

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
SCHOOL INFORMATION AND REQUIRED SIGNATURES

HOLLIS ACADEMY

GREENVILLE COUNTY SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2017-2018 (*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

Dr. Crystal Ball O'Connor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster		3/31/17
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Brandi Massey		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Miki Golden, Jr.		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Amanda Rapp		
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 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

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

<u>POSITION</u>	<u>NAME</u>
1. Principal	Miki Golden, Jr.
2. Teacher	Julie Mercado
3. Parent/Guardian	Barbara Bingham
4. Community Member	Beth Simmons
5. School Improvement Council	Brandi Massey
6. Read to Succeed Reading Coach/Team Lead	Amanda Sparrow
7. Technical Assistance Provider	Jena Putnam
8. Title 1 Facilitator	Erin Downer
9. Teacher	Whitney Llaneza
10. Special Education	Paula Swanson

Read to Succeed Literacy Leadership Team	
Position	Name
Principal	Miki Golden, Jr.
Assistant Principal	Maureen Heinbuch
Instructional Coach	Allison Bradley
Instructional Coach	Stephanie Hydrick
Title 1 Facilitator	Erin Downer
Reading Coach	Amanda Sparrow
Reading Interventionist	Stephanie Oliver
Literacy Mentor	Taylor McCarthy

***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 school 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.
- X** **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** **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.
- X** **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** **Recruitment**
The school 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** **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
The school 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' School Portfolio was developed to document the changes and progress our school has made while working continuously to improve all areas of achievement, instruction, learning environment, and parent/community involvement.

All stakeholders have a voice in the strategic planning process through SIC and Title 1 Planning Meetings, PTA Meetings, surveys, faculty senate, faculty meetings, grade level meetings, and PLC meetings. Grade level teams meet on a weekly basis to discuss the progress and needs of students, develop strategies to reach their academic success, and plan for instruction. Instructional coaches and/or academic specialists meet with the teachers regularly to ensure we are all focused on our long term goals and vision for the school. The staff participates in scheduled faculty meetings on the first Wednesday of the month and for professional development on the third Wednesday of the month. Hollis's staff vertical teams meet monthly to discuss and collaborate on standards, student needs, and analysis of student data. Each grade level team, related arts, special education and support staff have a representative that serves as a member of the school faculty senate, which meets on the fourth Wednesday of the month. The School Improvement Council (SIC), in conjunction with the Title I planning committee, develops and reviews the Title I plan yearly. The committee consists of teachers, administration, support staff, parents, and community partners. Our instructional team, led by our principal, meets to review and discuss the implementation of researched based instructional strategies and focuses that are presented to the faculty and staff. The collaborative conversations in all of these meetings provide all stakeholders with input in our strategic plan which is updated yearly.

Hollis Academy is dedicated to helping all students develop world class skills and life and career characteristics of the Profile of the Graduate by providing a quality learning environment where students feel welcome and are eager to learn.

Executive Summary

Student Achievement Summary

The **SC Ready** assessment was given to students in grades 3-5 in spring 2016. Students were assessed in the subject areas of ELA and Math. The 2015-16 school year was the first time SC Ready was given so we have no previous data to compare our achievement results. In ELA, 29.7% of students scored “Meets” or “Exceeds” expectation. We had 41.8% of students who scored in the “Approaching” category. In Math, 41.9% of students scored “Meets” or “Exceeds” expectation. We had 35.7% of students who scored in the “Approaching” category. **SCPASS** was given to all students in grades 4 and 5 in spring 2016. Students were assessed in the subject areas of Science and Social Studies. In Science, 60% of our students scored Met or Exemplary. In Social Studies, 74% of our students scored Met or Exemplary.

Needs Assessment:

- Increase achievement in ELA by continued training and implementation of all parts GCS Balanced Literacy Framework
- Continue to build and organize classroom libraries to support engagement during independent reading
- Use Lucy Calkins Reading and Writing Units of Study as the curriculum for Reading and Writing Workshop
- Continue to study and use The Next Step Forward in Guided Reading to provide targeted guided reading lessons
- Collect and analyze data through conferencing with students setting ELA goals
- Provide reading intervention to students in need
- Number Talks to build fluency with computation
- Create rigorous common assessments in math, analyze data, and create action plans
- Use interactive notebooks and conduct science experiments within the units and in virtual science lab to engage 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, 49% 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, 35% of our teachers have 5 or less years of teaching experience.

Needs Assessment:

- Provide professional development in balanced literacy components, reading and writing units of study, engagement, conferencing, technology, guided math, and effectively using data for instructional planning.
- Continue to hire high quality staff for all positions

School Climate

All teachers, 5th grade parents, and 5th grade students are surveyed annually and results are reported on the school report card issued by the state. Results from the 2015-16 survey indicate that teachers, students, and parents are very satisfied with the learning environment at Hollis and feel safe while at school. However, 79.5% of parents and 68.9% of teachers were satisfied with school-home relations.

Needs Assessment:

- Provide parenting partners meetings
- Provide positive feedback to parents regarding student achievement
- Inform parents of events and celebrations in the school
- 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
- Increase in number of students with disabilities
- Kindergarten students entering school with limited literacy skills
- Increase in number of ESOL students
- Lack of Parent Involvement
- Student Tardiness

Awards, Results, and Accomplishments:

- 2015 SC Palmetto Silver Award for General Performance
- 2015 SC Palmetto Silver Award for Closing the Achievement Gap
- 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
- Donor Choose Grant Recipients
- State PTA Reflection Contest Winners
- 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
- Career Day
- Discovery Education
- PEP Literacy Grant Recipient

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 684 students in four-year-old Kindergarten through 5th grade. We are ethnically diverse with a student population consisting of 41.5% African American, 11.5% Caucasian, 42.1% Hispanic, and 4.8% from two or more races. Our school poverty index is 93.3%. We serve 244 students identified as limited in their English proficiency and have 107 students receiving special education services. Currently, 100% of Hollis students receive free meals.

School Leaders

Principal

Mr. Miki Golden, Jr. is the principal of Hollis Academy and has served us for 12 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 8 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 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. First and second grade classrooms are located on the first floor and all third, fourth and fifth grade classrooms are located on the second floor and are accessible by an elevator. All classrooms are equipped with Promethean Boards, wireless internet and laptops, chrome books, ipads, and document cameras. Portable ipad and Chromebook carts are 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. Parent Involvement meetings are planned based on the survey results. This year our focus includes reading at home, helping with homework, supporting parents who do not speak English, and parenting Partners Workshops. Parents are also 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.

