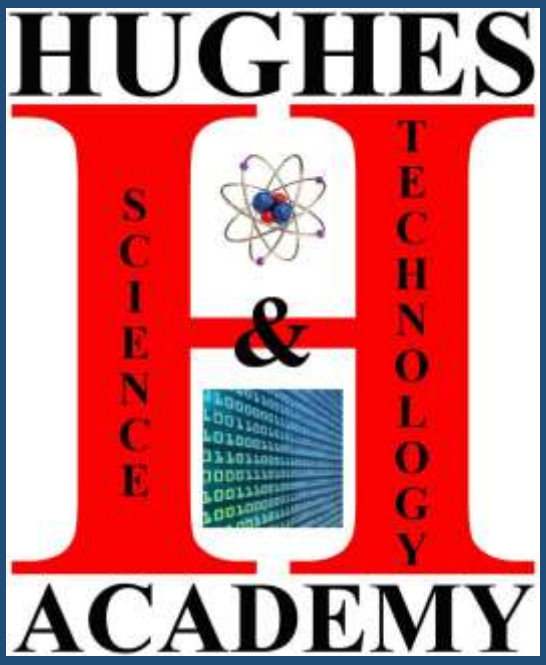
Action Plan

2013-2014 through 2017-2018

Hughes Academy of Science and Technology



Principal: Dr. Andrew Hooker

Greenville County Schools

Superintendent: Burke Royster

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL

GREENVILLE COUNTY SCHOOL DISTRICT

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2017-2018 ***(one year)***

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Crystal Ball O'Connor		
PRINTED NAME	**SIGNATURE**	**DATE**

SUPERINTENDENT

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Lauren Price		**3/31/17**
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Dr. Andrew Hooker		**3/31/17**
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Caroline McCuen-Bohnenberger		**3/31/17**
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL'S ADDRESS: 122 DeOyley Avenue, Greenville, SC 29605

SCHOOL'S TELEPHONE: (864) 355-6219

PRINCIPAL'S E-MAIL ADDRESS: ahooker@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

POSITION	***NAME***
1. PRINCIPAL	Andrew B. Hooker
2. TEACHER	Sallisha Dendy-Jones
3. PARENT/GUARDIAN	Rachel Balck
4. COMMUNITY MEMBER	Thom Sample
5. SCHOOL IMPROVEMENT COUNCIL	Lauren Price
6. Read to Succeed Reading Coach	Yvonne Allison
7. School Read to Succeed Literacy Leadership Team Lead	Caroline McCuen-Bohnenberger

8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)
** Must include the School Read to Succeed Literacy Leadership Team.

POSITION	***NAME***
School Counselor	**Carrie McCain**
Teacher	**Navneet Singh**
Teacher	**Tarasha Williams**
Teacher	**Micheal Coggins**
Teacher	**Kelly Cattano**
Teacher	**Stephani Ecklund**
Teacher	**Michelle Philipp**
Magnet Coordinator	**Marsha Patry**

***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

(Mandated Component)

Act 135 Assurances

Assurances, checked by the principal, attest that the school complies with all applicable Act 135 requirements.

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

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

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

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

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

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

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

____ **Developmental Screening**

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

____ **Half-Day Child Development**

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

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

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

____ **Parenting and Family Literacy**

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

____ **Recruitment**

The school makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

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

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

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HUGHES ACADEMY
Introduction

Hughes Academy used the strategic planning process to include all stakeholders in developing the portfolio. Teachers gave input for our strategic plan. Other stakeholders helped develop strategies for success and provided input regarding our goals for the next five years. Our new leadership team and devoted staff are determined to improve student achievement, to gain and develop resources, and to build stronger relationships with our community. Our greatest stakeholders are our parents, who are the business, religious and political leaders in our community.

EXECUTIVE SUMMARY

Hughes Academy of Science and Technology has been in existence and in the same physical location for 62 years. Our school was named for Charles E. Hughes, a beloved professor and principal in Greenville County. For over half a century, the numerous accomplishments of our school have been made possible through the conscious efforts of our teachers, parents, administrators and community members.

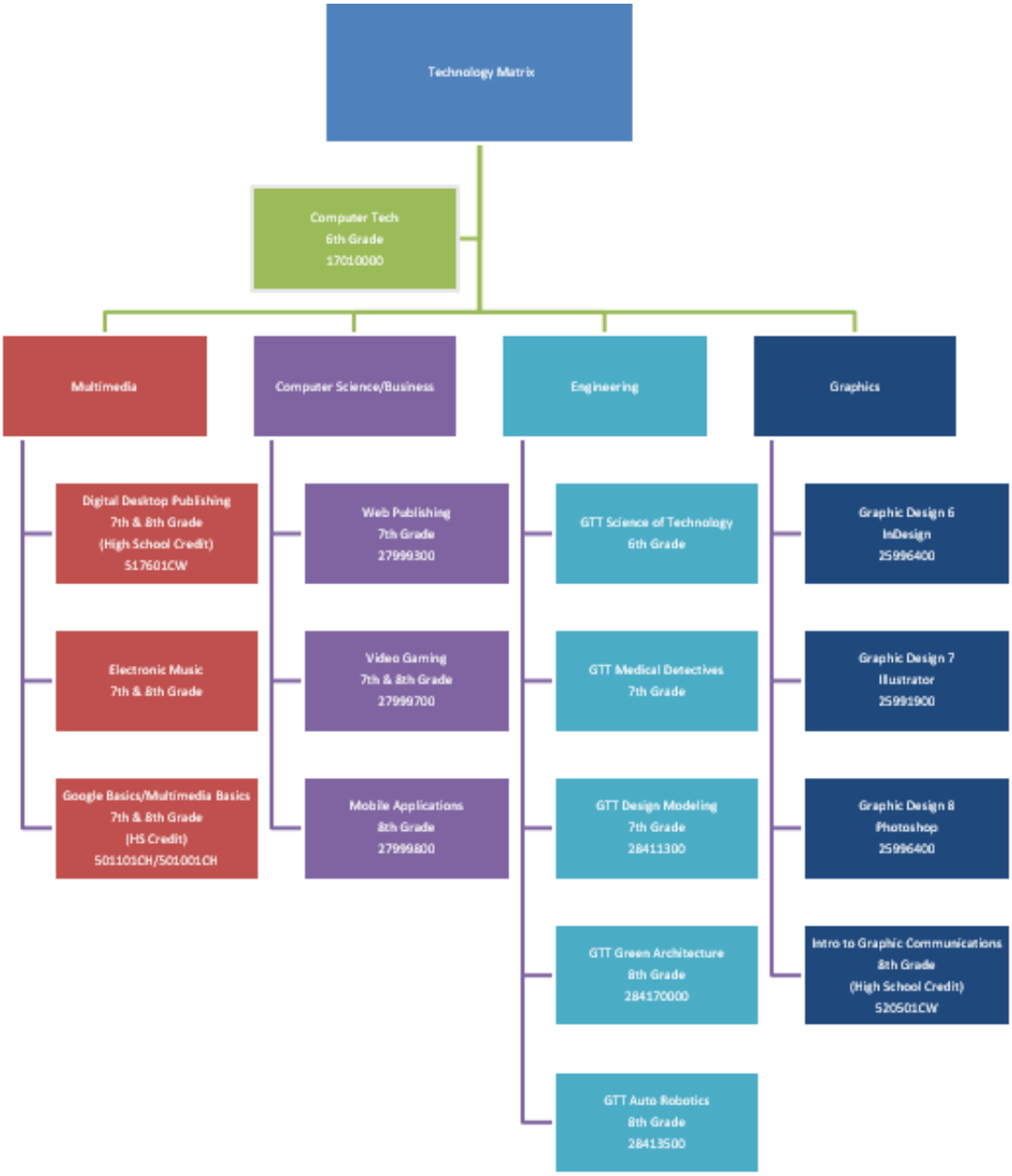
Student Achievement

The community we serve is one of the most culturally diverse in Greenville County. Our school has been through many distinct transitions to meet the changing needs of our community we serve over our years of existence. It is a well-known fact that children from affluent families tend to find higher success rates in school, and while the gap has lessened, there still exists a large gap in achievement between races. The major goal of Hughes Academy of Science and Technology is to provide a solid and well-rounded education for each and every one of our students. We want to bridge the gap of student achievement between our diverse groups of students. Our school is proud to have separate wings for each grade level while housing our grade level counselors and administrators on each hallway. We feel that our resources and time are best spent in close proximity to our students; our first priority. We have also implemented a school wide behavior management program using the acronym ROCK. This program is intended to help support a productive learning environment. We will promote a positive culture by infusing the acronym ROCK into everything we do, say, and how we think. ROCK stands for Respect, Order, Communication, and Kindness.

Respect: Thinking and acting in a positive way about yourself and others.
Order: The arrangement or disposition of people or things in relation to each other according to a particular sequence, pattern, or method that makes your day easier.
Communication: The way people share their thoughts and feelings which is vital for building and maintaining relationships with friends and family, and for success in school and employment.
Kindness: Showing others they are valuable by how you treat them.

We are a magnet school for Science, Technology, and Partial Spanish Immersion. We offer tracks of study in both technology and Spanish Immersion as part of our magnet program. In addition, we infuse project based learning with a STEAM focus into our curriculum.

