LEAGUE ACADEMY OF COMMUNICATION ARTS

Greenville County Schools

"Challenge – Create – Communicate!"

SCHOOL PORTFOLIO 2013-14 – 2017-18

Middle Grades 6-8

Principal, Merry L. Cox

125 Twin Lake Road

Greenville, SC 29609

www.greenville.k12.sc.us/league

Superintendent, Mr. W. Burke Royster

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL:

SCHOOL DISTRICT: Greenville County Schools

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

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2014-15 *(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

Mr. Charles J. Saylors		
PRINTED NAME	**SIGNATURE**	**DATE**

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

John Kaup		
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Merry L. Cox		
PRINTED NAME	**SIGNATURE**	**DATE**

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

SCHOOL'S TELEPHONE: (864) 355-8100

PRINCIPAL'S E-MAIL ADDRESS: mcox@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.

POSITION	*NAME*
1. PRINCIPAL:	Merry L. Cox
2. TEACHER:	Faith McDonald
3. PARENT/GUARDIAN:	Karen Weaver
4. COMMUNITY MEMBER:	Nell Stewart
5. SCHOOL IMPROVEMENT COUNCIL:	John Kaup

6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

POSITION	*NAME*
Faculty Council Leadership Team	
Faculty and Staff of League Academy	
PTA President	**Wendy Pavia**

*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/

      Professional Development Calendars for 2012-13 and 2013-14

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

      SDE School Report Card Survey data 2011-12

Action Plan

    MS School Renewal Plan

    MS School Performance Goals: *attendance; expulsion rate; student, parent and teacher survey results for 2 questions – learning environment and safe during the day.*

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

INTRODUCTION

League Academy of Communication Arts is a magnet middle school with grades six through eight. Originally built in 1965, it is a public school located in a downtown setting, with a current enrollment of approximately 786 students with a staff of 3 administrators and 51 teachers. All 29 content teachers are Highly Qualified in Math, ELA, Science and Social Studies, 4 special education teachers certified in LD, ED, or EH. Our ED and LD special education classes are self-contained. Our resource students are served through inclusion and tutorial models. Our teaching staff also includes a .5 ESOL teacher, (English to speakers of other languages), 14 related/fine arts, a career development specialist, 2 guidance counselors, a magnet coordinator, a reading/mathematics intervention teacher, media specialist and an instructional coach. WE added a school-based mental health counselor in January. It is one of 18 middle schools in the Greenville County School District. Our building is a source of pride for us. We moved in eight years ago after surviving 3 years living in 49 portables. 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 drama studio, band and strings rooms with practice studios, an exploratory life skills lab, a cafeteria, an auditorium, and administrative as well as guidance offices.

League Academy of Communication Arts is located in a quiet neighborhood within the Greenville city limits. For over 40 years, it has won state and national awards for both excellence in education and outstanding accomplishments. It evolved from League Junior High School to League Middle School, and in 1995, to the present League Academy of Communication Arts. In League's history, our school has been recognized as a National Blue Ribbon School, a Palmetto's Finest, a Red Carpet School, a Palmetto Silver Award winner, and in 2010 was named a National School to Watch. In 2013 League was awarded the National EPA Energy Star. Only the top 25

schools in the nation received this award! "Buildings that earn EPA's ENERGY STAR use 35% less energy and generate 35% fewer greenhouse gas emissions than similar buildings across the nation." By combining a rigorous academic program with a strong arts education component, our school provides a quality, well-rounded education for all students in grades six through eight. Our school community reflects a positive working relationship enabling League to achieve the National PTA Parent Involvement School of Excellence Certification.

The Select Schools Program in Greenville County was designed to revitalize urban schools that had begun to show a decline in enrollment due to demographic changes in the community. League was approved to be a Communication Arts Magnet by the School Board in 1995. This allowed League additional magnet funding from the District, which provides for three full time teaching positions and a magnet coordinator devoted to our communication arts focus. League's communication arts program provides students the opportunity to explore many art forms and to learn at least one art form well through advanced course offerings. Students can select 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. Intermediate and advanced courses require a portfolio or audition for students to be eligible for these year long classes. Grants and PTA funding provide additional monetary support for the magnet program.

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

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

EXECUTIVE SUMMARY

League Academy is a beautiful state of the art educational facility for students as well as teachers. The teaching staff is caring, dedicated, and knowledgeable, and students come with the expectation that they will leave prepared to achieve in high school and beyond. In 2004, our principal was named "Outstanding Principal of the Year" at the district's Salute to Education Banquet, and in 2005, our Magnet Coordinator was named "Outstanding Support Person of the Year." In 2007, the school district awarded an assistant principal the title of "Outstanding Assistant Principal of the Year" and named one of our teachers "Emerging Teacher of the Year." Our art teacher, Joanna McCauley, has been selected as a national Art21 Educator. Three of our teachers in recent years were finalists for SC Teachers of the Year. We are proud of these staff members' achievements and recognition by the district.

Parents send their students to League knowing that their children are receiving the best possible education we can provide for them. Our strong academic program in addition to our strong arts program exemplifies the dedication to our communication arts magnet program which remains highly sought after by students and parents from across our district. Our mission statement "Challenge – Create – Communicate!" is what we stand for and it is seen throughout our building to remind us of our purpose.

In 2011 and 2012 our Annual Report Card Rating Excellent (Absolute Rating) and Excellent (Growth Rating). For 2013, we recorded and Excellent (Absolute Rating) and Good (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.

League made history in Greenville County last year with the addition of our "WATCH D.O.G.S." **WATCH D.O.G.S. ® (Dads Of Great Students)** is an innovative father involvement, educational initiative of the National Center For Fathering. Two main goals of the program include:

1) To provide positive male role models for the students, demonstrating by their presence that education is important.

2) To provide extra sets of eyes and ears to enhance school security and reduce bullying.

WATCH D.O.G.S.®, a K-12 program, invites fathers, grandfathers, uncles, or other father figures to volunteer at least one day all day at their child's/student's school during the school year. Individuals sign up at a kick-off event such as a "**WATCH D.O.G.S.** Pizza Night" or "Donuts for Dad" or in the office at any time throughout the school year. The program is overseen by a "Top Dog" volunteer who partners with the school administration to coordinate scheduling and identify opportunities for **WATCH D.O.G.S.** to provide assistance at the school. This has been a positive and successful first year involving dads at League, and we look forward to year two of our **WATCH D.O.G.S.**® program.

Ms. Merry Cox, the current principal, was named in July of 2001 and is currently completing her 13th and final year at League. She will be retiring at the end of the year. Our mission statement, "Challenge – Create – Communicate" is an important part of who we are and everything we do at League. Hiring the "right" people for our school is one of the most important things we do. It is very important to hire the best fit to maintain our focus on the arts and high academic achievement. Our teachers and administrators participate in the interview process when we have openings each year. We feel this is a part of our culture to work together to hire, mentor and support each other. The expectations are high at League for all stakeholders.

League's 2013-14 student enrollment of about 786 include 249 magnet students which makes up about one-third of our population each year. The number of new magnet slots available for the 2014-15 school year is 44, which is lower than 74 in 2013-14. We had over 200 applications for the 44 available slots for next year. The number of slots varies each year based on the numbers of students in our home-based population. This careful adjustment keeps our school

enrollment steady.   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 every high school in our district.

League has seen a slow steady increase in our poverty index each year. Our 2013-14 poverty index is 51.17%. While this is a little lower than the 55.92% of 2012-13, it remains on target with the district poverty index. This economic trend requires us to look at multiple data sources in different ways. League's student population also includes 303 academically gifted students, or 38.5%. This data has an impact on classroom instruction, particularly in our heterogeneous science and social studies classes. We are a virtual melting pot of middle school students from all over the district and around the world who bring diverse cultures, experiences, economic levels, artistic and academic strengths to League. This diversity in our students brings educational challenges every day to meet the needs of the whole child.

Without our magnet population, League would likely qualify for Title I status, a fact that comes as a surprise to most people. We have the wonderful opportunity to combine these different groups of students together within the same school. This opportunity also creates unique challenges. Moving all of our students forward in their achievement level is especially challenging when there are some at the both ends of the achievement spectrum. This is a challenge for our faculty and staff as we strive to reach our AYP goals and improve student achievement. As the staff works on our school improvement plan, we are working to identify strategies that will help all of our students improve. We are using the MAP data to help us identify areas of need as well.

"Challenge – Create – Communicate!", our mission statement, is evident by the variety of ways we communicate with our stakeholders. Student Led Conferences are held each year to provide students a formal time to present their goals and work from each subject (including related arts) to their parents in a structured environment. Teachers are present during this time to answer questions and greet the parents, but the students are in charge of leading the conferences.   This has been a successful way to communicate student learning goals and evidences. 75% of our parents attend on average.

While our new building is beautiful with its state of the art amenities, we are in the process of making it uniquely ours and warming up its interior by adding color and student artwork throughout our hallways to create an environment even more conducive to teaching and learning. Administrators, faculty members and parent volunteers recently painted bands of color in the upper arches of the school's main hall which provides a pop of color to brighten the day of visitors as well as students, faculty, and staff and a large mural in the media center. A mural was added to the media center, and the art students add interesting touches to our walls and ceilings. There is currently a flock of beautiful birds flying down our hallway created by the art students.

