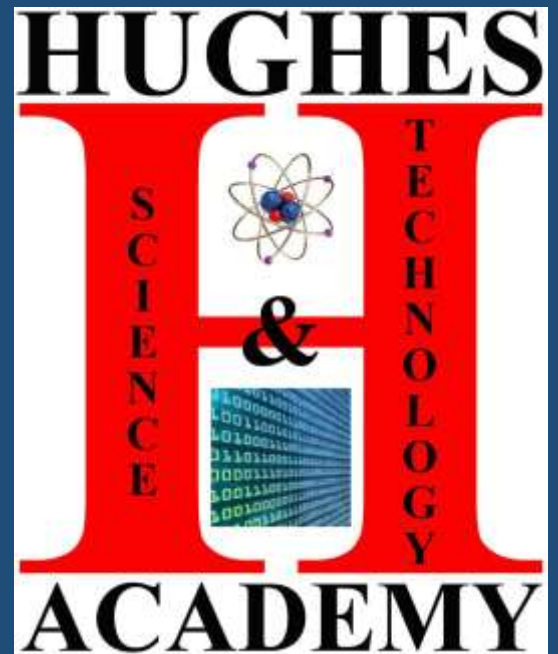


Action Plan

2013-2014 through 2017-2018

Hughes Academy of Science and Technology



Principal: Dr. Andrew Hooker

Greenville County Schools

Superintendent: Burke Royster

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Hughes Academy of Science and Technology

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		3/17/2015
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Brooke Culclasure		3/27/2015
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dr. Andrew Hooker		3/27/2015
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 122 DeOyley Ave. Greenville, SC 29605

SCHOOL'S TELEPHONE: (864) 355-6200 FAX: (864) 355-6275

PRINCIPAL'S E-MAIL ADDRESS: ahooker@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: | Andrew Hooker |
| 2. TEACHER: | Karen Perkins |
| 3. PARENT/GUARDIAN: | Laura Lynn Luce |
| 4. COMMUNITY MEMBER: | Ralph Sweeney |
| 5. SCHOOL IMPROVEMENT COUNCIL: | Brooke Culclasure |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

POSITION

NAME

Teachers at Hughes Academy of Science and Technology _____

***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).

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).

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.

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

Title Page	1
School Renewal Plan Cover Page	2
Stakeholder Involvement for School Plan	3
Assurance for School Plan	4
Introduction	6
Executive Summary	6
School Profile	7
Mission, Visions and Beliefs	15
Data Analysis and Needs Assessment	16
Action Plan (Goals 1-3) \	40
Website Links to School Report Card and ESEA	64

HUGHES ACADEMY

Introduction

Hughes Academy used the strategic planning process to include all stakeholders in developing the portfolio. Teachers gave input for our strategic plan. Other stakeholders helped develop strategies for success and provided input regarding our goals for the next five years. Our new leadership team and devoted staff are determined to improve student achievement, to gain and develop resources, and to build stronger relationships with our community. Our greatest stakeholders are our parents, who are the business, religious and political leaders in our community.

EXECUTIVE SUMMARY

Hughes Academy of Science and Technology has been in existence and in the same physical location for 59 years. Our school was named for Charles E. Hughes, a beloved professor and principal in Greenville County. For over half a century, the numerous accomplishments of our school have been made possible through the conscious efforts of our teachers, parents, administrators and community members.

Student Achievement

The community we serve is one of the most culturally diverse in Greenville County. Our school has been through many distinct transitions to meet the changing needs of our community we serve over our years of existence. It is a well-known fact that children from affluent families tend to find higher success rates in school, and while the gap has lessened, there still exist a large gap in achievement between races. The major goal of Hughes Academy of Science and Technology is to provide a solid and well-rounded education for each and every one of our students. We want to bridge the gap of student achievement between our diverse groups of students. Our school is proud to have separate wings for each grade level while housing our grade level counselors and administrators on each hallway. We feel that our resources and time are best spent in close proximity to our students; our first priority.

Student achievement has steadily increased in the last few years. The absolute rating is average and the growth rating has increased to good. Students have made gains in all areas with the highest and most significant gains in Science according to SCPASS scores. We have also taken on a paradigm shift in teaching to close the gap of our students and push them to the front of the pack. Our faculty was trained in STEAM PBL this school year and we have begun our transition to this student centered focus in education. We feel that this alternative to the traditional classroom style will encourage our students to develop skills needed for the 21st century and continued growth in our school.

Teacher/Administrative Quality

Teacher Quality has increased with all teachers having Highly Qualified status. Ten percent of our staff are National Board Certified while three teachers will be going through the National Board process in the fall. Teachers continue to participate in professional development that teaches best practices and we have recently begun our transition to a PBL school. Administration Quality has steadily improved with our Principal earning his doctorate and three other administrators beginning their doctorate program in the fall.

School Climate (Teachers)

Gathering data through surveys from school employees is a best practice to develop a “climate needs assessment” for each school. Reviewing data collected from teachers, students, and parents over the last two years has given our leadership direction on continuous improvement. In regards to the teacher survey, no data was available from the year preceding Dr. Hooker. Questions from last year’s data that drew our attention and had high percentages of “disagree/strongly disagree” in the Social and Physical Environment factor included: Students behave well during class (30.3); Students behave well in lunchrooms, hallways and on school grounds

(31.2); The rules for behavior are enforced (21.5). From this data, when have started the process to assemble a behavior task force to readdress issues and implement a school wide discipline policy. The faculty was invited to be a part of this committee as we prepare for next year. The recent GCS survey sent out to teachers concerning their beliefs about their school in relation to the building supervisor were interesting as well. Some of these questions coincide with concerns from the state survey results from each constituent group and address student behavior, school behavior policies, and instructional needs(technology).

School Climate (Students)

Upon reviewing the data analysis report/results for our groups of 8th grade students, we found again more data that could direct our leadership team to find solutions to problems In year 2012-2013, 32.3% of the students stated that they were not satisfied with the learning environment at their school; 30.4% of the students stated that they were not satisfied with the Social and Physical Environment at their school and 12.7% were not satisfied with Home and School Relations. In the year 2013-2014, 35.4% of the students stated that they were not satisfied with the learning environment at their school; 32.7% of the students stated that they were not satisfied with the Social and Physical Environment at their school and 17.2% were not satisfied with Home and School Relations. More specific trends can be noted in the charts provided. While the declines are noted, we did find it optimistic that specific increases in percentages under the learning environment included: My teachers expect students to learn, My teachers expect students to behave, My teachers spend enough time helping me learn, My teachers help students when they do not understand something, My teachers do a good job at teaching me mathematics, and My teachers do a good job teaching me English language arts. These increases and there direct tie to student achievement instruction are showing a positive trend.

School Climate (Parents)

For the constituent group of parents, useful data exists in the factors of Learning Environment, Social and Physical Environment and Home and School Relations. In year 2012-2013, 25.4% of the parents stated that they were not satisfied with the learning environment at their school; 32.4 % of the parents stated that they were not satisfied with the Social and Physical Environment at their school and 31.4% were not satisfied with Home and School Relations. In the year 2013-2014, 15.1% of the parents stated that they were not satisfied with the learning environment at their school; 20.5% of the parents stated that they were not satisfied with the Social and Physical Environment at their school and 16.5% were not satisfied with Home and School Relations. Here we noted that there was a significant decrease in dissatisfaction with each category with the highest rate of cutting the percentage by 50% in the Home and School Relations category.

Challenges and Accomplishments:

Over the past three years, our challenges are specifically tied to a change in leadership and primary focus for our school. We are moving from a focus on behavior management to now increasing student achievement with a completely different paradigm of teaching. We are currently seeking a balance of behavior management with a heavy weighted purpose of strengthening our teacher's skills in providing a new delivery system for their lessons. Our staff has been trained this year in STEAM and we are changing our teachers' awareness of what students need for the 21st century. The professional development we have provided for our staff has encouraged them to leave their individual classrooms and enter a professional development planning room in order to challenge the preconceived notions on what the classroom looks like, how it is run, and what skills students should leave with. We have encouraged our staff to develop collaboration, creativity, communication and critical thinking skills with one another and are excited to see these lessons passed on to the physical classroom and our students. Theses "Four C's" are imperative skills needed for our students to find success in today's classroom and tomorrow's 21st century jobs.

Our current challenge is providing the physical structure of our classrooms that is a critical variable in affecting student morale, collaboration, and learning. Our present learning environments provides little variance in

sustaining and promoting multiple modes of students learning, individual and group work. We have little flexibility for providing space and technology for presentation and exploration, interaction and a sense of community, as well as fostering formal and informal learning. Classrooms designed for the 21st century look very different from those of the past. Our learning environments need to blend physical and digital arrangements and reflect a flexibility of space, time, people and technology. Technology seamlessly supports 21st century learning.

