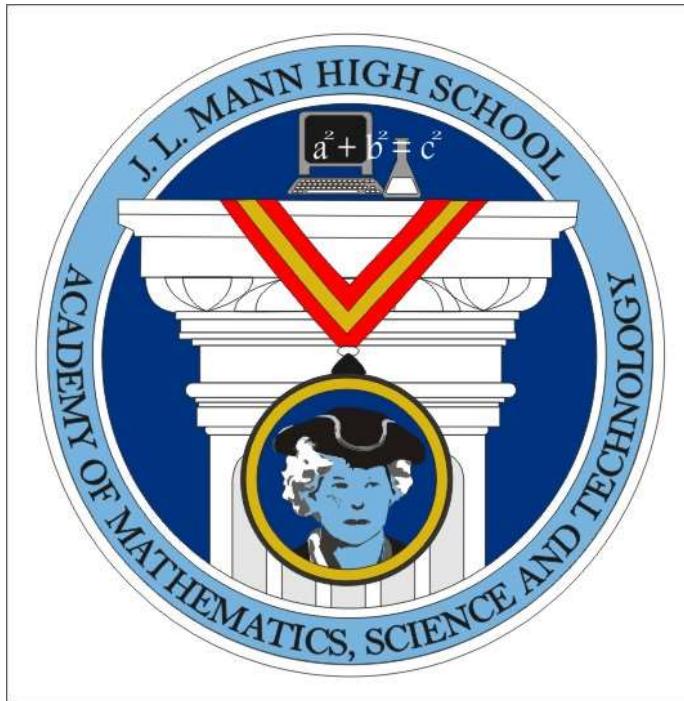


J. L. Mann High School, Academy of Mathematics, Science and Technology



“Providing opportunities to become lifelong learners.”

School Portfolio 2017-2018

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

Scope of Plan: 2013-2014 through 2017-2018

Greenville County Schools

SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL J. L. Mann Academy High School

GREENVILLE COUNTY SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2017-2018 (*one year*)

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Crystal Ball O'Connor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster	<i>W. Burke Royster</i>	3/31/17
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Susan Key	<i>Susan Key</i>	3/21/17
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Charles S. Mayfield	<i>Charles S. Mayfield</i>	3-21-17
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Regina Eudy	<i>Regina Eudy</i>	3/21/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 160 Fairforest Way

Greenville, SC 29607

SCHOOL'S TELEPHONE: (864)355-6300

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL	Charles S. Mayfield
2. INSTRUCTIONAL COACH	Regina Eudy
3. PARENT/GUARDIAN	Noel Rogers
4. COMMUNITY MEMBER	Jessica Sharp
5. SCHOOL IMPROVEMENT COUNCIL	Susan Key
6. School Read to Succeed Literacy Leadership Team Lead	Regina Eudy
7. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	
	** Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
Teacher - R2S Literacy Team	Jamie Hattendorf
Teacher - R2S Literacy Team	Grace Ellison
Teacher - R2S Literacy Team	Brandi Lytle
Teacher - R2S Literacy Team	Heather Salter
Teacher - R2S Literacy Team	Josh Eversole
Teacher - R2S Literacy Team	Tena Brown
Teacher - R2S Literacy Team	Ramona Grant
Teacher - R2S Literacy Team	Chris Meihls
Teacher - R2S Literacy Team	Karena Hill

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

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

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

(S)

Academic Assistance, PreK–3

The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

(S)

Academic Assistance, Grades 4–12

The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

(S)

Parent Involvement

The district encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

(S)

Staff Development

The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

(S)

Technology

The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

(S)

Innovation

The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

(S)

Collaboration

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

(S)

Developmental Screening

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

CS

Half-Day Child Development

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

CSM

Developmentally Appropriate Curriculum for PreK–3

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

CSW

Parenting and Family Literacy

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

CS

Recruitment

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

CSA

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

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

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Introduction to J. L. Mann's School Portfolio

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

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

The categories utilized in this school portfolio are:

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

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

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

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

Currently, our Focus Teams - composed of teachers and other staff members - are involved in developing the portfolio. Much of the narrative content came from discussions among the staff and various Focus Teams in the process of evaluating our work. The Teams will continue to collect evidence of our progress

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

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

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

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

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

Executive Summary

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

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

Some of our accomplishments include:

Salute to JL Mann Graduates



The class of 2016

- 367 Graduated
- 317 Heading to College
- 53 Attending College Out of State
- 19 Entering Workforce
- 13 Enrolling in Military

Congratulations!

Total Scholarship money offered \$10,028,280

ACADEMICS



Weston Belk, McKenzie Fletcher, Henry Moore, Sarah Smith and Kyle Wolfe all from J. L. Mann High School, received their certificates of completion for Accelerate, the South Carolina Governor's School for Science & Mathematics' (GSSM) virtual engineering program, on Saturday, May 21, 2016, at the Palmetto Club in Columbia



Weston Belk, Erick Wuerfel and Kyle Wolfe have accomplished what no other student has been able to do since J.L. Mann became a magnet school in 1997. They have worked hard and achieved Magnet Distinction in all three focus areas-Mathematics, Science and Technology.

District 1 Reflections Winners 2015/2016

"Let Your Imagination Fly"

Visual Arts: High School

Second Place - Katelyn Williamson, "Flying Through My Dreams"

PERFORMING ARTS

SC Solo and Ensemble Choral Division

Katie McCain Award of Excellent Rating

Jalen Thomson Award of Excellent Rating

Juliana Rivera Award of Excellent Rating Lisa McClellan Award of Superior Rating Princess Jones Award of Superior + Rating

SCMEA Concert Festival (State Performance Assessment): JL Mann Orchestra, Superior Rating

Region Orchestra:

Ellie Johns, Brian Shoop, Reagan Hoffert

Lily Vu, Da'Kara Perrin, Jasmine O'Neal

Ella Postich, Peyton Clark, Mandy Schreiner

And Victoria Tussey



All-State Orchestra: Jasmine O'Neal,
Brian Shoop, and Lily Vu

Solo & Ensemble Contest, Superior Ratings:

Ellie Johns, Kayleigh Zeigler, Brian Shoop, Lily Vu, Lara Chunko, Jasmine O'Neal, Da'Kara Perrin, Peyton Clark

VISUAL ARTS

Artisphere winners

Jacob Faires, 2nd place, Drawing; Grayson Meadors, 3rd place, 3-D;
Claire Nillson, Honorable Mention, Mixed Media; and Lynn Horton, 1st place,
Rising Stars. Grayson Meadors and Casey Wright also won one of
10 cash awards given to students by the show's tent sponsor, Current
Tools.



Converse College Young Women in Art
Savanna Faulconer, 2nd Place in Painting

Annual Upstate High School Art Exhibit at Greenville Tech

Marilyn Gilmer and Casey Wright: Honorable Mention in Painting Seth Whitehead: Honorable Mention in Painting

J.L. Mann Art Show

Savanna Faulconer won Best in Show.

LEADERSHIP AND SERVICE

YOUTH in GOVERNMENT

Premier Delegation!

Best lobbyist for Ian Taylor

Best Broadcasting by Keyton Daniels

Outstanding statesmen in the Premier House for George Georgeopoulos

Outstanding statesmen in the Premier Senate for Connor Jevens

Best bill awards went out to Max and Zeke Parsons & Anna Kofed & Emily Wright & George DeCarvalho & Katja Gordillio-Quintero

Mann had a series of bills get signed by the governor including bills by: Molly Grace Ashmore & Madeline Huff, Jackson Caudell & Tucker Shaw, George DeCarvalho & Katja Gordillio-Quintero, Logan Dolamore & Jake Parsons, Justin Kearney & Cole Parker, Caroline Ko & Abby Hall, Wyatt Meadors, Bryonna Howard & Sarah Yu, Mattie Harris-Lowe & Natalie Salomone, Jonathan Gundana & David Schmitt, and Samantha Hutter & Megan Keech.

JROTC

ROTC Drill Team placed third overall at Fourth Brigade Best of the Best in February. This is out of seven states DC, DE, MD, NC, SC, VA, WV.

