

1960-2015
Celebrating
55 Years of Excellence!



SCHOOL PORTFOLIO
2013-14 THROUGH 2017-18

WADE HAMPTON HIGH SCHOOL
100 PINE KNOLL DR.
GREENVILLE, SC 29609
864-355-0102 (OFFICE)
864-355-0194 (FAX)

MR. ERIC WILLIAMS, PRINCIPAL

GREENVILLE COUNTY SCHOOL DISTRICT
MR. W. BURKE ROYSTER
SUPERINTENDENT



SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Wade Hampton High School

SCHOOL DISTRICT: Greenville County Schools

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

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-16 (*one year*)

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Deborah K. Strickland		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mr. Eric Williams		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 100 Pine Knoll Dr., Greenville, SC 29609

SCHOOL'S TELEPHONE: (864) 355-0100

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

- | <u>POSITION</u> | <u>NAME</u> |
|---|--------------------|
| 1. PRINCIPAL: | Eric Williams |
| 2. TEACHER: | Leslie Casey |
| 3. PARENT/GUARDIAN: | Jay Crane |
| 4. COMMUNITY MEMBER: | Neil Cochran |
| 5. SCHOOL IMPROVEMENT COUNCIL: | Deborah Strickland |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

<u>POSITION</u>	<u>NAME</u>
English Department Chair	Mrs. Debbie Mitchell
Math Department Chair	Mr. Grant Hunter
Science Department Chair	Ms. Abby Cook
Social Studies Department Chair	Mr. Rick Zeller
Foreign Language Department Chair	Ms. Leslie Casey
Fine Arts Department Chair	Mrs. Anne Lavelly
CATE Department Chair	Mr. Dan Schnaars
Special Education Department Chair	Mrs. Eddie Rexroad
PE/ROTC Department Chair	Col. Matt Eatman
Curriculum Resource Teacher	Ms. Eva Pyle
Director of Guidance	Mrs. Angela Massingille
Technology Integration Specialist	Mr. Daniel Brown
Assistant Principal	Mrs. Ginger Walker
Freshman Academy Assistant Principal	Mr. Joe Foster

***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.

N/A **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.

X **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.

N/A **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.

N/A **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.

X **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.

TABLE OF CONTENTS

SECTION	PAGE
I. INTRODUCTION	7
II. EXECUTIVE SUMMARY	9
III. SCHOOL PROFILE	11
• SCHOOL PERSONNEL ANALYSIS	
• FACULTY DEMOGRAPHICS	
• SCHOOL LEADERSHIP	
• STUDENT DEMOGRAPHICS	
• ACADEMIC, BEHAVIORAL FEATURES/PROGRAMS & INITIATIVES	
• STUDENT SUPPORT SYSTEMS	
IV. MISSION, VISION, AND BELIEFS	18
V. DATA ANALYSIS & NEEDS ASSESSMENTS	19
• GOAL 1: STUDENT ACHIEVEMENT	
• GOAL 2: TEACHER & ADMINISTRATOR QUALITY	
• GOAL 3: SCHOOL CLIMATE	
VI. ACTION PLAN (2013-14 THRU 2017-18)	23
• GOAL 1: STUDENT ACHIEVEMENT	
• GOAL 2: TEACHER & ADMINISTRATOR QUALITY	
• GOAL 3: SCHOOL CLIMATE	
VII. 2014 SCHOOL REPORT CARD AND 2014 ESEA WAIVER L(FEDERAL ACCOUNTABILITY RATING SYSTEM)	52

I. INTRODUCTION

The Wade Hampton High School stakeholders annually review and evaluate their school and this portfolio represents the report of the results. In 2012, we were charged with the task of renewing our 5-year plan to cover the period 2013-14 thru 2017-18. Many of our goals from the previous 5-year plan had been realized and are being maintained. Others have been modified to meet the changing needs of our students and advances in technology. New guidelines for this portfolio process were initiated by the district and required that the goals for the school be aligned with those of the district. During the 2013-2014 school year, the State Department of Education announced that the

The process for development of this self-assessment begins at the start of each 5-year goal period with a faculty-wide Self-Assessment instrument provided to us by the GCS District. The Self-Assessment caused us to take a detailed look at the components of our school and the instructional program, to enhance the strengths and to address the weaknesses. There was universal faculty participation through Portfolio Action Teams (Information & Analysis, Student Achievement, Quality Planning, Professional Development, Leadership, Partnership Development, and Continuous Improvement & Evaluation). Teachers and administrators were assigned to an Action Team, based upon the portfolio structure that was current in 2012 to ensure representation of each department on every team. Each Action Team had at least one Faculty Council member assigned to it that acted as the liaison between the action team and the faculty council; and an action team leader was elected by the group. The Action Team leader was intentionally not a faculty council member. The process continues by including student, parent, and community partner input through SIC and PTSA groups. The portfolio and self-assessment processes have given all stake holders an opportunity to reflect on the direction, successes, and needs of our school.

The process for the faculty concluded with presentations by the individual Action Teams to the entire faculty. Department chairs then held discussions with their departments about the information presented and input from individuals was brought to faculty council meetings for further analysis and discussion. The school's Curriculum Resource Teacher coordinated the combining of the individual committee efforts into the unified report that this portfolio represents. Care has been taken to review as broad a range of student performance data and to solicit as varied a range of opinions as possible for this document. The Faculty Council approved the new School Renewal Plan and this update after collaboration and meeting with their departments. Parent and Community approval came through the Principal's discussions with the SIC and PTSA groups.

The update of this portfolio is completed annually by the Curriculum Resource Teacher. Once the data and any changes have been updated, the portfolio is sent to the SIC and Faculty Council for approval before being sent to the district office for submission to the SC State Department of Education.

Since 2005, Wade Hampton High School has undergone a remarkable transformation in several areas. Beginning with the installation of a new principal in 2005 and the relocation to a new building in January 2006, both the culture and the climate at WHHS have matured in ways that have fostered the development and improvement in the instructional program. Though student ethnicity has seen little change, both enrollment and the poverty index show upward trends. This characteristic has brought attention to the steady upward trend in student achievement. The goals and accomplishments of the Wade Hampton High School community that have been realized are a testament to the

dedication and combined efforts of all of the stakeholders. Wade Hampton High School takes pride in being known as the school that cares for and about students as individuals.

The 2014-2015 school year opened with a stimulating newness. The freshman class smiled with 448 new faces eager to start their high school careers. There were 16 new teachers. And, for the first time in 9 years, there was a new principal. New does not mean change, and the 14th principal of WHHS is not a change agent. The plan for the new era included a revisit of the basics to build upon the strong foundation set in place by the previous administrations. A focus on the goals of the school's Renewal Plan would foster growth and allow Wade Hampton to soar even higher. The goals are the force that drives what we do and are aligned with the goals of Greenville County Schools.

II. EXECUTIVE SUMMARY

Since January 2006, when Wade Hampton High School took residence in its new 250,000 square foot facility, the feeling of excitement of being in a new home has been overshadowed by the motivation to make the academic accomplishments just as impressive. Although our new building is the only home that our current Generals have ever known, they are ever conscious of the history and tradition of the school. Among the 1620 member student body, there is an expectation of excellence and a sense of pride that can't be avoided. The 2014 graduating class represented the 54th graduating class for WHHS, and among them were 23 Palmetto Fellows, 118 Life Scholarship recipients, 7 National Merit Finalists, 3 National Merit Winners and 5 SC Teaching Fellows. Collaboratively, they were offered more than \$12,000,000 in scholarships.

The goals are the force that drives what we do and are aligned with the GCS District Goals:

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

GOAL 2: Ensure quality personnel in all positions.

GOAL 3: Provide a school environment supportive of learning.

Findings for Student Achievement:

The baseline rates are in parenthesis:

- EOCEP English 1 pass rate (83%), an increase of 3% from 2013.
- EOCEP Algebra 1 pass rate (94%), an increase of 8% from 2013.
- EOCEP Biology 1 pass rate (91%), needs to be increased to 95% and then maintained
- EOCEP US History pass rate (82%), needs to be increased 2% per year
- AP pass rate (51%), showed tremendous gain (more than 11%) from 2013. WHHS needs to continue to show increase in this metric, though not at the expense of program growth
- SAT mean scores (Reading = 514, Writing = 484, Math = 517, Composite = 1515) needs to continue to be increased in all areas
- ACT mean scores (composite = 23.0) showed impressive gains from 2013, and needs to continue to be increased annually
- 4-Year Graduation Rate (93.3%) was the highest in GCS, and broke 90% for the first time in its history.

