SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Hughes Academy of Science and Technology

SCHOOL DISTRICT: Greenville County Schools

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

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2014-15 *(one year)*

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

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

SUPERINTENDENT

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Rachel Balck		
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Andrew Hooker		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOLADDRESS: 122 DeOyley Ave, Greenville, SC 29607

SCHOOL'S TELEPHONE: (864) 355-6200

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.

	POSITION	**NAME**
1.	PRINCIPAL:	Andrew Hooker
2.	TEACHER:	Karen Perkins
3.	PARENT/GUARDIAN:	Rachel Balck
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_____

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*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.

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

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

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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.

EXECUTIVE SUMMARY

Student achievement has steadily increased in the last few years. The absolute rating and growth rating are both average. Students have made gains in all areas with the highest gains in English Language Arts according to SCPASS scores.

Teacher Quality has increased, and no teachers were required to obtain highly qualified status for the 2013-2014 school year. Teachers continue to participate in professional development that teaches best practices.

School climate satisfaction has increased among teachers, students, and parents.

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

Administration:
- A new principal was named for the 2013-2014 school year.
- Administration chose One Hughes, One Team, One Vision – Excellence in Student Achievement as the school's mission.

- The administration completes two types of evaluations/observations for teachers – twenty minute observations and formal PAS-T observations.
- The magnet coordinator and instructional coach complete twenty-minute observations.
- An instructional coach assists teachers with curriculum and other issues.
- A school safety officer is 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 changes necessary for the good of the students.
- Seven faculty members have received National Board Certification.

Academics:
- Hughes Academy of Science and Technology continues to operate as one of the district's magnet schools.
- Teachers implement Learning Focused Training the 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.
- The school now has seven computer labs dedicated to technology classes including new classes such as Mobile Apps, Electronic Music, and Gaming.
- Hughes participates in the district-wide, interscholastic sports program.
- 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 take the SCPASS test. Teachers collaborate in departments to plan activities that engage students.
- 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.
- Hughes has experienced growing pains and still struggles to maintain up-to-date technology. Promethean Boards were added to 16 classrooms, and iPads with software will be added to 13 classrooms. Additionally, the science labs will receive new computers.

Highlights

- Xbox fitness labs in PE classes
- Mobile Applications and Gaming classes
- Desktop publishing class - 8th grade only, as early bird class (2014-2015)
- Promethean boards (23 new boards)
- Wireless capabilities in classrooms
- "Bring Your Own Device" model
- Spanish literacy exposure and instruction during SSR
- Spanish Immersion Program to include Spanish Language Arts in 6th grade
- "Hughes Experience", a program for 4th and 5th graders to expose them to the types of classes and specialized instruction provided at Hughes (pilot at Augusta Circle)
- Summer camp programs that spotlight technology instruction at Hughes
- A recovery strategy including lunchtime academic recovery for core classes and a no zero policy
- Formative assessment of students and professional development of teachers in administering and effectively using results of formative assessment
- 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 STEM model and project based learning
- GHS residents teaching interactive science labs
- Student mentoring program through Mentor Greenville. Vista through United Way (2014-2015)
- 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
- Use of informational texts in all classrooms
- Restructured "flex time" to maximize learning time: replaced with 20 minute Silent Sustained Reading (SSR) period for all students using informational texts spanning the four core academic areas
- Common novel selection for all students to read during SSR (2014-2015)
- Parent, staff and student survey after 1st nine weeks. Establish annual survey at the end of the year to obtain parental feedback.
- 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
- Preparation for Culinary Creations Program (2014-2015)
- Premier Mentoring Program with 100 trained mentors.
- DreamConnectors Career Exploration Partnership with BMW, Michelin and Greenville Hospital Systems
- Pre-Engineering related arts courses that focus on rocketry, robotics, magnetic forces, and bridge building

