Hollis Academy

Caring for children today…Creating leaders for tomorrow

School Portfolio

Hollis Academy
Mr. Miki Golden, Jr., Principal

Greenville County Schools
Mr. W. Burke Roster, Superintendent

Scope of Action Plan: 2013-14 through 2017-18

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

SCHOOL: Hollis Academy

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

Brandi Massey		
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Mr. Miki Golden, Jr.		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOLADDRESS: 200 Goodrich Street, Greenville, SC 29611
SCHOOL'S TELEPHONE: (864) 355-4800
PRINCIPAL'S E-MAIL ADDRESS: mgolden@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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	Miki Golden Jr.
2. TEACHERS	Shiree Fowler
3. PARENT/GUARDIAN	Becky Ricks
4. COMMUNITY MEMBER	Rhonda Anthony
5. SCHOOL IMPROVEMENT COUNCIL	Brandi Massey

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

Position	Name
Assistant Principal	Maureen Heinbuch
Instructional Coach	Allison Bradley
Instructional Coach	Mindy Hubble
Community Member	Lisa Ramos
Title 1 Facilitator	Erin Downer
Parent	Emily Miller
Alexandra Koot	Guidance Counselor
Victoria Holt	Media Specialist
Lynne Murrell	Teacher
Michelle Dilley	Teacher
Sharon Hoyle	Teacher

***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.

__X___ **Academic Assistance, PreK–3**

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

__X___ **Academic Assistance, Grades 4–12**

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

__X__ **Parent Involvement**

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

__X___ **Staff Development**

The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

__X___ **Technology**

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

N/A___ **Innovation**

The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

__X___ **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of

school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

__X___ **Collaboration**

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

__X___ **Developmental Screening**

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

_____ **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.

__X___ **Developmentally Appropriate Curriculum for PreK–3**

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

__X__ **Parenting and Family Literacy**

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

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

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

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Introduction

Hollis Academy's School Portfolio was developed to document the changes and progress our school has made while working continuously to improve all areas of instruction, learning environment, and parent/community involvement. It also provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability. The plan is organized according to the standards set forth in Greenville County Schools Strategic Planning/Portfolio Checklist. It is an evolving document that describes Hollis Academy and includes evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The plan also describes how we build and utilize our overall school plan for the purpose of increasing student achievement—our ultimate outcome.

The principal and members of the Leadership Team are central to the success of our self-study process. The role of this team is to provide an organizational plan, guidance, and oversight of the self-study process. The Faculty Senate consists of representatives from all grade levels, related arts, and special education and serves as the portfolio committee which meets once a month. The role of this committee is to assist with evaluating our school's progress, reviewing current programs, researching future school programs and initiatives, and providing suggestions for continued improvement. The portfolio narrative was developed based on discussions and input from Faculty Senate, Curriculum Committees, community-based meetings (SIC, PTA), and whole group staff discussions as we worked to generate a document truly representative of Hollis.

Hollis Academy is dedicated to enhancing the social, emotional, and academic growth of every student. We stress the acceptance of differences and emphasize the unique value of each student. Our aim is to ensure a challenging curriculum with high expectations for all students.

Executive Summary

Student Achievement

Overall, Hollis has made significant gains in student test scores in the last 5 years by increasing the percentage of students scoring "Exemplary" and decreasing the percentage of students scoring "Not Met" in all areas of the curriculum. Our 2014 School Report Card shows an improvement on the School Growth rating from Average to Good. Writing continues to be an area of strength while science is an area of weakness. We continue to focus on higher achievement for all students with attention to continuing to close the achievement gap between white and African American students, as well as our students with limited English proficiency. Our students with disabilities are also a high priority in meeting their individual goals. In order to increase the academic achievement of students in all content areas, we will:

- Utilize formative assessments to guide instruction
- Continue to focus on and learn more about all components of Balanced Literacy
- Conduct a book study using *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become A Better Reader* by Jan Richardson
- Utilize the Title 1 Academic Math Specialist to plan instruction and create common assessments using the new SC State Standards
- Continue to implement and provide professional development on Number Talks
- Continue to enhance science instruction through the use of the science kits and Virtual Science Lab
- Integrate writing into science through science notebooks
- Continue to collect and analyze student academic data in order to adjust instruction to meet the needs of students

Teacher and Administrator Quality

Ensuring teacher and administrator quality is essential to improving student achievement. Professional development opportunities are provided annually at the school and district levels to increase teacher knowledge in research-based best practices for increasing student achievement. Workshops offered align with our district Education Plan and are based on our needs assessment and student data. The number of teachers with advanced degrees has increased over the past 5 years. Currently, 62% of our teachers hold advanced degrees and four teachers are Nationally Board Certified. Our growing enrollment has resulted in hiring more teachers new to the profession. Currently, 33% of our teachers have 5 or less years of teaching experience. Professional development focus areas include:

- Understanding the new SC State Standards
- Balanced Literacy Model
- Using technology to support teaching and learning
- Number Talks: Helping Children Build Mental Math and Computation Strategies
- Jan Richardson's *Next Steps in Guided Reading*
- Effectively using data for instructional planning
- Student Centered Classrooms

School Climate

Teachers, parents, and fifth grade students are surveyed annually and results are reported on the school report card issued by the state. Results from the 2013-14 survey indicate that teachers, students, and parents are satisfied with the learning environment at Hollis and feel safe while at school. However, only 79.5% of parents were satisfied with school-home relations. In order to increase this percentage, we will:

- Provide support in ELA and Math at home through parent involvement meetings
- Support parents who cannot attend parent events
- Show parents resources in the school and community
- Continue to hire a bi-lingual parent involvement coordinator

Significant Challenges:

- High Poverty Rate
- Transiency of students
- High number of students in our Subsidized Meal population
- Meeting the needs of Disabled students
- Kindergarten students entering school with limited literacy skills
- Increase of ESOL students
- Lack of Parent Involvement

Awards, Results, and Accomplishments:

- Arts Integration Grant-2013-14
- 2013-14 Title 1 Reward School for Performance
- 2012-13 Title 1 Reward School for Performance
- 2011-2012 SC Palmetto Silver Award Winner
- 2012-13 Greenville Music Club Grant-$1000.00
- 2010-14 Fresh Fruit and Vegetable Program
- 2010- District Math Olympiad 1st Place Team
- 2010-11 Safe Kids School Award
- 2010-11-Target Grant Winner
- 2010 PBIS School Banner Award
- State PTA Reflection Contest Winners
- Donor Choose Grant Recipients
- Virtual Science Lab
- Reading Intervention Program
- Reading Resource room with new leveled readers
- SMART Program
- Mental Health Counseling
- Academic Afterschool Tutoring
- Parent Curriculum Nights
- CATCH Program
- Balanced Literacy Training
- Parent Make/Take Training Workshops
- Hands-On Science Fun Day
- Celebrate the Arts Day
- Writing Day
- Career Day

School Profile

School Community

Hollis Academy is a Title I school located in the Judson Mill Community in Greenville, South Carolina. The history of Hollis Academy began with the establishment of the Parker School District by Mr. Laurence Peter Hollis. Mr. Hollis was instrumental as the superintendent of the school district, where he served from 1923-1951. After the Parker School District consolidated with the School District of Greenville County, Mr. Hollis continued to support public education and community involvement. Hollis Academy is named for Mr. L.P. Hollis and is proud to continue his tradition of excellence in education.

L.P. Hollis opened its doors in 1955. For the first thirty years, the school served both elementary and junior high school students. It was a community school as there were no buses, and almost all of the students who attended lived in the local communities. In 1986, Hollis began to serve only elementary school students. Ten years later, Hollis Elementary became a magnet school, offering students a rigorous scholastic curriculum on a modified year-round school calendar, and the name was changed to Hollis Academy. The new Hollis Academy building opened in 2002 and is capable of accommodating 1,000 students with 35 regular classrooms for kindergarten through fifth grade. In August of 2008, Hollis Academy returned to the traditional school calendar and began to offer single gender classes.

Our school motto is ***"Caring for children today…Creating leaders for tomorrow."*** An exemplary faculty and staff provides a safe, nurturing learning environment, supported by parents and the larger community. The mission of Hollis Academy is for students to become self-motivated problem solvers and lifelong learners. We serve 654 students in four-year-old Kindergarten through 5th grade. We are ethnically diverse with a student population consisting of 46% African American, 14% Caucasian, 34% Hispanic, and 6% from two or more races. Our school poverty index is 97.7%. We serve 186 students identified as limited in their English proficiency and have 95 students receiving special education services. Currently, 96% of Hollis students receive free or reduced meals.

School Leaders

Principal

Mr. Miki Golden, Jr. is the principal of Hollis Academy and has served us for 10 years. Prior to coming to Hollis, he was assistant principal at East North Street Academy and Sirrine Elementary. He has taught grades 2-5, and worked as a science lab teacher during his tenure as an educator. Mr. Golden graduated from Bob Jones University in 1984 with a BS in Elementary Education. He also attended Furman University and received a MA in Elementary Education in 1991 and a MA in School Leadership and Supervision from Furman University in 2002. As the instructional leader at Hollis Academy, Mr. Golden believes all students are capable of learning and achieving at high levels. He strives to provide teachers with professional opportunities to create optimum learning environments, ongoing data analysis, and implementation of sound research based strategies.

Assistant Principal

Mrs. Maureen Heinbuch, our Assistant Principal, is a graduate of Clemson University and has served at Hollis for 6 years. At Clemson she earned a Bachelor of Science Degree in Elementary Education, and completed her Masters in Administration and Supervision there as well.

The Principals, Instructional Team, Faculty Senate, Title 1 Committee, and School Improvement Council have been Hollis Academy's lead decision makers under the administration of principal, Miki Golden, Jr. Utilizing this leadership structure, Hollis Academy has seen significant growth in student achievement, morale, and teacher efficiency.