Cadet Arevalo and Cadet Jerman Placed 1st with Armed Dual Exhibition at 4th Brigade BOB Cadet Esteban Placed 1st with Unarmed Knockout at 4th Brigade BOB Cadet Esteban received the West Point Leadership award this year

PTSA

Sharon Totherow- SCPTA Volunteer of the Year

ATHLETICS

JL Mann Athletic Awards 2015 - 2016

All Regions:

Savanna Faulconer Swim
Ali Galyer - Swim
Lillie Anderson - Swim
Lauren Murray - Swim
Samantha Mosher - Swim
Kaitlin Sebring - Swim
Mike Aragon - Swim
Tucker Shaw - Swim
Ben Usry - Swim
Emerson Defoor - Swim
William Revell - Swim
Chase Achille - Swim
Sam Hiller - Swim
Campbell Smith - Swim
Eleanor Campbell Tennis
Elisabeth Morse XC
Morgan Moseley XC
Jack Zemp XC
Peyton Rogers Volleyball
Will Cannon - Football
John Nesbit - Football
Shemar Jeffries - Football
Josh Samuel - Football
Jaylon Pinson - Football
Ross Sewell - Football
Mike Felder - Basketball
Sarah Cravens - Cheer
Madison Lee - Cheer
Aniya Brown - Track
Kelsey Heyward - Track
Dejaionne Kinard - Track
Nyzjayla Jeffrey-Lee - Track
Parish Gash - Track
Breanna Tatum - Track
Hilary Harris - Track
Alexis Ross - Track
Brenden Jones - Soccer
Quinn McNeil - Soccer
Drake Byrd - Soccer
Nassim Al-Nawasreh - Soccer
Ian Faulconer - Golf
Mayan Shah - Golf
Keegan O'Connell - Lacrosse
Christian Sanchez - Lacrosse
Will Kupec - Lacrosse
Ava Alveraz - Lacrosse
Anna Lee Henry - Lacrosse
Ellie Howard - Lacrosse
Taylor Williams - Lacrosse
Ashli Woodard - Lacrosse
Kennedy Temple - Soccer
Maria Wolski - Soccer
Claudia Murphy - Soccer
Emily Malone - Soccer
Caroline Conti - Soccer
Lexi McMullen - Soccer
Josie Gillespie - Soccer

Arianna Milicia - Soccer
Misha Dimmick - Soccer
Estelle Murphy - Soccer
Meghan Majeski - softball
Mackenzie Haver - softball
Ashlyn Alte - softball
Brianna McRae - softball
Claire Griffith - softball
Will Cannon - baseball
Jack Stamler - baseball
Cameron Jensen - baseball
Matthew Lumsden - baseball
Joe Satterfield - baseball
Patrick Frick - baseball
Bryce Leasure - baseball

All American:

Savanna Faulconer
Ali Galyer

4A Region 2 Female Athlete of the Year:

Savanna Faulconer

Region Coach of the Year:

Brian Simpson
Tammy Pace
George Moss

Team Awards

Region Champs:
Girl Lacrosse
Baseball
Girls Soccer
Girls Track

Upper State Champs:
Girls Soccer
Girls Track
Baseball

All State:

Ali Galyer - Swim
Savanna Faulconer - Swim
Lillie Anderson - Swim
Sammy Mosher - Swim
Mike Aragon - Swim
Elisabeth Morse - XC
Jack Zemp - XC
Maria Wolski - Soccer
Claudia Murphy - Soccer
Emily Malone - Soccer
Caroline Conti - Soccer
Allanah Rauschenberger - track
Carina Vega - track
Ashlyn Keamery - track
Morgan Moseley - track
Elisabeth Morse - track
Aniya Brown - track
Kelsey Heyward - track
Parish Gash - track
Dejaionne Kinard - track
Nyzjayla Jeffrey-Lee - track
Breanna Tatum - track
Alexis Ross - track
Hilary Harris - track
Zariah Hawthorne - track
Paige Peterson - track

North/South:

John Nesbitt - Football
Sam Harrison - Soccer
Meghan Majeski - Softball
Bryce Leasure - Baseball
Cameron Jensen - Baseball

2014-2015 School Accomplishments

ACADEMICS

Palmetto Gold School

Excellent Absolute & Improvement Rating – School Report Card (3 years) ACT Merit of Excellence

SAT Merit of Excellence – State of South Carolina - 2nd place among district public schools, 19 in state!

Lynnsey Robertson won a Gold Key Regional Award from Scholastic Art and Writing for her short story, "Princess." She was one of 300,000 applicants

COMMUNITY

Mattie Harris-Lowe is starring as Brutus in the Fine Arts Center's Advanced Theatre Ensemble production of Julius Caesar. The play is directed by FAC alum Adam Knight. Performances are March 13, 14, and 21 at 7 pm with a special 4th Anniversary performance on March 20 at 7pm.

Amy Elizabeth Mays, a student at Golden Strip Career Technology Center and J.L. Mann High Academy, has been honored for her exemplary volunteer service with a President's Volunteer Service Award.

FINE ARTS

Savanna Faulconer's drawing, "Siblings," won first place in drawing at the 25th Annual Greenville Technical College Annual Upstate High School Art Exhibition.

Dakara Perrin received 1st place in the Omega Psi Phi local Talent Hunt

SC Allstate Honor Band: Max Parsons placed 10th on clarinet, Reid Calchary placed 4th on tuba, Cullen Broome placed 9th on clarinet, Sarah Yu placed 1st on clarinet.

Region Honor Band: Ethan Coppenbarger, Samantha Hutter, Megan Keech, Jake Parsons, Zeke Parsons, Jennie Worley

These listed students in addition to Kristine Ytem and Cole Dolamore have been selected to be in the Greenville County Honor Bands.

J.L. Mann Visual Arts students had work displayed at the SC Art Educators Association Western Region Youth Art Month Show at the S.C. Governor's School for the Arts in Greenville. Anna Gregoire, Emily Malone, Alex Esteban, Caitlin Rumble, Quaterria Holmes, and Lauren Evans all had work displayed along with work from K-12 schools across the Western Region of S.C.

Work from Mann students Savannah Faulconer, Lauren Evans, Delara Abedini, and Peden Wright will be displayed at Greenville Technical College's Annual Upstate High School Art Exhibition, March 23 - April 23. Awards ceremony and reception for this show begin at 7 pm. on Thursday, April 16.

Mann's annual student art exhibition, Mannipulations, will be held April 13-23, 2015, at Suntrust Bank, corner of Spring Street and McBee Avenue, downtown Greenville. Over 100 student works will be on display with many available for sale. Awards ceremony is Thursday, April 23, 6-7:30 p.m.

The Annual Congressional Art Exhibition for Congressional District 4 will be held Monday, April 27 at the Spartanburg District 5 Fine Arts Center at Byrnes High School. Reception will be that evening. Work from Mann will be on display in this exhibition.

The annual GCSD High School Art Exhibition, a part of the Artisphere festival, will be held May 8-10. Nine works from Mann will be on display along with works from other GCSD high schools.

ATHLETICS

Region Champions- Boys

Swimming

Region and Upper State Champions- Girls Cross Country

Region, Upper State, and State Champions- Girls Lacrosse Region and Upper State

Champions- Girls Swimming

Region Champions- Boys

Lacrosse

Region Champions- Girls

Cross Country

Region, Upper State, and State

Champions- Girls Track

Region and Upper State Champions – Girls Soccer Region and Upper State

Champions- Boys Soccer

Director's Cup—3rd Place

JROTC

Legion of Valor Bronze Cross – Christopher Pitman

MANUSCRIPT School Newspaper

Will Gilmer and Ben Bridgeman: 1st place, newspaper cover design (issue 3,
Volume 49)

Alicia Anderson: 1st place for black/white ad design

Katie Violette: 2nd place for black/white ad design

Emma Smith: 3rd place for candid, club photo

REFLECTIONS - PTSA CONTEST

Lee Harrison- 1st PLACE STATE WINNER! - Special Artist in Photography

LITERATURE- Lynnsey Robertson, Vignesh Rajmohan, Abigail

Johanson, Malliyah Cureton, & P.J. Dickerson FILM PRODUCTION: Vignesh Rajmohan
PHOTOGRAPHY/SPECIAL ARTIST: Lee Harrison VISUAL ARTS: Vignesh Rajmohan

YOUTH in GOVERNMENT

Premier Delegation!