Our administration as well as our teachers are fully aware of the need to change our physical structure of our classrooms. Instructional leaders found a great deal of pushback initially with seeing past our restraints and opening their eyes to the possibilities. We overcame these initial challenges with our staff, but are now pushing for solutions to these problems. Our leadership understands that students need to be inspired to be prepared for the 21st century. Educators, parents, entrepreneurs, civic leaders and our community at large can provide the human component necessary to encourage our students to become risk-takers and problem solvers.

Our current on-going significant accomplishment for these proposed challenges is our SIC and PTSA's commitment and assistance in setting up a "Business Partner Luncheon" at Hughes Academy of Science and Technology in May of this year. We are encouraging over forty local business and community leaders to come have lunch and listen to our presentation of the new STEAM centered focus at Hughes Academy. We want to use this day to educate our community. Our goal is to also find business partners to help encourage our successful implementation of STEAM and help praise and encourage innovative thinking and challenge teachers and students to push further to refine their most unique ideas to carry our school into 21st century preparedness.

Our magnet program of Science and Technology and Spanish Immersion has seen a 38% increase as we are accepting approximately 200 students into our program for the next school year. The persistent commitment of our Magnet Coordinator, leadership team and staff to promote our school's purpose and goals for the above mentioned path can be seen in this increase in our community and surrounding communities' interest in attending our school.

SCHOOL PROFILE

School Community Data:

Our school community represents one of the most diverse in Greenville County. Dr. Hooker has continued his goal of "Curing the Culture" and bringing together the diverse communities we serve. Dr. Hooker's main structural focus in bridging our communities and improving student achievement is creating leaders in our school. Department chairs and grade level leaders were chosen and have begun to take ownership of creating change for our school. Many have attended conferences and shared their programs and STEAM units. Leaders from our guidance department as well as from our teaching staff are leading the way to place Hughes Academy among the best. Other activities that our staff are organizing includes:

- Our Spanish Immersion faculty are currently planning Hispanic Family nights once a month and have contacted local Hispanic agencies to provide social and educational lessons as well as a family fun nights with our staff next school year.
- Other teachers are planning separate programs that they learned about through the National Association of

Bilingual Education conference that will encourage parents to join reading clubs with their students where Kindles will be provided for use and later attend movie nights at Hughes Academy about the novels they read and discuss.

- We have a separate group of ELA and math teachers who are data driven and are planning on providing family meetings focused on educational tips for students scoring below grade level on MAP reading and math tests at the beginning of the next year.
- Our faculty is strongly encouraged to attend sporting and club events of our students at the school and throughout the community.
- Representatives from our school attend monthly community meetings and are working with the Greater Pleasant Valley Community center to build a bridge between local community officials, residents and our students.
- Our Magnet Coordinator serves a vital role in connecting with our feeder schools and encouraging students from surrounding communities to attend Hughes Academy. By visiting local elementary schools to announce our new STEAM focus as well as providing the “Hughes Experience” to local schools, we are encouraging community involvement and commitment to excellence in student achievement.
- Our PTSA and SIC committees have been instrumental in helping our school with this transition to a STEAM school. They have worked hand in hand with our administration to make connections with local businesses and possible partnerships throughout our community. We have invited over 40 different businesses to attend a Hughes Academy STEAM luncheon where we will show case our current STEAM projects and encourage their partnership.

School Personnel Data:

The faculty at Hughes Academy have a 95.2% attendance rate. Teachers receive professional development throughout the school year. 89.2% (Up from 83.6%) of the teachers returned to Hughes Academy. Our Principal is in his second year at Hughes Academy of Science and Technology.

CATEGORY	
Number of Teachers	50
Highly Qualified	100%
Advanced Degree	68 %
Technology Proficient (based on state criteria)	100%
African American Males	4%
African American Females	8%
Caucasian Males	22%
Caucasian Females	60%
Hispanic	6%

Student Population Data:

The student population for Hughes Academy was 845 in the 2014-2015 school year. 33.7% of students were enrolled in high school credit classes. The retention rate was 1.6% and the attendance rate was 94.2%.

Percentages

Factor	2010-11	2011-12	2012-13	2013-14	2014-15	Trend
Enrollment	836	832	888	896	845	Decrease
African American	45	46	45	50	45	Decrease
Caucasian	41	41	40	33	37	Increase
Hispanic	11	12	10	13	15	Increase
Other					3	
Subsidized meals	59	56	56	60	61	Slight Increase
IEP's	11	10	10	11	13	Slight Increase
Gifted & talented	28	27	28	28	28	Steady
ESOL	7.2	8	8.6	8	9	Slight Increase
Attendance	96.3%	96.1%	96.1	95.7	94.2	Slight Decrease

Hughes Academy has seen the following changes in administration and academics.

Administration:

- Administration continues to pursue our “One Hughes, One Team, One Vision – Excellence in Student Achievement” as the school’s mission.
- A new instructional coach and 8th grade counselor was named for the 2014-2015 school year.
- Our Magnet Coordinator leads the school in connecting with elementary schools and families interested in becoming a part of our Magnet school.
- Our Career Facilitator continues to seek new partnerships and student exposure to a variety of careers with a new emphasis on STEM careers.
- Our principal, guidance department, special education department, district special education liaison and instructional coach organized and led a vertical teaming professional development with all feeder elementary schools. We wanted to make all special education teachers at the elementary level were aware of the different transition to middle school and were cognizant of all classes Hughes academy offers our special education students.
- Administration is using the book, “Student Centered Coaching” in our leadership team meetings to redefine preconceived notions of instructional leaders.
- Administration and Guidance Counselors attend grade level PD sessions concerning STEAM and collaborative grouping. They serve as active participants with our teach54321ers in these lessons.
- The 8th grade counselor, instructional coach and PTSA president attends monthly community meetings at Spring Valley Community Center.
- The administration completes two types of evaluations/observations for teachers – twenty minute observations and formal PAS-T observations.
- Administration observes and provides feedback scheduled by the teacher after collaborative protocols are modeled by the instructional coach.

- The guidance department conducts “Classroom Culture” observations and provides feedback sessions with teacher concerning classroom culture on their respective grade levels.
- The magnet coordinator and instructional coach complete twenty-minute teacher observations.
- The instructional coach assists teachers with curriculum, STEAM training, and collaborative structured lessons.
- The school safety officer and the plant engineer are a part of the administrative team.
- Students have access to a mental health professional.
- Hughes Academy’s faculty has mixed experience levels. Teachers are consistently trained to address deficiencies on standardized tests and to systematically implement instructional changes necessary for the good of the students.
- Ten percent of our staff have received National Board Certification and three will begin the process in the fall.
- 100% of the staff are now Technology Proficient after STEAM and Edmodo training this year.

Academics:

- Students will take the SCPASS test in science and social studies and the ACT Aspire in writing, English, reading, and math. Teachers collaborate in departments to plan activities that engage students and will prepare them for the new assessments. Resources are shared that are teacher created and received from district level training.
- Hughes Academy is working with the Greater Pleasant Valley Community and local police in beginning a Friday night community youth basketball program at Augusta Heights Baptist Church where young people from Hughes Academy and the local community will be invited to play pick-up basketball games with members of the police department. The Greater Pleasant Valley Community is hoping to develop a positive relationship with the local police and their community. Representatives from various groups like the local Fire Department, Red Cross and USC Upstate have come and talked about safety and continuing education opportunities for this community. Hughes Academy has staff representation that attend each community meeting.
- Our Magnet Coordinator has organized a Hughes Experience session for local elementary school. Teachers from our technology, art, GTT, dance and science classes will provide 30 minute rotational mini lessons in their content area for surrounding elementary students.
- Hughes Academy of Science and Technology continues to operate as one of the district’s magnet schools for Science and Technology and Spanish Immersion. This program has been very successful in recent years leading to a 38% increase in enrollment through this program for the upcoming school year.
- Teachers continue to implement Learning Focused Training strategies in their classrooms.
- Teachers are involved in vertical teaming activities within the school, and teachers are required to plan with their grade level subject area. Lesson plans are loaded to teachers’ website to facilitate communication with parents.
- Every teacher has a web page, facilitating communication with parents and students. All students have access to their own email accounts and home directories. Teachers also use a Homework Hotline to communicate weekly homework to parents.
- Team structure is used which allows teachers to have a team planning period and a personal planning period. The additional period facilitates interdisciplinary planning.
- Students are heterogeneously grouped in science and social studies.
- Students also participate in a career day where numerous community affiliates participated in shadowing and interviewing.
- Students have access to the services of a counselor from Greenville Mental Health.
- Comprehensive health education and character education programs continue to be offered to all students.
- GHS residents work with our staff to teach interactive science labs and health lessons.