Our Facility

Features of the building include a science lab, computer lab, classrooms for art and music instruction, a multi-purpose room designed for a variety of physical education activities, a math resource room with manipulatives for teachers and students, a reading resource room with leveled readers, and a state of- the-art media center which includes a media production room. The cafeteria has a stage and seats 370 people for meals and 510 people for assemblies. A smaller dining room seats 25 people and can be used for special luncheons.

The main entrance creates a hub with a security door yielding restricted access to the main office suite and multi-purpose room. This system provides all-day protection and a sense of security for all teachers and staff, students, and visiting parents. The office suite accommodates a secretary, an attendance clerk, a mailroom, nurse facilities, book storage, and supply space, as well as an area for teachers to work. The facility also has separate bus and car drop-off areas, and designated group parking that includes privileged parking for our Teacher of the Year, Staff of the Month, and PBIS Teacher of the Week. Our grounds have an outdoor walking track and multiple playground areas.

All of our classrooms are self-contained. Eight kindergarten classrooms surround the covered kindergarten play area in a wing by itself. Two second grade classrooms and all third, fourth and fifth grade classrooms are located on the second floor and are accessible by an elevator. The remaining classrooms are located on the ground floor. All classrooms are equipped with Promethean Boards, wireless internet and laptops, ipads, and document cameras. A portable laptop cart is also available to all classes for technology integration.

Parent Involvement

One of the most important factors in school improvement is strengthening parent involvement in the education of our students. Parental involvement is encouraged through PTA membership, monthly parent meetings, Title 1 Planning committee, and the School Improvement Council (SIC). The Title I Facilitator and parent involvement coordinator plan workshops for parents to assist their children and promote success. Parents are notified of and invited to participate in school events through the school marquee located at the front of the building, a monthly newsletter, a school website, phone messages, teacher websites and teacher class newsletters. Parents are invited and encouraged to attend “Meet the Teacher Night”, Open House, Chorus Performances, Award’s Day, Reading and Math Nights, and our Spring Carnival. As a result of these parental involvement opportunities, Hollis remains a Red Carpet School, which welcomes parents into our school. The Red Carpet School Award is presented by the State Department of Education to recognize schools with outstanding family-friendly environments. Our red carpet is proudly displayed on the brick wall in the lobby.

School Improvement Council

The School Improvement Council is composed of administration, parents, teachers, and community representatives. The team's purpose is to work closely with the leadership at Hollis to promote student success.

Partnerships

Partnerships continue to play an essential role in tying the goals of our school with support from our neighboring business partners. Our partners provide ways to support learning through tutoring and donations of supplies.

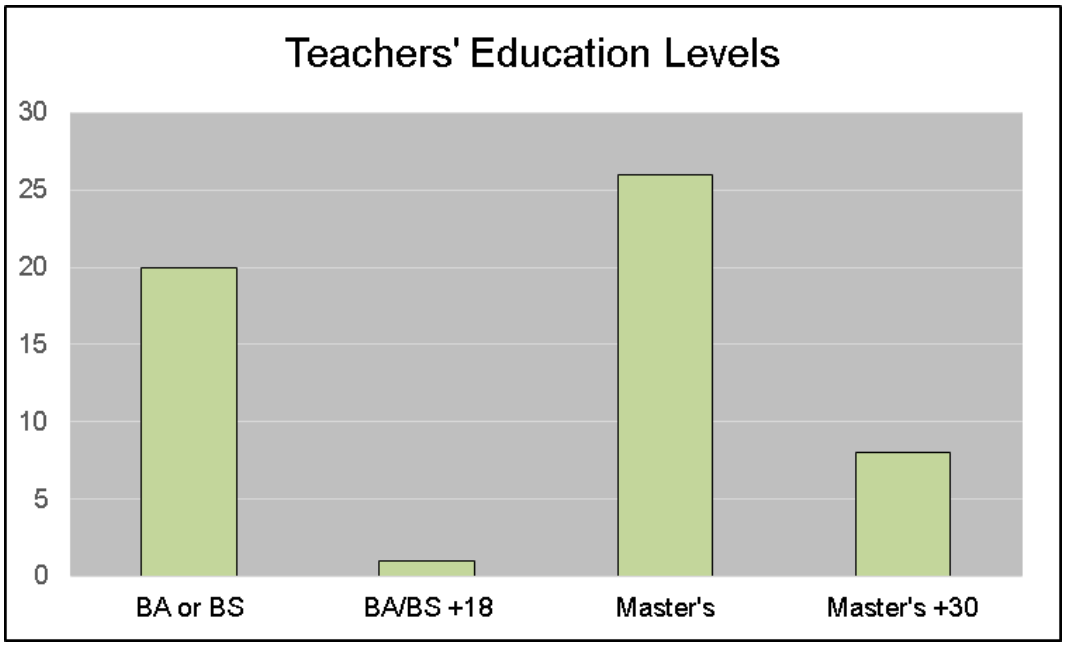
- First Presbyterian Church has played a vital role in strengthening the academic, health, and social needs of our students. Academic support includes reading buddies, tutors, scholarship money for student field trips, and donation of books and supplies during the school year as well as in the summer months. First Presbyterian assists with health needs through Back Pack Buddies, playground equipment, and character development lessons. Good News Club, Room Mothers, and class parties allow our students to interact socially in a positive climate.
    - Teacher Cadets from Greenville High School
    - Student Teachers from local colleges and universities
    - Public Education Partnerships provides our students with free books at the end of the school year
    - YMCA-Judson
    - Kiwanis Club-Terrific Kid prizes
    - United Way
    - Salvation Army-Boys' and Girls' Club
    - Greenville Mental Health
    - Publix
    - Safe Kids Upstate

School Personnel Data

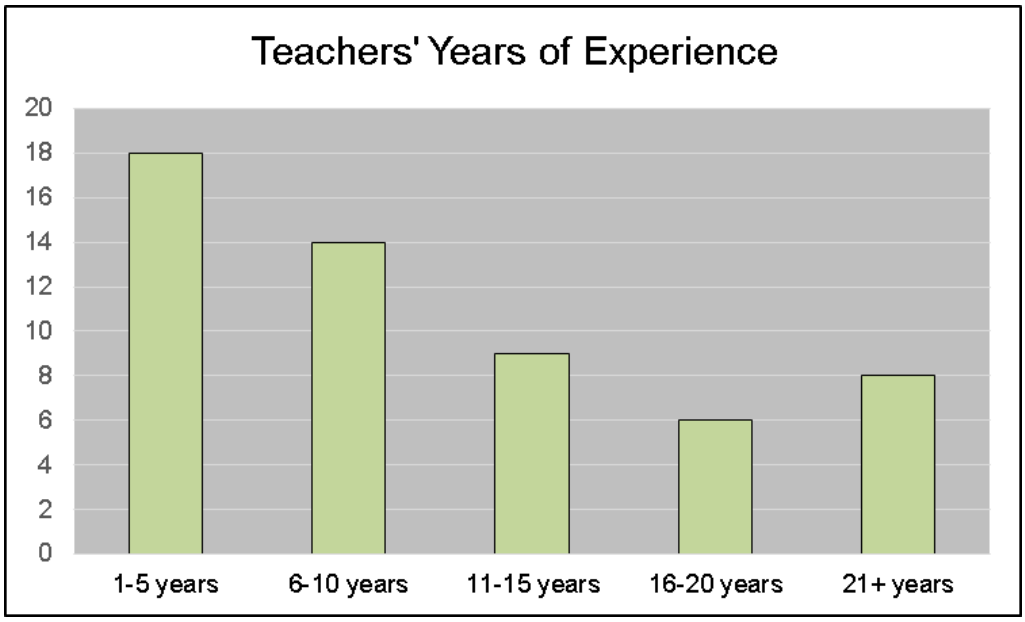
Hollis Academy is committed to having a high quality instructional team at all levels that is certified and highly qualified as defined by NCLB. Our faculty holds various degrees, honors, and years of experience. Teachers are encouraged to pursue higher education degrees. This is shown by the increase of teachers with advanced degrees over the past 5 years. Currently, 62% of our teachers hold advanced degrees and four teachers are Nationally Board Certified.

Our growing enrollment has resulted in hiring more teachers who are new to the profession. Currently, 33% of our teachers have 5 or less years of teaching experience.

2014-2015	
Education Level	**Number of Teachers**
BA or BS	20
BA/BS + 18	1
Master's Degree	26
Master's + 30	8
National Board Certified	4



2014-2015	
Years of Experience	**Number of Teachers**
1-5	18
6-10	14
11-15	9
16-20	6
21+	8



Professional Staff:

- 2 Administrators
- 2 Instructional Coaches
- 1 Title One Facilitator
- 38 Classroom Teachers
- 4 Related Arts Teachers
- 3 Resource Teachers
- Mental Health Counselor
- School Psychologist
- RTI Teacher
- Literacy Specialist
- Speech Teacher
- ESOL Teacher
- Guidance Teacher
- .3 Challenge Teacher
- Social Worker

Support Staff:

