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*59 Years of Excellence!*

# SCHOOL PORTFOLIO
**2018-19 THROUGH 2022-23**

# WADE HAMPTON HIGH SCHOOL
**100 PINE KNOLL DR.**
**GREENVILLE, SC 29609**
**864-355-0102 (OFFICE)**
**864-355-0194 (FAX)**

**GREENVILLE COUNTY SCHOOL DISTRICT**
**DR. W. BURKE ROYSTER, SUPERINTENDENT**
**MR. ERIC L. WILLIAMS, PRINCIPAL**

# SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL NAME: Wade Hampton High School**

**SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023** *(five years)*

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019** *(one year)*

**Required Signature Page**
The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

**Assurances for the School Renewal Plans**
The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.
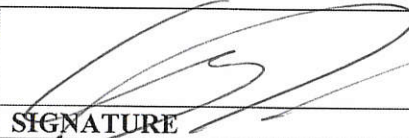
**SUPERINTENDENT**

| Dr. W. Burke Royster | | 8/15/18 |
|---|---|---|
| PRINTED NAME | SIGNATURE | DATE |
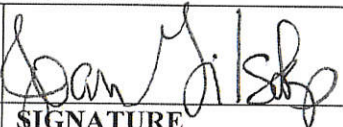
**PRINCIPAL**

| Mr. Eric L. Williams | | 7/29/2018 |
|---|---|---|
| PRINTED NAME | SIGNATURE | DATE |
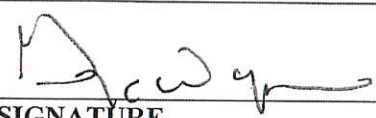
**CHAIRPERSON, BOARD OF TRUSTEES**

| Charles J. Saylors | | 8/28/18 |
|---|---|---|
| PRINTED NAME | SIGNATURE | DATE |

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

| Mrs. Joan Gilstrap | | 7/24/18 |
|---|---|---|
| PRINTED NAME | SIGNATURE | DATE |

**SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD**

| Mr. Greg Wynder | | 7/23/18 |
|---|---|---|
| PRINTED NAME | SIGNATURE | DATE |

SCHOOL ADDRESS:  100 Pine Knoll Dr., Greenville, SC 29609

SCHOOL TELEPHONE: (864) 355-0100

PRINCIPAL E-MAIL ADDRESS: elwillia@greenville.k12.sc.us

# STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

| *POSITION* | *NAME* |
|---|---|
| 1. PRINCIPAL: | Eric Williams |
| 2. TEACHER: | Corey Ramey |
| 3. PARENT/GUARDIAN: | April Stambaugh |
| 4. COMMUNITY MEMBER: | Tara Whitmire |
| 5. SCHOOL IMPROVEMENT COUNCIL: | Joan Gilstrap |
| 6. SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD: | Greg Wynder |

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

| *POSITION* | *NAME* |
|---|---|
| English Department Chair | Mrs. Danielle Serina |
| Math Department Chair | Mr. Grant Hunter |
| Science Department Chair | Ms. Abby Cook |
| Social Studies Department Chair | Mr. Rick Zeller |
| Foreign Language Department Chair | Ms. Leslie Casey |
| Fine Arts Department Chair | Mrs. Anne Lavely |
| CATE Department Chair | Mr. Dan Schnaars |
| Special Education Department Chair | Mrs. Kim Satterfield |
| JROTC Department Chair | Col. Matt Eatman |
| Physical Education Department Chair | Mr. Marc Klatt |
| Instructional Coach/Literacy Leadership Team | Ms. Eva Pyle |
| Director of Guidance | Mrs. Angela Massingille |
| Assistant Principal | Mrs. Ginger Walker |
| Freshman Academy Assistant Principal | Mrs. Stephanie Smith |
| Teacher/Literacy Leadership Team | Mr. PJ Mancuso |
| Teacher/Literacy Leadership Team | Mrs. Daisha Hennicken |
| Teacher/Literacy Leadership Team | Mr. Jonathan Shinpoch |
| Librarian/Literacy Leadership Team | Mrs. Andi Fansher |

**\*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

| | | |
|---|---|---|
| **Early Childhood Development and Academic Assistance Act (Act 135) Assurances**<br>(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004)) | | |

| | | |
|---|---|---|
| ● Yes<br>○ No<br>○ N/A | **Academic Assistance, PreK–3**<br>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). | |
| ● Yes<br>○ No<br>○ N/A | **Academic Assistance, Grades 4–12**<br>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). | |
| ● Yes<br>○ No<br>○ N/A | **Parent Involvement**<br>The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental 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. | |
| ● Yes<br>○ No<br>○ N/A | **Staff Development**<br>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. | |
| ● Yes<br>○ No<br>○ N/A | **Technology**<br>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. | |
| ● Yes<br>○ No<br>○ N/A | **Innovation**<br>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. | |
| ● Yes<br>○ No<br>○ N/A | **Collaboration**<br>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). | |
| ● Yes<br>○ No<br>○ N/A | **Developmental Screening**<br>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. | |
| ○ Yes<br>○ No | **Half-Day Child Development**<br>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. However, they may be housed at locations with other grade levels or completely separate from schools. | |

Wade Hampton High School, July 2018

| | | |
|---|---|---|
| ○ N/A | | |
| ○ Yes<br>○ No<br>● N/A | **Developmentally Appropriate Curriculum for PreK–3**<br>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. | |
| ● Yes<br>○ No<br>○ N/A | **Parenting and Family Literacy**<br>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 how to be 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-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening. | |
| ● Yes<br>○ No<br>○ N/A | **Recruitment**<br>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 not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, 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. | |
| ● Yes<br>○ No<br>○ N/A | **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**<br>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities. | |

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Wade Hampton High School, July 2018

# I.  INTRODUCTION

The Wade Hampton High School stakeholders annually review and evaluate their school and this portfolio represents the report of the results. In October 2017, we were charged with the task of renewing our 5-year plan to cover the period 2018-19 thru 2022-23. Many of our goals from the previous 5-year plan have been realized and are being maintained. Others have been modified to meet the changing needs of our students and advances in technology. New guidelines for this portfolio process were initiated by the district and required that the goals for the school be aligned with those of the district.

The process for development of this self-assessment begins at the start of each 5-year goal period with a faculty-wide Self-Assessment instrument provided to us by the GCS District. The Self-Assessment caused us to take a detailed look at the components of our school and the instructional program, to enhance the strengths and to address the weaknesses. There was universal faculty participation through Portfolio Sub-Committees (Instructional Practices and Assessment, Student Achievement, Quality Personnel, Mission/Vision/Values, and School Culture and Climate).Teachers and administrators were assigned to a Portfolio Sub-Committee based upon their preferences as indicated through an in-house survey. Committees were then balanced to ensure representation of each department in each group. Additionally, each group included at least one Faculty Council member that acted as the liaison to the Faculty Council and Admin Teams. A sub-committee leader was elected by the members and intentionally not a faculty council member. The process continues by including student, parent, and community partner input through SIC and PTSA groups. The portfolio and self-assessment processes have given all stake holders an opportunity to reflect on the direction, successes, and needs of our school.

The process for the faculty concluded with presentations by the individual Sub-Committees to the entire faculty. Department chairs then held discussions with their departments about the information presented and input from individuals was brought to faculty council meetings for further analysis and discussion. The school's Instructional Coach coordinated the combining of the individual committee efforts into the unified report that this portfolio represents. Care has been taken to review as broad a range of student performance data and to solicit as varied a range of opinions as possible for this document.  The Faculty Council approved the new School Renewal Plan and this update after collaboration and meeting with their departments. Parent and Community approval came through the Principal's discussions with the SIC and PTSA groups.

The update of this portfolio is completed annually by the Instructional Coach.  Once the data and any changes have been updated, the portfolio is sent to the SIC, PTSA, and Faculty Council for approval before being sent to the district office for submission to the SC State Department of Education.

# II.   EXECUTIVE SUMMARY

Since January 2006, when Wade Hampton High School took residence in its new 250,000 square foot facility, the feeling of excitement of being in a new home has been overshadowed by the motivation to make the academic accomplishments just as impressive. Although our now 13-year old building is the only home that our current Generals have ever known, they are ever conscious of the history and tradition of the school. Among the 1725 member student body, there is an expectation of excellence and a sense of pride that can't be avoided. The 2017 graduating class represented the 57th graduating class for WHHS, and most notably, at 97%, the highest graduation rate in the school's history. Among the 375 diploma recipients, 41% were eligible for Palmetto Fellows and Life Scholarships, and more than 77% went on to enroll in a two-or four-year college.

The goals are the force that drives what we do and are aligned with the GCS District Goals:
GOAL 1:   Deliver high-quality curriculum and instruction that meets the needs of each student.
GOAL 2:   Provide a safe school environment that promotes learning and respectful relationships.
GOAL 3:   Build engaging community partnerships to support the school's mission.

Findings for Student Achievement:
- WHHS has had the highest graduation rate among all GCS High Schools for 6 of the last 8 years.
- Student Achievement metrics continue to rise from the 2011-2012 baseline rates and continues to exceed both district and state numbers.
- New baseline data is recorded in the new Action Plan beginning on page 28 of this portfolio report.
- The new 5-year strategic plan places more attention on the achievement of individual demographic subgroups and addresses the needs of GAP students.

Findings for Teacher and Administrator Quality:
- All of WHHS's full time faculty members met the district's requirement of completing at least 24 hours of PD in 2017-2018.
- Teachers were responsible for documenting their PD hours to give to the principal at their EOY conferences.
- A PD incentive program was initiated in 2017-2018 as a means to encourage teachers to take advantage of professional development opportunities throughout the year.

Findings for School Climate:
- WHHS students raised over $251,000 for Shriners Hospital in 2017.
- The Student and Teacher attendance rates were 94.4% and 94.1%, respectively, for the 2016-2017 school year according to the SDE.
- The suspension rate for violent/criminal offenses was 1.2% in 2016-17.
- The percentage of parents satisfied with the learning environment was 90.6% which is a decrease of 1.7%. Efforts should be made to increase this rate.
- The percentage of students satisfied with the learning environment was 86.6% (up 10.8% since 2014-15).
- The percentage of teachers that are satisfied with the learning environment returned to 100%. This rate is significantly higher than that of the parents and students rates (88.2% and 86.6%, respectively). Efforts must be made to determine why the teachers are considerably more satisfied with the learning environment than the students and parents.

- There has been a 26% increase in enrollment over the last 10 years and a greater than 48% increase over the last 15 years.
- After being fairly constant since 2013, ethnic diversity is beginning to shift. The white subgroup has decreased 4% while the Hispanic subgroup has increased by almost 5%.
- The ESL population has increased with noticeably more students with proficiency scores at the beginning level.
- The poverty index increased by almost 10% between 2008 (42.16%) and 2014 (52.15%). A new method for calculation was used to determine poverty index in 2015 and in 2017 was reported to be 41.10%, which is 11% below what was reported in 2014. We don't believe the poverty rate of our student body has increased 11% in 3 years and question the calculation methods being used by the state department for this metric.

Awards & Accomplishments

- Winner: National Blue Ribbon Schools Award (2016)
- US News & World Report Best High Schools Silver Award (consistently since 2013)
- Newsweek's List of "America's Best High Schools" (consistently since 2005)
- Excellent Absolute Rating on SC Report Card (2009 – 2014, when the rating stopped)
- MetLife/NASSP Breakthrough Schools Award (2012 & 2016)
- Panasonic National School Change Award (2011)
- Carolina First Palmetto's Finest Winner (2010)
- Carolina First Palmetto's Finest Finalist (2010, 2009, 2008)
- Palmetto Gold Award (consistently since 2009)

# III. SCHOOL PROFILE

Wade Hampton High School (WHHS) is one of 14 public high schools in the Greenville County (GCS) system. The Wade Hampton community is ethnically and socio-economically diverse. Extending from the farmlands north of Paris Mountain eastward through the golfing community of Pebble Creek nearly to Greer and then southward to beyond Greenville High, the 1700+ students come from rural, urban, and suburban neighborhoods. They live in homes as varied as distressed trailers, public housing, modest single-family dwellings, and multi-million dollar mansions. The WHHS student body is ethnically diverse with 58.9% White, 17.6% African-American, and 15.4% Hispanic. Enrollment includes 200 (12%) students with disabilities more severe than speech and 151 students (9%) who meet the state specifications of English as a Second Language (ESL). We are starting to see a shift in student ethnicity. The white population has decreased by 4% from 2013 and the Hispanic population has increased by 5%. This characteristic has brought attention to the steady upward trend in student achievement. The goals and accomplishments of the Wade Hampton High School community that have been realized are a testament to the dedication and combined efforts of all of the stakeholders. Wade Hampton High School takes pride in being known as the school that cares for and about students as individuals.

Academics are supported through established programs such as The Freshman Academy, now in its 14th year, and the After School Tutoring program, which provides free transportation home for students within WHHS's attendance zone. Additionally, approximately 20% of the student body takes advantage of specialized curricula at The Fine Arts Center or one of the four Career Centers throughout the county. One means of promoting rigor is through a philosophy of moving students into higher level courses if the achievement data supports it. This practice is one of the reasons that Wade Hampton High School maintains the largest AP course enrollment in the district. In 2014, The Greenville County Schools district launched Graduation Plus. This initiative was designed to encourage students to enhance their diploma program by selecting course work that leads to completer certificates in technical areas or college credits through the dual credit program, and there are also opportunities for Early College. In 2015-2016, three dual credit courses were added to the instructional program and now there are six. They are Marketing, Management, English 101/102, and Human Anatomy. Additionally, the CERRA sponsored Teacher Cadet Program is a dual credit course that has been offered at WHHS since 1986. We believe that variety in the instructional program is vital to meeting the needs of our students.

## SCHOOL PERSONNEL ANALYSIS:

The 2017-18 WHHS faculty consists of 109 certified members, including 93 teachers, 6 administrators, 6 guidance counselors, and 4 support members. More than half have advanced degrees. Substitutes are more often than not teachers who are certified instructors in one or more academic field. There are no teachers with out of field permits. Each year, WHHS earns an "All Clear" for its Accreditation Status from the state department of education. There are several teachers currently enrolled in state-approved, alternate routes to certification (PACE, GATE and ABCTE).