A former construction eyesore on our campus became a source of community as well as school pride. Project Learning Tree, an open-air classroom in the front of the school is visible to all passers-by. Approximately three quarters of an acre in size, the garden, with few exceptions, is planted with native plants and trees, so that League students will be able to learn and identify this flora away from the school's property. Primary funding for the model garden was provided by the Urban and Community Forestry Grant Assistance Program administered through the S.C. Forestry Commission and funded by the USDA Forest Service with volunteer labor supplied by TreesGreenville. Many faculty members attended a seminar to learn how to integrate learning

using our new open-air classroom. These teachers are charged with using all aspects of the garden to enhance and reinforce classroom learning. We are excited about the many learning opportunities Project Learning Tree has afforded our students and look forward to the many new learning experiences created as our garden grows and matures.

Twenty-two teachers at League have participated in SmartARTS from 2008 to 2013. 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 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.

"Challenge – Create – Communicate!"

League Academy of Communication Arts

125 Twin Lake Road

Greenville, SC 29609

Telephone: (864) 355-8100

Fax: (864) 355-8160

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

Merry L. Cox, Principal

Student Attendance

League Academy is located two blocks south of North Pleasantburg Drive, near downtown Greenville. We are a magnet middle school, grades 6-8, and our enrollment numbers stay between 770 and 800. Our demographics have changed very little over the past five years, with the exception of our poverty index. Our major ethnic groups include a Hispanic population of about 12%, African American of about 19.6 and about 58.7 White. Our gender breakdown is about 56% female. League's 2013-14 student enrollment of about 786 includes 249 magnet students, which is about one-third of our population each year. Our student population is diverse. Our 2013-14 student population includes 38.5% Gifted and Talented which has remained about the same over the past 5 years. League's poverty index is 51.17%. Our student attendance for 2012-13 is 96.8%.

Our faculty is made up of 3 administrators and 51 teachers. Almost 60% of our teachers have advanced degrees and over 70% are returning from last year. Teacher attendance is at 95.6%. We have 5 men and 4 minorities on our professional staff.

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".**

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)
- Student Led Conferences
- Boys and Girls Athletic Teams for all Middle School Sports
- Intramural Sports Program
- Awards Days/Student Recognition Programs
- Career Education Program including Speaker Programs and Job Shadowing
- Metropolitan Arts Council "Smart Arts" Program
- Cultural and Educational Field Trips to locations including The Peace Center and Roper Mountain Science Center
- Year-Round Artist in Residence Program
- SmartARTS Program

Achievements/Awards

- 2003 TIAA CREF Administrator of the Year
- 2007 Outstanding Assistant Principal of the Year
- 2007 Emerging Teacher of the Year
- 2004 TIAA CREF Staff Member of the Year
- 2008 Alliance for Quality Education Professional Learning
- Community Grant Winner
- National "School to Watch" Recognition 2010-2011
- Art teacher named as National Art 21 winner
- SC Junior Scholars/Duke Tip Scholars
- National, State and District PTA Reflections winners
- State and National History Day Winners
- District and State Visual Arts Award winners
- National C-SPAN Video Contest Winner
- All-State Orchestra winners, Region Orchestra winners
- SC Scholastic Press Association "Excellence in Journalism" awards
- WSPA Public Service Announcement contest winners
- Promising Young Writers Awards
- Maggie's Drawers

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

School Facilities

4 Administrative Offices

Band Room

Cafeteria

Gym/Locker Rooms

Dance Studio with locker rooms

Drama Studio

Art Room

Life Skills Lab

Strings Room

Chorus Room

Video Production Lab

Keyboarding Lab

Computer Lab

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

6 Teacher Workrooms

Elevator

Neighborhood Setting Close to downtown

League Academy Student Achievement

School Goals 2013-2014

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

MATHEMATICS
PERFORMANCE GOAL 2: In 2014, the percentage of students scoring met or exemplary on the PASS MATH Test will meet or exceed 86.8* (last year's mark). All of our subgroups met the 2013-14 AMO of 632 except the Disabled subgroup, who scored 597, will work to improve their performance by 4 points to 601. All other subgroups will work to maintain or exceed their current AMO by at least one point.

ENGLISH LANGUAGE ARTS
PERFORMANCE GOAL 2: In 2014, the percentage of students scoring met or exemplary on the PASS ELA Test will meet or exceed 86.7* (last year's mark). All of our subgroups met the 2013-14 AMO of 632 except the Disabled subgroup, who scored 602, will work to improve their performance by 4 points to 606. All other subgroups will work to maintain or exceed their current AMO by at least one point.

Palmetto Assessment of State Standards 2012 and 2013 (PASS)

Subject	Exemplary 2012	Exemplary 2013	Met 2012	Met 2013	Not Met 2012	Not Met 2013
English Language Arts	55.1	59.1	27.5	33	17.3	13.3
Writing	58.6	60.6	24.9	29.3	16.5	10.1
Mathematics	44.3	50.4	36.2	39.2	19.5	13.2
Science	41.1	35.5	44.6	51.2	14.4	13.2
Social Studies	57.5	57.7	28.7	28.7	13.8	13.6

Annual School Report Card Rating:
2013 Absolute Rating: Excellent
2013 Growth Rating: Good

Palmetto Gold and Silver Awards:
January 2013 Gold – General Performance

ESEA Federal Accountability Rating System:
Overall Weighted Points Total: 93.8

Overall Grade Conversion: A

Check out League Academy's website:

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*.

