	9.5%	11	13.1%
Total Good	15	17.9%	16	19.0%	17	20.2%	12	14.3%
Total Average	46	54.8%	45	53.6%	34	40.5%	12	14.3%
Total Below Average	4	4.8%	11	13.1%	20	23.8%	29	34.5%
Total At-Risk	3	3.6%	4	4.8%	5	6.0%	20	23.8%
Total	86		86		84		84	

GCS DISTRICT RATINGS	2006-07				2005-06			
	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT
Total Excellent	7	8.4%	5	6.0%	12	14.6%	6	7.4%
Total Good	16	19.3%	8	9.6%	19	23.2%	13	16.0%
Total Average	35	42.2%	8	9.6%	28	34.1%	7	8.6%
Total Below Average	18	21.7%	24	28.9%	17	20.7%	16	19.8%
Total At-Risk	7	8.4%	38	45.8%	6	7.3%	39	48.1%
Total	83		83		82		81	

GCS DISTRICT RATINGS	2004-05				2003-04			
	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT
Total Excellent	14	16.9%	6	7.2%	17	20.0%	9	10.6%
Total Good	27	32.5%	13	15.7%	35	41.2%	13	15.3%

Total Average	28	33.7%	6	7.2%	22	25.9%	6	7.1%
Total Below Average	10	12.0%	19	22.9%	9	10.6%	19	22.4%
Total At-Risk	4	4.8%	39	47.0%	2	2.4%	38	44.7%
Total	83		83		85		85	

GCS DISTRICT RATINGS	2002-03				2001-02			
	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT
Total Excellent	25	29.1%	5	5.8%	20	23.0%	6	6.9%
Total Good	29	33.7%	20	23.3%	36	41.4%	19	21.8%
Total Average	21	24.4%	3	3.5%	18	20.7%	2	2.3%
Total Below Average	8	9.3%	14	16.3%	10	11.5%	32	36.8%
Total At-Risk	3	3.5%	44	51.2%	3	3.4%	28	32.2%
Total	86		86		87		87	

*GCS Totals include traditional schools, career centers, and special centers (Sterling School and Washington Center).

PASS Scores

In spring 2009, South Carolina instituted the new Palmetto Assessment of State Standards (PASS) to replace the Palmetto Achievement Challenge Tests (PACT) in grades 3-8. The new state test includes five subject areas: writing, English language arts (reading and research), mathematics, science, and social studies. PASS scores are reported using three scoring levels: Not Met, Met, and Exemplary. Students scoring Met or Exemplary are considered to have met the state's academic standards.

In spring 2009, Greenville County Schools' students met or exceeded the state average on 23 of 30 tests on PASS.

Figure 3 displays the difference between GCS and SC PASS writing scores. GCS had more students scoring Met and Exemplary in grades 3, 4, 5, 7, and 8 when compared to the state.

Figure 3. Percent Met and Exemplary on 08-09 PASS Writing

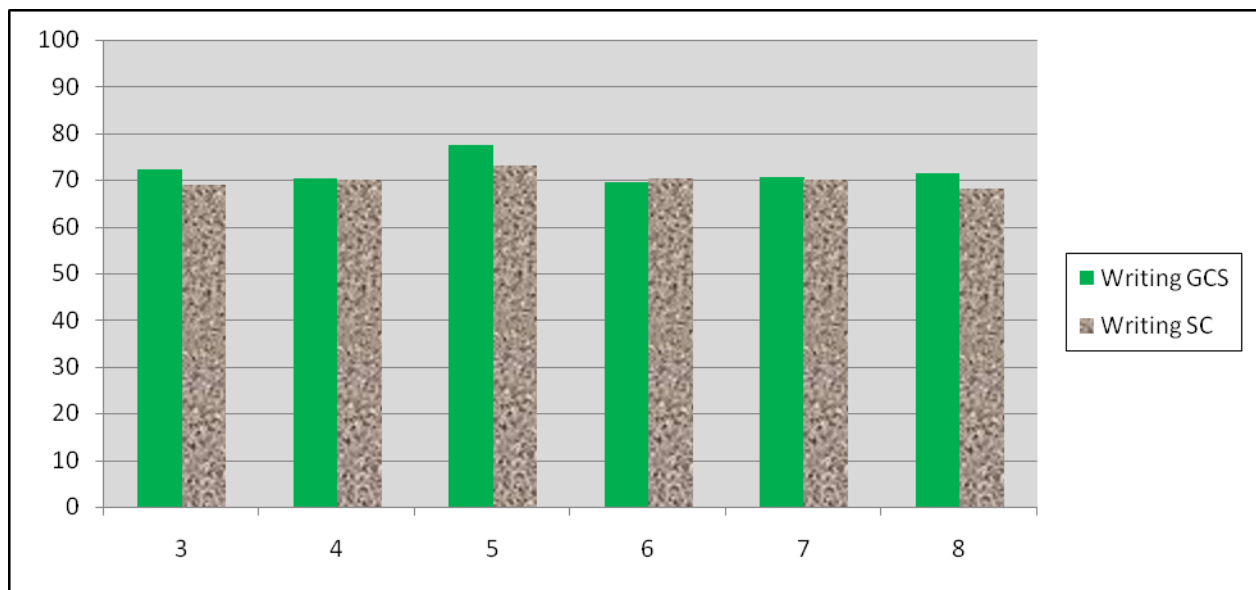


Figure 4 displays the difference between GCS and SC PASS ELA (reading and research) scores. GCS had more students scoring Met and Exemplary in grades 3, 4, 5 and 8 when compared to the state.

Figure 4. Percent Met and Exemplary on 08-09 PASS ELA (Reading and Research)

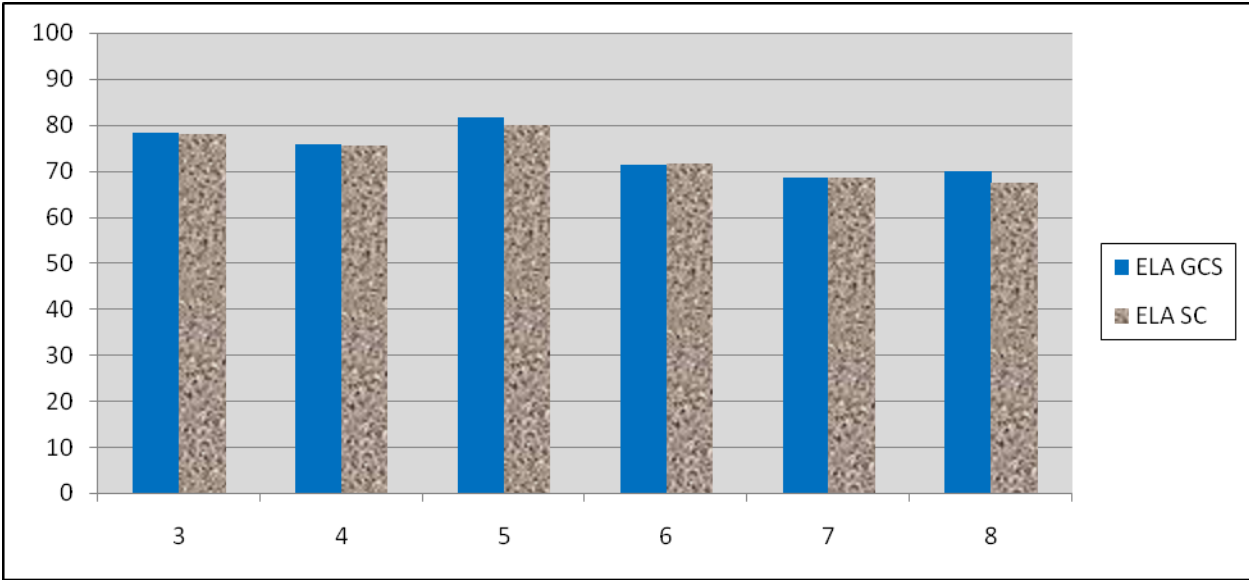


Figure 5 displays the difference between GCS and SC PASS math scores. GCS had more students scoring Met and Exemplary in grades 3, 4, 5 and 8 when compared to the state.

Figure 5. Percent Met and Exemplary on 08-09 PASS Math

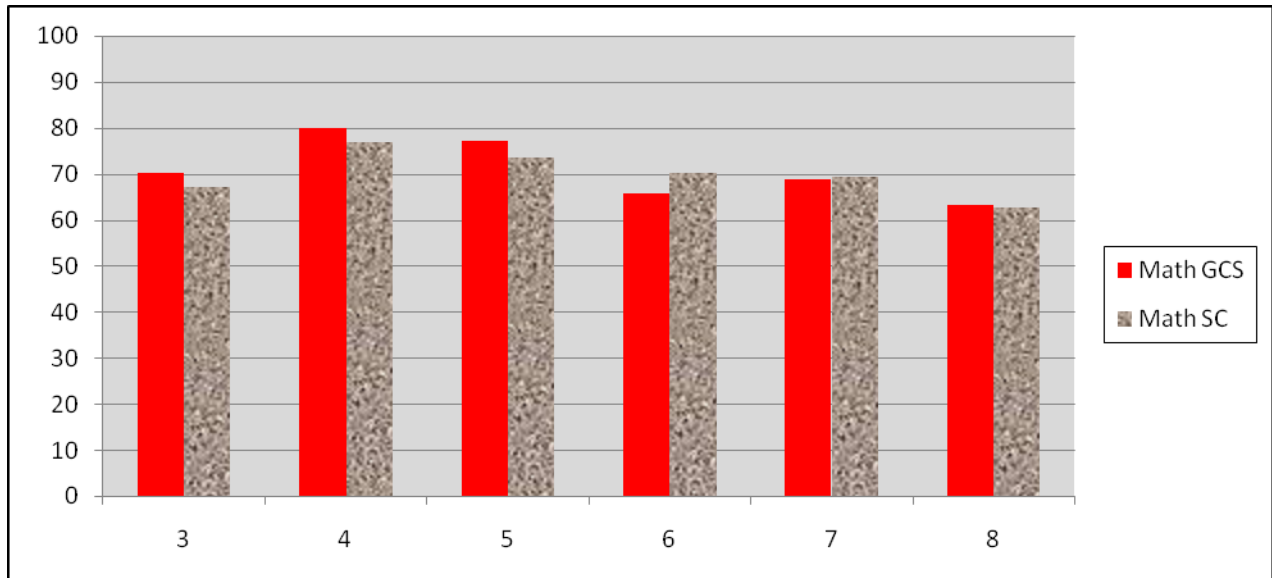


Figure 6 displays the difference between GCS and SC PASS science scores. GCS had more students scoring Met and Exemplary in grades 3, 4, 5, 6, and 8 when compared to the state.

Figure 6. Percent Met and Exemplary on 08-09 PASS Science

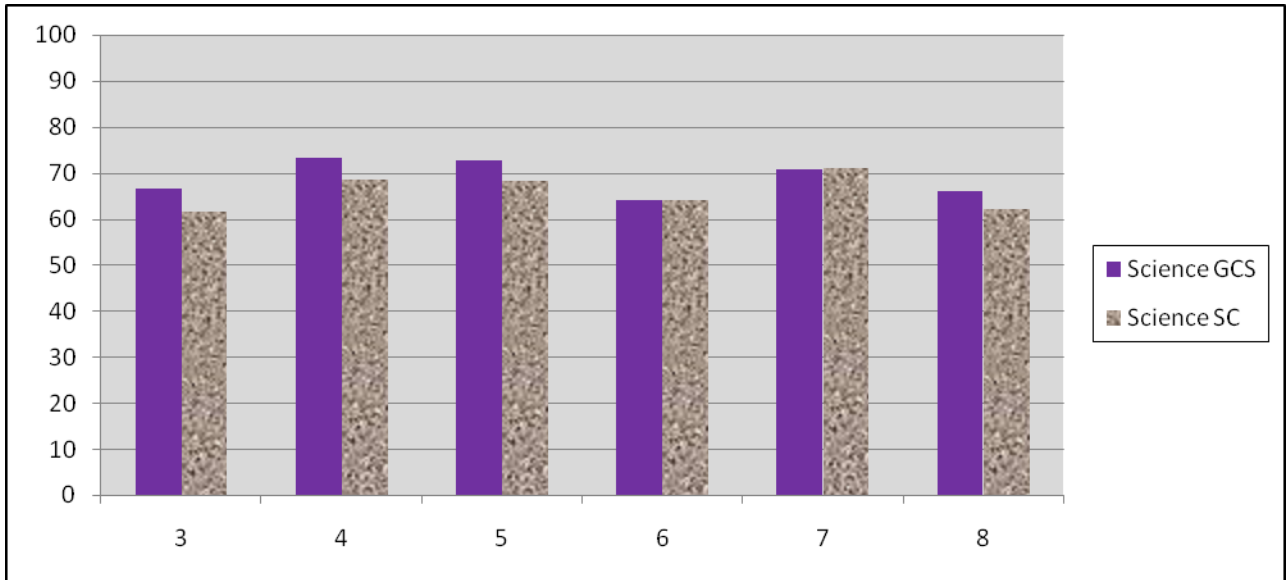
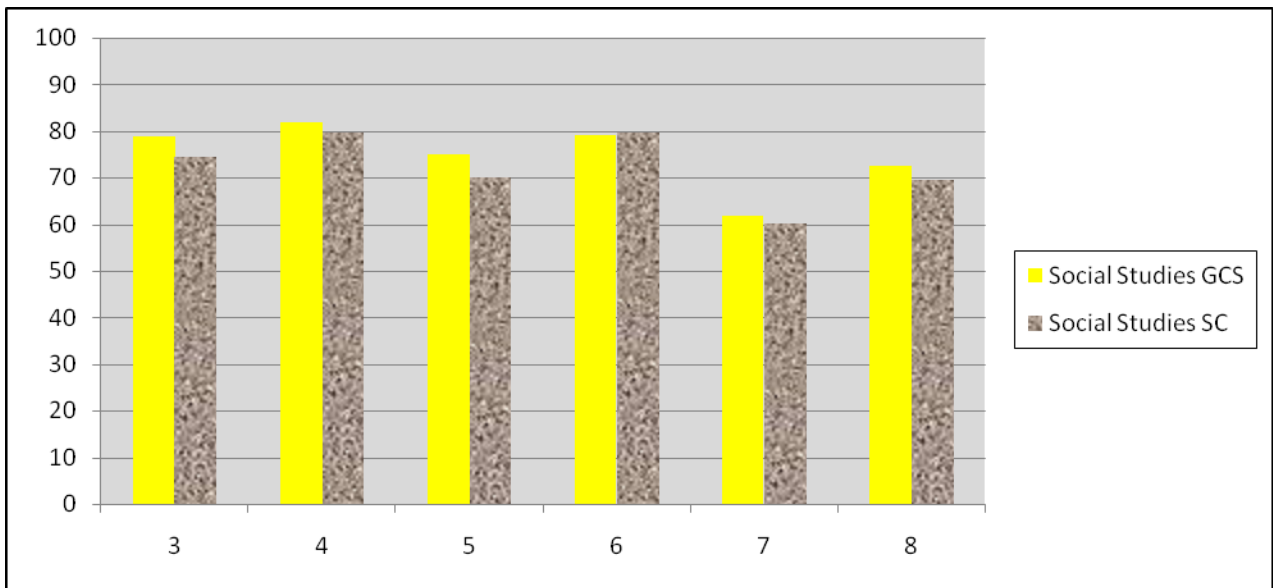