- The school now has seven computer labs dedicated to technology classes such as two GTT classes, our graphic design class, Desktop Publishing, and three new classes such as Mobile Apps, Electronic Music, and Gaming.
- Hughes has experienced growing pains and still struggles to maintain up-to-date technology in relation to core subject teacher and student use. Promethean Boards were added to 16 classrooms last year. All classrooms now have a Promethean Board, but many classrooms experience consistent problems with old models. We are still trying to address issues of not having technology available to all our students. GHS financially assisted our school in obtaining a class set of IPADS for teachers to use with their students. We do not have any other mobile technology for teacher use and teachers struggle to share two out-of-date computer labs.

Highlights

- GHS provides onsite health care through our clinic. This serves as a part of the resident's clinical hours.
- iMagine Upstate Festival in downtown Greenville will be showcasing our GTT students STEAM unit of creating Prosthetic hands for children in need. As a STEAM school, we were also invited to develop STEAM related questions for a game show that will be held in the Gunter Theater during the festival.
- Hughes students again were again invited to participate in an Engineering Day field trip with engineers at the GE plant.
- The Hughes Academy Boys Basketball team was named the District level Champions.
- Xbox fitness labs available to PE classes and teacher use during professional development days.
- Mobile Applications and Gaming classes
- Our leadership team speaks candidly about the gap between our students and high possibility of drop outs with some of our students. In having these discussions, we realized that our high school credit programs needed to be afforded to all of our students. We have created new high school credit courses where we are encouraging at risk students to enroll. The new courses for next school year include: Art I, PE I, and Desktop Publishing.
- Continued high school credit for Algebra I Honors, Geometry Honors, English I Honors, and Spanish I.
- ProTeam Class will be taught by our Leadership team to help build leaders in our student population and will also include at risk students. This class is sponsored by the South Carolina Center for Educator Recruitment, Retention and Advancement.
- A Service Learning class will be offered next year where students will assist the special education teacher by preparing materials for students, assisting students as a peer tutor, and modeling acceptable social behavior for the students in our self-contained class.
- We will offer a reading recovery Orton-Gillingham course for 6th grade students with learning deficits in reading. This is an intensive, sequential phonics-based, and flexible system that teaches the basics of word formation before whole meaning.
- Wireless capabilities in classrooms
- "Bring Your Own Device" model
- Spanish Immersion Program: Participating students develop second language proficiency in an academic context. Aligned with Foreign Language Standards Balanced Literacy Framework, students will develop the ability to think critically about the language and cultures across a broad range of subjects. Students accepted into this program for 2015-2016 will take Spanish Language Arts for an extended amount of time. The following year, these students will have Spanish Language Arts and Social Studies in Spanish.

- Students in our Spanish Partial Immersion program are involved with many cultural events during the year. Some of these events include: a Pen Pal Intercambio with Spain, dancing lessons with Salsa of Greenville, a play at Blythe Academy of Languages, Spanish Club meetings, Venezuelan cuisine lessons, and a trip to Madrid, Spain in 2017.
- “Hughes Experience”: a program for 4th and 5th graders to expose them to the types of classes and specialized instruction provided at Hughes Academy of Science and Technology
- Summer camp programs that spotlight technology instruction
- Ongoing and enhanced teacher evaluation and feedback loop to place a laser focus on instruction and mastery
- Move from a computer, module-based science curriculum and to a hands-on learning approach with focus on a STEAM model and project based learning
- Student mentoring program through Mentor Greenville. Vista through United Way
- Student study skills, organizational and time management instruction. Explore the possibility of implementing a summer “study skills” program for students transitioning to middle school.
- Enhance the transition from elementary to middle school for all rising 6th graders
- Bully-Free environment through Raze Craze and Cougar 3 Run
- Principal’s Advisory Board to provide student led guidance and leadership
- Mailing of good news cards to recognize positive behavior.
- Indoor beautification of building and facilities including school mascot and logos painted throughout the building
- Outdoor beautification after receiving a grant and donations from the community to upgrade our school courtyard and add a “Friendship Bench” built through a STEAM unit between the GTT classes and Art classes.
- Premier Mentoring Program with 100 trained mentors.
- DreamConnectors Career Exploration Partnership with BMW, Michelin and Greenville Hospital Systems
- Pre-Engineering related arts GTT courses that focus on rocketry, robotics, magnetic forces, and bridge building
- Duke Tip Program identifies Hughes Academy students to take the SAT/ACT
- Junior Scholars identified to take the PSAT

Student Clubs

- Science Clubs for 6th, 7th and 8th grade students
- Summer Computer Camp for rising 8th and 9th graders sponsored by the Governor’s School for Science and Math (Tracks for Creating Mobile Apps, Creating Computer Games and Creating Cyber-Security)
- 7th and 8th grade Junior Beta Clubs
- Robotics Club
- Spanish Club
- Student Council

- Yearbook
- Minecraft Club
- Model United Nations Club
- Youth in Government Club
- MathCounts Team
- Battle of the Brains academic competition team
- Participation in National Math Competitions
- Morning News Show produced, directed and broadcast by students
- School website produced and directed by students
- Band, strings, chorus and art classes
- Hughes participates in the district-wide, interscholastic sports program. Sports such as basketball, baseball and soccer for boys and volleyball, basketball and softball for girls. We have also added Girls on the Run for our girls at Hughes Academy.

Student Support Systems

Based on test results we recognize that some students need support beyond that available in the classroom. Hughes Academy has worked with the district to provide a variety of special services.

Mentoring Program:

The intervention will address approximately 100 students. These students are identified as at risk students. At risk was defined based on attendance, behavior, and grades. Each student served with this intervention qualifies in at least two of the three categories. In order to qualify in terms of attendance, a student must have missed 5 or more days the previous year. In order to qualify based on discipline, a student must have received 3 or more referrals the previous year. In order to qualify based on grades, the student must have received at least one F on the previous year's report card and/or received a not met on at least one portion of the SCPASS test from the previous year.

These students will be served at school during breakfast, lunch, or other times during the day. The counselor is responsible for identifying students, matching them up with the mentor, and introducing them to one another. The secretary will be responsible for signing the mentor in when he or she gets to the school. The mentor will be responsible for communicating with the student and fulfilling his or her requirements as a mentor. Mentor Greenville trains all mentors before they begin the mentoring process.

Additionally:

- We have 3 full-time resource teachers and one half time teacher to work with students with learning disabilities. These teachers work primarily in collaboration with students during a fifty minute period. We also have one self-contained special education class.
- When a teacher believes that a student has special needs that require attention, the student is referred to the A- Team. The purpose of the team is assessing the student's needs and to try to match student needs with resources that are available through the school, district, or community.
- We have one mental health counselor on site. Any adult who recognizes a potential need may make referrals for consideration.
- A part time ESOL teacher is available to meet the needs of the increasingly diverse student population.
- We also are afforded seven staff members who speak Spanish fluently and aide in communicating with our Hispanic families.

MISSION, VISION, VALUES, AND BELIEFS

Hughes Academy of Science and Technology defines its mission and vision by creating safe and open forums for teachers, administrators, and support staff to discuss, debate, and reach consensus on these issues. The staff was asked to brainstorm independently before we produced our core beliefs about instruction, curriculum, assessment, and environment needed to increase our students' learning.

WE BELIEVE...

- Faculty and staff interaction should be a positive model for our children.
- Students should have the right to a safe, supportive environment.
- The curriculum should be standards-based, challenging, and relevant.
- The curriculum should be integrated across disciplines with a STEAM driven focus
- Instruction should be student centered using differentiated strategies to address diverse learning styles.
- Creative teaching methods should ensure students are taught in the least restrictive environment.
- Student knowledge should be measured through a variety of authentic assessments.

PURPOSE

The purpose statement is a direct reflection of our core values and beliefs about Hughes Academy.

The purpose of Hughes Academy is to encourage our students as they transition to adulthood, to empower them to make good choices, and to enable them to be contributing members of society.

MISSION

The mission statement of Hughes reflects the need to encourage and develop a group of young adolescents who can think critically, solve problems and meet the daily challenges that our society presents.