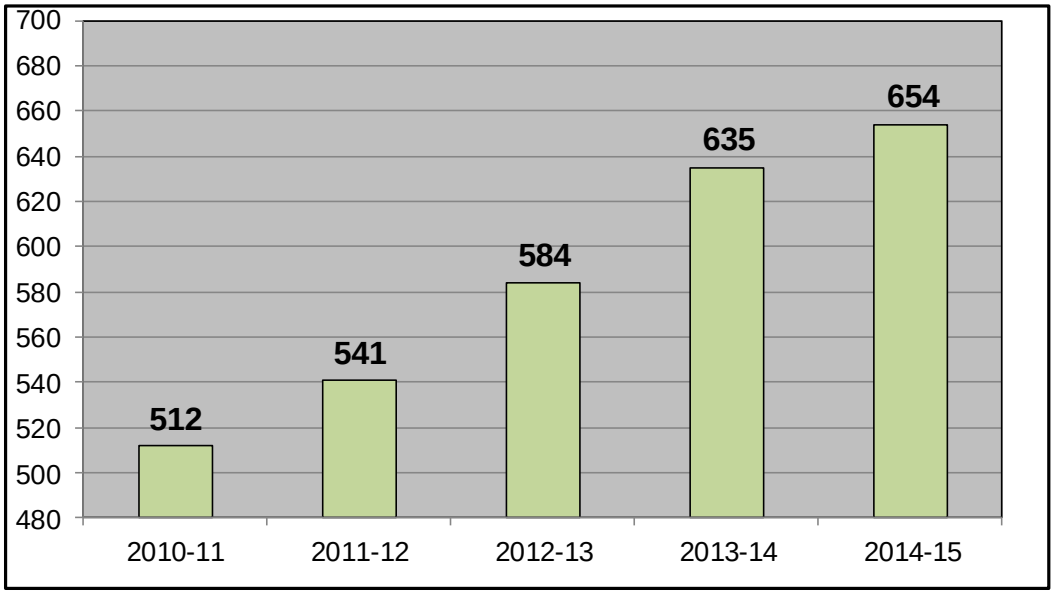
- 7 Paraprofessionals
- Title 1 Parent Coordinator
- School Secretary
- Attendance Clerk
- Plant Engineer
- Media Clerk
- School nurse
- Title 1 nurse
- Cafeteria Manager

The teachers and staff are committed to our community and school which is evident in the increase of percentage of teachers returning to Hollis and the high teacher attendance rate. Teachers strive to enhance teaching skills through professional development focusing on research-based best practices.

School Staff Source: SC School Report Cards	2009-10	2010-11	2011-12	2012-13	2013-14
Teachers with Advanced Degrees	45%	41.7%	42.5%	48.8%	48.9%
Teachers Returning from Previous Year	74.4%	79.2%	83.9%	84.4%	83.7%
Teachers Attendance Rate	97.7%	92.4%	96.4%	93.8%	95.8%
Professional Development Days/teacher	19	19.4	17.2	14.5	13.5
Continuing Contract Teachers	72.5%	91.7%	82.5%	68.3%	71.1%

Student Population

The student population at Hollis Academy has increased steadily over the last 5 years from 512 students to 654 students and is ethnically diverse.

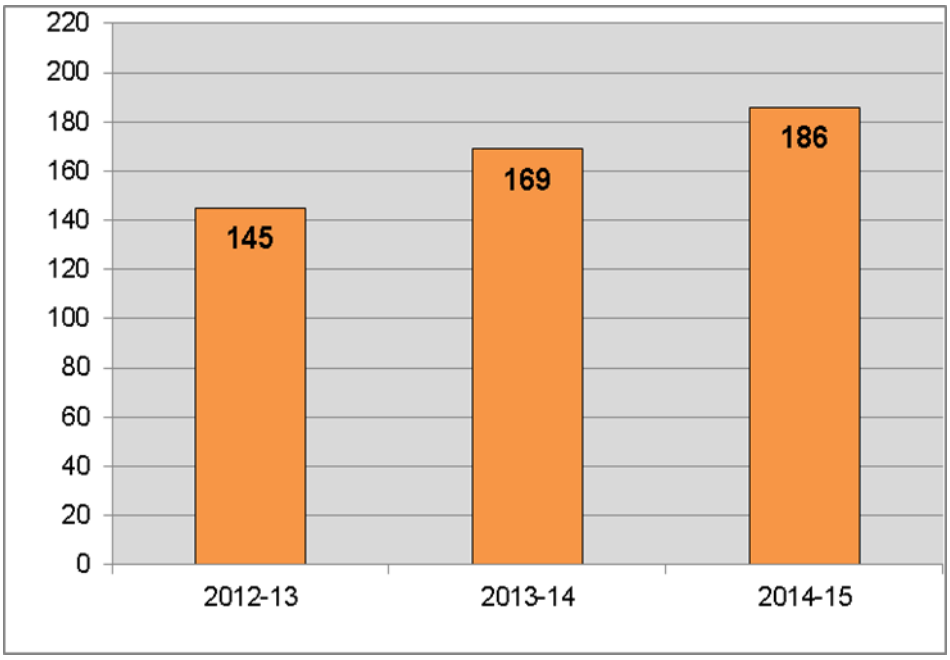


Student Ethnicity

Ethnicity Enrollment	2010-11	2011-12	2012-13	2013-14	2014-15
African-American	270	283	302	308	300
Hispanic	129	136	158	191	222
White	89	85	85	103	92
Other	24	37	39	33	38

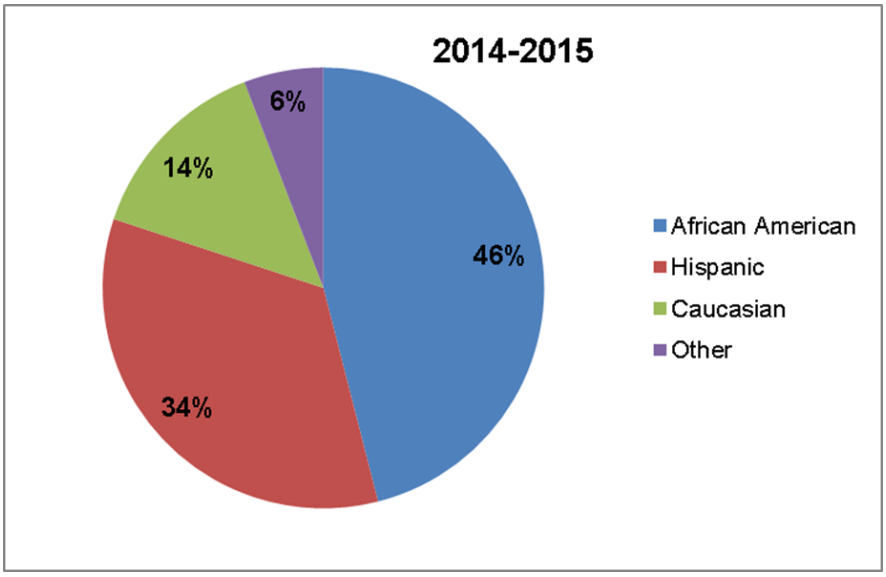
ESOL Students

The growing enrollment of Hispanic students has resulted in an increase of the number of students at Hollis receiving ESOL services over the last several years.



Student Ethnicity Percentages for Current Year

Current enrollment figures show the following ethnic distribution of students: 46% African American, 14% Caucasian, 34% Hispanic, and 6% from two or more races.



Student Population Data

- **Enrollment: 654 Students**
- **Poverty Index: 97.7%**
- **Subsidized Meals: 96%**
- **ESOL Program: 186 Students**
- **Special Education Students: 95**

Current Student Enrollment by Grade and Gender

Grade Level	# of Students	Male	Female
K4	20	11	9
Kindergarten	122	55	67
First Grade	132	66	66
Second Grade	116	55	61
Third Grade	85	46	39
Fourth Grade	105	56	49
Fifth Grade	74	50	24
Total	654	339	315

Due to our Title 1 funding, we are able to support reduced class size at grades 2-5. For 2014-15, eight teacher positions are provided by Title 1 funds. The student-teacher ratio varies by grade level, but is lower than the state and district requirements in each grade level.

School Report Card Data

Student attendance is encouraged through awards and school wide incentives. The students of Hollis have consistently met or exceeded the district's attendance goal of 96% over the last 4 years.

We have seen a decrease in the number of students eligible for Gifted and Talented and an increase in the number of students with disabilities.

Source: SC School Report Cards	2009-10	2010-11	2011-12	2012-13	2013-14
Student Attendance Rate	95.7%	96.2%	96.1%	96.0%	96.8%
Students Eligible for Gifted and Talented	4.4%	6.0%	N/AV	2.7%	2.5%
Student Retention Rate	1.8%	1.2%	1.3%	1.1%	1.6%
Students with Disabilities	8.4%	4.2%	N/AV	13.8%	14.9%

Academic and behavioral features/programs/initiatives

Hollis Academy focuses on a core curriculum aligned with State Standards and District Curriculum Maps. Instructional programs use research-based materials and resources to enhance the curriculum. Teachers supplement instruction with curriculum units that are standards-driven and based on Learning-Focused and Single-Gender strategies.

Balanced Literacy

Balanced Literacy is a framework designed to help all students learn to read and write effectively. The program stands firmly on the premise that all students can learn to read and write. This balance between reading and writing allows students to receive the individualized teaching appropriate to their strengths and needs in literacy. Balanced Literacy is a model for teaching children in a student-centered classroom, based on the research of Marie Clay, Irene Fountas, and Gay Su

Pinnell. Balanced Literacy classrooms focus on different types of reading experiences: read-aloud, shared reading, guided reading, reading conferences, and independent reading. The types of writing experiences include shared writing, interactive writing, guided writing, writing conferences and independent writing. Additionally, during many daily reading and writing experiences, students are engaged in word study. Listening and speaking are also emphasized in this integrated language approach. Differentiated Instruction accommodates the needs of different reading ability levels and learning styles within the classroom.

Single-Gender Program

Hollis began a single-gender program in 2008-2009. Recent brain research shows that there are important differences between boys and girls that impact the way each learns. Research also shows that Single-Gender classrooms increase students' ability to learn. Our students will learn the same content and standards, but will learn it in different ways. Hollis provides classes with all boys and all girls at each grade level in grades K-5, as we continue to focus on providing the best and innovative education opportunities for our students.

Learning-Focused Program

This program is based on research from The Leadership and Learning Center on exemplary practices used in 90/90/90 schools, those in which 90% are eligible for free/reduced lunch, 90% are ethnic minorities, and 90% or more students are passing state tests. Hollis teachers are implementing this program and are using the Learning Focused units provided on the district website. The training that provides a framework for thinking about, planning, and delivering instruction using these exemplary practices with a focus on learning.

