

# 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](mailto: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.

<b><u>POSITION</u></b>	<b><u>NAME</u></b>
1. PRINCIPAL	Miki Golden, Jr.
2. TEACHER	Allison Bradley
3. PARENT/GUARDIAN	Amanda Taylor
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.)	

<b><u>POSITION</u></b>	<b><u>NAME</u></b>
<b>Administrative Assistant</b>	<b>Maureen Heinbuch</b>
<b>Title 1 Facilitator</b>	<b>Erin Downer</b>
<b>Instructional Coach</b>	<b>Mindy Hubble</b>

**\*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.

# Table of Contents

Title Page .....	1
Cover Page.....	2
Stakeholder Involvement Page .....	3
Assurances.....	4
Table of Contents.....	6
Introduction.....	7
Executive Summary .....	8
Student Achievement .....	8
Teacher and Administrative Quality.....	9
School Climate.....	9
Challenges.....	9
Awards, Results, Accomplishments.....	10
School Profile.....	11
School Community .....	11
School Personnel Data.....	15
Student Population Data .....	16
Academic and Behavioral Features/Programs/Initiatives .....	17
Mission, Vision, Beliefs .....	22
Data Analysis and Needs Assessment .....	24
Student Achievement Data.....	25
Teacher and Administrator Quality.....	31
School Climate.....	33
Action Plan .....	34
Goal Area 1: Student Achievement .....	34
Goal Area 2: Teacher/Administrator Quality.....	55
Goal Area 3: School Climate.....	57
School Report Card and ESEA.....	66

# 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 strategic plan 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 collaboratively 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

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed South Carolina schools to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school.

SCHOOL REPORT CARD RATINGS			
Year	Absolute Rating	Growth Rating	Overall Points/Grade
2013	Average	Average	96.8 - A
2012	Average	Average	86.2 - B
2011	Average	Average	
2010	Below Average	Average	

## Student Achievement Summary

Hollis has made great strides in student achievement over the last several years showing significant gains in student test scores in all areas of the curriculum. We received an Overall Weighted Points Total of 96.8 and a Grade Conversion of A on the 2013 ESEA/Federal Accountability System. Student Achievement data from the South Carolina Palmetto Assessment of State Standards (SCPASS) shows an increase in the number of students scoring Met or Exemplary in ELA, Writing, Math, Social Studies, and Science. In 2013, 70.9% of students scored Met or Exemplary on PASS English/Language Arts and 72.3% scored Met or Exemplary on PASS Math. Over the past few years, the percentage of students scoring Met or Exemplary on PASS Writing increased by 10 percent. We have also seen gains on PASS Science with the percentage of students scoring Met or Exemplary increasing from 45.5% to 63.3% as well as PASS Social Studies with an increase of 57.7% to 72.7 % scoring Met or Exemplary.



## **Teacher and Administrator Quality Needs Assessment**

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. During the 2013-14 school year, all teachers attended training at the school and district levels in understanding and implementing Common Core State Standards, integrating technology in the classroom, and instructing students using the Balanced Literacy approach. Additional training and support will continue to be provided by our school and district over the next four years on implementation of Common Core State Standards, the Balanced Literacy model, and using technology with students.

## **School Climate Needs Assessment**

Teachers, students, and parents are surveyed annually, and results are reported on the school report card issued by the state. Results from the 2012-13 survey indicate that all three groups feel that our school is a safe place during the school day. The percentage of parents and teachers satisfied with the learning environment increased, while there was a slight decrease with the percentage of student satisfaction.

## **Significant Challenges:**

- High Poverty Rate
- Transiency of students
- High number of students in our Subsidized Meal population
- Meeting the needs of Disabled students
- Increase of ESOL students
- Lack of Parent Involvement
- Implementation of Common Core State Standards
- Implementation of Balanced Literacy model

## **Awards, Results, and Accomplishments:**

- 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 1<sup>st</sup> Place Team
- 2010-11 Safe Kids School Award
- 2010-11-Target Grant Winner
- 2010 PBIS School Banner Award
- Arts Integration Grant-2013-14
- State PTA Reflection Contest Winners
- Donor Choose Grant Recipients
- “Watch Dogs” Mentor Program
- Reading Intervention Program and Reading Recovery
- Reorganized or Reading Resource room with Leveled readers
- SMART Program
- Mental Health Counseling
- Academic Afterschool Tutoring
- Parent Curriculum Nights
- CATCH Program
- Parent Make and Take Training Workshops
- Special Curriculum Days:
  - Hands-On Science Fun Day
  - Celebrate the Arts Day
  - Authors’ Tea Writing Day
  - Career Day

# School Profile

## School Community

Hollis Academy is a Title I school that has accomplished many notable program goals. We serve 635 students in four-year-old Kindergarten through 5<sup>th</sup> grade. We are ethnically diverse with a student population consisting of 48.5% African American, 16% Caucasian, 30% Hispanic, and 5% from two or more races. Our school poverty index is 98.7%. We serve 169 students identified as limited in their English proficiency and have 103 students receiving special education services. Currently, 97% of Hollis students receive free or reduced meals.

The school principal, assistant principal, instructional team, leadership team, 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.

Mr. Miki Golden, Jr. is the principal of Hollis Academy and has served us for 9 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.

Mrs. Maureen Heinbuch, our Administrative Assistant, is a graduate of Clemson University and has served at Hollis for five 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 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, all of which are equipped with Promethean Boards, wireless laptops, and document cameras. In August of 2008, Hollis Academy returned to the traditional school calendar and began to offer single gender classes.

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, math and reading resource rooms, and a state-of-the-art media center which includes a media production room. Eight kindergarten classrooms surround the covered kindergarten play area in a wing by itself. 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. The cafetorium 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 newly-installed security door yielding restricted access to the main office suite and multi-purpose room. This new 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.

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, 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 a monthly newsletter, a school website, 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.

The School Improvement Council is composed of parents, teachers, and community representatives. Under the Early Childhood and Academic Assistance Act (ACT 135), the team’s purpose is to develop the School Renewal Plan, which consists of Hollis Academy’s beliefs, mission, vision, performance goals, action plans, and strategies for implementation. Components of the plan are reviewed each year.

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. Our newest partnership with 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.