Findings for Teacher and Administrator Quality:

- Over 97% of WHHS faculty members met the district's requirement of completing 24 hours of PD in 2013-2014.
- Better record keeping for out of district PD attended is needed by teachers.
- Certified personnel need to be encouraged to meet the district requirement annually by taking advantage of in-district programs such as Summer Academy and the Upstate Technology Conference as well as PD offered throughout the school year.

Findings for School Climate:

- The Student attendance rate was 99.5% in 2013-14.
- The suspension rate for violent/criminal offenses was 1.7% in 2013-14.
- The percentage of parents satisfied with the learning environment was 88.9%. Efforts should be made to increase this rate.
- The percentage of students satisfied with the learning environment was 81.3% in 2013-14. Efforts must be made to increase this rate.

- The percentage of teachers that are satisfied with the learning environment was 100% in 2013-14. This rate is significantly higher than that of the parents and students rates. Efforts must be made to determine why the teachers are considerably more satisfied with the learning environment than the students and parents.
- The percentage of parents who indicate their child feels safe at school (92.6%) is lower than that of the district (93.5%).
- The percentage of students who feel safe at school during the school day is 91.9%.
- The percentage of teachers who feel safe at school during the school day is 100%.
- Effort needs to be made to make the students feel safer during the school day.

Challenges

- There has been a 38% increase in enrollment over the last 10 years.
- Ethnic diversity has remained fairly constant.
- The poverty index has increased by almost 10% since 2008, and almost 15% since 2004. The poverty index reported on the 2014 state report card was 52.12%.

Awards & Accomplishments

- US News & World Report Best High Schools Silver Award (2014, 2013)—ranked 1159 nationally and 7 in SC
- Newsweek’s List of “America’s Best High Schools” (2013, 2012, 2010, 2009, 2008, 2007, 2006, 2005)—ranked 1415. Methodology was changed in 2014.
- Excellent Absolute Rating on SC Report Card (2014, 2013, 2012, 2011, 2010, 2009)
- MetLife/NASSP Breakthrough Schools Award (2012)
- Panasonic National School Change Award (2011)
- Carolina First Palmetto’s Finest Winner (2010)
- Carolina First Palmetto’s Finest Finalist (2010, 2009, 2008)
- Palmetto Gold and Silver Award (2013, 2012, 2011, 2010, 2009)
- ACT Cum Laude Award (2011)
- GCS Top Ten Teacher of the Year (2013, 2012, 2011, 2006)
- SCASA Principal of the Year (2010)
- GCS Principal of the Year (2009)
- SC Driver’s Education Teacher of the Year (2012)
- SC Association of Student Councils Advisor of the Year (2012)
- High School NASCS Advisor of the Year Finalist (2012)
- SC PTSA Teacher of the Year Finalist (2009)
- National Teacher of Excellence in English (2009)
- National Gold Council of Excellence (2014, 2013, 2012)
- Gold Honor Student Council (2013, 2012)
- AFJROTC Sword of Excellence/Top Unit in SC (2009)

III. SCHOOL PROFILE

(Statistics from the 2013-14 PowerSchool database and the 2014 SC Report Card)

Since 2005, Wade Hampton High School has undergone a remarkable transformation in several areas. Beginning with the relocation to a new 250,000 square foot facility in 2006, both the culture and the climate at WHHS have matured in ways that have fostered the development and improvement in the instructional program. Though student ethnicity has seen little change, both enrollment and the poverty index show upward trends. This characteristic has brought attention to the steady upward trend in student achievement. The goals and accomplishments of the Wade Hampton High School community that have been realized are a testament to the dedication and combined efforts of all of the stakeholders. Wade Hampton High School takes pride in being known as the school that cares for and about students as individuals.

SCHOOL PERSONNEL ANALYSIS:

The 2014-15 WHHS faculty consists of 100 certified members, including 84 teachers, 5 administrators, 6 guidance counselors, and 5 support members. All members are certified, and more than half have advanced degrees. All teachers are classified as HQ, or highly qualified, as defined by NCLB. Substitutes are more often than not teachers who are certified instructors in one or more academic field. There are no teachers with out of field permits. Each year, WHHS earns an “All Clear” for its Accreditation Status from the state department of education. There are several teachers currently enrolled in the PACE program, which is a state-approved, alternate route to certification.

WHHS teachers continue to complete advanced degrees and certification to improve their knowledge of subject and pedagogy as well as for advanced salary recognition. We currently have 13 National Board Certified faculty members, 11 teachers, 1 guidance counselor, 1 administrator, and others who are working towards this certification. We have 18 teachers who are AP instructors and will continue their training through the College Board throughout the year. Teachers also take advantage of the district’s Summer Academy program and The Upstate Technology Conference. These are in-district summer programs that fill the month of June. WHHS has been the venue for both of these events since 2010.

FACULTY DEMOGRAPHICS (source: 2014 Roster Query & 2014 SC State Report Card):

The demographics that follow indicate a faculty that is slightly more female than male, which is not uncommon for a traditional, public high school. The ethnicity of the faculty is almost entirely white and is not representative of the ethnic distribution of the student body. Nevertheless, examination of the student achievement data by demographic subgroup shows that the difference between the ethnic distribution of the faculty and that of the student body is not a factor in the success of the students. More than half of the faculty holds advanced degrees, more than 10% have achieved National Board Certification and the teacher attendance rate speaks to the satisfaction of the faculty with their environment and working conditions.

100 Total:

- 84 Teachers (Includes 7 PT teachers)
32 Male (38%) , 52 Female (62%)
- 4 Administrators
- 1 Freshman Coordinator
- 6 Counselors
- 1 Media Specialist
- 1 Instructional Coach
- 1 Technology Integration Specialist
- 1 Freshman Coordinator
- 1 LIFT Coordinator
- **Advanced Degrees = 62.6%**
- **NBCT = 13** faculty members
- **AP Endorsed = 22** teachers
- **Faculty Ethnicity (n=100)**
 - Caucasian (90) = 90%
 - African-American (9) = 9%
 - Hispanic (2) = 2%
- **Attendance Rate = 94.5%**
- **Gender (all faculty)**
 - Male (39) = 39%
 - Female (61) = 61%