Title I

The purpose of Title I is to enable schools to provide opportunities for children served to acquire the knowledge and skills contained in the challenging state content standards and to meet the challenging state performance standards developed for all children. This purpose is accomplished by such efforts as providing an enriched and accelerated educational program, promoting schoolwide reform through schoolwide programs or through additional services

that increase the amount and quality of instructional time, significantly upgrading the quality of instruction by providing staff in participating schools with substantial opportunities for professional development, and affording parents meaningful opportunities to participate in the education of their children at home and at school.

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.
- Brains on Fire
- Bon Secours
- 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

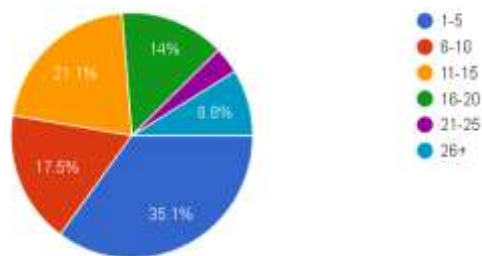
School Personnel Data

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, 49% 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, 35% of our teachers have 5 or less years of teaching experience.

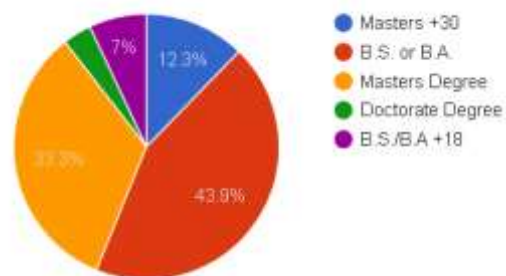
Faculty Years of Experience

2016-2017	
Years of Experience	Number of Teachers
1-5	20
6-10	10
11-15	12
16-20	8
21-25	2
26+	5



Faculty Degree Levels

2016-2017	
Education Level	Number of Teachers
Bachelors	25
Bachelors + 18	4
Masters	19
Masters + 30	7
Doctorate	2
National Board Certified	4



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.

School Staff Source: SC School Report Cards	2013-14	2014-15	2015-16
Teachers with Advanced Degrees	48.9%	52.2%	47.9%
Teachers Returning from Previous Year	83.7%	85.6%	86.1%
Teachers Attendance Rate	95.8%	94.4%	96.5%
Continuing Contract Teachers	71.1%	69.6%	70.8%

Professional Staff:

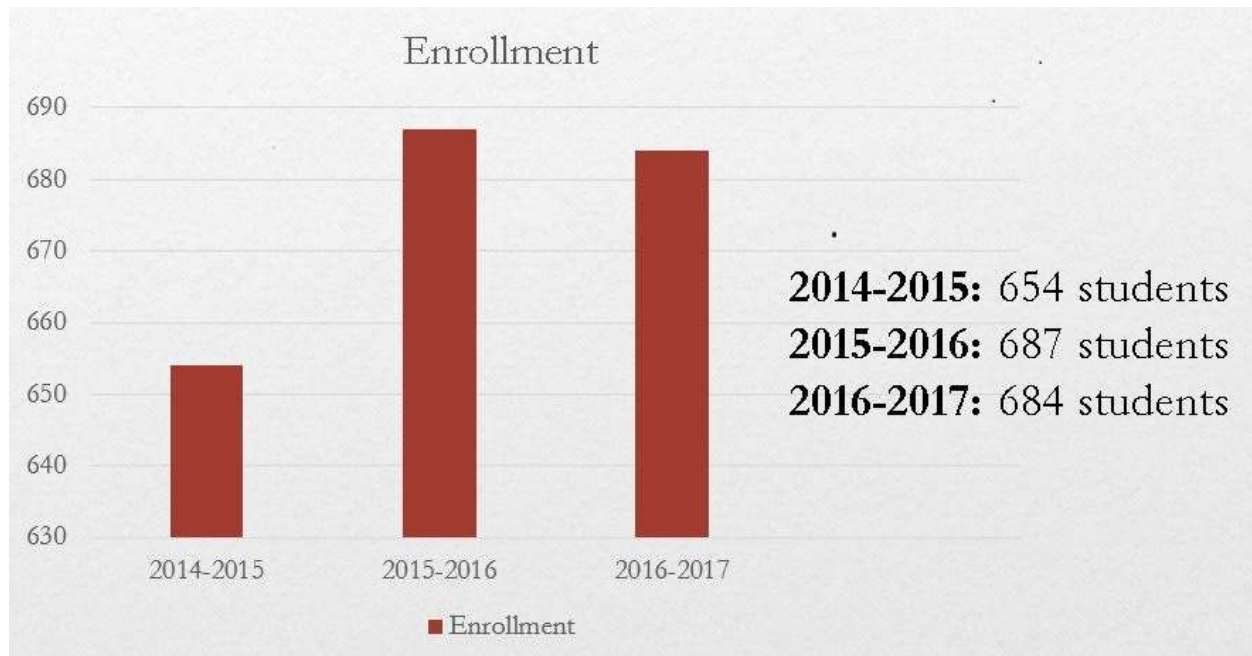
- 2 Administrators
- 2 Instructional Coaches
- 1 Title One Facilitator
- 38 Classroom Teachers
- 4 Related Arts Teachers
- 3 Resource Teachers
- Mental Health Counselor
- School Psychologist
- RTI Teacher
- Literacy Specialist
- Speech Teacher
- 3 ESOL Teachers
- Guidance Teacher
- .3 Challenge Teacher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

Support Staff:

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

Student Enrollment

The current total enrollment for 2016-17 is 684 students. Our enrollment has increased over the last several years and is ethnically diverse.



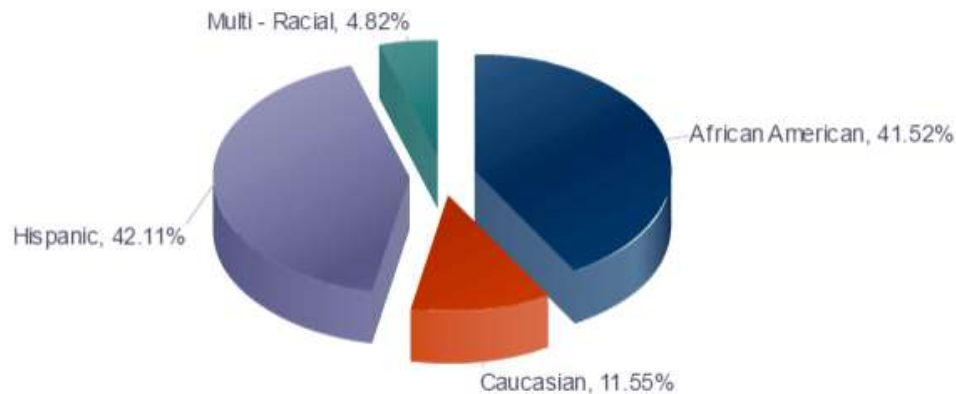
Current Student Enrollment by Grade



Due to our Title 1 funding, we are able to support reduced class size. The student-teacher ratio varies by grade level, but is lower than the state and district requirements in each grade level.