In an effort to close another gap between what the corporate world needs in their workforce and how we educate our children, Hughes Academy of Science and Technology has implemented STEAM (Science, Technology, Engineering, Arts, Math). STEAM is a philosophy that provides students a project based learning experience. Students and teachers work together using the South Carolina state standards to incorporate multiple disciplines in providing solutions to real world issues. We are developing our own unique STEAM curriculum for the students of Hughes Academy while moving toward a different vision for teaching students. The STEAM holistic approach to teaching involves breaking the barriers of traditional individualized subject centered classes and creating cross-curricular, real world lessons with a project based core. Through creating integrated units, our teachers facilitate learning environments that are fluid, dynamic, and relevant to solving problems of today and tomorrow. We have partnered with businesses who provide representatives to guide our students through real world applications. This allows our students to work in teams to problem solve which in turn develops 21st century skills. Our strong technology program accents STEAM well as students not only learn, but apply the knowledge they acquire through our wide variety of technology course offerings listed below.



Our Spanish Immersion Program is one of a kind and features rigorous academic curriculum aligned with the Foreign Language Standards Balanced Literacy Framework. Participating students develop second language proficiency in an academic context under the direction of Bilingualism and Bi-Literacy trained teachers. The program features rigorous academic curriculum delivered through hands-on activities and opportunities for active involvement. Students develop the ability to think critically about the language and cultures across a broad range of subjects. The course offerings we have for our students are listed below.

6th Graders will take:	**7th Graders will take:**	**8th Graders will take:**
Spanish Language Arts	Spanish Language Arts (Spanish I high school credit)	Spanish Language Arts (Spanish II high school credit)
Social Studies in English	Social Studies in Spanish	Social Studies in Spanish
English GT or Literature Studies	English GT or Literature Studies	English I Honors or English Studies
Science	Science	Science
Math	Math	Math
Elective #1	Elective #1	Elective #1
Elective #2	Elective #2	Elective #2

Teacher/Administrative Quality

Teacher Quality has increased with all teachers having Highly Qualified status. Ten percent of our staff are National Board Certified while three teachers will be going through the National Board process in the fall. Teachers continue to participate in professional development that teaches best practices. Administration Quality has steadily improved with our Principal earning his doctorate and gaining two new school counselors, a new 7th grade administrator, and a new instructional coach.

School Climate (Teachers)

Gathering data through surveys from school employees is a best practice to develop a "climate needs assessment" for each school. Reviewing data collected from teachers, students, and parents over the last few years has given our leadership direction on continuous improvement. In regards to the teacher survey, no data was available from the year preceding Dr. Hooker.

Questions from the 2014-2015 data that drew our attention and had high percentages of "disagree/strongly disagree" in the Social and Physical Environment factor included:
- Students behave well during class (50%)
- Students behave well in lunchrooms, hallways and on school grounds (56.9)
- The rules for behavior are enforced (8.6)

From this data, we started the process to assemble a behavior task force to address issues and implement a school wide behavior policy. The faculty was invited to be a part of the "Behavior Task Force" and this group of teacher leaders and administration developed ROCK and our school implementation plan.

The same questions from 2015-2016 showed a correlation between our collaborative efforts in designing and implementing our new ROCK culture and positive answers in regards to climate on the same survey. The percentage of teachers who mostly disagree/disagree is below:
- Students behave well during class (32.7%)
- Students behave well in lunchrooms, hallways and on school grounds (32.7)

- The rules for behavior are enforced (1.8%)

School Climate (Students)

Upon reviewing the data analysis report/results for our groups of 8th grade students, we found again more data that could direct our leadership team to find solutions to problems.

In the year 2013-2014:

- 35.4% of the students stated that they were not satisfied with the learning environment at their school
- 32.7% of the students stated that they were not satisfied with the Social and Physical Environment at their school
- 17.2% were not satisfied with Home and School Relations.

In the year 2014-2015:

- 40.6% of the students stated that they were not satisfied with the learning environment at their school
- 50.5% of the students stated that they were not satisfied with the Social and Physical Environment at their school
- 18.4% were not satisfied with Home and School Relations

Many changes were set in place for last year addressing this data. Our faculty was optimistic about seeing the impact of project based learning on this data as well as test scores. Also, we hoped to see positive correlations with the creation and implementation of ROCK culture at Hughes Academy and an increase in satisfaction in these areas.

As a result, we did see more positive survey results in two of the three areas. In the year 2015-2016:

- 32.7% of the students stated that they were not satisfied with the learning environment at their school
- 29.7% of the students stated that they were not satisfied with the Social and Physical Environment at their school
- 19.8% were not satisfied with Home and School Relations

With these results, we will continue to implement ROCK while working harder to make our home and school relations more positive for our students. One way we do this is sending out positive notes home weekly. Each teacher sends 3 cards home each week to different students to encourage good behavior.

School Climate (Parents)

For the constituent group of parents, useful data exists in the factors of Learning Environment, Social and Physical Environment and Home and School Relations.

In the year 2014-2015:

- 31.4% of the parents stated that they were not satisfied with the learning environment at their school
- 30% of the parents stated that they were not satisfied with the Social and Physical Environment at their school
- 24.8% were not satisfied with Home and School Relations

Again our work with STEAM and our behavior task force collaborative efforts (ROCK) surfaced from analyzing this data and putting together a strategic plan.

As a result, we saw more positive changes in our survey results for 2015-2016:

- 25% of the parents stated that they were not satisfied with the learning environment at their school
- 28.5% of the parents stated that they were not satisfied with the Social and Physical Environment at their school
- 16.1% were not satisfied with Home and School Relations

We hope to see more positive changes due to more parent involvement in outside events. We will be hosting a parent education night for all parents to better prepare their students for the future.

Challenges and Accomplishments:

Over the past three years, our challenges are specifically tied to a change in leadership and primary instructional paradigm shift for our school. We are moving from a focus on behavior management to now increasing student engagement with a completely different paradigm of teaching. We are currently seeking a balance of behavior management with a heavy weighted purpose of strengthening our teacher's skills in providing a new delivery system for their lessons. Our staff has been trained in STEAM, are implementing STEAM projects this year, and adjusting our awareness of what students need for the 21st century. The professional development provided for our staff has encouraged them to leave their individual classrooms and enter a professional development think tank in order to challenge the preconceived notions on what the classroom looks like, how it is run, and what skills students should leave with. We have encouraged our staff to develop collaboration, creativity, communication and critical thinking skills with one another and are excited to see these lessons passed on to the classroom and our students. Theses "Four C's" are imperative skills needed for our students to find success in today's classroom and tomorrow's 21st century jobs.

Our current challenge is providing the physical structure of our classrooms that is a critical variable in affecting student morale, collaboration, and learning. Our present learning environments provides little variance in sustaining and promoting multiple modes of students learning, individual and group work. We have little flexibility for providing space and technology for presentation and exploration, interaction and a sense of community, as well as fostering formal and informal learning. Classrooms designed for the 21st century look very different from those of the past. Our learning environments need to blend physical and digital arrangements and reflect a flexibility of space, time, people and technology. Our administration, as well as our teachers are fully aware of the need to change our physical structure of our classrooms. Instructional leaders found a great deal of teacher pushback initially with the inability to see past our physical and technological restraints. We overcame these initial challenges with our staff and have creatively changed the accessibility of technology and the atmosphere of our school.

Our current on-going significant accomplishment for these proposed challenges is our SIC and PTSA's commitment and assistance in setting up Business Partner Events at Hughes Academy of Science and Technology and in the community. We encourage local business and community leaders to come enjoy food and listen to our presentation of the new STEAM centered focus at Hughes Academy. We use these events to educate our community about our vision and mission. Our goal is to also find business partners that will help praise and encourage innovative thinking and challenge teachers/students to push further to refine their most unique ideas to carry our school into 21st century preparedness.

This past year, our magnet program of Science and Technology saw an 18% increase in applications, and our Spanish Immersion program saw a 1% increase. Our magnet enrollment has actually declined due to the home based student enrollment increasing. We recruit heavily among our home based students as well as our magnet students in order to create a greater sense of pride within the school and in the community. The commitment of our SIC, PTSA, magnet coordinator, leadership team and staff in promoting our school's purpose and goals, developing strategic plans based on data analysis, and providing high quality professional development has increased the community interest in attending our school.

SCHOOL PROFILE

School Community Data:

Our school community represents one of the most diverse in Greenville County. Dr. Hooker has continued his goal of "Curing the Culture" and bringing together the diverse communities we serve. Dr. Hooker's main structural focus in bridging our communities and improving student achievement is creating leaders in our school. Department chairs and grade level leaders were chosen and have begun to take ownership of creating change for our school. Many have attended conferences and shared their programs and STEAM units. Leaders from our school counseling department as well as from our teaching staff are leading the way to place Hughes Academy among the best. Other activities that our staff are organizing includes:

- Our Spanish Immersion faculty host Hispanic Family nights.
- We have a group of ELA and math teachers who are data driven and are planning on providing family meetings focused on educational tips for students scoring below grade level on MAP reading and math tests at the beginning of the next year.
- Our faculty is strongly encouraged to attend sporting and club events of our students at the school and throughout the community.
- Representatives from our school attend monthly community meetings and are working with the Greater Pleasant Valley Community center to build a bridge between local community officials, residents and our students.
- Our 6th Grade Administrator and School Counselor visit our feeder elementary schools monthly to connect with students who will be attending Hughes next year.
- Our Magnet Coordinator serves a vital role in connecting with our feeder schools and encouraging students from surrounding communities to attend Hughes Academy. By visiting elementary schools to announce our new STEAM focus as well as providing the "Hughes Experience" to local schools, we are encouraging community involvement and commitment to excellence in student achievement.
- Our PTSA and SIC committees have been instrumental in helping our school educate parents and students about 21st century skills. They have worked hand in hand with our administration to make connections with local businesses and possible partnerships throughout our community. We will be hosting a parent information night this Spring to raise awareness regarding college and career readiness as well as safety in social settings for middle schoolers.