Best lobbyist for Ian Taylor

Best Broadcasting by Keyton Daniels

Outstanding statesmen in the Premier House for George Georgeopoulos

Outstanding statesmen in the Premier Senate for Connor Jevens

Best bill awards went out to Max and Zeke Parsons & Anna Kofed & Emily Wright & George DeCarvalho & Katja Gordillio-Quintero

Mann had a series of bills get signed by the governor including bills by: Molly Grace Ashmore & Madeline Huff, Jackson Caudell & Tucker Shaw, George DeCarvalho & Katja Gordillio-Quintero, Logan Dolamore & Jake Parsons, Justin Kearney & Cole Parker, Caroline Ko & Abby Hall, Wyatt Meadors, Bryonna Howard & Sarah Yu, Mattie Harris-Lowe & Natalie Salomone, Jonathan Gundana & David Schmitt, and Samantha Hutter & Megan Keech.

YEARBOOK

Talismann, YEARBOOK (SCSPA)

Superior in Class IV

Valerie Barthel: 1st place for best feature photograph in the state

The Southern Interscholastic Press Association awarded the 2013

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

Please congratulate the 2014-15 staff (Carey Turner, Blakely Holcombe - co-editors) on walking away with Best in Show for the Talismann. What we've created thus far won four awards at the annual SIPA conference for journalism!

Additionally, last year's annual, "Patriot Perspective," walked away with All-Southern for the southeast region, which qualified us again for the Scroggins Award.

School Profile

School Community History. J. L. Mann High School, Academy of Mathematics, Science and Technology is a 9th-12th grade high school originally built in 1965 that currently houses 1734 students and 150 faculty and staff members. It is one of 14 high schools in the district known as Greenville County Schools. J. L. Mann High School is located in Greenville, South Carolina.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Administrative Duties: 2016-2017

Matt Moore	Tina Bishop	Cindy Alsip	Anthony Holland	Jeff Sartain
Chad McGee	Robert Downs	Lynn Edwards	Tammy Pace	Billie Picklesimer
A-C, Y-Z	D-H	I-L, New Tech Students	M-R	S-X
Departments				
Social Studies ROTC Guidance Media Center	English World Language	Business/Technology New Tech	Science Math	Fine Arts Special Ed PE
Administrative Duties				
HSTW Committee: Guidance	HSTW Committee: Transition	HSTW Committee: Evaluation	HSTW Committee: Curriculum	HSTW Committee: Professional Development
Primary Master Schedule	New Teachers	Back-up Master Schedule	Buses	Textbooks
Testing	Teacher Mentoring	New Tech	Bus Referrals	Facilities
IDs	Teacher Handbooks	Accelerate	EMP Busing	School Calendar
Lockers	Student Handbooks	PLTW	ISS/Detention	Athletics
Worker's Comp	Power of M	CATE Reporting	Duty Roster	United Way
Parking Lot	Graduation	SIC	Radios	Aides
EMP Busing	Substitutes	Patriot Day	Back-up Facilities	CPR Training
Back-up Buses	Student Teachers	New Patriot Night	Extracurricular Clubs	Fixed Assets
Back-up Textbooks	PS Coding and Reporting	Open House		Field Trips
School Safety	HSTW Site Coordinator	Magnet Open House		Seat Time Recovery
IMS	Student Truancy	Curriculum Night		Sex Ed
	Graduation Rate	Awards Night		Nurses
	Attendance	Magnet Program		
	Satellite Diploma Program			

Charlie Mayfield, Principal

- All personnel
 - Assistant Principals
 - Instructional Coach
 - Magnet Director
 - Clerical
- All programs
- Position control
- Base lines
- Activity funds
- Portfolio / School Reading Plan
- Testing Back-up and Support
- Assist with Teacher Mentoring
- Professional Development
- Teacher Observation Schedule
- Power Teacher Manager
- Public Spaces Notification
- Front School Sign
- Website
- Google Forms
- New Teachers
- Read to Succeed Literacy Team
- AP Coordinator
- DLC/Personalized Learning

Sheila Drunasky, Magnet Coordinator

- State Testing
- Magnet

Regina Eudy, Instructional Coach

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

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

The J. L. Mann PTSA Executive Board:

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

Committee Descriptions *
Efforts for Increased School-Wide Student Achievement

Student Achievement Leadership Team

Membership

SALT is composed of department chairs, leadership committee chairs, administration, and the HSTW Site Coordinator.

Mission

The overriding mission is to develop a site action plan that enables a school to implement the HSTW Key Practices and raise student achievement. The team oversees the action plan; monitors the work of the school focus teams; and aligns actions, policies and resources with the HSTW Key Practices and Key Conditions.

Charges

1. Using state and HSTW Assessment data, set achievement and proficiency-level goals for students for the next four years. Present goals to the faculty. Get input and revise goals annually.
2. Using the Technical Assistance Visit (TAV) report and local, state, and HSTW data, set annual goals for implementation of the HSTW Key Practices and review annually the progress made.
3. Be strong, consistent advocates for the practices that raise student achievement. Develop and support proposals aimed at raising expectations on a more rigorous curriculum, making learning relevant, assessing and getting feedback frequently on student progress, and providing extra help to students.

4. Advocate the development of an effort-based school culture that focuses on quality teaching, engaging assignments, meeting standards and having students redo work until it meets standards.
5. Make membership suggestions for the focus teams; appoint ad hoc committees as needed.
6. With input from the five focus teams, develop a School Improvement Plan.
7. Prioritize activities recommended by the focus teams to address each school year.
8. Develop a timeline, assign responsibilities, identify resources and arrange for professional development activities as recommended by the five focus teams.
9. Search for alternatives to obstacles hindering implementation of the HSTW Goals and Key Practices.
10. Establish ongoing communication between the five focus teams and the entire faculty, school administrators, the school district and the community.
11. Resolve problems that hamper communication, cooperative action and accomplishment of the action plan. Develop and promote systems solutions.
12. Review focus team activities to ensure that actions are consistent with the HSTW Goals and Key Practices. At every meeting have reports from the chair of each focus team to monitor team member assignments and determine progress. Share minutes and reports with the faculty and community.
13. Advocate the HSTW Goals and Key Practices in the media, business and community forums, and in legislative bodies. The goals and key practices include
 - high expectations for teachers and students;
 - a required system of extra help and support;
 - effort and hard work as the basis for improved achievement;
 - a rigorous academic core in high school and in the middle grades;
 - teachers working in teams (vertical and horizontal) to determine basic, proficient and advanced levels of work so that students can perform at higher levels;
 - guidance and advisement with parental and community involvement to help students set goals;
 - high-level technical courses imbedded with academic skills and knowledge; and relevant assignments and engaging research-based instructional strategies.

* Please note that SALT will be looking at the descriptions and charges of each HSTW committee during the 2016-2017 school year to ensure that they align with the initiatives, programs and goals that we currently have in place.

Curriculum Focus Team

Mission:

The Curriculum Focus Team has a specific mission with defined tasks:

- Work toward having all students complete a rigorous core curriculum in the middle grades and in high school.
- Develop academic and career concentrations (with assistance from the faculty) and work toward having all students complete one of the concentrations.
- Move standards into the curriculum.

- Get agreement among teachers on what constitutes basic, proficient and advanced levels of assignments for student work, scoring guides and teacher-made exams, and work to get all teachers to teach at the proficient level or higher.

Local Responsibilities: Literacy and Numeracy Efforts

Catch-up Courses

Word-based Learning

PLTW

Differentiated Instruction/Learning Focused

Other Responsibilities as Assigned

Charges

1. Assess needs and identify how curriculum and instruction must change to achieve performance goals and to fully implement the *HSTW* initiatives.
2. Using state and *HSTW* Assessment data, perform a course review to see which courses raise student achievement and which do not. Recommend the deletion or revision of courses that do not and abolish low-level courses.
3. Recommend common assessments (end-of-grading-period and *EOC* tests) for sections of the same course and coherent course sequences for each academic or career concentration.
4. Use *HSTW*'s Getting Students Ready for High School publications to establish a base-line curriculum in the middle grades and ninth-grade catch-up courses in English and mathematics.
5. Use *HSTW*'s literacy guide, *Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through 12*, to establish a literacy-across-the-curriculum program.
6. Use the Technical Assistance Visit report and other school data for making curricular decisions.
7. Focus on a plan that helps teachers use numeracy across the curriculum to ensure that mathematics is used to advance learning in all classes – the intent is not to make every teacher a teacher of mathematics but to help students see how mathematics is a tool for intellectually challenging work in all subject areas.
8. Ensure that all students have access to courses originally designed to prepare only the best students with the knowledge and skills needed beyond high school.
9. Recommend to the school board that graduation requirements be increased to at least 28 Carnegie Units and include the upgraded academic core and a concentration, and for grade eight – Algebra I and higher.
10. Create or adopt common syllabi and end-of-course exams.
11. Study various models for integrating academic and career/technical studies, and adopt or adapt a model appropriate for the school.
12. Have academic teachers work together in vertical subject-area teams to map and align the curriculum so that it is coherent and increasingly more rigorous in skills and knowledge requirements over the years.
13. Devise a plan for career/technical teachers to periodically review their courses to ensure that students are using high-level academic content to solve problems and perform tasks in their fields of study.
14. Build a system whereby teachers can review their courses and pedagogy to ensure that the content, assignments and assessments are above the basic level of understanding.