- 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 and Model United Nations Club. 6th graders can participate in Model UN and Youth in Government.
- Algebra I Honors, Geometry Honors, English I Honors, and Spanish I offered for high school credit
- MathCounts Team
- Battle of the Brains academic competition team (won state competition in 2010-11 and placed in the top 25 in the nation)
- Participation in National Math Competitions
- Morning News Show produced, directed and broadcast by students
- Band, strings, and art classes
- Sports such as basketball, baseball and soccer for boys and volleyball, basketball and softball for girls
- Duke Tip Program identifies Hughes Academy students to take the SAT/ACT
- Junior Scholars identified to take the PSAT

School Profile

The student population for Hughes Academy was 888 in the 2012-2013 school year. 34.7% were enrolled in high school credit classes. The retention rate was 0.8%, and the attendance rate was 96.1%.

Percentages

Factor	2009	2010	2011	2012	2013	Trend
Enrollment	857	836	832	888	896	Slight Increase
African American	50	45	46	45	50	Increase
Caucasian	38	41	41	40	33	Decrease
Hispanic	10	11	12	10	13	Slight Increase
Subsidized meals	55	59	56	56	60	Slight Increase
IEP's	12.1	11	10	10	11	Slight Increase
Gifted & talented	21	28	27	28	28	Steady
ESOL	7.4	7.2	8	8.6	8	Slight Decrease
Attendance	96.5%	96.3%	96.1%	96.1	95.7	Slight Decrease

The faculty at Hughes Academy have a 96% attendance rate. Teachers receive professional development throughout the school year. 85.2% of the teachers returned to Hughes Academy. The principal was

named to the school for the 2013-2014 school year, and the student-teacher ratio in core subjects was 25.5:1.

SUMMARY OF STAFF DEMOGRAPHICS

CATEGORY	
Number of Teachers	**52**
Highly Qualified	**100%**
Advanced Degree	**66%**
Technology Proficient (based on state criteria)	**98%**
African American Males	**3%**
African American Females	**13%**
Caucasian Males	**23%**
Caucasian Females	**61%**
Other	**2%**

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.
- Instruction should be learner focused 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 during their team planning. This curriculum draws heavily on service-learning 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. Students are aware of how their behavior affects others and student behavior does not interfere with the teaching and learning process. Faculty and staff have ample materials needed for effective teaching and learning. As a community, we celebrate success and all areas of giftedness while facilitating the transition to and from the middle school years.

Student Achievement Data**

ELA	2008-09 SCPASS Met & Exemplary	2009-10 SCPASS Met & Exemplary	2010-11 SCPASS Met & Exemplary	2011-2012 Met & Exemplary	2012-2013 Met & Exemplary
All students	72%	75%	78.8	641.3	644.4

Math	2008-09 SCPASS Met & Exemplary	2009-10 SCPASS Met & Exemplary	2010-2011 SCPASS Met & Exemplary	2011-2012 Met & Exemplary	2012-2013 Met & Exemplary
All students	70.6%	74.6%	83%	641.7	645.5

Science	2008-09 SCPASS Met & Exemplary	2009-10 SCPASS Met & Exemplary	2010-2011 SCPASS Met & Exemplary	2011-2012 Met & Exemplary	2012-2013 Met & Exemplary
All students	54.9%	60.5%	61.2	617.1	619.2

Social Studies	2008-09 SCPASS Met & Exemplary	2009-10 SCPASS Met & Exemplary	2010-2011 SCPASS Met & Exemplary	2011-2012 Met & Exemplary	2012-2013 Met & Exemplary
All students	61.4%	63.8%	62.7	626.4	623.1

Subgroup data was not included in the analyses due to changes in data reporting as part of South Carolina's ESEA Federal Accountability waiver. In 2011, SCPASS subgroup data was reported based upon performance level. In 2012, SCPASS subgroup data was reported based upon mean scale score. Therefore, schools are unable to make subgroup comparisons from 2011 to 2012. When SCPASS 2013 data is publically released, schools will be able to make subgroup comparisons from 2012 to 2013. Data for both years will be reported based upon mean scale scores.