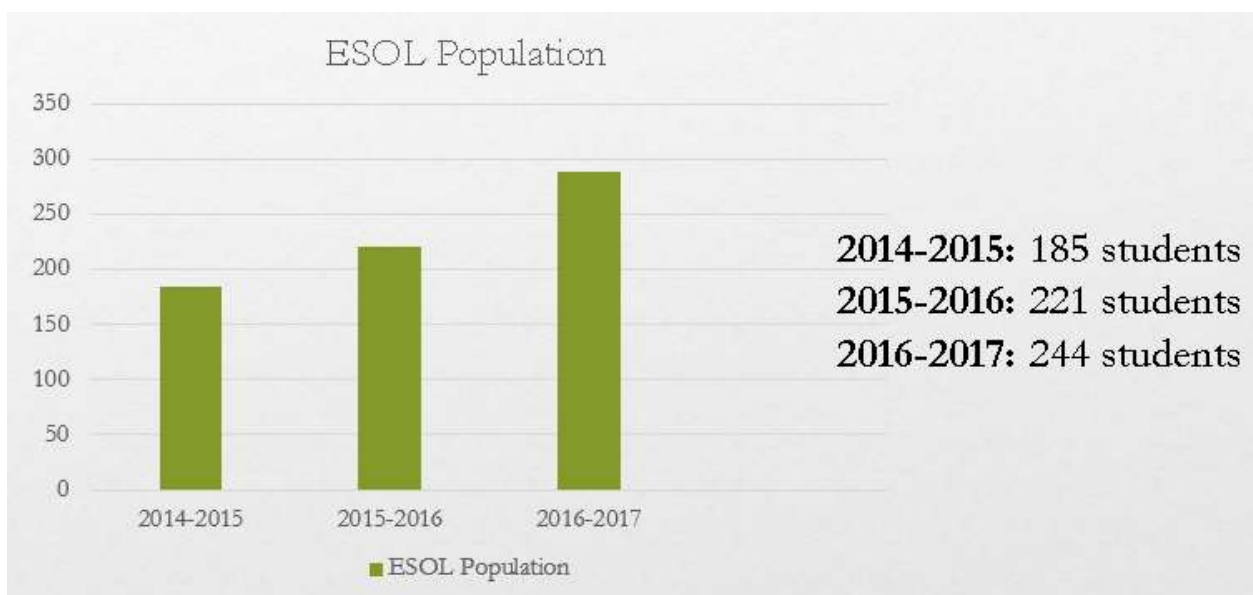
Student Ethnicity Percentages for Current Year

Current enrollment figures show the following ethnic distribution of students: 41.52% African American, 11.55% Caucasian, 42.11% Hispanic, and 4.82% from two or more races.



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.



Students with Disabilities



Student Population Data Summary:

- **Enrollment: 684 Students**
- **Poverty Index: 92.7%**
- **Subsidized Meals: 100%**
- **ESOL Program: 244 Students**
- **Special Education Students: 107**

School Report Card Data

Student attendance is encouraged through awards and school wide incentives. The students of Hollis have consistently stayed close to the district's attendance goal of 96% over the last 3 years.

This past year had an increase the number of students eligible for Gifted and Talented as well as a slight decrease in the number of students with disabilities.

Source: SC School Report Cards	2013-14	2014-15	2015-16
Student Attendance Rate	96.8%	95.9%	96.5
Students Eligible for Gifted and Talented	2.5%	1.7%	2.8%
Student Retention Rate	1.6%	0.9%	1.3%
Students with Disabilities	14.9%	13.9%	16.5%

Academic and behavioral features/programs/initiatives

Hollis Academy is helping all students develop world class skills and life and career characteristics of the Profile of the Graduate by providing a quality learning environment where students feel welcome and are eager to learn. As such, our school goals focus on academic achievement, professional development, technology integration, and community relations. Specific strategies are developed to support the attainment of each goal. Many hours are provided to enhance teaching skills through professional development that focuses on research-based best practices to improve teaching skills, knowledge, and instructional delivery.

Our students have access to a well-balanced, strategically planned curriculum based on best practices, instruction guided by ongoing assessments, and a faculty and staff knowledgeable in current instructional methodologies. We focus on a researched-based core curriculum aligned with State Standards and District Curriculum Maps.

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 through pervasive and consistent implementation of best practices across grade levels and content areas and incorporates the research based theories of Vygotsky, Fountas and Pinnell, Gallagher, Calkins, Clay and others. The model fosters gradual release of responsibility to the student as they receive instruction needed to meet grade level expectations in reading and writing, while allowing students to work at a level that is appropriate for individual growth and achievement. 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, students are engaged in language and word study. Listening and speaking are also emphasized in this integrated language approach. At Hollis, we use Lucy Calkins' Reading and Writing Units of Study to support GCS Framework for Literacy Instruction.

Math Instruction and Number Talks

The math curriculum is based on South Carolina College- and Career-Ready Standards for Mathematics that represent a balance of conceptual and procedural knowledge and specify the mathematics that students will master in each grade level. Students are engaged in math activities for 60 minutes every day. In addition, teachers engage students in a number talk for 10-15 minutes each day. A Number Talk is a short, ongoing daily routine that provides students with meaningful ongoing practice with computation. A Number Talk is a powerful tool for helping students develop computational fluency because the expectation is that they will use number relationships and the structures of numbers to add, subtract, multiply and divide. Number Talks are structured as short sessions alongside (but not necessarily directly related to) our math curriculum. The primary goal of Number Talks is computational fluency.