Other partnerships assisting with tutoring or donations include:

- Milliken
- First Presbyterian Church
- YMCA-Judson
- Kiwanis Club-Terrific Kid prizes
- Greenville Literacy Association
- United Way
- Salvation Army-Boys' and Girls' Club
- Communities and Schools-Healthy Connection
- Greenville Mental Health
- Bi-lo and Publix
- Target
- Safe Kids Upstate
- Tupelo Honey
- Public Education Partnerships

## School Personnel Data

The instructional team at Hollis Academy includes our principal, an administrative assistant, 2 instructional coaches, and a Title I facilitator. We have 35 regular classroom teachers, two self-contained teachers, three related arts teachers, a media specialist, a guidance counselor, a speech teacher, a part-time challenge teacher, an ESOL teacher, 2 resource teachers, and one reading interventionist. Additional support staff includes a full-time nurse, Title I nurse, mental health counselor, School Psychologist, social worker, parent coordinator, attendance clerk, media clerk, secretary, and seven paraprofessionals.

Our faculty holds various degrees, honors, and years of experience. On average, 49% of teachers have advanced degrees and 68% have continuing contracts. Six teachers have received National Board Certification. The percentage of teachers returning from the previous year is approximately 84%. The average attendance rate for teachers for 2012-13 was 93.8% and the average number of professional development days per teacher is 14.5 days.

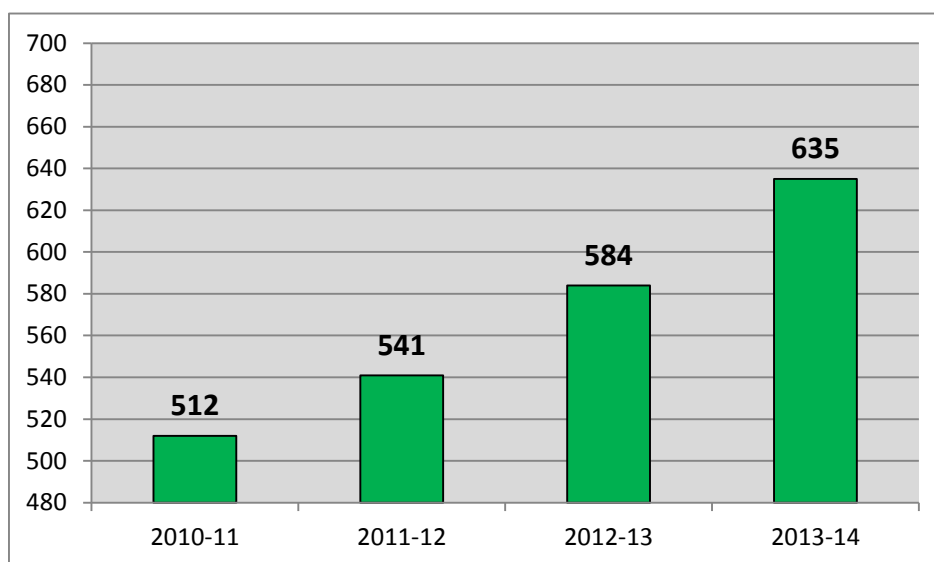
<b>School Staff</b> <b>Source: SC School Report Cards</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
<b>Teachers with Advanced Degrees</b>	<b>45%</b>	<b>41.7%</b>	<b>42.5%</b>	<b>48.8%</b>
<b>Teachers Returning from Previous Year</b>	<b>74.4%</b>	<b>79.2%</b>	<b>83.9%</b>	<b>84.4%</b>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

## Student Population Data

The student population at Hollis Academy has increased steadily over the last 4 years from 512 students to 635 students and is ethnically diverse. Enrollment figures show the following ethnic distribution of students: 48.5% African American, 16% Caucasian, 30% Hispanic, and 5% from two or more races. The number of Hispanic students at Hollis has increased greatly, resulting in an increase of students receiving ESOL services. Currently, we have 103 students receiving special education services. Our school poverty index is 98.7% and 97% of Hollis students receive free or reduced meals. The average daily attendance Hollis Academy is 96 percent and the retention rate of students is approximately 1.1% annually. Students are heterogeneously grouped for instruction with students spending the majority of the day with their classroom teacher.

Source: SC School Report Cards	2009-10	2010-11	2011-12	2012-13
Student Attendance Rate	95.7%	96.2%	96.1%	96.0%
Students Eligible for Gifted and Talented	4.4%	6.0%	N/AV	2.7%
Student Retention Rate	1.8%	1.2%	1.3%	1.1%

## Student Population



Source: School Profile Sheet 2013-14



## Student Ethnicity

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

Source: School Profile Sheet 2013-14

## Academic and behavioral features/programs/initiatives

Hollis Academy focuses on a core curriculum aligned with Common Core, 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. Our research-based programs are supported by the following instructional models:

### 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 Portal. The training that they have received provides a framework for thinking about, planning, and delivering instruction using these exemplary practices with a focus on learning.

### **Compass Learning Odyssey**

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.

### **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.

### **Response to Intervention (RTI)**

RTI is a method of academic intervention to provide early, systematic assistance to children who are having difficulty learning. 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. Scott Foresman's Early Reading Intervention (ERI) program is used with Kindergarten students. Leveled Literacy Intervention is used with our first graders and Soar to Success is used with second graders.

### **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.

### **School-wide Academic Vocabulary Focus**

Hollis has implemented a school-wide vocabulary program based Marzano's research. Our students are introduced to academic vocabulary terms weekly. Once a quarter, an academic vocabulary bee is held for each grade level which incorporates 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.

## **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.

# 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

The South Carolina Palmetto Assessment of State Standards (SCPASS) is a test that measures student performance on the South Carolina Academic Standards. SCPASS test results are used for school, district, and federal (No Child Left Behind) accountability purposes. All SCPASS items are aligned with South Carolina's academic standards for each subject and grade level.