School Personnel Data:

The faculty at Hughes Academy has a 93.1% attendance rate. Teachers receive professional development throughout the school year. 82.9% (Down from 86.1%) of the teachers returned to Hughes Academy. Our Principal is in his fourth year at Hughes Academy of Science and Technology.

CATEGORY	
Number of Teachers	**52**
Highly Qualified	**100%**

Advanced Degree	**65.4%**
Technology Proficient (based on state criteria)	**70%**
African American Males	**2 4%**
African American Females	**4 8%**
Caucasian Males	**8 15%**
Caucasian Females	**32 62%**
Hispanic Females	**3 6%**
Hispanic Males	**1 2%**
Asian Female	**1 2%**
American Indian	**1 2%**

Student Population Data:

The student population for Hughes Academy was 880 in the 2015-2016 school year. 58 of students were enrolled in high school credit classes. The retention rate was 0% and the attendance rate was 96.1%.

Percentages

Factor	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Trend
Enrollment	832	888	896	848	879	968	Increase
African American	46	45	50	45	40	36.4	Decrease
Caucasian	41	40	33	37	37	37.7	Steady
Hispanic	12	10	13	15	18.3	22.1	Increase
Other				3	4	3.7	Steady
Subsidized meals	56	56	60	64.6	53.7	60	Steady
IEP's	10	10	11	13	14	14.5	Slight Increase
Gifted & talented	27	28	28	28	29	29.9	Slight Increase
ESOL	8	8.6	8	9	12.4	16.5	Increase
Attendance	96.1	96.1	95.7	96	96	96.1	Steady

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

Administration:

- Administration continues to pursue our "One Hughes, One Team, One Vision – Excellence in Student Achievement" as the school's mission.
- A new 7th grade administrator, 6th grade counselor, part time 8th grade counselor, Instructional Coach, and Literacy Specialist were named for the 2016-2017 school year.
- Our Magnet Coordinator leads the school in connecting with elementary schools and families interested in becoming a part of our Magnet school.
- Our Leadership Team continues to seek new partnerships and student exposure to a variety of careers with a new emphasis on STEM careers.
- Our principal, counseling department, special education department, district special education liaison and instructional coach organized and led a vertical teaming professional development with all feeder

elementary schools. We wanted to make all special education teachers at the elementary level were aware of the different transition to middle school and were cognizant of all classes Hughes Academy offers our special education students.

- Administration and School Counselors attend grade level PD sessions. They serve as active participants with our teachers in these lessons.
- Our counseling department and Instructional Coach led a PD series on engaging students across all socioeconomic levels.
- The administration completes two types of evaluations/observations for teachers – twenty minute observations and formal PAS-T observations.
- The counseling department conducts "Classroom Culture" observations and provides feedback sessions with teacher concerning classroom culture on their respective grade levels.
- The magnet coordinator and instructional coach complete twenty-minute teacher observations.
- The instructional coach assists teachers with curriculum, STEAM training, collaborative structured lessons and coaching cycles.
- Administrators were trained and implemented coaching cycles with teachers as well.
- The plant engineer is a part of the administrative team.
- Students have access to a mental health professional.
- Hughes Academy's faculty has mixed experience levels. Teachers are consistently trained to address deficiencies on standardized tests and to systematically implement instructional changes necessary for the good of the students.
- Ten percent of our staff have received National Board Certification and three will begin the process in the fall.

Academics:

- Students will take the SCPASS test in science and social studies and the SC Ready in writing, reading, and math. Teachers collaborate in departments to plan activities that engage students and will prepare them for the new assessments. Resources are shared that are teacher created and received from district level training.
- Our Magnet Coordinator has organized a Hughes Experience session for local elementary schools. Teachers from our Spanish, GTT, PE, and science classes will provide 30 minute rotational mini lessons in their content area for surrounding elementary students.
- Hughes Academy of Science and Technology continues to operate as one of the district's magnet schools for Science and Technology and Spanish Immersion. This program has been very successful in recent years leading to a 16% increase in applications for this program for the upcoming school year.
- Teachers are involved in vertical teaming activities within the school, and teachers are required to plan with their grade level subject area and STEAM team. Lesson plans are loaded to teachers' websites to facilitate communication with parents.
- Every teacher has a web page, facilitating communication with parents and students. All students have access to their own email accounts and home directories. Teachers also use a Homework Hotline to communicate weekly homework to parents.
- Many teachers use the Google platform (Google Classroom) in order to communicate with students and parents in real-time.
- Team structure is used which allows teachers to have a team planning period and a personal planning period. The additional period facilitates interdisciplinary planning.
- Students are heterogeneously grouped in science and social studies.
- Students also participate in a career day where numerous community affiliates participated in shadowing and interviewing.
- Students have access to the services of a counselor from Greenville Mental Health.
- Comprehensive health education and character education programs continue to be offered to all students.

- GHS residents work with our staff to teach interactive health lessons.
- The school now has seven computer labs dedicated to technology classes such as GTT, graphic design, Desktop Publishing, mobile apps, electronic music, video gaming, web publishing, computer tech, and three new classes such as Graphic Communications, Google Basics, and Multimedia Basics.
- Each team of teachers shares two chrome book carts for their students. An ipad cart is available upon checkout as well. All Promethean Board projectors are also updated.
- The school currently has 13 3D printers used in GTT as well as core content classes, a Brother screen-printing machine, and an X-Box 360 lab.

Highlights

- Current Palmetto Gold and Silver School Recipient
- TechFit ("Teaching Engineering Concepts to Harness Future Innovators and Technologists)

  Grand Champions at College of Charleston state competition
- Superior ratings for all string students at the SC State Orchestra Performance
- Student artwork selected for Greenville County Drug Awareness Calendar
- Student State officers elected at the SC Youth in Government Conference
- Battle of the Brains Champions and headed to the National Competition in New Orleans
- Special Olympic Gold, Silver, and Bronze Athletes
- Math Counts 5th place in Upper State Regional Competition
- Two ACE (Advocates for Character and Education) student awards
- iMagine Upstate Festival in downtown Greenville showcased our GTT students STEAM unit of creating Prosthetic hands for children in need. As a STEAM school, we were also invited to develop STEAM related questions for a game show that will be held in the Gunter Theater during the festival.
- Hughes students again were again invited to participate in an Engineering Day field trip with engineers at the GE plant.
- Xbox fitness labs available to PE classes and teacher use during professional development days.
- Mobile Applications and Gaming classes
- Continued high school credit for Algebra I Honors, Geometry Honors, English I Honors, Spanish I, Spanish II, Desktop Publishing, Introduction to Graphic Design, Google Basics, and Multimedia Basics.
- ProTeam Class was taught by our leadership team to help build leaders in our student population and will also include at risk students. This class is sponsored by the South Carolina Center for Educator Recruitment, Retention and Advancement.
- A Service Learning class was offered where students will assist the special education teacher by preparing materials for students, assisting students as a peer tutor, and modeling acceptable social behavior for the students in our self-contained class.
- Teacher and leadership team presenters at National and State level conferences.
- Students in our Spanish Partial Immersion program are involved with many cultural events during the year. Some of these events include: a Pen Pal Intercambio with Spain, dancing lessons with Salsa of Greenville, a play at Blythe Academy of Languages, Spanish Club meetings, Venezuelan cuisine lessons, and a trip to Madrid, Spain in 2017.

- Summer camp programs that spotlight technology instruction
- Move from a computer, module-based science curriculum and to a hands-on learning approach with focus on a STEAM model and project based learning
- Mailing of good news cards to recognize positive behavior.
- Indoor beautification of building and facilities including school mascot and logos painted throughout the building
- Outdoor beautification after receiving a grant and donations from the community to upgrade our school courtyard and add a "Friendship Bench" built through a STEAM unit between the GTT classes and Art classes.
- Premier Mentoring Program with 100 trained mentors.
- New Pre-Engineering related arts GTT courses that focus on green architecture and medical detectives
- Duke Tip Program identifies Hughes Academy students to take the SAT/ACT
- Junior Scholars identified to take the PSAT
- National Qualifier for Beta Club Leadership Summit

Student Clubs

- Science Clubs for 6th, 7th and 8th grade students
- Summer Computer Camp for rising 8th and 9th graders sponsored by the Governor's School for Science and Math (Tracks for Creating Mobile Apps, Creating Computer Games and Creating Cyber-Security)
- 7th and 8th grade Junior Beta Clubs
- Robotics Club
- Spanish Club
- Drama Club
- Chess Club
- Heart and Sole Running Club
- Yearbook
- Minecraft Club
- Model United Nations Club
- Youth in Government Club
- MathCounts Team
- Battle of the Brains academic competition team
- Participation in National Math Competitions
- Morning News Show produced, directed and broadcast by students
- School website produced and directed by students
- Band, strings, chorus and art classes
- Dance Team
- Hughes participates in the district-wide, interscholastic sports program. Sports such as basketball, baseball and soccer for boys and volleyball, basketball and softball for girls.

Student Support Systems

Based on test results we recognize that some students need support beyond that available in the classroom. Hughes Academy has worked with the district to provide a variety of special services.