WHHS teachers continue to complete advanced degrees and certification to improve their knowledge of subject and pedagogy as well as for advanced salary recognition. We currently have 12 National Board Certified faculty members, 9 teachers, 2 guidance counselor, 1 administrator, and others who are working towards this certification. We have 28 teachers who are AP certified instructors and will continue their training through the College Board throughout the year. Teachers also take advantage of the district's Summer Academy program and The Upstate Technology Conference. These are in-

district summer programs that fill the month of June. WHHS has been the venue for the Upstate Technology Conference since 2010.

## FACULTY DEMOGRAPHICS (source: 2017 Roster Query & 2017 SC State Report Card):

The demographics that follow indicate a faculty that is slightly more female than male, which is not uncommon for a traditional, public high school. The ethnicity of the faculty is almost entirely white and is not representative of the ethnic distribution of the student body. Nevertheless, examination of the student achievement data by demographic subgroup shows that the difference between the ethnic distribution of the faculty and that of the student body is not a factor in the success of the students. More than half of the faculty holds advanced degrees, more than 10% have achieved National Board Certification and the teacher attendance rate speaks to the satisfaction of the faculty with their environment and working conditions.

**109 Total**:
- 93 Teachers
- 6 Administrators
- 1 Freshman Coordinator
- 6 Counselors
- 1 Media Specialist
- 1 Instructional Coach
- 1 Tech Integration Specialist
- 1 Test Coordinator

- **Advanced Degrees = 70**.0**%**
- **NBCT** = 12 faculty members
- **AP Endorsed =** 28 teachers
- **Faculty Ethnicity (n=109)**
  - Caucasian (95) = 90%
  - African-American (11) = 10%
  - Hispanic (2) = 2%
- **Attendance Rate = 94.1%**
- **Gender (all faculty)**
  - Male (34) = 31.2%
  - Female (75) = 68.8%

## SCHOOL LEADERSHIP:

The Principal serves as the administrative head of the school. In 2017-2018, the Leadership Team was comprised of the Principal, an Assistant Principal for Curriculum & Instruction, 4 Assistant Principals, Freshman Academy Coordinator, Instructional Coach, Testing Coordinator, and the Department Chairs. The Leadership Team has been organized to provide effective use of personnel and the implementation of programs that enhance the entire school. Administrative duties, along with the name of the administrator assigned to each duty, are printed in the student and faculty handbooks. The assistant principals visit classrooms on a rotating schedule, each visiting an average of 9 classrooms each week, are visible to the students, and meet with students as needed to listen and provide assistance for efficient resolution of student concerns. Management-By-Walking-Around is the effective means to supervise the more than 1700 teenagers on the Wade Hampton campus. The faculty council is comprised of members of the administration, support faculty, and department chairs. Department chairs have the additional responsibility to act as the department's liaison with district office personnel. The Freshman Academy, an SLC within WHHS, provides a second layer of leadership and guidance for our youngest Generals, the first year 9th graders. Other governing bodies for WHHS include the SIC, PTSA, and Student Council. The School Improvement Council (SIC) works together with administration to develop and implement the school improvement plan. The Parent Teacher Student Association (PTSA) supports the teachers and the instructional program and speaks on behalf of children and youth in the schools, the community and before governmental bodies and other organizations that make decisions affecting children. The Student Council at WHHS is elected annually by the students. Student representatives use this venue to voice their ideas in the hopes of making decisions to impact the school in a positive way.

# STUDENT DEMOGRAPHICS:

The WHHS student body is ethnically diverse and includes 58.9% White, 17.6 % African-American, 4% Asian, and 15.4% Hispanic. The remaining 5% is representative of students who identify as multi-racial. Enrollment includes 200 students (12%) with disabilities more severe than speech disabilities, and 151 students (9%) who meet the state specifications of English as a Second Language. The non-English languages represented in the school include Albanian, Arabic, Burmese, Chin, Guatemalan dialects, Spanish (from multiple countries), Vietnamese, and Wolof.   In 2016-17, there were 725 students who qualified for free/reduced-priced meals. This is approximately 42% of the student body.

**ENROLLMENT PERCENTAGES BY ETHNICITY 3-YEAR TREND**

Legend: WHITE, AFRICAN AMERICAN, HISPANIC, ASIAN, OTHER

| | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---|---|
| WHITE | 60.95 | 61.20 | 58.86 |
| AFRICAN AMERICAN | 18.80 | 17.96 | 17.56 |
| HISPANIC | 12.02 | 13.63 | 15.43 |
| ASIAN | 3.45 | 4.16 | 3.73 |
| OTHER | 4.43 | 4.91 | 4.42 |
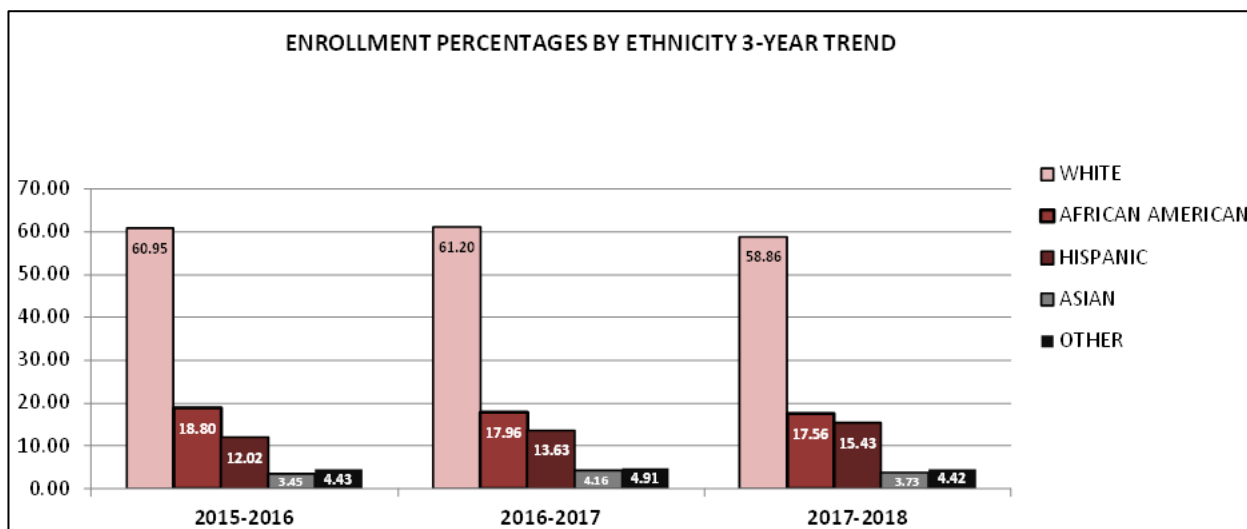
# ACADEMIC, BEHAVIORAL FEATURES/PROGRAMS & INITIATIVES:

As required by Greenville County Schools since 2008, Wade Hampton High School uses the Learning Focused Model as its primary instructional model. Teachers at Wade Hampton strive to keep abreast of the latest methods of delivering instruction. Our highest priority is implementing the strategies related to our vision. WHHS subscribes to the best practices supported by the HSTW model and when combined with the Learning Focused instructional model, give both teachers and students the greatest academic support possible. GCS introduced new instructional protocols to the administration and implementation will begin in 2018-2019. The instructional protocols were developed using the Learning Focused Model.

Collaboration is encouraged within departments. The departments are required to horizontally align their classes so that all state standards are covered in the same class taught by different teachers. In response to the GCS Instructional Protocols, the WHHS teachers started to convert their common weekly planners into common unit plans. The new unit plan template has fostered PLC discussions about Learning Outcomes within unit lessons. The SREB: HSTW Common Syllabus Model was implemented in all areas to ensure all students who take a course are taught the same core objectives and assessed using common major assessments, regardless of whom they may have as a teacher. Within the

Wade Hampton High School, July 2018

Freshman Academy, teachers have departmental common planning periods and are required to use at least one of those periods weekly for collaboration purposes. Additionally, regular PLC time has been provided and PLC groups are expected to collaborate for planning and summative assessment analysis.

The school's curriculum and learning experiences align with the school's purpose. Students are encouraged to take ownership of their learning. There are 16 AP courses offered, beginning with the AP Human Geography in the 9th grade. WHHS uses a triangulation of data to place students and there is a practice to "push kids up" when the teacher believes the student can be successful in a course. Teachers are skilled at using data to guide the paths of their instruction. Performance Task-type assignments for the students are written at Levels 2 and 3 of Webb's Depth of Knowledge (DOK). Instructional Technology got a boost from the district in 2016-2017 with the implementation of the Discovery Education Leadership Corps. This initiative is a partnership between GCS and Discovery Education to train in-house teams of teachers in different content areas to provide instructional technology support to the rest of the faculty. Additionally, starting in the fall of 2018, a full time Technology Coach will join the instructional support team as WHHS prepares to become a 1:1 school in 2019-2020.

Learning expectations are individualized for each student through differentiated instructional practices. Options are present for projects and major assignments to foster creativity and critical thinking. Data is used from student assessments to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction. The annual curriculum calibration is a process in place to ensure alignment each time curriculum, instruction and/or assessments are reviewed or revised. Teachers at WHHS use a variety of instructional strategies in their classrooms, including student collaboration, self-reflection, and development of critical thinking skills through project-based learning. Teachers use different strategies for differentiation and to meet the needs of the individual students, including Learning Focused strategies, Understanding by Design (UBD), and The Layered Curriculum. Teachers use technology to create cross-curricular lessons and to provide relevance to the students in different content areas, for example.

School personnel are engaged in mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Teachers new to WHHS are invited to the annual "New Teacher Workday" and also assigned a buddy-mentor to help them learn the procedures and rules at WHHS. The instructional coach holds "New Teacher" meetings monthly to allow new personnel to discuss issues and concerns in an informal forum. Teachers going through the district formal ADEPT evaluation cycle are supported by the Instructional Coach with monthly group support meetings also. Beginning in 2018, all district formal ADEPT teachers will be required to maintain an electronic notebook with evidence relating to the 8 Performance Standards in the PAS-T instrument.

## IV.  MISSION, VISION, AND BELIEFS

# Mission

Our mission is a compelling statement that serves to unify our efforts and engage our community. An effective mission must stretch and challenge the organization, yet be achievable. Our mission is tangible, values-driven, energizing, and highly focused. It has a finish line for its achievement, and it is proactive.
The mission of Wade Hampton High School is -- **Educate. Inspire. Empower.**

# Shared Vision

Our vision centers on a shared philosophy that we must serve our diverse student body with a personalized plan for all students beginning at their current academic level and guiding them to graduation and beyond, fully prepared and confident to contribute to society.

# Purpose

The purpose of Wade Hampton high school is to **educate** and **inspire** students to become responsible, discerning, productive citizens **empower**ed to change the world.

# Beliefs

Our beliefs are the core of who we are, what we do, and how we think as we teach and lead Wade Hampton students.

**Educate -**

- We believe that all students, regardless of individual differences, will thrive in a safe, nurturing environment where respect is modeled and diversity is celebrated.
- We believe that a rigorous, standards-driven curriculum is the foundation of our educational program.
- We believe in the three-fold approach of the Profile of the South Carolina Graduate and will seek to impart World Class Knowledge, World Class Skills, and Life and Career Characteristics.

**Inspire -**
- We believe in cultivating strong relationships with all students to ensure educational success.
- We believe in the core attributes of Leadership, Integrity, Perseverance, Teamwork, Responsibility, Compassion, Communication, and Work-Ethic. We will actively seek opportunities to engage our students in discussion around these attributes and celebrate demonstrations of these attributes.

**Empower**

- We believe that high school graduation is the beginning and not the end. We will strive to launch students into their next endeavor by ensuring that each and every student is college or career ready upon graduation.

# V.    DATA ANALYSIS AND NEEDS ASSESSMENT
### STUDENT ACHIEVEMENT NEEDS ANALYSIS

SDE School Report Card: https://ed.sc.gov/data/report-cards/
ESEA Federal Accountability Rating: https://ed.sc.gov/data/esea/

The end of the 5-year cycle for the school renewal plan brought with it the opportunity for the GCS district to unify its goals across the schools. That being said, GCS has stated the goals to be used by all schools in the district, though it has not dictated the strategies the schools must use to attain the goals. Nevertheless, this was not a change for WHHS, as our goals for the last 5 years were identical to those of the district already.

The goals are the force that drives what we do and are aligned with the GCS District Goals:
- GOAL 1:  Deliver high-quality curriculum and instruction that meets the needs of each student.
- GOAL 2:  Provide a safe school environment that promotes learning and respectful relationships.
- GOAL 3:  Build engaging community partnerships to support the school's mission.

Examination of the past 5 years of student achievement data is evidence of a successful and ongoing pursuit of our first goal: Deliver high-quality curriculum and instruction that meets the needs of each student. Wade Hampton High School is one of the highest performing high schools in South Carolina. Since 2014, WHHS's graduation rate has been above 93%; and WHHS's graduation rate has been the highest among all GCS high schools for 6 out of the last 8 years. In addition to the dedication of the teachers, much of the success in student achievement can be traced back to the support provided to students by the Freshman Academy. Most notably is the fact that this success has been achieved in the face of a growing enrollment and a high poverty index. The SC State School Report Card Absolute Rating has been Excellent for the last 6 years (sans 2015, 2016, & 2017), and Excellent for its growth rating for the last 3 years (sans 2015, 2016, & 2017). As a result of SC Act 200, report card ratings for both districts and schools were suspended for 2015 and 2016.

The ACT was administered under a statewide testing program for the first time in 2014-15. Additionally, all third year high school students were administered the ACT Work Keys Assessment. The assessment is based on the ACT College and Career Readiness Standards which are empirically derived descriptions of essential skills and knowledge students need to know to be ready for college. Required by Act 200, ACT scores will be used for state and federal accountability. The ACT consists of four multiple-choice tests (English, mathematics, reading, science) and a writing test. Beginning in spring 2018, all eleventh grade students were given the choice to take either The ACT® test or The SAT test.

