

LEAGUE ACADEMY OF COMMUNICATION ARTS

Greenville County Schools

"Challenge – Create – Communicate!"

SCHOOL PORTFOLIO 2014-15



"CHALLENGE - CREATE - COMMUNICATE!"

Schools *to* Watch[®]

Middle Grades 6-8

Principal, Mary Leslie Anderson

125 Twin Lake Road

Greenville, SC 29609

www.greenville.k12.sc.us/league

Superintendent, Mr. W. Burke Royster

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: League Academy

SCHOOL DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-16 (*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

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Elizabeth Gordon		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mary Leslie Anderson		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 125 Twin Lake Road, Greenville, SC 29609

SCHOOL'S TELEPHONE: (864) 355-8100

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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:	Mary Leslie Anderson
2. TEACHER:	Julia Tingen
3. PARENT/GUARDIAN:	Michelle Schultz
4. COMMUNITY MEMBER:	Lee Yarborough
5. SCHOOL IMPROVEMENT COUNCIL:	Elizabeth Gordon
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<u>POSITION</u>	<u>NAME</u>
Leadership Team	Department Chairs/Team Leaders
PTA President	Karen Weaver

***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

Act 135 Assurances

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

Academic Assistance, PreK–3

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

X Academic Assistance, Grades 4–12

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

X Parent Involvement

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

X Staff Development

The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the 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*.

X Technology

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

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.

X Collaboration

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

X Developmental Screening

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

Half-Day Child Development

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

Developmentally Appropriate Curriculum for PreK–3

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

Parenting and Family Literacy

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

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

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

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SDE School Report Card: <https://ed.sc.gov/data/reports-cards/>

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SDE School Report Card: <https://ed.sc.gov/data/reports-cards/>

INTRODUCTION

At League Academy we create our Portfolio using the Professional Learning Community (PLC) Model and SIC input. Each member of the faculty is assigned to an area that includes, but is not limited to, the National Schools To Watch domains. The following information provides a snapshot of what is happening at League Academy.

Our student achievement is evidence of shared leadership at work. Our school operates in a tiered approach to professional learning communities: our leadership team is made up of administrators, department chairs, team leaders, and instructional support personnel who work together to make student-centered decisions for our school. The principal's leadership focuses on student-centered school improvement based upon varied needs assessments and data and is shared through the tiers of leadership including the leadership team, team and department chairs, the plant engineer, School Improvement Council, PTA, and communications. League Academy is a professional learning community where stakeholders work together to determine action plans which are based on data collection and reflection of school processes. Reflection and discussion are imperative for improvement and school reform.

Teachers, staff members, parents, and community members have worked together examining many forms of data and analyzed their implications for student achievement. We have held discussions about trends and strategies, root causes, and improvements. We have discussed research and how we can use it to improve. These committees serve as the back bone of our school's ongoing strategic planning efforts and help ensure that all members of the educational structure at League Academy are engaged and informed.

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

EXECUTIVE SUMMARY

Student Achievement- Overall, test results at League Academy are very good; however, the percentage of students scoring not met overall increased in all subject areas. Our resource/self-contained students and our African-American students have continued to be our largest group scoring in the not met category. We see a need to research strategies for improving the test scores of these, as well as all students.

In 2013 our Annual Report Card Rating was Excellent (Absolute Rating) and Good (Growth Rating). For 2014, we recorded an Excellent (Absolute Rating) and Excellent (Growth Rating). These excellent ratings indicate our school performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision. We acknowledge the difficulty in maintaining and increasing test scores every year for each subject and subgroup, but we work together as a professional learning community to look at multiple measures to continuously improve student achievement.

Teacher and Administrator Quality- Survey results from teachers in our building are positive; however, there are several areas that teachers feel need work. As a school we need to work on teacher morale. Also our teachers feel we do not have sufficient computers for instructional use. The new principal was aware of these survey results coming in during the summer of 2014. As she prepared for the school year, she took into consideration these needs of the faculty, and has since created a technology initiative through partnerships with the PTA, professional development, and creating a Bring Your Own Device Policy in conjunction with the Leadership Team. Additionally, with the staff morale in mind, the principal has created a shared leadership model and included staff incentives, celebrations, and ownership of procedures in the plan for increasing staff morale.

School Climate- Overall teachers and parents felt like our learning environment, social and physical environment, and school-home relationships were positive; however, some of the lowest scores received were from our students. Since the survey is done only in the 8th grade, it is hard to pinpoint why they feel the way they do. We would like to begin our own survey in the 6th grade to see if we can pinpoint the areas of concern and make adjustments.

Challenges - Teachers were asked to compile a list of the challenges faced at League Academy. One of the most noted areas of academic challenges is the insufficient numbers of reliable computers. This hinders our teachers from using the technology in the classroom effectively with instruction and efficiently with time. We have started addressing this issue with the purchase of a set of thirty Chrome Books, with plans to purchase more in the near future. Another area noted was the lack of relevant professional development opportunities provided at school. We started tackling this challenge during the 2014-2015 school year through a tiered approach to professional development, which drills down to focus on the individual and their needs. We will continue to strengthen the integration of the arts into all content areas and grow and progress our magnet program to include the community in developing comprehensive arts and technology integrated school.

Significant Awards, Results, and Accomplishments

- A top performing middle school in the District and State
- Palmetto Gold and Silver Award for Student Achievement and Closing the Achievement Gap
- First Greenville County School to be named a "National School To Watch"
- Redesignated a National School To Watch in 2014
- SC Duke TIP Scholars/SC Junior Scholars
- Gilder Lehrman American History Affiliate School
- All State and All Region Orchestra Winners
- Superior scores at orchestra festivals and competitions
- First place and Best Overall Awards at choral festivals and competitions
- SC Theatre and Speech Association State Awards
- National, State, and District PTA Reflections Contest winners
- Warehouse Theatre Grants
- American Chemical Society Science Grant
- LiveWell Greenville Grant
- Nationally Certified Athletic Director
- American Heart Association recognition for starting Dodge Ball for Heart Disease Program
- 2013 National EPA Energy Star School
- "WATCH D.O.G.S." Program



Twelve teachers presently at League have participated in SmartARTS. This has provided high quality arts integration opportunities for League teachers and students over the past 5 years. SmartARTS is a partnership between Greenville County Schools and the Metropolitan Arts Council that connects students, artists and teachers to deeper learning and self-awareness through integrating the arts with all areas of education. SmartARTS provides training and support for teachers and artists in the use of successful arts integration methods. This is League's third year of participation in SmartARTS. The partnership is built on the collaboration between teacher and artist and is focused on becoming a model and resource for this innovative work that has brought academic and behavioral success for many undeserved students. SmartARTS began in Title 1 schools and now offers its programs to interested Elementary and Middle school teachers in Greenville County.