Technology Integration

All of our classrooms are equipped with Promethean Boards, wireless internet and laptops, ipads, and document cameras. Many classrooms have sets of ActivExpressions and ActiVotes to be used in conjunction with the ActivInspire software and Promethean Boards. A portable laptop cart is also available to all classes for technology integration. Hollis Academy also has a computer lab with 30 computers that is used by all students at least once a week. To enhance

teaching and learning through technology, Title 1 funds allow our school to purchase student licenses for Starfall, Brainpop, and RAZ kids.

Raz-Kids is an online program developed to make reading easier and more fun for students by engaging them with animation and sound effects as they listen to fluent reading and take quizzes on what they read. Teachers can assess particular reading skills with online assessments. Students earn stars for reading and quiz activity to spend equipping their own Raz Rocket. A classroom management system gives teachers access to several detailed class and individual student reports so they can monitor students' reading and comprehension progress. Parent access to their child's report encourages participation between home and school as students improve their reading skills and advance through reading levels.

Our students also utilize Compass Learning Odyssey in the classroom and in the computer lab. The learning activities of the Compass Learning Odyssey program are engaging and enhanced with grade-appropriate content, animations, and audio and video instruction. The program also provides standards-aligned content, research-based curriculum, individualized learning and differentiated instruction, and dynamic management and assessment tools. The interactive content fosters an interest in learning, while helping students, educators, and parents in the ongoing pursuit of higher achievement.

Response to Intervention (RTI)

RTI is a method of academic intervention to provide early, systematic assistance to children who are having difficulty learning to read. RTI seeks to prevent academic failure through early intervention, frequent progress monitoring, and increasingly intensive research-based instructional interventions. Reading tools and strategies are taught so children can become independent and successful readers on or above grade level. A school-wide screening is done three times a year to qualify kindergarten and first grade students for the program.

Reading Recovery

Reading Recovery is a research-based, short-term intervention of one-to-one teaching for the lowest-achieving first graders. Reading Recovery students receive 30-minute lessons each day for 12 to 20 weeks from a specially trained teacher.

As soon as students can read and write at grade level and demonstrate that they can continue to achieve, their lessons are discontinued and new students receive individual instruction.

Assistance Team

Students who experience difficulties after receiving interventions may be referred to the Assistance Team (A-Team), which includes the classroom teacher, the parents, assistant principal, the A-Team Coordinator, and the School Psychologist. This team identifies additional interventions designed to assist the student with achievement in the content area of need. If data indicates the student did not respond to the interventions, a referral for formal testing may occur.

Guidance Services

Our guidance teacher offers a comprehensible developmental program to all students bi-monthly focusing on character education and life skills. In addition, small group and individual counseling are available to students as needed. Our school also has a full time Mental Health Counselor as well as a Social Worker to serve our students and families.

Related Arts

The curriculum is enriched with related arts classes in physical education, art, and music. The Related Arts team collaborates with classroom teachers to incorporate grade level content and vocabulary into their classes as often as possible. Kindergarten through third grade students are scheduled for the media center once a week for lessons. Fourth and fifth grade students have access to the media center for research and lessons. All classes have access to the computer lab at least once a week.

ESOL (English Speakers of Other Languages)

Hollis has one ESOL teacher who helps students grow in their language acquisition through small group lessons for Kindergarten through second grade students. The inclusion model is used to support students in grades 3-5. This program has been vital in sustaining the progress and achievements of our ESOL students.

Afterschool Smart Program

Hollis offers a low cost afterschool program for our students. This program provides supervised childcare and homework assistance from September through May from 2:30-5:30. The program supports students who need academic assistance and is sponsored by the Salvation Army Boys and Girls Club at the Kroc Center. Students have a structured daily schedule of a hot meal, homework, outdoor activities, creative playtime, snack, and games.

School-wide Academic Vocabulary Focus

Hollis implemented a school-wide vocabulary program based on Marzano's research. Students are introduced to vocabulary terms weekly. Academic Bees are held for each grade level incorporating words from all of the lists.

Every Day Counts Calendar Math

This is daily, supplementary math instruction. It consists of a bulletin board display that includes a calendar, counting tape to count the days of school, and other elements, such as clocks, coin counters, and graphs that reinforce and introduce students to mathematical connections. Students from Kindergarten to fifth grade are given opportunities to analyze data, perceive patterns, and explore mathematical relationships. This program was influenced by educators who contributed equally to varied sections of the program. The mathematical activities involve strong student interactions that are reinforced daily. Even though the activities of each grade level become progressively more challenging, the program basically offers daily review of place value, time, measurement, money, mental math, geometry, estimation, and graphing.

School Committees

All teachers serve on one of the school's five committees- Math, ELA, Science, Social Studies, and Arts integration. The committees meet monthly representing the entire faculty in decision making and problem solving for the school. Discussions center on curriculum, instruction, assessment, and data.

Additional Activities

- Academic Bees
- Virtual and Off-Site Field Trips
- Family Math and Reading Nights
- Black History Bowl
- Safety Patrols
- Chorus Program
- Recorder Club
- After School Tutoring
- Title 1 Summer Program
- Girl Scouts
- Good News Club

Classroom Discipline/Learning Climate

PBIS

Our administration, faculty, and staff follow a positive and constructive approach to discipline and work toward maintaining this positive learning climate. Classroom rules are regularly discussed and student discipline is the responsibility of all staff members. Our primary goal is to develop positive social behavior. Students have many opportunities for recognition of good behavior, including "Terrific Kids" assemblies. Hollis Academy implements the school-wide behavior incentive program called the Positive Behavior Intervention System (PBIS). Our purpose is to make positive behavior so inviting and rewarding that all students will want to participate. This positive outlook will help us achieve our goals, as well as help prepare our students for the future. The following descriptions identify our program incentives.

Individual Incentives: Bone Cards

When students are caught being responsible, respectful, or ready in any area of the school, they can be given a bone card. Any member of the Hollis staff may issue a bone card. The issuer should fill in the following information on the card: issuer's name, student's name, and expectation displayed. The bones are cumulative and every student has a chance to earn each prize. Once students meet the benchmarks they will be awarded the following prizes:

Every 10 bones = Weekly Prize
Every 25 bones = Lunch at the Husky Den (on the stage) with a buddy
Every 50 bones = Positive Statement Bracelet
Every 70 bones = Hollis Husky Dog tag
Every 100 bones = Positive Behavior Student T-Shirt

Once cards have been traded in for prizes the cards will be placed in a drawing. The drawing will be held at the end of each week. The cards will be used to draw for a teacher/issuer winner. The teacher will receive a special prize (ex: jean day, duty-free lunch, special parking space).

Bones will be displayed in the classroom using a doghouse pocket chart until the student chooses to trade them in for prizes.

Class Incentives: Hollis Huskies

When an entire class is caught being responsible, respectful, or ready in any area of the school, they can be given a Hollis Husky. The issuer should fill in the following information on the card; issuer's name, teacher's name, and expectation displayed.

After the teacher shares news of the Husky with the class, it will be placed in the doghouse in a designated location. The number of Huskies accumulated by each class will be tracked and displayed on a dog race display on the main floor hallway. One Husky will be added to the class sled for every ten Huskies that are accumulated.

Hollis Academy Code of Conduct

1) (T) I am responsible for myself, my actions, and my choices.
2) (H) I always come prepared to learn.
3) (I) I will respect everyone in our school with my speech and actions.
4) (N) I will follow directions politely the first time they are given.
5) (K) I will keep my hands, feet, and all objects to myself.

Hollis PBIS Matrix

	Responsible	Respectful	Ready
Bathrooms	• Keep the mirror, sink, toilet, and floor clean	• Allow others privacy	• Use the bathroom only when necessary
Hallway/ Stairwell	• Walk quietly on the right side • Take one step at a time • Walk with one hand on rail in the stairwell.	• Speak only when given permission • Greet others silently with a wave • Keep hands, feet, and all objects to yourself	• Walk facing forward • Walk/stand in the 2nd tile from the wall
Cafeteria	• Walk in a line • Clean up after yourself (Place trays in the service window) (Pick up garbage and clean up spills) • Stand quietly behind your seat at lunch until directed by the teacher to sit down	• Greet & thank the staff • Silent during breakfast • Use inside voice during lunch • Keep your hands, feet and all objects to yourself	• Give lunch order • Get milk and utensils • Follow exiting procedures given by the teacher • Remain silent in the lunch line
Bus	• Board & exit safely • Sit where told • Walk in front of the bus (When Exiting)	• Greet bus driver • Use inside voice • Keep hands, feet, and all objects to yourself	• Keep aisle clear • Remain seated at all times • Be prepared to board and exit the bus at the appropriate time
ArrivalArea	• Enter at the appropriate door • Walk directly to your holding area after breakfast	• Greet others silently with a wave • Follow directions of safety patrols and teachers	• Arrive between 7:15 & 7:55 • Arrive before 7:40 to eat breakfast
Playground	• Use playground equipment as it was intended • Bring in all items taken outside	• Take turns & include everyone • Keeps hands, feet and all objects to yourself	• When whistle blows stop, look & listen to your teacher • Stay focused & participate in organized activities • Line up when the teacher signals
Dismissal Area	• Gather all needed items from the classroom before go to holding area • Walk directly to your holding area • Sit silently in your holding area • Exit through the appropriate door	• Follow directions of safety patrols and teachers	• Come when your name or class is called the first time

Mission, Vision, and Beliefs

Our Mission

The mission of Hollis Academy is for students to be self-motivated problem solvers and lifelong learners who demonstrate mastery of all grade level standards. An exemplary faculty and staff will provide a safe, nurturing learning environment supported by parents and the larger community.