One Hughes...One Team...One Vision – Excellence in Student Achievement

SHARED VISION

We as a faculty have a vision. We will have achieved this vision when

- Our developmentally appropriate, cohesive, school-wide curriculum is fully aligned to state and national standards, and faculty members are consistent and diligent in planning interdisciplinary connections and a STEAM PBL driven focus during their team planning. This curriculum draws heavily on service-learning, STEAM based practices, the Four C's for learners of the 21st century (Communication, Collaboration, Creativity and Critical Thinking) and is mapped both vertically and horizontally.
- Teachers use a variety of assessment methods, utilizing informal and authentic assessment strategies. Students utilize rubrics in planning and reflecting on their projects, many of which are completed in class.
- Vibrant instruction draws on students' prior knowledge and motivates them for academic success. This instruction adheres to sound instructional processes and reflects the teacher's personality while utilizing technology and involving students in hands-on learning experiences.

Students, faculty, staff, and parents agree that an exciting, positive learning environment exists at Hughes and effective communication is the norm among these groups. Teachers and administrators implement and support effective classroom management strategies. As a community, we celebrate success and all areas of giftedness while facilitating the transition to and from the middle school years.

Data Analysis and Needs Assessment

Student Achievement Needs Assessment:

Writing

		SCPASS 2013		SCPASS 2014	
		Count	%	Count	%
All Students	Not Met	208	24	232	28
	Met and Exemplary	646	76	609	72
	Met	349	41	309	37
	Exemplary	297	35	300	36
		Count	%	Count	%
Grade 6	Not Met	82	27	65	25
	Met and Exemplary	223	73	199	75
	Met	130	43	97	37
	Exemplary	93	30	102	39
		Count	%	Count	%
Grade 7	Not Met	74	24	83	28
	Met and Exemplary	229	76	214	72
	Met	124	41	107	36
	Exemplary	105	35	107	36
		Count	%	Count	%
Grade 8	Not Met	52	21	84	30
	Met and Exemplary	194	79	196	70
	Met	95	39	105	38
	Exemplary	99	40	91	33

SCPASS 2013 Mean Scale Score	SCPASS 2014 Mean Scale Score
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All Students	631	632
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Grade 6	626	636
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Grade 7	631	631
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Grade 8	637	629
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Reading

		SCPASS 2013		SCPASS 2014	
		Count	%	Count	%
All Students	Not Met	268	32	294	35
	Met and Exemplary	580	68	541	65
	Met	277	33	232	28
	Exemplary	303	36	309	37
		Count	%	Count	%
Grade 6	Not Met	82	27	75	29
	Met and Exemplary	222	73	187	71
	Met	103	34	74	28
	Exemplary	119	39	113	43
		Count	%	Count	%
Grade 7	Not Met	101	34	111	38
	Met and Exemplary	200	66	184	62
	Met	108	36	82	28
	Exemplary	92	31	102	35
		Count	%	Count	%
Grade 8	Not Met	85	35	108	39
	Met and Exemplary	158	65	170	61
	Met	66	27	76	27
	Exemplary	92	38	94	34

SCPASS 2013 Mean Scale Score	SCPASS 2014 Mean Scale Score
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All Students	627	624
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Grade 6	632	636
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Grade 7	620	618
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Grade 8	628	619
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Math

		SCPASS 2013		SCPASS 2014	
		Count	%	Count	%
All Students	Not Met	286	34	268	32
	Met and Exemplary	563	66	567	68
	Met	292	34	274	33
	Exemplary	271	32	293	35
		Count	%	Count	%
Grade 6	Not Met	86	28	71	27
	Met and Exemplary	218	72	191	73
	Met	118	39	81	31
	Exemplary	100	33	110	42
		Count	%	Count	%
Grade 7	Not Met	127	42	95	32
	Met and Exemplary	175	58	200	68
	Met	83	27	96	33
	Exemplary	92	30	104	35
		Count	%	Count	%
Grade 8	Not Met	73	30	102	37
	Met and Exemplary	170	70	176	63
	Met	91	37	97	35
	Exemplary	79	33	79	28

SCPASS 2013 Mean Scale Score	SCPASS 2014 Mean Scale Score
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All Students	631	635
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Grade 6	639	644
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Grade 7	621	636
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Grade 8	634	626
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Science

Science Performance Levels					
		SCPASS 2013		SCPASS 2014	
		Count	%	Count	%
All Students	Not Met	199	35	180	32
	Met and Exemplary	374	65	379	68
	Met	252	44	219	39
	Exemplary	122	21	160	29
		Count	%	Count	%
Grade 6	Not Met	57	38	45	35
	Met and Exemplary	93	62	84	65
	Met	78	52	53	41
	Exemplary	15	10	31	24
		Count	%	Count	%
Grade 7	Not Met	105	35	85	29
	Met and Exemplary	197	65	210	71
	Met	125	41	125	42
	Exemplary	72	24	85	29
		Count	%	Count	%
Grade 8	Not Met	37	31	50	37
	Met and Exemplary	84	69	85	63
	Met	49	40	41	30
	Exemplary	35	29	44	33

Science Mean Scale Scores		
	SCPASS 2013 Mean Scale Score	SCPASS 2014 Mean Scale Score
All Students	619	632
Grade 6	613	628
Grade 7	622	635
Grade 8	621	628

Social Studies

		SCPASS 2013		SCPASS 2014	
		Count	%	Count	%
All Students	Not Met	202	35	167	30
	Met and Exemplary	372	65	395	70
	Met	215	37	189	34
	Exemplary	157	27	206	37
		Count	%	Count	%
Grade 6	Not Met	37	25	24	19
	Met and Exemplary	113	75	104	81
	Met	90	60	69	54
	Exemplary	23	15	35	27
		Count	%	Count	%
Grade 7	Not Met	137	45	98	33
	Met and Exemplary	165	55	197	67
	Met	87	29	83	28
	Exemplary	78	26	114	39
		Count	%	Count	%
Grade 8	Not Met	28	23	45	32
	Met and Exemplary	94	77	94	68
	Met	38	31	37	27
	Exemplary	56	46	57	41

SCPASS 2013 Mean Scale Score	SCPASS 2014 Mean Scale Score
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All Students	623	633
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Grade 6	630	642
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Grade 7	611	627
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Grade 8	645	640
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We are at the point where our work is quite focused and teachers and staff support our vision. Our goal is to implement the vision throughout the school and in every classroom. To accomplish this, next year we plan to—

- examine student assessment data regularly, as a whole faculty and in grade-level teams
- utilize related arts teachers more effectively to help enhance the core curriculum and STEAM driven curriculum
- educate students on the use of test data to help them understand their own progress
- become involved in action research in our individual classrooms
- develop a non-threatening process for peer coaching
- share our work, so that every child in the school can benefit from each teacher's talents through peer observations and teacher led PD
- collect authentic assessment data so we can use it for action research
- develop a better data collection system so that we can use data for decision making in order to improve student achievement
- track the success of our students after they leave Hughes through communication with 9th grade academies

Our school would benefit from the addition of another GTT teacher to offer this STEAM focused class on each grade level hall. We would also benefit from having another staff member who could focus solely on specific STEAM development in our school. Currently, Hughes has an instructional coach who works with all core areas. Another position of testing coordinator/data statistician would greatly increase our ability to increase student achievement based on data compilation on a more condensed timeline.

Teacher and Administrator Quality

August 2014



Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11 Lake Day!	12	13 STEAM Full Faculty	14 Power – Teacher/ Website Training	15	16
17	18 Leadership Team	19	20	21	22	23
24	25 Leadership Team	26 STEAM F2F Burras Rubicon	27	28	29	30
31						

Hughes Academy of Science and Technology

Professional Development

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September 2014



Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 Leadership Team	2 MAP PAS-T STEAM	3	4	5	6
7	8 Leadership Team	9 STEAM Edmodo	10	11	12	13
14	15	16 Looking At DATA!!	17 LT Department	18 Dpt. leader- ship training Grade Level	19	20
21	22	23 STEAM F2F Burras	24 Leadership Team Faculty Meeting	25 Grade Level	26	27
28	29	30 Open House Prep	Leadership Team	<p><u>Data Meetings</u></p>		

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Professional Development

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October 2014



Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
			Data Meetings			
5	6	7 STEAM Edmodo	8 LT training on Instr. Leadership	9	10	11
	Data Meeting					
12	13	14 STEAM Hughes	15 LT Department	16 STEAM	17	18
		Data Meetings				
19	20	21 STEAM F2F Burras	22 Instr. Guid- ance Dept Training	23 Grade Level	24	25
26	27	28 STEAM Hughes	29 LT Acad Sup- port Meeting	30 Grade Level	31	

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Professional Development

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November 2014



Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4 STEAM Edmodo Holiday	5 Leadership Team: Book Study	6 Grade Level AS- Website	7	8
9	10	11 STEAM Hughes	12 Leader- ship Team; Mentor Training	13 Grade Level	14	15
16	17	18 STEAM F2F Burras	19 LT Book Study Department	20 Grade Level AS- Pro Board	21	22
23	24 Teacher- Mentoring Training	25 STEAM Hughes	26 Thanksgiv- ing Break-->	27	28	29
30						