<u>Learning environment will:</u>

- 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

Data Analysis and Needs Assessment

Student Achievement Needs Assessment

https://ed.sc.gov/data/report-cards/
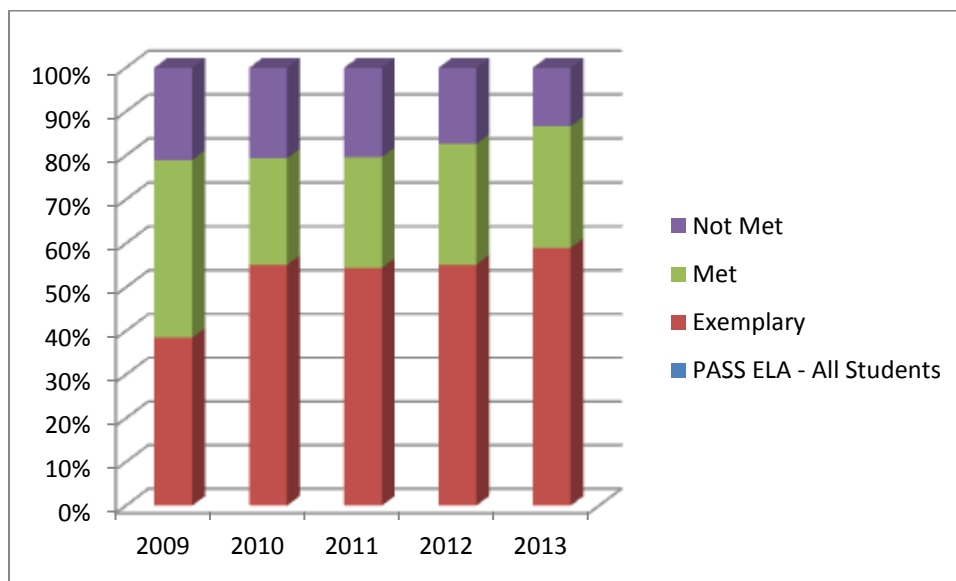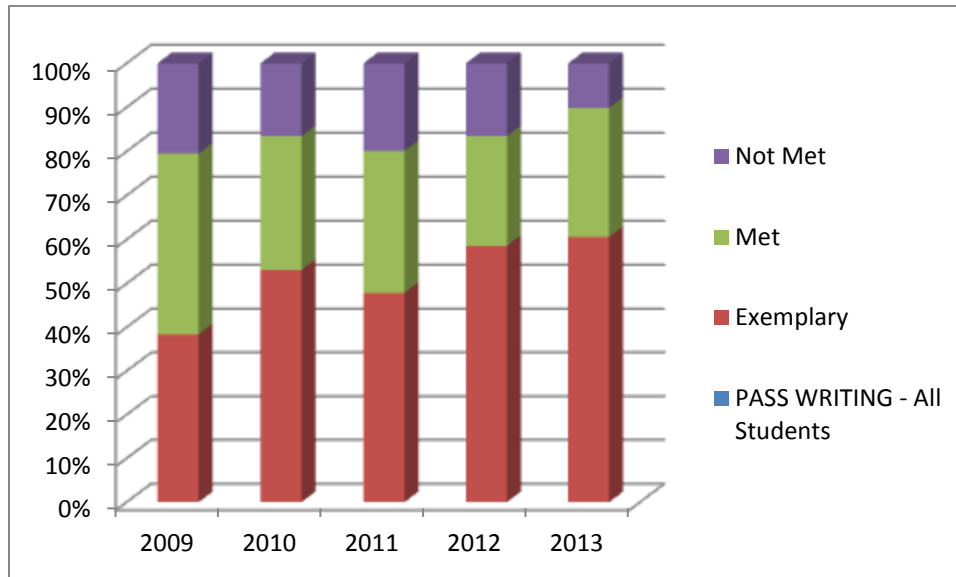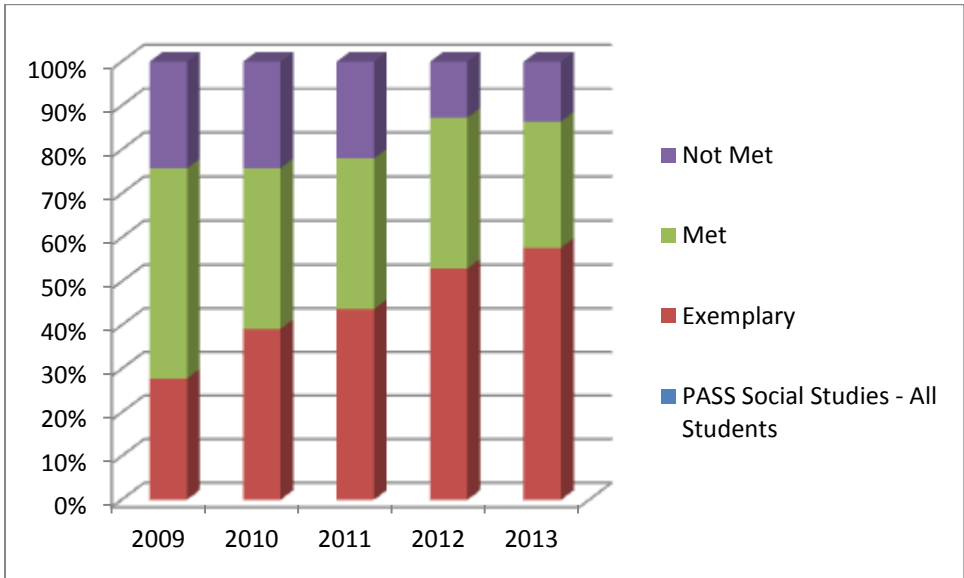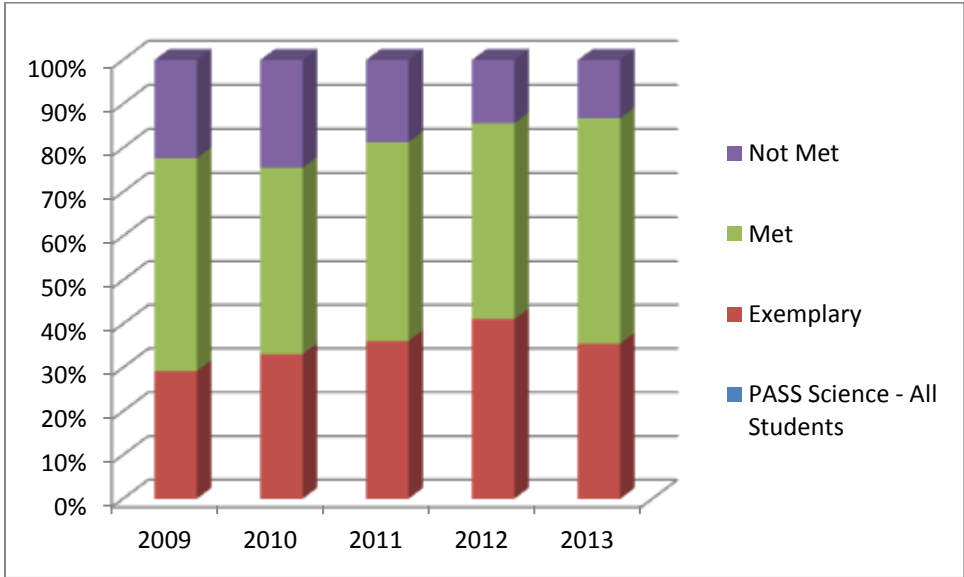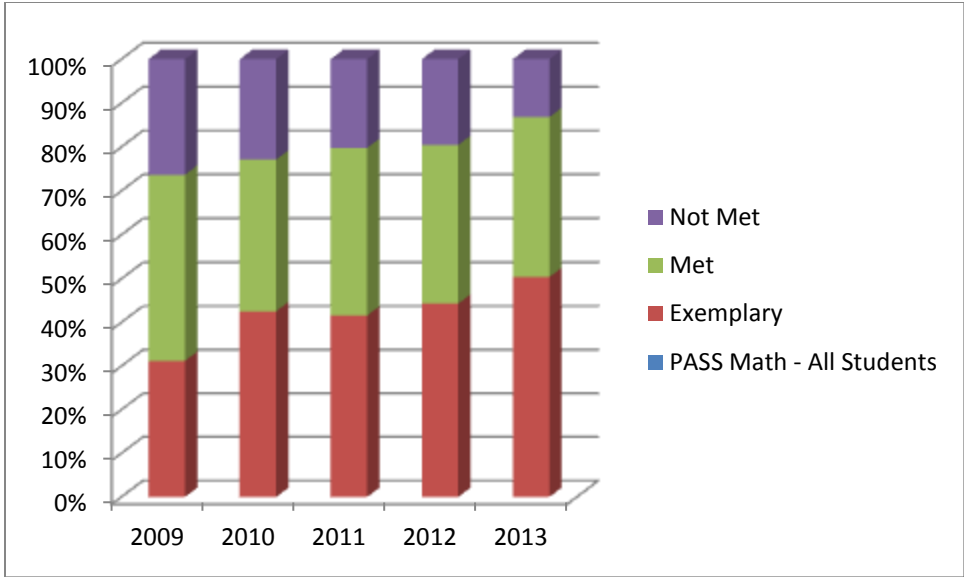
Our PASS scores from 2009-2013 indicate that we maintain or improve our test scores in all PASS subjects during this time period. In 2013, all PASS tested subjects showed a decrease in the students Not Met. A breakdown of the Not Met by subject areas includes: Writing – 10.0%, ELA – 13.3%, Math – 13.2%, Science – 13.2% and Social Studies – 13.6%. League Academy PASS scores exceed the District and State scores in each subject area.

We continue our focus on students Not Met analyzing data and in 2012-13, developed a Student Achievement Plan using Excel to insert student test data, strategies for improvement and information as to the root causes. This intervention strategy is shared on the staff drive for guidance, administration and other support staff to review. Teams meet to review the intervention strategies to determine next steps for student success.

PASS scores for 2013 were reported for our subgroups by mean average. This will be our new baseline data for our subgroups.

2013 Mean Average	ELA Mean	Math Mean	Science Mean	Social Studies Mean
All Students	674.8	670.8	646.9	663.2
Male	663.9	664.7	642.7	662.2
Female	683.3	675.4	650.2	664
White	685.8	681.2	658.3	674.5
African American	645.2	641	619.6	634.6
Asian/Pacific	673.1	683.3	642.4	669.6
Hispanic	672.4	661.7	649.6	653.2
Disabled	602.3	596.5	584.2	584
Limited English	651.9	657.4	641.7	644.6
Subsidized Meals	651.6	646.7	626.6	637.6
AMO	628	628	628	628

2013 PASS Scores by Standards:

We look at data in multiple ways. One way is by subject and standards. This provides data for standards based instruction. The result of this analysis has guided teachers in planning for deliberate instruction in alignment with the district curriculum maps and units, pacing guides and benchmark testing.   Below is our 2013 data.

English Language Arts (Reading and Research)				
Grade 6	# TESTED	NOT MET	MET	EXEM
Reading: Literary Texts	278	8.6	35.9	65.5
Reading: Informational Texts	278	8.3	24.5	67.3
Reading: Building Vocabulary	278	9.7	23.6	59.7
Researching	278	13.7	51.1	35.3
Mathematics				
Grade 6	# TESTED	NOT MET	MET	EXEM
Numbers & Operations	277	10.1	13.7	76.2
Algebra	277	23.1	28.9	48.0
Geometry	277	9.0	18.4	72.6
Measurement	277	18.4	41.2	40.4
Data Analysis & Probability	277		21.7	71.5
Social Studies				
Grade 6	# TESTED	NOT MET	MET	EXEM
Cradles of Civilization	138	15.9	31.2	53.6
Greek & Roman Civilizations	138	9.4	20.3	70.3
Civilizations in Asia	138	3.6	38.4	58
Civilizations in Africa & the Americas	138	8.7	38.4	52.9
The Middle Ages	138	5.8	19.6	74.6
Renaissance, Reformation, & Exploration	138	15.9	45.7	38.4
Science				
Grade 6	# TESTED	NOT MET	MET	EXEM
Scientific Inquiry	139	16.5	44.6	38.8
Plants: Structures, Processes, & Responses	139	11.5	25.9	62.6
Animals: Structures, Processes, & Responses	139	12.9	48.9	38.1
Earth's Atmosphere & Weather	139	8.6	6.7	54.7
Conservation of Energy	139	7.9	31.7	60.4
Writing				
Grade 6	# TESTED	NOT MET	MET	EXEM
Content and Development	273	11	37	52
Organization	273	8.8	28.6	62.6
Voice	273	9.5	49.5	41
Conventions	273	8.1	28.2	63.7