## ESEA Federal Accountability Grade

Year	Percentage	Letter Grade
2013	96.8	A
2012	86.2	B

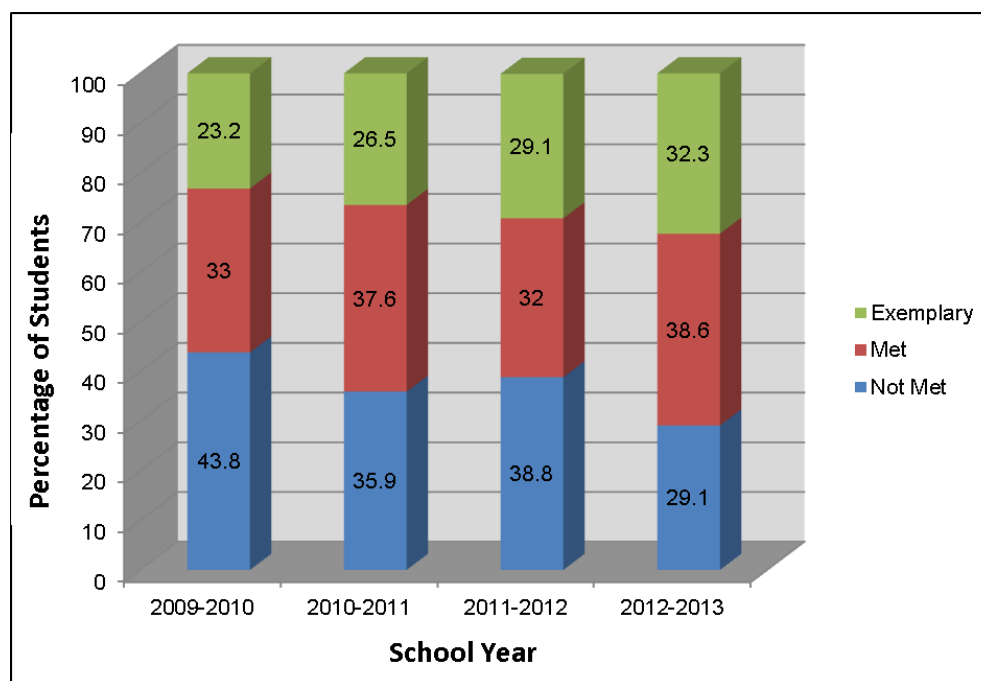
## South Carolina School Report Card

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

At Hollis, we celebrate being named a Title I Reward School for Performance - among the highest performing Title I schools in a given year. Overall, Hollis has made significant gains in student test scores in all areas of the curriculum. We continue to focus on higher achievement for all students with attention to continuing to close the achievement gap between subgroups.



## Performance Levels for English/Language Arts (All Students)

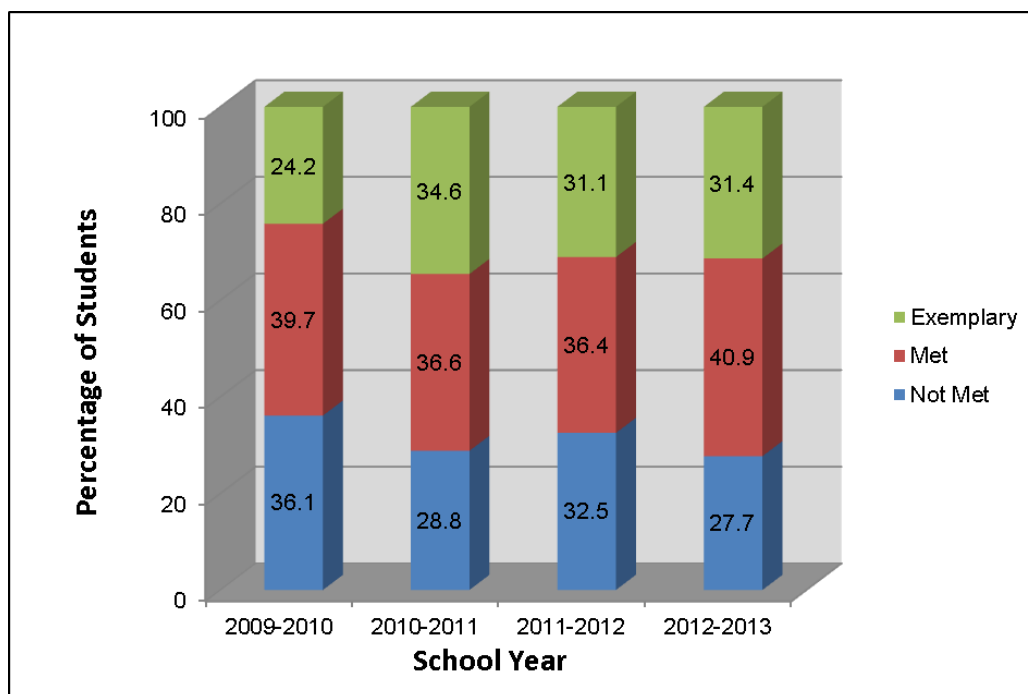


## PASS ELA Performance By Group

	2010 % of Met or Above	2011 % of Met or Above	2012 Mean Scale Score	2013 Mean Scale Score
All Students	56.2%	64.2%	638.8	647.0
Male	55.9%	59.4%	637.7	642.2
Female	57%	69.6%	640.1	653.2
White	70.3%	66.7%	667.1	660.1
African American	56.7%	63.2%	634.2	645.1
Hispanic	40%	65%	633.1	644.6
Disabled	20.6%	33.3%	590	N/A
Limited English Proficient	33.4%	64.8%	633.7	642.0
Subsidized Meals	55.1%	64.3%	637.8	646.4

We increased the percentage of students scoring Met/Exemplary on PASS ELA from 56.2% to 70.9%. We have seen a substantial increase in the percentage of Hispanic and Limited English Proficient students meeting standard as well. In 2013, all students and subgroups met the expected mean scale score of 635.