School Culture Focus Team

Mission

Assess the degree to which the *HSTW* design has been implemented, student achievement has been improved and goals met, and provide to the focus teams appropriate data to develop action plans and to modify and adjust activities as needed for the School Improvement Leadership Team.

Local Responsibilities:

School Benchmarks
Teacher of the Year
School Portfolio
Testing Statistics
Special Programs – Magnet, Freshman Academy
Other Responsibilities as Assigned

Charges

1. Annually develop a profile of student achievement levels.
2. Use *Establishing Benchmarks for New and Maturing HSTW Sites or Establishing Benchmarks of Progress for Middle Grades Sites* to demonstrate progress toward fully implementing the *HSTW* improvement designs and in achieving reading, mathematics and science goals.
3. Work with the other teams to help them use research-based indicators to monitor their progress.
4. Assist in the administration of the *HSTW* Assessments, Student and Teacher Surveys.
5. Develop and use for continuous improvement a method for sharing data with teams and with faculties.
6. Disaggregate data annually by subgroups to identify gaps in achievement and opportunities to learn by using assessment information including the state assessment, SAT, ACT, *HSTW* or Middle Grades Assessment results, transcript analyses, student and teacher surveys, student follow-up surveys, TAV reports, and site annual reports.
7. Advise the Student Achievement Leadership Team and the other school focus teams when actions are needed to give all subgroups opportunities to learn and meet desired standards.
8. Complete the *HSTW* or *MMGW* Annual Progress Reports showing how the school is doing.

Professional Development Focus Team

Mission

The mission of the Professional Development Focus Team is to take a new look at professional development to be sure that planning, delivery and follow-up of professional development activities are in place and that all activities are linked to the findings in the data, the TAV report and the site action plan. All professional development activities should be linked to and support the *HSTW* Goals and Key Practices.

Local Responsibilities:

Professional Development
Technology Plan

Grading Policy
Sunshine
Computer Labs
Other Responsibilities as Assigned

Charges

1. Work with the Evaluation Focus Team to establish an ongoing system for identifying staff development needs of teachers and school leaders by:
 - studying the results of the *HSTW* Assessment, Teacher and Student Surveys;
 - studying the evaluation reports received by the school; and
 - getting other teams to identify staff development needed to carry out their planned actions.
2. Establish annually training objectives and a coherent set of formal and informal training opportunities linked to the objectives, identify resource people, schedule workshops, and evaluate the effectiveness of the workshops.
3. Require that all staff development activities provide opportunities for teachers to adapt generic strategies to their disciplines and classrooms.
4. Make opportunities for teachers to practice new skills in their classrooms and to reflect on their experiences with other teachers.
5. Designate and prepare certain teachers as literacy and numeracy coaches, as mentors to new teachers, and as developmental teachers in special classrooms where other teachers can observe and seek assistance on research-based teaching strategies.
6. Document the implementation of new teaching and assessment strategies.

Guidance and Public Information Focus Team

Mission: The mission of the Guidance and Public Information Focus Team is to make parents aware of the rigorous courses that high school and middle grades students need to take if they are to be successful at the next level of education or work. The team must address the roles that teachers, parents and students play in getting ready for high school, postsecondary studies and the workplace.

Local Responsibilities: Character Education
Advisor/Advisee
Exam Schedule
Student Handbooks
Career Pathways
Other Responsibilities as Assigned

Charges

1. Develop information and promotional materials to educate students, parents and the community about the need for students to complete a rigorous core of studies in the middle grades, an upgraded academic core in high school, and an academic or career/technical concentration in high school.
2. Create a teacher adviser program that provides an adult mentor for each student. Support teachers in forming nurturing personal relationships with students aimed at improving

individual students' work and achievement, and setting and pursuing career and educational goals.

3. Focus on the parent's role, part of which is to help the student plan for his or her future; encourage the student to take high-level courses, support the student in getting extra help, and meet with the teacher adviser several times a year.
4. Begin early in the middle grades to guide students and parents to focus on the future – not on the present. Have students and parents develop plans of action, even if sketchy at first, beginning no later than grade eight. The plans should address educational and career needs. Regardless of how many times goals and plans change, the most important issue is *to have a goal and a plan for the future*.
5. Develop or adapt a guidance curriculum for grades six through 12 that is on a year-to-year continuum. The curriculum always focuses on the future. Examples follow:
 - An eighth-grade gearing-up program (an extra year of mathematics and reading) can help students who need extra assistance to get ready for college-preparatory work in high school. Individual meetings with teachers, students and parents provide time for academic and career discussions, extra help, and discussions on the need for student effort. Eighth-grade guidance smoothes the transition to high school.
 - Ninth-grade guidance focuses on catch-up courses or double-dosing in mathematics and English for students not prepared for college-preparatory work.
 - In the middle grades and early high school, the guidance curriculum must help many students develop the habits that make successful and independent learners – study skills, goal setting, relationship skills, team management, etc.
 - Tenth-grade guidance reviews selected career or academic concentrations and ensures that students are taking the appropriate courses.
 - Eleventh-grade guidance is an important checkpoint. It focuses on what students need to do *now* to be successful in taking credit-bearing courses in college or in entering the workforce. Students take college placement and/or employment exams to see if they are ready for life after high school.
 - Twelfth-grade guidance monitors coursework, builds skills and knowledge, and plans for extra help or extra coursework. The 12th-grade program facilitates the transition from high school to postsecondary studies or work. Special senior courses in mathematics and English reinforce needed skills and knowledge.

Transition Focus Team

Mission: The mission of the Transition Focus Team is twofold: to reduce the percentages of students who start grade nine unprepared to succeed in a college-preparatory curriculum; to make effective use of the senior year by allowing those students who are already prepared for postsecondary credit to earn at least 15 semester hours of college credit; for those who are not prepared for post-secondary study and plan to pursue it, use the senior year to devise special English and mathematics courses so students can take credit-bearing courses immediately upon entering postsecondary studies; and for those students who are not planning to enroll in postsecondary studies, use the senior year to allow them to earn employer-recognized credentials. The final mission of this transition team is to make every effort to ensure that seniors graduate either in the spring or summer of that year.

Local Responsibilities: 8th to 9th Student Transition; 12th to Postsecondary Transition
Graduation
Extra Help/After School Tutoring
Student Mentoring
At-Risk Program
Seat Time Recovery
Other Responsibilities as Assigned

Charges

1. Promote the vision of education on a continuum that becomes increasingly more complex as it moves from grade six to grade twelve. Develop an action plan that addresses each transition point with specific objectives and actions.
2. Cooperate with the Curriculum Focus Team to create vertical teams of teachers of the same subjects to review their curriculums and assessments so they know what is taught at each grade level. This will help teachers understand what is expected at the next grade level.
3. Design ninth-grade catch-up courses that get students to the skill and knowledge levels needed to be successful in rigorous high school studies.
4. Research the dropout and failure rates, particularly in grades nine through twelve; determine if there is a “ninth-grade bulge” (consisting of retained students) or a serious dropout or retention problem. Build a system to address these issues.
5. Cooperate with the Guidance and Public Information Focus Team to build a vertical continuum of guidance activities.
6. Act as the overall communications team that knows what is going on in each school and in professional development so that there is no redundancy of activities or requirements.
7. Create a vision of how the high school and the postsecondary institution will work together to strengthen the senior year and to increase articulation and dual-credit opportunities. This vision includes developing senior year courses (developed and approved by the Curriculum Focus Team) to get graduates ready for postsecondary education or work. Use the senior year to accelerate instruction and get students ready for the next step.
8. Provide career programs that prepare students for high-quality, high-demand jobs. Ensure that courses have sufficient depth of academic and technical content and are taught to standards that enable students to earn postsecondary credit that give them an edge in getting good jobs.
9. Build vertical teams of high school and postsecondary teachers who meet periodically to align curricula and discuss and act on issues such as dual credit and articulation. Identify students who are ready to earn college-level credit in the senior year and provide them with these opportunities.
10. Design and offer structured work-based learning programs for high school and college students such as job shadowing, internships, apprenticeships and cooperative work-site learning.
11. Provide college and career counseling and advisement. Work with postsecondary institutions to identify 11th-graders not ready for postsecondary study and to develop special senior year courses to get students prepared for postsecondary study.
12. Work with the Curriculum Team to develop a consensus on the definition of good instruction, particularly for students who may have reached the senior year with no expectation of graduating.