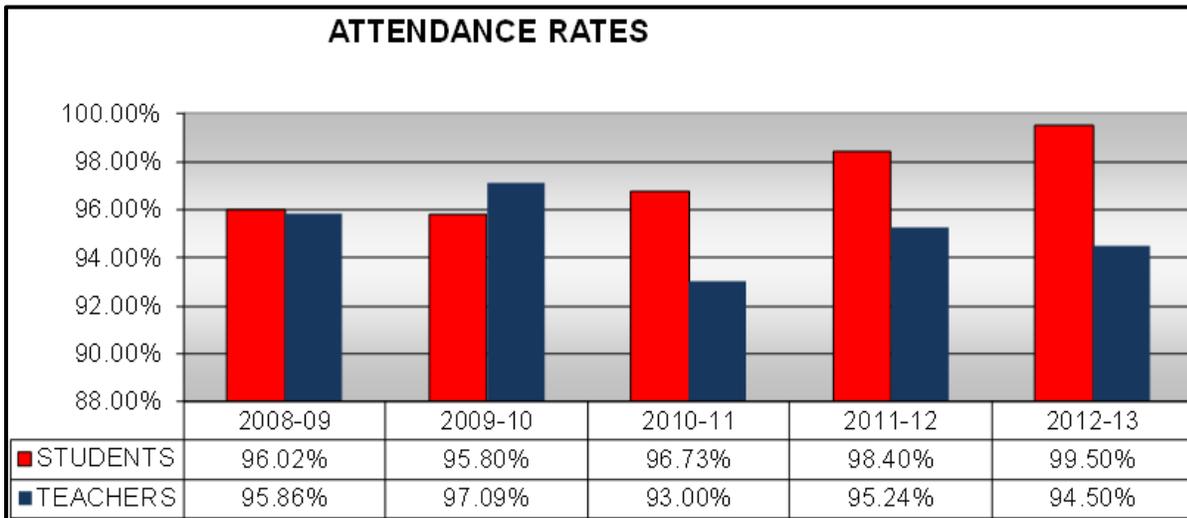
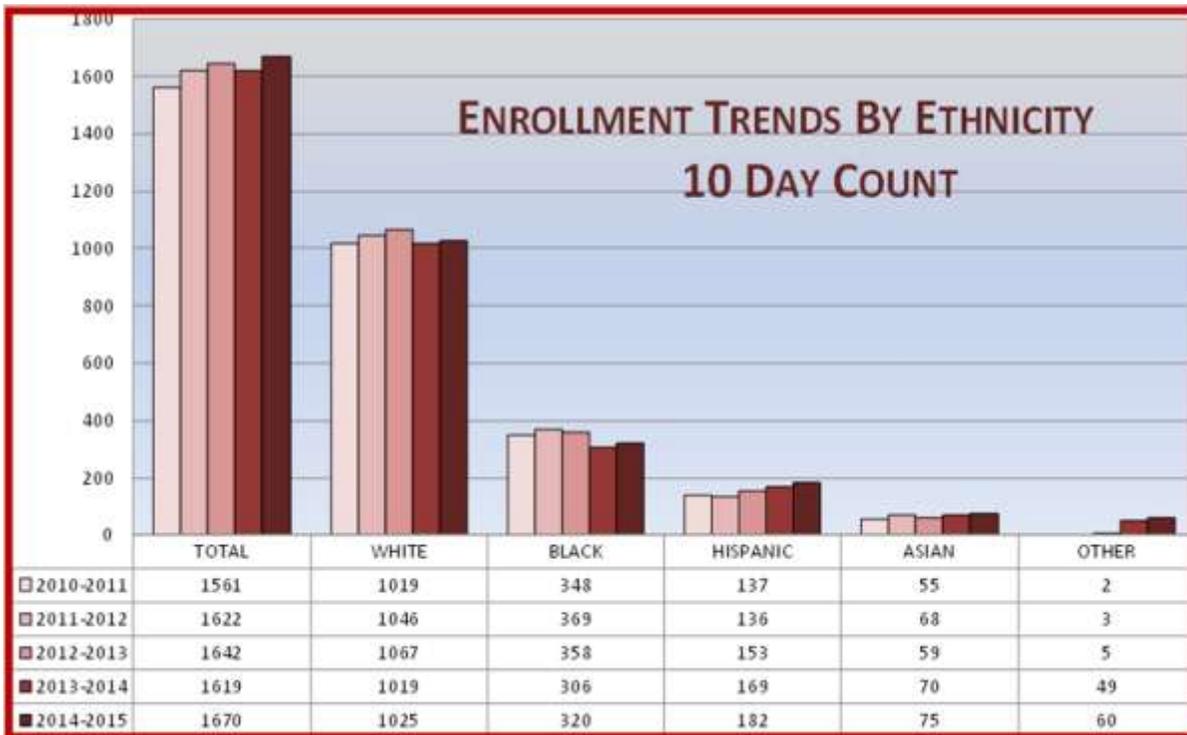
SCHOOL LEADERSHIP:

The Principal serves as the administrative head of the school. The Leadership Team is comprised of the Principal, 4 Assistant Principals, 1 Freshman Academy Coordinator, and the Faculty Council. The Leadership Team has been organized to provide effective use of personnel and the implementation of programs that enhance the entire school. Administrative duties, along with the name of the administrator assigned to each duty, are printed in the student and faculty handbooks. The assistant principals visit classrooms on a rotating schedule, each visiting an average of 9 classrooms each week, are visible to the students, and meet with students as needed to listen and provide assistance for efficient resolution of student concerns. Management-By-Walking-Around is the effective means to supervise the more than 1670 teenagers on the Wade Hampton campus. The faculty council is comprised of members of the administration, support faculty, and department chairs. Department chairs have the additional responsibility to act as the department's liaison with district office personnel. The Freshman Academy, an SLC within WHHS, provides a second layer of leadership and guidance for our youngest Generals, the first year 9th graders. Other governing bodies for WHHS include the SIC, PTSA, and Student Council. The School Improvement Council (SIC) works together with administration to develop and implement the school improvement plan. The Parent Teacher Student Association (PTSA) supports the teachers and the instructional program and speaks on behalf of children and youth in the schools, the community and before governmental bodies and other organizations that make decisions affecting children. The Student Council at WHHS is elected annually by the students. Student representatives use this venue to voice their ideas in the hopes of making decisions to impact the school in a positive way.

The school's governance and financial management process is determined by the allocation of monies from the district level. According to the 2014 SC State Report Card, the school allocated \$5,792 per pupil, an amount only \$400 greater than the previous year, but significantly lower than the state reported amount of \$6,821 for "schools like ours" and the reported median for high schools of \$8,238.

STUDENT DEMOGRAPHICS: (source: SC Report Card for 2014 unless otherwise noted)

The charts that follow indicate the diversity of the student population. The school has exceeded its 1600 student capacity and is ethnically diverse. More than half of the students qualify for Free or Reduced Lunch, the factor used to determine the Poverty Index (52.12%). It is suspected that this number is higher than reported as many teenagers choose not to apply for the supplemented lunch program because of the stigma that comes with it. Almost 10% of the students qualify for Special Education services as either Resource students or in the Self-Contained setting. There are many factors found in the student demographics that can be used to provide excuses for lack of achievement, yet the low retention rate and high graduation and attendance rates tell the story of a student group that appreciates the opportunities for a quality education that exist within Wade Hampton High School.



ACADEMIC, BEHAVIORAL FEATURES/PROGRAMS & INITIATIVES:

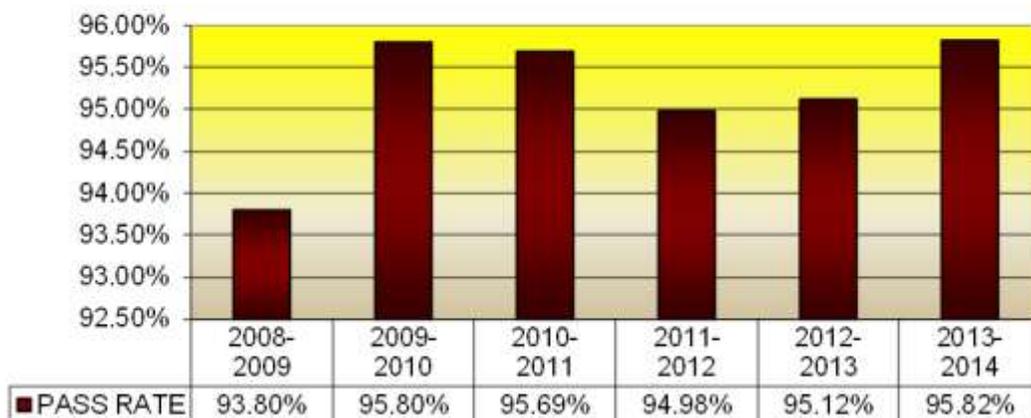
As required by Greenville County Schools since 2008, Wade Hampton High School uses the Learning Focused Model as its primary instructional model. Teachers at Wade Hampton strive to keep abreast of the latest methods of delivering instruction. Our highest priority is implementing the strategies related to our vision. Although no longer part of the SREB: High Schools That Work initiative, WHHS still subscribes to the best practices supported by the HSTW model and when combined with the Learning Focused instructional model, give both teachers and students the greatest academic support possible.

Collaboration is encouraged within departments. The departments are required to horizontally align their classes so that all state standards are covered in the same class taught by different teachers. The SREB: HSTW Common Syllabus Model was implemented in all major academic areas in 2005. Common course syllabi ensure all students who take a course are taught the same core objectives, as determined by the team that teaches the course, and assessed using common major assessments, regardless of whom they may have as a teacher. Within the Freshman Academy, teachers have departmental common planning periods and are required to use at least one of those periods weekly for collaboration purposes. Additionally, PLC time has been worked into the Wednesday calendar this year and PLC groups are required to collaborate a minimum of twice monthly for an hour.