English Language Arts (Reading and Research)				
Grade 7	# TESTED	NOT MET	MET	EXEM
Reading: Literary Texts	248	10.9	17.7	71.4
Reading: Informational Texts	248	11.7	27.8	60.5
Reading: Building Vocabulary	248	8.9	39.5	51.6
Researching	248	8.5	30.6	60.9
Mathematics				
Grade 7	# TESTED	NOT MET	MET	EXEM
Numbers & Operations	249	13.3	20.9	65.9
Algebra	249	13.3	28.1	58.6
Geometry	249	10	26.9	63.1
Measurement	249	10.8	30.5	58.6
Data Analysis & Probability	249	9.6	18.5	71.9
Social Studies				
Grade 7	# TESTED	NOT MET	MET	EXEM
European Colonial Expansion & Global Trade	249	10	42.2	47.8
Limited & Unlimited Government	249	10	23.7	66.3
Independence Movements	249	11.6	24.9	63.5
Early 20th Century World Conflicts	249	13.7	25.7	60.6
Cold War Era	249	11.2	18.5	70.3
Developments Since 1989	249	9.6	39	51.4
Science				
Grade 7	# TESTED	NOT MET	MET	EXEM
Scientific Inquiry	249	13.7	36.1	50.2
Cells & Heredity	249	19.7	37.3	43
Human Body Systems & Disease	249	10.4	44.6	45
Ecology: Biotic & Abiotic Environment	249	12.4	39.8	47.8
Chemical Nature of Matter	249	14.9	45	40.2
Writing				
Grade 7	# TESTED	NOT MET	MET	EXEM
Content & Development	248	6.9	23.2	70
Organization	248	4.3	28.3	67.4
Voice	248	7.3	58.6	34.3
Conventions	248	6.4	22.3	71.2

English Language Arts (Reading and Research)				
Grade 8	# TESTED	NOT MET	MET	EXEM
Reading: Literary Texts	236	21.6	20.8	52.6
Reading: Informational Texts	236	14	25.8	60.2
Reading: Building Vocabulary	236	13.1	44.1	42.8
Researching	236	10.6	25.8	63.6
Mathematics				
Grade 8	# TESTED	NOT MET	MET	EXEM
Numbers & Operations	236	7.6	25	67.4
Algebra	236	10.6	25.4	64
Geometry	236	7.6	38.1	54.2
Measurement	236	11	31.8	57.2
Data Analysis & Probability	236	8.5	19.9	71.6
Social Studies				
Grade 8	# TESTED	NOT MET	MET	EXEM
Settlement	117	6.0	37.6	56.4
The American Revolution	117	3.4	30.8	65.8
The New Nation	117	10.3	35.9	53.8
The Civil War	117	16.2	29.9	53.8
Reconstruction, Industrialization, & Progressivism	117	6.8	34.2	59.0
Early 20th Century	117	12.8	30.8	56.4
Late 20th & Early 21st Centuries	117	2.6	41.9	55.6
Science				
Grade 8	# TESTED	NOT MET	MET	EXEM
Scientific Inquiry	119	10.9	31.1	58
Earth's Biological History	119	12.6	52.9	34.5
Earth's Structure and Processes	119	16	33.6	50.4
Astronomy: Earth & Space Systems	119	5.9	34.5	59.7
Forces & Motion	119	5	43.7	51.3
Waves	119	9.2	43.7	47.1
Writing				
Grade 8	# TESTED	NOT MET	MET	EXEM
Content & Development	233	6.9	23.2	70
Organization	233	4.3	28.3	67.4
Voice	233	7.3	58.6	34.3
Conventions	233	6.4	22.3	71.2

Teacher and Administrator Quality

League Professional Development Calendar 2013-2014		
Title	**Date**	**Time**
AUGUST		
New Teacher Seminar	08/13/2013	9:00-3:00
Inclusion Training Meeting	08/15/2013	8:30-9:30
SEPTEMBER		
Power Teacher – Grade book Setup	09/03/13	Planning Periods
MAP Training	09/05/2013	Planning Periods
Curriculum Connections Thursday-Individual LPs	09/12/2013	Planning Periods
Learning Focused Components for Lesson Plans	09/17/2013	Planning Periods
Special Education Curriculum/LPs	09/19/2013	Planning Periods
Overview of School Year with Dist. PD emphasis	09/24/2013	Planning Periods
New Teacher Session 1-CFG	09/25/2013	3:45-5:00
Curriculum Connections Thursday	09/26/2013	Planning Periods
OCTOBER		
Student Led Conferences	10/01/2013	Planning Periods
Rubricon/Atlas Social Studies Finley	10/01/2013	3:45-4:45
Curriculum Connections Thursday	10/03/2013	Planning Periods
Rubricon/Atlas ELA Barron	10/03/2013	3:45-4:45
PAS-T Goal Setting/Student Achievement	10/08/2013	Planning Periods
Curriculum Connections Thursday	10/10/2013	Planning Periods
Critical Friends Group(CFG)	10/14/2013	3:30-5:00
ENRICH Part I	10/15/2013	Planning Periods
Suicide Prevention Training	10/16/2013	3:30-5:30
Student Led Conferences	10/17/2013	Planning Periods
Goal Setting II/ENRICH II	10/22/2103	Planning Periods
CC Thursday	10/24/2013	Planning Periods
Rubicon Atlas/SS Burras	10/28/2013	3:30-5:00
Learning Focused Lesson Plans	10/29/2013	Planning Periods
CC Thursday	10/31/2013	Planning Periods

November		
Learning Styles Inventories	11/05/2013	Planning Periods
Curriculum Connections Thursday	11/07/2013	Planning Periods
Strategies/Instructional Activities/Discipline	11/12/2013	Planning Periods
CFG (Induction, ADA, Mentors)	11/18/2013	3:30-5:00
Learning Styles/Mini Lesson with Teams	11/19/2013	Planning Periods
Curriculum Connections Thursday	11/26/2013	Planning Periods
DECEMBER		
Using MAP/PASS/ENRICH to Identify Bubble Students	12/03/2013	Planning Periods
Curriculum Connections Thursday	12/05/2013	Planning Periods
MAP/PASS/ENRICH II Bubble Students	12/10/2013	Planning Periods
Curriculum Connections Thursday	12/12/2013	Planning Periods
CFG	12/16/2103	3:30-5:00
Gaming Activities for Learning	12/17/2013	Planning Periods
CC Thursday	12/19/2013	Planning Periods
JANUARY		
Strategies for all students through colllaboration	01/07/2014	Planning Periods
CC Thursday	01/09/2014	Planning Periods
CFG	01/09/2014	3:30-5:00
Oral Administration of Tests via Power Points	01/14/2014	Planning Periods
Curriculum Connections Thursday	01/16/2014	Planning Periods
Copyright-Teresa Gray	01/21/2014	Planning Periods
Curriculum Connections Thursday	01/23/2014	Planning Periods
Oral Administration of Tests II	01/28/2014	Planning Periods
Curriculum Connections Thursday	01/30/2014	Planning Periods
FEBRUARY		
E-Books Teresa Gray	02/04/2014	Planning Periods
Curriculum Connections Thursday	02/06/2014	Planning Periods
Teacher Recommendations Lorraine Holeman Guidance	02/11/2014	Planning Periods
Coach/Principal Meeting	02/13/2014	8:30-12:30 MTA
Test Taking Strategies	02/18/2014	Planning Periods
CFG	02/18/2014	3:30-5:00
Curriculum Connections Thursday	02/20/2014	Planning Periods
Test Taking Strategies II	02/20/2014	Planning Periods
Curriculum Connections Thursday	02/27/2014	Planning Periods

MARCH		
MAP Preparation/Training	03/04/2014	Planning Periods
Curriculum Connections Thursday	03/06/2014	Planning Periods
PASS Writing Training Lorraine Holeman	03/11/2014	Planning Periods
MAP Testing Special Ed SC	03/12-13/2014	Wednesday/Thursday
Curriculum Connections Thursday	03/13/2014	Planning Periods
PASS Writing All Grades	03/18-19/2014	Tuesday/Wednesday
MAP Testing All Grades	03/24-04/4	Daily untimed tests
APRIL		
Promethian Board Training	04/08/2014	Planning Periods
CFG	04/08/2014	3:30-5:00
Curriculum Connections Thursday	04/10/2014	Planning Periods
Bubble Students-MAP RESULTS	04/22/2014	Planning Periods
Curriculum Connections Thursday	04/24/2014	Planning Periods
PASS Training Lorraine Holeman Guidance	04/29/2014	Planning Periods
MAY		
PASS Testing All Students	05/06-09/2014	Tuesday, Wednesday Thursday, Friday
Bubble Students-How Did They Perform?	05/13/2014	Planning Periods
Curriculum Connections Thursday	05/15/2014	Planning Periods
Reflection 2013-2014/Preview 2014-2105	05/20/2014	Planning Periods
Curriculum Connections Thursday	05/22/2014	Planning Periods
CFG	05/22/2014	3:30-5:00
Power Teacher End of Year Grades	05/27/21	Planning Periods
Curriculum Connections Thursday	05/29/2013	Planning Periods

League Professional Development Calendar 2014-2015

Our professional development calendar will continue to support our professional learning community model.   Each week on Tuesdays and Thursdays, teachers and support staff will write goals collaboratively to create and implement Common Core strategies into the content areas through the development and implementation of rigorous lesson plans and assessments. League will align our professional development with GCSD professional development plan.