Wade Hampton High School, July 2018

**2017 ACT SCALED SCORES**
**COMPARISON TO DISTRICT & STATE**

| | ENG | MATH | READING | COMPOSITE |
|---|---|---|---|---|
| WHHS | 18.1 | 19.2 | 19.8 | 19.2 |
| GCS | 17.9 | 19.3 | 19.7 | 19.2 |
| SC | 16.6 | 17.8 | 18.0 | 17.7 |

**SAT COMPOSITE SCORES**
**COMPARISON TO DISTRICT, STATE, & NATION**

| | 2015 | 2016 | 2017* |
|---|---|---|---|
| WHHS | 1519 | 1510 | 1105 |
| GCS | 1463 | 1483 | 1089 |
| SC | 1428 | 1458 | 1058 |
| USA | 1462 | 1484 | 1044 |

*composite out of 1600 beginning in 2017*
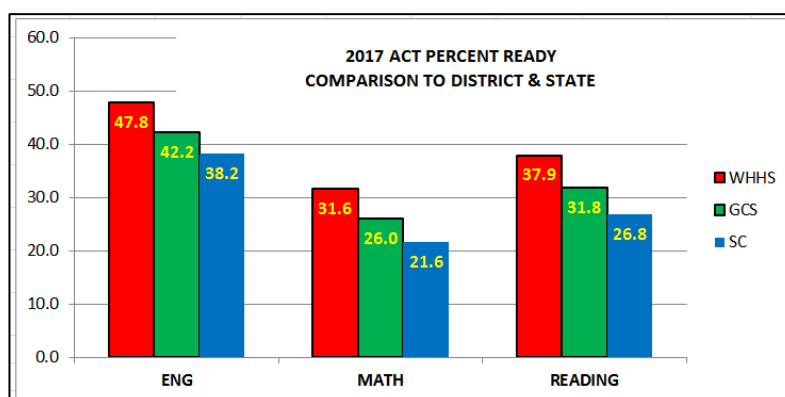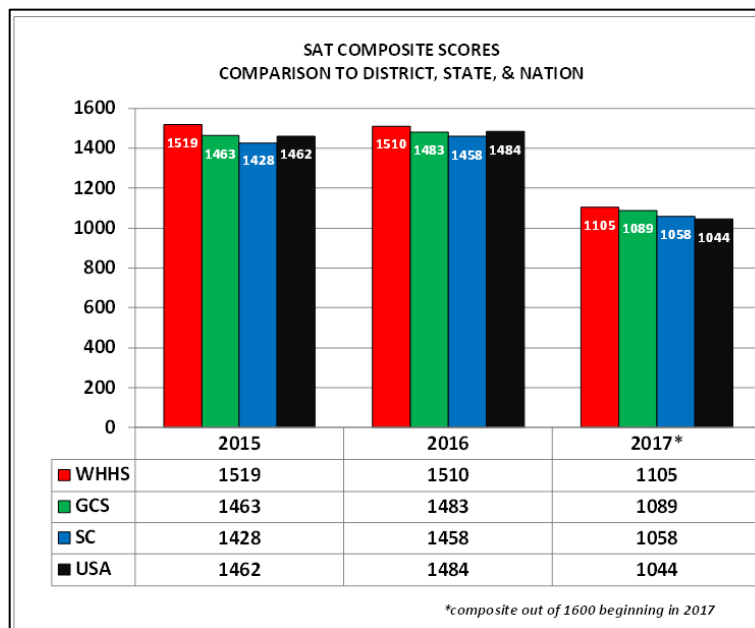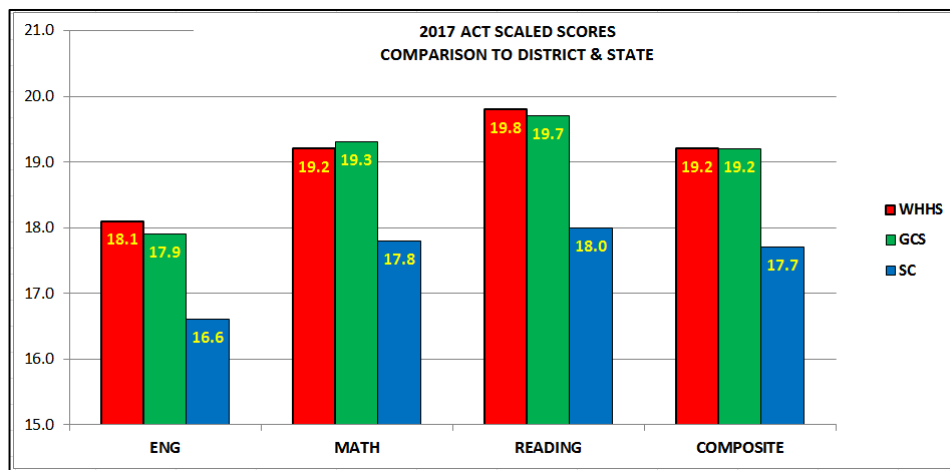
Analysis of subgroup data reveals an alarming discrepancy between achievement scores of the different ethnic groups in all areas. Overall, almost half of our students were deemed "Not Ready" in the area of English, 2/3 of the students "Not Ready" in math and reading, and 3/4 "Not Ready" in science. Individual subgroup data indicates Hispanic, Asian, and African American subgroups "Not Ready" percentages fall above the 70% mark in 4 areas tested, with the exceptions of Asian students in English (66.7%) and math (58.3%). Additionally and not surprisingly, at 87% and 95%, the LEP students scored the highest in the "Not Ready" classification for English and Reading, respectively. In the spring of 2017, GCS discussed the issues of "gap" scores with the high school principals. In the coming months, each school will be charged with the task of analyzing its data and implementing strategies to close the gaps.

The South Carolina Code of Laws, section 59-18-325, requires that all third year high school students take ACT WorkKeys®. ACT WorkKeys is a job skills assessment and was a new state assessment for 2014-2015. The statewide testing program includes three timed tests taking 45 minutes each: Reading for Information (33 items), Applied Mathematics (33 items), and Locating Information (38 items). Student-level scores include scale scores and a level score for each of the three tests (Reading for Information, Applied Mathematics, and Locating Information). Students who successfully complete these three tests may be eligible for ACT's National Career Readiness Certificate (NCRC). Based on performance, students may earn a bronze, silver, gold, or platinum certificate, as described below.

- **Bronze:** scores at least a level 3 in each of the three core areas
- **Silver:** scores at least a level 4 in each of the three core areas
- **Gold:** scores at least a level 5 in each of the three core areas
- **Platinum:** scores at least a level 6 in each of the three core areas.

Over 86% of WHHS students earned a National Career Readiness Certificate in 2017.

**2017 ACT WorkKeys NCRC Comparison to District & State**

| | WHHS | GCS | SC |
|---|---|---|---|
| Platinum | 0.0 | 0.1 | 0.1 |
| Gold | 23.2 | 17.8 | 14.7 |
| Silver | 47.7 | 46.6 | 46.0 |
| Bronze | 15.9 | 21.5 | 23.2 |

Wade Hampton High School, July 2018
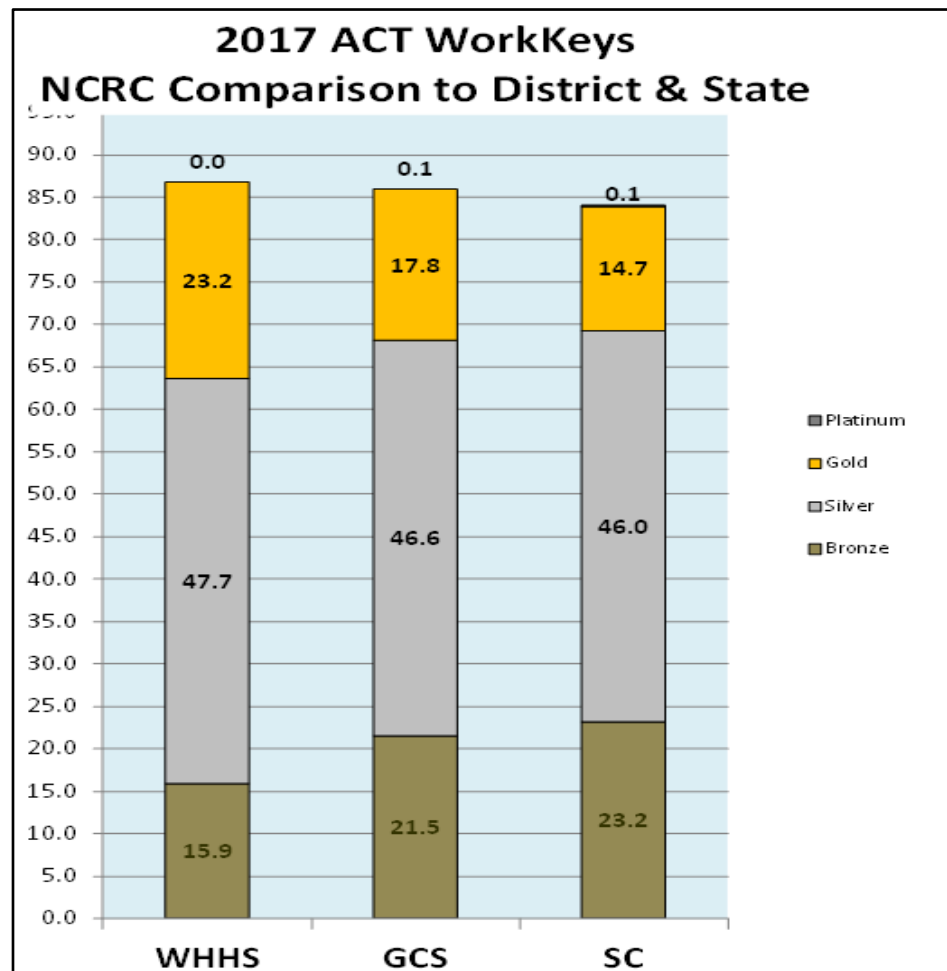
The Education Accountability Act of 1998 requires the development of EOC examinations in gateway or benchmark courses. Currently, these benchmark courses are English 1, Algebra 1, Biology 1, and US History. The program is called End-of-Course-Examination-Program (EOCEP). EOC passage rates are used in the calculation of the state report card. EOC Exams are the final exams for the courses in which they are given and are weighted as 20% of the final grade for a course.

## WHHS EOCEP PASSAGE RATES
### 3 Year Comparison



|  | ALGEBRA 1 | ENGLISH 1 | US HISTORY | BIOLOGY 1 | OVERALL |
|---|---|---|---|---|---|
| 2014-2015 | 92.3% | 75.0% | 86.9% | 90.2% | 86.9% |
| 2015-2016 | 89.9% | 83.8% | 88.0% | 89.4% | 88.1% |
| 2016-2017 | 88.7% | 78.5% | 88.4% | 86.0% | 85.7% |
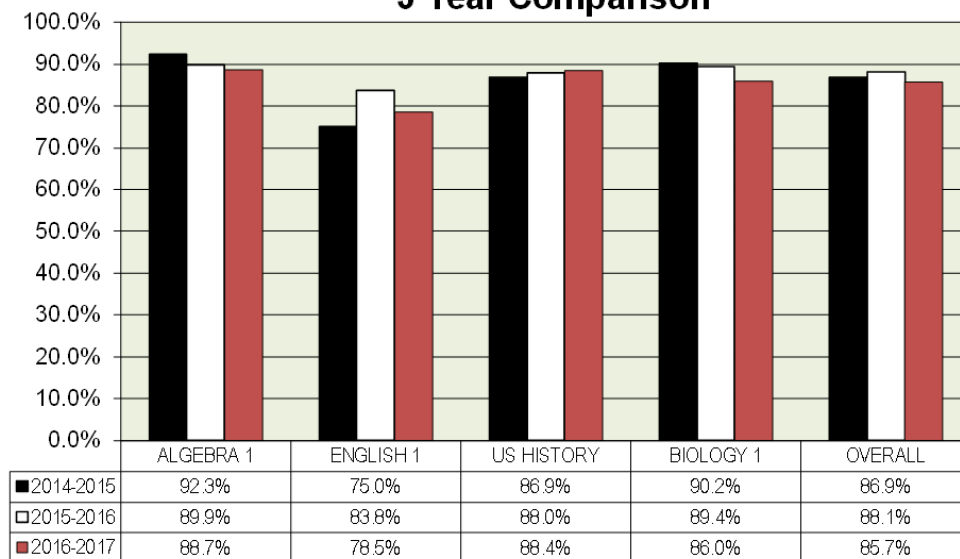
Overall passage rates have exceeded both state and district passage rates for more than 5 years. Nevertheless, pass rates declined in all but US History from the previous year. More needs to be done in all areas to break the 90% mark.
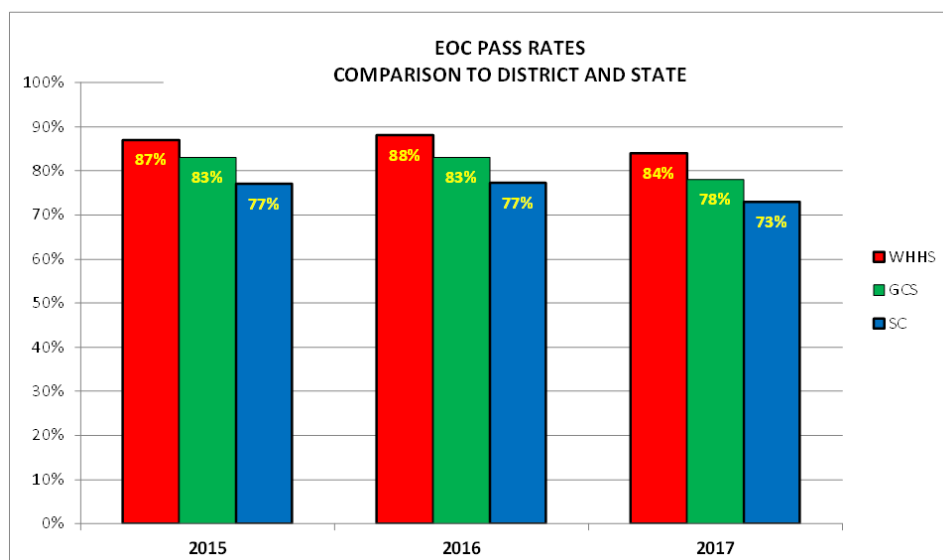
The 4-year and 5-year Graduation Rates have been a source of pride at WHHS for many years. Our graduation rates are regularly in the top 2 for the district and among the top 10 in the state. Graduation rate data is used in the SC Report Card calculations. WHHS has appreciated a steady increase in its graduation rate from 2005 to 2017, and has been above state and district rates since 2007. The 4-year Grad Rate has exceeded 93% since 2014 and reached a record high of 97.0% in 2017. The 5-year Grad Rate was 94.5%, a record for WHHS and the highest in GCS. This is a strong testament to the philosophy that we care about the success of our students for their interest and not ours alone. We don't give up on them if they don't graduate on time.