Goals:

- To improve student achievement
- To improve school climate
- To continue positive partnerships between the school and business community
- To improve overall student and teacher attendance

Vision

The vision of Hollis Academy is:

- All children will be exposed to a well-established curriculum that encompasses ongoing assessments that guide instruction.
- Students will learn in a safe, friendly, and nurturing environment where they feel welcome and eager to learn.
- The curriculum will be adapted to guide instruction, based on scientific research, and strategically planned.
- Faculty and staff will be trained on an ongoing basis to establish continuity of instruction throughout the school.
- Hollis Academy will address instruction in a hands-on, creative, and captivating approach.

Beliefs

We believe that all students can learn, and can reach their potential through research-based instructional strategies. In a culturally diverse environment, we must share our differences, as well as respect and encourage one another.

We believe:

- All students succeed when expectations are appropriately high.
- All students learn in different ways and at different rates. Instructional activities must take into account different learning styles.
- Parents, teachers, and the community must work cooperatively to ensure the success of all children.
- Education is a shared responsibility of students, parents, teachers, and administrators.
- All students benefit from community, health, and human services.
- Cultural diversity increases student understanding of different cultures.
- A safe and comfortable environment promotes student learning.
- Early childhood education provides a foundation for future school success.
- Exceptional children are unique, require special services and resources, and should be included with non-disabled students according to their individual strengths.
- A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.

Data Analysis and Needs Assessment

Student Achievement

ESEA/ Federal Accountability Grade

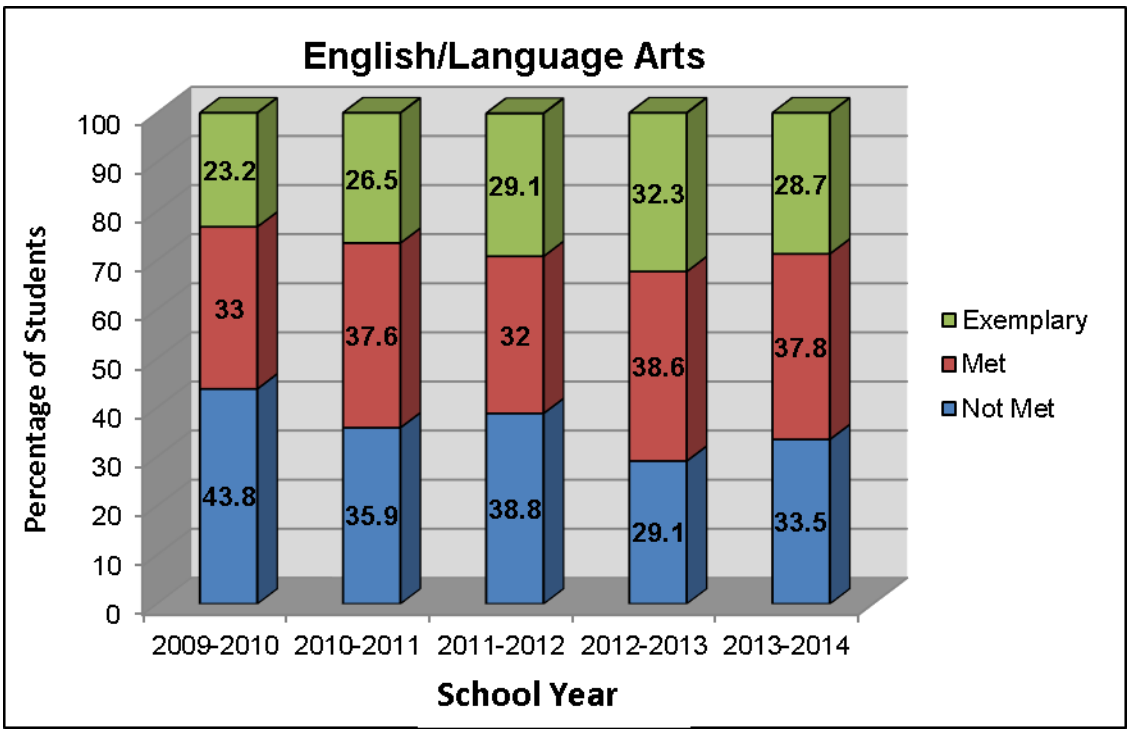
Year	Percentage	Letter Grade
2014	76.4	C
2013	96.8	A
2012	86.2	B

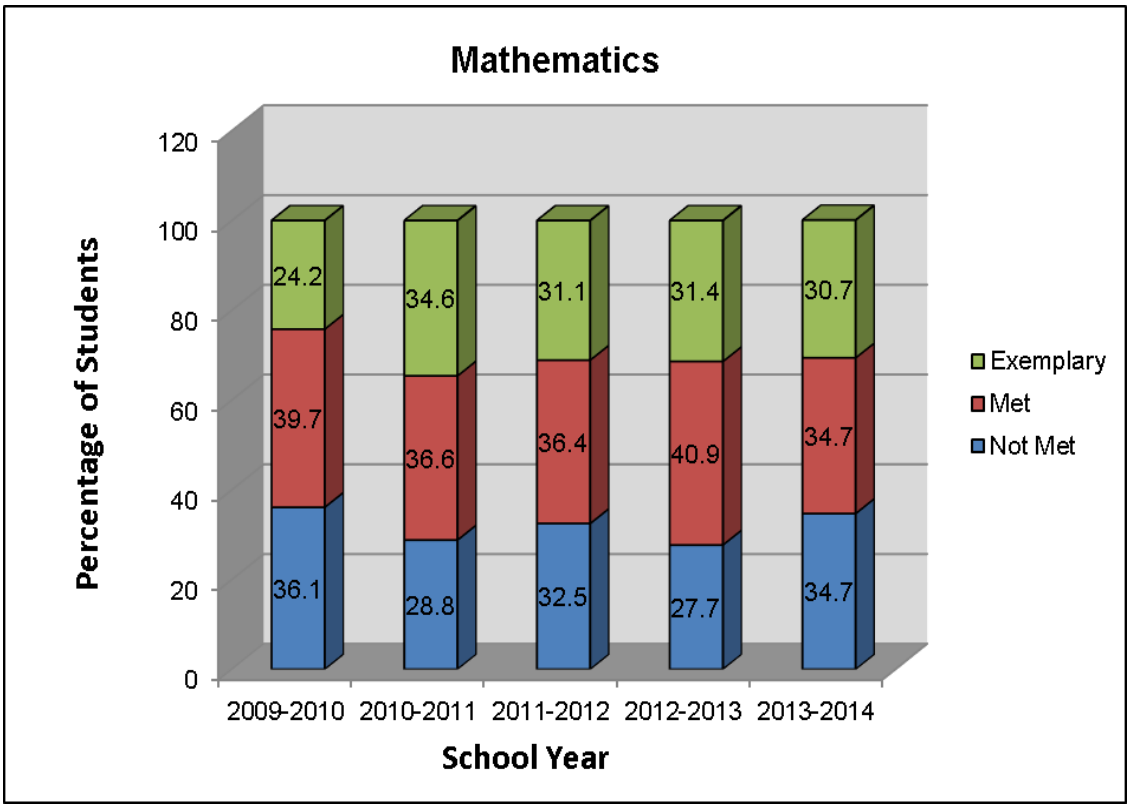
South Carolina Annual School Report Card

Year	Absolute Rating	Growth Rating
2014	Average	Good
2013	Average	Average
2012	Average	Average
2011	Average	Average
2010	Below Average	Average

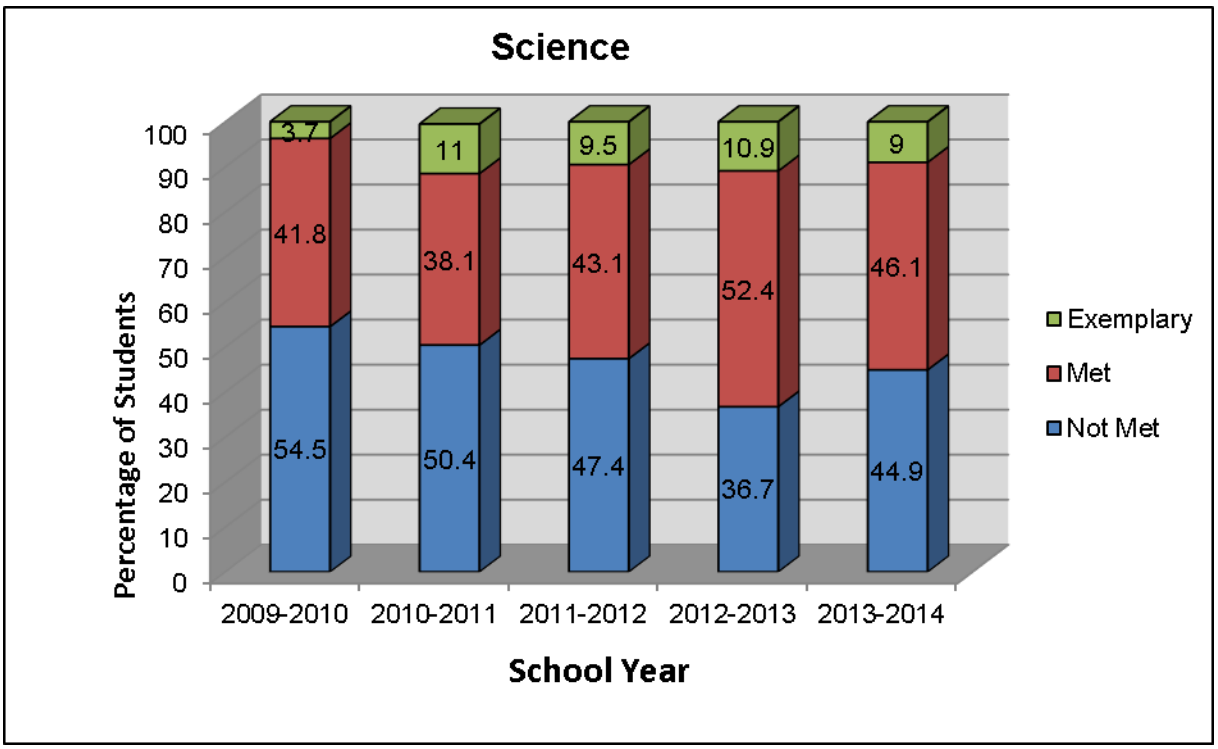
- **2013-14 Title 1 Reward School for Performance**
- **2012-13 Title 1 Reward School for Performance**
- **2011-2012 SC Palmetto Silver Award Winner**