Greenville County School District
Professional Development Areas of Emphasis: Tentative 2014-2015

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

Science
- Cross-walking the current SC Science Standards with the 2014-2015 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 96.8 % and expulsion rate is 1.3%

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.	0.9	6.6	55.7	35.8	0.9	106
Student	18	I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	9.1	16.7	46.9	27.3		209
Teacher	27	I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	0	9.5	28.6	61.9	0	42
Survey Questions Safety			Disagree	Mostly Disagree	Mostly Agree	Agree	Don't Know	Number
Parent	18	My child feels safe at school.	0.9	8.4	53.3	35.5	1.9	107
Student	30	I feel safe at my school during the school day.	11.6	7.7	33.3	47.3		207
Teacher	39	I feel safe at my school during the school day.	0	2.4	19	78.6	0	42

SDE School Report Card Survey Results: <mark>Teacher</mark>

		2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
	TEACHER SURVEY RESPONSES - 2012-13 SCHOOL YEAR												
	TEACHER SURVEY RESPONSES - 2013-14 SCHOOL YEAR												
	DISTRICT=Greenville ID=2301078 SCHOOL NAME=League Academy												
				%		%				%			
		%		MOSTLY		MOSTLY		%		DONT			
	QUESTION	DISAGREE		DISAGREE		AGREE		AGREE		KNOW		N	
1	My school provides challenging instructional programs for students.	0.0	0	2.1	0	2.1	14.3	95.8	85.7	0.0	0	48	42
2	Teachers at my school effectively implement the State Curriculum Standards.	0.0	0	0.0	0	2.1	14.3	97.9	85.7	0.0	0	48	42
3	Teachers at my school focus instruction on understanding, not just memorizing facts.	0.0	0	0.0	0	12.8	26.2	87.2	73.8	0.0	0	47	42
4	Teachers at my school have high expectations for students' learning.	0.0	0	0.0	0	8.3	23.8	91.7	73.8	0.0	2.4	48	42
5	There is a sufficient amount of classroom time allocated to instruction in essential skills.	0.0	0	0.0	2.4	21.3	31	78.7	61.9	0.0	4.8	47	42
6	Student assessment information is effectively used by teachers to plan instruction.	0.0	0	0.0	0	14.6	23.8	85.4	71.4	0.0	4.8	48	42
7	Effective instructional strategies are used to meet the needs of low achieving students.	0.0	0	4.3	4.9	23.4	36.6	72.3	58.5	0.0	0	47	41
8	My school offers effective programs for students with disabilities.	0.0	2.4	6.3	7.3	16.7	39	77.1	48.8	0.0	2.4	48	41
9	Instructional strategies are used to meet the needs of academically gifted students.	0.0	0	0.0	0	12.5	21.4	87.5	73.8	0.0	4.8	48	42
10	The level of teacher and staff morale is high at my school.	4.2	21.4	8.3	16.7	35.4	40.5	52.1	21.4	0.0	0	48	42

#	Item											
11	Teachers respect each other at my school.	4.2	7.3	8.3	7.3	37.5	39	50.0	46.3	0.0	0	48	41
12	Teachers at my school are recognized and appreciated for good work.	4.2	7.1	2.1	7.1	35.4	38.1	58.3	47.6	0.0	0	48	42
13	Students at my school are motivated and interested in learning.	0.0	2.4	2.1	2.4	43.8	50	54.2	45.2	0.0	0	48	42
14	There are sufficient materials and supplies available for classroom and instructional use.	0.0	0	0.0	0	27.1	33.3	72.9	64.3	0.0	2.4	48	42
15	Our school has a good selection of library and media material.	0.0	0	0.0	0	6.3	21.4	93.8	76.2	0.0	2.4	48	42
16	Our school has sufficient computers for instructional use.	0.0	2.4	2.1	9.5	18.8	38.1	79.2	47.6	0.0	2.4	48	42
17	Computers are used effectively for instruction at my school.	0.0	0	0.0	7.3	12.5	39	87.5	53.7	0.0	0	48	41
18	There are relevant professional development opportunities offered to teachers at my school.	2.1	4.8	6.3	14.3	20.8	21.4	70.8	54.8	0.0	4.8	48	42
19	The school administration communicates clear instructional goals for the school.	2.1	2.4	2.1	0	10.4	21.4	85.4	73.8	0.0	2.4	48	42
20	The school administration sets high standards for students.	0.0	0	2.1	7.1	10.4	14.3	87.5	76.2	0.0	2.4	48	42
21	The school administration has high expectations for teacher performance.	2.1	0	0.0	2.4	12.5	16.7	85.4	78.6	0.0	2.4	48	42
22	The school administration provides effective instructional leadership.	2.1	7.1	4.2	2.4	22.9	31	70.8	54.8	0.0	4.8	48	42
23	Student assessment information is used to set goals and plan programs for my school.	0.0	2.4	2.1	0	12.5	14.3	85.4	78.6	0.0	4.8	48	42
24	Teacher evaluation at my school focuses on instructional improvement.	0.0	2.4	4.3	2.4	12.8	21.4	83.0	69	0.0	4.8	47	42
25	School administrators visit classrooms to observe instruction.	0.0	0	2.1	0	16.7	14.3	81.3	81	0.0	4.8	48	42
26	The school administration arranges for collaborative planning and decision making.	0.0	0	6.3	4.8	8.3	16.7	85.4	73.8	0.0	4.8	48	42
27	I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	0.0	0	0.0	9.5	12.5	28.6	87.5	61.9	0.0	0	48	42

28	The grounds around my school are kept clean.	2.1	0	0.0	0	18.8	14.3	79.2	85.7	0.0	0	48	42
29	The hallways at my school are kept clean.	0.0	0	4.2	2.4	10.4	11.9	85.4	85.7	0.0	0	48	42
30	The bathrooms at my school are kept clean.	2.1	0	2.1	4.8	10.4	7.1	85.4	88.1	0.0	0	48	42
31	The school building is maintained well and repaired when needed.	2.1	0	4.2	2.4	16.7	19	77.1	78.6	0.0	0	48	42
32	There is sufficient space for instructional programs at my school.	0.0	0	0.0	2.4	8.5	14.3	89.4	83.3	2.1	0	47	42
33	Students at my school behave well in class.	0.0	2.4	0.0	7.1	39.6	42.9	60.4	47.6	0.0	0	48	42
34	Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	0.0	4.9	2.1	4.9	41.7	51.2	56.3	39	0.0	0	48	41
35	Rules and consequences for behavior are clear to students.	0.0	2.4	2.1	4.8	16.7	35.7	81.3	54.8	0.0	2.4	48	42
36	The rules about how students should behave in my school are fair.	0.0	0	2.1	2.4	10.4	26.2	87.5	69	0.0	2.4	48	42
37	The rules for behavior are enforced at my school.	0.0	2.4	6.3	2.4	27.1	52.4	66.7	42.9	0.0	0	48	42
38	I feel safe at my school before and after school hours.	0.0	0	0.0	2.4	6.3	19	91.7	78.6	2.1	0	48	42
39	I feel safe at my school during the school day.	0.0	0	0.0	2.4	4.3	19	93.5	78.6	2.2	0	46	42
40	I feel safe going to or coming from my school.	0.0	0	0.0	2.4	6.4	19	91.5	78.6	2.1	0	47	42
41	Students from different backgrounds get along well at my school.	0.0	2.4	0.0	2.4	40.4	41.5	59.6	53.7	0.0	0	47	41
42	Teachers and students get along well with each other at my school.	0.0	2.4	0.0	0	20.8	35.7	79.2	59.5	0.0	2.4	48	42
43	Teachers at my school collaborate for instructional planning.	0.0	0	4.2	7.1	14.6	19	81.3	73.8	0.0	0	48	42
44	I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	0.0	0	2.1	0	16.7	33.3	81.3	64.3	0.0	2.4	48	42
45	Parents at my school are aware of school policies.	0.0	0	0.0	0	27.1	23.8	72.9	73.8	0.0	2.4	48	42
46	Parents at my school know about school activities.	0.0	0	0.0	0	18.8	19	81.3	78.6	0.0	2.4	48	42

#												
47	Parents at my school understand the school's instructional programs.	0.0	0	2.1	4.8	18.8	31	79.2	59.5	0.0	4.8	48	42
48	Parents at my school are interested in their children's schoolwork.	0.0	0	2.1	2.4	45.8	50	52.1	45.2	0.0	2.4	48	42
49	Parents at my school support instructional decisions regarding their children.	0.0	2.4	0.0	2.4	33.3	47.6	66.7	45.2	0.0	2.4	48	42
50	Parents attend conferences requested by teachers at my school.	0.0	0	0.0	2.4	27.1	45.2	72.9	50	0.0	2.4	48	42
51	Parents at my school cooperate regarding discipline problems.	0.0	4.8	2.1	2.4	39.6	52.4	58.3	40.5	0.0	0	48	42
52	Parents attend school meetings and other school events.	0.0	0	2.1	7.1	39.6	38.1	58.3	50	0.0	4.8	48	42
53	Parents participate as volunteer helpers in the school or classroom.	0.0	2.4	0.0	4.8	35.4	40.5	64.6	47.6	0.0	4.8	48	42
54	Parents are involved in school decisions through advisory committees.	0.0	0	4.7	2.7	23.3	21.6	69.8	73	2.3	2.7	43	37
55	I AM SATISFIED WITH HOME AND SCHOOL RELATIONS.	0.0	0	0.0	7.3	25.0	31.7	75.0	56.1	0.0	4.9	48	41

N/A = Not Applicable   I/S = Insufficient Sample

SOURCE: Online survey completed March 2012.