**WHHS GRADUATION RATE COMPARISON TO DISTRICT AND STATE**

| | 2015 | 2016 | 2017 |
|---|---|---|---|
| WHHS | 93.10% | 95.42% | 96.98% |
| GCS | 84.20% | 87.50% | 87.25% |
| SC | 83.90% | 82.60% | 84.60% |

**5th Year Grad Rate Comparison to State & District**

| | 2015 | 2016 | 2017 |
|---|---|---|---|
| WHHS | 93.3 | 94.5 | 95.4 |
| GCS | 83.1 | 85.7 | 87.8 |
| SC STATE | 82.0 | 83.9 | 84.3 |
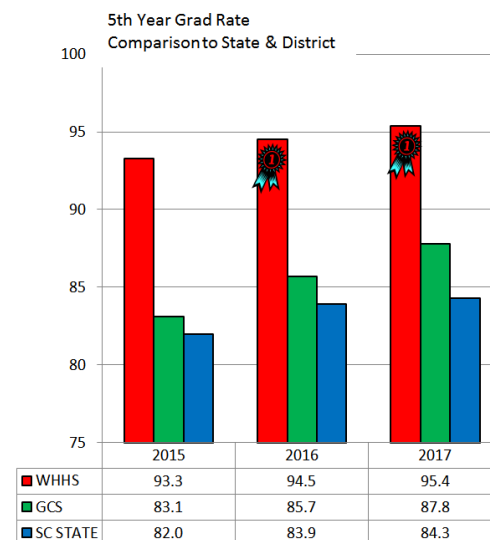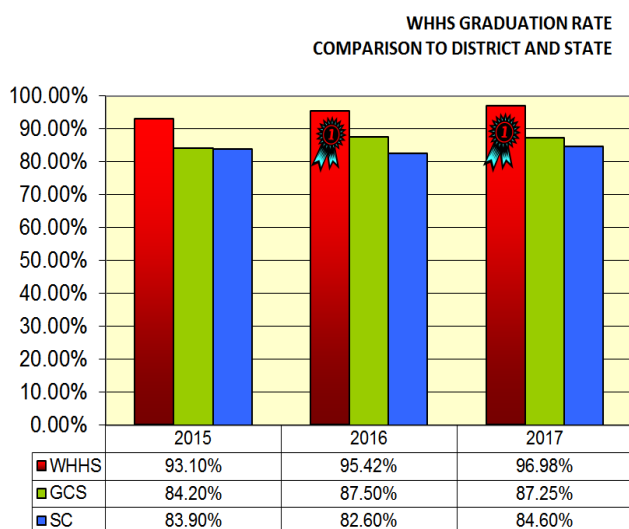
Wade Hampton High School believes, based upon research, that a schedule including the Advanced Placement (AP) pathway offers the best possible preparation for university success. WHHS strongly encourages students who are capable of a more rigorous academic schedule to enroll in one or more AP courses regardless of whether or not the student is an honors or gifted student. That being said, although the number of students passing AP exams has increased, the pass **rate** had not moved significantly until 2014. The pass rates since 2014 have been slightly above 50%. To push students into courses that were of a higher level of rigor was in the best interest of our students and worth the temporary sacrifice of our pass rate moniker. We are proud that the enrollment of students in AP courses has increased over 72% since 2008. In 2016, the number of students enrolled in one or more AP courses was 729, and an impressive 973 exams were administered. With the implementation of dual credit courses, we expect to see a decline in the AP enrollment as students opt for "guaranteed" college credits vs those expected based upon their score on an AP exam.

**AP PASS RATE COMPARISON**

| | 2015 | 2016 | 2017 |
|---|---|---|---|
| WHHS | 50 | 53 | 58 |
| GCS | 53 | 54 | 58 |
| SC | 57 | 57 | 57 |
| USA | 58 | 58 | 58 |

Wade Hampton High School, July 2018
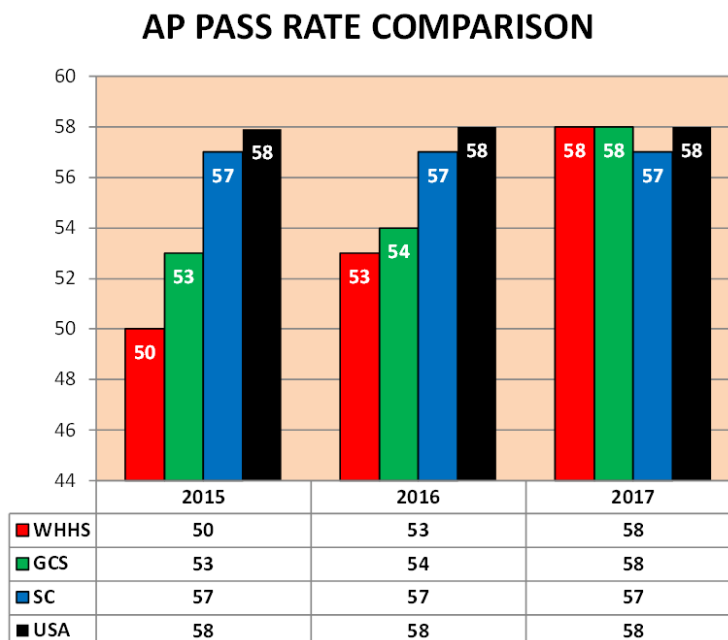
Historically, performance in non-state standardized testing has not improved in the same way as the achievement rates for the in-state testing programs. This may be due in part to the lack of importance in state and federal accountability calculations. With the inclusion of these metrics in the GCS new strategic plan, we expect to see increases over time.

The ACT composite score has fluctuated over the last 12 years, reaching a high score of 23.0 in 2014 and dropping to within 0.7 points of the 2005 composite in 2016. Nevertheless, comparisons between the state and district data from 2015 and 2016 reveal interesting patterns. First, the number of "2016 Graduating Seniors" in the data file for the state is more than twice that of the number of 2015 Graduating Seniors. This observation is made with every high school in the state. Second, over 92% (213 out of 231) of the high schools in the state experienced a drop in their composite score from the previous year. From these observations, it is easy to conclude that the drop in composite in 2016 is the result of a change in the testing cohort. The 2016 Graduating Class Composite included the scores from the spring 2015 testing, even though those students were more than 12 months away from graduation, some not necessarily planning to attend college, and others not even enrolled in the state diploma track. The conclusion is that we cannot accurately compare the 2016 ACT composite with previous years and should treat this as a baseline score. Similar patterns were observed in the scores from the class of 2017.

## ACT COMPOSITE SCORES COMPARISONS & TRENDS



| | 2015 | 2016 | 2017 |
|---|---|---|---|
| WHHS | 22.7 | 19.8 | 20.2 |
| GCS | 21.9 | 19.2 | 19.4 |
| SC | 20.2 | 18.2 | 18.4 |
| USA | 21.0 | 20.8 | 21.0 |
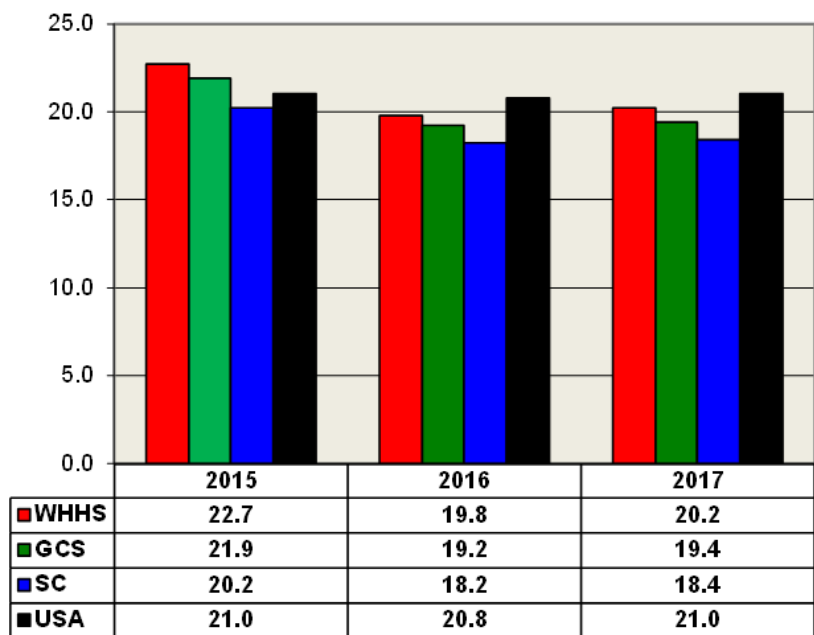
It is suspected that we will see less students taking the SAT and the ACT during their senior year of high school as both are now given (and paid for) by the state of SC during their 3$^{rd}$ year of high school. It is also suspected that the composite scores will decrease as the number of scores used in the calculations decreases.

- TEACHER AND ADMINISTRATOR QUALITY

Greenville County Schools requires that all certified faculty members participate in a minimum of 24 hours of professional development during each school year. Professional development may include workshops, conferences, in-services, and coursework. At least 12 of the 24 hours will be offered by the school. This is a minimum requirement and does not limit the authority of the principal to require additional training to meet individual and school needs.

An examination of WHHS participation records for in-district professional development shows that up until 2014, many faculty members fell short of the district's annual minimum PD requirement. For the 2017-2018 school year, all full-time faculty members met the minimum requirement of 24 hours of PD.  The challenge of obtaining accurate data for this requirement was resolved by requiring the teachers to present evidence of attainment of this goal at their annual exit conferences with the principal.

Professional development (PD) must support the goals of teacher quality, school climate, and student achievement.  Each spring, teachers and administrators meet together as part of the portfolio process.  This self-assessment exercise identifies our strengths and weaknesses and guides our PD needs.  Our Faculty Council serves as the leadership team in determining the most effective strategies. Student data is analyzed throughout the process in order to offer PD that will best serve our student population.

Anchor & Think Tank Sessions, the quarterly school-wide PD program, is scheduled during planning periods so teachers with after school obligations can attend. The required, hour-long sessions are designed to create situations for professional interaction among teachers. During a recent Think Tank, each teacher picked the name of a colleague out of a basket and then observed that teacher for 15 minutes. After the observation, teachers returned to the large group to share a strategy they observed. Other Think Tank topics have included Writing the SLO, Finalizing the SLO, and Rigor & Assessments.

The GCS district provides PD support and training throughout the year for the content areas as well as technology areas. Recent sessions include Formative Assessment in ELA, Basic Gizmo Training, Assessment for Learning, Units and Tasks for Algebra 1, and Best Practices Sharing Session.  The Educational Technology Services (ETS) department conducts monthly Technology Tuesdays to provide in-depth training in the use of hardware such as Promethean Boards and document cameras as well as online application programs like Google Classroom.
WHHS does not conform to a one size fits all type of Professional Development plan. There are district required sessions, but for the most part, the best PD occurs among teachers during professional collaboration and PLC meeting times.

The Professional Development Calendar for 2017-2018 follows.

| TITLE | INSTRUCTOR | month | Date | TIME | ROOM | AUDIENCE | DESCRIPTION |
|---|---|---|---|---|---|---|---|
| NT Orientation | Pyle Carter Brooks | august | 11-Aug | 8:30am - 1pm | Red Room | New Hires | New hires will learn about WHHS |
| FA NT Orientation | Carter | august | 11-Aug | 1pm - 3pm | Red Room | New FA Teachers | New FA teachers will become oriented to the freshman academy philosophies and procedures. |
| NT Technology Orientation | Ellerbe Pyle | august | 14-Aug | 1pm - 3pm | Room 107 | New Teachers | New hires will learn about technology use at WHHS. |
| Freshman Academy Day | Carter | august | 14-Aug | 8:30 am - 4:30pm | Media Center | FA Teachers | FA Teachers annual retreat and professional development |
| Learning Lab: Transition To The NEW Google Sites | Brown | august | 17-Aug | 12pm - 3pm | Red Room | All Teachers | Teachers will learn how to use the new Google Web sites and how to transition their current teacher web site to the new site platform (required by Jan 2018). |
| Learning Lab: Google Classroom | Level CP--Isakson & Mangle Level Hon--Brown & Smith Level AP--Williams & Wright Fansher float among rooms | august | 21-Aug | 9:00-11:00 | varied | All Teachers | Teachers will learn how to use Google Classroom. The large faculty will be broken into 3 groups whereby facilitators will teach to the level of the group. CP--teachers just learning to use GC, Hon--teachers know the basics and need to learn more advanced topics, AP--teachers will delve into the most advanced features of GC. |
| Power Teacher Gradebook set up | Pyle | august | 23-Aug | 12pm - 3pm | media center | All Teachers | Teachers will be guided through the process of setting up their grade books for the 1718 school year. |
| NT Meetings | Pyle | year long | 9/1/17 First Friday of each month | PLANNING PERIODS | Pyle's office | Teachers on A1F and IND contracts | New Teacher meetings are required for all Induction and Annual teachers. New Teachers who are on continuing contract are welcome, but not required. |
| Data Collection & Tiered Growth Targets | Carter Smith, M | september | 9/7/2017 & follow up on 9/14 at 4pm | PLANNING PERIODS | Red Room | All Teachers | Teachers will review the process for writing their annual SLO. Follow up session will include discussion of creating growth targets. |
| Mastery Connect/TE21 for EOC teachers | Large Rhyne Pyle | september | 13-Sep | PLANNING PERIODS | Red Room | ALL EOC Teachers | Mastery Connect training for EOC teachers |