The school’s curriculum and learning experiences align with the school’s purpose. Students are encouraged to take ownership of their learning as exemplified by the goal setting activities that all freshman students are required to do in the fall semester. There are 16 AP courses offered, beginning with the AP Human Geography in the 9th grade. WHHS uses a triangulation of data to place students and there is a practice to “push kids up” when the teacher believes the student can be successful in a course. Teachers are skilled at using data to guide the paths of their instruction. With the implementation of the CCSS, Common Core Common Course Syllabi were created and are being used within the course collaborative groups to include the Common Core Literacy Standards. Performance Task-type assignments for the students are written at Levels 3 and 4 of Webb’s Depth of Knowledge (DOK). During 2014, the SC DOE announced that the Performance Task assessments created for 2014-15 by the Smarter Balanced Consortia would be rejected in favor of using The ACT and The ACT WorkKeys as the assessments used for measuring student achievement. According to the SDE web site, *“Pursuant to Act 200 passed by the General Assembly and signed by the Governor in June 2014, Common Core will only be the basis for instruction and assessment in the 2014-15 school year; SC has initiated the process to develop new, high-level College and Career Ready standards in English Language Arts and Mathematics with the intent of putting those new standards in place for the 2015-16 school year.”*

Learning expectations are individualized for each student through differentiated instructional practices. Options are present for projects and major assignments to foster creativity and critical thinking. Evidence, such as the increasing GPA’s and All Course Pass Rate (shown in the graph below), clearly indicates curriculum and learning experiences prepare students for success at the next level. Data is used from student assessments to ensure vertical and horizontal alignment and alignment with the school’s goals for achievement and instruction. The annual curriculum calibration is a process in place to ensure alignment each time curriculum, instruction and/or assessments are reviewed or revised.

**ALL COURSE PASS RATES
for ALL STUDENTS**



Teachers at WHHS use a variety of instructional strategies in their classrooms, including student collaboration, self-reflection, and development of critical thinking skills through project-based learning. Teachers use different strategies for differentiation and to meet the needs of the individual students, including Learning Focused strategies, Understanding by Design (UBD), and The Layered Curriculum. Teachers use technology to create cross-curricular lessons and to provide relevance to the students in different content areas, for example.

School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures as required by the SC SDE and the GCS District. In addition to classroom observations, school leaders monitor instructional practices by collecting and reviewing course syllabi at the beginning of each semester. The school staff has been assigned to collaborative groups, now referred to as Professional Learning Communities (PLC), and meet formally at least twice each month to discuss or work on instructional matters. When WHHS began working in collaborative groups the first activity was a book study of “The Collaborative Teacher.” Teachers studied the book and met with their groups to answer discussion questions weekly. Whole group training, and department training was conducted to educate the staff about the protocols for collaboration during the fall semester of 2012-2013. In 2014, collaboration time was made a formal part of the monthly routine of school staff members, and school personnel indicate that collaboration has caused improvement in instructional practice and student performance.

The process teachers use to clearly inform students and parents of the learning expectations and standards at WHHS are known as “The Weekly Planner”. The weekly planner is a common lesson plan template the is completed by every teacher for each class they teach and posted to their teacher web site.

School personnel are engaged in mentoring, coaching and induction programs that are consistent with the school’s values and beliefs about teaching, learning, and the conditions that support learning. Teachers new to WHHS are assigned a buddy-mentor to help them learn the procedures and rules at WHHS. The principal and instructional coach hold “New Teacher” meetings monthly to allow new personnel to discuss issues and concerns in an informal forum.

USE OF DATA BY TEACHERS

Greenville County Schools rolled out the MAP (Measures of Academic Progress) program for benchmark assessment purposes in high schools in 2006. Since its implementation, the MAP tests have provided us with data to place our rising freshmen with more accuracy. In addition to placement, teachers use MAP results to design lessons around the strengths and weaknesses of their individual classes. Wade Hampton High School made a decision not to MAP test all freshmen students twice a year when the SDE announced that the HSAP program was being discontinued. Now, only Special Education students are tested and the scores are used during IEP meetings.

Several tools are available to make data analysis less time consuming for teachers. The program, DASH, is an online data portal that is student centered. Every teacher in the district has a unique login which allows them access to current and historical data for each of their students, both current and past. This tool not only allows teachers important, easy access to data about their current students, it provides them with information about a former student’s progress after leaving their class. This information is valuable in allowing the teacher to assess whether or not he/she is adequately preparing students for the next level of study in a subject area. ENRICH is another online data portal that is provided to teachers and supported by the SC DOE. ENRICH pulls its data directly from the Power

School database. ENRICH is a web-based software program that can be accessed on any district computer or iPad within the district network and has filter and search features that are more advanced than those in the DASH portal.

STUDENT SUPPORT SYSTEMS: SPECIAL EDUCATION, A-TEAM, ESOL, LIFT, AND THE FRESHMAN ACADEMY

Recognizing that some students need support beyond what is available in the class room; Wade Hampton has worked with the district to provide a variety of special services. We have five full-time Special Education teachers to work with students who have learning disabilities. Although these teachers, referred to as Resource Teachers, work primarily in collaboration with classroom teachers; they also teach study skills and other life skills. These teachers provide additional support for the preparation of EOC tests. Their system for tracking the academic progress and needs of their students includes weekly, written contact with each student's teachers. WHHS also has two, full-time self-contained Special Education teachers to instruct students who have special needs, both academic and emotional, that prevent them from attending classes with the main stream. There is a trend within the district to staff students out of services prior to their freshman year of high school. The WHHS faculty believes that the decision to change the level of service to special education students needs to be carefully considered on an individual basis and supported with student achievement data including both school and standardized assessments. There were 132 Resource, 29 Itinerant, and 35 Self-Contained students enrolled during the 2014-15 school year.

A-Team is a referral program for teachers to use when he/she suspects that a student may have special academic needs that require intervention. The A-Team (or Assistance Team) is composed of the student's parents, his guidance counselor, his teachers, a school administrator, and a district psychologist. The team meets to determine if screening is warranted. If the student is screened by a district psychologist, the team is reassembled to analyze the screening results. If it is determined that the student needs further testing, the psychologist makes the arrangements and continues the process. The purpose of the team is to try to match student needs with resources that are available through the school, district, or community. Teachers are informed about the A-Team process at the beginning of each school year.

District support for ESOL students began in 2004 and has changed dramatically since that time. The program is now structured similar to that of a scheduled resource program, where ESOL students are assigned to ESOL Support class one period per day. Because our ESOL teacher is a certified English teacher, WHHS is able to offer ESOL English courses in addition to the ESOL Resource curriculum. This allowed ESOL students to spend half of their school day with the ESOL teacher while earning their English credit. In 2013-14 there were 123 ESOL students with English proficiency levels at 5 or lower.

Leaders Impacting Futures for Tomorrow (LIFT) is an in-school career development program designed to identify, to track, and to serve underachieving at-risk students. The program tracks students as rising freshmen and continues through to graduation. LIFT was approved for use in South Carolina's public schools in September 2010, and is a state-recognized intervention model for at-risk students. Based on the initial 3-year success of LIFT, WHHS expanded the program to include additional services for more students. In 2012, a federal grant allowed the program added a dedicated, compensated staff, including a LIFT Coordinator and part-time case manager.

Wade Hampton High School’s Freshman Academy (FA) is in its 12th year. The FA is a Small Learning Community (SLC) and functions as a school within a school. An Assistant Principal and Guidance Counselor are dedicated to the FA, and there is a Freshman Coordinator that provides instructional support to both the students and teachers within the academy. Its purpose is to ease the transition from middle school to high school by providing guidance and support. Much of the gains in student achievement can be credited to the foundation provided to students by the freshman academy programs. Within the realm of the Freshman Academy, the traditional problems of ninth grade achievement are being addressed. Notable among the problems that lead to poor achievement are: failure rates of ninth graders, discipline, and attendance. The Freshman Academy uses the following programs to address these problems:

- After-School Tutoring is offered to all freshmen, individually outside of class time. In 2008, WHHS started to offer free transportation home to encourage more students to take advantage of additional help outside of the classroom. The program has grown to be very popular.
- The Writing Center, located on the second floor, is a place for students to seek help with reports and other writing activities for any of their classes. The Writing Center is run by the English teacher who started it and often staffed by teachers, college practicum or student teachers, and WHHS students throughout the day.
- Freshmen are given the opportunity to take the Freshman Success class. The class studies *The Seven Habits of Highly Effective Teens* curriculum financial planning, as well as career awareness.
- *Freshman Academy* teachers collaborate weekly to discuss students’ needs and strategies for improving academic achievement.
- Mentoring is provided by the Academy Coordinator to students failing classes. Concentration is placed on communication, such as letters and phone calls to parents of students with failing grades throughout the year.
- Students receive incentives quarterly recognizing academic achievement / improvement.
- *Freshman Academy* English teachers use “The Writer’s Workshop” developed by Nancy Atwell in their classes.