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

Technology integration is an important aspect of the curriculum at Hollis. Both teachers and students utilize technology on a daily basis. Hollis Academy has a computer lab that is used by all students at least once a week. All of our classrooms are equipped with Promethean Boards, wireless internet, multiple laptops, chromebooks, ipads, and document cameras. Many classrooms have sets of ActivExpressions and ActiVotes to be used in conjunction with the ActivInspire software and Promethean Boards. Portable ipad and Chromebook carts are also available to all classes for technology integration and student engagement. To enhance teaching and learning through technology, Title 1 funds allow our school to purchase student licenses for Starfall, Brainpop, RAZ kids, Reflex Math, Flocabulary, and Mindplay.

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.

Personalized Learning Initiative

During the 2017-18 school year, Hollis will begin a Personalized Learning Initiative. Each student in grades 2-5 will receive a chromebook to use during the school day for various projects.

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 students for the program.

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.

Character Education

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 three ESOL teachers who help students grow in their language acquisition through small group lessons and inclusion in the regular education classroom. This program has been vital in sustaining the progress and achievements of our ESOL students. An afterschool intervention program serves at risk ESOL 2nd and 3rd graders 4 days a week for 30 minutes. Students' ESOL Proficiency levels and F&P levels are used to determine students who would benefit from the program.

Special Education / Stetson Inclusive Practices

Administrators, special education and classroom teachers received training through Stetson and Associates regarding best practices and multiple support models for inclusive classrooms. This special education model will be in place for grades 3-5 in the 2017-18 school year.

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.

PLCs

All teachers are a part of on one of the school's five vertical committees- Math, Reading, Writing, Science, and Social Studies. The committees meet regularly representing the entire faculty in decision making and problem solving for the school. In addition to professional development, discussions are held and center on curriculum, instruction, assessment, and data.

Terrific Kids

Hollis has a strong partnership with Kiwanis Club of Greenville who supports and recognizes our Terrific Kids. Every nine weeks, two students from each class that have distinguished themselves for outstanding character are nominated and recognized as Terrific Kids. These students are celebrated at an awards program where they receive special incentives for their hard work. Parents are invited to attend the awards ceremony and celebrate with their child.

Additional Activities

- Virtual and Off-Site Field Trips
- Family Math and Reading Nights
- Safety Patrols
- Chorus Program
- Title 1 Summer Program
- Girl Scouts
- Good News Club
- Junior Beta Club

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	<ul style="list-style-type: none"> Keep the mirror, sink, toilet, and floor clean 	<ul style="list-style-type: none"> Allow others privacy 	<ul style="list-style-type: none"> Use the bathroom only when necessary
Hallway/ Stairwell	<ul style="list-style-type: none"> Walk quietly on the right side Take one step at a time Walk with one hand on rail in the stairwell. 	<ul style="list-style-type: none"> Speak only when given permission Greet others silently with a wave Keep hands, feet, and all objects to yourself 	<ul style="list-style-type: none"> Walk facing forward Walk/stand in the 2nd tile from the wall
Cafeteria	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Greet & thank the staff Silent during breakfast Use inside voice during lunch Keep your hands, feet and all objects to yourself 	<ul style="list-style-type: none"> Give lunch order Get milk and utensils Follow exiting procedures given by the teacher Remain silent in the lunch line
Bus	<ul style="list-style-type: none"> Board & exit safely Sit where told Walk in front of the bus (When Exiting) 	<ul style="list-style-type: none"> Greet bus driver Use inside voice Keep hands, feet, and all objects to yourself 	<ul style="list-style-type: none"> Keep aisle clear Remain seated at all times Be prepared to board and exit the bus at the appropriate time
Arrival Area	<ul style="list-style-type: none"> Enter at the appropriate door Walk directly to your holding area after breakfast 	<ul style="list-style-type: none"> Greet others silently with a wave Follow directions of safety patrols and teachers 	<ul style="list-style-type: none"> Arrive between 7:15 & 7:55 Arrive before 7:40 to eat breakfast
Playground	<ul style="list-style-type: none"> Use playground equipment as it was intended Bring in all items taken outside 	<ul style="list-style-type: none"> Take turns & include everyone Keeps hands, feet and all objects to yourself 	<ul style="list-style-type: none"> When whistle blows stop, look & listen to your teacher Stay focused & participate in organized activities Line up when the teacher signals
Dismissal Area	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Follow directions of safety patrols and teachers 	<ul style="list-style-type: none"> 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

Hollis Academy sets high achievement expectations for our students. We rely on State Standardized Tests to assess student achievement. We strive to continually improve student performance in the classroom as well as on standardized assessments.

South Carolina State Report Card

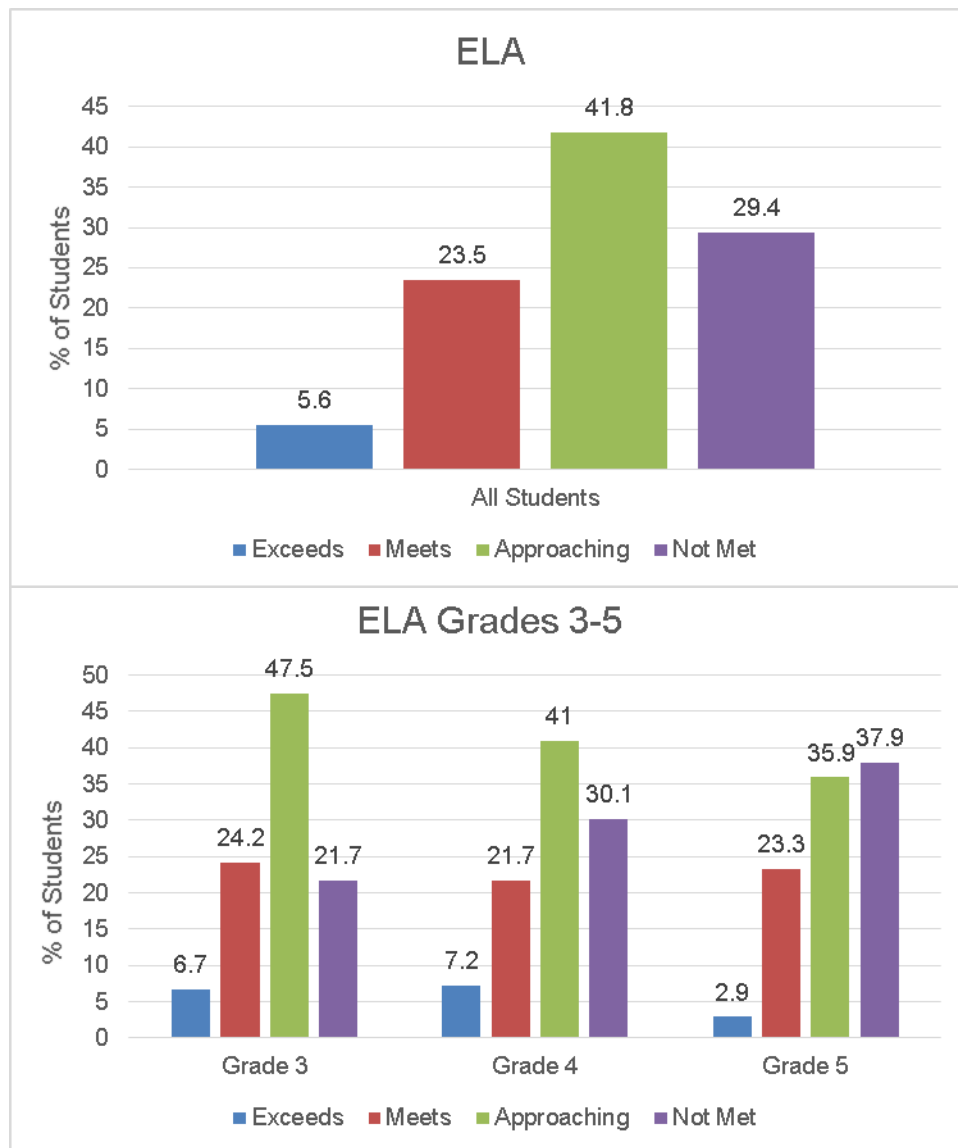
Year	Absolute Rating	Growth Rating
2014	Average	Good
2013	Average	Average
2012	Average	Average