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

SCHOOL PROFILE

League Academy of Communication Arts

125 Twin Lake Road
Greenville, SC 29609
Telephone: (864) 355-8100
Fax: (864) 355-8160



School Community - League Academy is located in a quiet neighborhood, two blocks south of North Pleasantburg Drive, near downtown Greenville. Originally built in 1965 as a junior high, League was approved to be a Communication Arts Magnet Academy by the School Board in 1995. League's communication arts program provides students the opportunity to explore many art forms and to learn at least one art form well through advanced course offerings. Students can select intermediate and advanced studies in drama, dance, band, strings, choral music and the visual arts. Additionally, students can select communication arts electives, including computer technology, video production, speech and debate and journalism.

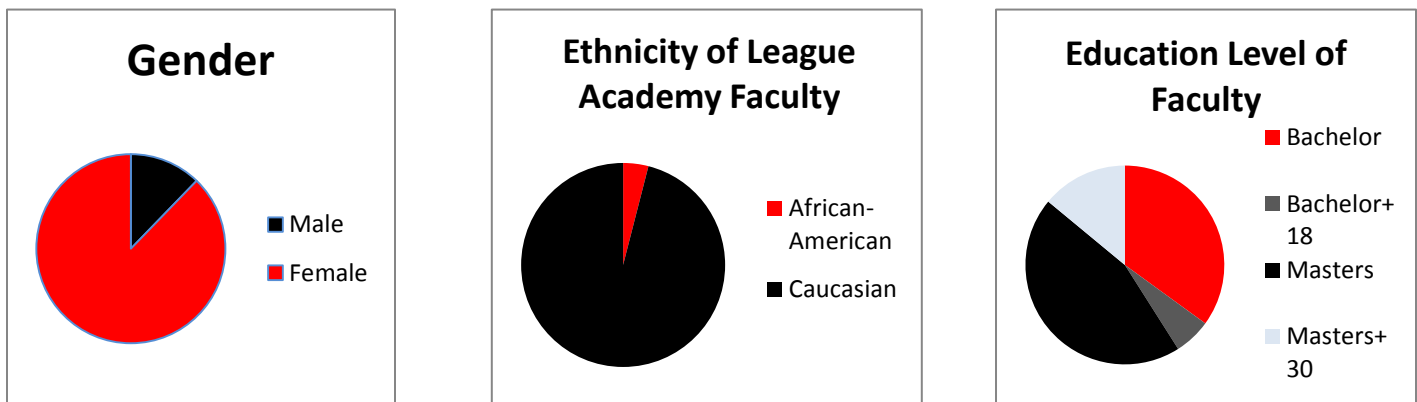
Our student population is unique because we do not follow a normal feeder school pattern. Students come to League from about 25 of our district elementary schools, and they leave us after 8th grade to attend almost every high school in our district.

Our facility consists of 39 academic classrooms, a media center, a business computer lab, a multimedia video production computer lab, a gymnasium with exercise room and athletic fields, a dance studio, an art studio, a chorus room, a dram studio, band and strings rooms with practice studios, an exploratory life skills lab, a cafeteria, an auditorium, and administrative as well as guidance offices.

Additionally, schools need the involvement of the community and families in order to progress. League Academy welcomes, hosts, and works with colleges and universities throughout our area. We are eager to host student teachers and practicum students. We establish relationships with colleges and universities in order to attract the best and brightest teachers upon graduation as we believe that the teacher makes the difference in the classroom. We are dedicated to including families and the community in our decision-making processes. We partner with agencies for after school programs, Greenville Mental Health for our on-site mental health counselor, and small businesses for support. We include parents and community members in

our PTA and SIC. The principal at our main feeder elementary school sits on our SIC and our principal sits on their SIC. We are committed to family and community involvement as an additional support to our school reform.

School Personnel Data – Currently, there are 72 faculty and staff at League Academy. There are 47 full-time and 2 part-time teachers. On our staff we have an attendance/office clerk, receptionist, guidance clerk, two special education aides, one media assistant, an ISS assistant, a nurse, and one bookkeeper. League Academy has three administrators, one instructional coach, one magnet coordinator, one media specialist, three guidance counselors, and one school resource officer. In addition, we are staffed with one mental health counselor. Sixty-five percent (65%) of our teachers have advanced degrees and 100% of our core teachers are highly qualified. Four of League Academy’s teachers are National Board Certified.



There is relatively little diversity on our staff. Eighty-eight percent of League Academy teachers are female and ninety-six percent are Caucasian. However, we continue to search for candidates who will add diversity to our staff when available.

Of the 49 certified teachers at League Academy twenty-three percent (11 teachers) have 0 to 5 years’ experience, thirty-one percent (15 teachers) have 6 to 10 years’ experience, sixteen percent (8 teachers) have 11 to 15 years’ experience, four teachers have worked 16 to 20 years, and four have 21 to 25 years’ experience, while fourteen percent (7 teachers) have more than 26 years’ experience according to the State Department of Education 2014.

Student Population Data – The League Academy student population consists of 768 students in grades six through eight. The student body is somewhat diverse, with 60.5 percent white, 16.4 percent African American, 12.3 percent Hispanic, and 10.8 percent other. These

demographics have changed very little over the past five years. Subsidized meals accounts for 42.5 percent of our student population. There are 334 students (43.5 percent) being served by our gifted/talented program and 10.9 percent being served by special education classes, with the majority of those students served through inclusion resource classes. Nine percent (70 students) are identified as Limited English Proficiency students and, according to the 2014 school report card, student attendance at League Academy is 95.3 percent, a slight decrease from the 2013 student attendance. League's 2014-15 student enrollment of 768 includes 180 magnet students.

School's Major Academic and Behavioral Features – League Academy of Communications Arts is magnet middle school with a focus on the integration of arts and technology across the curriculum. We are also a Baldrige School (Quality Tools) that focuses on using a wide variety of data to increase the quality of student performance.

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

Extracurricular Activities

- Assembly Programs
- Athletic Teams
- Awards Day Program
- Beta Club
- Career Day
- Field Trips
- Fine Arts Showcases
- Intramural Program
- Peace Outreach Program
- School Dances
- Student Government

Our school colors are red and black and the Bulldog is our Mascot. Our school mission statement is "**Challenge – Create – Communicate!**" We also have a long standing motto that we continue to support, "**Hands On Today, Eyes On Tomorrow**".

Mission, Vision and Beliefs

Values and Beliefs

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

At League Academy we believe...

- All students can learn.
- All disciplines of study are treated equitably in philosophy, policy, and programming.
- The curriculum should be rigorous, standards-based and integrate the arts and technology.
- Effective instruction incorporates both a problem-solving and critical thinking approach to learning.
- All students should be actively engaged in the learning process.
- Varied teaching strategies should be used to accommodate a variety of learning styles.
- Assessments should be varied to include authentic, traditional and non-traditional forms.
- Creative talents and individuality are valued.
- Learning experiences develop a sense of civic responsibility.
- The faculty should be strongly committed to student success.
- The learning environment should be student-centered.
- Positive relationships among students, teachers, parents, and community strengthen instruction and learning.
- The learning environment should be safe, nurturing and clean.
- Diversity should be embraced and encouraged.