The Freshman Academy uses the following data to coordinate appropriate programs that address failure rates. The Freshman Academy has played a significant role in improved achievement as is evidenced by the drop in the number of students retained.

Freshman Academy Statistics

	2009-10	2010-11	2011-12	2012-13	2013-14
First time 9th graders retained	29	28-3	15	19	12
Repeating 2nd year	2	0	7	7	1
Repeating 3rd year	0	6	4	0	0
Enrollment from BOY to EOY	456 -433	430-452	450-448	442-439	452-424
FARMS qualifiers	179	159	187	181	174
Attendance Rate	95.72%	96.40%	95.40%	99.10%	99.50%
Average GPA	3.25	3.32	3.46	3.41	3.44

III. MISSION, VISION, AND BELIEFS

MISSION

Our mission is a compelling statement that serves to unify our efforts and engage our community. An effective mission must stretch and challenge the organization, yet be achievable. Our mission is tangible, values-driven, energizing, and highly focused. It has a finish line for its achievement, and it is proactive.

The mission of Wade Hampton High School is — **EDUCATE. INSPIRE. EMPOWER.**

SHARED VISION

Our vision centers on a shared philosophy that we must serve our diverse student body with a personalized plan for all students beginning at their current academic level and guiding them to graduation and beyond, fully prepared and confident to contribute to society.

BELIEFS

Our beliefs are the core of who we are, what we do, and how we think as we teach and lead Wade Hampton students. They also describe our attitudes concerning a school that directly feeds both post-secondary institutions and also local businesses.

Wade Hampton High School staff values and believes the following about the environment, curriculum, instruction, and assessment:

- All students can learn.
- All people will respect each other.
- All racial, physical, and cultural diversity will find acceptance.
- All stakeholders will share the responsibility for learning.
- All students, staff, and community stakeholders feel “ownership” in the school.
- Students will be provided a safe, nurturing, and clean learning environment.
- Faculty and administration must adhere to consistent discipline standards in individual classrooms and in the school as a whole.
- Personal interaction with students is necessary to develop meaningful relationships.
- All stakeholders will model integrity and a strong work ethic.
- The curriculum will be rigorous for all students.
- Instruction will be standards-based, data-driven, and relevant to real world applications.
- Instruction will meet the needs of individual students and their varied learning styles.
- Instruction will be cross-curricular and aligned both vertically and horizontally.
- Instruction will motivate learners to foster lifelong learning and leadership.

PURPOSE

The purpose of Wade Hampton High School is to **educate** and **inspire** students to become responsible, discerning, productive citizens **empowered** to change the world.

IV. DATA ANALYSIS AND NEEDS ASSESSMENT

SDE School Report Card: <https://ed.sc.gov/data/report-cards/>
 ESEA Federal Accountability Rating: <https://ed.sc.gov/data/esea/>

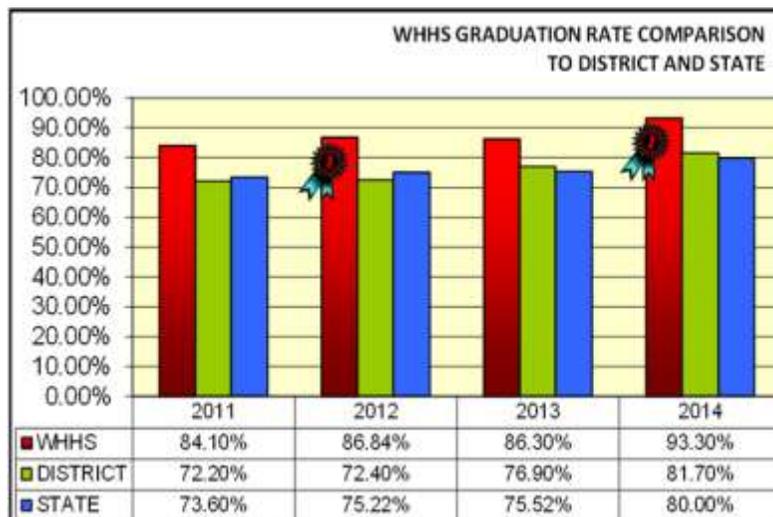
Wade Hampton High School’s faculty has worked consistently and pervasively for more than 10 years in pursuit of the vision for high academic student achievement. Examination of the past 5 years of student achievement data is evidence of a successful pursuit. In addition to the dedication of the teachers, much of the success in student achievement can be traced back to the support provided to students by the Freshman Academy. Additionally, the SC State School Report Card Absolute Rating has been Excellent for the last 6 years, and Excellent for its growth rating for the last 3 years. Most notably is the fact that this success has been achieved in spite of a growing enrollment and increasing poverty index.

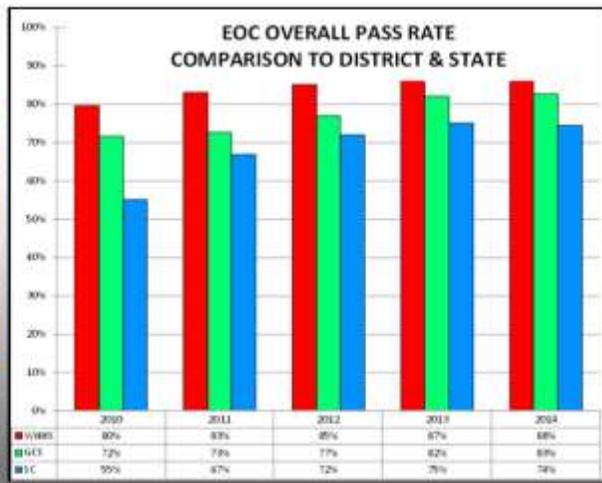
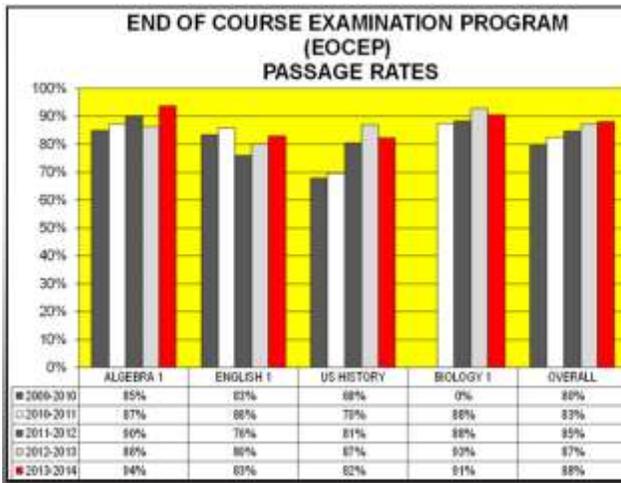
The end of the 5-year cycle for the school renewal plan brought with it the opportunity for the GCS district to unify its goals across the schools. That being said, GCS has stated the goals to be used by all schools in the district. However, it has not dictated the strategies the schools must use to attain the goals. Nevertheless, this was not a change for WHHS, as our goals for the last 5 years were identical to those of the district already.