Despite the hard work of Hughes Academy staff, our students have not been as successful academically as we believe they can be. When we looked at our students' SCPASS test scores, we were struck by how much better they could do across grade levels in all the tests. Overall, the females seem to score better in language arts and reading than the males, and there were only slight gender differences in math. Students from low socio-economic backgrounds tended to score lower than those who did not qualify for free and reduced lunch status. Gender and ethnicity appeared to influence these numbers. Although our

African American males tended to score lower, their scores are steadily increasing across subject areas. The staff believes that improved achievement can result from several approaches, including:

- Common Planning times for grade level/subject areas
- Instructional meetings each week
- Use of Learning Focused Strategies
- Periodic benchmark testing in core subjects to assess student progress throughout the year
- Early review of student achievement data and prescriptive standards based instruction
- Using a 60/40 formula for acceleration/remediation for underachieving students
- Training in the use of MAP test results to differentiate teaching and assessment

Strategies to Increase Student Learning

Most teachers at Hughes Academy try to keep abreast of the latest methods of delivering instruction. Teachers have taken advantage of staff development opportunities that are offered in the district and through a nearby university, in addition to attending conferences. We recognize that students learn in different ways. Teachers are encouraged to try a variety of instructional strategies to address the different learning styles of students. To the degree that time and budget allow, we encourage all staff to be involved in staff development opportunities that will increase student learning. Weekly on-site staff development conducted by the instructional coach occurs during team meetings. Of course, our highest priority is implementing the strategies related to our vision.

At each grade level, teachers are required to work together as a team. We also work across grade levels regularly to ensure a continuum of learning that makes sense for the students. Vertical teaming has become the rule for opening the lines of communication between elementary and middle school and middle school and high school. These teams are set up to make sure every teacher is teaching to the standards and that each is clear on what we want our students to know and be able to do.

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 will be responsible for training all mentors before they begin the mentoring process.

Additionally:
- We have 2 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 two self-contained special education classes.
- 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.

Next Steps

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
- 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
- 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 staff to work specifically with ELA and Math to increase student achievement. Currently, Hughes has an instructional coach who works with all core areas.

Professional Development
Common Core continued as the major initiative for the 2013-2014 school year.

Professional Development Calendar
2013-2014

Grade Level Meeting Times - Tuesday meetings
6th Grade …….1st period
7th Grade …….2nd period
8th Grade……..3th period
Related Arts… Flex Time

In addition to the weekly grade level meetings with the instructional coach, the faculty will participate in Common Core professional development provided by the district.

Action Steps and Strategies
1. Data Analysis for MAP and SCPASS.
   a. The instructional coach and guidance department will provide MAP and SCPASS 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.

2. PAS-T Goal Setting for all teachers
   a. Teachers met with the principal, assistant administrator, and instructional coach to discuss 2013 SCPASS data. Teachers set goals based on students scoring met and exemplary on 2013 SCPASS.

3. Common Core standards training and support for teachers and staff
   a. ELA and MATH teachers attended all common core sessions provided.
   b. All teachers attended professional development on reading and understanding informational text. Teachers also attended professional development regarding teaching writing in the content area.

4. Increase technology usage to enhance classroom instruction

a. Continue use of Promethean Boards, iPads with Doceri software and other technology in the building to engage students.

SCPASS %WRITING

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (SCPASS) from 79.9% in 2012 to 87.9% in 2018.

ANNUAL OBJECTIVE: Annually increase by 3 percentage point(s) students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (SCPASS).

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	83.9	86.9	89.9	92.9	95.9
School Actual	79.9	75.3	75.3				
District Projected	X	X	78.8	79.8	80.8	81.8	82.8
District Actual	77.8	78.7					

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

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (SCPASS) from 66.3% in 2012 to 82.3% in 2018.

ANNUAL OBJECTIVE: Increase by 3 percentage point(s) annually students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (SCPASS).