Mentoring Program:

We have partnered with Mentor Upstate to develop and implement a mentoring program to better reach our at risk population. We believe that it is imperative that our students learn what it means to be a leader and that these skills will help to ensure success in life. This year, we continued to focus on positive behavior interventions such as reward times, cougar cards, and tangible rewards donated by area businesses. We have also developed the HAK PAK program, which provides weekend meals for our students in need.

These mentored students will be served at school during breakfast, lunch, or other times during the day. Our mentor coordinator, funded by a business partner, is responsible for identifying students, matching them up with the mentor, and introducing them to one another. The mentor is responsible for communicating with the student and fulfilling his or her requirements as a mentor. Mentor Upstate trains all mentors before they begin the mentoring process.

Additionally:

- We have 5 full-time resource teachers to work with students with learning disabilities. These teachers work primarily in collaboration with students and other teachers during a fifty minute period. We also have one self-contained special education class.
- When a teacher believes that a student has special needs that require attention, the student is referred to the A- Team. The purpose of the team is assessing the student's needs and to try to match student needs with resources that are available through the school, district, or community.
- We have one mental health counselor on site. Any adult who recognizes a potential need may make referrals for consideration.
- A part time ESOL teacher is available to meet the needs of the increasingly diverse student population.
- We also are afforded seven staff members who speak Spanish fluently and aide in communicating with our Hispanic families.

MISSION, VISION, VALUES, AND BELIEFS

Hughes Academy of Science and Technology defines its mission and vision by creating safe and open forums for teachers, administrators, and support staff to discuss, debate, and reach consensus on these issues. The staff was asked to brainstorm independently before we produced our core beliefs about instruction, curriculum, assessment, and environment needed to increase our students' learning.

WE BELIEVE…

- Faculty and staff interaction should be a positive model for our children.
- Students should have the right to a safe, supportive environment.
- The curriculum should be standards-based, challenging, and relevant.
- The curriculum should be integrated across disciplines with a STEAM driven focus
- Instruction should be student centered using differentiated strategies to address diverse learning styles.
- Creative teaching methods should ensure students are taught in the least restrictive environment.
- Student knowledge should be measured through a variety of authentic assessments.

PURPOSE

The purpose statement is a direct reflection of our core values and beliefs about Hughes Academy.

The purpose of Hughes Academy is to encourage our students as they transition to adulthood, to empower them to make good choices, and to enable them to be contributing members of society.

MISSION

The mission statement of Hughes reflects the need to encourage and develop a group of young adolescents who can think critically, solve problems and meet the daily challenges that our society presents.

One Hughes…One Team…One Vision – Excellence in Student Achievement

SHARED VISION

We as a faculty have a vision. We will have achieved this vision when

- Our developmentally appropriate, cohesive, school-wide curriculum is fully aligned to state and national standards, and faculty members are consistent and diligent in planning interdisciplinary connections and a STEAM PBL driven focus during their team planning. This curriculum draws heavily on service-learning, STEAM based practices, the Four C's for learners of the 21st century (Communication, Collaboration, Creativity and Critical Thinking) and is mapped both vertically and horizontally.
- Teachers use a variety of assessment methods, utilizing informal and authentic assessment strategies. Students utilize rubrics in planning and reflecting on their projects, many of which are completed in class.
- Vibrant instruction draws on students' prior knowledge and motivates them for academic success. This instruction adheres to sound instructional processes and reflects the teacher's personality while utilizing technology and involving students in hands-on learning experiences.

Students, faculty, staff, and parents agree that an exciting, positive learning environment exists at Hughes and effective communication is the norm among these groups. Teachers and administrators implement and support effective classroom management strategies. As a community, we celebrate success and all areas of giftedness while facilitating the transition to and from the middle school years.

Data Analysis and Needs Assessment

Student Achievement Needs Assessment:

Science Performance Levels								Science Mean Scale Scores			
		SCPASS 2014		SCPASS 2015		SCPASS 2016		SCPASS 2014		SCPASS 2015	SCPASS 2016
		Count	%	Count	%	Count	%	Mean Scale Score		Mean Scale Score	Mean Scale Score
All	Not Met	180	32	308	36.9	316	36.7				
	Met and Exemplary	379	68	526	63	546	63.3	All	632	621.3	625.3
	Met	219	39	328	39.3	309	35.9				
	Exemplary	160	29	198	23.7	236	27.4				
		Count	%	Count	%	Count	%				
Grade 6	Not Met	45	35	99	37.1	162	48.1	Grade 6	628	615.4	608.0
	Met and Exemplary	84	65	168	62.9	174	51.9				
	Met	53	41	125	46.8	126	37..4				
	Exemplary	31	24	43	16.1	49	14.5				
		Count	%	Count	%	Count	%	Grade 7	635	636.3	628.6
Grade 7	Not Met	85	29	85	31.4	94	34.7				
	Met and Exemplary	210	71	186	68.6	177	65.3				
	Met	125	42	99	36.5	104	38.4				
	Exemplary	85	29	87	32.1	73	26.9				
		Count	%	Count	%	Count	%	Grade 8	628	612.3	639.4
Grade 8	Not Met	50	37	118	41.8	69	27.2				
	Met and Exemplary	85	63	164	58.1	185	72.8				
	Met	41	30	96	34	93	31.9				
	Exemplary	44	33	68	24.1	119	40.9				

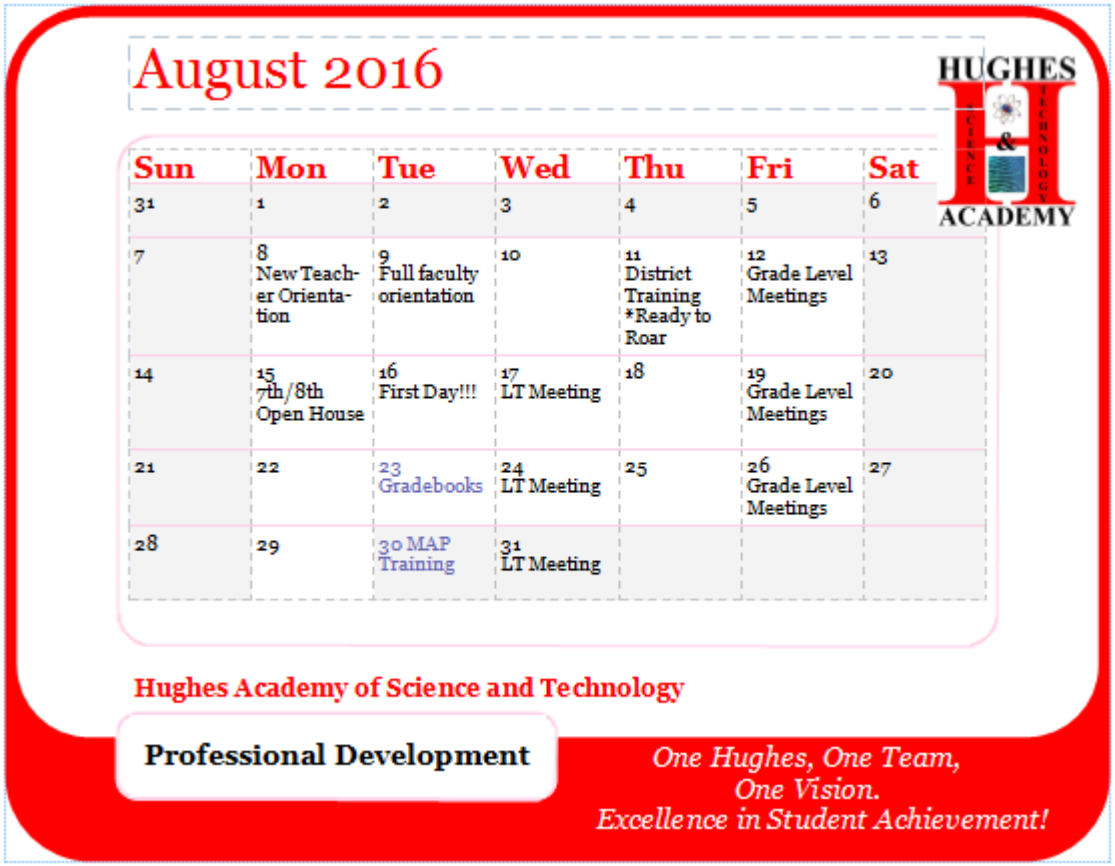
Social Studies

Social Studies Performance Levels								Social Studies Mean Scale Scores					
		SCPASS 2014		SCPASS 2015		SCPASS 2016		SCPASS 2014		SCPASS 2015		SCPASS 2016	
		Count	%	Count	%	Count	%	Mean Scale Score		Mean Scale Score		Mean Scale Score	
All	Not Met	167	30	272	32.6	328	38.1						
	Met and Exemplary	395	70	563	67.4	533	61.9	All	633	625.9		622.4	
	Met	189	34	330	39.5	334	38.8						
	Exemplary	206	37	233	27.9	199	23.1						
		Count	%	Count	%	Count	%						
Grade 6	Not Met	24	19	76	28.5	121	35.9						
	Met and Exemplary	104	81	191	71.6	216	64.1	Grade 6	642	626.9		621.9	
	Met	69	54	139	52.1	166	49.3						
	Exemplary	35	27	52	19.5	50	14.8						
		Count	%	Count	%	Count	%						
Grade 7	Not Met	98	33	95	34.9	113	41.9						
	Met and Exemplary	197	67	177	65	157	58.1	Grade 7	627	626.7		616.9	
	Met	83	28	82	30.1	91	33.7						
	Exemplary	114	39	95	34.9	66	24.4						
		Count	%	Count	%	Count	%						
Grade 8	Not Met	45	32	93	33	93	36.6	Grade 8	640	624.2		628.4	
	Met and Exemplary	94	68	189	67	161	63.4						
	Met	37	27	103	36.5	85	33.5						
	Exemplary	57	41	86	30.5	76	29.9						