Goal 1: Raise the academic challenge and performance of each student

SC STATE ACCOUNTABILITY METRICS:

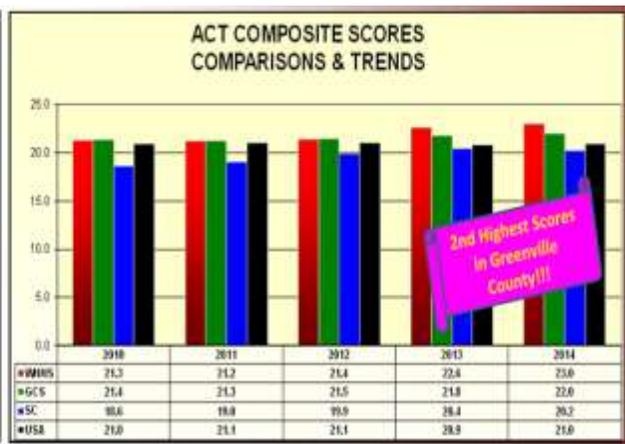
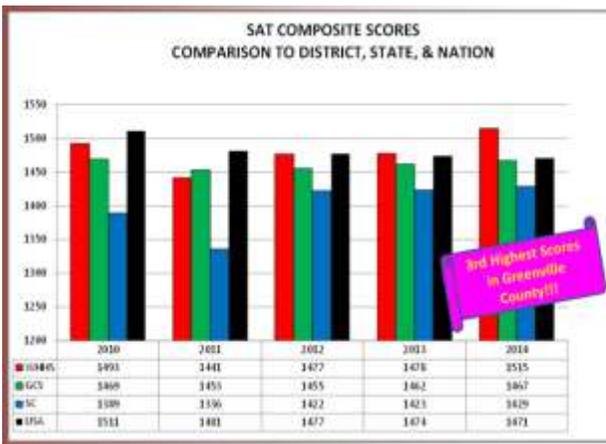
Wade Hampton High School is one of the highest performing high schools in South Carolina. Our 2014 graduation rate (93.3%) was the highest among all 14 high schools in the Greenville County Schools (GCS) district and is now routinely within the top 3 schools for the district. WHHS’s FHSAP, or First Attempt HSAP, pass rate has increased from 69% in 2005 to over 85% in 2014. The Longitudinal HSAP (LHSAP) pass rate was 96.98%, making it the third highest in GCS. WHHS also holds the district’s second highest position for End of Course Examination Program (EOCEP) pass rate, missing the top spot by 0.02%. With an overall pass rate of 87.68% in 2014, WHHS is well above both the district (83%) and state (74%) averages.





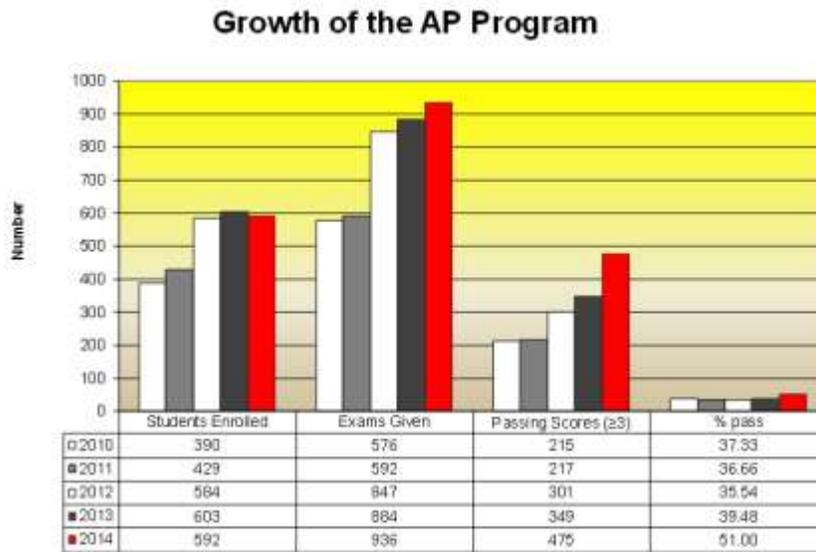
NON-STATE METRICS:

Performance in non-state standardized testing has not improved in the same way as the achievement rates for the in-state testing programs. This may be due in part to the lack of importance in state and federal accountability calculations. The SAT composite score took a dip with the class of 2011, from 1493 in 2010 to 1441 in 2011 and has recovered to 1478 with the class of 2013, and 1515 with the class of 2014. Currently, we are looking for new and effective ways to support our students as they prepare for is important test. At WHHS, steps have been taken to educate students about the differences between the SAT and the ACT tests so they can make an informed decision about which test to take when applying to post-secondary institutions. The ACT composite score has increased from 20.7 in 2008 to 23.0 in 2014; and in 2011, WHHS was the recipient of the ACT Cum Laude Award for High Performance given by the SC DOE. The award program was discontinued in 2011.



Wade Hampton High School believes, based upon research, that a schedule including the Advanced Placement (AP) pathway offers the best possible preparation for university success. WHHS strongly encourages students who are capable of a more rigorous academic schedule to enroll in one or more AP courses regardless of whether or not the student is an honors or gifted student. That being said, although the number of students passing AP exams has increased, the pass **rate** had not moved significantly until 2014. To push students into courses that were of a higher level of rigor was in the best interest of our students and worth the temporary sacrifice of our pass rate moniker. We are proud that the enrollment of students in AP courses has increased over 72% since 2008. In 2013, the number

of students enrolled in one or more AP courses was 592, and an impressive 936 exams were administered. Methods of improving the school’s AP pass rate are being studied.



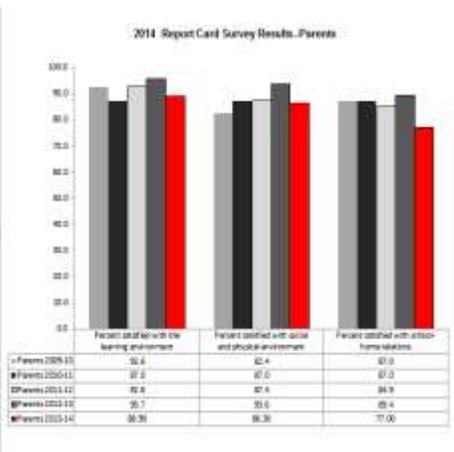
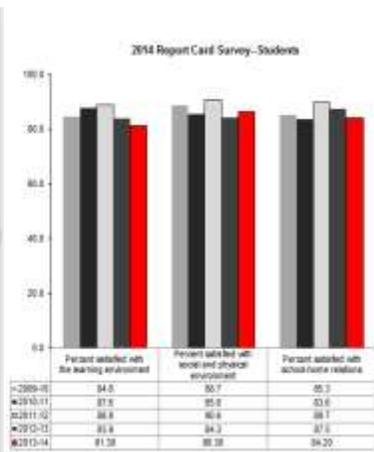
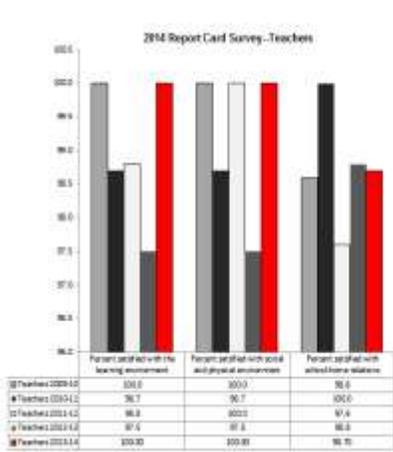
Goal 2: Ensure quality personnel in all positions.

Greenville County Schools requires that all certified faculty members participate in a minimum of 24 hours of professional development during each school year. Professional development may include workshops, conferences, in-services, and coursework. At least 12 of the 24 hours will be offered by the school. This is a minimum requirement and does not limit the authority of the principal to require additional training to meet individual and school needs. An examination of WHHS participation records for in-district professional development shows that up until 2014, many faculty members fell short of the district’s annual minimum PD requirement. According to the PD report for 2013-2014, all but one faculty member met the minimum requirement of 24 hours of PD.

The suggestion that the reporting method for professional development participation is not accurate provides one explanation for the high rate of faculty not meeting the minimum requirements. The district’s professional development tool on the portal currently allows a session instructor to record the attendance of in-district participants, but it is limited to in-district PD and is reliant upon the instructor inputting the data to give the employee credit for their participation. In 2014, the new principal announced to the faculty that we would all have the same goal this year for Professional Growth. That goal would be to meet or exceed the 24 hours of PD required by GCS. This action resolved the concern about the need for a central location to document and report ALL professional development hours that are completed during the year, including in-district and out-of-district PD, graduate coursework, mentoring, conferences, and the like.

Goal 3: Provide a school environment supportive of learning.

School safety, once taken for granted, is now a major concern to parents, students, and other stakeholders within most communities. Annual state surveys taken by the parents, students, and teachers of WHHS reveal that the majority of our stakeholders believe that WHHS is a safe environment. Programs and policies such as ID badges, Ignore the Door, and the remodeling of the front office entry for security are measures that have been taken to further protect the students and faculty. Report card survey results follow on the next page.