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December 2014



Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2 STEAM F2F	3 Leadership Team Book Study	4 Grade Level	5	6
7	8	9 STEAM Presentation	10 Leadership Team	11 Grade Level	12	13
14	15	16 STEAM PARTY	17 LT-Book Study Department	18 Grade Level	19	20
21	22 Winter Break->	23	24	25	26	27
28	29	30	31			

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January 2015



Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2 Winter Break	3
4	5	6 Welcome Back	7	8 Grade Level Elvis' B-day	9	10
11	12	13 STEAM HOOKER	14	15 Grade Level	16	17
18	19 MLK	20 STEAM Shealy	21 LT Book Study Department	22 FISH BOWL	23	24
25	26	27 STEAM Planning	28 Leadership Team	29 Implementation Week	30 Grade Level Mid Year Data	31

Mid Year Data Meetings



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February 2015



Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3 STEAM Planning PM: Pro Board	4 Leadership Team Book Study PM-SPED/REG	5 X-Box	6 Grade Level	7
8	9	10 STEAM Planning PM: Pro Board	11 Leadership Team	12 JigSaw	13 Grade Level	14
15	16 Presidents Day	17 STEAM Planning PM: Pro Board	18 LT Department Book Study	19 Implementation Week	20 Grade Level	21
22	23	24 STEAM Planning PM: Pro Board 	25 Leadership Team PM-SPED/REG	26 Heads Up 	27 Grade Level	28

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March 2015



Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 MAP Training AM Planning	3 FREE NO PRO BOARD	4 Leadership Team	5 FREE Implementation Week	6 Grade Level	7
8	9	10 FREE PRO BOARD	11 Leadership Team	12 HEADS UP	13 Grade Level JIGSAW DUE DATE	14
15	<div style="border: 1px solid green; padding: 5px;"> <p>In the works:</p> <p>PM: Brain Breaks (Patterson)</p> <p>PM: GoogleDocs (McCoy)</p> </div>	17 STEAM New Units PRO BOARD	18 PM Department	19 1 - 3 - 6	20 Grade Level	21
22		24 STEAM New Units	25 Leadership Team PM-SPED/REG	26 X-Box	27 Grade Level	28
29	30	31 SPRING BREAK				

Professional Development

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April 2015



Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 SPRING BREAK	2	3	4
5	6	7 STEAM New Units	8 Leadership Team PM-SPED/REG	9 Wagon Wheel	10 Grade Level	11
12	<div style="border: 1px solid green; padding: 5px;"> In the Works: PM: ESOL Inclu- sion Workshop </div>	14 STEAM New Units	15 LT Department	16 Implementa- tion Week	17 Grade Level	18
19		21 STEAM New Units	22 Leadership Team	23 Heads Up	24 Grade Level	25
26	27	28 STEAM New Units	29 Leadership Team PM-SPED/REG	30 Tea Party	Grade Level	

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Professional Development

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May 2015



Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5 STEAM Implementation	6 Leadership Team	7 STEAM →	8 Grade Level	9
10	11	12 STEAM Implementation	13 Leadership Team	14 STEAM →	15 Grade Level	16
17	18	19 STEAM Implementation	20 LT Department	21 STEAM →	22 Grade Level	23
24	25 Memorial Day	26 STEAM Implementation	27 Leadership Team	28 STEAM →	29 Grade Level	30
31						

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Professional Development

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2014-2015 Professional Development

Grade Level Meeting Times - Tuesday and Thursday

6th Grade1st period

7th Grade2nd period

8th Grade.....3th period

Related Arts... 4th period flex time

Special Ed.....during available planning

Action Steps and Strategies Implemented this Year:

1. PAS-T Goal Setting for all teachers
 - a. Teachers met with the principal, assistant administrator, and instructional coach to discuss 2014 SCPASS data. Teachers set goals based on students scoring met and exemplary on 2014 SCPASS.
2. Data Analysis for MAP and SCPASS.
 - a. The instructional coach and guidance department will provide MAP, SCPASS and ACT Aspire test training to teachers prior to the testing windows. Additional training in data analysis will be provided when test data is received.
 - b. Teachers will use data in the classroom to make instructional decisions based on students' needs.
3. Data Analysis for Special Education students
 - a. SPED teachers, support staff, administration and guidance implemented an academic tracking system to ensure student success
 - b. SPED teachers also meet with regular education teachers to discuss student progress
4. STEAM professional training and support for teachers and staff
 - a. Principal and Instructional Coach visited two other STEAM schools to gather information on school wide implementation of STEAM
 - b. All teachers, support staff, administration and guidance department attended grade level training on creating STEAM units
 - c. District training provided by Chris Burras was implemented during the first semester
 - d. Instructional coach provided collaborative protocol model lessons during the second semester during Thursday meetings
 - e. Instructional coach provided planning time during Tuesday meetings to focus on creation of more STEAM units.
5. Professional development focused on the physical and emotional health of teachers were offered during collaborative grouping implementation Thursday meeting times.
 - a. The team building activities focus on emotional health included an interactive collaborative time of Heads Up
 - b. The team building activities focus on physical health included the use of the XBOX live lab
6. Increase technology training and usage to enhance classroom instruction
 - a. Continue use of Promethean Boards, iPads with Doceri software and other technology in the building to engage students.
 - b. Offer advanced Pro-Board training, Google docs and other technology training for staff

School Climate Needs Assessment

1 STUDENT SURVEY RESPONSES

(Green indicates increase; Red-Decrease; Blue-steady)

ID=2301062 DISTRICT=Greenville

School=Hughes Academy of Science and Technology Grade= 8

2012-2013

2013-2014

QUESTION	2012-2013					2013-2014				
	% DISAGREE	MOSTLY DISAGREE	MOSTLY AGREE	% AGREE	TOTAL	% DISAGREE	MOSTLY DISAGREE	MOSTLY AGREE	% AGREE	TOTAL
1 My classes are challenging (not too easy; they make me think).	9.1	10	44.1	36.8	80.9	9.0	15.5	44.1	36.8	80.9
2 My teachers want me to understand what I am learning, not just remember facts.	5.5	8.7	41.6	44.3	85.9	5.7	8.6	45.3	40.4	85.7
3 My teachers expect students to learn.	4.5	4.1	30	61.4	91.4	1.6	2.8	31.3	64.2	95.5
4 My teachers expect students to behave.	4.1	6.3	27.5	62.2	89.7	0.8	5.7	27.1	66.4	93.5
5 My teachers spend enough time helping me learn.	13.2	15	47.7	24.1	71.8	11.4	15.5	49.4	23.7	76.7
6 My teachers help students when they do not understand something.	8.7	12.8	44.5	33.9	78.4	4.1	13.1	47.8	35.1	82.9
7 My teachers do a good job teaching me mathematics.	11.4	9.5	23.6	55.5	79.1	7.7	9.7	36.4	46.2	82.6
8 My teachers do a good job teaching me English language arts.	7.3	5.9	31.1	55.7	86.8	6.5	6.1	31.6	55.9	87.5
9 My teachers give tests on what I learn in class.	2.7	7.7	31.7	57.9	89.6	4.5	6.1	31.3	58.1	89.4
10 My teachers give homework assignments that help me learn better.	7.7	11.8	43.2	37.3	80.5	9.8	9.8	44.7	35.8	80.5
11 My classes are interesting and fun.	21.7	26.2	35.3	16.7	52	24.7	27.1	33.6	14.6	48.2
12 Students at my school believe they can do good work.	16	24.2	39.7	20.1	59.8	12.8	30.0	37.9	19.3	57.2
13 My teachers praise students when they do good work.	13.6	24	37.1	25.3	62.4	13.4	22.0	40.2	24.4	64.6
14 Work done by students can be seen on the walls of my school.	6.8	14.5	37.3	41.4	78.7	7.8	18.8	36.7	36.7	73.4
15 The textbooks and workbooks I use at my school really help me to learn.	9	16.7	44.6	29.7	74.3	9.0	17.6	45.5	27.9	73.4
16 The media center at my school has a good selection of books.	9.9	11.7	33.8	44.6	78.4	4.1	9.0	39.6	47.3	86.9
17 I use computers and other technology at my school to help me learn.	9	6.8	36	48.2	84.2	7.0	15.6	32.8	44.7	77.5
18 I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	15	17.3	43.6	24.1	67.7	13.4	22.4	42.7	21.5	64.2
19 The grounds around my school are kept clean.	17.6	22.5	37.8	22.1	59.9	15.8	28.7	37.2	18.2	55.4
20 The hallways at my school are kept clean.	15.1	16.9	44.3	23.7	68	16.2	25.5	41.7	16.6	58.3
21 The bathrooms at my school are kept clean.	30.5	32.7	23.6	13.2	36.8	40.6	32.0	18.9	8.6	27.5
22 Broken things at my school get fixed.	13.1	23.1	35.7	28.1	63.8	9.8	23.4	39.3	27.5	66.8
23 There is enough room for students to learn at my school.	9.1	10.9	36.8	43.2	80	6.1	7.7	43.3	42.9	86.2
24 Students at my school behave well in class.	35.9	33.2	22.7	8.2	30.9	36.2	37.0	23.2	3.7	26.9