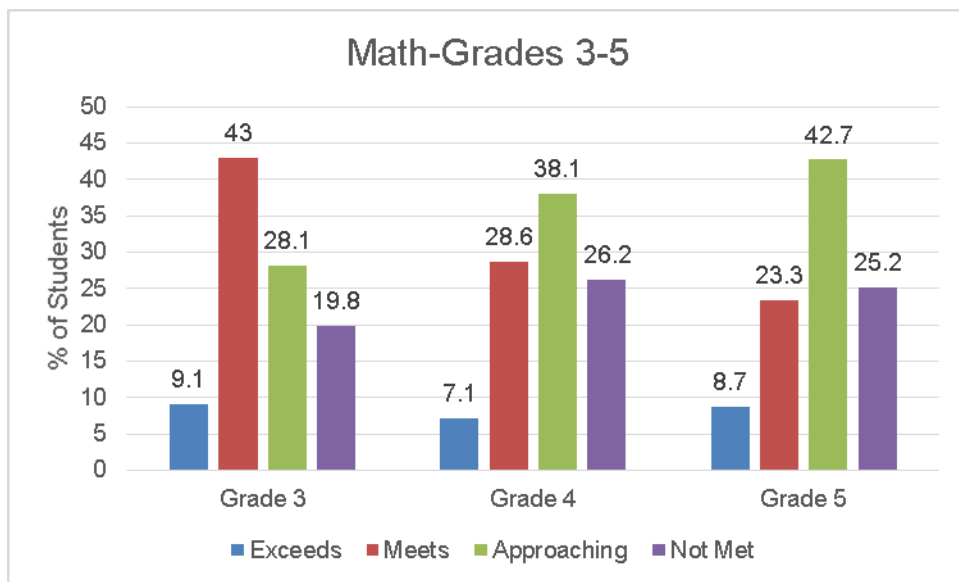
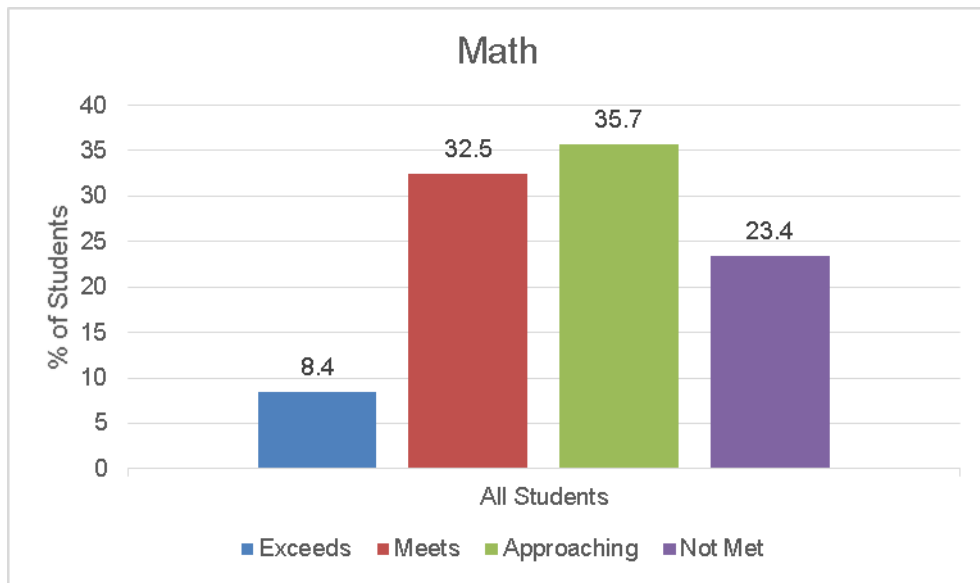
*Based on state law, schools and districts will not be rated for state accountability purposes again until Fall 2018.

- **2015 SC Palmetto Silver Award for General Performance
And Closing the Achievement Gap**
- **2013-14 Title 1 Reward School for Performance**
- **2012-13 Title 1 Reward School for Performance**
- **2011-2012 SC Palmetto Silver Award Winner**