13. Involve business and community leaders in shaping high school and postsecondary studies.

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

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

School Personnel. The 2015-2016 staff at J. L. Mann included 98 teachers, 2 media specialists, 5 guidance counselors, 1 instructional coach and 6 administrators. Our teachers work diligently to keep their skills up to date: 68.1% of J. L. Mann's teaching staff has advanced degrees and continued to work on increasing their teaching skills, using an average of 8.1 professional development days. The average teacher salary was \$49,256. The average attendance rate of our teachers was 94.4%, up from 92.8% the previous school year. The percentage of teachers returning from the previous school year was up at a rate of 88.5% from 87.3% the previous year. Additionally, 85.7% of our teachers held continuing contracts.

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

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

J. L. Mann High School Student Enrollment 2009-2016

2009-2010	1609
2010-2011	1673
2011-2012	1698
2012 - 2013	1666
2013-2014	1716
2014-2015	1714
2015-2016	1711

J. L. Mann's student attendance rate for 2015-2016 was 94.9% which is up from 94.7% in 14-15. Student retention rate held steady at 2.0% and the student dropout rate decreased slightly to 1.7%. Out of school suspensions or expulsions for violent and/or criminal offenses increased slightly to 0.9%.

In 2015-2016, 56.4% of Mann's student population was enrolled in AP courses with 58.6% of those students being successful on the AP exam.

Student Enrollment by Gender, Grade, Ethnicity, and Free/Reduced Lunch Status. J. L. Mann High School currently serves 1734 students with 879 males and 855 females.

J. L. Mann High School currently serves 507 9th Graders, 453 10th Graders, 376 11th Graders and 398 12th Graders.

J. L. Mann's student population consists of 8.6% Hispanic students, 3.9% Asian students, 26.4% African-American students, 3.3% "other" Minority students, and 57.6% Caucasian students. Percentages based on ethnicity have remained fairly stable over the past few years.

J. L. Mann High School currently has 29% of students who qualify for free/reduced lunch and a 33.5% poverty index.

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

Special Education. J. L. Mann High School is a satellite school for students with handicapping conditions. We provide services for students with a wide range of handicaps including autistic, emotionally disabled, educable mentally disabled, hearing disabled, health impaired, learning disabled, orthopedically handicapped, trainable mentally disabled, visually disabled, multi-handicapped, and other-health impaired. Our special needs population (other than speech) made up 10% of our population in 2015-2016

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

as Computer Programming for the technology magnet, Forensics and AP Science courses for the science magnet, and AP Calculus AB and BC for the math magnet.

Beginning in the 2013-2014 school year, the NewTech program was added to the school. This program is a project based learning model that accepts up to 150 students per year.

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

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

Additionally there is an emphasis to help all students through the focus of on Common Planning, especially for those teachers teaching an End-of-Course Placement Test. These teachers plan together throughout the year in an effort to increase mastery of content and EOC passage rates. All teachers are expected to common plan a minimum of twice a month with EOC teachers common planning weekly.

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

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

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

- Accelerate, Engineering Program through Governor's School
- Adaptive Physical Education
- Advisor/Advisee Groups
- AP Courses (18+ offered yearly)
- AP+PLTW (engineering)
- AP Capstone Diploma (will begin offering in 17-18 school year)
- Community-Based Job Training
- DEAR - Drop Everything and Read
- ESOL – English as a Secondary or Other Language
- Extra Mann Power –After School Tutoring and Bus Program
- Foreign Languages – French, Spanish, online Latin

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

Mission, Vision and Beliefs

Our Beliefs and Vision.

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

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

Our Mission.

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

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

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

We Believe ... So We Are Providing!

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

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

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

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

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

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

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

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

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

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

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

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

Department Commitments – Efforts for Increased Content-Specific Student Achievement

English Department

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

Mathematics Department

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

Science Department

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

Social Studies Department

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

World Languages Department

SAT Prep Classes
ESOL
AP Courses
World Class Partnerships
Career Pathways

Technology Department

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

Fine Arts Department

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

PE Department

Athletics
Adaptive PE
Interact Club
Career Pathways

JROTC Department

Service Learning
Raider Team
TMD ROTC
Career Pathways

Special Education Department

Occupational Diploma
Lunch Mann Express
Career Pathways

Guidance Department

IGP's
Curriculum Templates
Testing
Career Pathways

Media Center

Technology Inventory
Student/Teacher Resources
Career Pathways

Data Analysis and Needs Assessment

Student Achievement Needs Assessment. Like all organizations, J. L. Mann High School is very effective in some areas and is still working to improve in others. Our overall ratings have been good, as shown in the chart below. We were very proud to reclaim the level of “Excellent” in 2010-2011, the first time since 2006. We have kept an excellent rating every year since 10-11.

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

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

In 2010-2011, the on-time graduation rate was 70.3%. Because of this decline graduation rate has become a major focus for the school and any new programs we consider. In 2011-2012 Mann began a free transportation program so students can stay after school for tutoring. Also during that year our staff has implemented common planning and visitation of other schools to find new ideas for increasing graduation rate. These approaches were proven successful as shown by the 5.2% increase in our graduation rate in 2012. One additional idea that has come from visiting other schools is Wren High School’s “Power of I” program which we are currently modifying and plan to implement at Mann in 2012-2013. We have seen great gains in our graduation rate over the past three years, with our 2016 graduation rate at 90.3%!

J. L. Mann High School Graduation Rate 20010-2013

Year	Graduation Rate
2010	72.7%
2011	70.3%
2012	75.7%
2013	80.0%
2014	86.2%
2015	87.7%
2016	90.3%

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

Year	Graduation Rate
2011	73.0%
2012	73.7%
2013	78.3%
2014	82.8%
2015	87.6%
2016	89.5%

End of Course.

J. L. Mann High School EOC Test Results by Content 2011-2016

	2011	2012	2013	2014	2015	2016
Algebra I	76.4%	80.0%	81.8%	85.8%	82.6%	70.1%
English I	75.3%	75.9%	76.3%	82.5%	76.7%	86.7%
Biology	79.8%	80.6%	89.7%	90.7%	92.0%	89.0%
US History	65.2%	67.0%	80.8%	83.4%	82.2%	88.6%
All Tests	74.8%	75.6%	83.5%	85.5%	83.6%	84.9%

ACT WorkKeys:

	Number of students tested	Percentage of students who received an NCRC	Bronze percentage	Silver Percentage	Gold Percentage	Platinum percentage
2015	370	91.1	16.8	36.8	35.9	1.6
2016	394	91.4	8.6	48	34.5	0.3

Percent of Students Meeting Platinum, Gold, or Silver Threshold on WorkKeys			
	Applied Mathematics	Reading for Information	Locating Information
2015	79.4%	95.2%	91.5%
2016	84.5%	96.4%	89.6%

ACT:

	Number Taking	English	Math	Reading	Science	Composite
2015	370 (9GR13)	20	20	21	21	21 (District – 19)
2016	395 (9GR14)	20.2	21.2	21.3	21.5	21.2 (District – 19.3)

	Percent of Students Meeting ACT College-Ready Benchmarks				
	English-Benchmark score:18	Math-Benchmark score: 22	Reading-Benchmark score: 22	Science-Benchmark Score: 23	All 4 Subjects
2015	57.4%	37.4%	44%	36.5%	23.9%
2016	61.0%	46.0%	48.8%	43.2%	32.0%

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

J. L. Mann High School SAT Scores

	Critical Reading	Math	Writing	Composite
2010-2011	498	510	476	1484
2011-2012	513	521	502	1537
2012-2013	517	528	504	1549
2013-2014	516	522	493	1531
2014-2015	508	509	488	1505
2015-2016	508	517	489	1513

AP. In 2015-2016, J. L. Mann administered 1086 exams. A student must receive a score of three out of five in order to receive college credit. Overall, the success rate for all Advanced Placement exams taken at J. L. Mann has steadily increased the past four years.