25	Students at my school behave well in the hallways, in the lunchroom, and on the playground.	36	28.4	26.6	9	35.6	34.1	38.6	22.0	5.3	27.3
26	Students at my school know the rules and what happens when students break the rules.	11.8	14.9	34.8	38.5	73.3	6.6	11.6	37.3	44.4	81.7
27	The rules about how students should behave in my school are fair.	13.6	17.2	39.8	29.4	69.2	12.0	20.2	33.5	34.3	67.8
28	The rules for behavior are enforced at my school.	9.5	7.7	37.8	45	82.8	8.3	10.4	38.8	42.5	81.3
29	I feel safe at my school before and after school hours.	13.1	8.1	36	42.8	78.8	11.2	14.0	36.4	38.4	74.8
30	I feel safe at my school during the school day.	11.4	6.4	34.1	48.2	82.3	10.5	11.3	37.4	40.8	78.2
31	I feel safe going to or coming from my school.	6.4	9.1	30.5	54.1	84.6	6.7	10.4	35.8	47.1	82.9
32	Students from different backgrounds get along well at my school.	19.2	15.1	37.4	28.3	65.7	17.4	24.1	34.0	24.5	58.5
33	Teachers and students get along well with each other at my school.	20.9	22.3	35.3	21.4	56.7	23.2	23.2	35.3	18.3	53.6
34	Teachers work together to help students at my school.	14.1	14.1	45.9	25.9	71.8	11.3	18.5	38.7	31.5	70.2
35	I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	14.5	15.9	38.6	30.9	69.5	15.3	17.4	37.6	29.8	67.4
36	My parent knows what I am expected to learn in school.	5.4	7.7	26.2	60.6	86.8	5.0	5.9	27.6	61.5	89.1
37	My parent knows how well I am doing in school.	5	5.4	26.7	62.9	89.6	1.7	2.5	31.9	63.9	95.8
38	My school informs parents about school programs and activities.	9.5	11.4	27.7	51.4	79.1	5.0	11.8	34.0	49.2	83.2
39	Parents at my school know their children's homework assignments.	16.7	14.9	35.3	33	68.3	17.2	18.4	34.7	29.7	64.4
40	My parent helps me with my homework when I need it.	8.6	8.1	28.5	54.8	83.3	11.3	7.9	26.8	54.0	80.8
41	Parents are welcomed at my school.	6.8	6.8	34.8	51.6	86.4	2.9	3.8	34.0	59.2	93.2
42	Parents volunteer and participate in activities at my school.	12.7	10.4	29.4	47.5	76.9	11.7	10.9	31.4	46.0	77.4
43	I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	7.7	5	33.5	53.8	87.3	8.8	8.4	33.2	49.6	82.8

TEACHER SURVEY RESPONSES

ID=2301062 District=Greenville

Hughes Academy of Science and Technology

2012-2013

2013-2014

QUESTION	2012-2013					2013-2014				
	% DISAGREE	% MOSTLY DISAGREE	% MOSTLY AGREE	% AGREE	% DONT KNOW	% DISAGREE	% MOSTLY DISAGREE	% MOSTLY AGREE	% AGREE	% DONT KNOW
1 My school provides challenging instructional programs for students.	.0	1.8	19.6	76.8	1.8	0.0	1.8	16.1	80.4	1.8
2 Teachers at my school effectively implement the State Curriculum Standards.	.0	1.8	26.8	69.6	1.8	0.0	1.8	21.4	75.0	1.8
3 Teachers at my school focus instruction on understanding, not just memorizing facts.	.0	1.8	23.2	71.4	1.8	1.8	1.8	29.1	67.3	1.8
4 Teachers at my school have high expectations for students' learning.	1.8	7.1	25.0	64.3	1.8	0.0	9.3	37.0	51.9	1.9
5 There is a sufficient amount of classroom time allocated to instruction in essential skills.	0.0	3.6	19.6	73.2	3.6	0.0	3.6	19.6	73.2	3.6
6 Student assessment information is effectively used by teachers to plan instruction.	7.1	21.4	41.1	30.4	0.0	7.1	21.4	41.1	30.4	0.0
7 Effective instructional strategies are used to meet the needs of low achieving students.	1.8	3.6	21.4	73.2	0.0	1.8	3.6	21.4	73.2	0.0
8 My school offers effective programs for students with disabilities.	3.6	10.7	35.7	50.0	0.0	3.6	10.7	35.7	50.0	0.0
9 Instructional strategies are used to meet the needs of academically gifted students.	1.8	17.9	51.8	28.6	0.0	1.8	17.9	51.8	28.6	0.0
10 The level of teacher and staff morale is high at my school.	0.0	17.9	42.9	39.3	0.0	0.0	17.9	42.9	39.3	0.0
11 Teachers respect each other at my school.	0.0	7.1	35.7	51.8	5.4	0.0	7.1	35.7	51.8	5.4
12 Teachers at my school are recognized and appreciated for good work.	10.7	16.1	30.4	41.1	1.8	10.7	16.1	30.4	41.1	1.8
13 Students at my school are motivated and interested in learning.	3.6	12.5	32.1	51.8	0.0	3.6	12.5	32.1	51.8	0.0
14 There are sufficient materials and supplies available for classroom and instructional use.	3.6	8.9	25.0	62.5	0.0	3.6	8.9	25.0	62.5	0.0
15 Our school has a good selection of library and media material.	1.8	5.4	25.0	67.9	0.0	1.8	5.4	25.0	67.9	0.0
16 Our school has sufficient computers for instructional use.	3.6	3.6	14.3	78.6	0.0	3.6	3.6	14.3	78.6	0.0
17 Computers are used effectively for instruction at my school.	1.8	3.6	8.9	85.7	0.0	1.8	3.6	8.9	85.7	0.0
18 There are relevant professional development opportunities offered to teachers at my school.	3.6	8.9	25.0	62.5	0.0	3.6	8.9	25.0	62.5	0.0
19 The school administration communicates clear instructional goals for the school.	0.0	3.6	16.1	78.6	1.8	0.0	3.6	16.1	78.6	1.8
20 The school administration sets high standards for students.	1.8	5.4	25.0	67.9	0.0	1.8	5.4	25.0	67.9	0.0
21 The school administration has high expectations for teacher performance.	1.8	5.4	25.0	67.9	0.0	1.8	5.4	25.0	67.9	0.0
22 The school administration provides effective instructional leadership.	0.0	3.6	16.1	78.6	1.8	0.0	3.6	16.1	78.6	1.8
23 Student assessment information is used to set goals and plan programs for my school.	1.8	5.4	25.0	67.9	0.0	1.8	5.4	25.0	67.9	0.0
24 Teacher evaluation at my school focuses on instructional improvement.	1.8	8.9	19.6	69.6	0.0	1.8	8.9	19.6	69.6	0.0
25 School administrators visit classrooms to observe instruction.										