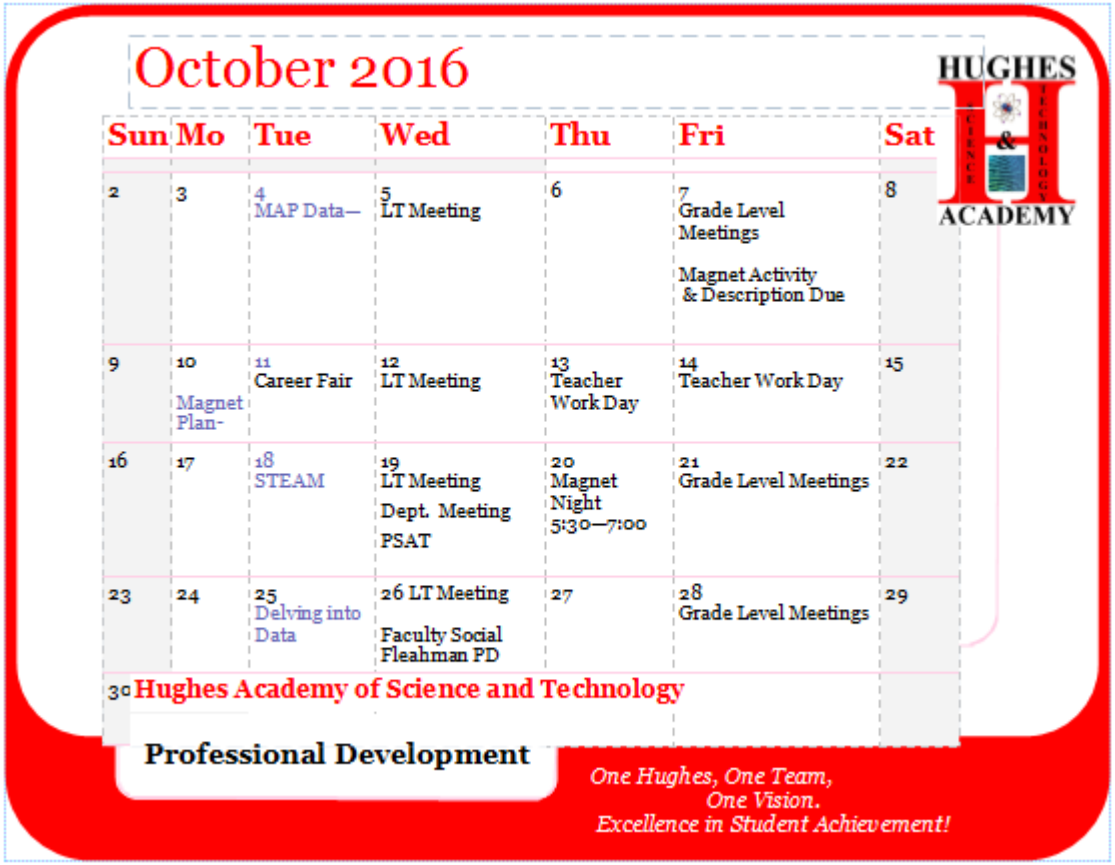
We are at the point where our work is quite focused and teachers and staff support our vision. Our goal is to implement the vision throughout the school and in every classroom. To accomplish this, next year we plan to —

* purposefully examine student assessment data regularly, as a whole faculty and in grade-level teams to drive instruction
* utilize related arts teachers more effectively to help enhance the core curriculum and STEAM driven curriculum
* educate students on the use of test data to help them understand their own progress
* become involved in action research in our individual classrooms
* develop a non-threatening process for peer coaching
* share our work, so that every child in the school can benefit from each teacher's talents through peer observations and teacher led PD
* collect authentic assessment data so we can use it for action research
* develop a better data collection system so that we can use data for decision making in order to improve student achievement
* track the success of our students after they leave Hughes through communication with 9th grade academies

Teacher and Administrator Quality



September 2016
HUGHES
SCIENCE & TECHNOLOGY
ACADEMY
Sun
Mon
Tue
Wed
Thu
Fri
Sat
1
2 Grade Level Meetings
3
4
5 Labor Day No School
6 SLO Training
7 LT Meeting
8
9 Grade Level Meetings
10
11
12 Open House 6:00—7:30pm
13 Creative Clrm—Jed Dearybury
14 LT Meeting
15
16 Grade Level Meetings
17
18
19
20 STEAM
21 LT Meeting Dept Meeting
22
23 Grade Level Meetings
24
SLO Admin Meetings with Teacher
25
26
27 3D Printers
28 LT Meeting
29
30
SLO Admin Meetings with Teachers
Professional Development
One Hughes, One Team,
One Vision.
Excellence in Student Achievement!


October 2016
HUGHES
ACADEMY
Sun Mo Tue Wed Thu Fri Sat
2 3 4 MAP Data— 5 LT Meeting 6 7 Grade Level Meetings Magnet Activity & Description Due 8
9 10 Magnet Plan- 11 Career Fair 12 LT Meeting 13 Teacher Work Day 14 Teacher Work Day 15
16 17 18 STEAM 19 LT Meeting Dept. Meeting PSAT 20 Magnet Night 5:30—7:00 21 Grade Level Meetings 22
23 24 25 Delving into Data 26 LT Meeting Faculty Social Fleahman PD 27 28 Grade Level Meetings 29
30
Hughes Academy of Science and Technology
Professional Development
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November 2016

Sun	Mo	Tue	Wed	Thu	Fri	Sat
		1 3D Printers: Part 2	2 LT Meeting	3	4 Grade Level Meetings	5
6	7	8 Election Day	9 LT Meeting	10	11 Grade Level Meetings	12
13	14	15 Part 1: Engaging All Learners	16 LT Meeting Dept. Meeting	17	18 Grade Level Meetings	19
20	21	22 Career Day No PD	23 Thanksgiving Break-->	24 -->	25 -->	26
27	28	29 Part 2: Engaging All Learners	30			

Hughes Academy of Science and Technology

Professional Development

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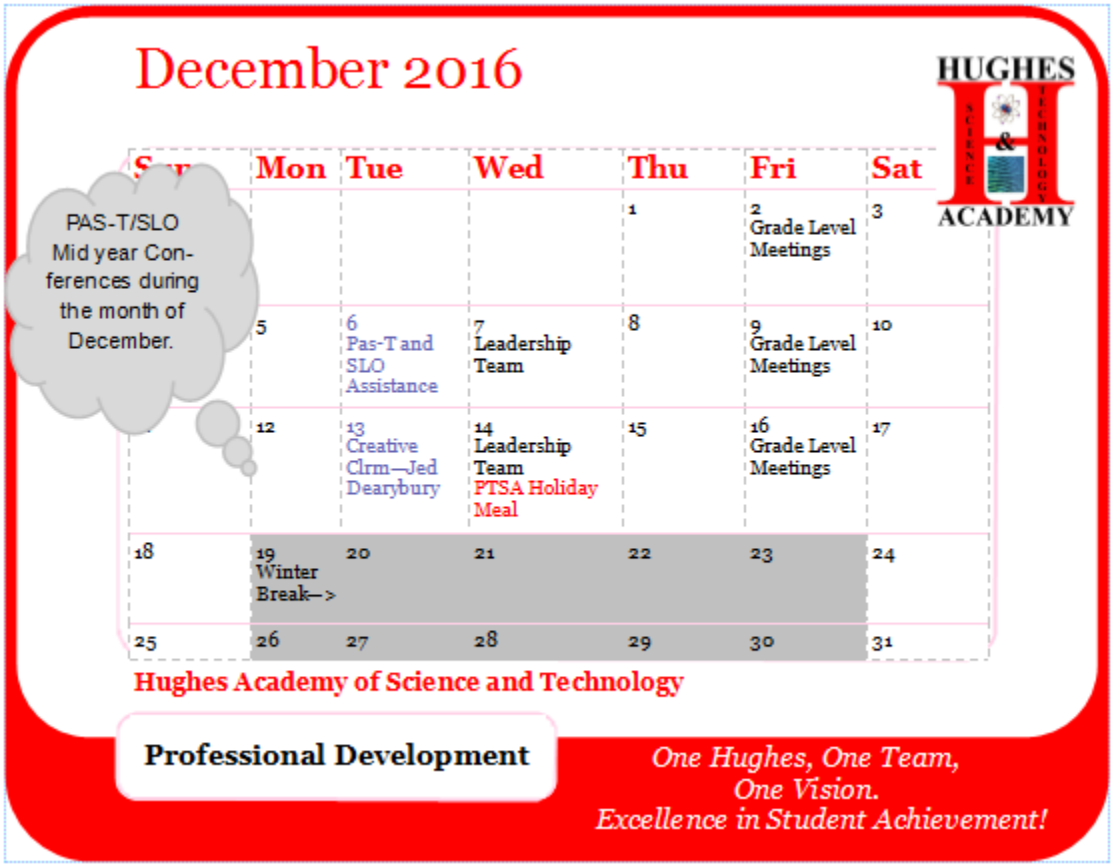
December 2016
HUGHES
SCIENCE & TECHNOLOGY
ACADEMY
Sun Mon Tue Wed Thu Fri Sat
PAS-T/SLO Mid year Conferences during the month of December.
1
2 Grade Level Meetings
3
5
6 Pas-T and SLO Assistance
7 Leadership Team
8
9 Grade Level Meetings
10
12
13 Creative Clrm—Jed Dearybury
14 Leadership Team PTSA Holiday Meal
15
16 Grade Level Meetings
17
18
19 Winter Break—>
20
21
22
23
24
25
26
27
28
29
30
31
Hughes Academy of Science and Technology
Professional Development
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Excellence in Student Achievement!