| TITLE | INSTRUCTOR | month | Date | TIME | ROOM | AUDIENCE | DESCRIPTION |
|---|---|---|---|---|---|---|---|
| District Formal T Meetings | Pyle | year long | 9/15/2017 Second Friday of each month | PLANNING PERIODS | Pyle's office | Teachers on District Formal Evaluation Contracts A1S & A2S | Support meetings for teachers going through district formal PAS-T |
| Digital PAS-T | Schnaars | september | 19-Sep | 4pm | FA107 | Any Teacher | Teachers will learn how to create an online PAS-T "binder" web site. |
| Digital PAS-T | Schnaars | september | 20-Sep | any | online | Any Teacher | The online version of the face-to-face session. Teachers need to submit a link to their PAS-T web site to receive credit for this session. |
| Using the AP Planning Guides | Hunter Wardlaw | september | 21-Sep | PLANNING PERIODS | Red Room | AP Teachers | AP Teachers will learn how to use the AP Planning guides from the College Board to correlate their syllbi with the AP Exams |
| Using Google Calendar & Google Drive with Teacher Web Sites | Smith, M | september | 26-Sep | 7:30am | Room 302 | Any Teacher | Teachers will learn how to create a google calendar and embed it into their Teacher Web site. |
| Google Certified Educator Training Level 1 | online | september | 9-Sep | online | online | Any Teacher | This PD series will include the entire Google Certified Educator Level 1 Training. At the end of the program, teachers will be ready to take the exam to become a Level 1 GCE. |
| Google Certified Educator Training Level 2 | online | october | 9-Oct | online | online | Any Teacher | This PD series will include the entire Google Certified Educator Level 2 Training. At the end of the program, teachers will be ready to take the exam to become a Level 2 Google Certified Educator. Unit 1: Promote and Model the Effective Use of Digital Tools Unit 2: Leverage Learning Models to Personalize Learning Unit 3: Use Advanced Features to Optimize Workflow Unit 4: Analyze and Interpret Student Data Unit 5: Organize Your Class and School Materials More Effectively Unit 6: Design Interactive Curricula Unit 7: Teach Beyond the Four Walls of Your Classroom Unit 8: Harness the Power of Google for Research Unit 9: Give Students a Voice |
| Google's Best Kept Secrets | Ellerbe | october | 10-Oct | 4pm | Room 206 | Any Teacher | Are you looking for a few tips that can simplify using the Google Drive? Maybe you need a way for your TO DO list to be managed so that you can stay organized? Come and try out a few of Google's Best Kept Secrets"! Participants will learn to use some of the un-common features of Google Drive. This session was presented during 2017 UTC by WHHS TOY Anjosia Ellerbe. |

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Wade Hampton High School, July 2018

| TITLE | INSTRUCTOR | month | Date | TIME | ROOM | AUDIENCE | DESCRIPTION |
|---|---|---|---|---|---|---|---|
| Mastery Connect/TE21 | Rhyne Large Pyle | october | 19-Oct | 8:30-11:30 | media center | All Teachers | PD day in October 8:30 - 11:30 |
| Strategies for Stress Management | Tolbert Kushmer | november | 10/19, 11/9, 11/16, 11/30 | 2pm on 10/19 4pm other sessions | Red Room | Any Teacher | Participants will learn about stress, including what it is, how it affects physically and mentally, and the coping skills to effectively manage stress. Various coping skills/techniques will be discussed throughout the sessions to help participants leave better equipped to handle their stress. |
| Quizizz | Ellerbe Wofford | october | 24-Oct | 4pm | Room 204 | Any Teacher | Quizizz allows you to conduct student-paced formative assessments in a fun and engaging way for students of all ages.... BYOD: Can be played by students using any kind of device with a browser, including PCs, laptops, tablets and smartphones. Participants will create a Quizizz account and a quizizz activity that can be integrated into their Google Classroom. |
| Wizer interactive worksheet creator | Ramey | october | 25-Oct | 4pm | Room 111 | Any Teacher | Wizer.me is an interactive worksheet creator. Participants will learn to use wizer.me to create dynamic worksheets for their students and also how to sync the worksheet to their Google Classrooms. Teachers need to bring a laptop computer and a digital worksheet they want to improve upon. This session qualifies for 1 technology renewal point. |
| "Cop Stuff for Teachers" | Owens | october | 26-Oct | PLANNING PERIODS | Red Room | Any Teacher | Led by WHHS SRO Matt Owens, teachers will learn techniques for de-escalating tense situations with students as well as other strategies to promote a safe school & classroom environment. |
| Mastery Connect: Socrative.com | Stockwell | november | 2-Nov | PLANNING PERIODS | Red Room | Any Teacher | Socrative.com is a cloud-based student response system and is part of the Mastery Connect platform. Participants will learn to create simple quizzes that students can take quickly on laptops – or, more often, via classroom tablet computers or their own smartphones. Prerequisites: Participants need to bring a |

| TITLE | INSTRUCTOR | month | Date | TIME | ROOM | AUDIENCE | DESCRIPTION |
|---|---|---|---|---|---|---|---|
| Google Web Sites for Teachers | Schnaars | november | 8-Nov | 4pm | FA107 | Any Teacher | Teachers will create a web site using Google (or work with a site they've already created) and learn different ways to enhance the site for ease of parent/public viewing. Additionally, teachers will learn how to trouble shoot problems that arise when sharing documents with the public via their web sites. |
| ESOL Strategies for Teachers | Eckhardt Ballard-Baker | year long | Nov 9, Dec 14 Jan 11, Feb 8 Mar 8, Apr 12 May 10 | PLANNING PERIODS | Red Room | Any Teacher | Teachers will learn a variety of instructional strategies that are effective with ESOL students. This is a monthly series. |
| Co-Teachers PD | Foster | november | 10-Nov | PLANNING PERIODS | Red Room | Co-Teachers by invitation | Regular Ed and SpEd teachers will discuss instructional strategies that can be used effectively in the Inclusion classroom. |
| Using Twitter as a Professional Learning Network | Williams | november | 14-Nov | 4pm | Room 107 | Any Teacher | Twitter is more than just "another social networking tool". It differs from Facebook in that it isn't just about reconnecting with people you know or sharing what you're cooking for dinner; Twitter is about connecting with like-minded educators for personalized and ongoing professional development. This session has three primary goals: 1) Explain what is Twitter, 2) Explain the benefits of using Twitter as part of your PLN, 3) Help you set up your Twitter account. |
| Classroom Management by the Book | Pyle, et al | year long | Nov 20, Dec 11, Jan 24, Feb 28, Mar 28 | PLANNING PERIODS | Red Room | Any Teacher | Teachers will learn how their teaching styles influence their classroom management style and how to identify the strategies that work best with their style & personality. |

| TITLE | INSTRUCTOR | month | Date | TIME | ROOM | AUDIENCE | DESCRIPTION |
|---|---|---|---|---|---|---|---|
| Book Study: The Influencer | Williams | december | 11/29, 12/6, 12/13, 12/20 | 7:30am - 8:30am | Red Room | Any Teacher | Whether you're a {Department Chair, Teacher Leader, Aspiring Administrator} a parent, or merely a person who wants to make a difference, you probably wish you had more influence with the people in your life. But most of us stop trying to make change happen because we believe it is too difficult, if not impossible. We learn to cope rather than learning to influence. From the bestselling authors who taught the world how to have Crucial Conversations comes the new edition of Influencer, a thought-provoking book that combines the remarkable insights of behavioral scientists and business leaders with the astonishing stories of high-powered influencers from all walks of life. You'll be taught each and every step of the influence process--including robust strategies for making change inevitable in your personal life, your business, and your world. You'll learn how to: • Identify high-leverage behaviors that lead to rapid and profound change • Apply strategies for changing both thoughts and actions • Marshal six sources of influence to make change inevitable Prerequisites: Participants will need to purchase a copy of the book. |
| Classroom Management in Practice | Pyle, et al | year long | Dec 5, Jan 10, Feb 14, Mar 14, Apr 18 | PLANNING PERIODS | Red Room | Any Teacher | Teachers will observe classroom management strategies used by their colleagues for a variety of situations and discuss how they might use the same strategies in their own classrooms. |
| flipgrid.com | Ramey | Feb | 2/5/2018 | 4pm | Room 111 | World Lang Teachers | Formative assessment tool. |

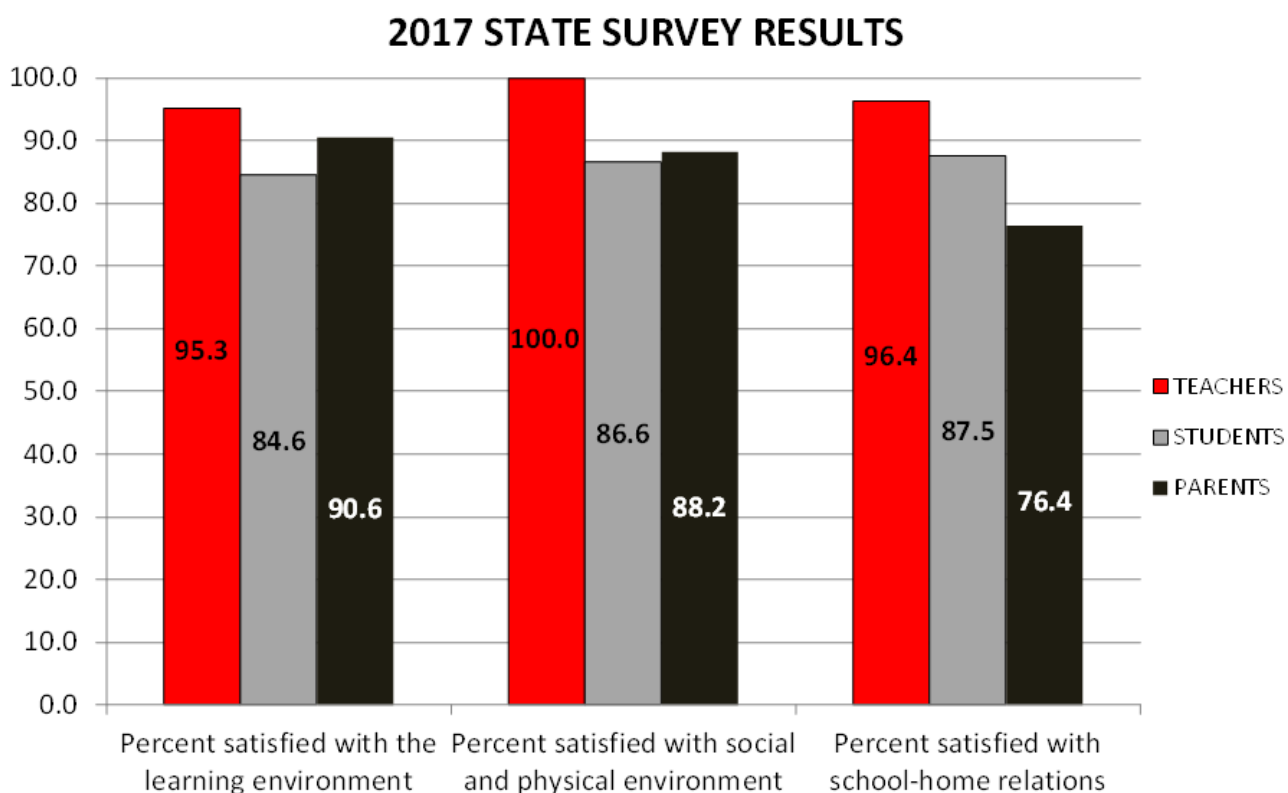| TITLE | INSTRUCTOR | month | Date | TIME | ROOM | AUDIENCE | DESCRIPTION |
|---|---|---|---|---|---|---|---|
| BreakoutEDU | Wright & Jed Dearbury from SDE | Jan | 1/30 & 1/31 | 4pm - 5:30pm | Media Center | Any Teacher | Are you looking for ways to bring the 5 Cs of 21st Century learning into your classroom? BreakoutEDU is exactly what you have been looking for! BreakoutEDU creates ultra-engaging learning games for people of all ages while growing creativity, critical-thinking, collaboration, communication, and community building skills. Games (Breakouts) teach teamwork, problem solving, and troubleshooting by presenting participants with challenges that ignite their natural drive to problem-solve. At the end of a Breakout, your players will be eager for the next! Specialty K-12 Breakouts can be used to teach core academic subjects including math, science, history, and language arts and have embedded standards that apply problem solving strategies within a real world OR collaborative context. What to know more? Join in for this high energy, hands-on learning sessions! |
| Breaking in to BreakoutEDU | Ramey | Feb | 14-Feb | 4pm | Room 111 | Any Teacher | Follow up to the BreakoutEDU session in January. Teachers will learn how to create their own Breakout lessons. |
| Collaborative Lab Reports | Kelsey | Feb | 1-Feb | 1:30pm | Room 319 | Science Teachers | Participants will learn to use Google Classroom and Google Docs to have students collaborate on lab reports and grade them efficiently. |
| Discovery Ed Spotlight on Strategies | Mangle | Jan | 31-Jan | 4pm | Room 117 | Any Teacher | As part of the Digital Leadership Corps program, this session will introduce teachers to the Discovery Learning Education resources for GCS teachers. Participants will create an account on the Discovery Learning web site and explore the SOS (Spotlight on Strategies) section to redesign a lesson that they feel is boring for their students. At the end of the session, teachers will share their lesson revisions with their PLC using Google Classroom and will submit a reflection. |

| TITLE | INSTRUCTOR | month | Date | TIME | ROOM | AUDIENCE | DESCRIPTION |
|---|---|---|---|---|---|---|---|
| **Using Goobric & Doctopus** | Kelsey | Feb | 27-Feb | 4pm | Room 319 | All Teachers | Using Goobric & Doctopus to simplify online grading. Are you trying to transition to a paperless classroom? Do you need a more efficient way to grade assignments turned in on Google Classroom? Is it hard to follow the peer review process? Then Goobric & Doctopus are the Chrome Add-On's you will want to learn about! In this session, participants will learn how to use these Add-On's to streamline your grading process while easily providing students with quality feedback. Bring a paper rubric and a chrome book or laptop to this session. |
| **Try Again Through Error Analysis** | Wright | March | 9-Mar | 10:20AM | Room 233 | Any Teacher | The power of error analysis for re-teaching and mastery is real! In this session, we will be discussing the learning power of students analyzing errors and discussing solutions. We will explore this through test corrections, whole class activities, class starters, and individual practice. Please come with a major assessment that you use or will be using. |
| **NoodleTools for Research** | Fansher | March | 21-Mar | 8 AM OR 4pm | Red Room | Any Teacher | Participants will learn the benefits of using NoodleTools with their students, will receive hands-on assistance with creating a teacher account, and will learn how Mrs. Fansher can work with you to teach NoodleTools and other research skills to your students. |
| **Instructional Technology for the Math Dept** | Wright & Smith | March | start 3/31 | online | online | Math Teachers | As part of the Discovery Education Leadership Corps requirements for the Math Department, 6 areas of technology were addressed. Participants will view one or more of the 6 video lessons created, attend a face-to-face work session, create and implement a lesson plan incorporating the tool or tools into their classroom instruction, and complete a reflection on the department's Google Classroom. Refer to PD calendar online for complete list of video lessons. |
| **Instructional Protocol & The Unit Plan Template** | Pyle Williams Foster | April | 16-Apr | PLANNING PERIODS | Red Room | All Teachers | Participants will learn about the GCS Instructional Protocol and how to modify their teacher-created units of study to fit the Lesson Design guidelines within the Instructional Protocol. Teachers will learn to use the WHHS Unit Plan Template that has been designed for WHHS teachers. |

Wade Hampton High School, July 2018

- SCHOOL CLIMATE NEEDS ASSESSMENT

    School safety, once taken for granted, is now a major concern to parents, students, and other stakeholders within most communities. Annual state surveys taken by the parents, students, and teachers of WHHS reveal that the majority of our stakeholders believe that WHHS is a safe environment.  Programs and policies such as ID badges, Ignore the Door, and the remodeling of the front office entry for security are measures that have been taken to further protect the students and faculty.