## Performance Levels for PASS Math (All Students)

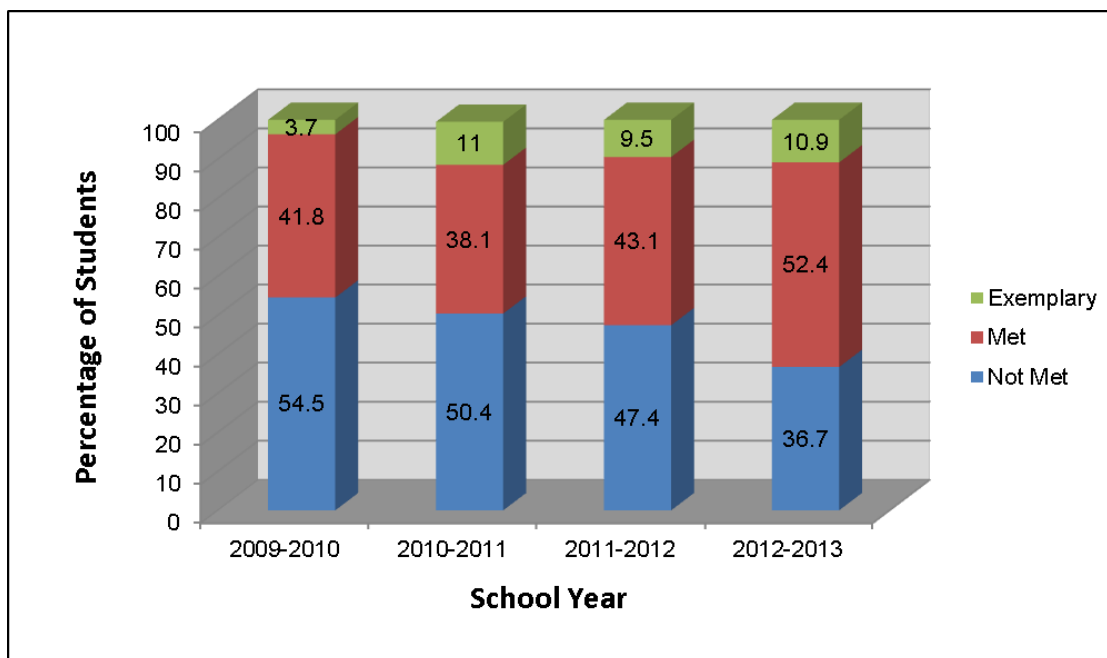


## PASS Math Performance By Group

	2010 % of Met or Above	2011 % of Met or Above	2012 Mean Scale Score	2013 Mean Scale Score
All Students	63.9%	72.1%	641.8	645.6
Male	57.9%	71.3%	647.7	640.8
Female	71%	73%	635.2	652.0
White	62.9%	75%	663.5	652.3
African American	65.3%	72%	633.3	639.9
Hispanic	54.5%	70%	647.8	652.8
Disabled	23.6%	26.7%	585.8	N/A
Limited English Proficient	51.5%	70.2%	647.4	652.3
Subsidized Meals	63.2%	71.9%	640.3	644.9

We increased our percentage of Met/Exemplary students on PASS Math from 63.9% to 72.3%. We have seen a substantial increase in the percentage of Hispanic and Limited English Proficient meeting standard in math. In 2013, all students and all subgroups met the expected mean scale score of 635.

## Performance Levels for PASS Science (All Students)

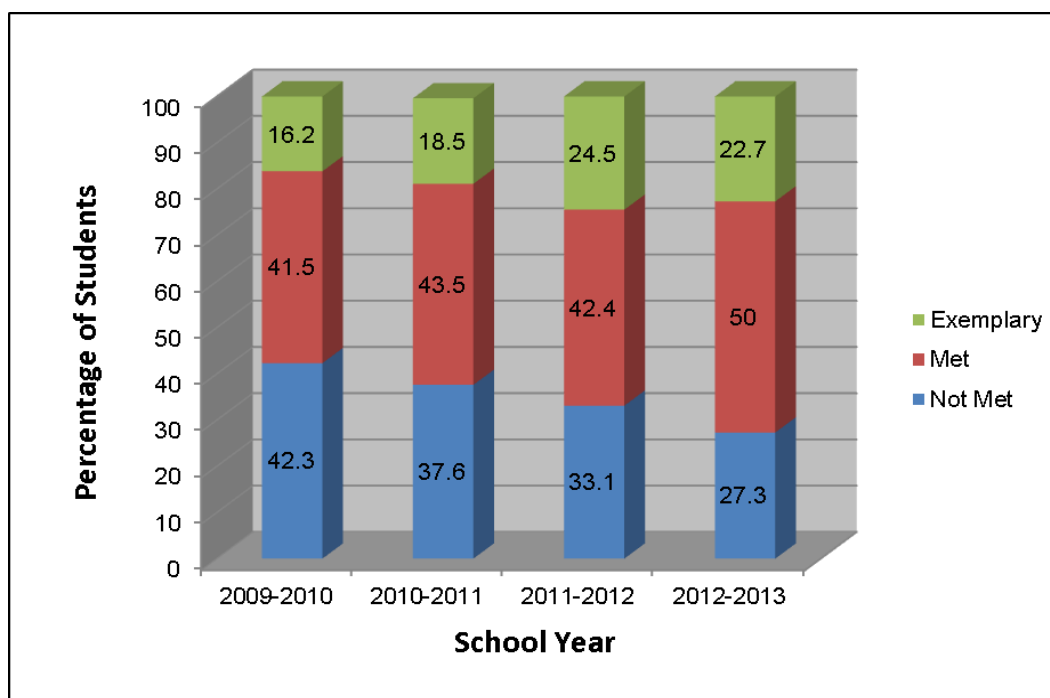


## PASS Science Performance By Group

	2010 % of Met or Above	2011 % of Met or Above	2012 Mean Scale Score	2013 Mean Scale Score
All Students	45.5%	49.6%	604	610.6
Male	38%	49.3%	610.4	606.0
Female	54%	50%	597.7	617.0
White	45%	66.6%	636.4	638.8
African American	43%	44.7%	595.9	602.4
Hispanic	50%	56.7%	599.9	611.1
Disabled	14.3%	21.7%	571.5	N/A
Limited English Proficient	43.5%	51.7%	598	610.4
Subsidized Meals	44.9%	49.1%	602.4	609.8

We increased our percentage of Met/Exemplary students on PASS Science from 45.5% to 63.3% and decreased the percentage of students scoring Not Met. In 2013, all students and subgroups except for White scored below the expected mean scale score of 635.