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	72.3	75.3	78.3	82.3	85.3
School Actual	66.3	68.1					
District Projected	X	X	79.0	80.0	81.0	82.0	83.0
District Actual	78.0	80.5					

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

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

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

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

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

ELA – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	641.3	644.4					
Male	641.2	644.8					
Female	641.3	643.9					
White	668.1	672.3					
African-American	618.8	623.9					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	634.5					
American Indian/Alaskan	N/A	N/A					
Disabled	570.1	575.4					
Limited English Proficient	625.6	630.1					

Subsidized Meals	621.6	626.2					

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

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

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

FIVE YEAR PERFORMANCE GOAL: 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					
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					

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

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (SCPASS) from 64.5% in 2012 to 82.5% in 2018.

ANNUAL OBJECTIVE: Increase by 3 percentage point(s) annually students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (SCPASS).

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	70.5	73.5	76.5	79.5	82.5
School Actual	64.5	66.5					
District Projected	X	X	78.4	79.4	80.4	81.4	82.4
District Actual	77.4	77.3					

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

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

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

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

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

Math – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	641.7	645.5					
Male	645.6	648.2					
Female	636.8	641.8					
White	666.1	670.9					
African-American	619.5	625.7					
Asian/Pacific Islander	N/A						
Hispanic	N/A	636.4					
American Indian/Alaskan	N/A						
Disabled	579.9	582.8					
Limited English Proficient	631.1	631.7					
Subsidized Meals	623.1	626.7					

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

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

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

FIVE YEAR PERFORMANCE GOAL: 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					
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					

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

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

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2013-14 through 2017-18.

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

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

% Tested ELA School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.9	99.9					
Male	100	100					
Female	99.8	99.7					
White	99.7	100					
African-American	100	100					
Asian/Pacific Islander	N/A	N/A					
Hispanic	100	99.1					
American Indian/Alaskan	N/A	N/A					
Disabled	100	100					
Limited English Proficient	100	98.6					
Subsidized Meals	100	99.8					

% Tested ELA District Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.9	100					
Male	99.9	100					
Female	99.9	99.9					
White	99.9	100					
African-American	99.8	100					
Asian/Pacific Islander	99.8	100					
Hispanic	99.9	99.9					
American Indian/Alaskan	100.0	100					
Disabled	99.2	99.9					
Limited English Proficient	99.8	99.9					
Subsidized Meals	99.8	99.9					

% Tested Math School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99	100					
Male	100	100					
Female	99.8	100					
White	99.7	100					
African-American	100	100					
Asian/Pacific Islander	N/A	N/A					

Hispanic	100	100					
American Indian/Alaskan	N/A	N/A					
Disabled	100	100					
Limited English Proficient	100	100					
Subsidized Meals	100	100					

% Tested Math District – Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	99.9					
Male	99.9	99.9					
Female	100.0	100					
White	100.0	99.9					
African-American	99.9	99.9					
Asian/Pacific Islander	100.0	100					
Hispanic	99.9	100					
American Indian/Alaskan	100.0	100					
Disabled	99.8	99.9					
Limited English Proficient	99.9	100					
Subsidized Meals	99.9	99.9					

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

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (SCPASS) from 62.9% in 2012 to 75.9% in 2018.

ANNUAL OBJECTIVE: Increase by 3 percentage point(s) annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (SCPASS).

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	68.9	71.9	74.9	75.9	80.9
School Actual	62.9	65					
District Projected	X	X	76.9	77.9	78.9	79.9	80.9
District Actual	75.9	77					

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

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

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

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

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

Science – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	617.1	619.2					
Male	620.8	621.5					
Female	612.0	615.8					
White	644.2	644.5					
African-American	593.2	601.2					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	609.5					
American Indian/Alaskan	N/A	N/A					
Disabled	559.2	557.4					
Limited English Proficient	601.6	597.2					
Subsidized Meals	597.0	601.1					

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

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

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (SCPASS) from 54.5% in 2012 to 72.5% in 2018.