Figure 7 displays the difference between GCS and SC PASS social studies scores. GCS had more students scoring Met and Exemplary in grades 3, 4, 5, 7, and 8 when compared to the state.

Figure 7. Percent Met and Exemplary on 08-09 PASS Social Studies



Measures of Academic Progress (MAP)

Since 2005-2006, an additional resource for assessment in Greenville County has been used, the Measures of Academic Progress (MAP) test. This computerized system of testing is administered two to three times a year in every school in reading and mathematics, and two optional subjects, language usage and 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 PASS and other standardized tests, MAP reports provide a snapshot of student achievement at intervals throughout the school year. MAP results are regularly being used in the schools for curriculum decisions, student placement, and parent conferences. As MAP testing continues, the results will increasingly be used to help assess students' academic achievement and in district planning.

High School Achievement Scores

End-of-Course Exam Program (EOCEP)

Middle school students' English I EOCEP passage rates remained constant at 98.7% from 2007-08 to 2008-09. High school students' English I passage rates increased from 64.7% in 2007-08 to 68.0% in 2008-09.

Middle school students' passage rate on the Algebra I EOCEP increased from 97.9% in 2007-08 to 99.1% in 2008-09. The high school passage rate on the Algebra I EOCEP decreased from 72.3% in 2007-08 to 69.3% in 2008-09.

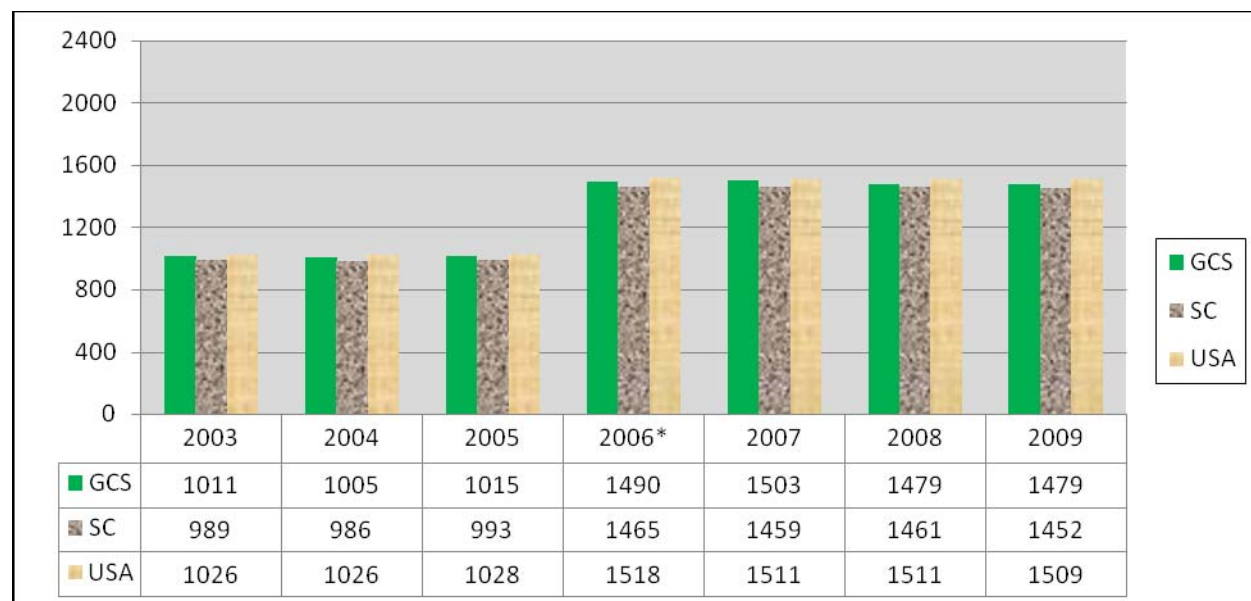
The Physical Science EOCEP passage rate (high schools only) decreased slightly from 62.1% in 2007-08 to 61.5% in 2008-09.

In 2008-09, the US History and Constitution EOCEP results (high school only) were reported for the first time. The passage rate for GCS students in 2008-09 was 54.0%.

SAT

GCS high school students have continued to maintain SAT scores that are higher than the SC state average for verbal, math and composite scores. In GCS, the average composite score on the SAT remained constant at 1479 from 2008 to 2009. There were 2,315 (54%) GCS seniors tested in 2009. The average critical reading score was 498, the average writing score was 480, and the average math score was 500. Figure 8 displays the SAT composite score results from the past seven years. GCS has remained higher than the average SC score and slightly behind the average national score.

Figure 8. 7-Year SAT Composite Scores of GCS, SC, and the Nation



*In 2006, writing was added to the composite score of the SAT.

ACT

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 21.1 in 2008 to 21.4 in 2009. One-tenth of an ACT point is comparable to four points on the SAT. Figure 9 displays the 2008-09 ACT results in GCS.

Figure 9. 2009 ACT Results

	# of students	English	Math	Reading	Science	Composite
GCS	1,449	21	21.2	21.7	21.1	21.4
SC	16,030	18.9	19.9	19.7	19.7	19.7
Nation	1,480,469	20.6	21	21.4	20.9	21.1

Advanced Placement (AP) Exams

The number of students taking AP Exams decreased from 2008 to 2009. However, the percentage of students scoring a 3 or higher on an AP exam increased from 2008 to 2009. Figure 10 displays the total number of exams taken as well as the percent scoring 3 or higher on an AP exam.

Figure 10. Number of AP Exams and Percent Scoring 3-5 in GCS

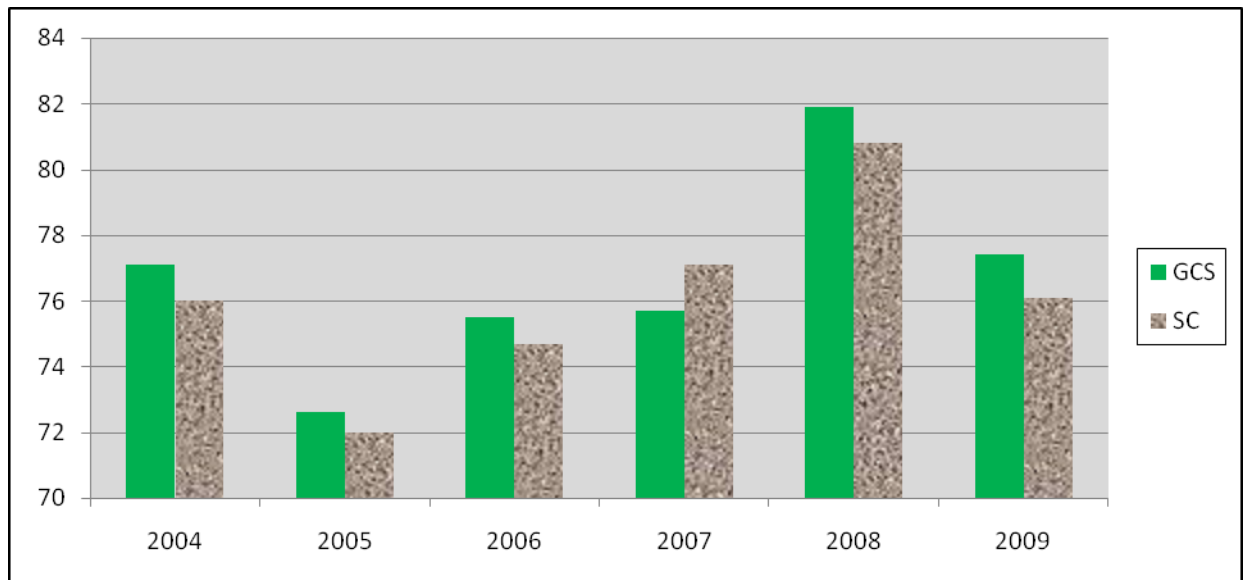
Year	# Exams	% 3-5 Scores
1999	1,911	58%
2000	1,965	60%
2001	2,078	60%
2002	2,881	55%
2003	3,437	53%
2004	3,777	48%

2005	4,877	43%
2006	4,568	48%
2007	4,943	51%
2008	4,457	51%
2009	4,311	57%

High School Assessment Program (HSAP)

SC's EXIT Exam changed from the Basic Skills Assessment Program (BSAP) to the High School Assessment Program (HSAP) Exam in 2003-04. Currently, there are six years' data from the HSAP, shown in Figure 11.

Figure 11. Percent of Students Passing Both Sections of HSAP on 1st Attempt



The Achievement Gap

In 2008, 11 schools were identified as Gap schools, and four schools from 2007 that no longer met the criteria continued to receive services to assist them in maintaining their positive results. The criteria for 2008 was based

on at least a 21% point difference in PACT ELA and/or math in the Below Basic category between students receiving subsidized meals and students not receiving subsidized meals. Five of the eleven identified schools were Gap schools in 2007. Those schools made progress but still remained within the 21% point difference range. Because of the switch from PACT to PASS state testing in 2009, new data was not available in order to establish new criteria and select new schools at the beginning of the 2008-09 school year. Therefore, a decision was made to continue working with the 2008 schools for the 2008-09 school year. Services are also made available to any school making a request.

The percentage of African American and Hispanic students scoring Proficient and Advanced is much lower than the percentage of White and Asian students scoring Proficient and Advanced on all PACT subtests for the 2007-08 school year. Figure 12 displays the difference in PACT scores. The achievement gap for elementary and middle schools must continue to be a high priority need for improvement in GCS' Strategic Plan.

Figure 12. % of Students Scoring Proficient and Advanced on PACT 2007-08

	ELA	Math	Science	Soc. St.
White	49.9	46.7	49.7	46.1
African American	21.8	16.8	18.3	20.5
Asian	62.7	64.8	60.9	60.2
Hispanic	26.0	26.1	23.8	27.7

The percentage of FARMS students scoring Proficient and Advanced on PACT ELA in 2007-08 was 52.6% compared to 22.6% of full-pay students. The greatest difference between full-pay and FARMS students was in Science

with a difference of 30.6%. The differences between these two groups of students are displayed in Figure 13.

Figure 13. % of Full-Pay and FARMS Students Scoring Proficient and Advanced on PACT 2007-08

	ELA	Math	Science	Soc. St.
Full-Pay	52.6	48.0	50.8	47.8
FARMS	22.6	20.1	20.2	21.7
<i>Difference</i>	<i>30.0</i>	<i>27.9</i>	<i>30.6</i>	<i>26.1</i>

The percentage of students with IEPs scoring Proficient and Advanced on PACT ELA in 2007-08 was 12.2% compared to 44.3% of students without IEPs. The greatest difference between IEP students and non-IEP students was in ELA with a difference of 32.1%. The differences between these two groups of students are displayed in Figure 14.

Figure 14. % of Non-Disabled and Disabled Students Scoring Proficient and Advanced on PACT 2007-08

	ELA	Math	Science	Soc. St.
No IEP	44.3	40.4	42.0	40.5
IEP	12.2	11.4	13.7	14.5
<i>Difference</i>	<i>32.1</i>	<i>29.0</i>	<i>28.3</i>	<i>26.0</i>

The percentage of LEP students scoring proficient and advanced on the 2007-08 PACT ELA was 28.9% while the percent of non-LEP students scoring proficient or advanced in 2007-08 was 40.7%. PACT Science was the largest difference between LEP and non-LEP student performance. Figure 15 displays the differences between LEP and non-LEP on the PACT 2007-08.