Purpose

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

Mission

The mission of League Academy of Communication Arts is:

“CHALLENGE – CREATE – COMMUNICATE!”

Shared Vision

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

Curriculum will include:

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

Instruction will provide:

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

Assessment will include:

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

Learning environment will:

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

League Academy Student Achievement

School Goals 2014-2015

SCHOOL GOAL AREA 1: Raise the Academic Challenge and Performance of Each Student

ENGLISH LANGUAGE ARTS

PERFORMANCE GOAL 2 BASELINE: In 2014, 55.2% of our students met or exceeded their growth goal on MAP Reading as measured from fall to spring and 83.8% of our students scored Met/Exemplary on SCPASS ELA.

2015 GOAL: In 2015, 60% of our students will meet or exceed their growth goal in MAP Reading as measured from fall to spring, and 88.7% of our students will score at or above the benchmark on the ACT Aspire ELA test.

MATHEMATICS

PERFORMANCE GOAL 2 BASELINE: In 2014, 49% of our students met or exceeded their growth goal on MAP Math as measured from fall to spring and 82.13% of our students were Met/Exemplary on SCPASS Math.

2015 Goal: In 2015, 54% of our students will meet or exceed their growth goal on MAP Math as measured from fall to spring and 88.2% of our students will score at or above the benchmark on the ACT Aspire Math Test.

	2013	2014	Difference	Goal 2015
ELA	86.7	83.8	-2.9	88.7
MATH	86.8	82.13	-4.67	88.8
SCI	86.7	84.5	-2.2	88
SS	86.4	88.21	+1.81	88.2

Palmetto Assessment of State Standards 2013 and 2014 (PASS)

Subject	Exemplary 2013	Exemplary 2014	Met 2013	Met 2014	Not Met 2013	Not Met 2014
English Language Arts	59.1	58.1	33	23.7	13.3	18.2
Writing	60.6	54.8	29.3	31.6	10.1	13.6
Mathematics	50.4	48.1	39.2	31.9	13.2	19.9
Science	35.5	43.7	51.2	38.3	13.2	18.0
Social Studies	57.7	59.1	28.7	26.6	13.6	14.3

Annual School Report Card Rating:

2014 Absolute Rating: Excellent

2014 Growth Rating: Excellent

Palmetto Gold and Silver Awards:

January 2013 Gold – General Performance

ESEA Federal Accountability Rating System:

Overall Weighted Points Total: 87.2

Overall Grade Conversion: B

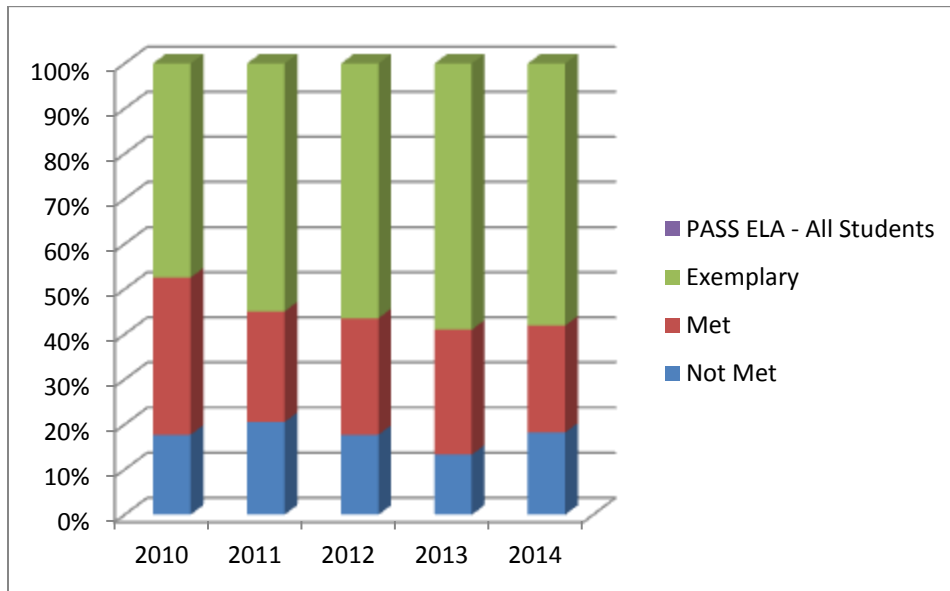
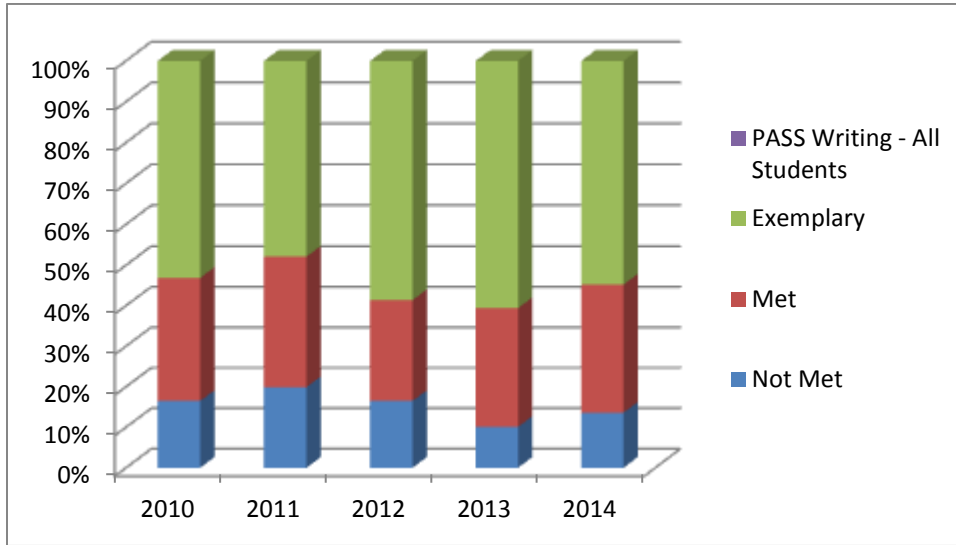
Check out League Academy's website:

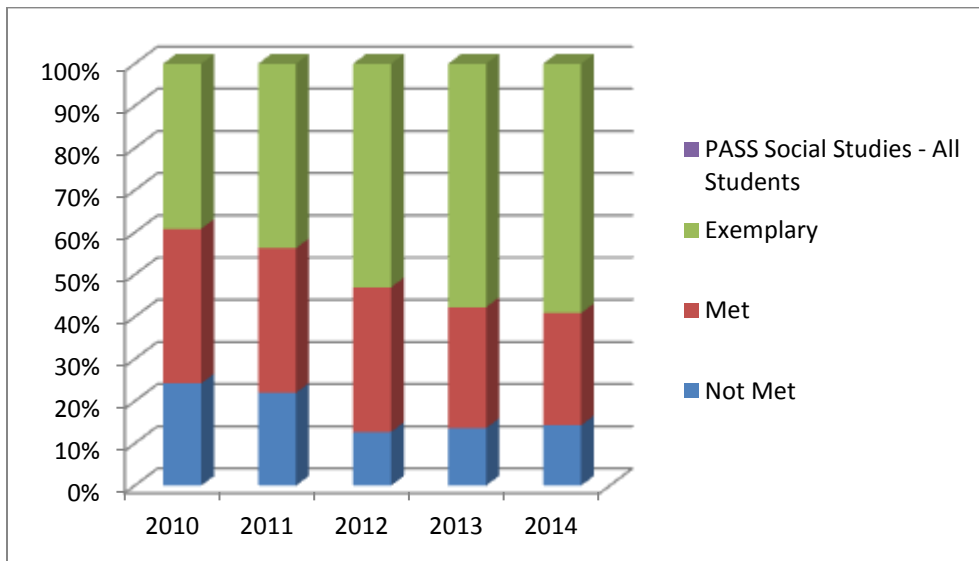
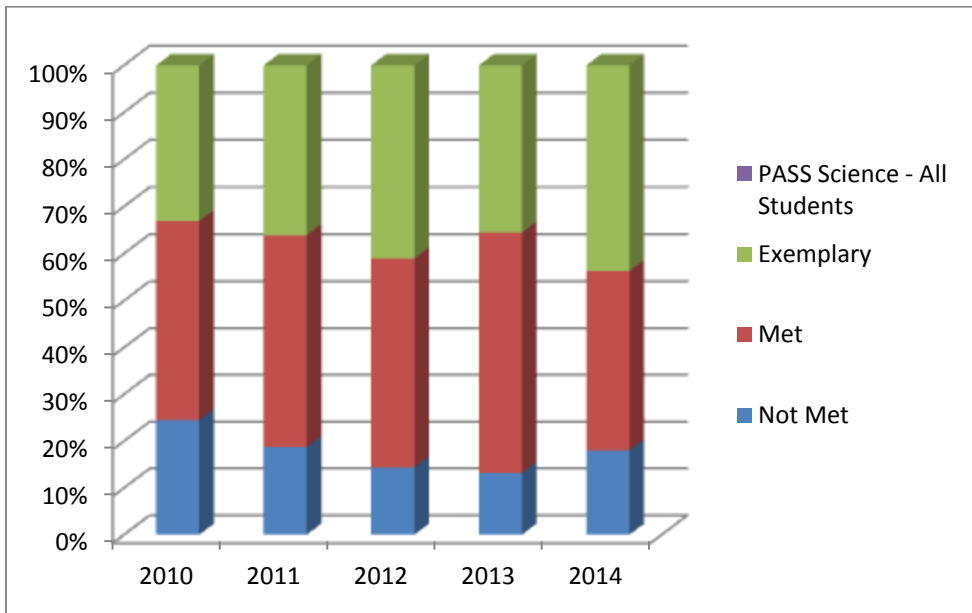
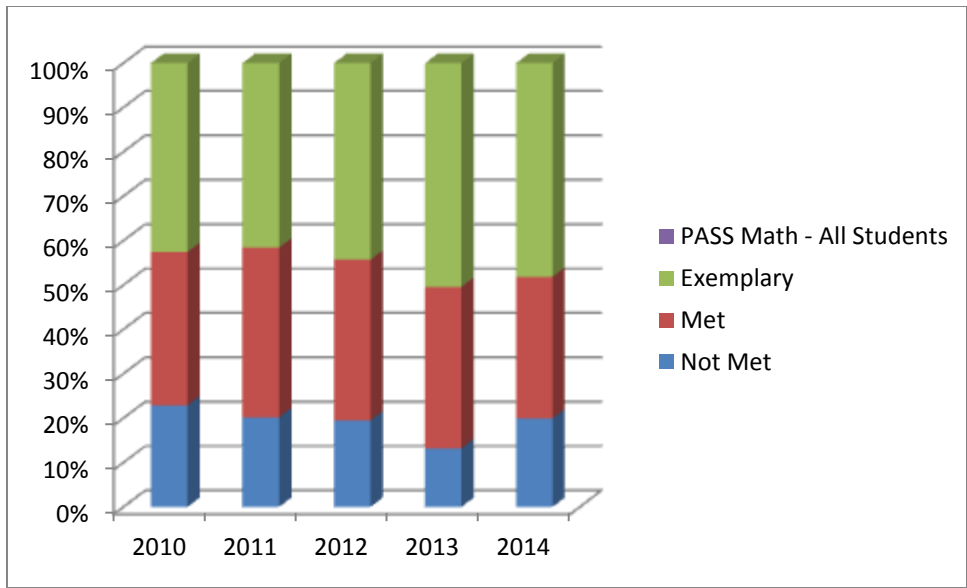


Data Analysis and Needs Assessment

Student Achievement Needs Assessment

<https://ed.sc.gov/data/report-cards/>





Our PASS scores from 2010-2014 indicate that, for the most part, we maintain our test scores in all PASS subjects during this time period. Looking at the data a little more closely indicates in 2014 all PASS tested subjects showed an increase in the students Not Met; however, we also increased the number of those students scoring Exemplary in science and social studies. A breakdown of the Not Met by subject areas includes: Writing – 13.6%, ELA – 18.2%, Math – 19.9%, Science – 18.0% and Social Studies – 14.3%. League Academy PASS scores exceed the District and State scores in each subject area.

We continue our focus on student data. In our 2014-15 professional development plan we ensured, at least once a month, a disaggregation of data from the school level to the individual teacher level. Teams also meet to review the intervention strategies to determine next steps for student success.

PASS scores for 2014 were reported for our subgroups by mean average. This will be our new baseline data for our subgroups.

2014 Mean Average	ELA Mean	Math Mean	Science Mean	Social Studies Mean
All Students	651.6	654.5	651.6	664.9
Male	641.4	652.3	653.0	666.7
Female	659.3	656.1	650.6	663.5
White	669.8	669.0	668.1	682.5
African American	617.4	620.4	615.9	631.2
Asian/Pacific	628.3	664.8	N/A	N/A
Hispanic	634.3	641.2	633.8	639.6
Disabled	566.0	574.9	572.7	592.4
Limited English	617.3	634.3	619.9	637.1
Subsidized Meals	624.8	628.8	624.5	638.7
AMO	632	632	632	632