SDE School Report Card Survey Results: <mark>Parent</mark>

		2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
1	PARENT SURVEY RESPONSES - 2012-13 SCHOOL YEAR I/S = Insufficient Sample												
	PARENT SURVEY RESPONSES - 2013-14SCHOOL YEAR I/S = Insufficient Sample												
	Greenville 2301078 League Academy												
		2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
		%						%		%			
		STRONGLY		%		%		STRONGLY		DONT			
	PLEASE MARK HOW MUCH YOU AGREE OR DISAGREE WITH THE FOLLOWING	DISAGREE		DISAGREE		AGREE		AGREE		KNOW		N	
1	My child's teachers give homework that helps my child learn.	2.5	1.9	5.8	4.7	59.5	61.7	32.2	27.1	0.0	4.7	121	107
2	My child's school has high expectations for student learning.	1.6	0	3.3	0.9	42.6	45.3	50.0	49.1	2.5	4.7	122	106
3	My child's teachers encourage my child to learn.	3.2	0	5.6	3.7	40.0	59.8	47.2	32.7	4.0	3.7	125	107
4	My child's teachers provide extra help when my child needs it.	5.6	0.9	10.4	8.4	33.6	51.4	43.2	34.6	7.2	4.7	125	107
5	<mark>I AM SATISFIED WITH THE LEARNING ENVIRONMENT AT MY CHILD'S SCHOOL.</mark>	<mark>5.6</mark>	<mark>0.9</mark>	<mark>4.8</mark>	<mark>6.6</mark>	<mark>46.8</mark>	<mark>55.7</mark>	<mark>41.9</mark>	<mark>35.8</mark>	<mark>0.8</mark>	<mark>0.9</mark>	<mark>124</mark>	<mark>106</mark>
6	My child's teachers contact me to say good things about my child.	13.0	7.5	42.3	51.9	31.7	32.1	10.6	7.5	2.4	0.9	123	105
7	My child's teachers tell me how I can help my child learn.	11.2	6.6	36.8	50	34.4	35.8	12.8	606	4.8	0.9	125	106

#	Question												
8	My child's teachers invite me to visit my child's classrooms during the school day.	15.4	11.2	46.3	52.3	17.9	25.2	8.1	8.4	12.2	2.8	123	107
9	My child's school returns my phone calls or e-mails promptly.	4.0	0.9	8.9	14.2	50.0	62.3	30.6	17.9	6.5	4.7	124	106
10	My child's school includes me in decision-making.	8.0	4.7	16.8	17	53.6	57.5	19.2	17	2.4	3.8	125	106
11	My child's school gives me information about what my child should be learning in school.	4.8	3.8	15.3	16	49.2	57.5	27.4	20.8	3.2	1.9	124	106
12	My child's school considers changes based on what parents say.	5.6	5.7	18.4	24.5	33.6	47.2	14.4	9.4	28.0	13.2	125	106
13	My child's school schedules activities at times that I can attend.	3.3	1.9	5.7	11.4	62.6	63.8	24.4	21.9	4.1	1	123	105
14	My child's school treats all students fairly.	5.6	4.7	11.9	13.1	41.3	49.5	23.8	18.7	17.5	14	126	107
15	The principal at my child's school is available and welcoming.	2.4	0.9	2.4	5.7	42.4	44.3	51.2	49.1	1.6	0	125	106
16	I AM SATISFIED WITH HOME-SCHOOL RELATIONS AT MY CHILD'S SCHOOL.	2.4	1.9	11.1	16	53.2	61.3	31.0	19.8	2.4	0.9	126	106
17	My child's school is kept neat and clean.	0.8	0	0.8	3.7	36.5	33.6	61.1	57.9	0.8	4.7	126	107
18	My child feels safe at school.	0.8	0.9	1.6	8.4	46.8	53.3	50.0	35.5	0.8	1.9	124	107
19	My child's teachers care about my child as an individual.	0.8	2.8	12.0	8.4	44.8	50.5	35.2	28	7.2	10.3	125	107
20	Students at my child's school are well-behaved.	4.1	1.9	9.8	16.8	59.3	58.9	17.9	13.1	8.9	9.3	123	107
21	I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY CHILD'S SCHOOL.	0.8	1.9	5.7	8.4	58.5	61.7	34.1	25.2	0.8	2.8	123	107

	PLEASE TELL US IF YOU DO THE FOLLOWING	% I DO THIS		% I DONT DO BUT WOULD LIKE TO		% I DONT DO & I DONT CARE TO		% ACTIVITY NOT OFFERED				N	
22	Attend Open Houses or parent-teacher conferences.	87.1	78.5	6.5	16.8	5.6	4.7	0.8	0			124	107
23	Attend student programs or performances.	87.9	81.9	8.9	13.3	2.4	4.8	0.8	0			124	105
24	Volunteer for the school (bake cookies, help in office, help with school fund raising, etc.)	38.2	29.9	39.0	33.6	20.3	36.4	2.4	0			123	107
25	Go on trips with my child's school (out of town band contest, field trip to the museum, etc.)	32.5	28.6	42.9	35.2	20.6	26.7	4.0	9.5			126	105
26	Participate in School Improvement Council meetings.	5.7	7.5	54.5	35.5	37.4	54.2	2.4	2.8			123	107
27	Participate in Parent-Teacher-Student Organizations (PTA, PTO, etc.)	41.1	41.1	35.5	19.6	23.4	38.3	0.0	0.9			124	107
28	Participate in school committees (textbook committee, spring carnival committee, etc.)	20.3	13.2	43.9	27.4	34.1	55.7	1.6	3.8			123	106
29	Attend parent workshops (how to help my child with school work, how to talk to my child about drugs, effective discipline, etc.)	29.0	28.3	38.7	37.7	21.8	27.4	10.5	6.6			124	106

	PLEASE TELL US IF YOU DO THE FOLLOWING	% I DO THIS		% I DONT DO BUT WOULD LIKE TO		% I DONT DO & DONT CARE TO						N	
30	Visit my child's classrooms during the school day.	11.6	8.7	57.0	59.6	31.4	31.7					121	104
31	Contact my child's teachers about my child's school work.	77.8	75.7	18.3	16.8	4.0	7.5					126	107
32	Limit the amount of time my child watches TV, plays video games, surfs the Internet.	84.9	83.8	10.3	6.7	4.8	9.5					126	105
33	Make sure my child does his/her homework.	97.6	92.5	2.4	5.6	0.0	1.9					125	107
34	Help my child with homework when he/she needs it.	99.2	86.9	0.8	10.3	0.0	2.8					125	107

	PLEASE MARK IF EACH OF THE FOLLOWING IS TRUE OR FALSE			% TRUE		% FALSE							N	
35	Lack of transportation reduces my involvement.			8.9	11.4	91.1	88.6						124	105
36	Family health problems reduce my involvement.			8.9	14.3	91.1	85.7						124	105
37	Lack of available care for my children or other family members reduces my involvement.			6.4	16.2	93.6	83.8						125	105
38	My work schedule makes it hard for me to be involved.			61.6	72.4	38.4	27.6						125	105
39	The school does not encourage my involvement.			14.8	20.2	85.2	79.8						122	104
40	Information about how to be involved either comes too late or not at all.			18.0	20.2	82.0	79.8						122	104
41	I don't feel like it is appreciated when I try to be involved.			8.9	19.2	91.1	80.8						124	104

		% VERY GOOD		% GOOD		% OKAY		% BAD		% VERY BAD		N	
	PLEASE RATE YOUR SCHOOL ON...												
42	The school's overall friendliness.	51.2	34.6	30.1	38.3	16.3	25.2	2.4	0	0.0	1.9	123	107
43	The school's interest in parents' ideas and opinions.	31.7	18.7	33.3	36.4	27.6	33.6	7.3	6.5	0.0	4.7	123	107
44	The school's efforts to get important information from parents.	35.8	20.6	35.8	38.3	22.0	30.8	5.7	8.4	0.8	1.9	123	107
45	The school's efforts to give important information to parents.	50.0	30.2	29.8	43.4	16.1	17.9	4.0	6.6	0.0	1.9	124	106
46	How the school is doing overall.	51.6	32.1	33.1	35.8	9.7	27.4	4.0	3.8	1.6	0.9	124	106