Figure 15. % of Non-LEP and LEP Students Scoring Proficient and Advanced on PACT 2007-08

	ELA	Math	Science	Soc. St.
Non-LEP	40.7	36.9	39.7	37.3
LEP	28.9	28.5	25.0	29.4
<i>Difference</i>	<i>11.8</i>	<i>8.4</i>	<i>14.7</i>	<i>7.9</i>

Ethnicity differences in student performance can be seen on the ELA section of the HSAP for both spring 2008 and spring 2009. In 2008 and spring 2009, Asian/Pacific Islander students had the greatest percentage of students who scored at or above Level 2 compared to the other ethnicity groups. In 2008, 94.8% of white students, 77.4% of African-American students, 79.0% of Hispanic students, and 94.9% of Asian/Pacific Islander students earned a score at or above Level 2. In 2009, 92.4% of white students, 75.3% of African-American students, 78.8% of Hispanic students, and 94.1% of Asian/Pacific Islander students earned a score at or above Level 2. From 2008 to 2009, the percentage of students scoring at or above Level 2 decreased for all ethnic groups, with white students seeing the greatest drop at 2.4%. Ethnicity differences in student performance are also apparent on the mathematics section of the HSAP for spring 2008 and 2009. Asian/Pacific Islander students had the highest percentage of students passing the mathematics section of the HSAP in 2008 and 2009. In 2008, 92.0% of white students, 69.5% of African-American students, 74.8% of Hispanic students, and 94.9% of Asian/Pacific Islander students scored at or above Level 2 on the mathematics section of the test. In 2009, 88.2% of white students, 63.3% of African-American students, 78.9% of Hispanic students, and 93.1% of Asian/Pacific Islander students scored at or above Level 2 on the mathematics portion of the test. From 2008 to 2009, the percentage of students scoring at or above Level 2 and the percentage of

students scoring at or above Level 3 increased for one ethnic group—Hispanic students.

Figure 16. % of All Students by Ethnicity Scoring at or Above Level 2 on HSAP 1st Attempt

	ELA 2008	ELA 2009	Math 2008	Math 2009
WHITE				
% Level 2 +	94.8	92.4	92.0	88.2
% Level 3 +	78.5	69.2	68.7	65.6
AFRICAN-AM				
% Level 2 +	77.4	75.3	69.5	63.3
% Level 3 +	40.3	30.8	30.5	25.3
HISPANIC				
% Level 2 +	79.0	78.8	74.8	78.9
% Level 3 +	50.8	40.9	42.2	45.5
ASIAN / PI				
% Level 2 +	94.9	94.1	94.9	93.1
% Level 3 +	80.8	70.3	84.8	83.2

Students in Greenville County Schools receiving free or reduced priced lunch also have lower HSAP exam scores than full-pay lunch students, as shown in Figure 17 below.

Figure 17. % of All Students by Lunch Status Scoring At or Above Level 2 on HSAP 1st Attempt

	ELA 2008	ELA 2009	Math 2008	Math 2009
SUBSIDIZED MEALS				
% Level 2 +	78.4	74.3	71.3	67.4
% Level 3 +	43.7	33.2	35.3	32.1

FULL-PAY MEALS

% Level 2 +	94.1	93.1	91.4	87.8
% Level 3 +	77.4	68.6	67.3	64.5

Graduation rates in 2008-09 exemplify the achievement gaps that currently exist in Greenville County Schools. The graduation rate for African American students was 64.6% versus 79.7% for white students, while the graduation rate for students receiving free or reduced priced lunch was 60.9% and the graduation rate for full-pay students was 81.9%.

End-of-course passage rates in Greenville County during the 2008-09 school year also show the achievement gaps that currently exist in Greenville County Schools. The end-of-course passage rate for African-American students was significantly lower on all tests than the passage rate for white students. The same hold true for students receiving free or reduced priced lunch compared to full-pay lunch students.

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
Greenville, SC 29609
Telephone: (864) 355-8100
Fax: (864) 355-8160

“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"

Communications Arts Magnet Program with a focus on the integration of arts and technology across the curriculum.

- High School Credit (Carnegie Units) Courses including Honors Algebra I, Geometry, Honors English I and Spanish I
- Advanced studies in Art, Dance, Drama, Music, and Technology
- Journalism Programs (Newspaper, Yearbook, Literary Magazine)
- Video Production Program
- Challenge (Gifted and Talented) Language Arts Program
- SC Junior Book Award Reading Program
- National Junior Beta Club
- Student Government Association
- Parent Teacher Association (PTA)
- School Improvement Council (SIC)
- Student Led Conferences
- Boys and Girls Athletic Teams for all Middle School Sports
- Intramural Sports Program
- Awards Days/Student Recognition Programs
- Career Education Program including Speaker Programs and Job Shadowing
- Metropolitan Arts Council "Smart Arts" Program
- Cultural and Educational Field Trips to locations including The Peace Center and Roper Mountain Science Center
- Year-Round Artist in Residence Program

Achievements/Awards

- 2003 TIAA CREF Administrator of the Year
- 2007 Outstanding Assistant Principal of the Year
- 2007 Emerging Teacher of the Year
- 2004 TIAA CREF Staff Member of the Year
- 2008 Alliance for Quality Education Professional Learning
- Community Grant Winner
- SC Junior Scholars/Duke Tip Scholars
- National, State and District PTA Reflections winners
- State and National History Day Winners
- District and State Visual Arts Award winners
- National C-SPAN Video Contest Winner
- All-State Orchestra winners, Region Orchestra winners
- SC Scholastic Press Association "Excellence in Journalism" awards

- WSPA Public Service Announcement contest winners
- Promising Young Writers Awards

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	7.3	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

2009-1096.8%

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

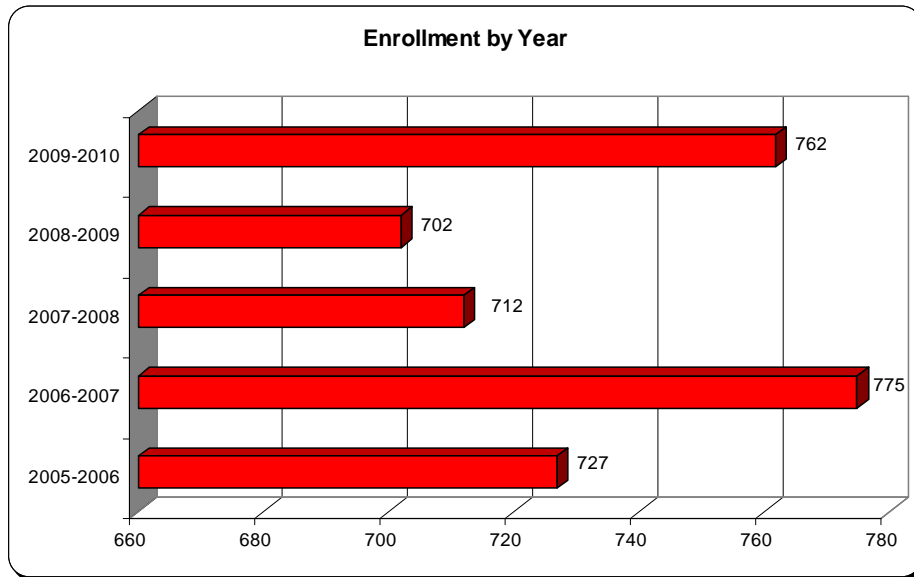
Faculty Profile

3 Administrators
51 Teachers
32 Support Staff
59.6 %.....Master's Degree or Above

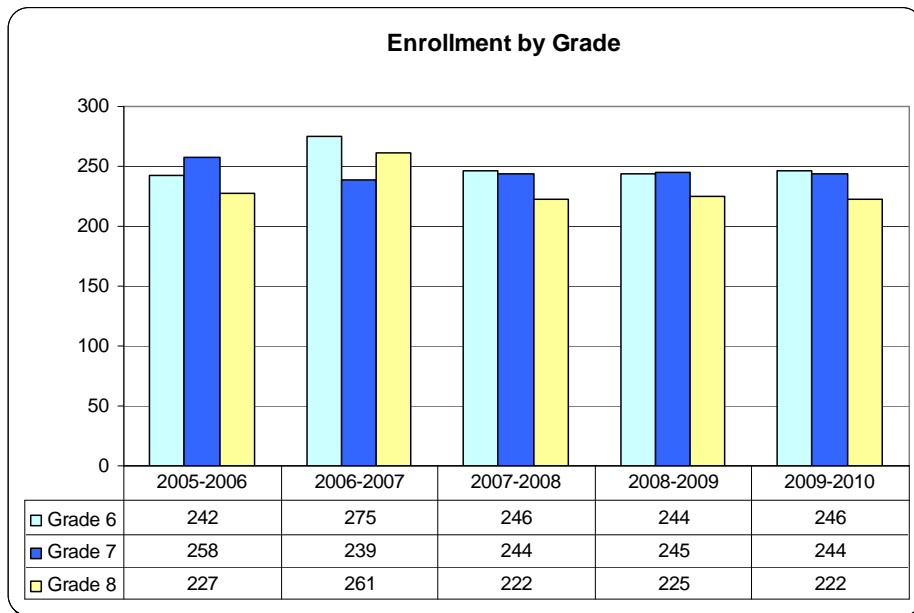
School Facilities

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

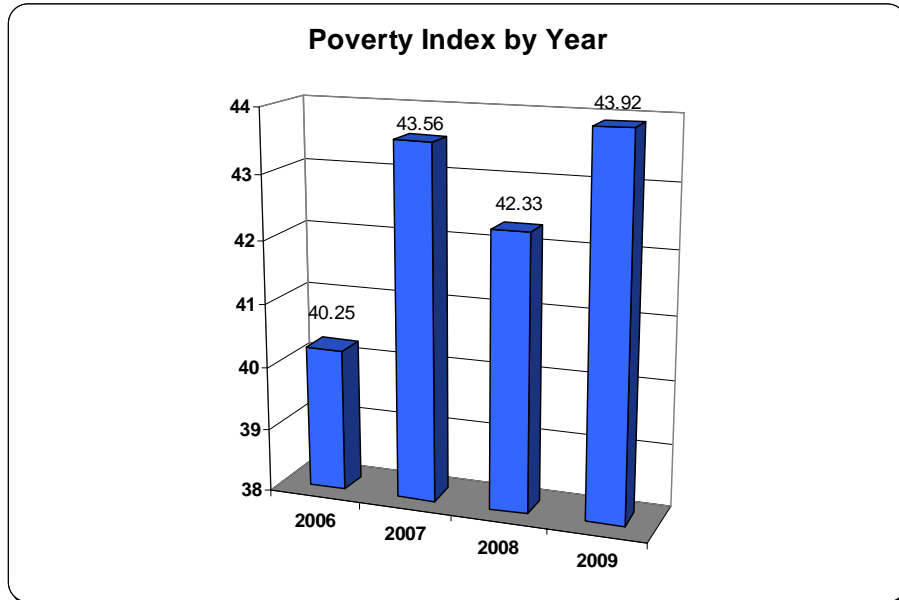
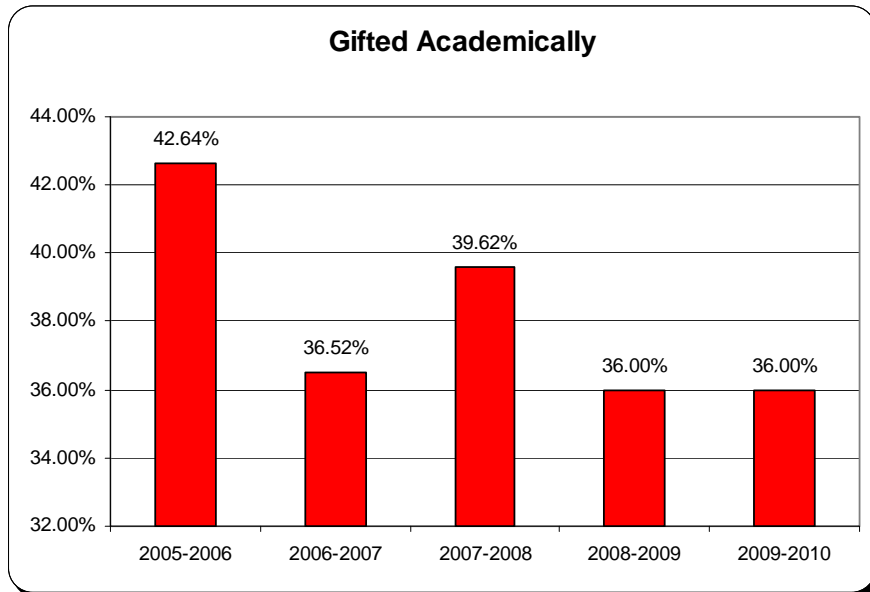
League Academy- Demographic Data



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.