January 2017

HUGHES SCIENCE & TECHNOLOGY ACADEMY

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Back in the swing: No meetings	3	4	5	6	7
8	9	10 Form 2: Discussion & Analysis	11 LT Meeting	12 End of 1st quarter	13 **Exchange Day**	14
16	16 MLK No School	17 Hooker's meeting with Teachers	18 LT Meeting DEPT Mtg	19	20 Grade Level Report cards home	21
22	23	24 Engaging All Students Part 3	25 LT Meeting 7th Grade Social	26	27 Grade Level	28
29	30	31 Engaging All Students Part 4				

Professional Development

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February 2017

HUGHES SCIENCE & TECHNOLOGY ACADEMY

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 LT	2	3 Grade Level	4
5	6	7 Engaging All Students Part 5	8 LT	9	10 Grade Level	11
12	13	14 Webb's DOK Subject area HOT Questions	15 LT DEPT Meetings	16 Curriculum Night	17 Grade Level	18
19	20 Presidents Day No School	21 Dr. Hooker	22 LT	23	24 Grade Level	25
26	27	28 MAP Refresher				

Professional Development

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March 2016

HUGHES SCIENCE & TECHNOLOGY ACADEMY

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 LT Meeting	2	3 Grade Level	4
5	6	7 Engaging All Students Part 6	8 LT Meeting	9	10 Grade Level	11
12	13	14 Creative Clrm—Jed Dearybury	15 LT Meeting Dept. Meeting	16	17 Grade Level	18
19	20	21 Text BA	22 LT Meeting	23	24 Grade Level	25
26	27	28 Books Study	29 LT Meeting	30	31 Grade Level	

Hughes Academy of Science and Technology

Professional Development

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April 2017

HUGHES SCIENCE & TECHNOLOGY ACADEMY

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4 SC Ready/SC Pass Training	5 LT	6	7 Grade Level	8
9	10	11 Book Study Energy Bus	12 LT	13	14 Grade Level	15
16	17	18 Book Study Energy Bus	19 LT Department Meeting	20	21 Grade Level	22
23	24 Hughes Experience	25 Book Study Energy Bus	26 LT	27	28 Grade Level	29
30						

Hughes Academy of Science and Technology

Professional Development

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May/June 2017

HUGHES SCIENCE & TECHNOLOGY ACADEMY

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2 Book Study Energy Bus	3 LT	4	5 Grade Level	6
7	8	9 Book Study Energy Bus	10 LT	11	12 Grade Level	13
14	15	16 Book Study Energy Bus	17 LT	18	19 Grade Level	20
21	22	23 Book Study Energy Bus	24 LT Related Arts—social	25	26 Grade Level	27
28	29 Memorial Day No School	30	31 STEAM Celebration 1/2 day	1 1/2 day	2 LAST DAY 1/2 day	3

Hughes Academy of Science and Technology

Professional Development

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2016-2017 Professional Development

Grade Level Meeting Times - Tuesday
6th Grade …….7th period
7th Grade …….3rd period
8th Grade……..2nd period
Related Arts… 5th period
Special Ed/Specials…...during available planning

Action Steps and Strategies Implemented this Year:

1. SLO Training and Goal Setting for all teachers
    a. Teachers met with the principal, assistant administrator, and instructional coach to discuss data and developed SLO.
2. Data Analysis for MAP and SCPASS.
    a. The instructional coach, literacy specialist, and administrator will provide MAP, SCPASS and SC Ready test training to teachers prior to the testing windows.
    b. The instructional coach and literacy specialist provided additional training in data analysis to improve instruction based on test data received.
    c. Teachers will use data in the classroom to make instructional decisions based on students' needs.
3. Data Analysis for Special Education students and implementation of Co-teaching models for SPED and ESOL
    a. SPED teachers, support staff, administration and guidance implemented an academic tracking system to ensure student success
    b. SPED teachers also meet with regular education teachers to discuss student progress
4. STEAM professional training and support for teachers and staff
    a. All teachers, administration and guidance department attended grade level training to review and improve STEAM units.
    b. Grade level and teams met quarterly to enhance STEAM practices across content areas.
5. Professional development focused on building relationships and improving learner engagement of all students.
    a. The counseling department and instructional coach presented Ruby Payne inspired activities focusing on our students living in poverty.
    b. Student engagement activities in the classroom were provided by the instructional coach
    c. Jed Dearybury engaged teachers in creative classroom opportunities to improve on classroom engagement.
    d. Principal and several teachers attended Ron Clark Academy where they learned different engagement strategies.
    e. The literacy specialist and instructional coach provided text dependent analysis and Webb's DOK training to incorporate across content area and improve engagement.
6. Continue to Increase technology training and usage to enhance classroom instruction
    a. Continue use of Promethean Boards and other technology in the building to engage students.
    b. Teacher led 3D printer training modeling for teacher's how to incorporate 3D printers into classrooms in all content.
7. Teachers volunteered to lead and share their expertise during professional development sessions

School Climate Needs Assessment

1	STUDENT SURVEY RESPONSES - 2015-16 SCHOOL YEAR						
	DISTRICT=Greenville ID=2301062 SCHOOL=Hughes Academy of Science and Technology						
			%	%			
		%	MOSTLY	MOSTLY	%		
	QUESTION	DISAGREE	DISAGREE	AGREE	AGREE	N	
1	My classes are challenging (not too easy; they make me think).	6.1	11.3	51.7	30.9	230	
2	My teachers want me to understand what I am learning, not just remember facts.	7.8	10.9	43.5	37.8	230	
3	My teachers expect students to learn.	4.3	5.7	35.2	54.8	230	
4	My teachers expect students to behave.	3.9	2.6	37.0	56.5	230	
5	My teachers spend enough time helping me learn.	10.9	19.6	43.5	26.1	230	
6	My teachers help students when they do not understand something.	8.7	13.5	40.4	37.4	230	
7	My teachers do a good job teaching me mathematics.	6.1	7.0	36.5	50.4	230	
8	My teachers do a good job teaching me English language arts.	7.4	11.3	34.8	46.5	230	
9	My teachers give tests on what I learn in class.	4.8	5.2	34.3	55.7	230	
10	My teachers give homework assignments that help me learn better.	6.1	13.0	45.2	35.7	230	
11	My classes are interesting and fun.	26.1	25.2	32.2	16.5	230	
12	Students at my school believe they can do good work.	17.4	20.4	43.5	18.7	230	
13	My teachers praise students when they do good work.	17.8	20.4	36.5	25.2	230	
14	Work done by students can be seen on the walls of my school.	3.5	7.4	39.1	50.0	230	
15	The textbooks and workbooks I use at my school really help me to learn.	15.2	21.7	36.1	27.0	230	
16	The media center at my school has a good selection of books.	8.3	7.8	36.5	47.4	230	
17	I use computers and other technology at my school to help me learn.	3.5	3.5	37.0	56.1	230	
18	I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	14.8	17.9	44.5	22.7	229	
19	The grounds around my school are kept clean.	12.6	19.1	35.7	32.6	230	
20	The hallways at my school are kept clean.	10.5	18.8	42.8	27.9	229	
21	The bathrooms at my school are kept clean.	33.5	33.0	18.7	14.8	230	
22	Broken things at my school get fixed.	16.2	21.0	33.6	29.3	229	
23	There is enough room for students to learn at my school.	5.2	8.7	43.5	42.6	230	

24	Students at my school behave well in class.	37.8	31.7	19.1	11.3	230	
25	Students at my school behave well in the hallways, in the lunchroom, and on the playground.	36.7	33.2	20.5	9.6	229	
26	Students at my school know the rules and what happens when students break the rules.	9.6	13.9	35.7	40.9	230	
27	The rules about how students should behave in my school are fair.	12.6	20.0	41.3	26.1	230	
28	The rules for behavior are enforced at my school.	4.4	9.2	45.4	41.0	229	
29	I feel safe at my school before and after school hours.	9.6	14.4	33.6	42.4	229	
30	I feel safe at my school during the school day.	7.9	12.2	37.6	42.4	229	
31	I feel safe going to or coming from my school.	8.7	8.7	33.2	49.3	229	
32	Students from different backgrounds get along well at my school.	12.2	20.5	36.7	30.6	229	
33	Teachers and students get along well with each other at my school.	21.8	21.8	34.9	21.4	229	
34	Teachers work together to help students at my school.	12.2	11.8	42.8	33.2	229	
36	I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	12.7	17.0	38.4	31.9	229	
37	My parent knows what I am expected to learn in school.	5.4	8.1	30.0	56.5	223	
38	My parent knows how well I am doing in school.	3.1	3.6	34.5	58.7	223	
39	My school informs parents about school programs and activities.	6.7	17.0	34.1	42.2	223	
40	Parents at my school know their children's homework assignments.	16.6	15.7	34.1	33.6	223	
41	My parent helps me with my homework when I need it.	7.6	8.1	27.4	57.0	223	
42	Parents are welcomed at my school.	3.1	6.3	34.5	56.1	223	
43	Parents volunteer and participate in activities at my school.	7.6	6.7	37.2	48.4	223	
44	I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	8.1	11.7	31.4	48.9	223	
	N/A = Not Applicable I/S = Insufficient Sample						
	SOURCE: Online survey completed March 2016.						
1\	TEACHER SURVEY RESPONSES - 2015-16 SCHOOL YEAR						
	ID=2301062 District=Greenville School=Hughes Academy of Science and Technology						
			%	%		%	
		%	MOSTLY	MOSTLY	%	DONT	
	QUESTION	DISAGREE	DISAGREE	AGREE	AGREE	KNOW	N