## Performance Levels for PASS Social Studies (All Students)

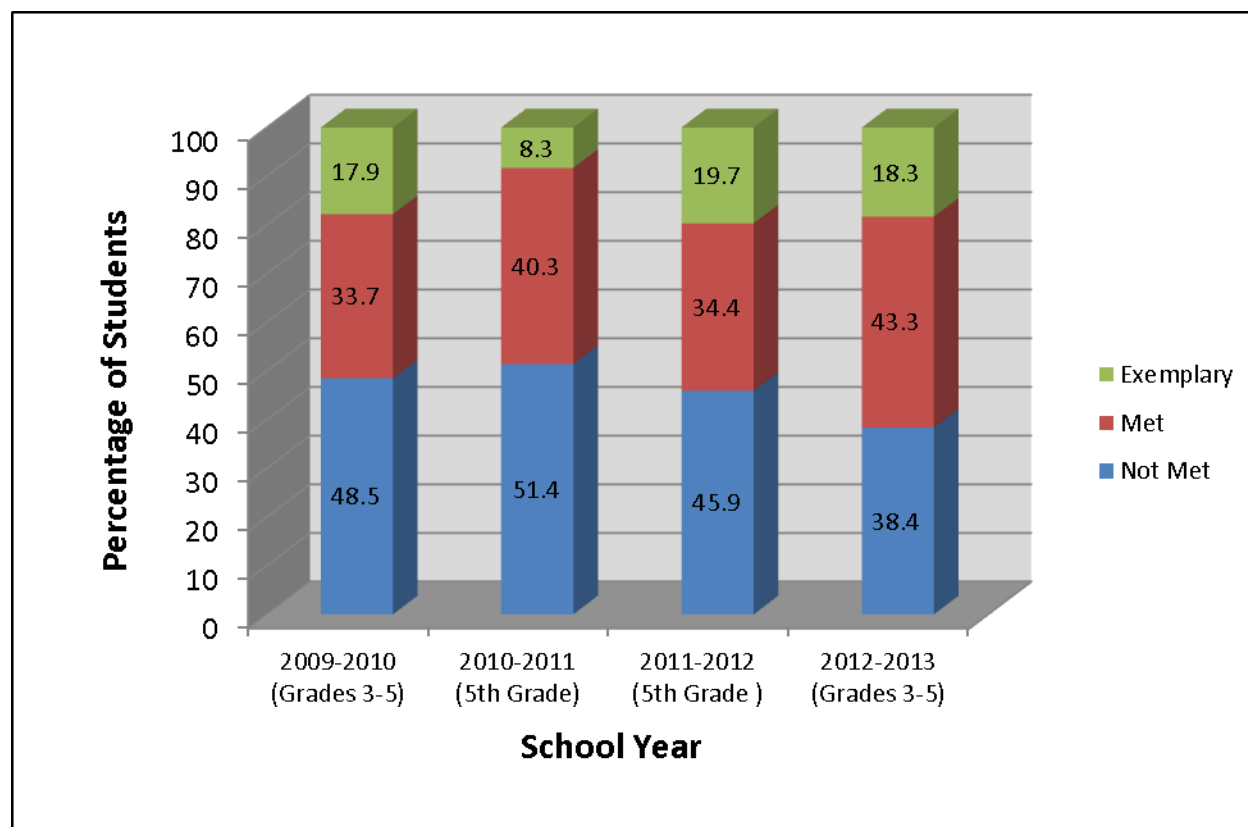


## PASS Social Studies Performance By Group

	2010 % of Met or Above	2011 % of Met or Above	2012 Mean Scale Score	2013 Mean Scale Score
All Students	57.7%	62.4%	623.4	628.4
Male	56.5%	69.2%	628.3	624.0
Female	59%	55%	617.3	633.6
White	64.7%	68.4%	643.2	650.5
African American	58.9%	59.1%	618.4	619.2
Hispanic	44.4%	69.6%	625.3	636.1
Disabled	26.3%	26.1%	580.8	N/A
Limited English Proficient	35.3%	70%	624.9	634.9
Subsidized Meals	55.6%	62.6%	622.8	627.6

We increased our percentage of Met/Exemplary students on PASS SS from 57.7% to 72.7% and decreased the percentage of students scoring Not Met. In 2013, all students and all subgroups except for White and Hispanic students scored below the expected mean scale score of 635. The Limited English Proficient subgroup was within a tenth of a point of meeting the mean scale score .

## Performance Levels for PASS Writing (All Students)



In 2011 and 2012, PASS writing was only administered to our fifth grade students. When comparing the scores in those 2 years, we were able to decrease the number of students scoring in the Not Met category. Our best comparison of scores is from 2010 and 2013 when all students in grades 3-5 took the PASS writing assessment. Hollis was able to decrease the number of students who scored in the Not Met category by 10%. Our percentage of students scoring in the Met/Exemplary performance categories increased from 51.6% to 61.6%.

<b>PASS 2013 Performance By Group</b>						
<b>All Subgroups</b>	<b>ELA Mean</b>	<b>Math Mean</b>	<b>Science Mean</b>	<b>SS Mean</b>	<b>ELA % Tested</b>	<b>Math % Tested</b>
All Students	647.0	645.6	610.6	628.4	100.0	100.0
Male	642.2	640.8	606.0	624.0	100.0	100.0
Female	653.2	652.0	617.0	633.6	100.0	100.0
White	660.1	652.3	638.8	650.5	100.0	100.0
African American	645.1	639.9	602.4	619.2	100.0	100.0
Hispanic	644.6	652.8	611.1	636.1	100.0	100.0
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	642.0	652.3	610.4	634.9	100.0	100.0
Subsidized Meals	646.4	644.9	609.8	627.6	100.0	100.0
<b>Annual Measureable Objective</b>	<b>635.0</b>	<b>635.0</b>	<b>635.0</b>	<b>635.0</b>	<b>95.0</b>	<b>95.0</b>

Beginning with the 2012 School Report Cards, PASS subgroup data is presented by the Mean Scale Score for each subject for all students. In the past, this information has been calculated by percentage of students who scored Exemplary, Met, and Not Met.

## 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. We made slight gains in the fall of 2013. However, the performance of our students has been below the 50<sup>th</sup> percentile for several years in all areas.

## Percentile Rank of Average SS: National Student Norms

<b>Subtest</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Reading Comprehension</b>	<b>47</b>	<b>42</b>	<b>44</b>	<b>48</b>
<b>Mathematics Concepts</b>	<b>43</b>	<b>35</b>	<b>28</b>	<b>29</b>
<b>Mathematics Problems</b>	<b>43</b>	<b>34</b>	<b>30</b>	<b>34</b>

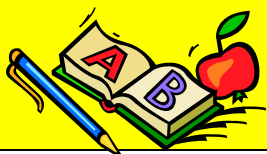
# Teacher and Administrator Quality

Hollis Academy is committed to having a high quality instructional team that is certified and highly qualified as defined by NCLB. Continuing contract teachers are evaluated every five years using the state approved instrument developed by our district. Second year teachers and teachers new to the state are also evaluated with the same instrument. Administrators are formally evaluated every other year with a modified evaluation in the non-formal year. Our district uses a comprehensive evaluation system that includes a component for student achievement. All district evaluation instruments rate certified faculty members as exemplary, proficient, needs improvement, or unsatisfactory in eight components. 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

The current 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. In addition, Hollis Academy administration encourages staff members to attend workshops and conferences at the district, state, and national level.

Professional development during the 2013-14 school year included training for implementing Common Core State Standards, integrating technology into the curriculum, using data to improve instruction, understanding the Standards for Mathematical Practice, writing across the curriculum, and using the Balanced Literacy model.