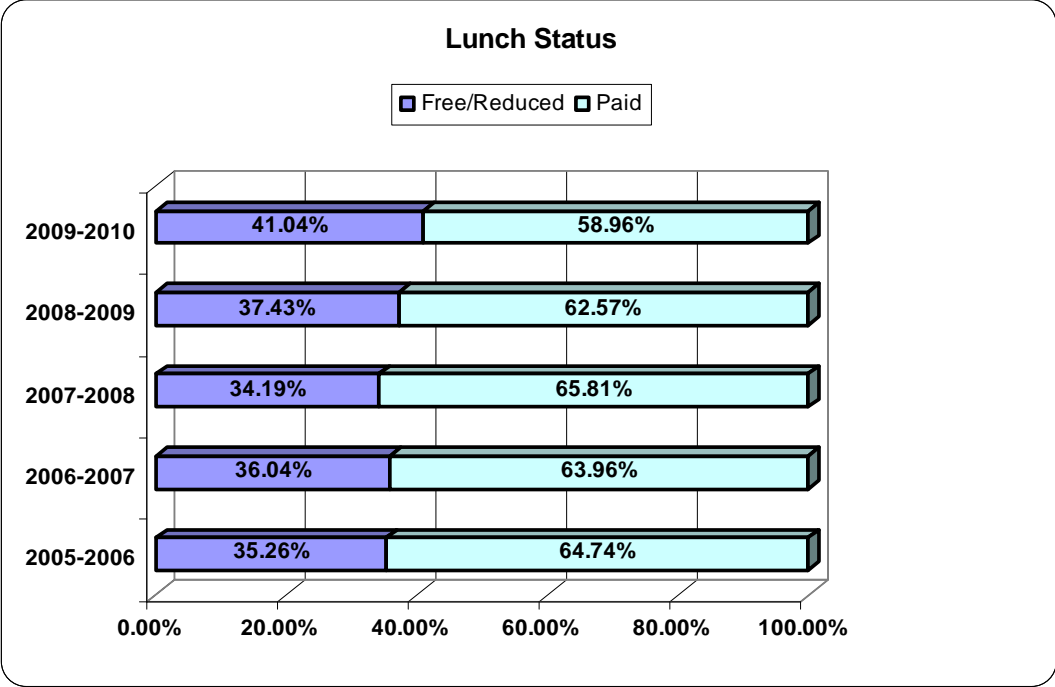


Our gifted population has remained steady the past two years with 36 % of our student population academically gifted.



In direct contrast to our gifted population is our poverty index which has risen to about 44%. This data presents unique challenges to our students,

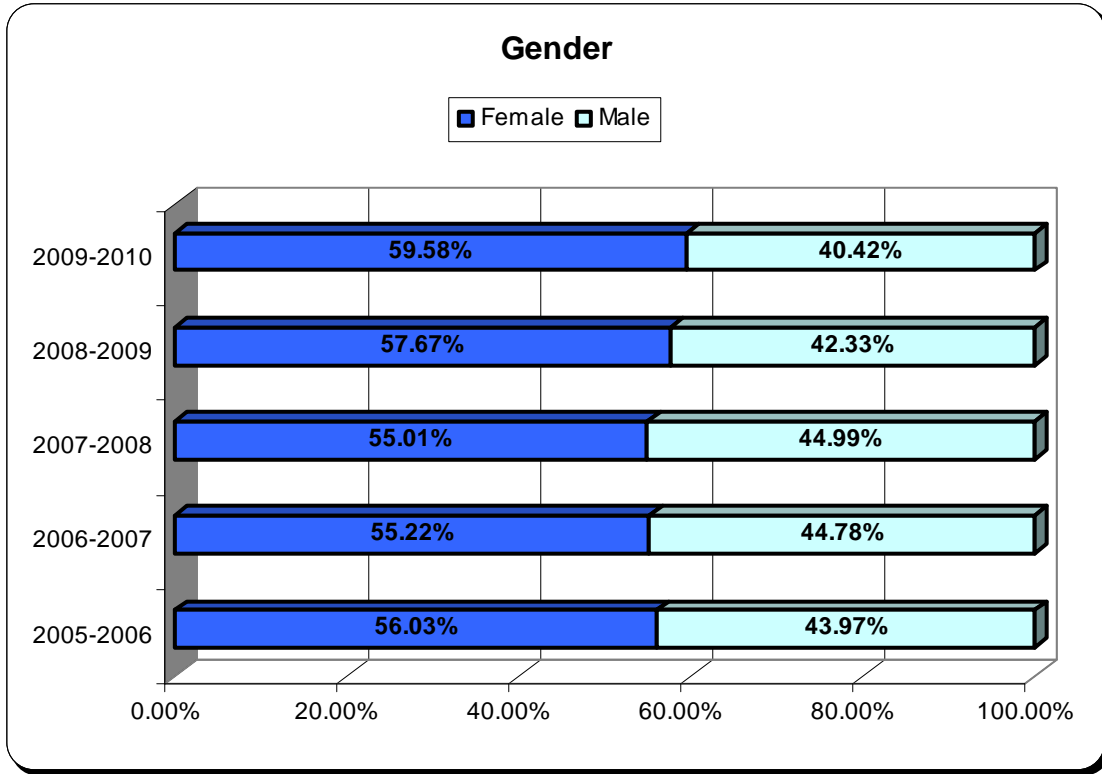
staff and community to provide a challenging, supportive learning environment to raise student achievement for all learners.



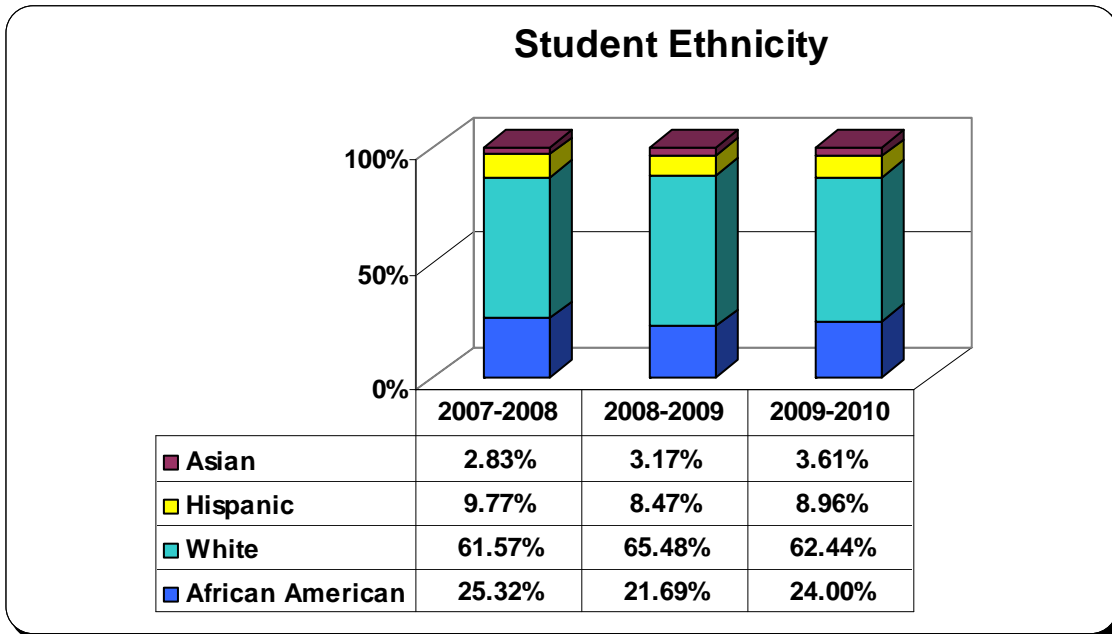
The demographic data indicates a number of strengths. League’s Free/Reduced lunch numbers remained about the same over the past three years. League has a poverty index of about 42% and 91% of our student enrollment is stable, which represents a low mobility rate. League’s gifted and talented students represent about 36% 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 large class sizes.



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.



League’s data shows a steady ethnic diverse population. We are fortunate that our student populations remain very stable with little change over time. League’s ESOL student population remains steady at about 40. There are a variety of Spanish dialects spoken among our Hispanic population which makes effective communication more difficult with these students and their families. A variety of languages, in addition to Spanish, presents challenges for any ESOL program and our school.

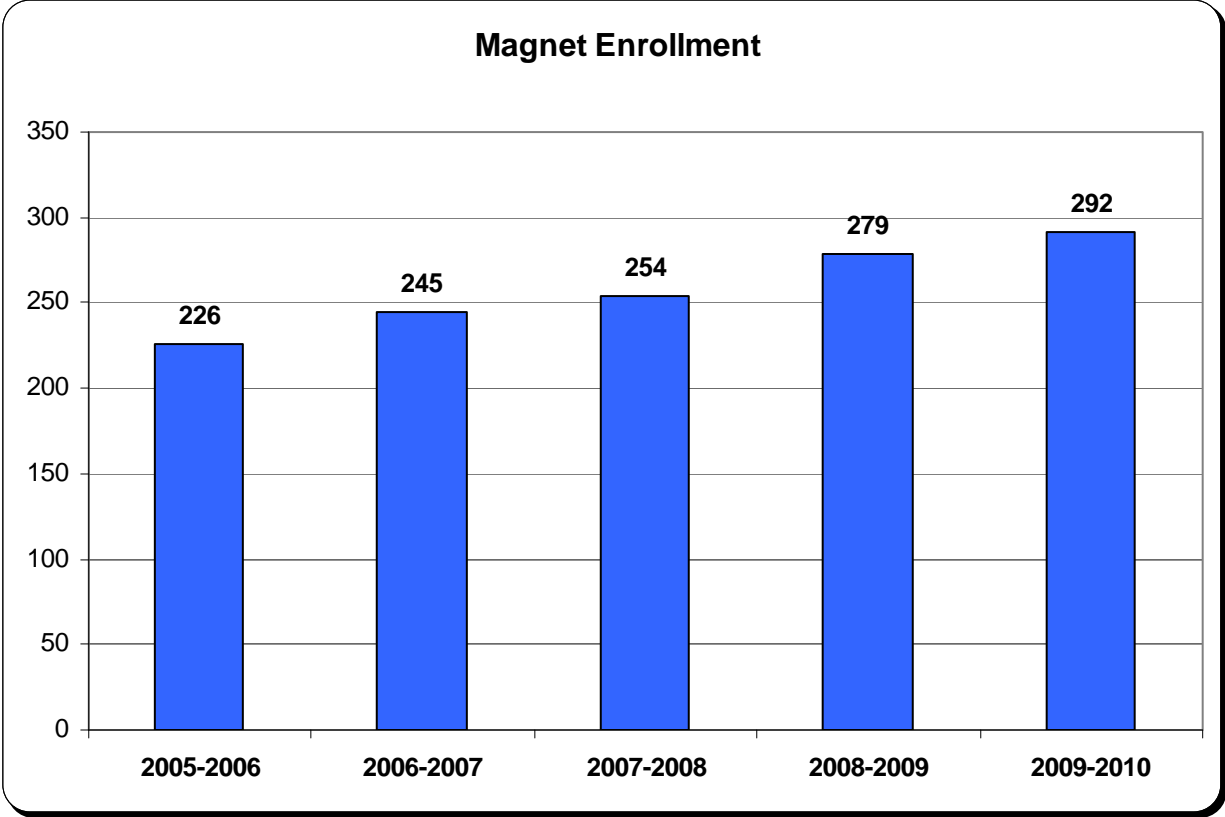
Retention by Grade			
School Year	Grade 6	Grade 7	Grade 8
2007-2008	2	1	1
2008-2009	5	3	0

The retention of students showed an increase in sixth grade retention and an increase in seventh grade retention over the past 2 years. The eighth grade retention rate remains the lowest during this time period, with none held back in 2008-09.

Special Education	2007-08	2008-2009	2009-2010
Disabilities other than speech	8.8%	7.7%	10.5%

League special education resource and self-contained numbers are up from 2007-2008 to about 11%. The school district determines location and placement of special education students each year. This is the subgroup of students that challenge us when seeking to improve student achievement in ELA and Math to meet AYP.

Magnet Demographics

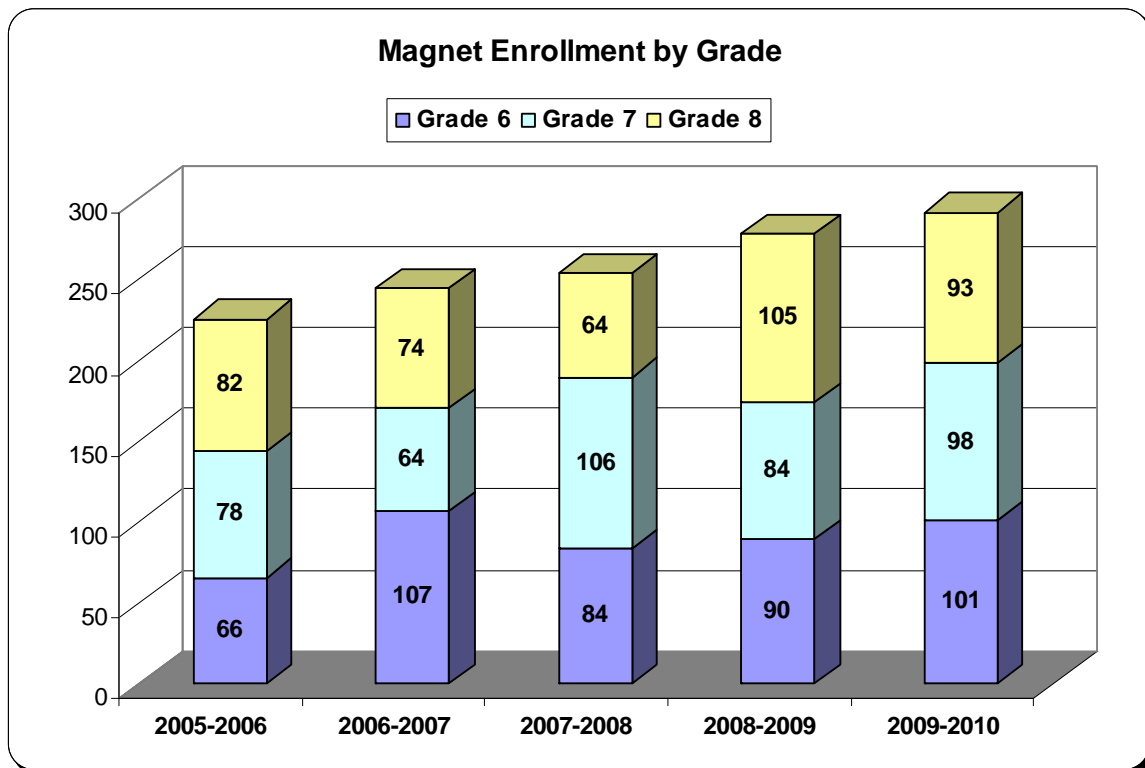


Magnet Enrollment Data

The magnet enrollment changes from year to year due to the changing home-based enrollment and the restrictions from the central office.