    Survey results from 2017 reveal a sharp decline for parents who are "satisfied with school-home relations."  Work is needed in this area.

**2017 STATE SURVEY RESULTS**

| | TEACHERS | STUDENTS | PARENTS |
|---|---|---|---|
| Percent satisfied with the learning environment | 95.3 | 84.6 | 90.6 |
| Percent satisfied with social and physical environment | 100.0 | 86.6 | 88.2 |
| Percent satisfied with school-home relations | 96.4 | 87.5 | 76.4 |

Wade Hampton High School, July 2018
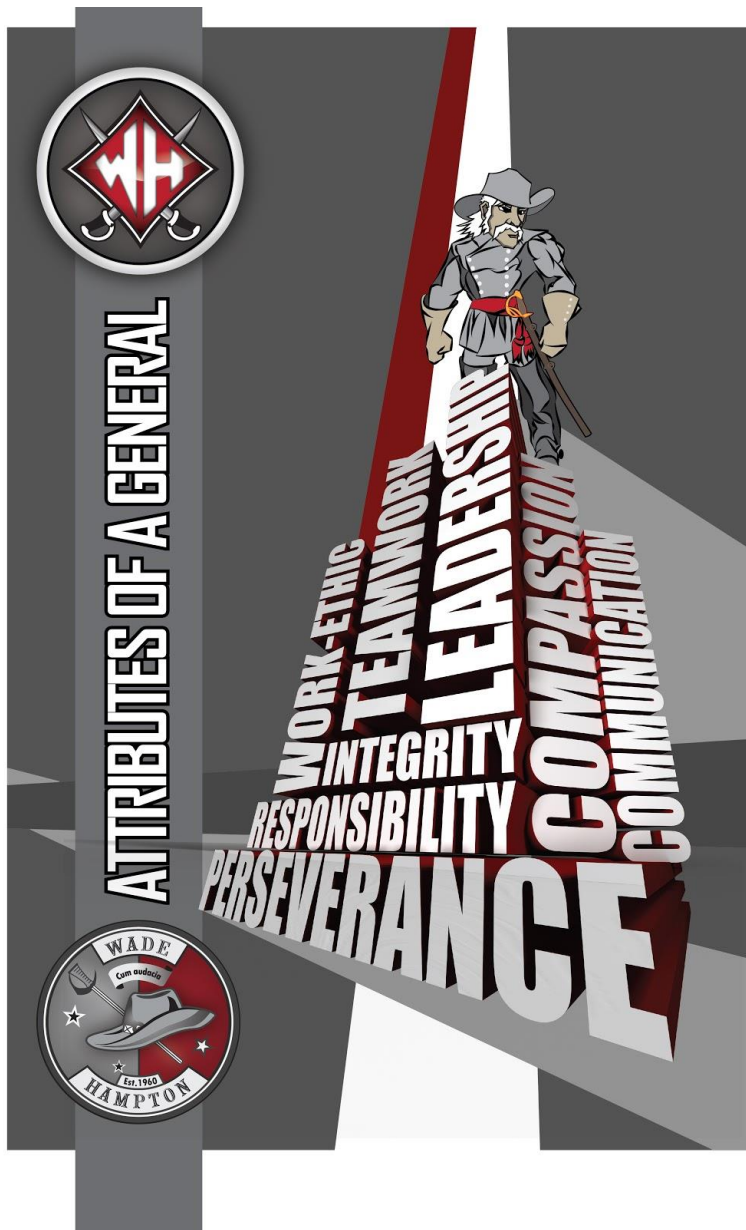
The Attributes of A General Program is an in-house character building program structured around the eight characteristics that we believe a student must possess to be successful as a student and in the real world. The attributes are Responsibility, Perseverance, Teamwork, Work Ethic, Communication, Integrity, Leadership, and Compassion.  Lessons are created by a team of teachers. Once a quarter, students participate in an attributes lesson and complete exercises to learn about these characteristics. Teachers are tasked throughout the year to recognize students who demonstrate one of the attributes with a pin; and students proudly display their pins on their school ID lanyards.

# SCHOOL RENEWAL PLAN FOR 2018-19 through 2022-23

**Performance Goal Area:** ☒Student Achievement*    ☐Teacher/Administrator Quality*    ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*    ☐District Priority

*Gifted and Talented Requires* ☐Gifted and Talented: Academic    ☐ Gifted and Talented: Artistic    ☐ Gifted and Talented: Social and Emotional
*1 Academic Goal and 1 Additional Goal*    ☐Gifted and Talented: Other

**PERFORMANCE GOAL:  1 The** percentage of students scoring A, B, and C on the English I EOCEP will increase from 50% in 2016-17 to 75% in 2022-23.
*Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*
SMART goal must include:  WHO will do WHAT, as measured by HOW and WHEN.

**INTERIM PERFORMANCE GOAL:**  The percentage of students scoring A, B, and C on the English I EOCEP will increase by 5% annually.

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| Score Reports from the SDE | (2016-17) 49.8 | **School Projected** | **55** | **60** | **65** | **70** | **75** |
| | | **School Actual** | | | | | |
| | (2016-17) **61** | **District Projected** | **64** | **67** | **70** | **73** | **76** |
| | | **District Actual** | | | | | |

**Performance Goal Area:** ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(\* required)* ☐District Priority

*Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
*1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other

**PERFORMANCE GOAL: 2 The** percentage of students scoring A, B, and C on the Algebra I EOCEP will increase from 61% in 2016-17 to 86% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring A, B, and C on the Algebra I EOCEP will increase by 5% annually.

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| Score Reports from the SDE | (2016-17) 61 | **School Projected** | 66 | 71 | 76 | 81 | 86 |
| | | **School Actual** | | | | | |
| | (2016-17) **51** | **District Projected** | 54 | 57 | 60 | 63 | 66 |
| | | **District Actual** | | | | | |

Wade Hampton High School, July 2018

| **Performance Goal Area:** | ☒Student Achievement* | ☐Teacher/Administrator Quality* | ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* | ☐District Priority |
| --- | --- | --- | --- | --- |

*Gifted and Talented Requires* ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal and 1 Additional Goal*   ☐Gifted and Talented: Other

**PERFORMANCE GOAL:  3 The** percentage of students scoring A, B, and C on the Biology EOCEP will increase from 77% in 2016-17 to >90% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring A, B, and C on the Biology EOCEP will increase by 5% annually.

| **DATA SOURCE(s):** | **AVERAGE BASELINE** | | **2018–19** | **2019–20** | **2020–21** | **2021–22** | **2022–23** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Score Reports from the SDE | (2016-17) 77.0 | **School Projected** | 82 | 87 | >90 | >90 | >90 |
| | | **School Actual** | | | | | |
| | (2016-17) **64** | **District Projected** | 67 | 70 | 73 | 76 | 79 |
| | | **District Actual** | | | | | |

Wade Hampton High School, July 2018

| **Performance Goal Area:** | ☒Student Achievement* | ☐Teacher/Administrator Quality* | ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* | ☐District Priority |

**Performance Goal Area:** ☒Student Achievement*  ☐Teacher/Administrator Quality*  ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*  ☐District Priority

*Gifted and Talented Requires* ☐Gifted and Talented: Academic  ☐ Gifted and Talented: Artistic  ☐ Gifted and Talented: Social and Emotional  *1 Academic Goal and 1 Additional Goal*  ☐Gifted and Talented: Other

**PERFORMANCE GOAL: 4 The** percentage of students scoring A, B, and C on the US History and the Constitution EOCEP will increase from 73.5% in 2016-17 to >90% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring A, B, and C on the US History and the Constitution EOCEP will increase by 5% annually.

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| Score Reports from the SDE | (2016-17) 73.5 | **School Projected** | 79 | 84 | 89 | >90 | >90 |
| | | **School Actual** | | | | | |
| | (2016-17) **58** | **District Projected** | 61 | 64 | 67 | 70 | 73 |
| | | **District Actual** | | | | | |

| **Performance Goal Area:** | ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(\* required)* ☐District Priority |
| --- | --- |

| *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other |
| --- |

**PERFORMANCE GOAL: 5 Increase** the average ACT Composite Score for the graduating class from 19.8 in 2016-17 to 20.8 in 2022-23.

**PERFORMANCE GOAL: 6 Increase** the average SAT Composite Score for the graduating class from 1105 in 2016-17 to 1150 in 2022-23.

**INTERIM PERFORMANCE GOAL: 5)** Annually increase the average ACT Composite Score for the graduating class.

**INTERIM PERFORMANCE GOAL: 6)** Annually increase the average SAT Composite Score for the graduating class.

ACT Graduating Class Data

| **DATA SOURCE(s):** | **AVERAGE BASELINE** | | **2018–19** | **2019–20** | **2020–21** | **2021–22** | **2022–23** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ESSA Federal Accountability and SC SDE School Report Card | (2016-17) 19.8 | **ACT School Projected** | **20.0** | **20.2** | **20.4** | **20.6** | **20.8** |
| | | **School Actual** | | | | | |
| | (2016-17) **19.4** | **District Projected** | **21.0** | **22.0** | **22.2** | **22.4** | **22.8** |
| | | **District Actual** | | | | | |

SAT Graduating Class Data

Wade Hampton High School, July 2018

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| ESSA Federal Accountability and SC SDE School Report Card | (2016-17) | **SAT School Projected** | **1114** | **1123** | **1132** | **1141** | **1150** |
| | | **School Actual** | | | | | |
| | **(2016-17) 1089** | **District Projected** | **1098** | **1107** | **1116** | **1125** | **1134** |
| | | **District Actual** | | | | | |

| **Performance Goal Area:** ☒Student Achievement*  ☐Teacher/Administrator Quality*  ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*  ☐District Priority |
|---|
| *Gifted and Talented Requires* ☐Gifted and Talented: Academic  ☐ Gifted and Talented: Artistic  ☐ Gifted and Talented: Social and Emotional  *1 Academic Goal and 1 Additional Goal*  ☐Gifted and Talented: Other |
| **PERFORMANCE GOAL:  7 Students** will meet or exceed the state and federal accountability standard as measured by the WIN Ready 2 Work Career Readiness Assessment from 2018-19 through 2022-23. |
| **INTERIM PERFORMANCE GOAL:**  Annually meet or exceed the standard as measured by the WIN Ready 2 Work Career Readiness Assessment. |

| **DATA SOURCE(s):** | **AVERAGE BASELINE** | | **2018–19** | **2019–20** | **2020–21** | **2021–22** | **2022–23** |
|---|---|---|---|---|---|---|---|
| ESSA Federal Accountability and SC SDE School Report Card | Baseline will be established in 2017-18. | **School Projected** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| | | **School Actual** | | | | | |
| | Baseline will be established in 2017-18. | **District Projected** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| | | **District Actual** | | | | | |

| **Performance Goal Area:** | ☒Student Achievement* | ☐Teacher/Administrator Quality* | ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(\* required)* | ☐District Priority |

*Gifted and Talented Requires* ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal and 1 Additional Goal*   ☐Gifted and Talented: Other

**PERFORMANCE GOAL: 8**   Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

**INTERIM PERFORMANCE GOAL:**  Meet annual targets below.

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| EOCEP English 1 | % A, B, C = 39 (2016-17) Annual Increase = 5 | **Projected Hispanic** | **44** | **49** | **54** | **59** | **64** |
| EOCEP English 1 | % A, B, C = __ (2016-17) Annual Increase = __ | **Actual Hispanic** | | | | | |
| EOCEP English 1 | % A, B, C = 28.8 (2016-17) Annual Increase = 5 | **Projected AA** | **34** | **39** | **44** | **49** | **54** |
| EOCEP English 1 | % A, B, C = __ (2016-17) Annual Increase = __ | **Actual AA** | | | | | |
| EOCEP English 1 | % A, B, C = 8.4 (2016-17) Annual Increase = 5 | **Projected SWD** | **13** | **18** | **23** | **28** | **33** |