Teacher and Administrator Quality

League Professional Development Calendar 2014-2015		
Title	Date	Time
AUGUST		
New Teacher Seminar	08/07/2014	9:00-3:00
Transitioning to the Middle School	08/07/2014	10:00-1:00
Google Website Training	08/13/2014	1:00-3:00
Inclusion Training Meeting	08/15/2014	8:30-9:30
MAP Training	08/27/2014	Planning Periods
SEPTEMBER		
Power Teacher – Grade book Setup	09/02/14	Planning Periods
SC PASS Data Focus	09/03/2014	Planning Periods
First Friday Focus for New Teachers	09/05/2014	7:00-8:00
An Art-Focused School – What Is Arts Integration?	09/10/2014	3:45-4:45
E-Books (Jason Smith with Follett)	09/17/2014	Planning Periods
Class Forensics – Looking Deep Into Data	09/24/2014	Planning Periods
OCTOBER		
Using Data to Drive Instruction	10/01/2014	Planning Periods
An Art-Focused School with Glenis Redmond	10/01/2014	3:45-4:45
First Friday Focus for New Teachers	10/03/2014	7:00-8:00
Arts, Arts Everywhere...In All Disciplines	10/08/2014	Planning Periods
Next Steps With MAP Scores – What’s Your Goal	10/15/2014	Planning Periods
Instructional Strategies to use w/ ELL’s (Alicia Haack)	10/22/2014	Planning Periods
ENRICH – How Can It Enrich Your Teaching?	10/29/2014	Planning Periods
Rubicon Atlas	10/30/2014	Planning Periods

November		
A Class Act: What We Can Learn About Our Students Through Power Teacher	11/05/2014	Planning Periods
First Friday Focus for New Teachers	11/07/2014	7:00-8:00
Working To Make Your Google Website...Great!	11/11/2014	3:45-4:45
A Class Act: What We Can Learn About Our Students Through Power Teacher	11/12/2014	Planning Periods
An Art-Focused School – Applied Theatre	11/12/2014	Planning Periods
Working To Make Your Google Website...Great!	11/23/2014	3:45-4:45

DECEMBER		
National Schools To Watch	12/03/2014	Planning Periods
First Friday Focus for New Teachers	12/05/2014	7:00-8:00
JANUARY		
Everything You Wanted to Know About Chromebooks	01/06/2015	8 th Grade Planning
Are Your Students Engaged?	01/07/2015	Planning Periods
First Friday Focus for New Teachers	01/09/2015	7:00-8:00
Everything You Wanted to Know About Chromebooks	01/09/2015	3:30-5:00
Engaged or Compliant? Is There A Difference?	01/14/2015	Planning Periods
Everything You Wanted to Know About Chromebooks	01/16/2015	Planning Periods
Copyright-Regina Joyce	01/21/2015	Planning Periods
	01/23/2015	Planning Periods
Using the SEI Data and What It Means	01/28/2015	Planning Periods
FEBRUARY		
Data, Data Everywhere	02/04/2015	Planning Periods
First Friday Focus for New Teachers	02/06/2015	Planning Periods
Teacher Recommendations Lauren Wilhoit and Kelly Finnegan Guidance	02/11/2015	Planning Periods
Arts Integration	02/18/2015	Planning Periods
An Art-Focused School – Contra Tiempo	02/18/2015	3:45-4:45
MAP Review	02/25/2015	Planning
Inclusive Schools Training – Kristi Henderson	02/26/2015	Planning Periods

MARCH		
MAP Preparation/Training	03/03/2015	Planning Periods
MAP Testing Special Ed SC	03/04-05/2015	Wednesday/Thursday
An Art-Focused School -	03/10/2015	Planning Periods
An Art-Focused School -	03/11/2015	3:45-5:00
MAP Testing 7 th Grade	03/09-10/2015	Monday/Tuesday
MAP Testing 8 th Grade	03/11-12/2015	Wednesday/Thursday
MAP Testing 6 th Grade	03/16-17/2015	Monday/Tuesday
APRIL		
MAP Data...Why Use It Now?	04/08/2015	Planning Periods
First Friday Focus for New Teachers	04/10/2015	7:00-8:00
ACT Aspire Training	04/15/2015	Planning Periods
MAP RESULTS...What To Do With It Now!	04/22/2015	Planning Periods

MAY		
PASS Training Guidance	05/01/2015	Planning Periods
First Friday Focus	05/01/2015	7:00-8:00
PASS Testing All Students	05/07-08/2015	Thursday, Friday
Students-How Did They Perform?	05/13/2015	Planning Periods
Reflection 2014-2015/Preview 2015-2016	05/20/2015	Planning Periods
End of the Year...There's No Turning Back	05/22/2015	Planning Periods
Power Teacher End of Year Grades	05/27/2015	Planning Periods

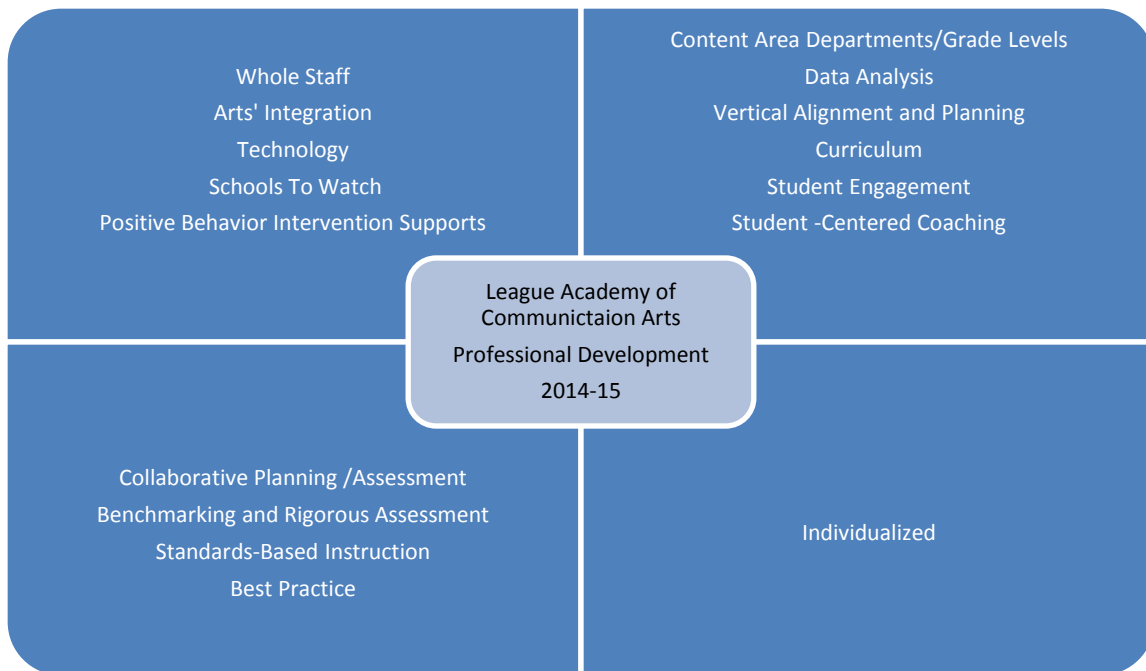
League Academy of Communication Arts Professional Development Plan