League’s number of magnet students has steadily increased to an all time high of 292 in 2009-2010.

Magnet Enrollment by Grade



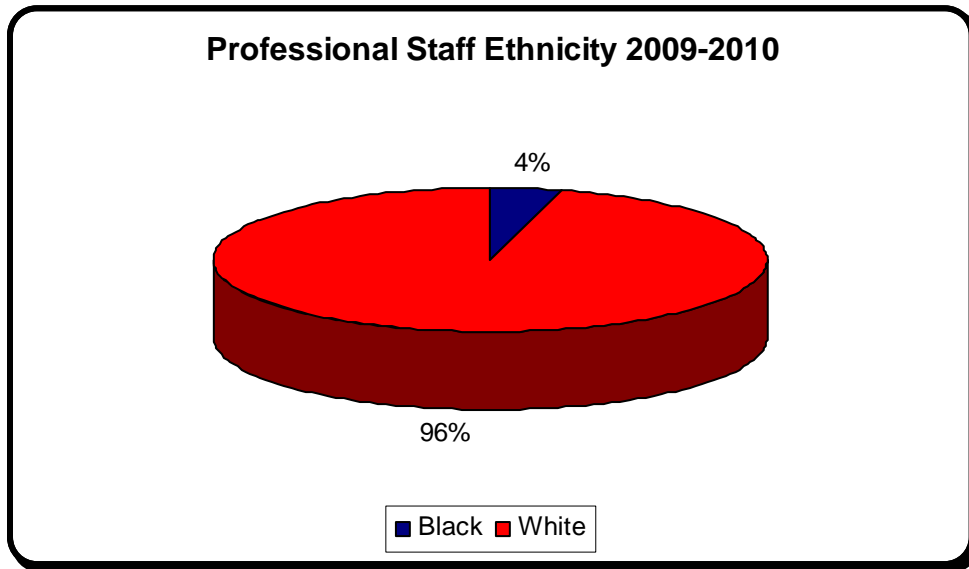
Magnet Waiting List Information

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. 2009-2010 showed an increase in the number of magnet 6th graders to 101 which resulted in the largest sixth grade group we have experienced. The large numbers in sixth grade presented challenges for our teaming philosophy. During the first few weeks of school adjustments were made in the student schedules to more evenly balance class sizes. As a result some students were “cross teamed” for

math instruction. This presented a high need for increased collaboration by grade level. Learning from these teaming challenges in 09-10, a six person team and a four person team have been created at the 7th grade level to provide a successful teaming experience for 2010-1011.

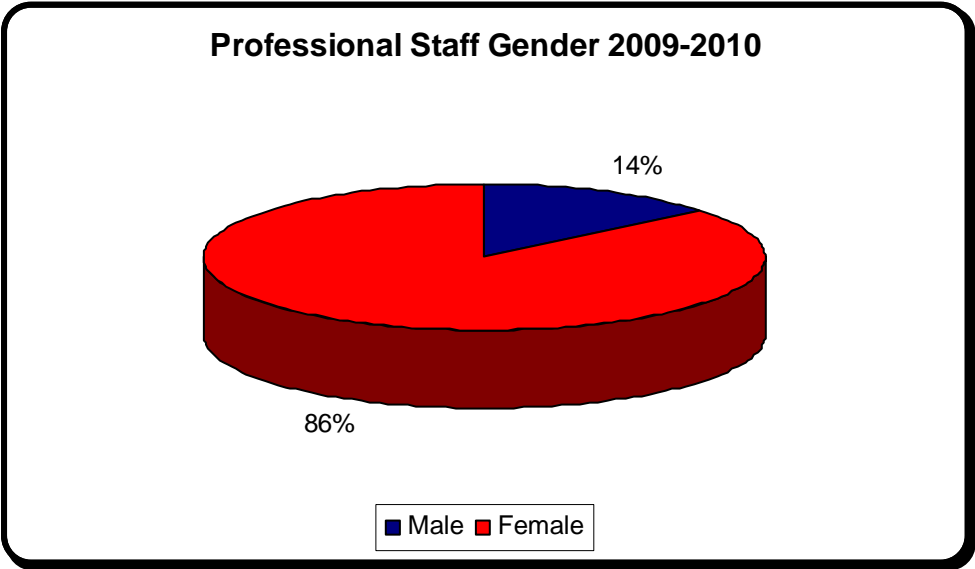
Professional Staff Demographics 2009-2010

Professional Staff Ethnicity 2009-2010



Teachers

Professional Staff Gender 2009-2010



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.

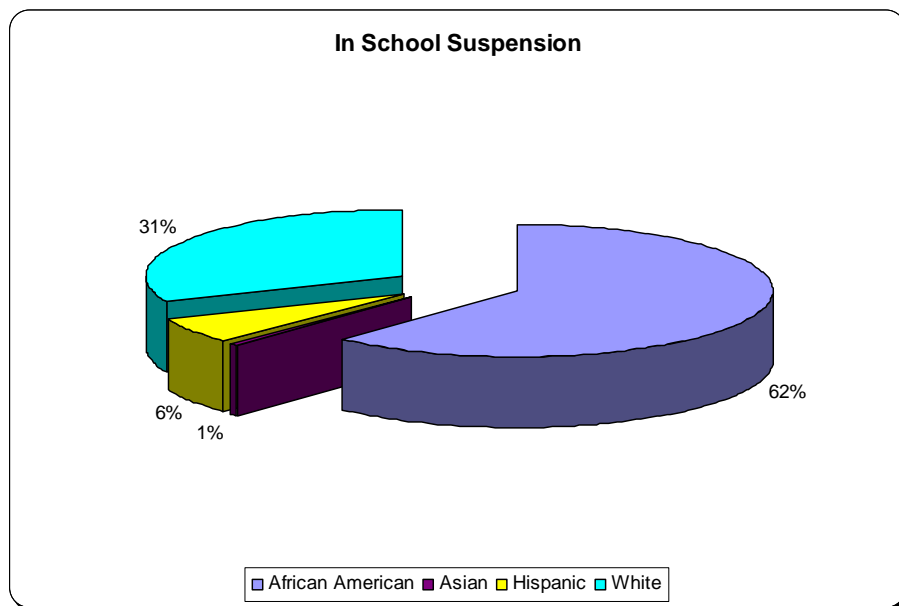
Professional Staff Experience and Education Level 2009-2010

League professional staff is made up of classroom teachers, three administrators, and support staff which include a media specialist, two guidance counselors, career specialist and an instructional coach. Education Level of our professional staff at League indicates that over 55 % have a Masters degree or higher. Five teachers are National Board Certified.

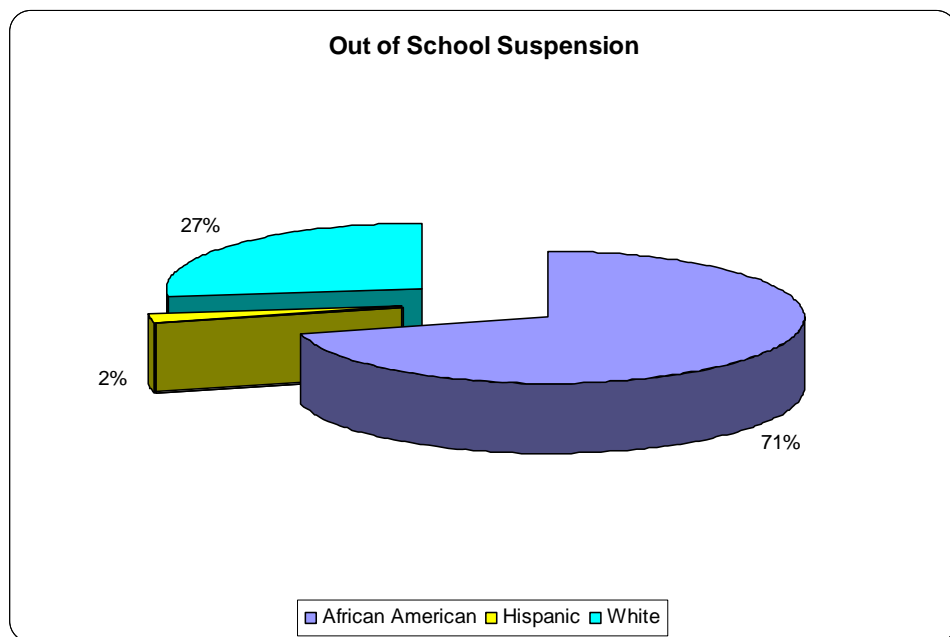
Teacher Information	2009-2010
Teachers with Advanced degrees	55.3%
Continuing Contract Teachers	78.7%
Returning Teachers	82.8%
Teacher Attendance	95.2%

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

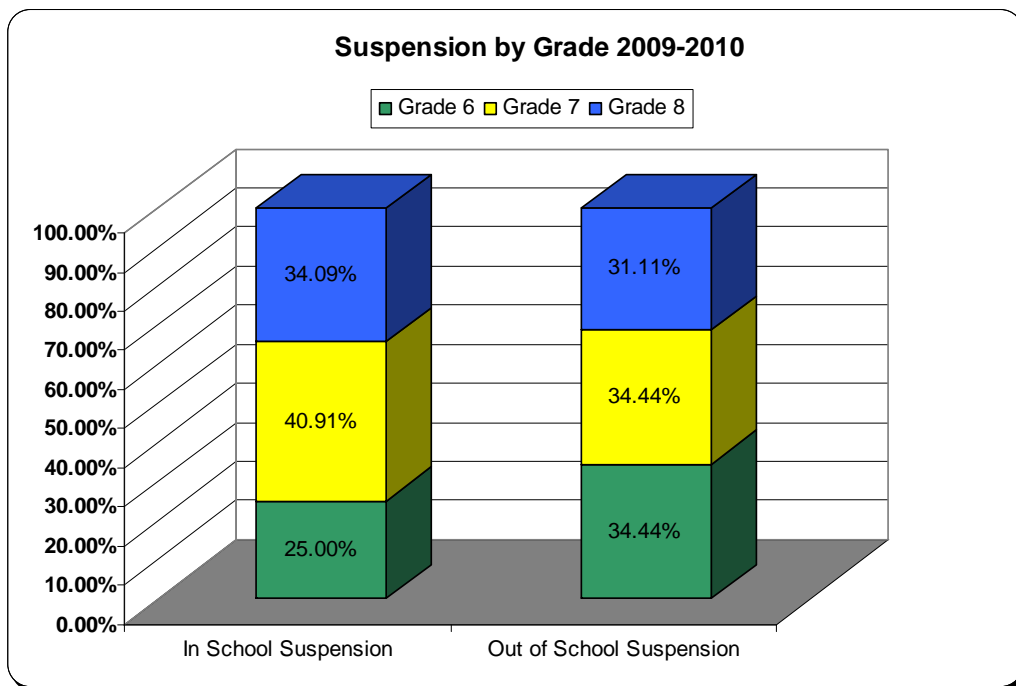


African American students have the highest percentage of in-school suspension 62%. White students account for 31% of our in-school suspensions, which is half of the African American subgroup. 6% of in school suspensions are from our Hispanic subgroup.



Out of school suspension are highest from our African American population with 71%. This number is three times as high as our white population of students with 21%. Our Hispanic subgroup accounts for only 2% of out of school suspensions.

In school suspensions by grade are lowest in the sixth grade with 25% and highest in the seventh grade with 41%. Out of school suspensions are slightly higher in the sixth and seventh grades with both grades reporting 34%.



Instructional and Organizational Effectiveness

Identification and Discussion of Primary Educational Models

ELA	Not Met	Met Standard
League 2009	19%	81%

Math	Not Met	Met Standard
League 2009	21. %	79 %

We are fortunate at League to have a strong academic tradition. Approximately 81 % of our students met standard on PASS in ELA in 2009. Our math scores indicate 79 % of our students met standard on PASS in 2009. Our PASS scores have been consistently higher than the district and state scores. SC (state) PASS performance is 58.8% on ELA and 57.8% on Math. 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, we have a subgroup (disadvantaged) that has not met the growth required for AYP. Each of the other subgroups we met in 2009. The growth shown in 2009 for each of our subgroups is something to celebrate, but we must remain focused on improving all of our subgroups this year. 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. As the faculty looked at PASS 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:

Student Led Conferences

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:”

44% Poverty Index

Low vocabulary level

Below grade level reading comprehension level

Little or no motivation

Single parent households

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

49%% of our African American students did not meet standard on PASS ELA and 50% did not meet standard on PASS 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. Student Led Conferences were held in the fall of 2009 and again in the spring of 2010. These were very successful for students, parents and teachers.

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 during 2007-08 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.

Another Alliance grant written by Toni Norris was funded in 2008-09 for approximately \$10,000 for ongoing work on Professional Learning Communities.

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 2009-2020. 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. Several school wide reading incentives are promoted during the year to motivate students to read. A Clemson/Carolina Reading Contest was a tremendous success in the fall of 2009. In the spring students were challenged to read a certain number of books and if they reached the target Ms. Cox and Indy colored their hair purple! Students met the goal and we had a principal and dog with purple hair!

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 have 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 2009-10

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.