SC Ready 2015-2016 Data

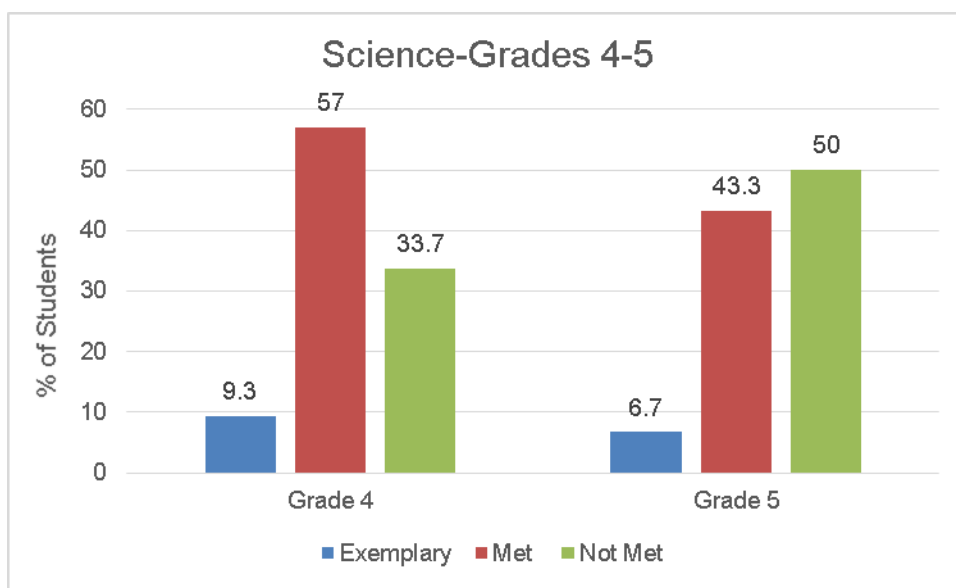
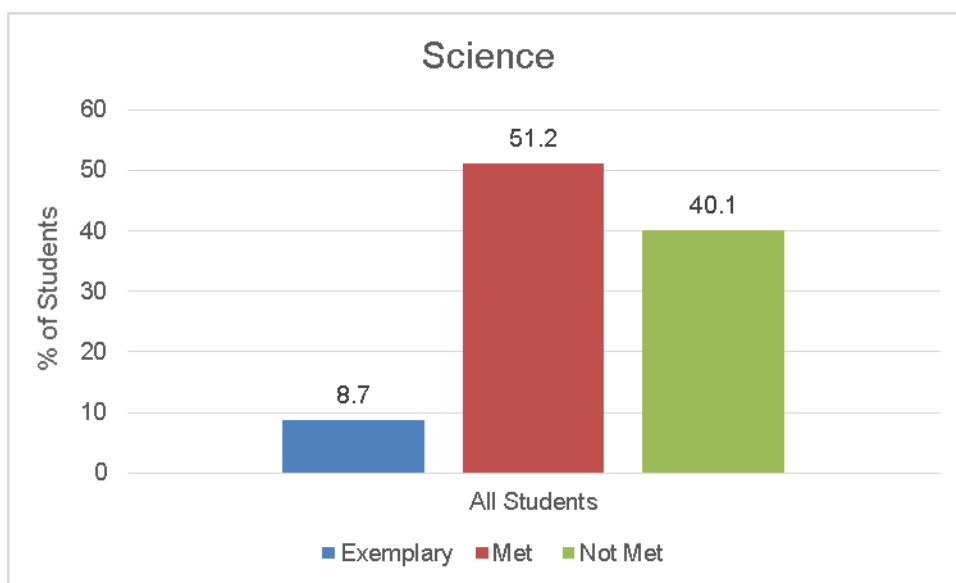
The SC Ready assessment was given to students in grades 3-5 in spring 2016. Students were assessed in the subject areas of ELA and Mathematics. The graphs show the percentage of students scoring in the Exceeds, Meets, Approaching, or Not Met categories. The 2015-16 school year was the first time SC Ready was given to students in grades 3-5 so we have no previous data to compare our achievement results.

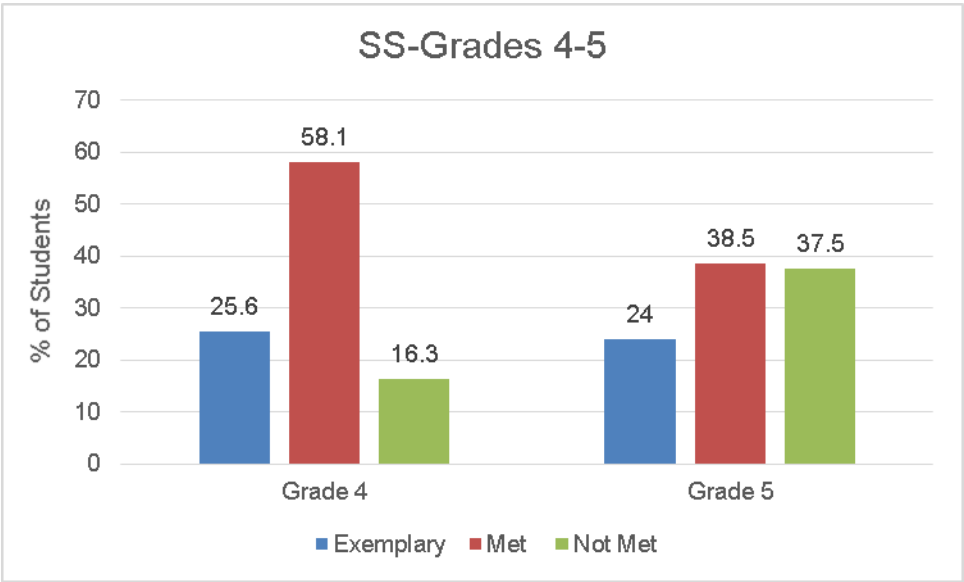
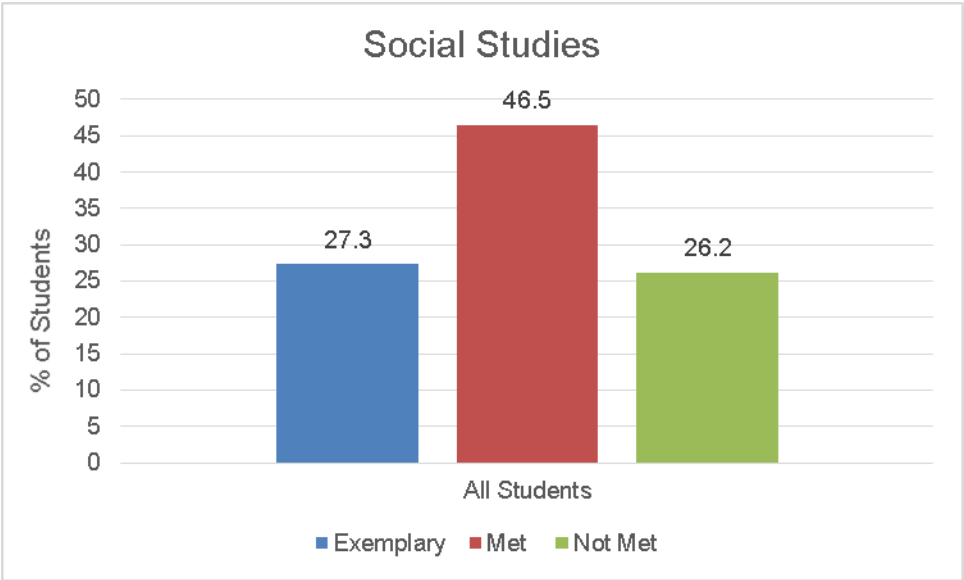




SC PASS 2015-2016 Data

The SC Palmetto Assessment of State Standards (SCPASS) was given to students in grades 4 and 5 in spring 2016. Students were assessed in the subject areas of Science and Social Studies. This assessment categorizes students into three areas: Exemplary, Met, and Not Met. In Science, 59.9% of our students scored Met and above. In Social Studies, 73.8% of our students scored Met and above.