J. L. Mann HS AP Passage Rates

Year	Number of Exams Given	Exams Passed with a Score of 3-5	Passage Rate
2011	674	391	58%
2012	970	501	52%
2013	945	546	57.8%
2014	900	539	59.9%
2015	1104	630	57.1%
2016	1086	636	58.6%

Teacher and Administrator Quality - Highly Qualified Teachers. J. L. Mann High School could not be effective for our students without qualified teachers and administrators in place. 100% of our teachers are highly qualified.

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

J. L. Mann High School Teachers and Administrators with Advanced Degrees 2010-2016

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
60.7%	67.4%	68.4%	71.3%	71.7%	68.1%

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

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

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

2017-2018 Professional Development Plan

GOALS

STUDENT ACHIEVEMENT & MOTIVATION (SAM)

- Facilitate training to learn about and implement change in regards to increasing student achievement and motivation in the classroom with a focus on student centered classrooms.
- Expand faculty and staff exposure to strategies that facilitate instruction that is not teacher-directed, to include Project Based Learning, simulations, and online collaboration.
- Focus on allowing student choice in assignments, while remaining within the content required by standards.
- Faculty and staff will be apprised of all opportunities to obtain Gifted & Talented certification as required by the state.

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

DIGITAL LEADER CORPS (DLC)/PERSONALIZED DEVICES

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

NEW STAFF DEVELOPMENT (NSD)

- Implement and continuously support new staff as a professional educator.

DISCIPLINARY LITERACY

- (goal pending plan from school literacy team)

REGULARLY SCHEDULED MEETINGS

1st Wednesday: Faculty Meetings (PD on a variety of topics; done virtually on occasion for extra PLC meetings)

2nd Wednesday: Teacher Leader PD or School Counselor PD at every Department Meeting

3rd Wednesday: HSTW Focus Team Meetings

4th Wednesday: SALT Leadership Committee

PLC MEETINGS

- EOC Classes – Teachers are expected to meet a minimum of once a week; allow one virtual meeting/month if there is nothing to share and to accommodate unforeseen schedule crunches
- Non-EOC Classes – Teachers are expected to meet a minimum of twice a month.
- Minutes and norms are to be posted to the Google Drive by subject
- Instructional Coach attend once a month for EOC courses, twice each semester for other PLCs (or as needed) for guidance

PROFESSIONAL DEVELOPMENT PROGRAMS

LITERACY PD

- (goal pending plan from school literacy team)

NEW STAFF SUMMER WORKSHOP

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

MANN, I'M NEW – (New Teachers)

Meet every month with new teachers at Mann to check-in with how things are going, provide, support, cheer, and professional development; discuss PAS-T goals and performance standards to prepare for formal evaluation.

FORMAL EVALUATION COHORT – (teachers in the second year undergoing formal evaluation)

Meet every month through first semester with 2nd year teachers going through PAS-T to support them and highlight PAS-T goals and performance standards. After first semester, meetings will be on an as needed basis.

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

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

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

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

DIGITAL DEVELOPMENT

Technology workshops are led by members of the DLC. Topics will be thematic units. Themes are Google Apps, Promethean Board training, Online Communication, BYOD Devices and classroom uses, and Project Based Learning using devices. Meetings will be conducted in person and in an online format.

COLLABORATIVE COACHING CYCLES

Cohorts of teachers—those on year 4 of informal evaluation, new teachers, and others on an at-will or as needed basis—will participate in a reflective conversation with the instructional coach to focus on specific aspects of the classroom environment. The teacher and coach will conference before and after the observation and work toward improvement on the specific practice observed. Teachers will also be afforded the opportunity to observe peers for ideas on classroom management and/or instructional strategies.

TEACHERS OBSERVING TEACHERS

The Instructional Coach will organize quarterly opportunities for teachers to engage in professional learning by observing other teachers' classrooms in a non-evaluative, informal format. After the observation, additional time will be offered to collaborate on the strategies that were seen in each other's classrooms.

INCLUSION WORKSHOPS

These workshops will focus on the coteaching aspect of inclusion. The workshops will grow as the inclusion model and coteaching grow within the school. Half day workshops with the special education teacher and the regular education teacher will begin the spring before the teachers engage in coteaching in the fall. The Instructional Coach will meet with each coteaching pair monthly.

LITERACY TEAM

One teacher from each department (not the department head) works with the Instructional Coach monthly to present professional development information to their fellow teachers in the Wednesday department meetings.

MANN HUNT

This is a secret pal program where all faculty and staff who sign up are assigned another person in the school to surprise once a month and on special occasions with a treat. At the end of the year, pals reveal themselves and celebrate another year together. This activity is meant to build staff morale and connectivity between veteran and new staff.

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

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

COACH'S CORNER

The newsletter is published weekly by the IC highlighting important information about grades, professional development, testing, and other information of teachers. Members of the Professional Development subcommittee will contribute articles weekly on a topic designated by the IC to be included in the newsletter.

2016-2017 Professional Development Plan

GOALS:

- STUDENT ACHIEVEMENT & MOTIVATION (SAM): Facilitate training to learn about and implement change in regards to increasing student achievement and motivation in the classroom with a focus on student centered classrooms.
 - Expand faculty and staff exposure to strategies that facilitate instruction that is not teacher-directed, to include Project Based Learning, simulations, and online collaboration.
 - Focus on allowing student choice in assignments, while remaining within the content required by standards
 - Faculty and staff will be apprised of all opportunities to obtain Gifted & Talented certification as required by the state
- PROFESSIONAL LEARNING COMMUNITIES (PLC):
 - Teachers engage in a learning community with a student centered focus. The PLC should be driven by data and the sharing of best instructional practices.

- TECHNOLOGY (TECH):
 - Provide and support the technology necessary to engage students in the learning process
 - Promote technology integration throughout the curriculum to improve instruction, student engagement and achievement
- NEW STAFF DEVELOPMENT (NSD): Implement and continuously support new staff as a professional educator
- DISCIPLINARY LITERACY: (goal pending plan from school literacy team)

REGULARLY SCHEDULED MEETINGS:

1st Wednesday → Faculty Meetings: PD on a variety of topics; done virtually on occasion to accommodate PLC meetings

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- Instructional Coach attend once a month for EOC courses, twice each semester for other PLCs (or as needed) for guidance

PROFESSIONAL DEVELOPMENT PROGRAMS:

LITERACY PD

Pending school and district literacy plan.

NEW STAFF SUMMER WORKSHOP

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

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TECH TUESDAYS

Technology workshops are held on the 2nd and 4th Tuesday of each month. Topics will be thematic units. Themes are Google Apps, Promethean Board training, Online Communication, BYOD Devices and classroom uses, and Project Based Learning using devices. Meetings will be conducted in an online format.

COLLABORATIVE COACHING CYCLES

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TEACHER LEADERS

One teacher from each department (not the department head) works with the Instructional Coach monthly to present professional development information to their fellow teachers in the Wednesday department meetings.

SCHOOL COUNSELOR SEMINARS

School Counselors will offer at least 4 professional development opportunities during department meetings to present information pertaining to registration and student needs.

MANN HUNT

This is a secret pal program where all faculty and staff who sign up are assigned another person in the school to surprise once a month and on special occasions with a treat. At the end of the year, pals reveal themselves and celebrate another year together. This activity is meant to build staff morale and connectivity between veteran and new staff.

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School Climate Needs Assessment - Student Attendance.

J. L. Mann High School Student Attendance Rate

Year	Attendance Rate
2009-2010	97.1%
2010-2011	93.9%
2011-2012	94.0%
2012-2013	93.9%
2013-2014	95.7%
2014-2015	94.7%
2015-2016	94.9%

J. L. Mann High School Student Dropout Rate

Year	Dropout Rate
2010-2011	2.0%
2011-2012	3.4%
2012-2013	2.6%
2013-2014	1.8%
2014-2015	2.0%
2015-2016	1.7%

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

J. L. Mann High School ISS Assignments by Ethnicity and Gender 2015-2016

	Male	Female	Total
Asian	0	0	0
Black	153	107	260
Hispanic	31	6	37
Other	9	2	11
White	72	39	111
Total ISS Assignments			419

J. L. Mann High School OSS Assignments by Ethnicity and Gender 2015-2016

	Male	Female	Total
Asian	0	0	0
Black	100	79	179
Hispanic	9	4	13
Other	5	4	9
White	44	22	66
Total OSS Assignments			267

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

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

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

J. L. Mann High School Evaluations by Teachers, Students, and Parents 2015-2016

	Teachers	Students	Parents
Number of surveys returned	97	285	79
Percent satisfied with learning environment	80.4%	80.0%	82.3%
Percent satisfied with social and physical environment	86.6%	86.6%	80.7%
Percent satisfied with school-home relations	89.7%	85.5%	65.4%

Action Plan

ACT – STATE TESTING

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups on ACT for State Testing each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard as measured by the ACT for State Testing.