SDE School Report Card Survey Results: <mark>Student</mark>

		2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
1	STUDENT SURVEY RESPONSES - 2012-13 SCHOOL YEAR										
	STUDENT SURVEY RESPONSES - 2013-14 SCHOOL YEAR										
	DISTRICT=Greenville ID=2301078 SCHOOL NAME=League Academy GRADE=8										
				%		%					
		%		MOSTLY		MOSTLY		%			
	QUESTION	DISAGREE		DISAGREE		AGREE		AGREE		N	
1	My classes are challenging (not too easy; they make me think).	3.2	0.5	5.9	4.8	55.3	48.1	35.6	46.6	253	208
2	My teachers want me to understand what I am learning, not just remember facts.	2.4	4.3	9.4	10.6	42.9	45.2	45.3	39.9	254	208
3	My teachers expect students to learn.	2.0	1	2.4	4.8	23.7	27.9	71.9	66.3	253	208
4	My teachers expect students to behave.	1.2	1.4	2.0	1.9	20.7	20.6	76.1	76.1	251	209
5	My teachers spend enough time helping me learn.	6.3	10.6	15.0	11.1	52.6	54.6	26.1	23.7	253	207
6	My teachers help students when they do not understand something.	4.0	4.4	8.3	12.7	46.0	50.2	41.7	32.7	252	205
7	My teachers do a good job teaching me mathematics.	5.6	11.6	13.1	12.1	35.3	32.4	46.0	44	252	207
8	My teachers do a good job teaching me English language arts.	3.2	2.9	4.3	5.8	32.0	36.7	60.5	54.6	253	207
9	My teachers give tests on what I learn in class.	1.6	3.3	3.2	5.7	28.7	28.7	66.5	62.2	251	209
10	My teachers give homework assignments that help me learn better.	4.0	5.8	11.9	12.5	47.2	46.6	36.9	35.1	252	208
11	My classes are interesting and fun.	12.0	16.3	31.5	35.1	43.4	36.5	13.1	12	251	208
12	Students at my school believe they can do good work.	7.2	13	15.1	21.6	60.6	51	17.1	14.4	251	208
13	My teachers praise students when they do good work.	6.3	8.7	20.6	15.5	49.0	44.9	24.1	30.9	253	207
14	Work done by students can be seen on the walls of my school.	2.4	2.4	4.4	3.8	30.3	24.5	62.9	69.2	251	208

#	Statement									
15	The textbooks and workbooks I use at my school really help me to learn.	7.1	12.9	15.1	19.1	47.2	41.1	30.6	26.8	252	209
16	The media center at my school has a good selection of books.	4.8	6.3	11.1	8.3	40.1	35.9	44.0	49.5	252	206
17	I use computers and other technology at my school to help me learn.	7.5	8.3	15.9	14.2	38.1	33.3	38.5	44.1	252	204
18	I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	7.5	9.1	11.9	16.7	48.8	46.9	31.7	27.3	252	209
19	The grounds around my school are kept clean.	0.8	4.3	3.6	4.8	42.3	41.5	53.4	49.3	253	207
20	The hallways at my school are kept clean.	0.8	4.3	3.1	2.4	39.0	39.4	57.1	53.8	254	208
21	The bathrooms at my school are kept clean.	9.1	8.2	10.7	13.9	46.0	44.2	34.1	33.7	252	208
22	Broken things at my school get fixed.	2.8	2.9	6.7	7.2	42.1	41.6	48.4	48.3	254	209
23	There is enough room for students to learn at my school.	3.6	2.9	8.3	7.2	38.5	28	49.6	61.8	252	207
24	Students at my school behave well in class.	9.5	19.4	22.9	29.1	53.4	40.8	14.2	10.7	253	206
25	Students at my school behave well in the hallways, in the lunchroom, and on the playground.	13.0	26	16.1	26	55.5	38	15.4	10.1	254	208
26	Students at my school know the rules and what happens when students break the rules.	4.7	5.7	7.5	10	39.8	38.8	48.0	45.5	254	209
27	The rules about how students should behave in my school are fair.	7.5	16.9	16.2	18.8	41.9	37.7	34.4	26.6	253	207
28	The rules for behavior are enforced at my school.	3.2	5.8	4.7	4.8	35.6	42.3	56.5	47.1	253	208
29	I feel safe at my school before and after school hours.	3.9	12	3.9	7.7	32.7	34.9	59.4	45.5	254	209
30	I feel safe at my school during the school day.	0.8	11.6	4.3	7.7	32.3	33.3	62.6	47.3	254	207
31	I feel safe going to or coming from my school.	0.8	6.8	2.8	3.9	23.6	22.2	72.8	67.1	254	207
32	Students from different backgrounds get along well at my school.	5.9	16.9	12.3	14	47.4	39.1	34.4	30	253	207
33	Teachers and students get along well with each other at my school.	5.1	19	13.8	15.6	53.0	49.3	28.1	16.1	253	205
34	Teachers work together to help students at my school.	3.9	10.3	16.5	15.3	45.7	40.9	33.9	33.5	254	203
35	I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	5.2	14	8.4	12.6	44.6	41.1	41.8	32.4	251	207
36	My parent knows what I am expected to learn in school.	3.0	5.7	7.6	8.9	27.5	34.9	61.9	50.5	236	192

37	My parent knows how well I am doing in school.	0.4	3.1	3.8	3.1	22.2	24.1	73.5	69.6	234	191
38	My school informs parents about school programs and activities.	2.6	3.6	7.7	6.8	31.1	25.5	58.7	64.1	235	192
39	Parents at my school know their children's homework assignments.	11.5	14.7	17.0	15.3	40.9	36.8	30.6	33.2	235	190
40	My parent helps me with my homework when I need it.	6.0	9.4	10.6	5.7	31.9	32.8	51.5	52.1	235	192
41	Parents are welcomed at my school.	2.6	5.2	4.3	5.2	32.8	25.5	60.4	64.1	235	192
42	Parents volunteer and participate in activities at my school.	8.1	9.9	11.5	7.8	34.6	31.3	45.7	51	234	192
43	I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	3.0	6.8	6.4	4.2	36.2	34.6	54.5	54.5	235	191

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 89.9% in 2012 to 94.9% in 2018.

ANNUAL OBJECTIVE: Annually increase by 1 percentage point(s) students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

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	90.9	91.9	92.9	93.9	94.9
School Actual	83.5	89.9					
District Projected	X	X	78.8	79.8	80.8	81.8	82.8
District Actual	77.8	78.8					

Baseline data from 2011-12 is based upon 5th and 8th grade scores only. Projected performance is based upon 3rd through 8th grade scores.

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from 86.7% in 2012 to 91.7% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point(s) annually students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

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	87.7	88.7	89.7	90.7	91.7
School Actual	82.6	86.7					
District Projected	X	X	79.0	80.0	81.0	82.0	83.0
District Actual	78.0	80.5					

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

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

FIVE YEAR PERFORMANCE GOAL: By grade band (middle), meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

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

ELA – League Academy	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	668.3	674.8					
Male	657.2	663.9					
Female	677.1	683.3					
White	686.0	685.8					
African-American	630.7	645.2					
Asian/Pacific Islander	674.9	673.1					
Hispanic	672.4	672.4					
American Indian/Alaskan	NA	NA					
Disabled	595.2	602.3					
Limited English Proficient	640.8	651.9					
Subsidized Meals	638.9	651.6					

ELA – District - Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	624	628	632	636	640	644	648
Actual							
All Students	651.7	653.7					
Male	646.7	649.5					
Female	656.8	658.1					
White	664.5	666.3					
African-American	624.6	626.9					
Asian/Pacific Islander	679.6	684.5					
Hispanic	650.8	637.9					
American Indian/Alaskan	631.2	647.7					
Disabled	589.7	593.6					
Limited English Proficient	632.5	637.4					
Subsidized Meals	630.0	632.9					

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

☒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

School – League Academy	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100%	100%	100%	100%	100%
School Actual	100%	100%					
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					

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

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: Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from 86.85% in 2012 to 91.8% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point(s) annually students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

School – League Academy	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	87.8	88.8	89.8	90.8	91.8
School Actual	80.5	86.8					
District Projected	X	X	78.4	79.4	80.4	81.4	82.4
District Actual	77.4	77.3					

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

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

FIVE YEAR PERFORMANCE GOAL: By grade band (middle), meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

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

School – League Academy	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	661.4	670.8					
Male	656.3	664.7					
Female	665.5	675.4					
White	676.3	681.2					
African-American	628.4	641.0					
Asian/Pacific Islander	678.2	683.3					
Hispanic	646.0	661.7					
American Indian/Alaskan	NA	NA					
Disabled	596.7	596.5					
Limited English Proficient	645.4	657.4					
Subsidized Meals	637.2	646.7					

Math – District - Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	649.6	650.7					
Male	649.6	650.5					
Female	649.6	651.0					
White	661.4	662.7					
African-American	622.1	623.6					
Asian/Pacific Islander	694.9	695.3					
Hispanic	649.0	636.2					
American Indian/Alaskan	628.8	640.2					
Disabled	594.4	594.0					
Limited English Proficient	637.1	639.7					
Subsidized Meals	628.5	629.2					

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

☒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

School – League Academy	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100%	100%	100%	100%	100%
School Actual	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					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.
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% of students tested for all ELA and math tests and subgroups each year from 2013-14 through 2017-18.