## Professional Development Calendar Hollis Academy 2013-2014

<p style="text-align: center;"><b>August</b></p> <p>15- Understanding Poverty PD 16- Balanced Literacy for new teachers 19- Balanced Literacy-The Daily 5 20- School Data Presentation 28- Balanced Literacy</p>	<p style="text-align: center;"><b>January</b></p> <p>8- Faculty Meeting 15- Committee Meetings 22- Balanced Literacy Training 29- Faculty Senate</p>
<p style="text-align: center;"><b>September</b></p> <p>4- Faculty Meeting/Common Core 11- Math Professional Development- S. Burdette 18- Data / Vertical Team Meetings 25- Faculty Senate</p>	<p style="text-align: center;"><b>February</b></p> <p>5- Faculty Meeting 10- Balanced Literacy Training –L. Baker 12- Data/Vertical Team Meetings 19- Social Studies Professional Development 26- Faculty Senate</p>
<p style="text-align: center;"><b>October</b></p> <p>2- Faculty Meeting/Common Core 9- Data / Vertical Team Meetings 16- Science Professional Development 23- Faculty Senate 25- Balanced Literacy Training –L. Baker</p>	<p style="text-align: center;"><b>March</b></p> <p>5- Faculty Meeting 12- Writing Inservice 19- Data / Vertical Team Meetings 26- Faculty Senate</p>
<p style="text-align: center;"><b>November</b></p> <p>6- Faculty Meeting 13- Data / Vertical Team Meetings 20- Technology Professional Development</p>	<p style="text-align: center;"><b>April</b></p> <p>2- Faculty Meeting 9- Committee Meetings 23- Faculty Senate 30- PASS Inservice</p>
<p style="text-align: center;"><b>December</b></p> <p>3- Balanced Literacy Training –L. Baker 4- Faculty Meeting 11- Data / Vertical Team Meetings 18- Writing Professional Development</p>	<p style="text-align: center;"><b>May</b></p> <p>7- Faculty Meeting 14- Data / Vertical Team Meetings 21- Vertical Team Meetings-School Portfolio 28- Faculty Senate</p>

Our 2014-2015 professional development priorities include:

- Common Core State Standards in ELA and Math
- Balanced Literacy
- Technology Integration
- New SC Science Standards
- Writing Across the Curriculum



# School Climate

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 2012-13 was 96%.

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

## Student attendance

School Year	2010	2011	2012	2013
Attendance Rate	95.7%	96.2%	96.1%	96%

## School Report Card Survey Data

Percentage Satisfied with Learning Environment	2010	2011	2012	2013
Parents	91.2%	74.1%	88.9%	92.3%
Students	81.8%	82.4%	89.1%	83.3%
Teachers	100%	100%	97.2%	100%

## 2012-13 Survey Responses

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

# Goal 1: Student Achievement Action Plan

PASS % 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 (PASS) from 54.1% in 2012 to 64.1% in 2018.

**ANNUAL OBJECTIVE:** Annually increase by 2 percentage point(s) students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	56.1	58.1	60.1	62.1	64.1
School Actual	*54.1	61.6					
District Projected	X	X	78.8	79.8	80.8	81.8	82.8
District Actual	77.8	78.8					

\*Baseline data from 2011-12 is based upon 5<sup>th</sup> grade scores only. Projected performance is based upon 3<sup>rd</sup> through 5<sup>th</sup> 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.

## PASS % ELA

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from 61.1% in 2012 to 71.1% in 2018.

**ANNUAL OBJECTIVE:** Increase by 2 percentage point(s) annually students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	63.1	65.1	67.1	69.1	71.1
School Actual	61.1	70.9					
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.\*

## PASS AVG. ELA

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

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

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

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

ELA - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
<b>Actual Performance</b>							
<b>All Students</b>	<b>638.8</b>	<b>647.0</b>					
<b>Male</b>	<b>637.7</b>	<b>642.2</b>					
<b>Female</b>	<b>640.1</b>	<b>653.2</b>					
<b>White</b>	<b>667.1</b>	<b>660.1</b>					
<b>African-American</b>	<b>634.2</b>	<b>645.1</b>					
<b>Asian/Pacific Islander</b>	<b>N/A</b>	<b>N/A</b>					
<b>Hispanic</b>	<b>633.1</b>	<b>644.6</b>					
<b>American Indian/Alaskan</b>	<b>N/A</b>	<b>N/A</b>					
<b>Disabled</b>	<b>590.0</b>	<b>N/A</b>					
<b>Limited English Proficient</b>	<b>633.7</b>	<b>642.0</b>					
<b>Subsidized Meals</b>	<b>637.8</b>	<b>646.4</b>					

<b>ELA - District - Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected Performance</b>	<b>630</b>	<b>635</b>	<b>640</b>	<b>645</b>	<b>650</b>	<b>655</b>	<b>660</b>
<b>Actual Performance</b>							
<b>All Students</b>	<b>671.1</b>	<b>672.0</b>					
<b>Male</b>	<b>665.7</b>	<b>666.7</b>					
<b>Female</b>	<b>676.8</b>	<b>677.6</b>					
<b>White</b>	<b>685.1</b>	<b>684.6</b>					
<b>African-American</b>	<b>644.4</b>	<b>648.3</b>					
<b>Asian/Pacific Islander</b>	<b>696.1</b>	<b>697.5</b>					
<b>Hispanic</b>	<b>650.8</b>	<b>653.4</b>					
<b>American Indian/Alaskan</b>	<b>688.2</b>	<b>677.3</b>					
<b>Disabled</b>	<b>614.9</b>	<b>618.2</b>					
<b>Limited English Proficient</b>	<b>654.9</b>	<b>657.2</b>					
<b>Subsidized Meals</b>	<b>649.2</b>	<b>652.5</b>					

\*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.\*

## PASS % 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:** Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from 67.5% in 2012 to 77.5% in 2018.

**ANNUAL OBJECTIVE:** Increase by 2 percentage point(s) annually students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	69.5	71.5	73.5	75.5	77.5
School Actual	67.5	72.3					
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.\*

## PASS AVG. MATH

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

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

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

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

Math - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
<b>Actual Performance</b>							
<b>All Students</b>	<b>641.8</b>	<b>645.6</b>					
<b>Male</b>	<b>647.7</b>	<b>640.8</b>					
<b>Female</b>	<b>635.2</b>	<b>652.0</b>					
<b>White</b>	<b>663.5</b>	<b>652.3</b>					
<b>African-American</b>	<b>633.3</b>	<b>639.9</b>					
<b>Asian/Pacific Islander</b>	<b>N/A</b>	<b>N/A</b>					
<b>Hispanic</b>	<b>647.8</b>	<b>652.8</b>					
<b>American Indian/Alaskan</b>	<b>N/A</b>	<b>N/A</b>					
<b>Disabled</b>	<b>585.8</b>	<b>N/A</b>					
<b>Limited English Proficient</b>	<b>647.4</b>	<b>652.3</b>					
<b>Subsidized Meals</b>	<b>640.3</b>	<b>644.9</b>					