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.

Percentile Rank of Average SS: National Student Norms

Subtest	2014	2015	2016
Reading	44	37	41
Mathematics	38	30	31

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. However, scores increased in reading and math in 2016.

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 Calendar Hollis Academy 2016-2017

Date	Title	Presenter(s)	Audience
August			
8/16/16	Orientation: Welcome Back-Review of procedures and handbooks	Miki Golden	All Staff
8/18/16	Various District Meetings	District Personnel	All Staff
8/22/16	Technology PD- Google Classroom (K-1) (2-3) (4-5) Meets for 2 hours	Jena Putnam	K-5 Teachers
8/22/16	Google Sites (Break-out Session)	Stephanie Oliver Paige Myers	All Staff
8/22/16	Class Dojo (Break-out Session)	Kristen Adams	All Staff
8/22/16	Remind 101 (Break-out Session)	Whitney Davis	All Staff
8/31/16	Number Talks	Allison Bradley Stephanie Hydrick	All Staff
September			
9/14/16	PLCs – Article Review: <i>It's All about Data</i>	Grade Chairs	All Staff
9/21/16	Professional Development- Interactive Read Aloud: Focus on Text Selection & Openings	Allison Bradley Stephanie Hydrick	All Staff
9/28/16	Faculty Senate		Grade Chairs
October			
10/5/16	Faculty Meeting	Mr. Golden Mrs. Heinbuch	All Staff
10/12/16	PLCs Professional Development	Various	All Staff
10/19/16	Professional Development- Interactive Read Aloud: Questioning	Allison Bradley Stephanie Hydrick	All Staff

10/20/16-10/27/16	Grade Level Professional Development K-5	Allison Bradley Stephanie Hydrick	All Staff
10/26/16	Faculty Senate		Grade Chairs
November			
11/2/16	Faculty Meeting	Mr. Golden Mrs. Heinbuch	All Staff
11/9/16	PLCs	Various	All Staff
11/14/16-11/22/17	Grade Level Professional Development K-5	Allison Bradley Stephanie Hydrick	All Staff
11/16/16	Professional Development- Interactive Read Aloud: Self Evaluation and Record of Reading/Recap	Allison Bradley Stephanie Hydrick	All Staff
December			
12/7/15	Faculty Meeting	Mr. Golden Mrs. Heinbuch	All Staff
12/14/15	PLCs Professional Development	Various	All Staff
January			
1/4/17	Faculty Meeting	Mr. Golden	All Staff
1/11/17	PLCs	Various	All Staff
1/18/17	Technology PD	Jena Putnam	All Staff
1/16/17-1/19/17	Grade Level Professional Development K-5	Allison Bradley Stephanie Hydrick	All Staff
1/25/17	Faculty Senate		Grade Chairs
February			
2/1/17	Faculty Meeting	Mr. Golden	All Staff
2/8/17	PLCs Professional Development	Various	All Staff
2/15/17	Professional Development-Number Talks	Bradley/Hydrick	
2/22/17	Faculty Senate		Grade Chairs
March			
3/1/17	Faculty Meeting	Mr. Golden	All Staff
3/8/17	PLCs	Various	All Staff
3/15/17	Professional Development-Balanced Literacy	Bradley/Hydrick	All Staff
3/22/17	Faculty Senate	Mr. Golden	Grade Chairs
April			
4/5/17	Faculty Meeting	Mr. Golden	All Staff
4/12/17	PLCs Professional Development	Various	All Staff
4/19/17	Professional Development-Balanced Literacy	Bradley/Hydrick	All Staff
4/26/17	Faculty Senate	Mr. Golden	Grade Chairs
May			
5/4/17	Faculty Meeting	Mr. Golden	All Staff
5/11/17	PLCs	Various	All Staff
5/18/17	Professional Development Planning	Bradley/Hydrick	All Staff
5/25/17	Faculty Senate	Mr. Golden	Grade Chairs

School Climate

School climate is recognized as a significant factor related to 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.

School Year	2013-14	2014-15	2015-16
Attendance Rate	96.8%	95.9%	96.5%

Percentage Satisfied with Learning Environment			
	2013-14	2014-15	2015-16
Parents	91%	88%	95%
Students	97.1%	91%	91.7%
Teachers	100%	100%	93.4%

Percentage Satisfied with school-home relations			
	2013-14	2014-15	2015-16
Parents	79.5%	67%	79.5%
Students	88.1%	89%	85.5%
Teachers	83.8%	69%	68.9%

Percentage satisfied with School Safety			
	2013-14	2014-15	2015-16
Parents	97.7%	87.7%	94.8%
Students	91.8%	87.9%	96.9%
Teachers	100%	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 ELA each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in ELA as measured by SC READY.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in ELA as measured by SC READY.

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

	Baseline 2015-16	2016-17	2017-18
School Projected	X	32.7	35.7
School Actual	29.7		
District Projected	X	53	56
District Actual	50		

Baseline data to be established in 2015-16.

☒ 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 SC READY.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by SC READY.

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

	Baseline 2015-16	2016-17	2017-18
School Projected	X	44.7	47.7
School Actual	41.7		
District Projected	X	59	63
District Actual	56		

Baseline data to be established in 2015-16.

SC READY % 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 SC READY.

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

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

% Tested ELA – School	Baseline 2015-16	2016-17	2017-18
Projected Performance	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	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

% Tested ELA – District Grades 3-5	Baseline 2015-16	2016-17	2017-18
Projected Performance	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	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

% Tested Math – School	Baseline 2015-16	2016-17	2017-18
Projected Performance	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	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

% Tested Math – District – Grades 3-5	Baseline 2015-16	2016-17	2017-18
Projected Performance	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	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

☒ 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: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above ____%.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above ____%.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	67	68	69
School Actual	66	59.9		
District Projected	X	73.9	74.9	75.9
District Actual (ES & MS)	72.9	71.4		

*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: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above ____%.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above ____%.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	78.6	79.6	80.6
School Actual	77.6	73.8		
District Projected	X	82.2	83.2	84.2
District Actual (ES & MS)	81.2	78.8		

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

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

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the Iowa Test.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the national norm of 50th percentile in each subtest of the Iowa Test in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Test in grade 2.