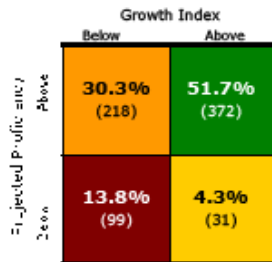
- Performance based assessments, such as plays, performances, auditions, classroom theater/plays, painting, publishing and presentations.
- Variety of assessment instruments including rubrics, checklists, organizers, and self-assessments.
- Varied assessments that accommodate different learning styles 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 2009 – Spring 2010

Reading Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

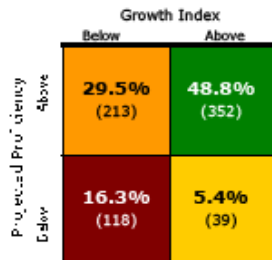
Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth		% Growth	Student Count for Season		% Proficient	% Median
	Count	%		Count	%		
6	276	53.3%	280	79.3%	63.6%		
7	227	55.9%	237	82.3%	73.0%		
8	217	59.4%	226	82.7%	69.9%		

Mathematics Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

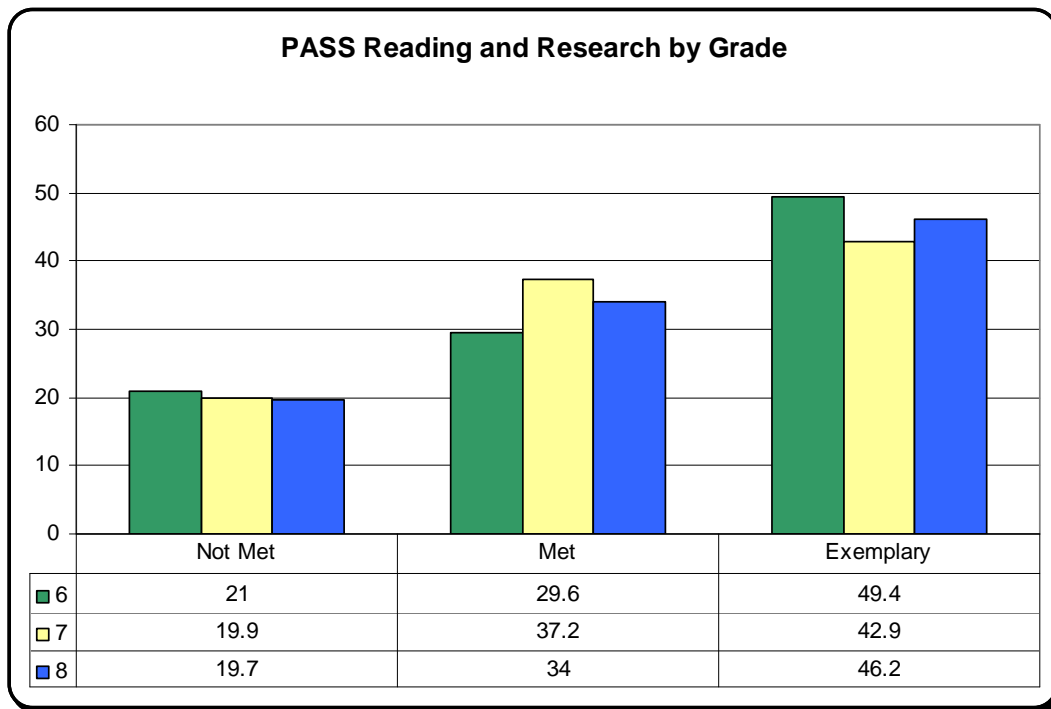
Grade	Student Count for Growth		% Growth	Student Count for Season		% Proficient	% Median
	Count	%		Count	%		
6	274	51.8%	280	77.1%	63.2%		
7	232	57.3%	242	78.1%	71.9%		
8	216	53.7%	227	75.3%	68.7%		

Our MAP scores indicate that over 50% of our students met their target growth goals. About 80% expected to meet proficiency on Reading and over 75% expected to meet proficiency in Math. The correlation to our PASS scores was fairly consistent.

Palmetto Assessment of State Standards – PASS 2009

Data by Year

English Language Arts (Reading and Research)					
Grade	Number				
	Tested	% Not Met	% Met	% Exemplary	% Pass
6	233	21	29.6	49.4	79
7	231	19.9	37.2	42.9	80.1
8	238	19.7	34	46.2	80.3



Our first year of PASS testing provides a baseline of data for AYP. League students score higher than the District and State in each academic area of PASS. ELA (Reading and Research) scores indicate that we have almost 80% of our students meeting or exceeding the state standard on PASS. By grade, our 6th grade students had a slightly higher percentage that did not meet standard with 21%, but had the highest percent of students that were exemplary. The ELA department determined that the performance

standards that will be target for improvement are research and vocabulary. The analysis of the research standards indicates the need for our students to understand the steps of the research process and develop high level research questions in all three grades. Using more authentic products/assessments to answer a research question will lead students to a higher level of blooms and eliminate the opportunity to cut and paste research information in a report or paper. Scores for literary texts were higher than informational texts. This indicates the need to use more informational texts to teach the standards and not rely as much on novels. Also, teach students how to read informational texts and teach vocabulary across all content areas. Strength was noted in conventions in writing in grades 6-8.

English Language Arts (Reading and Research) 6				
	Number Tested	1	2	3
Reading: Literary Texts	233	13.3	30	56.7
Reading: Informational Texts	233	14.2	26.6	59.2
Reading: Building Vocabulary	233	17.2	31.3	51.5
Researching	233	13.3	52.8	33.9

English Language Arts (Reading and Research) 7				
	Number Tested	1	2	3
Reading: Literary Texts	231	20.3	20.8	58.9
Reading: Informational Texts	231	14.3	41.6	44.2
Reading: Building Vocabulary	231	12.6	43.3	44.2
Researching	231	16.5	45	38.5

English Language Arts (Reading and Research) 8				
	Number Tested	1	2	3
Reading: Literary Texts	238	16.8	22.3	60.9
Reading: Informational Texts	238	14.3	30.7	55
Reading: Building Vocabulary	238	20.2	50.4	29.4
Researching	238	10.5	45	44.5

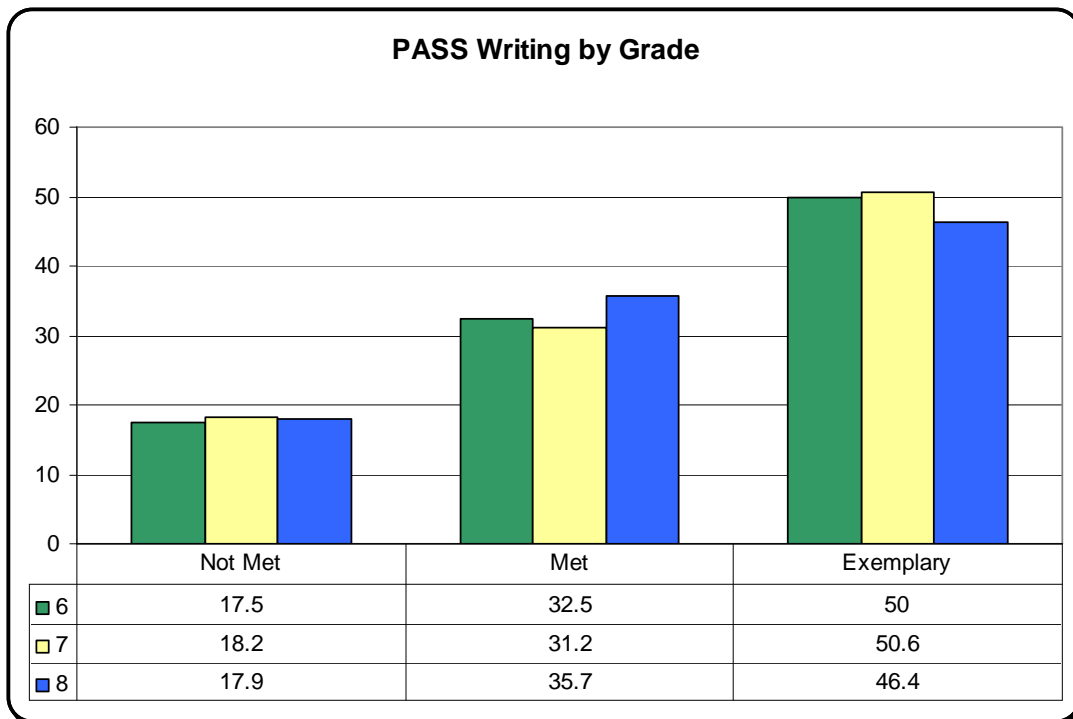
Legend:

1 = Student test performance shows weaknesses and a need for further instruction in the domains/standards listed.

2 = Student may benefit from additional activities that focus on the domains/standards listed.

3 = Student test performance shows strengths in the domains/standards listed.

Writing by Grade					
Grade	Number	%	%	%	%
	Tested	Not Met	Met	Exemplary	Pass
6	234	17.5	32.5	50	82.5
7	231	18.2	31.2	50.6	81.8
8	235	17.9	35.7	46.4	82.1



PASS Writing scores indicate a consistency of performance across the grade levels in each category. Less than 20% of our students did not meet standard on the PASS Writing test. Half of League students in grades 6 and 7 performed at the Exemplary level in writing on PASS and 8th graders scored over 46% at the Exemplary level.

Writing 6				
	Number Tested	1	2	3
Content & Development	234	11.5	26.9	61.5
Organization	234	13.7	34.6	51.7
Voice	234	9.8	41.9	48.3
Conventions	234	10.7	17.1	72.2

Writing 7				
	Number Tested	1	2	3
Content & Development	231	8.7	36.8	54.5
Organization	231	16.9	28.6	54.5
Voice	231	10.4	38.5	51.1
Conventions	231	16	19	64.9

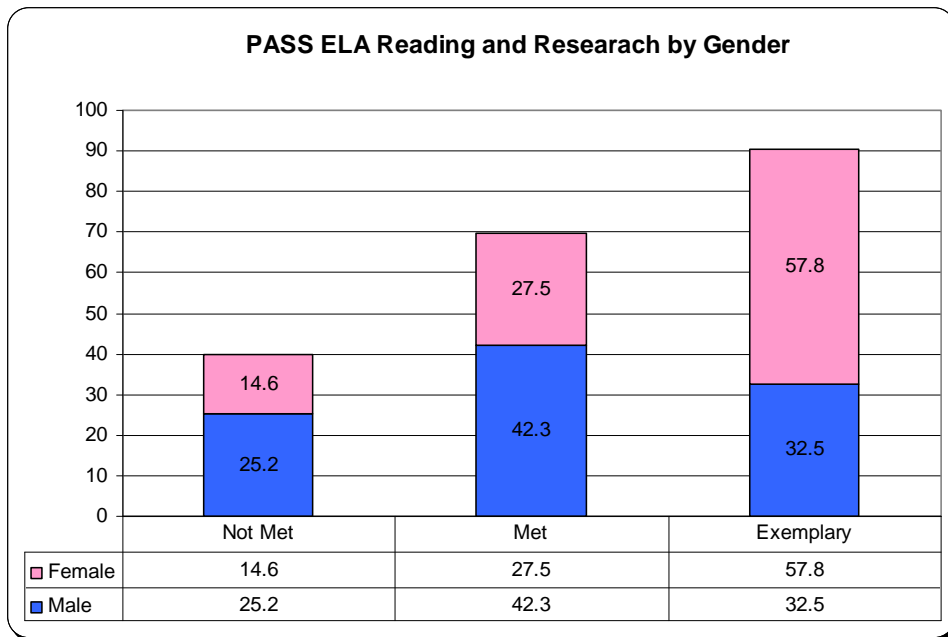
Writing 8				
	Number Tested	1	2	3
Content & Development	235	12.8	39.1	48.1
Organization	235	9.8	32.8	57.4
Voice	235	8.1	43.8	48.1
Conventions	235	12.3	22.1	65.5

Legend:

- 1 = Student test performance shows weaknesses and a need for further instruction in the domains/standards listed.
- 2 = Student may benefit from additional activities that focus on the domains/standards listed.
- 3 = Student test performance shows strengths in the domains/standards listed.

Grade 7 students showed over 50% of students scored at the Exemplary level on each standard in Writing. Over 65% students in grades 6-8 scored exemplary on Conventions which is a strength. The weakest standard at the sixth grade and seventh was Voice, and in the eighth grade is content and development.