2015-2016

Background

The professional development focus of League Academy of Communication Arts for the 2015-16 school year will capitalize on *Strengthening our View*. The staff at League Academy will strengthen our view of many topics through a tiered approach to professional development which drills down to focus on the individual and their needs. We will strengthen our view of National Schools to Watch, arts integration, and technology integration. We will focus on our magnet program and strengthening the integration of the arts into all content areas. We will grow and progress our magnet program to include the community in developing a comprehensive arts and technology integrated school. League Academy has previously been a National School to Watch. We gained re-designation status in December of 2014. The National Schools to Watch Forum is a school reform model which encompasses continuous improvement through professional development. Our school will operate under the four domains of Schools to Watch which include:

- **Academic Excellence:** The school is academically excellent. It challenges all students to use their minds well.
- **Developmental Responsiveness:** The school is sensitive to the unique developmental challenges of early adolescence.
- **Social Equity:** The school is socially equitable, democratic, and fair. It provides every student with high-quality teachers, resources, learning opportunities, and supports. It keeps positive options open for all students.
- **Organizational Structures and Supports:** The school is a learning organization that establishes norms, structures, and organizational arrangements to support and sustain trajectory toward excellence.



League Academy's Tiers of Professional Development

- **School-Wide Professional Development:** The staff at League Academy will participate in whole faculty professional development as we work towards our goals for the 2014-15 school year. Faculty PLCs will be held in the Media Center on the second Wednesday of the month. Staff members will participate in monthly faculty PLCs for the following professional development topics:
 - Arts Integration
 - Technology (Refresh)
 - Schools To Watch
 - Positive Behavior Intervention Supports
- **Professional Learning Communities:** The staff at League Academy will participate in a variety of professional learning communities ranging from full faculty professional development to small group collaboration and planning.
 - **Leadership Team (Faculty Council):** The Leadership Team is comprised of team and department chairpersons. The purpose of the leadership team is to evaluate the needs of the school and strategically plan for improvement. Overall topics for the 2014-2015 school year include:
 - Schools to Watch Re-designation
 - School Logistics and Changes
 - Technology Integration
 - Arts Integration

- **Grade Level PLCs:** Teachers work together to foster collaboration dealing with the following topics: data analysis, horizontal planning, cross-curricular planning, student engagement, and student-centered coaching.
- **Department PLCs:** Teachers work together to align the curriculum vertically, analyze data from year to year, and implement Common Core standards, district level curriculum maps, and assessment.
- **Cohort PLCs:** Teachers collaborate to create common syllabi, common rigorous lessons, common rigorous assessments, and to analyze data. Teachers work with the instructional coach to create rigorous instructional materials as well as to analyze and calibrate classroom assessments. The IC will work with teachers in a reflective coaching manner to encourage improvement and success.
- **Administrative PLCs:** The administrative team will work together weekly to analyze school-wide and classroom data to improve the culture of the school including the magnet program, classroom instruction, curriculum, attendance, parent involvement, and discipline.
- **Peer Observations:** Teachers will work with the Instructional Coach and the Magnet Coordinator to coordinate the visiting of other teachers' classrooms for professional development purposes. Teachers have many gifts to share with each other. The IC will organize these visits and lead the visits with groups of teachers. The purpose and goals of these visits will be set forth prior to the visit.
- **Individualized Professional Development:** The principal, instructional coach and magnet coordinator will work to assess individual needs of teachers at League Academy. Novice teachers and teachers who are going through PAS-T will work with the IC in a coaching and mentoring capacity to support retention and evaluation. The magnet coordinator will work with teachers to evaluate needs of the faculty concerning arts integration and planning. Teachers will work with the instructional coach to strengthen their own practice by analyzing student engagement and participating in peer observations. The principal will ensure that all teachers get professional development based on their individual needs through staff surveys, student surveys and focus groups, and evaluations of the needs of the school as a whole. Additionally, the principal will meet with all teachers at the beginning of the year and at the close of the year to determine needs, analyze strengths and areas of improvement, and to set goals for the school year. Goals will be addressed through individualized professional development and conferences.

Greenville County School District

Professional Development Areas of Emphasis: Tentative 2015-2016

ELA

- Text complexity
- Opinion/argument writing
- Informational writing
- Narrative writing
- Constructing performance assessments
- Formative assessment (with an emphasis on speaking, listening, and questioning)

Science

- Understanding and Teaching the new SC Science Standards
- Scientific inquiry/inquiry-based learning
- Informational writing
- Constructing performance assessments
- Formative assessment (with an emphasis on speaking, listening, and questioning)

Social Studies

- Opinion/argument writing using primary sources, secondary sources and DBQ's
- Informational writing
- Constructing performance assessments
- Formative assessments (with an emphasis on speaking, listening, and questioning)

Mathematics

- Standards for Mathematical Practice – Implications for instruction
- Standards for Mathematical Content – Topics new to each course and/or grade level
- Constructing performance assessments

World Languages

- Overview of the World Language standards & curriculum
- Linking the communication modes & culture to assessment
- Proficiency levels and the impact on assessment
- Constructing performance assessments

PE/Health

- Cross curricular connections
- Technology for PE teachers and students
- Promoting fitness
- SPARK-CATCH training

Visual and Performing Arts

- CCSS implications for Visual and Performing Arts
- Arts integration strategies
- Arts education for the 21st Century

ESOL/RTI/GT/SPED

- Preparing all students for CCSS curriculum/instruction/assessment
- Meeting the needs of the exceptional student
- Strategies for collaboration between exceptional educators and regular educators

School Climate Needs Assessment

SDE School Report Card: <https://ed.sc.gov/data/report-cards>

Our student attendance is 95.3 % and expulsion rate is .4%

Survey Questions Learning Environment			Disagree	Mostly Disagree	Mostly Agree	Agree	Don't Know	Number
Parent	5	I AM SATISFIED WITH THE LEARNING ENVIRONMENT AT MY CHILD'S SCHOOL.	4.7	7	45.3	43	0	86
Student	18	I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	10.6	11.5	47.8	30.1	0	226
Teacher	27	I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	2	6	52	40	0	50
Survey Questions Safety			Disagree	Mostly Disagree	Mostly Agree	Agree	Don't Know	Number
Parent	18	My child feels safe at school.	4.7	2.3	38.4	54.7	0	86
Student	30	I feel safe at my school during the school day.	4.4	6.1	29.7	59.8	0	229
Teacher	39	I feel safe at my school during the school day.	0	4	14	80	0	50

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in writing as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by ACT Aspire.

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

	Baseline 2014-15	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>
<u>School Projected</u>	X			
<u>School Actual</u>				
<u>District Projected</u>	X			
<u>District Actual</u>				

Baseline data to be established in 2014-15.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in English as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in English as measured by ACT Aspire.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in reading as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by ACT Aspire.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I at 100%.