ANNUAL OBJECTIVE: Annually meet or exceed the standard as measured by the ACT for State Testing.

DATA SOURCE(S): SC SDE website – ACT test scores

ACT Composite – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	20.5	20.7	20.9
School Actual	20.3	21.2		
District Projected	X	19.2	19.5	19.8
District Actual	18.9	19.3		

ACT English – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	19.6	19.8	20
School Actual	19.4	20.2		
District Projected	X	18.0	18.3	18.6
District Actual	17.7	18.0		

ACT Mathematics – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	20.3	20.5	20.7
School Actual	20.1	21.2		
District Projected	X	19.2	19.5	19.8
District Actual	18.9	19.3		

ACT Reading – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	21	21.2	21.4
School Actual	20.8	21.3		
District Projected	X	19.7	20.0	20.3
District Actual	19.4	19.7		

ACT Science – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	20.5	20.7	20.9
School Actual	20.3	21.5		
District Projected	X	19.3	19.6	19.9
District Actual	19.0	19.5		

ACT Writing – Average ACT Score

	Baseline 2015-2016	2016-17	2017-18
School Projected	X	19	19.3
School Actual	18.7		
District Projected	X	17.0	17.3
District Actual	16.7		

ACT English – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	59	62	65
School Actual	56	61		
District Projected	X	53.1	58.6	64.0
District Actual	47.7	48.5		

District Projections based upon National Percent of Students in the 2015 Graduating Class Meeting Benchmarks by Subject

ACT Math – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	39.1	42.1	45.1
School Actual	36.1	46		
District Projected	X	33.3	38.1	43.0
District Actual	28.4	31.4		

ACT Reading – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	45.5	48	50.5
School Actual	43	48.8		
District Projected	X	36.9	40.4	44.0
District Actual	33.3	37.4		

ACT Science – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	38.6	41.6	44.6
School Actual	35.6	43.2		
District Projected	X	28.2	32.6	37.0
District Actual	23.8	28.3		

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

ELA – School – High	Baseline 2014- 15	2015- 16	2016- 17	2017- 18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*	*		
Male	*	*		
Female	*	*		
White	*	*		
African-American	*	*		
Asian/Pacific Islander	*	*		
Hispanic	*	*		
American Indian/Alaskan	*	*		
Disabled	*	*		
Limited English Proficient	*	*		
Students in Poverty	*	*		

SC SDE did not provide baseline data for 2015-2016.

ELA – District - HS	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*	*		
Male	*	*		
Female	*	*		
White	*	*		
African-American	*	*		
Asian/Pacific Islander	*	*		
Hispanic	*	*		
American Indian/Alaskan	*	*		
Disabled	*	*		
Limited English Proficient	*	*		
Students in Poverty	*	*		

SC SDE did not provide baseline data for 2015-16.

Math – School - High	Baseline 2014-	2015-16	2016-17	2017-18

	15			
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*	*		
Male	*	*		
Female	*	*		
White	*	*		
African-American	*	*		
Asian/Pacific Islander	*	*		
Hispanic	*	*		
American Indian/Alaskan	*	*		
Disabled	*	*		
Limited English Proficient	*	*		
Students in Poverty	*	*		

SC SDE did not provide baseline data for 2015-16.

Math – District - HS	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*	*		

Male	*	*		
Female	*	*		
White	*	*		
African-American	*	*		
Asian/Pacific Islander	*	*		
Hispanic	*	*		
American Indian/Alaskan	*	*		
Disabled	*	*		
Limited English Proficient	*	*		
Students in Poverty	*	*		

SC SDE did not provide baseline data for 2015-16.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

PERFORMANCE STATEMENT: Meet or exceed the state objective(s) for National Career Readiness Certification as measured by WorkKeys.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the state objective(s) for National Career Readiness Certification as measured by WorkKeys.

ANNUAL OBJECTIVE: Annually meet or exceed the state objective(s) for National Career Readiness Certification as measured by WorkKeys.

DATA SOURCE(S): SC SDE website – ACT WorkKeys Test Scores

ACT WorkKeys – Percentage of students who received a National Career Readiness Certificate (NCRC)

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	91.9	92.7	93.5
School Actual	91.1	91.4		
District Projected	X	90.2	91.2	92.2
District Actual	89.2	89.6		

ACT WorkKeys – Percentage of students who received a Bronze NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	17	17.2	17.4
School Actual	16.8	8.6		
District Projected	X	21.2	21.5	21.8
District Actual	20.9	18.8		

ACT WorkKeys – Percentage of students who received a Silver NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	37	37.2	37.4
School Actual	36.8	48		
District Projected	X	40.6	40.9	41.2
District Actual	40.3	48.3		

ACT WorkKeys – Percentage of students who received a Gold NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	36.1	36.3	36.5
School Actual	35.9	34.5		
District Projected	X	27.4	27.7	28.0
District Actual	27.1	22.3		

ACT WorkKeys – Percentage of students who received a Platinum NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	1.8	2	2.2
School Actual	1.6	0.3		
District Projected	X	1.0	1.1	1.2
District Actual	0.9	0.3		

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	77.9	79.9	81.9	83.9	85.9
School Actual	75.9	76.3	82.5	76.7	86.7		
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (HS only)	71.1	78.4	77.4	79.7 (MS and HS)	82.8		

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	82.0	84.0	86.0	88.0	90.0
School Actual	80.0	81.8	85.8	82.6	70.1		
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (HS only)	78.0	83.2	82.7	90.1 (MS & HS)	85.5		

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	82.6	84.6	86.6	88.6	90.6
School Actual	80.6	89.7	90.7	92	89.0		
District Projected	X	X	81.7	82.7	83.7	84.7	85.7
District Actual	80.7	84.3	84.5	83.7	80.4		

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

DATA SOURCE(S): SDE School Report Card

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	69.0	71.0	73.0	75.0	77.0
School Actual	67.0	80.8	83.4	82.2	88.6		
District Projected	X	X	66.6	67.6	68.6	69.6	70.6
District Actual	65.6	73.9	75.3	77.8	82.7		

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

School Name	Baseline 2010-11	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X		54	56	58	60	62
School Actual	58	52	57	59.8	50.7	58.6		
District Projected	X	X		57	58	59	60	61
District Actual	56	53	55	54	53	54		

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Critical Reading Projected	x	x	515	517	519	521	523
Critical Reading Actual	513	517	516	508	508		
Math Projected	x	x	523	525	527	529	531
Math Actual	521	528	522	509	517		
Writing Projected	x	x	504	506	508	510	512
Writing Actual	502	504	493	488	489		
Composite Projected	x	x	1539	1541	1543	1545	1547
Composite Actual	1537	1549	1531	1505	1513		

District	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Critical Reading Projected	X	X	493	495	497	499	501
Critical Reading Actual	491	496	499	497	503		
Math Projected	X	X	496	498	500	502	504
Math Actual	494	492	496	496	503		
Writing Projected	X	X	472	474	476	478	480
Writing Actual	470	474	472	473	480		
Composite Projected	X	X	1461	1467	1473	1479	1485
Composite Actual	1455	1462	1467	1466	1486		

GRADUATION RATE

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	77.7	79.7	81.7	83.7	85.7
School Actual	75.7	80.0	86.2	87.7	90.1		
District Projected	X	X	73.9	75.4	77.0	78.5	80.0
District Actual	72.4	76.9	81.7	84.2	86.8		

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Offer outside of class tutoring for all students.	Ongoing	Teachers	\$0		Teacher tutoring schedules
Utilize the AP testing format during the course of study in AP classes.	Ongoing	AP Teachers	\$0		Sample AP tests
Collaborate with other AP teachers in similar subject areas.	Ongoing	AP Teachers	\$0		Common planning logs
Assist students in tracking their own academic progress through advisory.	Ongoing	Teachers, Guidance Focus Team	\$0		Advisory logs
Incorporate study skills, test-taking skills, and organizational skills in the teaching of all classes.	Ongoing	Teachers, Common Planning	\$0		Lesson plans
Increase the level of differentiation in lesson plans.	Ongoing	Teachers, Common Planning	\$0		Lesson plans
Create common exams in EOC courses.	Ongoing	EOC Teachers, Common Planning	\$0		EOC exams
Improve communication regarding upcoming standardized tests.	Ongoing	Administration, Teachers	\$0		Phone blast, newsletters, web site
Offer transportation for after school tutoring.	Ongoing	Administration	\$25,000	Student Council	Bus spreadsheet
Find more ways to incorporate technology into the classroom.	Ongoing	Teachers, IC	\$0		PD schedule

Student Achievement Teacher/Administrator Quality School Climate Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	50.0%	60.0%	70.0%	80.0%	90.0%
Actual	62.8% (59/94)	39.2% (38/97)	67.4% (58/86)	80%	85.7%		

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

STUDENT ACHIEVEMENT & MOTIVATION (SAM)

- Facilitate training to learn about and implement change in regards to increasing student achievement and motivation in the classroom with a focus on student centered classrooms.
- Expand faculty and staff exposure to strategies that facilitate instruction that is not teacher-directed, to include Project Based Learning, simulations, and online collaboration.
- Focus on allowing student choice in assignments, while remaining within the content required by standards.
- Faculty and staff will be apprised of all opportunities to obtain Gifted & Talented certification as required by the state.