ANNUAL OBJECTIVE: Increase by 3 percentage point(s) annually students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (SCPASS).

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	60.5	63.5	66.5	69.5	72.5
School Actual	54.5	64.5					
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9	79.6					

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

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

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

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

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

Social Studies – Hughes Academy	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	626.4	623.1					
Male	632.1	628.0					
Female	619.5	616.9					
White	647.0	648.0					
African-American	605.1	604.5					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	619.3					
American Indian/Alaskan	N/A	N/A					
Disabled	574.2	570.0					
Limited English Proficient	622.1	614.5					
Subsidized Meals	608.5	604.4					

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

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

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation
1. School-Wide focus on reading informational text	On-going	All Staff	None	None	Increase of SCPASS Scores
2. Use text interaction symbols to aid in reading informational text	Review progress yearly	Classroom teachers and Instructional Coach	None	None	Increase of SCPASS Scores
3. Weekly Professional Learning Communities focused on student strategies for success	On-going	Classroom teachers Instructional Coach	None	None	Records of implementation in lesson plans
4. **Research options for technology and curriculum to assist in improving student writing and math** **Train all teachers in methods** **Implement strategies**	Ongoing	Math, Language Arts, Science, and Social Studies Department Chairpersons Instructional	None		Records of in-service and evidence in lesson plans that technology has been integrated Team logs

across disciplines • **Eliminate cross teaming** • **Continue team planning**		coach			
5. **Assure that higher level questions are implemented in content areas**	Ongoing	All Staff	None	None	Questions submitted to the rigor team for assessment

NOTE: **"Learning Focused Strategies" are based on research of 90/90/90 schools.**

     MAP testing program has been aligned with SC state standards and will be aligned with common core.

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Teachers in our school will maintain highly qualified status as evidenced by national standards.

ANNUAL OBJECTIVE: Teachers in our school will maintain highly qualified status as evidenced by national standards.

DATA SOURCE(S): Teacher certification – position control

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Projected	x	x					
Actual	99.3	100	100	100	100	100	100

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
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	IC	0	N/A	Professional Development portal printout
3. Develop professional learning communities and critical friends groups.	Ongoing	Administration	0	N/A	Agendas and Minutes
4. Make teachers aware of courses being offered to assist in maintaining highly qualified status	Ongoing	Instructional Coach	None	None	Maintain a list of available courses
5. Assist teachers in enrollment in Praxis exam and provide study objectives	Ongoing	Instructional Coach	None	None	Copies of correspondence with teachers
6. Provide instructional leadership	Ongoing	Instructional Coach and	None	None	Professional development

professional development for administrative team to help new teachers increase effectiveness in the classroom		other district personnel			packets

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

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

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

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

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

	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					
District Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
District Actual	0.5%	0.6					

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 83.1% in 2012 to 89.1% by 2018.

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	85.1	86.1	87.1	88.1	89.1
School Actual	83.1	72.5					
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*						

SDE has not yet provided GCS with the District's Parent Survey results. Info is from 10-11.

☐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					
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES/MS)	83.8						

☐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 _____% 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	83.5	88.5	93.5	98.5	100
School Actual	73.5	N/A					
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0						

☐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	80.3	85.3	90.5	95.5	100
School Actual	70.3	64.7					
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5						

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

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	86.5	91.5	96.5	100	100
School Actual	76.5	69.5					
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9						

☐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 5 percentage point(s) annually teachers who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92.4	97.4	100	100	100
School Actual	82.4	N/A					
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9						

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation
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**	Ongoing	Guidance/Magnet Coordinator	None	Magnet	Surveys from 6th graders about their first day experiences.

the new school year. **Survey students on their** **feelings about the first** **days of school.** **Provide shadowing** **opportunities for new** **magnet students.**					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** • **Team newsletters** • **Teacher websites** • **Homework Hotline**	Ongoing	All Staff	None	None	Newsletters and websites