Enhancements have been made to the instructional program as well. Academics are supported through established programs such as The Freshman Academy, now in its 12th year, the After School Tutoring program, which provides free transportation home for students within WHHS’s attendance zone, and the Writing & Literacy Center. Additionally, approximately 20% of the student body takes advantage of specialized curricula at The Fine Arts Center or one of the four Career Centers throughout the county. One means of promoting rigor is through a philosophy of moving students into higher level courses if the achievement data supports it. This practice is one of the reasons that Wade Hampton High School maintains the largest AP course enrollment in the district. In 2014, The Greenville County Schools district launched Graduation Plus. This initiative was designed to encourage students to enhance their diploma program by selecting course work that leads to completer certificates in technical areas or college credits through the dual credit program, and there are also opportunities for Early College. In 2015-2016, three dual credit courses will be added to the instructional program. They are Marketing, English 101, and Human Anatomy. Additionally, the CERRA sponsored Teacher Cadet Program is a dual credit course that has been offered at WHHS since 1986 and has been expanded to include a Teacher Cadet 2 course. We believe that variety in the instructional program is vital to meeting the needs of our students.

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

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

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

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

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

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

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

Baseline data to be established in 2014-15.

ACT %TESTED

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

Baseline data to be established in 2014-15.

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

Baseline data to be established in 2014-15.

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

Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

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

Baseline data to be established in 2014-15.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

PERFORMANCE STATEMENT: Meet or exceed the state objective(s) for national career readiness certification as measured by WorkKeys.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the state objective(s) for national career readiness certification as measured by WorkKeys.

ANNUAL OBJECTIVE: Annually meet or exceed the state objective(s) for national career readiness certification as measured by WorkKeys.

DATA SOURCE(S): WorkKeys report produced by ACT

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

Baseline data to be established in 2014-15.

EOCEP % ENGLISH I

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from 76% in 2012 to 86% in 2018.

ANNUAL OBJECTIVE: Increase by 2.0 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	78	80	82	84	86
School Actual	76	80.2	83				
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (HS only)	71.1	78.4	77.4				

End of Course data for HS only includes EOCEP scores for 9th, 10th, 11th, and 12th graders at GCS traditional high schools and charter high schools.

EOCEP % ALGEBRA I

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from 90% in 2012 to 95% in 2018.

ANNUAL OBJECTIVE: Increase by 2 percentage points annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	91	92	93	94	95
School Actual	90.0	86.8	94				
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (HS only)	78.0	83.2	82.7				

End of Course data for HS only includes EOCEP scores for 9th, 10th, 11th, and 12th graders at GCS traditional high schools and charter high schools.

**EOCEP %
BIOLOGY I**

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I from 92.8% in 2012 to 95% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92	93	94	95	95
School Actual	88.2	92.8	91.0				
District Projected	X	X	81.7	82.7	83.7	84.7	85.7
District Actual	80.7	84.3	84.5				

EOCEP % US HISTORY AND THE CONSTITUTION

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution from 87.2% in 2012 to 90.0% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	88.5	89.5	90.0	90.0	90.0
School Actual	80.5	87.1	82.0				
District Projected	X	X	66.6	67.6	68.6	69.6	70.6
District Actual	65.6	73.9	75.3				

Advanced Placement

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of exams with a score of 3 or above (out of a possible 5) on all AP examinations from 36% in 2011 to 50% by 2018 without sacrificing the growth of the AP Program.

ANNUAL OBJECTIVE: Increase by 3 percentage points annually exams with a score of 3 or above (out of a possible 5) on all AP examinations.

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

	Baseline 2010-11	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	x	39	42	45	48	51
School Actual	36.7	35.5	39.48	51.0				
District Projected	X	X	x	57	58	59	60	61
District Actual	56	53	55	54				

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Annually increase by 25 points each, the mean scores on respective subtests and the mean composite score on the SAT.

ANNUAL OBJECTIVE: Annually increase the mean score on the SAT Critical Reading section, Math section, and Writing section by 5 points.

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

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Critical Reading Projected	X	X	494	499	504	509	514
Critical Reading Actual	489	499	514				
Math Projected	X	X	495	500	505	510	515
Math Actual	490	494	517				
Writing Projected	X	X	467	472	477	482	487
Writing Actual	462	485	484				
Composite Projected	X	X	1456	1471	1486	1501	1516
Composite Actual	1441	1478	1515				

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

GRADUATION RATE

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: **Maintain** the on-time (4 year cohort) student graduation rate at >85% each year.

ANNUAL OBJECTIVE: **Maintain** the on-time student graduation rate at >85% annually.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	>85.0	>85.0	>85.0	>85.0	>85.0
School Actual	86.8	86.3	93.3				
District Projected	X	X	73.9	75.4	77.0	78.5	80.0
District Actual	72.4	76.9	81.7				

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

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
1) Continue Freshman Academy to segregate the first-year high school students for the purpose of monitoring & supporting achievement in EOC courses.	2014	Principal & Academy Coordinator	1.0 FTE for Coordinator Position	School Allocation	Faculty Roster Meeting Schedules
2) Double-block at-risk students in Math and English classes during their first year of high school.	2014	Principal & Guidance	None	N/A	Master Schedule Student Schedules
3) Include credit recovery courses on the master schedule to meet the needs of students.	2014	Principal & Guidance	None	N/A	Master Schedule
4) Cap EOC class size at 25 when possible	2014	Guidance	None	N/A	Master Schedule Course Load Report
5) Conduct an annual update of correlation between course syllabi and EOC Blueprints from SDE.	2014	Principal, CRT, & Department Chairs	None	N/A	Common Syllabi Calibration Materials
6) Provide information to all students & parent taking EOC courses about the assessments and strategies they can use outside of the classroom to prepare (pamphlet, phone blast, information in PTSA newsletter, etc.). Make informational brochures available on the data wall using wall pockets.	2014	CRT	\$50 for printing	School	Handouts provided to students
7) Continue the in-school tutoring program to include EOC preparation and other grade level assistance.	2014	Transition Tutor	1.0 FTE	School allocations Grants	Attendance rosters maintained by the tutor
8) Provide all students with USA Test Prep Program for at-home use.	2013	Freshman Coordinator	\$150	School	Admin report from USA Test Prep
9) Use a district drop-out prevention specialist to work with at-risk students.	2013	Guidance Counselors	None	N/A	Enrollment rosters from various programs

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

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
10) Assign the "senior counselor" to monitor the progress of all students who belong to the current 9GR cohort for on-time graduation, regardless of the students' grade levels.	2014	Principal	None	N/A	Faculty Handbook Counselor Reports about student progress
11) Using HSTW guidelines, establish and use an "Individual Graduation Plan" (IGP) for each student.	2014	Guidance Counselors	None	N/A	Conference Schedule Sample IGPs, if requested
12) Intervention with parent phone call for students who have 3 or more consecutive absences so they do not become drop outs.	2014	Assistant Principals Attendance Clerk	None	N/A	Call Logs
13) Provide a dedicated guidance counselor to monitor and work with off-grade level students.	2014	Principal	School allocation	N/A	Faculty Roster
14) Assign Guidance Clerk to supervise the collection, organization and documentation of records for students who are "no shows", or enroll and withdraw throughout the year.	2014	Guidance	None	N/A	File of WD and Enrollments for each year
15) Require that Data entry procedures will be completed by the Guidance Clerk ONLY to ensure consistency when enrolling or withdrawing students.	2014	Principal Guidance Clerk	None	N/A	Written Procedures about Registration and Power School data entry
16) Quarterly meetings with Data Action Team to ensure preparation is on target for SDE data extractions throughout the year.	2014	Principal Data Action Team	None	N/A	Notes from meetings Schedule of meetings
17) Annual correlation check of 9GR and DOB to catch blank fields and miscoding of student 9GRs.	2014	Guidance Dept. CRT	None	N/A	SDE Matched Data Set

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

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
18) Provide free after-school tutoring with transportation home for students	2014	Principal	\$5,000	School or Grant Money	Records of tutoring sessions
19) Communicate with all parents of students who are at-risk for failing courses.	2014	Teachers	None	N/A	Call Logs
23) Implement Common Course Syllabi for all courses that includes Literacy standards and Common Major Assessments	2014	Teachers CRT	None	N/A	Common Syllabi approved by principal & posted on school/teacher web sites
24) Offer SAT ELA and Overview courses during the regular school day (First Semester).	2014	Guidance Principal	None	N/A	Master Schedule

PROFESSIONAL DEVELOPMENT

Student Achievement Teacher/Administrator Quality School Climate Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: ALL (100%) of certified faculty will meet the state and district PD requirements for recertification by 2017-2018.