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

DIGITAL LEADER CORPS (DLC)/PERSONALIZED DEVICES

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

NEW STAFF DEVELOPMENT (NSD)

- Implement and continuously support new staff as a professional educator.

DISCIPLINARY LITERACY

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

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

2017-2018 Professional Development Plan

GOALS

STUDENT ACHIEVEMENT & MOTIVATION (SAM)

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- Promote technology integration throughout the curriculum to improve instruction, student engagement and achievement.

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- Implement and continuously support new staff as a professional educator.

DISCIPLINARY LITERACY

- (goal pending plan from school literacy team)

REGULARLY SCHEDULED MEETINGS

1st Wednesday: Faculty Meetings (PD on a variety of topics; done virtually on occasion for extra PLC meetings)

2nd Wednesday: Teacher Leader PD or School Counselor PD at every Department Meeting

3rd Wednesday: HSTW Focus Team Meetings

4th Wednesday: SALT Leadership Committee

PLC MEETINGS

- EOC Classes – Teachers are expected to meet a minimum of once a week; allow one virtual meeting/month if there is nothing to share and to accommodate unforeseen schedule crunches
- Non-EOC Classes – Teachers are expected to meet a minimum of twice a month.
- Minutes and norms are to be posted to the Google Drive by subject
- Instructional Coach attend once a month for EOC courses, twice each semester for other PLCs (or as needed) for guidance

PROFESSIONAL DEVELOPMENT PROGRAMS

LITERACY PD

- (goal pending plan from school literacy team)

NEW STAFF SUMMER WORKSHOP

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

MANN, I'M NEW – (New Teachers)

Meet every month with new teachers at Mann to check-in with how things are going, provide, support, cheer, and professional development; discuss PAS-T goals and performance standards to prepare for formal evaluation.

FORMAL EVALUATION COHORT – (teachers in the second year undergoing formal evaluation)

Meet every month through first semester with 2nd year teachers going through PAS-T to support them and highlight PAS-T goals and performance standards. After first semester, meetings will be on an as needed basis.

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

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

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

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

DIGITAL DEVELOPMENT

Technology workshops are led by members of the DLC. Topics will be thematic units. Themes are Google Apps, Promethean Board training, Online Communication, BYOD Devices and classroom uses, and Project Based Learning using devices. Meetings will be conducted in person and in an online format.

COLLABORATIVE COACHING CYCLES

Cohorts of teachers—those on year 4 of informal evaluation, new teachers, and others on an at-will or as needed basis—will participate in a reflective conversation with the instructional coach to focus on specific aspects of the classroom environment. The teacher and coach will conference before and after the observation and work toward improvement on the specific practice observed. Teachers will also be afforded the opportunity to observe peers for ideas on classroom management and/or instructional strategies.

TEACHERS OBSERVING TEACHERS

The Instructional Coach will organize quarterly opportunities for teachers to engage in professional learning by observing other teachers' classrooms in a non-evaluative, informal format. After the observation, additional time will be offered to collaborate on the strategies that were seen in each other's classrooms.

INCLUSION WORKSHOPS

These workshops will focus on the coteaching aspect of inclusion. The workshops will grow as the inclusion model and coteaching grow within the school. Half day workshops with the special education teacher and the regular education teacher will begin the spring before the teachers engage in coteaching in the fall. The Instructional Coach will meet with each coteaching pair monthly.

LITERACY TEAM

One teacher from each department (not the department head) works with the Instructional Coach monthly to present professional development information to their fellow teachers in the Wednesday department meetings.

MANN HUNT

This is a secret pal program where all faculty and staff who sign up are assigned another person in the school to surprise once a month and on special occasions with a treat. At the end of the year, pals reveal themselves and celebrate another year together. This activity is meant to build staff morale and connectivity between veteran and new staff.

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

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

COACH'S CORNER

The newsletter is published weekly by the IC highlighting important information about grades, professional development, testing, and other information of teachers. Members of the Professional Development subcommittee will contribute articles weekly on a topic designated by the IC to be included in the newsletter.

STUDENT ATTENDANCE

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	94.0	93.9	95.7	94.7	94.9		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6	95.7		

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	x	x	Less than 0.5%				
School Actual	0.002%	0.0005%	0%	0.8	0.9		
District Projected	x	x	Less than 0.5%				
District Actual	0.5%	0.6	0.6	0.7	0.9		

PARENT SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	77.9	78.9	79.9	80.9	81.9
School Actual	76.9	90.2	76.4	89	82.3		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8	90.1		

STUDENT SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	79.0	80.0	81.0	82.0	83.0
School Actual	78.0	73.5	68.6	80	80		
District Projected (ES, MS, and HS)	X	X	81.5	82.5	83.5	84.5	85.5
District Actual (HS only)	79.7	80.7	76.5	83.9 (ES, MS, & HS)	83.8 (ES, MS, & HS)		

TEACHER SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	85.6	86.6	87.6	88.6	89.6
School Actual	84.6	84.6	81.7	87	80.4		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3	91.7		

PARENT SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	85.5	86.5	87.5	88.5	89.5
School Actual	84.5	91.4	80.8	91	85.5		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1	91.7	91.7		

STUDENT SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	86.9	87.9	88.9	89.9	90.9
School Actual	85.9	80.8	87.8	91.7	94		
District Projected	X	X	91.0	91.5	92.0	92.5	93.0
District Actual	90.0	89.6	87.2	91.3 (ES, MS, & HS)	91.1 (ES, MS, & HS)		

TEACHER SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	96.4	97.4	98.5	98.5	98.5
School Actual	95.4	98.8	93.8	98.2	95.9		
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3	98.4		

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Provide well-defined technical structure through the day, such as ISS, bell schedules, assembly charts, etc.	Ongoing	Administration	\$0		Bell schedules, assembly schedules, etc.
Monitor students by standing in hallways during passing times and attending to teacher duty.	Ongoing	Teachers, Administration	\$0		Adults in all areas during unstructured times
Immediately address improper language and/or gestures, improper student dress, or any other observed infraction.	Ongoing	All staff	\$0		Referrals
Follow up and track teacher recommendations for excessive or repeat offenders.	Ongoing	Administration	\$0		Referrals
Provide opportunities for students to learn how to handle conflict.	Ongoing	Guidance, Advisors	\$0		Advisory plans
Sponsor a student mentoring program.	Ongoing	Teacher Sponsor	\$0		Mentoring schedule
Emphasize the wearing of ID's on campus.	Ongoing	All staff	\$0		Referrals
Maintain an after school detention program.	Ongoing	Administration, Detention Teacher	\$0		Referrals, detention schedule
Use ISS to instruct students in conflict management.	Ongoing	ISS Teacher, Administration	\$0		ISS curriculum
Create clean-up competitions to keep the campus clean.	Ongoing	Administration	\$0		Posting in cafeteria
Offer an alternative way to make up excessive absences.	Ongoing	Administration	\$0		Seat time recovery

School Report Card

<http://www.ed.sc.gov/data/report-cards/state-report-cards/2016/opportunities/students/?d=2301&s=013&t=H&y=2016>

School Report Card Survey Results

<https://drive.google.com/a/greenvilleschools.us/file/d/0B3jrINqP0wwHNI9BMmNEV3lTZEE/view?usp=sharing>