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

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	44 th percentile	37 th percentile	41 st percentile	

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	38 th percentile	30 th percentile	31 st percentile	

Reading	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	60 th percentile	62 th percentile	60 th percentile	

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	52 nd percentile	51 th percentile	48 th percentile	

Student Achievement

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Balanced Literacy Frameworks for organizing instruction.	2016-18	Teachers	n/a	n/a	Lesson Plans and classroom observations
Writing and Reading Units of Study (Calkins) at all levels to develop a cohesive program.	2017-18	Teachers	Kit Costs	Title 1	Lesson Plans Observations Writing/Reading Benchmarks
Build and Organize classroom libraries for Independent Reading	2016-18	Admin, Teachers	TBD	Title 1	Classroom Observations
Provide small group guided reading lessons on students' instructional reading levels.	2015-18	Teachers	n/a	n/a	Lesson Plans Classroom Observations
Progress monitor students in reading with running records and benchmark data.	2013-18	Teachers, Interventionists	Benchmark Costs	Local	Running Records Benchmark Data
Use technology equipment and software to support ELA and mathematics instruction within classrooms.	2013-18	Teachers	varies	Title 1	Lesson Plans Classroom Observations
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
Number Talks to increase number sense and computational fluency.	2014-18	Teachers	None	n/a	Lesson Plans, Classroom Observations
Guided Math Instruction	2017-18	Teachers			Lesson Plans, Classroom Observations
Utilize virtual science lab and science kits for inquiry lessons and hands on science activities.	2013-18	Teachers Virtual Science Lab Teacher	n/a	District	Lesson plans, classroom observations
Interactive Notebooks	2016-18	Teachers			Lesson plans, classroom observations

Reduced Class Size	2017-18	Title 1 Facilitator, Admin	Teacher Salaries	Title 1	Rosters, Title 1 Plan
Provide an additional ESOL teacher to work with students.	2016-17	ESOL Teacher	TBD	General Funds	Teacher Schedule
Utilize a paraprofessional to provide academic assistance in grades K-5	2017-18	Paraprofessional	TBD	Title 1 Funds	Schedule
Provide a computer lab teacher to teach enhance curriculum through technology	2016-18	Computer Lab Teacher	TBD	Title 1 Funds	Schedule
Provide 1:1 chromebooks for 2 nd grade (in addition to 3-5 provided by district).	2017-18	Title 1, Teachers	TBD	Title 1 Funds, District	Title 1 Assets, Classroom Observations
Reading Intervention	2017-18	Interventionist	Teacher Salary	Title 1	Intervention Schedule
ESOL Afterschool Program	2016-17	ESOL Teacher	Teacher Stipend	ESOL	Schedule
Title 1 Summer Program	2018	Teachers, Title 1, Admin	Teacher Stipend	Title 1	Rosters, Schedules

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 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%	100%		

Teacher/Administrator Quality

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Instructional Coach (3-5) and Writing Coach	2017-18	Title 1	Salaries	Title 1	PD Agendas, Schedules
Provide professional development for teachers based on data and teacher needs in Balanced Literacy.	2013-18	Title 1 Specialists ICs, Writing Coach, Literacy Specialist Teachers	Substitute Costs	Title 1 Funds PD 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
Form PLCs for discussing research based best practices in academic areas as well as student data	2013-18	ICs Teachers Administration	n/a	n/a	Professional Development Plan Portal Attendance
Provide Smarter Charts Resources for classroom use and professional development for reading and writing workshop anchor charts.	2017-18	ICs, Writing Coach, Literacy Specialist Teachers	TBD	Title 1 Funds	Lesson plans. Classroom Observations
Participate in the District's Shining Stars recruitment Fair in spring.	2013-18	Admin, ICs		District	

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 – School Profile page – Students section

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.1	96.0	96.8	95.9	96.5		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6	95.7		

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): Report Card Survey results – Parent Survey item #5

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	89.2	89.3	89.6	89.9	90.2
School Actual	88.9	92.3	91.0	88.4	95.0		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8	90.1		

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 – Student Survey item #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	88.0	88.5	89.0	89.5	90.0
School Actual	89.1	83.3	91.7	91	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	83.9 (ES, MS, & HS)	83.8 (ES, MS, & HS)		

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 – Teacher Survey item #27

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.5	96	96.5	97	97.5
School Actual	97.2	100	100	100	93.4		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3	91.7		

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 – Parent Survey item #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	94.9	95.3	95.7	96.1	96.5
School Actual	96.4	95.9	97.7	87.7	94.8		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.7	91.7		

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 – Student Survey item #30

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	88	88.5	89	89.5	90.0
School Actual	87.8	90.8	91.8	87.9	96.9		
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3	91.1		

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 – Teacher Survey item #42

	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	100	100		
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3	98.4		

School Climate

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Parenting Partner Workshops	2017-18	Title 1 Facilitator, Counselor, Social Worker	TBD	Title 1	Title 1 Documentation, Sign In Sheet
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
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 a Bilingual Parent Involvement Coordinator to serve as a liaison between school and students' homes; to encourage parental involvement and participation in school programs; and to provide assistance to students' families in the area of school-related concerns in grades K-5th.	2013-18	Parent Involvement Coordinator	Coordinator Salary	Title 1 Funds	Newsletters, Conference logs
Provide parent trainings that focus on students' academic assistance in ELA and mathematics using manipulatives, make and take activities, homework	2013-18	Title 1 Facilitator	TBD	Title 1 Funds	Title 1 Plan

assistance, explanations of achievement on state testing and parental skills supporting academic achievement and literacy.					
Communicate with families through the marquee, 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	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
Provide classroom 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
Provide small group sessions for students in need.	2015-2018	Guidance Counselor	n/a	n/a	Guidance Schedule
Watch safety videos yearly provided by the district.	2013-18	All Staff, Administrative Assistant	n/a	n/a	Certificates
Follow School Safety Plan: <ul style="list-style-type: none"> • 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

Hollis Academy's School Report Card

School Report Card Link

<http://ed.sc.gov/data/report-cards/state-report-cards/2016/view/?y=2016&d=2301&t=E&s=061>