ANNUAL OBJECTIVE: Maintain the percentage points of 100% 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 and SDE EOCEP data file used for accountability calculations

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100				
School Actual	100	100	99.1				
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (MS only)	98.9	98.9	98.5				

End of Course data for MS only includes EOCEP scores for 7th and 8th graders at GCS traditional middle schools and charter middle schools.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in mathematics as measured by ACT Aspire.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by ACT Aspire.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I at 100%.

ANNUAL OBJECTIVE: Maintain the percentage points of 100% 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	100				
School Actual	100	100	100				
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (MS only)	99.4	97.6	99.2				

End of Course data for MS only includes EOCEP scores for 7th and 8th graders at GCS traditional middle schools and charter middle schools.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

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

% Tested ELA – School	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				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested ELA – District Grades 6-8	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				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – School	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				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – District – Grades 6-8	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				
Subsidized Meals				

Baseline data to be established in 2014-15.

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: Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

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: Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

STRATEGY ELA/Writing	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
ELA teachers will teach process/terminology/format for research and will collaborate with team members on cross-curricular projects	2015-16	ELA Dept. Chair Teachers and teams, media specialist			Student research works, Dept. meeting minutes, media specialist materials
ELA teachers will teach Cornell Notes to team members for implementation in all subject areas.	2015-16	ELA Dept. Chair			PD provided, Cornell note taking strategies used in all subjects as evident in walk-throughs and lesson plans
Teach argument writing first quarter and support team in year-long implementation of writing across the curriculum	2015-16	ELA Dept. Chair			PD provided 1 st quarter. Evidence seen in lesson plans across the curriculum.
Continue to implement school-wide, consistent best practice strategies in note-taking, reading informational text, researching, technology and vocabulary.	2015-16	ELA Dept. Chair, IC and media specialist			Presentation of materials from PD, ELA Dept. minutes
Communicate SCCC and expectations to all stakeholders.	2015-16	Teachers, IC, webmaster, administration			Teacher websites, school websites, trainings offered to parents, phone messenger logs

STRATEGY Math	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Analyze math assessments by grade and department to inform instruction and assessment.	2015-16	Math Department Chair			Present and collaborate on results of math assessments at monthly department meetings.
To prepare for CCS provide opportunities for students to explain their mathematical results (oral or written) during each chapter.	2015-16	Math Department Chair			Attend district-level professional development on Common Core Standards for Mathematical Content, Mathematical Practice and constructing performance assessments Math Department meeting notes and data Grade level planning goals and evidence of common strategies and assessments.
Create and implement formative assessments weekly.	2015-16	Math teachers			Implementation will be evident through appropriate notation in individual lesson plans following instruction provided during professional development.
Communicate SCCC and expectations to all stakeholders.	2015-16	Teachers, IC, webmaster, admin			Teacher websites, school websites, trainings offered to parents, phone messenger logs

STRATEGY	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Social Studies All social studies teachers will expand the use of argument writing through analysis of a variety of documents in each unit.	2015-16	SS Teachers			Argument writing in each unit for all SS teachers
All social studies teachers will develop and use a minimum of 2 Document Based Questions (DBQ) for each unit.	2015-16	SS Teachers			Creation of a minimum of 2 DBQ for each unit shared on the STAFF drive, lesson plans and observations.
All social studies teachers will implement a variety of informational texts in each unit.	2015-16	SS Teachers			Lesson plans, observations
Communicate SCCC and expectations to all stakeholders.	2015-16	Teachers, IC, webmaster, administration			Teacher websites, school websites, trainings offered to parents, phone messenger logs

STRATEGY Science	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Deliberate and purposeful instruction of vocabulary stems in a variety of formats.	2015-16	Science teachers and IC			Lesson/unit plans
Increase student engagement through the use of hands on activities per unit.	2015-16	Science teachers	\$0-100 per lab	District Science Funds	All science units will provide a minimum of 2 hands-on lab activities
Incorporate interactive technology to enhance instruction and student engagement. (Interactive Promethean Boards, Chromebooks, etc.)	2015-16	Science teachers, IC and media specialist			All lesson/unit plans will integrate technology to engage students in learning.
Teach research skills to support students in a cross curricular research project.	2015-16	Science teachers			Research unit planned and implemented
Analyze PASS scores by standard to assist in planning and development of units of instruction.	2015-16	Science teachers, IC, administrators			Item analysis sheets, dept. mtg/grade level minutes, discussion
Communicate SCCC and expectations to all stakeholders.	2015-16	Teachers, IC, webmaster, administration			Teacher websites, school websites, trainings offered to parents, phone messenger logs

STRATEGY Special Ed	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Increase reading and math skills of tutorial resource students through use of direct instruction	2015-16	Tutorial teachers			Lesson plans show DI implemented. Nationally normed assessments used to measure increased reading skills.
Implement inclusion model for selected resource students.	2015-16	Co-Teachers			Inclusion model implemented.
Plan with inclusion teachers to meet the needs of IEP and standards based instruction	2015-16	Co-Teachers			SPED teachers document planning dates/times with regular ed teachers in the inclusion model.
Use data to evaluate effectiveness of the co-teaching model for students in co-taught classes.	2015-16	Special ed teachers, Co-teachers, IC, administrators			MAP and PASS scores, report cards and progress monitoring folders
Provide school-wide training and follow-up for successful inclusion/co-teaching strategies for all teachers.	2015-16	Special ed teachers, Co-teachers, IC, administrators, District Spec. ed services, and Stetson			Notes from training sessions.
Communicate SCCC and expectations to all stakeholders.	2015-16	Teachers, IC, webmaster, administration			Teacher websites, school websites, trainings offered to parents, phone messenger logs

STRATEGY Related Arts	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Integrate the use of informational texts to determine main ideas and summarization of the text in all related arts classes.	2015-16	Team Leaders and teachers			Use of informational texts will be documented in lesson plans. Department mtgs.
Integrate writing through the use of summarizing notes, texts and other related arts content sources.	2015-16	Team Leaders and teachers			Use of informational texts will be documented in lesson plans. Department mtgs.
Incorporate technology into unit plans.	2015-16	Team Leaders and teachers			Use of informational texts will be documented in lesson plans. Department mtgs.
Communicate SCCC and expectations to all stakeholders.	2015-16	Teachers, IC, webmaster, administration			Teacher websites, school websites, trainings offered to parents, phone messenger logs

STRATEGY Fine Arts	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Use critical analysis in the fine arts curriculum.	2015-16	Magnet Coordinator	\$200.00	Departmental/ local funds	Lesson plans will note when critical analysis is being used. Discussion of how critical analysis used in fine arts curriculum during team meetings- documented by minutes. Student work samples from each area show critical analysis.
Continue the study of the commonalities of arts integration and the SCCC standards.	2015-16	Magnet Coordinator			Report to and train the staff on the commonalities.
Increase the use of informational text in research.	2015-16	Fine Arts teachers			Lesson plans and projects.
Communicate SCCC and expectations to all stakeholders.	2015-16	Teachers, IC, webmaster, administration			Teacher websites, school websites, trainings offered to parents, phone messenger logs

Student Achievement Teacher/Administrator Quality School Climate Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Provide rigorous professional development during the day and support district level professional development for all teachers/administrators to plan, develop, implement and reflect on SCCC Strategies, including 21st Century learning skills as measured by League’s professional development plan, PAS-T requirements and administrator observations.