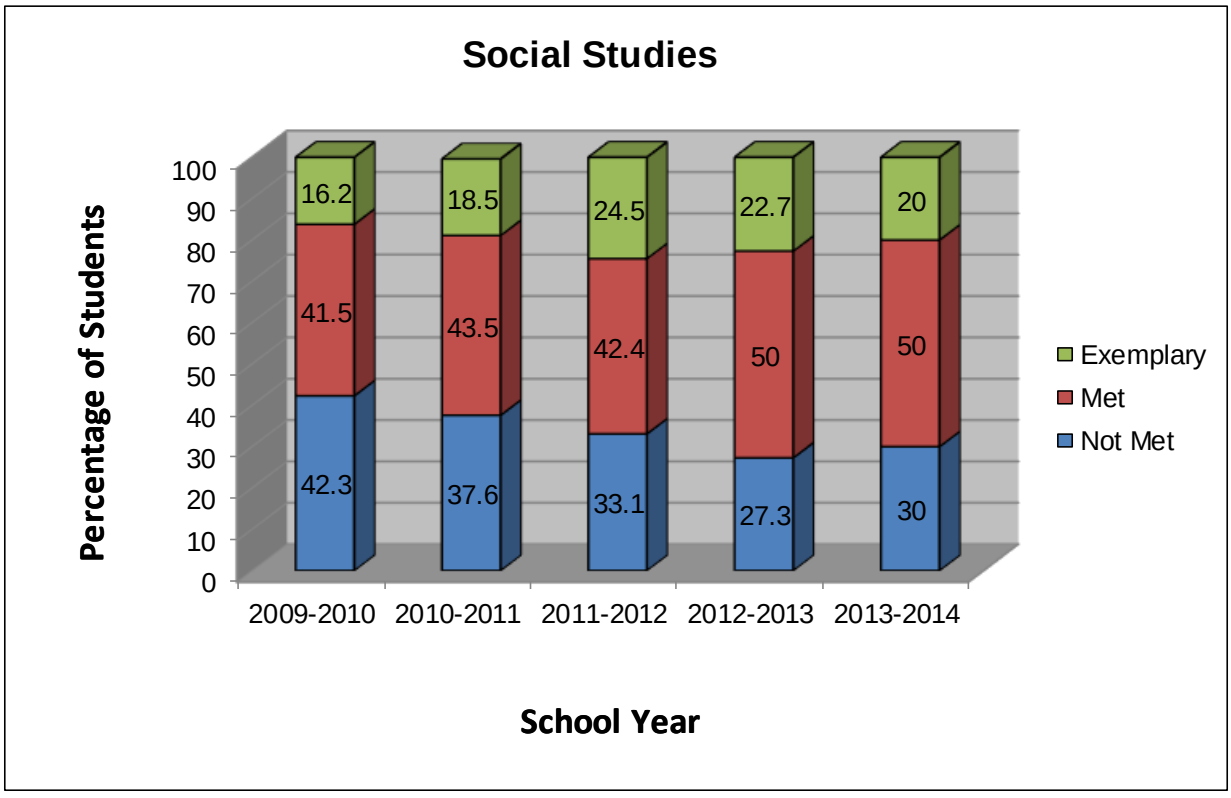
PASS Performance Levels for All Students



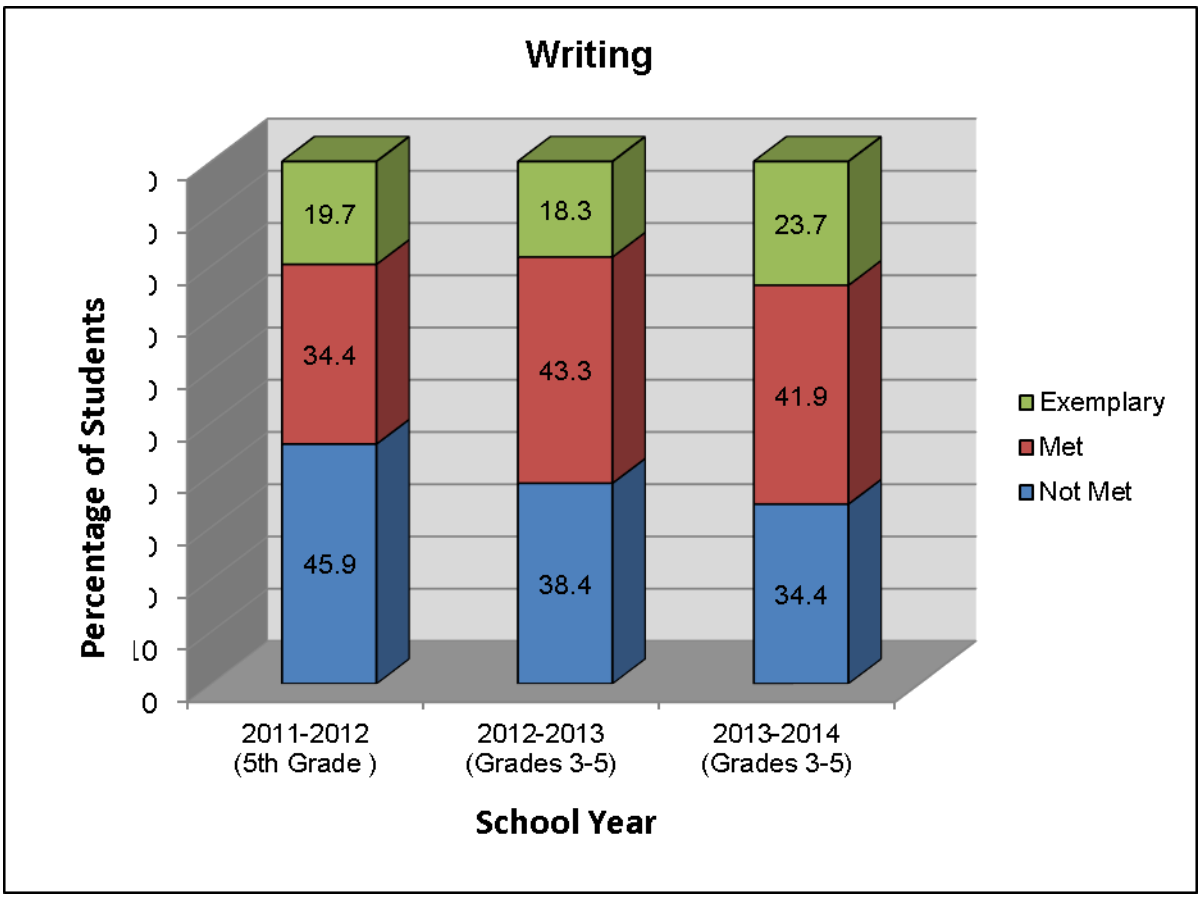


PASS Performance Levels for All Students





PASS Performance Levels for All Students



Student Achievement Summary

Overall, Hollis has made significant gains in student test scores in the last 5 years by increasing the percentage of students scoring "Exemplary" and decreasing the percentage of students scoring "Not Met" in all areas of the curriculum.

2014 PASS Results

- The percentage of all students scoring exemplary on writing increased from 18.3% to 23.7%.
- The percentage of all students scoring not met increased in ELA, Math, Science, and ELA.
- The percentage of all students scoring met was maintained at 50% in Social Studies.

PASS ELA Performance By Group- ESEA/Federal Accountability

	2012 Mean Scale Score	2013 Mean Scale Score	2014 Mean Scale Score
All Students	638.8	647.0	622.8
Male	637.7	642.2	614.9
Female	640.1	653.2	632.7
White	667.1	660.1	632.8
African American	634.2	645.1	620.1
Hispanic	633.1	644.6	623.3
Disabled	590	N/A	592.3
Limited English Proficient	633.7	642.0	622.6
Subsidized Meals	637.8	646.4	622.4
Annual Measureable Objective	630	635	640

PASS Math Performance By Group- ESEA/Federal Accountability

	2012 Mean Scale Score	2013 Mean Scale Score	2014 Mean Scale Score
All Students	641.8	645.6	628.2
Male	647.7	640.8	622.5
Female	635.2	652.0	635.2
White	663.5	652.3	647.4
African American	633.3	639.9	618.7
Hispanic	647.8	652.8	635.5
Disabled	585.8	N/A	593.8
Limited English Proficient	647.4	652.3	633.3
Subsidized Meals	640.3	644.9	627.7
Annual Measureable Objective	630	635	640

PASS Science Performance By Group- ESEA/Federal Accountability

	2012 Mean Scale Score	2013 Mean Scale Score	2014 Mean Scale Score
All Students	604	610.6	610.4
Male	610.4	606.0	609.1
Female	597.7	617.0	612.5
White	636.4	638.8	N/A
African American	595.9	602.4	601.9
Hispanic	599.9	611.1	614.5
Disabled	571.5	N/A	578.3
Limited English Proficient	598	610.4	611.8
Subsidized Meals	602.4	609.8	610.1
Annual Measureable Objective	630	635	640