Wade Hampton High School, July 2018

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| EOCEP English 1 | % A, B, C = __ (2016-17) Annual Increase = __ | **Actual SWD** | | | | | |
| EOCEP English 1 | % A, B, C = 33.4 (2016-17) Annual Increase = 5 | **Projected LEP** | 38 | 43 | 48 | 53 | 58 |
| EOCEP English 1 | % A, B, C = __ (2016-17) Annual Increase = __ | **Actual LEP** | | | | | |
| EOCEP English 1 | % A, B, C = 42.8 (2016-17) Annual Increase = 5 | **Projected SIP** | 47 | 52 | 57 | 62 | 67 |
| EOCEP English 1 | % A, B, C = __ (2016-17) Annual Increase = __ | **Actual SIP** | | | | | |
| EOCEP Algebra 1 | % A, B, C = 54.9 (2016-17) Annual Increase =5 | **Projected Hispanic** | 60 | 65 | 70 | 75 | 80 |
| EOCEP Algebra 1 | % A, B, C = __ (2016-17) Annual Increase = __ | **Actual Hispanic** | | | | | |
| EOCEP Algebra 1 | % A, B, C = 42.3 (2016-17) Annual Increase = 5 | **Projected AA** | 47 | 52 | 57 | 62 | 67 |
| EOCEP Algebra 1 | % A, B, C = __ (2016-17) Annual Increase = __ | **Actual AA** | | | | | |
| EOCEP Algebra 1 | % A, B, C = 15.0 (2016-17) Annual Increase = 5 | **Projected SWD** | 20 | 25 | 30 | 35 | 40 |

Wade Hampton High School, July 2018

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| EOCEP Algebra 1 | % A, B, C = __ (2016-17) Annual Increase = __ | **Actual SWD** | | | | | |
| EOCEP Algebra 1 | % A, B, C = 33.4 (2016-17) Annual Increase = 5 | **Projected LEP** | 38 | 43 | 48 | 53 | 58 |
| EOCEP Algebra 1 | % A, B, C = (2016-17) Annual Increase = __ | **Actual LEP** | | | | | |
| EOCEP Algebra 1 | % A, B, C = 49.4 (2016-17) Annual Increase = 5 | **Projected SIP** | 55 | 60 | 65 | 70 | 75 |
| EOCEP Algebra 1 | % A, B, C = __ (2016-17) Annual Increase = __ | **Actual SIP** | | | | | |
| EOCEP Biology 1 | % A, B, C = 66.1 (2016-17) Annual Increase = 5 | **Projected Hispanic** | 71 | 76 | 81 | 86 | 91 |
| EOCEP Biology 1 | % A, B, C = __ (2016-17) Annual Increase = __ | **Actual Hispanic** | | | | | |
| EOCEP Biology 1 | % A, B, C = 53.8 (2016-17) Annual Increase = 5 | **Projected AA** | 58 | 63 | 68 | 73 | 78 |
| EOCEP Biology 1 | % A, B, C = __ (2016-17) Annual Increase = __ | **Actual AA** | | | | | |
| EOCEP Biology 1 | % A, B, C = 23.5 (2016-17) Annual Increase = 5 | **Projected SWD** | 28 | 33 | 38 | 43 | 48 |

Wade Hampton High School, July 2018

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| EOCEP Biology 1 | % A, B, C = __ (2016-17) Annual Increase = __ | **Actual SWD** | | | | | |
| EOCEP Biology 1 | % A, B, C = 64.1 (2016-17) Annual Increase = 5 | **Projected LEP** | 69 | 74 | 79 | 84 | 89 |
| EOCEP Biology 1 | % A, B, C = __ (2016-17) Annual Increase = __ | **Actual LEP** | | | | | |
| EOCEP Biology 1 | % A, B, C = 64.2 (2016-17) Annual Increase = 5 | **Projected SIP** | 69 | 74 | 79 | 84 | 89 |
| EOCEP Biology 1 | % A, B, C = __ (2016-17) Annual Increase = __ | **Actual SIP** | | | | | |
| EOCEP U.S. Hist/Const. | % A, B, C = 65.0 (2016-17) Annual Increase = 5 | **Projected Hispanic** | 70 | 75 | 80 | 85 | 90 |
| EOCEP U.S. Hist/Const. | % A, B, C = __ (2016-17) Annual Increase = __ | **Actual Hispanic** | | | | | |
| EOCEP U.S. Hist/Const. | % A, B, C = 52.3 (2016-17) Annual Increase = 5 | **Projected AA** | 57 | 62 | 67 | 72 | 77 |
| EOCEP U.S. Hist/Const. | % A, B, C = __ (2016-17) Annual Increase = __ | **Actual AA** | | | | | |
| EOCEP U.S. Hist/Const. | % A, B, C = 35.8 (2016-17) Annual Increase = 5 | **Projected SWD** | 40 | 45 | 50 | 55 | 60 |

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| | | | | | | | |
|---|---|---|---|---|---|---|---|
| EOCEP U.S. Hist/Const. | % A, B, C = __ (2016-17) Annual Increase = __ | **Actual SWD** | | | | | |
| EOCEP U.S. Hist/Const. | % A, B, C = 48.5 (2016-17) Annual Increase = 5 | **Projected LEP** | 53 | 58 | 63 | 68 | 73 |
| EOCEP U.S. Hist/Const. | % A, B, C = __ (2016-17) Annual Increase = __ | **Actual LEP** | | | | | |
| EOCEP U.S. Hist/Const. | % A, B, C = 66.3 (2016-17) Annual Increase = 5 | **Projected SIP** | 71 | 76 | 81 | 86 | 91 |
| EOCEP U.S. Hist/Const. | % A, B, C = __ (2016-17) Annual Increase = __ | **Actual SIP** | | | | | |
| ACT Graduating Class | Composite = __ (2016-17) Annual Increase = __ | **Projected Hispanic** | TBD | TBD | TBD | TBD | TBD |
| ACT Graduating Class | Composite = __ (2016-17) Annual Increase = __ | **Actual Hispanic** | | | | | |
| ACT Graduating Class | Composite = __ (2016-17) Annual Increase = __ | **Projected AA** | TBD | TBD | TBD | TBD | TBD |
| ACT Graduating Class | Composite = __ (2016-17) Annual Increase = __ | **Actual AA** | | | | | |
| ACT Graduating Class | Composite = NA (2016-17) Annual Increase = __ | **Projected SWD** | TBD | TBD | TBD | TBD | TBD |

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| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ACT Graduating Class | Composite = NA (2016-17) Annual Increase = __ | **Actual SWD** | | | | | |
| ACT Graduating Class | Composite = NA (2016-17) Annual Increase = __ | **Projected LEP** | TBD | TBD | TBD | TBD | TBD |
| ACT Graduating Class | Composite = NA (2016-17) Annual Increase = __ | **Actual LEP** | | | | | |
| ACT Graduating Class | Composite = NA (2016-17) Annual Increase = __ | **Projected SIP** | TBD | TBD | TBD | TBD | TBD |
| ACT Graduating Class | Composite = NA (2016-17) Annual Increase = __ | **Actual SIP** | | | | | |
| SAT | Composite = (2016-17) Annual Increase = __ | **Projected Hispanic** | TBD | TBD | TBD | TBD | TBD |
| SAT | Composite = __ (2016-17) Annual Increase = __ | **Actual Hispanic** | | | | | |
| SAT | Composite = __ (2016-17) Annual Increase = __ | **Projected AA** | TBD | TBD | TBD | TBD | TBD |
| SAT | Composite = __ (2016-17) Annual Increase = __ | **Actual AA** | | | | | |
| SAT | Composite = NA (2016-17) Annual Increase = __ | **Projected SWD** | TBD | TBD | TBD | TBD | TBD |

Wade Hampton High School, July 2018

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| SAT | Composite = NA (2016-17) Annual Increase = __ | **Actual SWD** | | | | | |
| SAT | Composite = NA (2016-17) Annual Increase = __ | **Projected LEP** | TBD | TBD | TBD | TBD | TBD |
| SAT | Composite = NA (2016-17) Annual Increase = __ | **Actual LEP** | | | | | |
| SAT | Composite = NA (2016-17) Annual Increase = __ | **Projected SIP** | TBD | TBD | TBD | TBD | TBD |
| SAT | Composite = NA (2016-17) Annual Increase = __ | **Actual SIP** | | | | | |
| WIN | (2017-18) Annual Increase = __ | **Projected Hispanic** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| WIN | (2017-18) Annual Increase = __ | **Actual Hispanic** | | | | | |
| WIN | (2017-18) Annual Increase = __ | **Projected AA** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| WIN | (2017-18) Annual Increase = __ | **Actual AA** | | | | | |
| WIN | (2017-18) Annual Increase = __ | **Projected SWD** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |

Wade Hampton High School, July 2018

| WIN | (2017-18) Annual Increase = __ | **Actual SWD** | | | | | |
|---|---|---|---|---|---|---|---|
| WIN | (2017-18) Annual Increase = __ | **Projected LEP** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| WIN | (2017-18) Annual Increase = __ | **Actual LEP** | | | | | |
| WIN | (2017-18) Annual Increase = __ | **Projected SIP** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| WIN | (2017-18) Annual Increase = __ | **Actual SIP** | | | | | |

Wade Hampton High School, July 2018

**Performance Goal Area:** ☒Student Achievement*  ☐Teacher/Administrator Quality*  ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*  ☐District Priority

*Gifted and Talented Requires* ☐Gifted and Talented: Academic  ☐ Gifted and Talented: Artistic  ☐ Gifted and Talented: Social and Emotional
*1 Academic Goal and 1 Additional Goal*  ☐Gifted and Talented: Other

**PERFORMANCE GOAL: 9** By 2023, Greenville County Schools will achieve and maintain a district graduation rate of at least 90%, a graduation rate of at least 80% in each high school below 80%, and a 90% employability credentialing rate among eligible special needs students.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| Graduation Rate | (2016-17) **95.4** | **School Projected** | **>90** | **>90** | **>90** | **>90** | **>90** |
| | | **School Actual** | | | | | |
| Graduation Rate | (2016-17) **87** | **District Projected** | **86** | **87** | **88** | **89** | **90** |
| | | **District Actual** | | | | | |
| Employability Credentialing Rate | School = TBD | **School Projected** | **TBD** | **TBD** | **TBD** | **TBD** | **90** |
| | | **School Actual** | | | | | |
| Employability Credentialing Rate | District = TBD | **District Projected** | **TBD** | **TBD** | **TBD** | **TBD** | **90** |
| | | **District Actual** | | | | | |

Wade Hampton High School, July 2018

**Performance Goal Area:** ☒Student Achievement*   ☐Teacher/Administrator Quality*   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*   ☐District Priority

*Gifted and Talented Requires* ☐Gifted and Talented: Academic   ☐Gifted and Talented: Artistic   ☐Gifted and Talented: Social and Emotional
*1 Academic Goal and 1 Additional Goal*   ☐Gifted and Talented: Other

**PERFORMANCE GOAL: 10**   By 2023, increase the percentage of graduates meeting Graduation Plus (G+) requirements as indicated by: 90% earning at least one college credit course (dual/AP/IB), or earning two career specific units, or earning work-based unit credit(s), or achieving an industry certification

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| DATA SOURCE(s): | AVERAGE BASELINE | | **2018–19** | **2019–20** | **2020–21** | **2021–22** | **2022–23** |
|---|---|---|---|---|---|---|---|
| PowerSchool, College Reports | Class of 2018 | **School Projected** | **TBD** | **TBD** | **TBD** | **TBD** | **90%** |
| | | **School Actual** | | | | | |
| PowerSchool, College Reports | Class of 2018 | **School Projected** | **TBD** | **TBD** | **TBD** | **TBD** | **90%** |
| | | **School Actual** | | | | | |

Wade Hampton High School, July 2018

**Performance Goal Area:** ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

*Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
*1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other

**PERFORMANCE GOAL: 11** Annually increase the percentage of 9th graders across every demographic who are on track for graduation at the conclusion of their freshman year (Students are on-track if, at the completion of their initial 9th-grade year, they have completed one-quarter of the credits necessary to graduate, including the completion of English I and Algebra I).

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| PowerSchool | (2016-17) 89 | **School Projected** | 90 | 92 | 94 | >95 | >95 |
| | | **School Actual** | | | | | |
| PowerSchool | (2016-17) **74** | **District Projected** | 77 | 81 | 84 | 87 | 90 |
| | | **District Actual** | | | | | |

**Performance Goal Area:** ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement,

Safe and Healthy Schools, etc.)* *(\* required)*     ☐District Priority

*Gifted and Talented Requires* ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal and 1 Additional Goal*   ☐Gifted and Talented: Other

**PERFORMANCE GOAL: 12 Annually** increase the percentage of high school Gifted and Talented Academic (GTA) students taking AP courses.

**INTERIM PERFORMANCE GOAL:** Annually increase the percentage of high school Gifted and Talented Academic (GTA) students taking AP courses.