1	My school provides challenging instructional programs for students.	0.0	0.0	30.9	69.1	0.0	55
2	Teachers at my school effectively implement the State Curriculum Standards.	0.0	0.0	27.3	70.9	1.8	55
3	Teachers at my school focus instruction on understanding, not just memorizing facts.	0.0	0.0	25.5	72.7	1.8	55
4	Teachers at my school have high expectations for students' learning.	0.0	0.0	25.5	72.7	1.8	55
5	There is a sufficient amount of classroom time allocated to instruction in essential skills.	0.0	1.8	41.8	54.5	1.8	55
6	Student assessment information is effectively used by teachers to plan instruction.	0.0	0.0	27.3	69.1	3.6	55
7	Effective instructional strategies are used to meet the needs of low achieving students.	3.6	5.5	38.2	50.9	1.8	55
8	My school offers effective programs for students with disabilities.	0.0	9.1	32.7	56.4	1.8	55
9	Instructional strategies are used to meet the needs of academically gifted students.	0.0	1.8	21.8	74.5	1.8	55
10	The level of teacher and staff morale is high at my school.	7.3	16.4	40.0	36.4	0.0	55
11	Teachers respect each other at my school.	0.0	0.0	25.5	74.5	0.0	55
12	Teachers at my school are recognized and appreciated for good work.	1.8	20.0	23.6	54.5	0.0	55
13	Students at my school are motivated and interested in learning.	3.6	21.8	41.8	30.9	1.8	55
14	There are sufficient materials and supplies available for classroom and instructional use.	3.6	7.3	50.9	38.2	0.0	55
15	Our school has a good selection of library and media material.	1.8	9.1	16.4	67.3	5.5	55
16	Our school has sufficient computers for instructional use.	1.8	5.5	29.1	61.8	1.8	55
17	Computers are used effectively for instruction at my school.	0.0	1.8	23.6	70.9	3.6	55
18	There are relevant professional development opportunities offered to teachers at my school.	3.6	1.8	23.6	70.9	0.0	55
19	The school administration communicates clear instructional goals for the school.	0.0	7.3	25.5	67.3	0.0	55
20	The school administration sets high standards for students.	3.6	5.5	23.6	65.5	1.8	55
21	The school administration has high expectations for teacher performance.	0.0	1.8	16.4	80.0	1.8	55
22	The school administration provides effective instructional leadership.	0.0	9.1	25.5	65.5	0.0	55
23	Student assessment information is used to set goals and plan programs for my school.	0.0	3.6	18.2	76.4	1.8	55
24	Teacher evaluation at my school focuses on instructional improvement.	0.0	5.5	23.6	70.9	0.0	55
25	School administrators visit classrooms to observe instruction.	1.8	10.9	9.1	78.2	0.0	55
26	The school administration arranges for collaberative planning and decision making.	1.8	7.3	27.3	63.6	0.0	55
27	I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	3.6	12.7	36.4	47.3	0.0	55
28	The grounds around my school are kept clean.	1.8	0.0	10.9	87.3	0.0	55
29	The hallways at my school are kept clean.	0.0	1.8	16.4	81.8	0.0	55
30	The bathrooms at my school are kept clean.	3.6	1.8	20.0	74.5	0.0	55
31	The school building is maintained well and repaired when needed.	0.0	3.6	14.5	81.8	0.0	55
32	There is sufficient space for instructional programs at my school.	1.8	7.3	20.0	70.9	0.0	55
33	Students at my school behave well in class.	14.5	18.2	49.1	18.2	0.0	55

34	Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	14.5	18.2	49.1	18.2	0.0	55
35	Rules and consequences for behavior are clear to students.	3.6	20.0	25.5	50.9	0.0	55
36	The rules for behavior are enforced at my school.	1.8	0.0	27.3	70.9	0.0	55
37	The rules about how students should behave in my school are fair.	7.3	10.9	38.2	43.6	0.0	55
38	I have been bullied by an adult at this school.	47.3	18.2	10.9	20.0	3.6	55
39	I have been bullied by a student at this school.	61.8	7.3	12.7	18.2	0.0	55
40	My school or district provides me with training to assist in preventing and/or dealing with bullying.	5.6	16.7	37.0	40.7	0.0	54
41	I feel safe at my school before and after school hours.	1.8	7.3	32.7	58.2	0.0	55
42	I feel safe at my school during the school day.	0.0	7.3	21.8	70.9	0.0	55
43	I feel safe going to or coming from my school.	1.8	3.6	29.1	65.5	0.0	55
44	Students from different backgrounds get along well at my school.	3.7	3.7	50.0	42.6	0.0	54
45	Teachers and students get along well with each other at my school.	0.0	5.5	50.9	43.6	0.0	55
46	Teachers at my school collaborate for instructional planning.	0.0	5.6	24.1	70.4	0.0	54
47	I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL .	0.0	7.4	46.3	46.3	0.0	54
48	Parents at my school are aware of school policies.	0.0	5.5	36.4	58.2	0.0	55
49	Parents at my school know about school activities.	0.0	3.6	34.5	61.8	0.0	55
50	Parents at my school understand the school's instructional programs.	1.8	7.3	45.5	45.5	0.0	55
51	Parents at my school are interested in their children's schoolwork.	1.8	18.2	61.8	18.2	0.0	55
52	Parents at my school support instructional decisions regarding their children.	0.0	7.3	63.6	29.1	0.0	55
53	Parents attend conferences requested by teachers at my school.	0.0	9.1	72.7	18.2	0.0	55
54	Parents at my school cooperate regarding discipline problems.	1.8	14.5	67.3	16.4	0.0	55
55	Parents attend school meetings and other school events.	1.8	5.5	67.3	25.5	0.0	55
56	Parents participate as volunteer helpers in the school or classroom.	3.6	9.1	49.1	38.2	0.0	55
57	Parents are involved in school decisions through advisory committees.	0.0	3.6	40.0	52.7	3.6	55
58	I AM SATISFIED WITH HOME AND SCHOOL RELATIONS.	0.0	10.9	56.4	32.7	0.0	55
59	I have sufficient space in my classroom to meet the educational needs of my students.	3.7	14.8	18.5	61.1	1.9	54
60	My non-instructional duties do not interfere with my essential role of educating students.	11.1	18.5	31.5	35.2	3.7	54
61	I have access to reliable communication technology, including phone, fax, and e-mail.	0.0	0.0	13.0	87.0	0.0	54
62	I feel supported by administrators at my school.	3.7	7.4	37.0	51.9	0.0	54
63	The faculty and staff at my school have a shared vision.	0.0	5.6	38.9	55.6	0.0	54
64	I am familiar with local, state, and national policies and how they affect teaching and learning.	0.0	0.0	22.2	77.8	0.0	54
65	Local, state, or national policies assist me in meeting the educational needs of my students.	0.0	9.3	31.5	59.3	0.0	54
66	The school leadership makes a sustained effort to address teacher concerns.	3.7	16.7	38.9	40.7	0.0	54

67	My decisions in areas such as instruction and student progress are supported.	0.0	3.7	40.7	53.7	1.9	54
68	Teachers at my school are encouraged to develop innovative solutions to problems.	0.0	5.6	31.5	63.0	0.0	54
69	I feel comfortable raising issues and concerns that are important to me.	14.8	16.7	24.1	44.4	0.0	54
70	Sufficient resources are available to allow teachers to take advantage of professional development activities.	5.6	1.9	33.3	59.3	0.0	54
71	My class sizes allow me to meet the educational needs of my students.	20.4	14.8	37.0	24.1	3.7	54
72	I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	5.6	14.8	35.2	44.4	0.0	54
	PARENT SURVEY RESPONSES - 2015-16 SCHOOL YEAR						
	I/S = Insufficient Sample						
	Hughes Academy of Science and Technology 2301062 Greenville						
		%			%	%	
		STRONGLY	%	%	STRONGLY	DONT	
	PLEASE MARK HOW MUCH YOU AGREE OR DISAGREE WITH THE FOLLOWING	DISAGREE	DISAGREE	AGREE	AGREE	KNOW	N
1	My child's teachers give homework that helps my child learn.	3.6	10.7	46.4	35.7	3.6	56
2	My child's school has high expectations for student learning.	1.8	5.4	48.2	42.9	1.8	56
3	My child's teachers encourage my child to learn.	3.6	10.7	53.6	30.4	1.8	56
4	My child's teachers provide extra help when my child needs it.	3.6	10.7	50.0	26.8	8.9	56
5	I AM SATISFIED WITH THE LEARNING ENVIRONMENT AT MY CHILD'S SCHOOL.	8.9	16.1	44.6	28.6	1.8	56
6	My child's teachers contact me to say good things about my child.	8.9	16.1	39.3	30.4	5.4	56
7	My child's teachers tell me how I can help my child learn.	10.7	39.3	32.1	10.7	7.1	56
8	My child's teachers invite me to visit my child's classrooms during the school day.	24.1	40.7	18.5	11.1	5.6	54
9	My child's school returns my phone calls or e-mails promptly.	7.3	9.1	50.9	21.8	10.9	55
10	My child's school includes me in decision-making.	5.6	20.4	55.6	16.7	1.9	54
11	My child's school gives me information about what my child should be learning in school.	5.4	32.1	48.2	10.7	3.6	56
12	My child's school considers changes based on what parents say.	10.9	25.5	34.5	7.3	21.8	55
13	My child's school schedules activities at times that I can attend.	3.6	17.9	48.2	26.8	3.6	56
14	My child's school treats all students fairly.	9.3	13.0	50.0	22.2	5.6	54
15	The principal at my child's school is available and welcoming.	7.1	7.1	30.4	48.2	7.1	56
16	I AM SATISFIED WITH HOME-SCHOOL RELATIONS AT MY CHILD'S SCHOOL.	1.8	14.3	46.4	21.4	16.1	56
17	My child's school is kept neat and clean.	5.4	5.4	41.1	35.7	12.5	56