26	The school administration arranges for collaborative planning and decision making.	.	.	.	.	.	5.4	8.9	25.0	60.7	0.0
27	I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	.	.	.	.	.	3.6	10.7	35.7	50.0	0.0
28	The grounds around my school are kept clean.	.	.	.	.	.	3.6	7.1	30.4	58.9	0.0
29	The hallways at my school are kept clean.	.	.	.	.	.	1.8	12.7	34.5	50.9	0.0
30	The bathrooms at my school are kept clean.	.	.	.	.	.	1.8	16.1	30.4	51.8	0.0
31	The school building is maintained well and repaired when needed.	.	.	.	.	.	1.8	16.1	32.1	50.0	0.0
32	There is sufficient space for instructional programs at my school.	.	.	.	.	.	0.0	8.9	26.8	64.3	0.0
33	Students at my school behave well in class.	.	.	.	.	.	8.9	21.4	55.4	14.3	0.0
34	Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	.	.	.	.	.	8.9	23.2	53.6	14.3	0.0
35	Rules and consequences for behavior are clear to students.	.	.	.	.	.	1.8	14.3	35.7	48.2	0.0
36	The rules about how students should behave in my school are fair.	.	.	.	.	.	1.8	5.4	23.2	69.6	0.0
37	The rules for behavior are enforced at my school.	.	.	.	.	.	3.6	17.9	42.9	35.7	0.0
38	I feel safe at my school before and after school hours.	.	.	.	.	.	1.8	8.9	28.6	60.7	0.0
39	I feel safe at my school during the school day.	.	.	.	.	.	1.8	3.6	17.9	76.8	0.0
40	I feel safe going to or coming from my school.	.	.	.	.	.	1.8	5.4	26.8	66.1	0.0
41	Students from different backgrounds get along well at my school.	.	.	.	.	.	1.8	10.7	39.3	48.2	0.0
42	Teachers and students get along well with each other at my school.	.	.	.	.	.	0.0	5.4	46.4	48.2	0.0
43	Teachers at my school collaborate for instructional planning.	.	.	.	.	.	0.0	5.4	37.5	55.4	1.8
44	I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	.	.	.	.	.	3.6	8.9	42.9	44.6	0.0
45	Parents at my school are aware of school policies.	.	.	.	.	.	0.0	7.1	30.4	60.7	1.8
46	Parents at my school know about school activities.	.	.	.	.	.	0.0	3.6	25.0	67.9	3.6
47	Parents at my school understand the school's instructional programs.	.	.	.	.	.	0.0	7.3	41.8	47.3	3.6
48	Parents at my school are interested in their children's schoolwork.	.	.	.	.	.	1.8	10.7	55.4	30.4	1.8
49	Parents at my school support instructional decisions regarding their children.	.	.	.	.	.	0.0	5.4	53.6	39.3	1.8
50	Parents attend conferences requested by teachers at my school.	.	.	.	.	.	1.8	1.8	53.6	41.1	1.8
51	Parents at my school cooperate regarding discipline problems.	.	.	.	.	.	1.8	16.1	53.6	26.8	1.8
52	Parents attend school meetings and other school events.	.	.	.	.	.	0.0	16.1	58.9	23.2	1.8
53	Parents participate as volunteer helpers in the school or classroom.	.	.	.	.	.	3.6	12.7	47.3	34.5	1.8
54	Parents are involved in school decisions through advisory committees.	.	.	.	.	.	0.0	4.0	38.0	56.0	2.0
55	I AM SATISFIED WITH HOME AND SCHOOL RELATIONS.	.	.	.	.	.	1.8	10.7	42.9	42.9	1.8

*Prior to current leadership the teacher survey was not distributed during the 2012-2013 school year. We are anxious to receive this year's data to recognize any trends to direct administrative and instructional decisions.

PARENT SURVEY RESPONSES

(Green indicates increase; Red-Decrease; Blue-steady)

2012-2013

2013-2014

Hughes Academy of Science and Technology 2301062 Greenville

PLEASE MARK HOW MUCH YOU AGREE OR DISAGREE WITH THE FOLLOWING	2012-2013					2013-2014						
	STRONGLY DISAGREE	% DISAGREE	% AGREE	STRONGLY AGREE	SUM	DONT KNOW	STRONGLY DISAGREE	% DISAGREE	% AGREE	STRONGLY AGREE	SUM	DONT KNOW
1. My child's teachers give homework that helps my child learn.	1	11.8	62.7	22.5	85.2	2	0.0	11.0	58.9	28.8	87.7	1.4
2. My child's school has high expectations for student learning.	0	13.7	60.8	24.5	85.3	1	0.0	5.5	54.8	38.4	93.2	1.4
3. My child's teachers encourage my child to learn.	1	13.6	55.3	24.3	79.6	5.8	1.4	6.8	57.5	31.5	89.0	2.7
4. My child's teachers provide extra help when my child needs it.	5.9	20.6	46.1	18.6	64.7	8.8	1.4	11.0	53.4	27.4	80.8	6.8
5. I am satisfied with the learning environment at my child's school.	2.9	22.5	50	22.5	72.5	2	1.4	13.7	53.4	30.1	83.5	1.4
6. My child's teachers contact me to say good things about my child.	33	32	26.2	6.8	33	1.9	4.1	16.4	38.4	39.7	78.1	1.4
7. My child's teachers tell me how I can help my child learn.	23.3	34	31.1	4.9	36	6.8	6.8	30.1	46.6	13.7	60.3	2.7
8. My child's teachers invite me to visit my child's classrooms during the school day.	34.6	36.5	15.4	5.8	21.2	7.7	9.7	51.4	27.8	5.6	33.4	5.6
9. My child's school returns my phone calls or e-mails promptly.	15.8	15.8	45.5	18.8	64.3	4	2.8	12.5	61.1	18.1	79.2	5.6
10. My child's school includes me in decision-making.	12.5	31.7	35.6	15.4	51	4.8	4.2	20.8	55.6	12.5	68.1	6.9
11. My child's school gives me information about what my child should be learning in school.	13.5	21.2	47.1	16.3	63.4	1.9	1.4	24.7	53.4	15.1	68.5	5.5
12. My child's school considers changes based on what parents say.	9.8	22.5	29.4	11.8	41.2	26.5	4.1	19.2	42.5	11.0	53.5	23.3
13. My child's school schedules activities at times that I can attend.	6.8	15.5	53.4	18.4	71.8	5.8	2.7	20.5	53.4	17.8	71.2	5.5
14. My child's school treats all students fairly.	11.7	17.5	39.8	16.5	56.3	14.6	4.2	13.9	41.7	22.2	63.9	18.1
15. The principal at my child's school is available and welcoming.	5.9	6.9	44.6	32.7	77.3	9.9	1.4	9.6	47.9	32.9	80.8	8.2
16. I am satisfied with home-school relations at my child's school.	4.9	26.5	44.1	20.6	64.7	3.9	1.4	15.1	58.9	13.7	72.6	11.0
17. My child's school is kept neat and clean.	1.9	11.7	58.3	25.2	83.5	2.9	0.0	5.5	64.4	26.0	90.4	4.1
18. My child feels safe at school.	4.9	12.7	58.8	21.6	80.4	2	2.7	11.0	58.9	23.3	82.2	4.1
19. My child's teachers care about my child as an individual.	3	18.8	52.5	15.8	68.3	9.9	0.0	6.8	61.6	23.3	84.9	8.2
20. Students at my child's school are well-behaved.	18.4	31.1	29.1	7.8	36.9	13.6	8.3	19.4	48.6	6.9	55.5	16.7
21. I am satisfied with the social and physical environment at my child's school.	4.9	27.5	54.9	9.8	64.7	2.9	2.7	17.8	63.0	9.6	72.6	6.8

PARENT SURVEY RESPONSES Continued

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
22. Attend Open Houses or parent-teacher conferences	73.1	18.3	7.7	1
23. Attend student programs or performances	69.6	20.6	6.9	2.9
24. Volunteer for the school (bake cookies	33.3	37.3	24.5	4.9
25. Go on trips with my child's school (out of town band contest	26	40.4	25	8.7
26. participate in School Improvement Council meetings	17	39	32	12
27. Participate in Parent-Teacher-Student Organizations (PTA	46.5	24.8	23.8	5
28. Participate in school committees (textbook committee	23.3	37.9	29.1	9.7
29. Attend parent workshops (how to help my child with school work child about drugs, effective discipline, etc.)	36.3	33.3	17.6	12.7

PLEASE TELL US IF YOU DO THE FOLLOWING

	%	%	
	I DO THIS	I DONT DO BUT WOULD LIKE TO	I DONT DO & DONT CARE TO
30. Visit my child's classrooms during the school day.	8.7	68	23.3
31. Contact my child's teachers about my child's school work.	76.9	20.2	2.9
32. Limit the amount of time my child watches TV	82.5	9.7	7.8
33. Make sure my child does his/her homework.	93.2	4.9	1.9
34. Help my child with homework when he/she needs it.	93.2	4.9	1.9

PLEASE MARK HOW MUCH YOU AGREE OR DISAGREE WITH THE FOLLOWING

	%	%	%	%	%
	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	DONT KNOW
35. My child's teacher is effective.	2.9	15.7	62.7	12.7	5.9
36. My child's principal is effective.	2.9	8.8	51	30.4	6.9
37. My child receives a personalized learning experience.	11	22	39	12	16
38. I have read BOTH the federal and state report cards for my child's school.	5.9	11.9	50.5	25.7	5.9
39. I have read BOTH the federal and state report cards for my child's school district.	6	13	47	22	12

	%	%	%
	I DO THIS	I DONT DO BUT WOULD LIKE TO	I DONT DO & I DONT CARE TO
	83.6	15.1	0.0
	72.6	24.7	0.0
	37.5	43.1	16.7
	16.4	53.4	17.8
	9.6	60.3	26.0
	43.2	33.8	21.6
	21.9	43.8	26.0
	23.0	48.6	20.3

	%	%
	I DO THIS	I DONT DO & DONT CARE TO
	13.5	70.3
	74.0	21.9
	79.7	14.9
	97.3	2.7
	94.6	5.4

DATA NOT Available

PARENT SURVEY RESPONSES Continued

PLEASE MARK IF EACH OF THE FOLLOWING IS TRUE OR FALSE

	%	%		%	%
	TRUE	FALSE		TRUE	FALSE
40. Lack of transportation reduces my involvement.	11.7	88.3		4.2	95.8
41. Family health problems reduce my involvement.	18.4	81.6		6.9	93.1
42. Lack of available care for my children or other family members reduces my involvement.	13.6	86.4		13.9	86.1
43. My work schedule makes it hard for me to be involved.	58.7	41.3		67.1	32.9
44. The school does not encourage my involvement.	30.7	69.3		15.3	84.7
45. Information about how to be involved either comes too late or not at all.	35.3	64.7		20.8	79.2
46. I don't feel like it is appreciated when I try to be involved.	25.5	74.5		5.6	94.4

PLEASE RATE YOUR SCHOOL ON...