<b>Math - District – Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
<b>Actual Performance</b>							
<b>All Students</b>	<b>664.8</b>	<b>664.0</b>					
<b>Male</b>	<b>665.3</b>	<b>663.6</b>					
<b>Female</b>	<b>664.3</b>	<b>664.4</b>					
<b>White</b>	<b>677.8</b>	<b>677.3</b>					
<b>African-American</b>	<b>636.8</b>	<b>634.5</b>					
<b>Asian/Pacific Islander</b>	<b>703.1</b>	<b>701.1</b>					
<b>Hispanic</b>	<b>649.0</b>	<b>650.6</b>					
<b>American Indian/Alaskan</b>	<b>668.4</b>	<b>674.4</b>					
<b>Disabled</b>	<b>607.9</b>	<b>606.9</b>					
<b>Limited English Proficient</b>	<b>656.1</b>	<b>657.6</b>					
<b>Subsidized Meals</b>	<b>643.6</b>	<b>643.0</b>					

\*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.\*



## PASS % TESTED

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

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

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

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

% 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
<b>Actual Performance</b>							
<b>All Students</b>	100	100					
<b>Male</b>	100	100					
<b>Female</b>	100	100					
<b>White</b>	100	100					
<b>African-American</b>	100	100					
<b>Asian/Pacific Islander</b>	N/A	N/A					
<b>Hispanic</b>	100	100					
<b>American Indian/Alaskan</b>	N/A	N/A					
<b>Disabled</b>	100	100					
<b>Limited English Proficient</b>	100	100					
<b>Subsidized Meals</b>	100	100					

<b>% Tested ELA – District – Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
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	99.9	99.9					
Female	99.9	100.0					
White	99.9	100.0					
African-American	99.8	99.9					
Asian/Pacific Islander	99.8	100.0					
Hispanic	99.9	99.8					
American Indian/Alaskan	100.0	100.0					
Disabled	99.2	99.6					
Limited English Proficient	99.8	99.8					
Subsidized Meals	99.8	99.9					

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

<b>% Tested Math – District – Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	100.0					
Male	99.9	99.9					
Female	100.0	100.0					
White	100.0	99.9					
African-American	99.9	99.9					
Asian/Pacific Islander	100.0	100.0					
Hispanic	99.9	100.0					
American Indian/Alaskan	100.0	100.0					
Disabled	99.8	99.7					
Limited English Proficient	99.9	100.0					
Subsidized Meals	99.9	100.0					

\*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.\*

## PASS % SCIENCE

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

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 52.6% in 2012 to 62.6% in 2018.

**ANNUAL OBJECTIVE:** Increase by 2 percentage point(s) annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	54.6	56.6	58.6	60.6	62.6
School Actual	52.6	63.3					
District Projected	X	X	76.9	77.9	78.9	79.9	80.9
District Actual	75.9	77.0					

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

## PASS AVG. SCIENCE

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

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

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

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

Science - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
<b>Actual Performance</b>							
<b>All Students</b>	<b>604</b>	<b>610.6</b>					
<b>Male</b>	<b>610.4</b>	<b>606.0</b>					
<b>Female</b>	<b>597.7</b>	<b>617.0</b>					
<b>White</b>	<b>636.4</b>	<b>638.8</b>					
<b>African-American</b>	<b>595.9</b>	<b>602.4</b>					
<b>Asian/Pacific Islander</b>	<b>N/A</b>	<b>N/A</b>					
<b>Hispanic</b>	<b>599.9</b>	<b>611.1</b>					
<b>American Indian/Alaskan</b>	<b>N/A</b>	<b>N/A</b>					
<b>Disabled</b>	<b>571.5</b>	<b>N/A</b>					
<b>Limited English Proficient</b>	<b>598.0</b>	<b>610.4</b>					
<b>Subsidized Meals</b>	<b>602.4</b>	<b>609.8</b>					

<b>Science - District – Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
<b>Actual Performance</b>							
<b>All Students</b>	<b>632.8</b>	<b>633.0</b>					
<b>Male</b>	<b>633.7</b>	<b>633.6</b>					
<b>Female</b>	<b>631.8</b>	<b>632.4</b>					
<b>White</b>	<b>645.2</b>	<b>646.2</b>					
<b>African-American</b>	<b>607.3</b>	<b>606.2</b>					
<b>Asian/Pacific Islander</b>	<b>655.9</b>	<b>660.5</b>					
<b>Hispanic</b>	<b>617.0</b>	<b>616.2</b>					
<b>American Indian/Alaskan</b>	<b>640.3</b>	<b>644.0</b>					
<b>Disabled</b>	<b>585.9</b>	<b>587.2</b>					
<b>Limited English Proficient</b>	<b>620.7</b>	<b>620.9</b>					
<b>Subsidized Meals</b>	<b>614.1</b>	<b>613.8</b>					

\*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.

## PASS % 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:** Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 66.9% in 2012 to 76.9% in 2018.

**ANNUAL OBJECTIVE:** Increase by 2 percentage point(s) annually students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	68.9	70.9	72.9	74.9	76.9
School Actual	66.9	72.7					
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9	79.5					

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



## PASS AVG. SOCIAL STUDIES

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

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

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

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

Social Studies - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
<b>Actual Performance</b>							
<b>All Students</b>	<b>623.4</b>	<b>628.4</b>					
<b>Male</b>	<b>628.3</b>	<b>624.0</b>					
<b>Female</b>	<b>617.3</b>	<b>633.6</b>					
<b>White</b>	<b>643.2</b>	<b>650.5</b>					
<b>African-American</b>	<b>618.4</b>	<b>619.2</b>					
<b>Asian/Pacific Islander</b>	<b>N/A</b>	<b>N/A</b>					
<b>Hispanic</b>	<b>625.3</b>	<b>636.1</b>					
<b>American Indian/Alaskan</b>	<b>N/A</b>	<b>N/A</b>					
<b>Disabled</b>	<b>580.8</b>	<b>N/A</b>					
<b>Limited English Proficient</b>	<b>624.9</b>	<b>634.9</b>					
<b>Subsidized Meals</b>	<b>622.8</b>	<b>627.6</b>					

<b>Social Studies - District Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
<b>Actual Performance</b>							
<b>All Students</b>	<b>649.2</b>	<b>655.6</b>					
<b>Male</b>	<b>651.8</b>	<b>658.3</b>					
<b>Female</b>	<b>646.6</b>	<b>652.6</b>					
<b>White</b>	<b>661.3</b>	<b>667.6</b>					
<b>African-American</b>	<b>626.1</b>	<b>631.1</b>					
<b>Asian/Pacific Islander</b>	<b>676.9</b>	<b>683.5</b>					
<b>Hispanic</b>	<b>632.8</b>	<b>640.0</b>					
<b>American Indian/Alaskan</b>	<b>655.8</b>	<b>660.8</b>					
<b>Disabled</b>	<b>605.3</b>	<b>611.2</b>					
<b>Limited English Proficient</b>	<b>637.7</b>	<b>644.9</b>					
<b>Subsidized Meals</b>	<b>629.0</b>	<b>635.6</b>					