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

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

% Tested ELA – League Academy	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100	100					
Male	100	100					
Female	100	100					
White	100	100					
African-American	100	100					
Asian/Pacific Islander	100	100					
Hispanic	100	100					
American Indian/Alaskan	NA	NA					
Disabled	100	100					
Limited English Proficient	100	100					
Subsidized Meals	100	100					

% Tested ELA District Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.9	100.0					
Male	99.9	100.0					
Female	99.9	99.9					
White	99.9	100.0					
African-American	99.8	100.0					
Asian/Pacific Islander	99.8	100.0					
Hispanic	99.9	99.9					
American Indian/Alaskan	100.0	100.0					
Disabled	99.2	99.9					
Limited English Proficient	99.8	99.9					
Subsidized Meals	99.8	99.9					

% Tested Math – League Academy	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100	99.9					
Male	100	99.7					
Female	100	100					
White	100	100					
African-American	100	99.4					
Asian/Pacific Islander	100	100					
Hispanic	100	100					
American Indian/Alaskan	NA	NA					
Disabled	100	100					
Limited English Proficient	100	100					
Subsidized Meals	100	100					

% Tested Math District – Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	99.9					
Male	99.9	99.9					
Female	100.0	100.0					
White	100.0	99.9					
African-American	99.9	99.9					
Asian/Pacific Islander	100.0	100.0					
Hispanic	99.9	100.0					
American Indian/Alaskan	100.0	100.0					
Disabled	99.8	99.9					
Limited English Proficient	99.9	100.0					
Subsidized Meals	99.9	99.9					

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

☒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 meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 86.7% in 2012 to 91% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point(s) annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

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	87	88	89	90	91
School Actual	85.7	86.7					
District Projected	X	X	76.9	77.9	78.9	79.9	80.9
District Actual	75.9	77.0					

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

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

FIVE YEAR PERFORMANCE GOAL: By grade band (middle), meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

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

Science – League Academy	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	650.2	646.9					
Male	643.9	642.7					
Female	655.6	650.2					
White	663.9	658.3					
African-American	617.8	616.9					
Asian/Pacific Islander	655.7	642.4					
Hispanic	636.7	649.6					
American Indian/Alaskan	NA	NA					
Disabled	585.1	584.2					
Limited English Proficient	629.3	641.7					
Subsidized Meals	629.7	626.6					

Science – District Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	637.3	634.1					
Male	638.4	635.4					
Female	636.1	632.8					
White	649.9	646.7					
African-American	609.5	607.7					
Asian/Pacific Islander	670.1	666.8					
Hispanic	617.0	619.1					
American Indian/Alaskan	627.4	627.2					
Disabled	581.0	579.5					
Limited English Proficient	618.2	619.1					
Subsidized Meals	615.8	613.5					

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

☒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 meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 86.4% in 2012 to 91.2% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point(s) annually students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

Social Studies – League Academy	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	87.2	88.2	89.2	90.2	91.2
School Actual	86.2	86.4					
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9	79.5					

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

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

FIVE YEAR PERFORMANCE GOAL: By grade band (middle), meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

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

Social Studies – League Academy	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	665.4	663.2					
Male	663.7	662.2					
Female	666.8	664.0					
White	680.6	674.5					
African-American	631.3	634.6					
Asian/Pacific Islander	680.7	669.6					
Hispanic	659.4	653.2					
American Indian/Alaskan	NA	NA					
Disabled	595.4	584.0					
Limited English Proficient	648.4	644.6					
Subsidized Meals	641.6	637.6					

Social Studies – District – Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	641.9	642.7					
Male	646.1	647.6					
Female	637.5	637.7					
White	653.5	654.8					
African-American	615.7	615.5					
Asian/Pacific Islander	680.3	677.0					
Hispanic	632.8	629.7					
American Indian/Alaskan	622.9	631.4					
Disabled	589.9	589.6					
Limited English Proficient	626.6	631.2					
Subsidized Meals	620.5	620.0					

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

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	2014-15	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.	2014-15	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	2014-15	ELA Dept. Chair			PD provided 1st 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.	2014-15	ELA Dept. Chair, IC and media specialist			Presentation of materials from PD, ELA Dept. minutes
Communicate SCCC and expectations to all stakeholders.	2014-15	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.	2014-15	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.	2014-15	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.	2014-15	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.	2014-15	Teachers, IC, webmaster, admin			Teacher websites, school websites, trainings offered to parents, phone messenger logs

STRATEGY Social Studies	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
All social studies teachers will expand the use of argument writing through analysis of a variety of documents in each unit.	2014-15	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.	2014-15	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.	2014-15	SS Teachers			Lesson plans, observations
Communicate SCCC and expectations to all stakeholders.	2014-15	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.	2014-15	Science teachers and IC			Lesson/unit plans
Increase student engagement through the use of hands on activities per unit.	2014-15	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, Active expresssions, Compass Learning, etc.)	2014-15	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.	2014-15	Science teachers			Research unit planned and implemented
Analyze PASS scores by standard to assist in planning and development of units of instruction.	2014-15	Science teachers, IC, administrators			Item analysis sheets, dept. mtg/grade level minutes, discussion
Communicate SCCC and expectations to all stakeholders.	2014-15	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	2014-15	Tutorial teachers			Lesson plans show DI implemented. Nationally normed assessments used to measure increased reading skills.
Implement inclusion model for selected resource students.	2014-15	Co-Teachers and administration			Inclusion model implemented.
Plan with inclusion teachers to meet the needs of IEP and standards based instruction	2014-15	C0-Teachers and IC			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.	2014-15	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.	2014-15	Special ed teachers, Co-teachers, IC, administrators and District Spec. ed services			Notes from training sessions.
Communicate SCCC and expectations to all stakeholders.	2014-15	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.	2014-15	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.	2014-15	Team Leaders and teachers			Use of informational texts will be documented in lesson plans. Department mtgs.
Incorporate technology into unit plans.	2014-15	Team Leaders and teachers			Use of informational texts will be documented in lesson plans. Department mtgs.
Communicate SCCC and expectations to all stakeholders.	2014-15	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.	2014-15	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.	2014-15	Magnet Coordinator			Report to and train the staff on the commonalities.
Increase the use of informational text in research.	2014-15	Fine Arts teachers			Lesson plans and projects.
Communicate SCCC and expectations to all stakeholders.	2014-15	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 2014-15 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, common formative assessments and performance tasks as measured by 2014-2015 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 League Professional Development	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Provide time for teachers/ administrators ongoing PD twice a week during the day to plan, develop, implement and reflect on SCCC & 21st Century Learning Skills for ELA, Math, Science and Social Studies	13-14	Instructional Coach and teachers			PD Calendar Development of school level lessons and assessments for SCCC
Continue to expand professional expertise to implement CCS and 21st Century Learning skills through participation in District Level PD.	13-14	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 & 21st Century Learning Skills for visual, performing arts and related arts courses.	13-14	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.	13-14	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.	13-14	SPED Department Chair District SpEd			PD provided at the school level and district level. Implementation of Inclusion model.
Provide professional development at the school level on teaching students from poverty.	13-14	Faculty Council			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	13-14	Admin			PD planned at school level Attendance at district and school level. Documentation in lesson plans, observations

☐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					
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6					

☐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					
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%					

☐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					
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1					

☐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					
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					

☐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					
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6					

☐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					
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8					

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

☐Student 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					
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2					

☐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					
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3					

STRATEGY School Climate	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
WATCH D.O.G.S. program supported/expanded	2014-15	Principal	$350.00	PTA	Watch Dog Program continues
6TH GRADE SUMMER BOOT CAMP ORIENTATION	2014-15	Guidance	$200.00	PTA	Program developed and implemented
SIC PARENT 101 expanded	2014-15	Principal			SIC Parent 101 expanded from 2012
Student Led Conferences Continued	2014-15	Principal			Continuation of SLC

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

2013 - ESEA / Federal Accountability System

GREENVILLE > LEAGUE ACADEMY

2013 Annual Measurable Objectives (AMO)		KEY	Index Score	Grade	Description
Middle School					
			90-100	A	Performance substantially exceeds the state's expectations.
English Language Arts (ELA)	628				
Math	628		80-89.9	B	Performance exceeds the state' expectations.
Science / Biology	628				
Social Studies / History	628		70-79.9	C	Performance meets the state's expectations.
ELA - Percent Tested	95				
Math - Percent Tested	95		60-69.9	D	Performance does not meet the state's expectations.
Graduation Rate	N/A				
			Less than 60	F	Performance is substantially below the state's expectations.

Overall Weighted Points Total	93.8	
Overall Grade Conversion	A	
Points Total - Middle Grades	943.8	

Matrix Key	Note:
1 = Met State Objective	SC-ALT scores were included in the calculations
0 = Did not meet State Objective	where appropriate.
0.1-0.9 = Level of Improvement between previous year and current year	* - 4 = Insufficient sample size (fewer than 30 students)
	* - 6 = There is no available test data for this school

TITLE	ELA Proficiency Met/Improved	Math Proficiency Met/Improved	Science Proficiency Met/Improved	Social Studies Proficiency Met/Improved	ELA Percent Tested	Math Percent Tested
MIDDLE SCHOOL MATRIX – LEAGUE ACADEMY OF COMMUNICATION ARTS						
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	1	1	0	1	1	1
Asian / Pacific Islander	1	1	1	1	1	1
Hispanic	1	1	1	1	1	1
American Indian / Alaskan						
Disabled	0.8	0	0	0	1	1
LEP	1	1	1	1	1	1
Subsidized Meals	1	1	0	1	1	1
Total Number of Points	9.8	9	7	9	10	10
Total Number of Objectives	10	10	10	10	10	10
Percent of Objectives Met	98	90	70	90	100	100
Weight	0.35	0.35	0.05	0.05	0.1	0.1
Weighted Points Subtotal	34.3	31.5	3.5	4.5	10	10
Points Total	93.8					

League Academy of Communication Arts
"Challenge - Create - Communicate!"