		%	%	%	%	%	%	%	%	%		
	TOTAL	VERY GOOD	GOOD	OKAY	BAD	VERY BAD	TOTAL	VERY GOOD	GOOD	OKAY	BAD	VERY BAD
47. The school's overall friendliness.	50	21.2	28.8	41.3	5.8	2.9	76.7	26.0	50.7	17.8	4.1	1.4
48. The school's interest in parents' ideas and opinions.	45.6	14.9	30.7	40.6	12.9	1	54.8	17.8	37.0	35.6	8.2	1.4
49. The school's efforts to get important information from parents.	52	19.6	32.4	27.5	17.6	2.9	56.2	19.2	37.0	32.9	9.6	1.4
50. The school's efforts to give important information to parents.	55.3	30.1	25.2	32	7.8	4.9	67.1	27.4	39.7	27.4	5.5	0.0
51. How the school is doing overall.	57.1	20	37.1	32.4	7.6	2.9	68.5	27.4	41.1	28.8	1.4	1.4

SDE School Report Card Data:

	2012-2013			2013-2014		
	Teachers	Students	Parents	Teachers	Students	Parents
Number of Surveys Returned	1	220	102	56	246	73
Percent Satisfied with learning environment	N/A	67.7	72.5	85.7	64.2	83.5
Percent satisfied with social and physical environment	N/A	69.5	64.7	87.5	67.4	72.6
Percent satisfied with school-home relations	N/A	87.3	64.7	85.8	82.8	72.6

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

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

Baseline data to be established in 2014-15.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

Baseline data to be established in 2014-15.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

Baseline data to be established in 2014-15.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

Baseline data to be established in 2014-15.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: 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 98.9% in 2012 to 100% 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 English I.

DATA SOURCE(S): SDE School Report Card

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	99.9	100	100	100	100
School Actual	98.9	99.0	97.5				
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (MS only)	76.3	82.4	98.5				

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 99.1% in 2012 to 100% in 2018.

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	99.1	99.0	100				
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (MS only)	83.6	87.4	99.2				

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

Baseline data to be established in 2014-15.

% Tested ELA – District Grades 6-8	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

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

Baseline data to be established in 2014-15.

% Tested Math – District – Grades 6-8	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

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

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

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

Strategies/Actions Goal Area 1:

STRATEGY	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> <small>(act 135, academic assistance, categorical funding, Title II, etc.)</small>	<u>Indicators of Implementation</u>
1. School-Wide focus on STEAM implementation	14-18	All Staff	None	None	Collaborative Unit Plans
2. Collaborative Grouping Modeled lessons	Spring semester of 2015	Classroom teachers and Leadership Team	None	None	Schedule of observation and feedback sessions provided by grade level administration, instructional coach, magnet coordinator, and guidance counselors
3. Best Practices for Inclusion and Multi-Tiered Support System	Ongoing	Classroom teachers Instructional Coach	None	None	Records of inservice attended; evidence in lesson plans for co-teaching model; Observations; Student achievement data
4. ESOL Inclusion Model	Ongoing	Classroom Teachers Instructional Coach	None	None	Records of inservice attended; evidence in lesson plans for co-teaching model; Observations; Student achievement data
5. Teacher Technology training <small>(Pro-Board Advanced training; Google docs; iPad use; Chrome book use; etc.)</small>	Ongoing	All teachers	None	None	Records of in-service and evidence in lesson plans that technology has been integrated

Student Achievement Teacher/Administrator Quality School Climate Other Priority

GOAL AREA 2: Teachers will participate in STEAM training and implement STEAM collaborative units.

FIVE YEAR PERFORMANCE GOAL: Teachers in our school will maintain 100% attendance rates for our STEAM training as evidenced by sign in sheets and implementation of units. Students will begin STEAM units in their academic classes and increase frequency on PBL STEAM units by 2017-2018.

ANNUAL OBJECTIVE: Teachers in our school will maintain 100% attendance rates for our STEAM training as evidenced by sign in sheets and implementation of units at least once major unit each nine weeks

DATA SOURCE(S): Professional development portal and sign in sheets

	Baseline 2015-16	2016-17	2017-18
Projected			
Actual	100	100	100

<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. Develop Professional Development based on the needs assessment findings.	Ongoing	Principal and IC	0	N/A	Professional development surveys.
2. Assist teachers with finding professional development within the district and state that fits their needs.	Ongoing	Instruction Coach	0	N/A	Professional Development portal printout
3. Develop STEAM professional learning communities and critical friends groups.	Ongoing	Instructional Coach	0	N/A	Agendas and Minutes
4. Encourage leadership team to lead periodic PD based on best practices.	Ongoing	Leadership Team	None	None	Professional Development portal printout
5. Assist teachers in enrollment in National Board Certification	Ongoing	Instructional Coach	None	None	Copies of correspondence with teachers
6. Provide a quality Mentoring program to help new teachers increase effectiveness in the classroom	Ongoing	Instructional Coach; trained teacher leaders/coaches and	None	None	Professional development packets

STUDENT ATTENDANCE

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.1	95.7	94.2				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

STUDENT EXPULSION

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

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

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

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

	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	2.6	1.3	0.9				
District Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
District Actual	0.5%	0.6	0.6				

PARENT SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 83.1% in 2012 to 93.1% by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by 2 percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	85.1	87.1	89.1	91.1	93.1
School Actual	83.1	72.5	83.5				
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.

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 79.8% in 2012 to 85.8% by 2018.

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	81.8	82.8	83.8	84.8	85.8
School Actual	79.8	67.7	64.2				
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	81.6				

TEACHER SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 73.5% in 2012 to 96.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 5 percentage point(s) annually teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	76.5	81.5	86.5	91.5	96.5
School Actual	73.5	N/A	85.7				
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 70.3% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 5 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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	75	80	85	90	95
School Actual	70.3	64.7	82.2				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1				

STUDENT SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 76.5% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 3 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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	86.5	89.5	93.5	98.5	100
School Actual	76.5	69.5	78.2				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

TEACHER SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from 82.4% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 3 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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92.4	95.4	98.5	100	100
School Actual	82.4	N/A	94.7				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	<u>Indicators of Implementation</u>
1. Monitor Survey data for the perception of increased communication	Ongoing	Principal	None	None	Perception results
2. Involve parents, communities, and volunteers as learners and partners.	Ongoing	All Staff	\$300	Magnet Budget and PTA involvement	Record of participation in events such as Lunch and Learns, Parent Nights, Magnet Open House
3. Develop relationship with feeder elementary and high schools	Ongoing	All staff	None	None	Record of meetings with elementary/high schools
4. Arrange opportunities for rising 6th graders to visit schools before they begin the new school year. Survey students on their feelings about the first days of school. Provide shadowing opportunities for new magnet students.	Ongoing	Guidance and Magnet Coordinator	None	Magnet	Surveys from 6 th graders about their first day experiences. Surveys from shadowers
5. Establish partnerships with SIC and PTA	Ongoing	All Staff	None	None	Minutes of meeting and initiatives
6. Improve home/school communications <ul style="list-style-type: none"> • Team newsletters • Teacher websites • Homework Hotline 	Ongoing	All Staff	None	None	Newsletters and websites
7. Broaden our reach of drawing in Business partners for STEAM units	Ongoing	All staff	None	None	Luncheons, PTSA and SIC meeting agendas, teacher collaboration with Business partners

Links to State Report Card and ESEA Rating System

<https://ed.sc.gov/data/report-cards/2014/middle/s/m2301062.pdf>

<https://ed.sc.gov/data/esea/2013/school.cfm?SID=2301062>