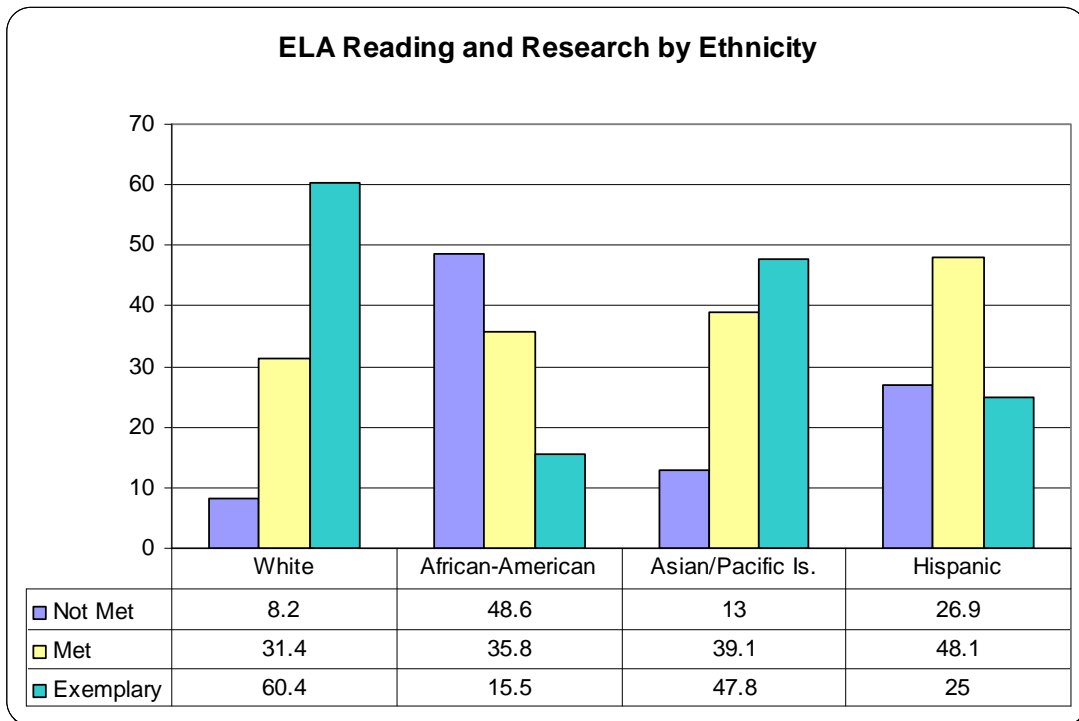
English Language Arts (Reading and Research)				
	Number	%	%	%
	Tested	Not Met	Met	Exemplary
All Students	702	19	33.6	47.5
Male	293	25.2	42.3	32.5
Female	409	14.6	27.5	57.8
White	454	8.2	31.4	60.4
African-American	160	48.6	35.8	15.5
Asian/Pacific Is.	24	13	39.1	47.8
Hispanic	56	26.9	48.1	25
Disabled	71	73.1	20.9	6
Limited Eng, Prof.	40	27	48.6	24.3
Subsidized Meals	242	39.5	38.6	21.8



Female students outscore the males on the PASS ELA test with almost 58% performing Exemplary. Only 14.6% of females scored Not Met compared to 25% of the males.

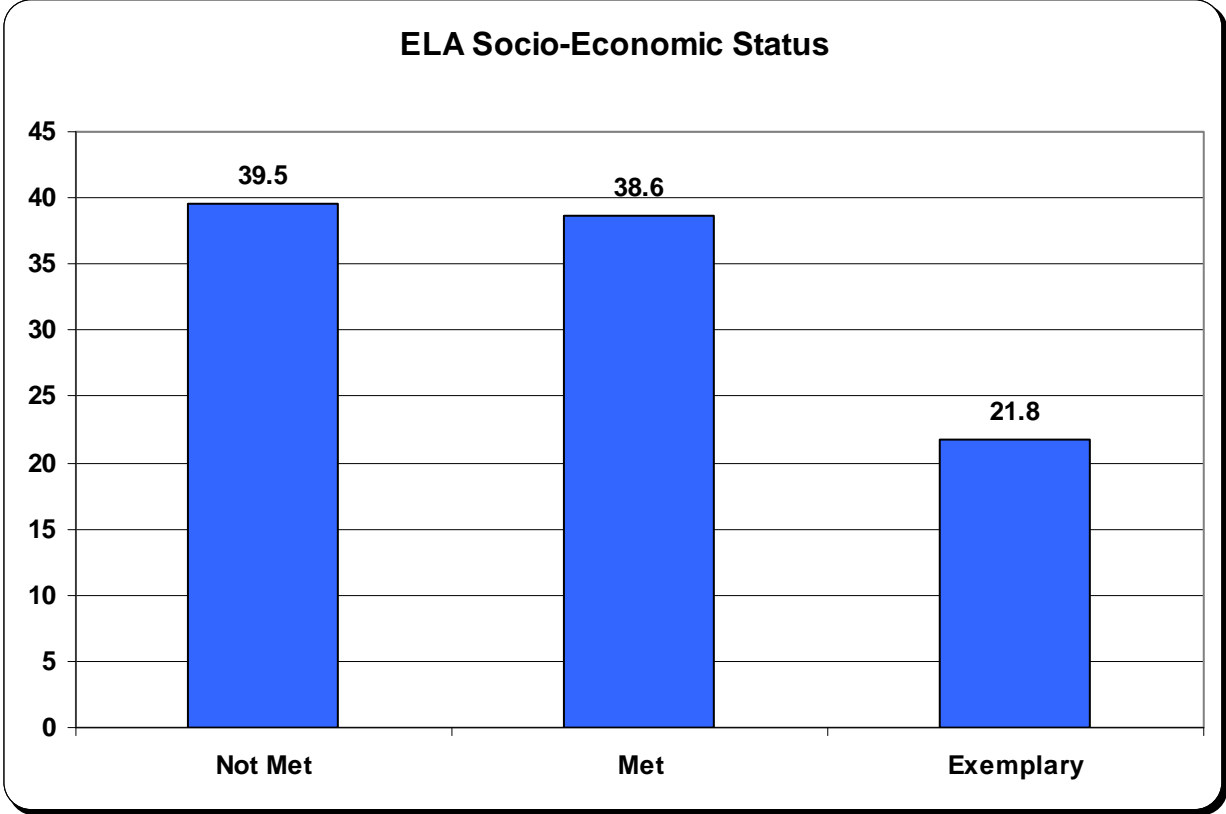
PASS ELA – Ethnicity

Our African American students are our lowest performing subgroup for ELA with almost 49% performing below standard. 8% of our white students and 27% of our Hispanic students score not met on PASS ELA. This is an achievement gap that concerns us and will be focus on for the 2010-2011 school year.



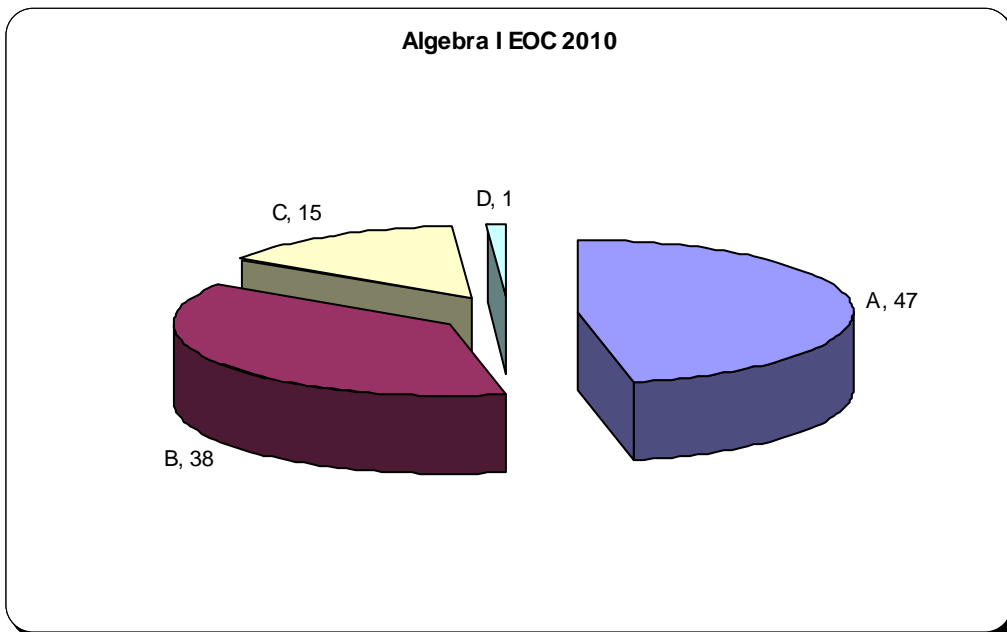
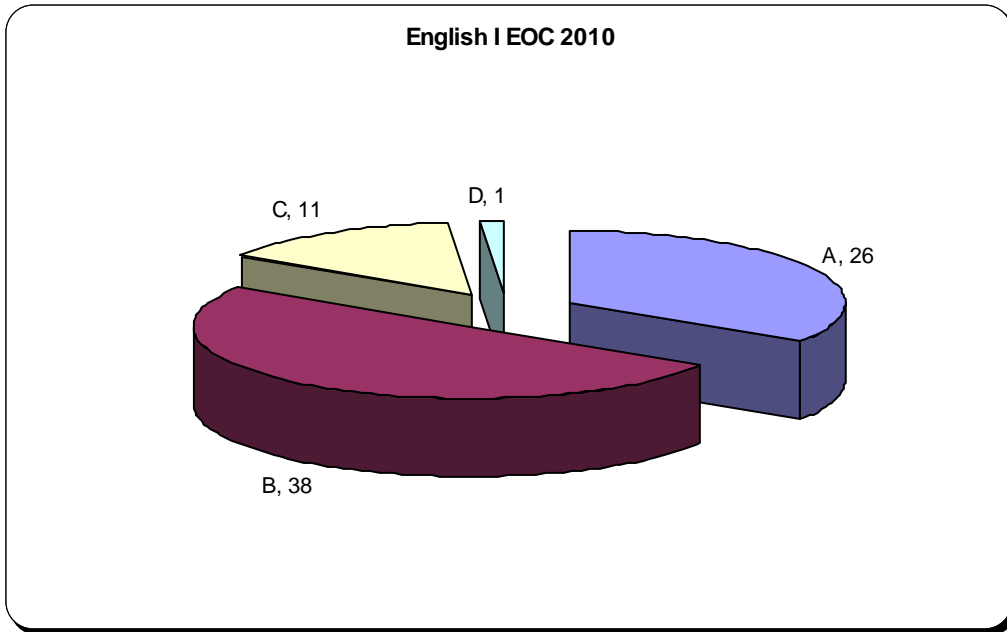
PACT ELA – Lunch Status

40% of League students qualifying for Free/Reduced lunch scored Not Met and 21.8 % scored at Exemplary. This baseline data indicates an area of improvement.

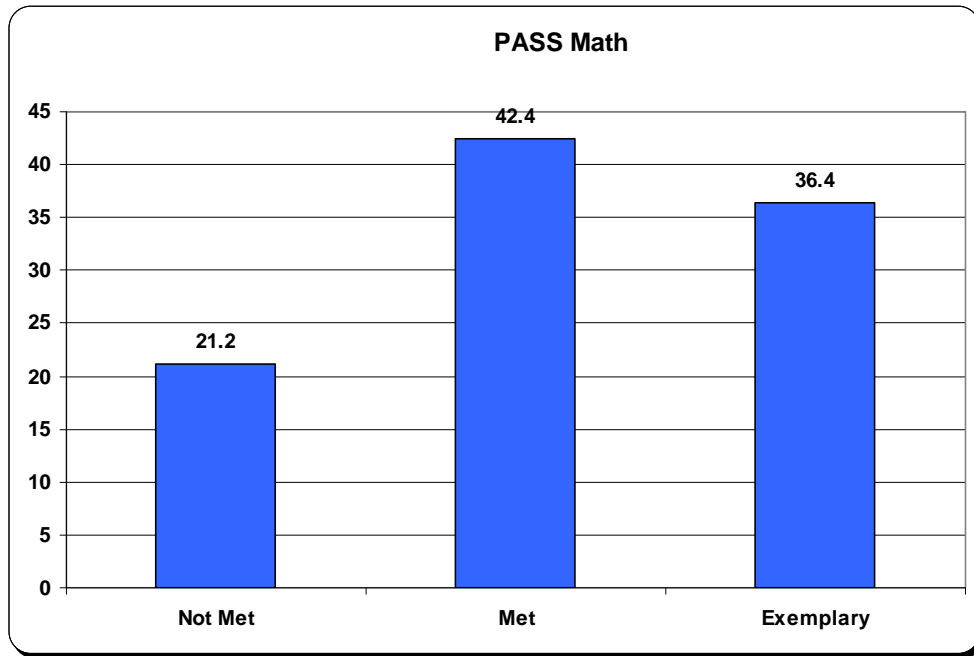


English I Honors End of Course Test

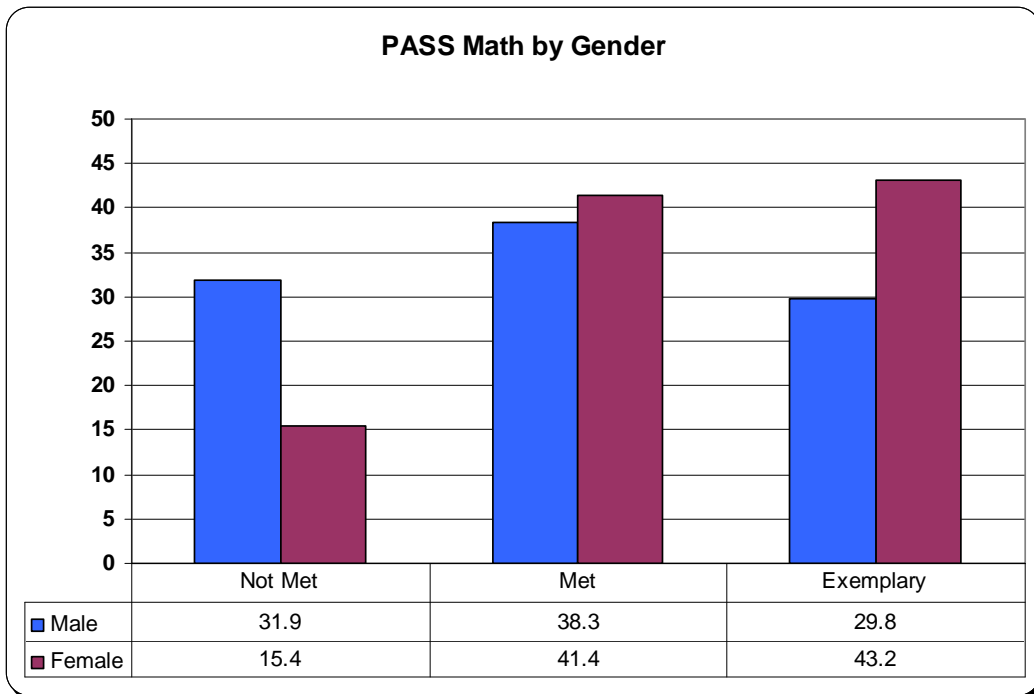
100% of English I Honors students scored above 70%. English I and Algebra I EOC results are strong each year for our middle school students taking high school credit courses.