PASS SS Performance By Group- ESEA/Federal Accountability

	2012 Mean Scale Score	2013 Mean Scale Score	2014 Mean Scale Score
All Students	623.4	628.4	625.5
Male	628.3	624.0	624.3
Female	617.3	633.6	626.9
White	643.2	650.5	N/A
African American	618.4	619.2	621.7
Hispanic	625.3	636.1	627.5
Disabled	580.8	N/A	610.7
Limited English Proficient	624.9	634.9	629.3
Subsidized Meals	622.8	627.6	625.0
Annual Measureable Objective	630	635	640

PASS 2014 Performance By Group- ESEA Federal Accountibility						
All Subgroups	**ELA Mean**	**Math Mean**	**Science Mean**	**SS Mean**	**ELA % Tested**	**Math % Tested**
All Students	**622.8**	**628.2**	**610.4**	**625.5**	**100.0**	**100.0**
Male	**614.9**	**622.5**	**609.1**	**624.3**	**100.0**	**100.0**
Female	**632.7**	**635.2**	**612.5**	**626.9**	**100.0**	**100.0**
White	**632.8**	**647.4**	**N/A**	**N/A**	**100.0**	**100.0**
African American	**620.1**	**618.7**	**601.9**	**621.7**	**100.0**	**100.0**
Hispanic	**623.3**	**635.5**	**614.5**	**627.5**	**100.0**	**100.0**
Disabled	**592.3**	**593.8**	**578.3**	**610.7**	**100.0**	**100.0**
Limited English Proficient	**622.6**	**633.3**	**611.8**	**629.3**	**100.0**	**100.0**
Subsidized Meals	**622.4**	**627.7**	**610.1**	**625.0**	**100.0**	**100.0**
Annual Measureable Objective	**640**	**640**	**640**	**640**	**95.0**	**95.0**

Annual Measurable Objectives (AMO)

- PASS Mean scores were below the projected mean performance for All Students and all subgroups in ELA, Science, and SS.
- PASS Mean Scores were below the projected mean performance for All Students, Male, Female, African American, Disabled, LEP, and Subsidized Meals in Math.
- PASS Mean Scores were above the projected mean scale performance for White students in Math.
- 100% of students in all subgroups were tested in ELA and Math.
- Science was the area showing the lowest achievement.
- Math mean scores were higher than other subjects for all subgroups except for Male, African American, and LEP.

We continue to focus on higher achievement for all students with attention to continuing to close the achievement gap between white and African American students, as well as our students with disabilities. Although progress has been made, the performance of our Disabled students continues the trend of being our lowest performing group.

ITBS

The Iowa Test of Basic Skills is administered to all 2nd graders each year. The results of this test are used to determine student gifted/talented eligibility. In fall 2014, students began taking a new form of ITBS. The components of the new form include Reading Comprehension and Mathematics Concepts.

Percentile Rank of Average SS: National Student Norms

Subtest	2010	2011	2012	2013	2014
Reading Comprehension	47	42	44	48	44
Mathematics Concepts	43	35	28	29	38
Mathematics Problems	43	34	30	34	N/A

The district goal is to annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

- The second graders at Hollis have fallen below the national norm of the 50th percentile in each subtest for the past 5 years.
- There was an increase in Mathematical Concepts from 2013 to 2014 from 29th percentile to 38th percentile.

Teacher and Administrator Quality

Hollis Academy is committed to having a high quality instructional team that is certified and highly qualified as defined by NCLB. In order to improve student achievement, our school and district adheres to the following guidelines concerning teachers and administrators:

- Hire highly qualified personnel
- Provide mentors for first year teachers
- Provide on-going professional development opportunities
- Evaluate personnel according to state and district guidelines

All teachers must obtain 24 hours or more of professional development yearly with a minimum of 12 hours offered at the school level. Professional development days are provided to assist teachers in achieving their personal professional growth plan and to enhance delivery of instruction.

Our professional development plan is linked to action plan strategies, addresses teacher and student needs, and supports research-based teaching and learning elements. We have dedicated the third Wednesday of every month to professional development. Other opportunities may occur on other dates and in grade level and committee meetings. Teachers are encouraged to attend Summer Academy as well as the Upstate Technology Conference. In addition, Hollis Academy administration encourages staff members to attend workshops and conferences at the district, state, and national level.

Teachers meet and plan together weekly to determine student academic levels, align curriculum to standards, and analyze data. Teachers collaborate on ways to improve scores and share ideas on how to differentiate instruction.

Professional development during the 2014-15 school year included training for implementing Common Core State Standards, integrating technology into the curriculum, using data to improve instruction, Number Talks for building math fluency, science notebooks, and using the Balanced Literacy model.

Professional Development Calendar
Hollis Academy
2014-2015

Date	Title	Presenter	Audience
August			
8/12/14	Orientation: Welcome Back-Review of procedures and handbooks	Miki Golden	All Staff
8/12/14	Technology: XPS 12	Charlotte Sauls	New Teachers
8/13/14	Unpacking Math Standards to Increase Student Achievement	Stephanie Burdette	Teachers
8/18/14	Windows 8 Apps and Implementation	Charlotte Sauls	2nd-5th
8/18/14	Using Technology for Student Published Work	Charlotte Sauls	K-1st
8/25/14	Launching Reading Workshop	Bradley, Oliver, Sparrow	K-2nd
8/26/14	WordPress Blogs	Mindy Hubble	Teachers
September			
9/3/14	A-Team Training	Natalie Braun	Teachers
9/3/14	F.O.Y. School Data Presentation	Miki Golden	Teachers
9/4/14	Making Reading Accessible Through Shared Reading	Shiree Fowler Brandi Massey	K-2nd
9/10/14	Google Docs	Downer, Sauls	Teachers
9/17/14	Curriculum Committee Meetings	Chairs	Teachers
9/24/14	Faculty Senate	Miki Golden	Chairs
9/25/14	Using Guided Reading to Develop Student Reading Independence in 1st Grade	Allison Bradley	Grade 1 and Interventionists
9/30/14	Unpacking Math Standards	Stephanie Burdette	Teachers
October			
10/1/14	Unpacking Math Standards	Stephanie Burdette	Teachers
10/2/14	Unpacking Math Standards	Stephanie Burdette	Teachers
10/3/14	Number Talks-A Strategy for Increasing Math Achievement	Allison Bradley	Teachers
10/8/14	Curriculum Committee Meetings	Chairs	Teachers
10/22/14	Science Notebooks	Chris Burras	Teachers
10/29/14	Faculty Senate	Miki Golden	Chairs
November			
11/3/14	Guided Reading in Kindergarten	Allison Bradley	K5 Teachers and Assistants
11/5/14	Faculty Meeting	Maureen Heinbuch	Teachers

	Strategies for Teaching ELL Students	Rosemary Childers	
11/12/14	Technology Break Out Sessions	Various	Teachers
11/17/14	Curriculum Committee Meetings	Chairs	Teachers
December			
12/3/14	Faculty Meeting	Miki Golden	Teachers
12/10/14	Using Benchmark Data to Guide Instruction	P. Burgess	Teachers
12/17/14	Curriculum Committee Meetings	Chairs	Teachers
January			
1/7/15	Title 1 Planning Meeting	Erin Downer	Teachers
1/9/15	Unpacking Math Standards	Stephanie Burdette	Teachers
1/12/15	Unpacking Math Standards	Stephanie Burdette	Teachers
1/14/15	Unpacking Math Standards	Stephanie Burdette	Teachers
1/14/15	Number Talks-A Strategy for Increasing Math Achievement	Allison Bradley Mindy Hubble	Teachers
1/21/15	Curriculum Committee Meetings	Chairs	Teachers
1/28/15	Faculty Senate	Miki Golden	Chairs
February			
2/2/15	Planning for Guided Reading in the Primary Classroom	Allison Bradley	2nd grade Teachers
2/4/15	Title 1 Planning Meeting	Erin Downer	Teachers
2/11/15	Curriculum Committee Meetings	Chairs	Teachers
2/18/15	Science Notebooks	Chris Burras	Teachers
2/23/15	Unpacking Math Standards	Stephanie Burdette	Teachers
2/24/14	Unpacking Math Standards	Stephanie Burdette	Teachers
2/25/15	Unpacking Math Standards	Stephanie Burdette	Teachers
2/25/15	Faculty Senate	Miki Golden	Chairs
March			
3/4/15	Faculty Meeting	Miki Golden	Teachers
3/11/15	Literacy Strategies for Classroom Teachers	Reading Conference Attendees	Teachers
3/18/15	Curriculum Committee Meetings	Chairs	Teachers
3/25/15	Faculty Senate	Miki Golden	Chairs
April			
4/8/15	Faculty Meeting	Miki Golden	Teachers
4/15/15	Curriculum Committee Meetings	Chairs	Teachers
4/22/15	Science Notebooks	Chris Burras	Teachers
4/29/15	Faculty Senate	Miki Golden	Chairs
May			
5/6/15	Faculty Meeting	Miki Golden	Teachers
5/13/15	TBD		
5/20/15	Curriculum Committee Meetings	Chairs	Teachers
5/27/15	Faculty Senate	Miki Golden	Chairs

Our 2015-2016 professional development priorities include:

- New SC State Standards
- Balanced Literacy
- Number Sense
- Technology Integration
- Science Notebooks
- Using Data to Inform Instruction
- Student Centered Classrooms

School Climate

School climate is recognized as a significant factor related to student achievement. Detailed data on the status of client perceptions of climate are critical additions to the available information used by schools to determine appropriate ways to assure a safe, orderly, and supportive environment for learning and continued improvement of student achievement. Teachers, fifth grade students, and fifth grade parents are surveyed annually as part of the overall effort to provide valid, reliable, and comprehensive information regarding the school environment. Student attendance is essential for increasing student achievement. Daily attendance and arriving to school on time are encouraged through recognition at Award's Day and "No Tardy" parties. Student attendance for 2013-14 was 96.8%.

According to the School Report Card Survey, teachers, students, and parents are satisfied with the learning environment at Hollis and feel safe while at school.