ANNUAL OBJECTIVE: During the 2015-16 school year, League will support district level professional development and provide weekly professional development time during the school day for teachers/administrators to plan, develop and implement SCCC which include 21st learning skills into lessons, arts integration, technology integration, common formative assessments and performance tasks as measured by 2015-2016 PD calendar, lesson plans, assessments and performance tasks developed.

DATA SOURCE(S):

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	x				
Actual							

STRATEGY	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
League Professional Development					
Provide time for teachers/ administrators ongoing PD once a week during the day to plan, develop, implement and reflect on SCCC & 21 st Century Learning Skills for ELA, Math, Science and Social Studies	15-16	Instructional Coach and teachers			PD Calendar Development of school level lessons and assessments for SCCC
Continue to expand professional expertise to implement CCS and 21 st Century Learning skills through participation in District Level PD.	15-16	Principal Teachers District staff			Attendance of teachers/ administrators at District PD opportunities; implementation of strategies learned as evidenced in lesson plans.
Related/fine arts teachers will assist in ongoing PD focused on the implications of SCCC & 21 st Century Learning Skills for visual, performing arts and related arts courses.	15-16	Instructional Coach/ Magnet Coordinator			PD Calendar for Related/Fine Arts staff.
Provide ongoing staff awareness and promotion of how to improve overall health and fitness.	15-16	CATCH Committee			Information, training and opportunities provided on how to improve overall health and fitness for staff.
Support inclusion model of Resource/SPED through professional development at the school level and participation at the district level.	15-16	SPED Department Chair District SpEd			PD provided at the school level and district level. Implementation of Inclusion model.
Continue to increase professional expertise to integrate the arts through participation in district/school level PD	15-16	Magnet coordinator and IC			PD provided by Faculty Council members including strategies for students from poverty
Continue to increase professional expertise to integrate technology through participation in district/school level technology PD	15-16	Admin			PD planned at school level Attendance at district and school level. Documentation in lesson plans, observations

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

Attendance – League Academy	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	96.9	96.8	95.3				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

STUDENT EXPULSION

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

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

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

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

Expulsion – League Academy	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
School Actual	0.3%	1.3%	.4%				
District Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
District Actual	0.5%	0.6%	0.6%				

PARENT SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 91.52% in 2012 to 93.7% by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by 1 percentage point(s) annually parents who are satisfied with the learning environment.

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

Parent – Learning Env. – League Academy	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	89.7	90.7	91.7	92.7	93.7
School Actual	88.7	91.5	88.3				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1				

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 74.2% in 2012 to 84.2% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 2 percentage point(s) annually students who are satisfied with the learning environment.

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

Student – Learning Env. – League Academy	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	76.2	78.2	80.2	82.2	84.2
School Actual	80.5	74.2	77.9				
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES/MS)	83.8	82.7	81.6				

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 90.5% in 2012 to 95.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually teachers who are satisfied with the learning environment.

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

Teacher – Learning Env. – League Academy	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	91.5	92.5	93.5	94.5	95.5
School Actual	100	90.5	94.0				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

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 88.8% in 2012 to 93.8% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually parents who indicate that their child feels safe at school.

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

Parent – Safety – League Academy	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	89.8	90.8	91.8	92.8	93.8
School Actual	96.8	88.8	93.1				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1				

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 94.9% in 2012 to 97.4% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .5 percentage point(s) annually students who feel safe at school during the school day.

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

Student – Safety – League Academy	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.4	95.9	96.4	96.9	97.4
School Actual	94.9	94.9	89.5				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

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 95.7% in 2012 to 98.2% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .5 percentage point(s) annually teachers who feel safe at school during the school day.

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

Teacher – Safety – League Academy	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	96.2	96.7	97.2	97.7	98.2
School Actual	97.8	95.7	94.0				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

STRATEGY School Climate	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
WATCH D.O.G.S. program supported/expanded	2015-16	Principal	\$350.00	PTA	Watch Dog Program continues
6 TH GRADE SUMMER BOOT CAMP ORIENTATION	2015-16	Guidance	\$200.00	PTA	Program developed and implemented
SIC PARENT 101 expanded	2015-16	Principal			SIC Parent 101 expanded from 2012

SDE School Report Card: <https://ed.sc.gov/data/reports-cards/>

2014 - ESEA / Federal Accountability System

GREENVILLE > LEAGUE ACADEMY

2014 Annual Measurable Objectives (AMO)		KEY	Index Score	Grade	Description
Middle School					
English Language Arts (ELA)	632		90-100	A	Performance substantially exceeds the state's expectations.
Math	632		80-89.9	B	Performance exceeds the state's expectations.
Science / Biology	632		70-79.9	C	Performance meets the state's expectations.
Social Studies / History	632		60-69.9	D	Performance does not meet the State's expectations.
ELA - Percent Tested	95		Less than 60	F	Performance is substantially below the state's expectations.
Math - Percent Tested	95				
Graduation Rate	N/A				
Overall Weighted Points Total			87.2		
Overall Grade Conversion			B		
Points Total - Middle Grades			87.2		

<p>Matrix Key</p> <p>1 = Met State Objective</p> <p>0 = Did not meet State Objective</p> <p>0.1-0.9 = Level of Improvement between previous year and current year</p>	<p>Note:</p> <p>SC-ALT scores were included in the calculations where appropriate.</p> <p>* - 4 = Insufficient sample size (fewer than 30 students)</p> <p>* - 6 = There is no available test data for this school</p>
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MIDDLE SCHOOL MATRIX – LEAGUE ACADEMY OF COMMUNICATION ARTS						
TITLE	ELA Proficiency Met/Improved	Math Proficiency Met/Improved	Science Proficiency Met/Improved	Social Studies Proficiency Met/Improved	ELA Percent Tested	Math Percent Tested
ALL STUDENTS	1	1	1	1	1	1
Male	1	1	1	1	1	1
Female	1	1	1	1	1	1
White	1	1	1	1	1	1
African-American	0.8	0.8	0.7	0.9	1	1
Asian / Pacific Islander	0.9	1			1	1
Hispanic	1	1	1	1	1	1
American Indian / Alaskan						
Disabled	0	0	0	0.5	1	1
LEP	0.8	1	0.8	1	1	1
Subsidized Meals	0.9	0.9	0.9	1	1	1
Total Number of Points	8.4	8.7	7.4	8.4	10	10
Total Number of Objectives	10	10	9	9	10	10
Percent of Objectives Met	84	87	82.22	93.33	100	100
Weight	0.4	0.4	0.05	0.05	0.05	0.05
Weighted Points Subtotal	33.6	34.8	4.11	4.67	5	5
Points Total	87.2					