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

**FIVE YEAR PERFORMANCE GOAL:** Annually meet or exceed the national norm of 50<sup>th</sup> 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 50<sup>th</sup> percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

**DATA SOURCE(S):** Fall 2011 and Fall 2012 ITBS/CogAT report produced by Riverside Publishing

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Reading Comprehension Actual	42 <sup>nd</sup> %tile	44 <sup>th</sup> %tile	48 <sup>th</sup> %tile				
Mathematics Concepts Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Mathematics Concepts Actual	35 <sup>th</sup> %tile	28 <sup>th</sup> %tile	29 <sup>th</sup> %tile				
Mathematics Problems Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Mathematics Problems Actual	34 <sup>th</sup> %tile	30 <sup>th</sup> %tile	34 <sup>th</sup> %tile				

District	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Reading Comprehension Actual	67 <sup>th</sup> %tile	66 <sup>th</sup> %tile	67 <sup>th</sup> %tile				
Mathematics Concepts Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Mathematics Concepts Actual	52 <sup>nd</sup> %tile	50 <sup>th</sup> %tile	49 %tile				
Mathematics Problems Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Mathematics Problems Actual	58 <sup>th</sup> %tile	55 <sup>th</sup> %tile	57 <sup>th</sup> %tile				

# Goal 1: Student Achievement Strategies

<b><u>STRATEGY Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
Teachers will use Common Core State Standards in ELA and Math lessons.	2013-18	Teachers ICs	None	n/a	Lesson Plans and classroom observations
Teachers will use components of Balanced Literacy (Guided Reading, Shared Reading, Real Aloud, Independent Reading, Mini-Lesson) for instruction.	2013-18	Teachers ICs	None	n/a	Lesson Plans and classroom observations
Provide Intervention for identified students using Leveled Literacy Intervention, Reading Recovery, and ERI	2013-18	Interventionist, ESOL Teacher, Resource Teacher, IC	Salary of Intervention Teacher	Title 1 Funds	AIMSweb Data F&P Data
Maintain a Reading Resource Lab with Leveled Books for Guided Reading Instruction to increase reading achievement.	2013-18	Administration ICs	\$5000.00	Title 1 Funds  Local Funds	F&P Data Lesson Plans Observations PASS Scores
Teachers will use Lucy Calkin's Writing Units of Study at all levels to develop a cohesive writing program.	2013-18	Teachers	Previously Purchased	Title 1 Funds	Lesson Plans Observations Writing Benchmarks
Use RAZ Kids to encourage and improve student reading, comprehension, and fluency.	2013-18	Teachers, Students	TBD	TBD	Raz-Kids Reports,

Use vocabulary cards/books to teach Academic Vocabulary.	2013-18	Teachers	\$1250.00	Title 1 Funds	Weekly Vocabulary Quizzes, Classroom Observations
Teachers will use technology to enhance Instruction.	2013-18	Teachers	\$37,000	Title 1, District Funds	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
Implement our Math Fluency Initiative to increase math scores.	2013-18	Teachers, IC's	None	n/a	Math Fluency scores
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	TBD	District	Lesson plans, classroom observations

# Goal 2: Teacher/Administrator Quality Action Plan

## 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 **Common Core** and **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 and Common Core Standards

**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%				

## Goal 2: Teacher/Administrator Quality Strategies

<b><u>STRATEGY Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
Provide ongoing professional development on Balanced Literacy components and teaching strategies.	2013-18	District Personnel, ICs	None	n/a	Professional Development Plan  Portal Attendance
Provide ongoing professional development on ELA and Math Common Core State Standards	2013-18	District Personnel, ICs	None	n/a	Professional Development Plan  Portal Attendance
Communicate district professional development opportunities to faculty.	2013-18	Administration, ICs	None	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	None	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	None	n/a	Professional Development Plan  Portal Attendance



# Goal 3: School Climate Action Plan

## 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					
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6					

## PARENT SATISFACTION – LEARNING ENV.

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who are satisfied with the learning environment from 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					
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	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					
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					

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

## 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					
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8					

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

## STUDENT 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					
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2					

## 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					
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3					

## Goal 3: School Climate Strategies

<b><u>STRATEGY</u> <u>Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person</u> <u>Responsible</u></b>	<b><u>Estimated</u> <u>Cost</u></b>	<b><u>Funding</u> <u>Sources</u></b>	<b><u>Indicators of</u> <u>Implementation</u></b>
<b>ATTENDANCE</b>					
Provide rewards for students who are at school every day and on time.	2013-18	Title 1 Social Worker, Faculty	\$600 per year	PTA	Awards Day No Tardy Parties
Conduct attendance intervention conferences with parents regarding excessive absences.	2013-18	Title 1 Social Worker	None	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
<b>LEARNING ENVIRONMENT</b>					
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
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 newsletters, phone calls, notes, e-mail, conferences, and websites.	2013-18	All Staff	TBD	Title 1 Funds	School and teacher newsletters, Contact Logs
Implement PBIS school-wide to promote a positive learning environment.	2013-18	All Staff and Students	None	n/a	PBIS Report
<b>SAFETY</b>					
Provide lessons that address bullying or low areas of student surveys by the guidance counselor.	2013-18	Guidance Counselor	None	n/a	Guidance Counselor Lesson Plans, Survey Results
Watch safety videos yearly provided by the district.	2013-18	All Staff, Administrative Assistant	None	n/a	Certificates
Follow School Safety Plan: <ul style="list-style-type: none"> <li>• Officers Walkthroughs</li> <li>• Locked doors</li> <li>• Visitor Sign-In</li> <li>• Lockdowns and Safety Drills</li> <li>• “Ignore the Door”</li> </ul>	2013-18	All Staff  Students  Law Enforcement	TBD	District Funds	Computer log of visitors School report
Monitor safe arrival and dismissal of students.	2013-18	All Staff	None	n/a	Duty Schedule

## **2012-13 School Report Card**

<https://ed.sc.gov/data/report-cards/2013/elem/c/e2301061.pdf>

## **2012-13 ESEA**

<http://ed.sc.gov/data/esea/2013/school.cfm?SID=2301061>