ANNUAL OBJECTIVE: Annually increase the percentage of certified faculty who meet the district PD requirements of attending 24 hours of professional development each year by 8% from 60% in 2012 to 100% in 2018.

DATA SOURCE(S):

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	68	76	84	92	100
Actual	60% (49/82)	30% (24/81)	98.7% (78/79)				

GOAL AREA 2: Ensure quality personnel in all positions.

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
1) Offer a minimum of 12 hours of in-house professional development as required by GCS	2014	Principal CRT	None	N/A	PD Calendar
2) Monitor PD hours acquired by teachers throughout the year.	2014	Principal CRT	None	N/A	District report on PD from the Professional Development link on the portal
3) Notify teachers of PD opportunities from GCS and other organizations (including local universities, The College Board, and professional organizations).	2014	CRT	None	N/A	Emails
4) Encourage teachers to obtain AP & G/T endorsements	2014	CRT	None	N/A	Emails
5) Provide annual PD to keep teachers updated on research-based instructional strategies	2014	CRT	None	N/A	PD Calendar
6) Encourage teachers to share their knowledge with their colleagues through the 3TPD Program	2014	CRT	None	N/A	PD Calendar
7) Monitor the use of Learning Focused strategies in the classrooms.	2014	Administration via Walkthrough Observations	None	N/A	Walk Through Observations

STUDENT ATTENDANCE

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

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

FIVE YEAR PERFORMANCE GOAL: Maintain 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 – School Profile page – Students section

	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	98.4	99.5	99.5				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

STUDENT EXPULSION

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

DATA SOURCE(S): SDE School Report Card – School Profile page – Students section

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	Less than 0.5%				
School Actual	0.8%	0.7%	1.7%				
District Projected	X	X	Less than 0.5%				
District Actual	0.5%	0.6%	0.6%				

PARENT SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 92.6%% in 2012 to 95% by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by 0.6 percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	93.2	93.8	94.4	94.9	95.0
School Actual	92.6	95.7	88.9				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1				

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Results are from 10-11.

STUDENT SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 88.9% in 2012 to 90.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.3 percentage point(s) annually students who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	89.2	89.5	89.8	90.1	90.5
School Actual	88.9	83.9	81.3				
District Projected (ES, MS, and HS)	X	X	81.5	82.5	83.5	84.5	85.5
District Actual (HS only)	79.7	80.7	76.5				

TEACHER SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 98.8% in 2012 to 99.8% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.2 percentage point(s) annually teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	99.0	99.2	99.4	99.6	99.8
School Actual	98.8	97.5	100.0				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

PARENT SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 92.6% in 2012 to 95.0% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	93.1	93.6	94.1	94.6	95.1
School Actual	92.6	95.8	95.9				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1				

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

STUDENT SATISFACTION – SAFETY

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 91.9% in 2012 to 94.4% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually students who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92.4	92.9	93.4	93.9	94.4
School Actual	91.9	90.1	90.0				
District Projected	X	X	91.0	91.5	92.0	92.5	93.0
District Actual	90.0	89.6	87.2				

TEACHER SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: **Maintain** the percent of teachers who feel safe at school during the school day at 100% from 2012 to 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain annually the percentage of teachers who feel safe at school during the school day at 100%.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100.0	100.0	100.0	100.0	100.0
School Actual	100.0	100.0	100.0				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

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

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
1) Encourage students to join extra-curricular organizations, clubs, and/or sports teams.	2014	Guidance Counselors Teachers Administration	None	N/A	IGP's
2) Advertise extra-curricular programs to rising freshmen during spring information night.	2014	Freshman Coordinator Club Sponsors	None	N/A	Records of information night
3) Advertise extra-curricular programs to new students during the fall Family-Fun-Fest	2014	Administration	None	N/A	Records of FFF Participants
4) Communicate information about extra-curricular activities on the school web site.	2014	Freshman Coordinator School Web Master	None	N/A	Web Site
5) Encourage attendance at SIC & PTSA meetings for parents and members of the community to increase their involvement in WHHS activities.	2014	Principal	None	N/A	Attendance at Meetings
6) Use digital marquee to update the community with information about events taking place at the school.	2014	Principal Office Clerk	None	N/A	Announcements on the Marquee
7) Use newsletters (i.e. Generalities, The Report To The Community) to distribute information to the public.	2014	PTSA SIC	None	N/A	Newsletters
8) Communicate with the media on a regular basis about individual student achievements and awards	2014	Principal Headliner	None	N/A	Newspaper articles on display in the media center
9) Communicate with the faculty via weekly e-newsletter, The	2014	Principal	None	N/A	General News sent weekly to the faculty

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

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
General News					
10) Communicate daily with the students through large screen projections in the cafeteria before school, after school, and during all lunch periods.	2014	Principal Office Clerk	Projection Equipment maintenance	School funds for maintenance	Announcement
11) Post a data wall and update annually, in the school, to keep students informed of school and student achievement in different areas.	2014	CRT	\$50	School Funds	Data Wall in School
12) Provide new technology to all teachers (iPads)	2014	IT Coordinator Principal	\$3,790	School Funds	Fixed Assets Report
13) Provide new technology to all new teachers (computers & laptops)	2014	Principal	\$10,000	School Funds	Fixed Assets Report
14) Provide PD for teachers to keep them updated on new instructional technology developments and security.	2013	CRT	None	N/A	PD Calendar

V. 2013 SCHOOL REPORT CARD

<http://ed.sc.gov/data/report-cards/2014/high/c/h2301010.pdf>



Wade Hampton High School (G)
100 Pine Knoll Drive
Greenville, SC 29609

Grades 9-12 High School
Enrollment 1,604 Students
Principal Eric Williams 864-355-0100
Superintendent Mr. Burke Royster 864-355-3100
Board Chair Mr. Chuck Saylor 803-360-3527

THE STATE OF SOUTH CAROLINA 2014 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2014	Excellent	Excellent
2013	Excellent	Excellent
2012	Excellent	Excellent
2011	Excellent	Good
2010	Excellent	Good

- DEFINITIONS OF SCHOOL RATING TERMS**
- Excellent - School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
 - Good - School performance exceeds the standards for progress toward the 2020 SC Performance Vision
 - Average - School performance meets the standards for progress toward the 2020 SC Performance Vision
 - Below Average - School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
 - At-Risk - School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION
By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

AND 2013-2014 ESEA (FEDERAL ACCOUNTABILITY RATING SYSTEM)

<http://ed.sc.gov/data/esca/2014/school.cfm?SID=2301010>

Matrix Key		The ESEA Waiver: The Calculation Method for AYP in S					
1 = Met State Objective		Wade Hampton High School 201					
0 = Did not meet State Objective							
0.1 - 0.9 = Level of Improvement between previous year and current year							
TITLE	ELA Proficiency Met/Improved	Math Proficiency Met/Improved	Science Proficiency Met/Improved	History Proficiency Met/Improved	ELA # Tested	Math # Tested	Grad Rate
ALL STUDENTS	1	1	1	1	1	1	1
Male	1	1	1	1	1	1	1
Female	1	1	1	1	1	1	1
White	1	1	1	1	1	1	1
African-American	0.8	0.7	1	1	1	1	1
Asian / Pacific Islander							1
Hispanic	1	1	1	1	1	1	1
Disabled	0.6	0.6	0.9	0.6	1	1	0.8
LEP	0.9	0.8	1	0.7	1	1	1
Subsidized Meals	0.9	0.8	1	1	1	1	1
Total Number of Points	8.2	7.9	8.9	8.3	9	9	9.8
Total Number of Objectives	9	9	9	9	9	9	10
Percent of Objectives Met	91.11	87.78	98.89	92.22	100	100	98
Weight	0.225	0.225	0.05	0.05	0.075	0.075	0.3
Weighted Points Subtotal	20.5	19.75	4.94	4.61	7.5	7.5	29.4
Points Total	94.2						