Student attendance

School Year	2009-10	2010-11	2011-12	2012-13	2013-14
Attendance Rate	95.7%	96.2%	96.1%	96%	96.8%

School Report Card Survey Data

Percentage Satisfied with Learning Environment	2009-10	2010-11	2011-12	2012-13	2013-14
Parents	91.2%	74.1%	88.9%	92.3%	91%
Students	81.8%	82.4%	89.1%	83.3%	97.1%
Teachers	100%	100%	97.2%	100%	100%

School Report Card Survey Data

Percentage Satisfied with school-home relations	2009-10	2010-11	2011-12	2012-13	2013-14
Parents	87.5%	88.5%	88.9%		79.5%
Students	77.6%	80.6%	92.1%		88.1%
Teachers	80.6%	66.7%	75%	75%	83.8%

School Survey Responses

School Safety	2012-2013	2013-2014
Percentage of Parents who indicated their child feels safe at School	96%	97.7%
Percentage of Students who feel safe at School	90.8%	91.8%
Percentage of Teachers who feel safe at School	100%	100%

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.

ACT ASPIRE ENGLISH

☒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.

ACT ASPIRE READING

☒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.

ACT ASPIRE MATH

☒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.

ACT ASPIRE % TESTED

☒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 3-5	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 3-5	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.*

SCPASS 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.*

ITBS

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

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

DATA SOURCE(S): Fall ITBS/CogAT report produced by Riverside Publishing

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	44th percentile			

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	38th percentile			

Fall 2014 students began taking a new form of the ITBS

Reading	2014-15	2015-16	2016-17	2017-18

District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	60th percentile			

Fall 2014 students began taking a new form of the ITBS

Mathematics	**2014-15**	**2015-16**	**2016-17**	**2017-18**
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	52nd percentile			

Student Achievement

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Teachers will use new SC State Standards in ELA and Math lessons.	2015-18	Teachers ICs	n/a	n/a	Lesson Plans and classroom observations
Teachers will use components of the Balanced Literacy Model (Guided Reading, Shared Reading, Read Aloud, Independent Reading, Mini-Lesson) for instruction.	2013-18	Teachers	n/a	n/a	Lesson Plans and classroom observations
Teachers will use the strategies and lesson format in Jan Richardson's book for guided reading lessons.	2015-18	Teachers	$1,100.00	Title 1 Funds	Lesson Plans Classroom Observations
Teachers will administer and analyze running records.	2013-18	Teachers	n/a	n/a	Running Records
Provide reading intervention for identified students as "at-risk" based on AIMSweb data and Fountas & Pinnell levels.	2013-18	Interventionist, ESOL Teacher, Resource Teacher, Literacy Specialist	Salary of Intervention Teacher	Title 1 Funds	AIMSweb Data F&P Data
Use Lucy Calkin's Writing Units of Study at all levels to develop a cohesive writing program.	2013-18	Teachers	n/a	n/a	Lesson Plans Observations Writing Benchmarks

Teachers will teach academic vocabulary and give weekly quizzes.	2013-18	Teachers	n/a	n/a	Weekly Vocabulary Quizzes, Classroom Observations
Teachers will use technology equipment and software to enhance teaching and learning. (Raz Kids, Starfall, Brainpop)	2013-18	Teachers	$20,241	Title 1,	Lesson Plans Classroom Observations
Grade Level and Vertical Teams will analyze test data in order to plan instruction to meet the needs of students.	2013-18	Teachers, IC's, Administration	None	n/a	Meeting Minutes Item Analysis Data Reports
Teachers will implement Everyday Counts Calendar Math.	2013-18	Teachers	None	n/a	Lesson Plans, Observations
Teachers will use Number Talks to increase number sense and computational fluency	2014-18	Teachers, IC's Administration	None	n/a	Lesson Plans, Classroom Observations
Utilize ICs to improve instructional strategies through modeling, co-teaching, attending grade level meetings, and providing professional development.	2013-18	Instructional Coaches	n/a	n/a	PD Sign In Sheets, IC schedules, Grade level meeting minutes
Utilize the science lab and district science kits for inquiry lessons and hands on science activities	2013-18	Teachers	n/a	District	Lesson plans, classroom observations
Fourth and Fifth Grade classes will utilize the Virtual Science Lab weekly.	2015-16	Virtual Science Lab Teacher, Class Teachers	n/a	District	Lesson Plans

Provide instructional materials and copies to support SC Curriculum Standards in ELA and Math.(Benchmarking materials, Word Walls, Magazine subscriptions, Calendar Math)	2015-16	Administration Title 1 Facilitator ICs Teachers	$16,000.00	Title 1 Funds	Order Forms Lesson Plans Observations
Reduced Class Size in grades 2-5 to facilitate differentiation of instruction.	2015-16	Title 1 Facilitator	$448,132.00	Title 1 Funds	Test Data Lesson Plans Observations

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: One hundred percent of Hollis Academy teachers will continue to be trained in **Balanced Literacy** by 2017-2018.

ANNUAL OBJECTIVE: The Greenville County School District and Hollis Academy will conduct a series of professional development opportunities during and/or after-school hours related to Balanced Literacy.

DATA SOURCE(S): Hollis Academy Professional Development Calendars, District Professional Development Calendars, GCS Portal Attendance Records

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	100%	100%	100%	100%	100%
Actual	Not Calculated	100%	100%	100%			

Teacher/Administrator Quality

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Provide professional development on Balanced Literacy components and teaching strategies.	2013-18	District Personnel, ICs, Teachers	n/a	n/a	Professional Development Plan Portal Attendance
Complete a Book Study on Jan Richardson's *Next Steps in Guided Reading.*	2015-16	ICs Teachers Administration	$1,100.00	Title 1 Funds	Lesson Plans Observations Portal Attendance
Provide professional development on Math SC State Standards	2015-16	Title 1 Academic Math Specialist ICs	$7,182.00	Title 1 Funds	Professional Development Plan Portal Attendance
Communicate district professional development opportunities to faculty.	2013-18	Administration, ICs	n/a	n/a	Monday Memo Grade Level Minutes Portal Attendance
Provide training to teachers to assist with integrating technology into the curriculum.	2013-18	Administration, ICs, District Personnel	n/a	n/a	Professional Development Plan Portal Attendance
Utilize Academic Specialists for professional development in ELA, Math, and Science as needed based on test data.	2013-18	Academic Specialists	n/a	n/a	Professional Development Plan Portal Attendance

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	96.0	96.8				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

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 88.9% in 2012 to 90.2% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.3 percentages 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	89.2	89.3	89.6	89.9	90.2
School Actual	88.9	92.3	91.0				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1				

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

STUDENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 89.1% in 2012 to 90% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentages 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	88.0	88.5	89.0	89.5	90.0
School Actual	89.1	83.3	91.7				
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and 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 97.2% in 2012 to 97.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentages 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	95.5	96	96.5	97	97.5
School Actual	97.2	100	100				
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 96.4% in 2012 to 96.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.4 percentages 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	94.9	95.3	95.7	96.1	96.5
School Actual	96.4	95.9	97.7				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1				

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

STUDENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 87.9% in 2012 to 90% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentages 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	88	88.5	89	89.5	90.0
School Actual	87.8	90.8	91.8				
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: Maintain the percent of teachers who feel safe at school during the school day from 100% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 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	100	100	100	100	100
School Actual	100	100	100				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

School Climate

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
ATTENDANCE					
Provide rewards for students who are at school every day and on time.	2013-18	Title 1 Social Worker, Administration	$600 per year	PTA	Awards Day No Tardy Parties
Conduct attendance intervention conferences with parents regarding excessive absences.	2013-18	Title 1 Social Worker	n/a	n/a	PowerSchool Attendance Reports
Participate in district health and wellness initiatives: CATCH Program Culinary Creations	2013-18	Food Service Manager, PE Teacher	TBD	District	School Menus
LEARNING ENVIRONMENT					
Involve parents in decision-making through surveys, SIC, PTA, and Title 1 meetings	2013-18	Title 1 Facilitator, Administration	TBD	Title 1 Funds	Survey Results, Sign In Sheets
Employ and Utilize bilingual parent coordinator to communicate important information to Spanish speaking parents.	2013-18	Parent Involvement Coordinator	Coordinator Salary	Title 1 Funds	Newsletters, Conference logs
Communicate with families through the marquee, newsletters, phone calls, notes, e-mail,	2013-18	All Staff	TBD	Title 1 Funds	School and teacher newsletters, Contact Logs

conferences, and websites.					
Implement PBIS school-wide to promote a positive learning environment.	2013-18	All Staff and Students	n/a	n/a	PBIS Report
Maintain 100% parent conference attendance	2014-18	Teachers, Social Worker, Parent Coordinator	n/a	n/a	Conference Logs
Maintain positive contact with parents on a regular basis.	2013-18	Teachers	n/a	n/a	Parent Contact Log
SAFETY					
Provide lessons that address bullying or low areas of student surveys by the guidance counselor.	2013-18	Guidance Counselor	n/a	n/a	Guidance Counselor Lesson Plans, Survey Results
Watch safety videos yearly provided by the district.	2013-18	All Staff, Administrative Assistant	n/a	n/a	Certificates
Follow School Safety Plan: • Officers Walkthroughs • Locked doors • Visitor Sign-In • Lockdowns and Safety Drills • "Ignore the Door"	2013-18	All Staff Students Law Enforcement	n/a	District Funds	Computer log of visitors School report
Monitor safe arrival and dismissal of students.	2013-18	All Staff	n/a	n/a	Duty Schedule
Conduct annual PBIS Tours	2013-18	Teachers and Students	n/a	n/a	Schedules

2013-14 School Report Card

https://ed.sc.gov/data/report-cards/2014/elem/c/e2301061.pdf

2013-14 ESEA

https://ed.sc.gov/data/esea/2014/school.cfm?SID=2301061