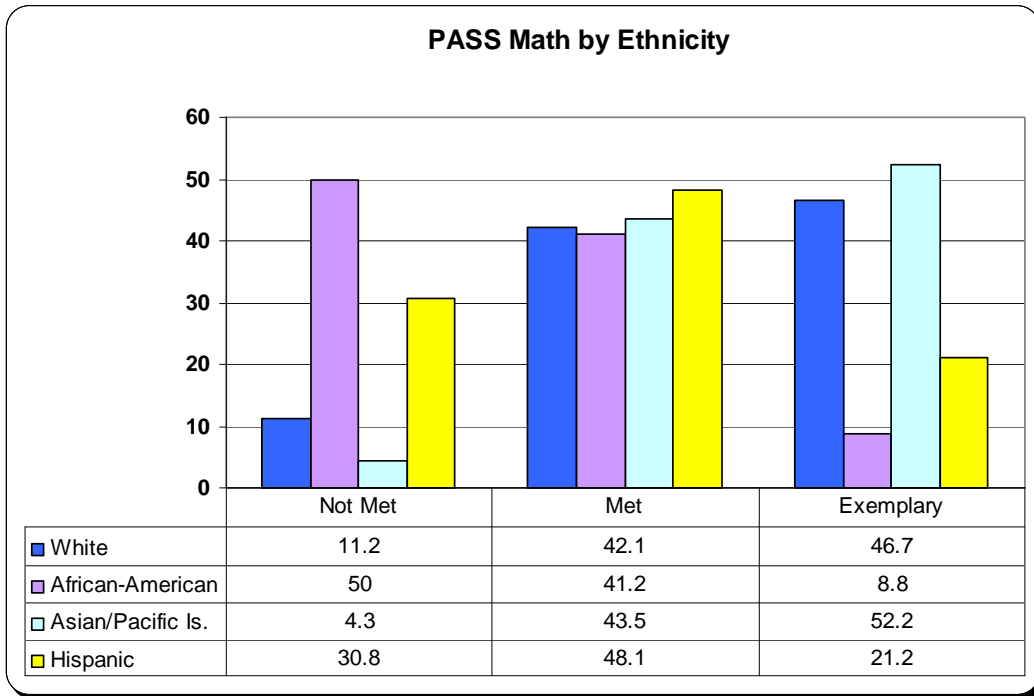
Mathematics Performance Data by School



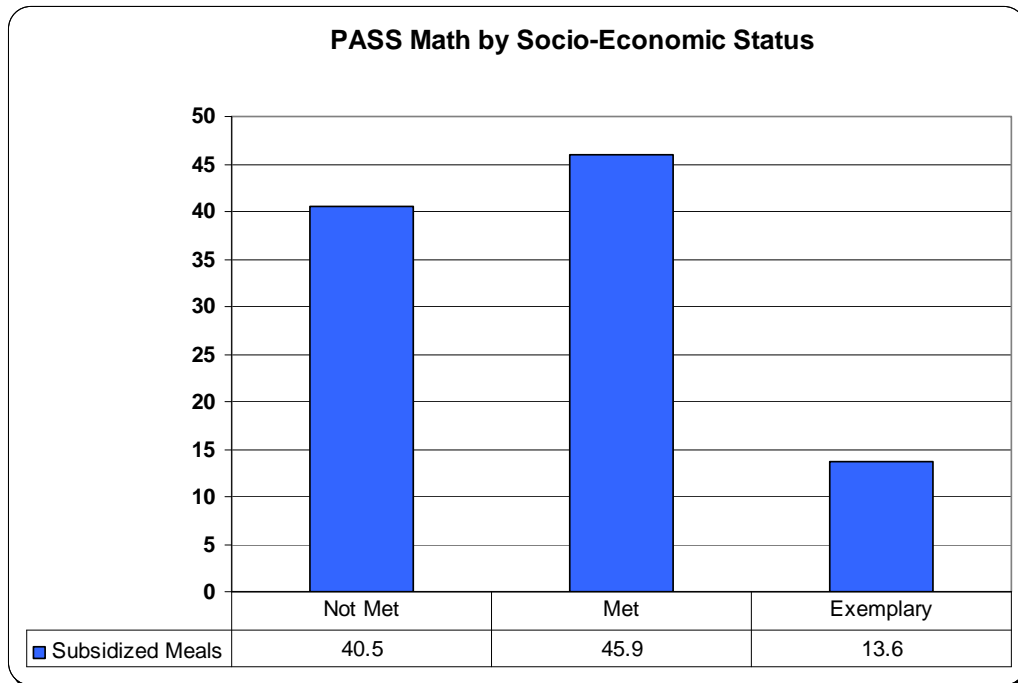
PACT Mathematics –Gender



PACT Mathematics – Ethnicity



PACT Mathematics – Free/Reduced Lunch



Mathematics Standard Performance Data and Grade

Mathematics 6				
	Number Tested	1%	2%	3%
Numbers & Operations	233	20.6	27.9	51.5
Algebra	233	11.6	33.5	54.9
Geometry	233	17.2	22.3	60.5
Measurement	233	12.9	33.9	53.2
Data Analysis & Probability	233	22.3	21.5	56.2

Mathematics 7				
	Number Tested	1%	2%	3%
Numbers & Operations	231	17.3	25.1	57.6
Algebra	231	13.9	24.2	61.9
Geometry	231	15.2	33.8	51.1
Measurement	231	14.7	40.3	45
Data Analysis & Probability	231	7.4	32.9	59.7

Mathematics 8				
	Number Tested	1%	2%	3%
Numbers & Operations	238	21.4	34	44.5
Algebra	238	18.9	25.2	55.9
Geometry	238	24.8	46.6	28.6
Measurement	238	19.7	44.5	35.7
Data Analysis & Probability	238	21.8	37.4	40.8

Over 50% of our sixth graders scored exemplary on PASS Math. More sixth grade students scored at the Exemplary level in Geometry than any other performance standard. Number and Operations and Data Analysis were the two performance standards that had more than 20% Not Met. More sixth grade students Met Standard on Algebra with 88.4%

In grade seven, the highest percent of students meeting standard was in Data Analysis and Probability with almost 93%. The standard with the highest number of students at the Exemplary level was in Algebra with

almost 62%. The standard with the largest number of students not meeting standard was in Geometry with 15.2%.

Eighth grade also had the largest percent of students scoring Met Standard on Algebra with 81%. Algebra showed the highest percent at the Exemplary level with 56%. Number and Operations and Data Analysis had a little more than 21% of students not meeting standard.

Measurement, across all three grade levels is an area that needs to improve, with 6th grade at 12.9%, 7th grade at 14.7% and 8th grade at 19.7% Not Met Standard. Number and Operations is another standard across the grade levels that need to be improved to raise student achievement in mathematics.

League's math department has selected several strategies they will focus on for the 2010-2011 school year. Practice daily basic arithmetic skills, math help sessions at least one day a week during advisory time, and before/after school help sessions for all students.

League Academy Quality Plan 2008-2013



Our goals to move us toward completion of the picture for high achievement for *all* students in the arts and academics.

ACTION PLAN (2008-09 through 2012-13)

GOAL AREA: STUDENT ACHIEVEMENT: MATHEMATICS

PERFORMANCE GOAL 1: The percentage of students scoring Met and above on the PASS Math test will increase from 84.3 % in 2008-09 to 100 % in 2012-13.

OBJECTIVE 1: The percentage of students scoring Met and above on the PASS Math test will increase from 84.3 % in 2008-09 to 88 % in 2010-11.

	2008-09 Baseline	2009-10	2010-11	2011-12	2012-13
Projected Performance		88%	92%	96%	99%
Actual Performance	84.3%				

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation	Monitor (Date) Finished Continued Modified
Daily warm up activities that involve review of current math standards and basic skills (5-10 min maximum)	August 2010	Math Dept. Chair	0	N/A	Lesson plans, observations	05/2011
Plans will be developed by grade level and implemented to provide structured math help sessions 2 times a week during advisory. Students will be selected based on PASS/MAP scores, teacher recommendation or student initiated.	August 2010	Math Dept. Chair	0	N/A	Math help plan submitted to Dept Chair and Admin.	05/2011
Math teachers will provide extra help before/after school.	August 2010	Math Dept. Chair	0	N/A	Schedule of help sessions turned in to Admin.	05/2011

GOAL AREA: STUDENT ACHIEVEMENT: ELA READING

PERFORMANCE GOAL 2: The percentage of all students scoring Met and above on the PASS ELA Reading/Research test will increase from 87.2% in 2008-09 to 99% % in 2012-13.

OBJECTIVE 1: The percentage of students scoring Met and above on the PASS ELA Reading/Research test will increase from 87.2% in 2008-09 to 93% in 2010-11.

	2008-09 Baseline	2009-10	2010-11	2011-12	2012-13
Projected Performance		90%	93%	96%	99%
Actual Performance	87.2%				

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation	Monitor (Date) Finished Continued Modified
VOCABULARY: Vocabulary study will be implemented through word walls, cross-curricular connections (especially with stems), and a focus on academic vocabulary, especially the vocabulary of the standards. Emphasis will be placed on all components of ELA standard 3, specifically using context clues and connotations of words, as well as using Greek and Latin roots.	August 2010-2011	ELA Department Chair	0	N/A	Lesson plans, observations	May 2011
Sustained Silent Reading (SSR) program will be implemented school wide during advisory to build vocabulary through reading fluency.	August 2010-2011	ELA Department Chair	0	N/A	ELA Dept. develop resources, training and support for all advisory teachers	May 2011

GOAL AREA: STUDENT ACHIEVEMENT: ELA WRITING

PERFORMANCE GOAL 2: The percentage of all students scoring Met and above on the PASS ELA Writing test will increase from 83.2% in 2008-09 to 99% % in 2012-13.

OBJECTIVE 1: The percentage of students scoring Met and above on the PASS ELA Writing test will increase from 83.2% in 2008-09 to 93% in 2010-11.

	2008-09 Baseline	2009-10	2010-11	2011-12	2012-13
Projected Performance		88%	93%	96%	99%
Actual Performance	83.2%				

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation	(Date) Finished Continued Modified
WRITING: ELA teachers will implement a common benchmark writing assessment each quarter. These common assessments will be scored and analyzed at ELA department meetings.	August 2010	ELA Department Chair	0	N/A	Benchmarks developed and analyzed.	May 2011
VOCABULARY: Vocabulary study will be implemented through word walls, cross-curricular connections (especially with stems), and a focus on academic vocabulary, especially the vocabulary of the standards. Emphasis will be placed on all components of ELA standard 3, specifically using context clues and connotations of words, as well as using Greek and Latin roots.	August 2010	ELA Department Chair	0	N/A	Word Walls evident in classrooms, lesson plans include vocabulary	May 2011

Professional Development Plan 2010-2011



Student Led Conferences

PROFESSIONAL DEVELOPMENT

League Academy Professional Development Plan for 2010-2011

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 2008-2013 to support the school, district and state professional development requirements:					Date 2010
Provide staff development for all professional staff for Power School/Teacher and best grading practices.	Staff development provided	IC and O'Malley	All professional staff	Training materials	August
Increase the use of Quality Tools, (Baldrige)	Staff Development provided	Principal, IC	All Professional Staff	Center for Excellence	August-April
Data Analysis for MAP and PASS through DASH training for all content teachers.	Staff development provided	IC	All professional staff	Training materials	October April
PAS-T staff development 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
Learning Focus: Student Learning Maps and Assessment Prompts for standards based lesson plans	Training provided, LF units written and evidence collected	Instructional Coach Consultants	All professional staff	Handouts	Continuing throughout the year.
Informational text reading strategies integrated throughout the content areas.	Training provided. Lesson plans reflect the integration of these strategies.	IC and ELA Department	All professional staff	<u>Tools for Teaching Content Literacy</u> by Janet Allen	August-April

Strategy / Action	Measure	Responsible	Who participates	Resources Needed	Timeline
Plan staff development for 2008-2013 to support the school, district and state professional development requirements:					Date 2010
Vocabulary study will be implemented school wide through word walls, cross-curricular connections (especially with stems), and a focus on academic vocabulary, especially the vocabulary of the standards.	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 - May
Sustained Silent Reading SSR School Wide – Materials developed for Advisory teachers to provide resources and support for this program	Training provided, teacher/class goals set	Principal, IC	All professional staff	PACT, MAP Reports, APS	August - May
Develop grade level benchmark assessments by standards for ELA, Science and Social Studies and provide a collaborative analysis by standard.	Dept. chair/ Admin.	Principal, IC	All professional staff	N/A	August - May
Team building for staff	Training provided	Principal, IC	All professional staff		August - May
Conflict Resolution training for staff	Training provided	Principal, IC	All professional staff		August - May
Increase use of arts integration to enhance classroom instruction.	Staff development provided	Magnet Coordinator	All professional staff		August - May

Strategy / Action	Measure	Responsible	Who participates	Resources Needed	Timeline
Plan staff development for 2008-2013 to support the school, district and state professional development requirements:					Date 2010
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 - May