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| PowerSchool | (2016-17) 46.11 362/785 | **School Projected** | **50** | **55** | **60** | **65** | **70** |
| | | **School Actual** | | | | | |
| PowerSchool | (2016-17) **52** | **District Projected** | **52** | **55** | **58** | **61** | **65** |
| | | **District Actual** | | | | | |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| 1) Continue Freshman Academy to segregate the first-year high school students for the purpose of monitoring & supporting achievement in EOC courses. | 2018 | Principal & Academy Coordinator | 1.0 FTE for Coordinator Position | School Allocation | Faculty Roster Meeting Schedules |
| 2) Double-block at-risk students in Math and English classes during their first year of high school. | 2018 | Principal & Guidance | None | N/A | Master Schedule Student Schedules |
| 3) Include credit recovery courses on the master schedule to meet the needs of students. | 2018 | Principal & Guidance | None | N/A | Master Schedule |
| 4) Cap EOC class size at 25 when possible | 2018 | Guidance | None | N/A | Master Schedule Course Load Report |
| 5) Conduct an annual update of correlation between course syllabi and EOC Blueprints from SDE. | 2018 | Principal & Department Chairs | None | N/A | Common Syllabi Calibration Materials |
| 6) Continue before/after school tutoring EOC-Blitz Week | 2018 | Principal & Teachers | Stipend $30/hr to tutors | School | Attendance rosters from Blitz sessions |
| 7)  Intervention with parent phone call for students who have 3 or more consecutive absences so they do not become drop outs. | 2018 | Assistant Principals Attendance Clerk | None | N/A | Call Logs |
| 8)  Provide a dedicated Assistant Principal & Guidance Counselor to monitor and work with off-grade | 2018 | Principal | School allocations | N/A | Admin assignment |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| level students. | | | | | |
| 9)  Assign Guidance Clerk to supervise the collection, organization and documentation of records for students who are "no shows", or enroll and withdraw throughout the year. | 2018 | Guidance | None | N/A | File of WD and Enrollments for each year |
| 10)  Require that Data entry procedures will be completed by the Guidance Clerk ONLY to ensure consistency when enrolling or withdrawing students. | 2018 | Principal Guidance Clerk | None | N/A | Written Procedures about Registration and Power School data entry |
| 11) Quarterly meetings with Data Action Team to ensure preparation is on target for SDE data extractions throughout the year. | 2018 | Principal Data Action Team | None | N/A | Notes from meetings Schedule of meetings |
| 12)  Provide free after-school tutoring with transportation home for students | 2018 | Principal | $5,000 | School or Grant Money | Records of tutoring sessions |
| 13)  Communicate with all parents of students who are at-risk for failing courses. | 2018 | Teachers Counselors | None | N/A | Call Logs |
| 14)  Continue to implement Common Course Syllabi for all courses that includes Literacy standards and Common Major | 2018 | Teachers Assistant Princ | None | N/A | Common Syllabi approved by principal & posted on school/teacher web |

Wade Hampton High School, July 2018

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| Assessments | | | | | sites |
| 15) Use Mastery Connect Benchmark Tests to monitor progress of EOC students during the semester | 2018 | Teachers | None | GCS District Provided | Benchmark results |
| 16) Use the inclusion model to provide services to special education students in Math & English classes as needed. | 2018 | Principal Teachers | None | GCS provides SpEd allocations | Master Schedule Student Schedules |
| 17) Continue to recruit students to take dual credit classes and AP courses | 2018 | Teachers Counselors | None | None | Student Schedules |
| 18) Continue to encourage students to enroll in career center programs and take completer courses. | 2018 | Teachers Counselors | None | None | Student Schedules |
| | | | | | |

**Performance Goal Area:** ☐Student Achievement* ☒Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(\* required)* ☐District Priority

*Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
*1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other

**PERFORMANCE GOAL: 1 The** school will strive to have diversity of qualified teachers that mirrors the student body diversity by 2023.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| Employment report | % of diverse teachers 2017-18 | **School Projected** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| | | **School Actual** | | | | | |
| Employment report | % of diverse teachers 2017-18 | **District Projected** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| | | **District Actual** | | | | | |

Wade Hampton High School, July 2018

| ACTION PLAN FOR STRATEGY #1: The school will strive to have diversity of qualified teachers that mirrors the student body diversity by 2023. | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| 1.  Offer a minimum of 12 hours of in-house professional development as required by GCS | 2018 | Principal Instructional Coach | None | N/A | PD Calendar |
| 2.  Notify teachers of PD opportunities from GCS and other organizations (including local universities, The College Board, and professional organizations). | 2018 | Instructional Coach | None | N/A | Emails GCS Academic Newsletter |
| 3.  Encourage teachers to obtain AP & G/T endorsements | 2018 | Instructional Coach | None | N/A | Emails |
| 4.  Provide annual PD to keep teachers updated on research-based instructional strategies | 2018 | Instructional Coach Technology Coach | None | N/A | PD Calendar |
| 5.  Implement the GCS Instructional Protocols and support teachers in this area | 2018 | Administration Instructional Coach | None | N/A | PD and Observations |
| 6.  Use the GCS guidelines and approved lists when hiring | 2018 | Principal | None | N/A | Guidelines from GCS |

**Performance Goal Area:** ☐Student Achievement*   ☐Teacher/Administrator Quality*   ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*   ☐District Priority

*Gifted and Talented Requires* ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal and 1 Additional Goal*   ☐Gifted and Talented: Other

**PERFORMANCE GOAL: 1** Achieve and maintain a rate of 90% among parents, students, and teachers who agree they feel safe during the school day on the South Carolina Department of Education Survey.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| SC SDE School Report Card Survey | 86.6 | **School Projected Students** | **≥ 90** | **≥ 90** | **≥ 90** | **≥ 90** | **≥ 90** |
| | | **School Actual Students** | | | | | |
| SC SDE School Report Card Survey | 100.0 | **School Projected Teachers** | **≥ 90** | **≥ 90** | **≥ 90** | **≥ 90** | **≥ 90** |
| | | **School Actual Teachers** | | | | | |

Wade Hampton High School, July 2018

| SC SDE School Report Card Survey | 88.2 | **School Projected Parents** | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
|---|---|---|---|---|---|---|---|
| | | **School Actual Parents** | | | | | |
| SC SDE School Report Card Survey | Baseline will be established in 2017-18. | **District Projected Students** | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | **District Actual Students** | | | | | |
| SC SDE School Report Card Survey | Baseline will be established in 2017-18. | **District Projected Teachers** | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | **District Actual Teachers** | | | | | |
| SC SDE School Report Card Survey | Baseline will be established in 2017-18. | **District Projected Parents** | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | **District Actual Parents** | | | | | |

Wade Hampton High School, July 2018

**Performance Goal Area:** ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(\* required)* ☐District Priority

*Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other

**PERFORMANCE GOAL: 2** The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

**PERFORMANCE GOAL: 3 The** school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

Percent Recommended for Expulsion

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| ESSA Federal Accountability and SDE School Report Card | (2016-17) 0.9 | **School Projected** | **≤1.0** | **≤1.0** | **≤1.0** | **≤1.0** | **≤1.0** |
| | | **School Actual** | | | | | |
| ESSA Federal Accountability and SDE School Report Card | (2016-17) **0.7** | **District Projected** | **≤1.0** | **≤1.0** | **≤1.0** | **≤1.0** | **≤1.0** |
| | | **District Actual** | | | | | |

Wade Hampton High School, July 2018

Annual Expulsion Rate

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| ESSA Federal Accountability and SDE School Report Card | (2016-17) 0.2 | **School Projected** | ≤ .07 | ≤ .07 | ≤ .07 | ≤ .07 | ≤ .07 |
| | | **School Actual** | | | | | |
| ESSA Federal Accountability and SDE School Report Card | (2016-17) **0.4** | **District Projected** | ≤ .07 | ≤ .07 | ≤ .07 | ≤ .07 | ≤ .07 |
| | | **District Actual** | | | | | |

**Performance Goal Area:** ☐ Student Achievement*   ☐ Teacher/Administrator Quality*   ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*   ☐ District Priority

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional
*1 Academic Goal and 1 Additional Goal*   ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 4** The school will demonstrate a caring environment as indicated by an increase in the percent of secondary students who **describe their teacher as caring** on the AdvancED Culture and Climate Survey.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| AdvancED Culture & Climate Surveys | **47%** **(2017-2018)** | **School Projected** | 50 | 55 | 60 | 65 | 70 |
| | | **School Actual** | | | | | |
| AdvancED Culture & Climate Surveys | **51** | **District Projected Secondary** | **54** | **58** | **62** | **66** | **70** |
| | | **District Actual Secondary** | | | | | |

Wade Hampton High School, July 2018

**Performance Goal Area:** ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

*Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other

**PERFORMANCE GOAL: 5 Achieve** and maintain a student attendance rate of 95% or higher.

**INTERIM PERFORMANCE GOAL:** Maintain an annual student attendance rate of 95% or higher.

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| ESSA Federal Accountability and SDE School Report Card | 94.6 (2016-17) | **School Projected** | ≥ 95 | ≥ 95 | ≥ 95 | ≥ 95 | ≥ 95 |
| | | **School Actual** | | | | | |
| ESSA Federal Accountability and SDE School Report Card | (2016-17) **95** | **District Projected** | ≥ 95 | ≥ 95 | ≥ 95 | ≥ 95 | ≥ 95 |
| | | **District Actual** | | | | | |

Wade Hampton High School, July 2018

**Performance Goal Area:** ☐Student Achievement*    ☐Teacher/Administrator Quality*    ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*    ☐District Priority

*Gifted and Talented Requires* ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional
*1 Academic Goal and 1 Additional Goal*    ☐Gifted and Talented: Other

**PERFORMANCE GOAL: 6 The** school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of high school students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| AdvancED Culture & Climate Surveys | **Afraid – 7%** **Lonely – 17%** **Angry - 15%** | **School Projected** | **Afraid ≤ 7** **Lonely ≤ 16** **Angry ≤ 14** | **Afraid ≤ 7** **Lonely ≤ 16** **Angry ≤ 14** | **Afraid ≤ 6** **Lonely ≤ 15** **Angry ≤ 13** | **Afraid ≤ 6** **Lonely ≤ 15** **Angry ≤ 13** | **Afraid ≤ 5** **Lonely ≤ 14** **Angry ≤ 12** |
| | | **School Actual** | **Afraid ≤** **Lonely ≤** **Angry ≤** | **Afraid ≤** **Lonely ≤** **Angry ≤** | **Afraid ≤** **Lonely ≤** **Angry ≤** | **Afraid ≤** **Lonely ≤** **Angry ≤** | **Afraid ≤** **Lonely ≤** **Angry ≤** |
| AdvancED Culture & Climate Surveys | **Afraid – 7%** **Lonely – 14%** **Angry 15%** | **District Projected Secondary** | **Afraid ≤ 7** **Lonely ≤ 13** **Angry ≤ 14** | **Afraid ≤ 7** **Lonely ≤ 13** **Angry ≤ 14** | **Afraid ≤ 6** **Lonely ≤ 12** **Angry ≤ 13** | **Afraid ≤ 6** **Lonely ≤ 12** **Angry ≤ 13** | **Afraid ≤ 5** **Lonely ≤ 11** **Angry ≤ 12** |
| | | **District Actual Secondary** | **Afraid ≤** **Lonely ≤** **Angry ≤** | **Afraid ≤** **Lonely ≤** **Angry ≤** | **Afraid ≤** **Lonely ≤** **Angry ≤** | **Afraid ≤** **Lonely ≤** **Angry ≤** | **Afraid ≤** **Lonely ≤** **Angry ≤** |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| 1) Follow GCS security protocol for processing visitors to the school. | 2018 | Administration SRO | N/A | GCS | Procedures manual |
| 2) Follow GCS security protocols for handling employees & students during school hours | 2018 | Administration | N/A | GCS | Faculty & Student Handbooks |
| 3) Encourage students to join extra-curricular organizations, clubs, and/or sports teams. | 2018 | Guidance Counselors Teachers Administration | None | N/A | IGP's |
| 4) Advertise extra-curricular programs to rising freshmen during spring information night. | 2018 | Freshman Coordinator Club Sponsors | None | N/A | Records of information night |
| 5)Advertise extra-curricular programs to new students during the fall Family-Fun-Fest | 2018 | Administration | None | N/A | Records of FFF Participants |
| 6) Communicate information about extra-curricular activities on the school web site. | 2018 | Freshman Coordinator School Web Master | None | N/A | Web Site |
| 7) Encourage attendance at SIC & PTSA meetings for parents and members of the community to increase their involvement in WHHS activities. | 2018 | Principal | None | N/A | Attendance at Meetings |
| 8) Use digital marquee to update | 2018 | Principal | None | N/A | Announcements on |

Wade Hampton High School, July 2018

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| the community with information about events taking place at the school. | | Office Clerk | | | the Marquee |
| 9) Use newsletters (i.e. Generalities, The Report To The Community) to distribute information to the public. | 2018 | PTSA SIC | None | N/A | Newsletters |
| 10) Communicate with the media on a regular basis about individual student achievements and awards | 2018 | Principal Headliner | None | N/A | Newspaper articles on display in the media center |
| 11) Communicate with the faculty via weekly e-newsletter, The General News | 2018 | Principal | None | N/A | General News sent weekly to the faculty |
| 12) Communicate daily with the students through large screen projections in the cafeteria before school, after school, and during all lunch periods. | 2018 | Principal Office Clerk | Projection Equipment maintenance | School funds for maintenance | Announcement |
| 13) Post a data wall and update annually, in the school, to keep students informed of school and student achievement in different areas. | 2018 | IC | $50 | School Funds | Data Wall in School |
| 14) Provide new technology to all teachers | 2018 | Technology Coach Media Specialist Principal | $5,000 | School Funds | Fixed Assets Report |

Wade Hampton High School, July 2018

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| Provide new technology to all new teachers (computers & laptops) | 2018 & every 3 years | Principal | $10,000 | GCS refresh | Fixed Assets Report |
| 15) Provide PD for teachers to keep them updated on new instructional technology developments and security. | 2018 | Technology Coach | None | N/A | PD Calendar |
| 16) Communicate with parents weekly through the phone blast system & email | 2018 | Principal | None | N/A | weekly phone blast |
| 17) Communicate announcements and events to the public via social media | 2018 | Principal | None | N/A | Facebook & Twitter accounts |
| 18) Continue the Attributes of a General Program for character building | 2018 | Principal Counselors | $1000 for attribute pins | school funds | School calendar Attributes lesson plans |

# VI.  2017 School Report Card

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## 2017 Report Cards

🖶 Print Version

**WADE HAMPTON HIGH**

🔄 Select New Location

| | |
|---|---|
| **Principal:** | Eric Williams |
| **Superintendent:** | Dr. W. Burke Royster |
| **Board Chair:** | Dr. Crystal Ball O'Connor |
| **School Phone:** | 864-355-0100 |
| **School Website:** | Website |

**State Rating History***

**Past Year's Ratings**
2014 - Excellent
2013 - Excellent
2012 - Excellent

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

🏛 OVERVIEW     💡 KNOWLEDGE     🎓 OUTCOMES     ☻ OPPORTUNITIES

**World Class Knowledge**

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social

## Enrollment
## 1,731

Wade Hampton High School is helping all students develop the world-class skills and life and career characteristics of the Profile of the South Carolina Graduate by providing a safe, caring, and academically rigorous learning environment.  With a clearly defined mission to "Educate, Empower, and Inspire" each of our students, we work tirelessly to implement a personalized learning plan for all students beginning at their current academic level and guiding them to graduation and beyond.

A strong partnership between home, school, and the Greenville community has been the