18	My child's teachers care about my child as an individual.	0.0	5.4	46.4	35.7	12.5	56
19	Students at my child's school are well-behaved.	16.1	32.1	37.5	5.4	8.9	56
20	My child feels safe at school.	8.9	10.7	58.9	19.6	1.8	56
21	My child's teachers and school staff prevent or stop bullying at school.	3.7	18.5	55.6	11.1	11.1	54
22	My child's school has an anti-bullying program to prevent or deal with bullying.	7.4	7.4	53.7	14.8	16.7	54
23	I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY CHILD' S SCHOOL.	7.1	21.4	53.6	16.1	1.8	56
			%	%	%		
		%	I DONT DO	I DONT DO	ACTIVITY		
	PLEASE TELL US IF YOU DO THE FOLLOWING	I DO	BUT WOULD	& I DONT	NOT		
		THIS	LIKE TO	CARE TO	OFFERED		N
24	Attend Open Houses or parent-teacher conferences	67.9	16.1	8.9	7.1		56
25	Attend student programs or performances	64.3	16.1	8.9	10.7		56
26	Volunteer for the school (bake cookies, help in office, help with school fund raising, etc.)	27.3	36.4	32.7	3.6		55
27	Go on trips with my child's school (out of town band contest, field trip to the museum, etc.)	22.2	44.4	29.6	3.7		54
28	Participate in School Improvement Council meetings.	14.5	36.4	40.0	9.1		55
29	Participate in Parent-Teacher-Student Organizations (PTA, PTO, etc.)	24.1	33.3	37.0	5.6		54
30	Participate in school committees (textbook committee, spring carnival committee, etc.)	14.8	35.2	42.6	7.4		54
31	Attend parent workshops (how to help my child with school work, how to talk to my child about drugs,	16.7	29.6	25.9	27.8		54
	effective discipline, etc.)						
			%	%			
		%	I DONT DO	I DONT DO			
		I DO	BUT WOULD	& DONT			
	PLEASE TELL US IF YOU DO THE FOLLOWING	THIS	LIKE TO	CARE TO			N
32	Visit my child's classrooms during the school day.	5.4	64.3	30.4			56
33	Contact my child's teachers about my child's school work.	66.7	24.1	9.3			54
34	Limit the amount of time my child watches TV, plays video games, surfs the internet, etc.	78.2	9.1	12.7			55
35	Make sure my child does his/her homework.	92.7	5.5	1.8			55

36	Help my child with homework when he/she needs it.	94.4	5.6	0.0			54
	PLEASE MARK IF EACH OF THE FOLLOWING IS TRUE OR FALSE		%	%			
			TRUE	FALSE			N
37	Lack of transportation reduces my involvement.		10.9	89.1			55
38	Family health problems reduce my involvement.		9.1	90.9			55
39	Lack of available care for my children or other family members reduces my involvement.		12.7	87.3			55
40	My work schedule makes it hard for me to be involved.		58.9	41.1			56
41	The school does not encourage my involvement.		23.6	76.4			55
42	Information about how to be involved either comes too late or not at all.		40.0	60.0			55
43	I don't feel like it is appreciated when I try to be involved.		14.5	85.5			55
		%				%	
		VERY	%	%	%	VERY	
	PLEASE RATE YOUR SCHOOL ON...	GOOD	GOOD	OKAY	BAD	BAD	N
44	The school's overall friendliness.	50.0	28.6	21.4	0.0	0.0	56
45	The school's interest in parents' ideas and opinions.	17.9	37.5	37.5	3.6	3.6	56
46	The school's efforts to get important information from parents.	23.2	42.9	21.4	7.1	5.4	56
47	The school's efforts to give important information to parents.	30.4	37.5	23.2	5.4	3.6	56

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

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

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

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

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

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

	Baseline 2015-16	2016-17	2017-18
School Projected	X	44.3	47.3
School Actual	41.3		
District Projected	X	49	52
District Actual (MS only)	46		

Baseline data to be established in 2015-16.

EOCEP % ENGLISH I

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from 98.9% in 2012 to 100% in 2018.

ANNUAL OBJECTIVE: Increase by 2 percentage points annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

DATA SOURCE(S): SDE School Report Card and SDE EOCEP data file used for accountability calculations

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	99.9	100	100	100	100
School Actual	98.9	99	97.5	93.6	91.7		
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (MS only)	98.9	98.9	98.5	79.7 (MS & HS)	82.8 (MS & HS)		

End of Course data for MS only includes EOCEP scores for 7th and 8th graders at GCS traditional middle schools and charter middle schools.

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

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

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

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

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

	Baseline 2015-16	2016-17	2017-18
School Projected	X	40.7	43.7
School Actual	37.7		
District Projected	X	44	47
District Actual (MS only)	41		

Baseline data to be established in 2015-16.

EOCEP % ALGEBRA I

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from 99.1% in 2012 to 100% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	99.1	99	100	99.1	97.1		
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (MS only)	99.4	97.6	99.2	90.1 (MS & HS)	85.5 (MS & HS)		

End of Course data for MS only includes EOCEP scores for 7th and 8th graders at GCS traditional middle schools and charter middle schools.

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

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on SC Ready.

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

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

% Tested ELA – School	Baseline 2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0
Actual Performance	100		
All Students			
Male			
Female			
White			
African-American			
Asian/Pacific Islander			
Hispanic			
American Indian/Alaskan			
Disabled			
Limited English Proficient			
Subsidized Meals			

Baseline data to be established in 2015-16.

% Tested ELA – District Grades 6-8	Baseline 2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0
Actual Performance	100		
All Students			
Male			
Female			
White			
African-American			
Asian/Pacific Islander			
Hispanic			
American Indian/Alaskan			
Disabled			
Limited English Proficient			
Subsidized Meals			

Baseline data to be established in 2015-16.

% Tested Math – School	Baseline 2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0
Actual Performance			
All Students			
Male			
Female			
White			
African-American			
Asian/Pacific Islander			
Hispanic			
American Indian/Alaskan			
Disabled			
Limited English Proficient			
Subsidized Meals			

Baseline data to be established in 2015-16.

% Tested Math – District – Grades 6-8	Baseline 2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0
Actual Performance	100		
All Students			
Male			
Female			
White			
African-American			
Asian/Pacific Islander			
Hispanic			
American Indian/Alaskan			
Disabled			
Limited English Proficient			
Subsidized Meals			

Baseline data to be established in 2015-16.

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	65.3	66.3	67.3
School Actual	64.3	63.5		
District Projected	X	73.9	74.9	75.9
District Actual	72.9	71.4		

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

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	70.4	71.4	72.4
School Actual	69.4	62.5		
District Projected	X	82.2	83.2	84.2
District Actual	81.2	78.8		

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

Strategies/Actions Goal Area 1:

STRATEGY	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources** (act 135, academic assistance, categorical funding, Title II, etc.)	**Indicators of Implementation**
1. School-Wide focus on STEAM implementation	14-18	All Staff	None	None	Collaborative Unit Plans
2. Engagement across Socionomic levels	16-17	Classroom teachers and Leadership Team	None	None	Classroom Culture Observations Conducted By Counselors
3. Best Practices for Inclusion and Multi-Tiered Support System	Ongoing	Classroom teachers Instructional Coach	None	None	Records of inservice attended; evidence in lesson plans for co-teaching model; Observations; Student achievement data
4. ESOL Inclusion Model	Ongoing	Classroom Teachers Instructional Coach	None	None	Records of inservice attended; evidence in lesson plans for co-teaching model; Observations; Student achievement data
5.Teacher Technology training (Pro-Board Advanced training; Google docs; iPad use; Chrome book use; etc.)	Ongoing	All teachers	None	None	Records of in-service and evidence in lesson plans that technology has been integrated

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

GOAL AREA 2: Teachers will align STEAM units more closely to standards.

FIVE YEAR PERFORMANCE GOAL: Teachers in our school will maintain 100% attendance rates for our STEAM training and PD as evidenced by sign in sheets and implementation of units.

ANNUAL OBJECTIVE: Teachers in our school will maintain 100% attendance rates for our STEAM training as evidenced by sign in sheets and implementation of units at least one STEAM unit each nine weeks

DATA SOURCE(S): Professional development sign in sheets and STEAM unit implementation success

	Baseline 2015-16	2016-17	2017-18
Projected	100	100	100
Actual	100	100	

STRATEGY **Activity**	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
1. Develop Professional Development based on the needs assessment findings.	Ongoing	Principal and IC	0	N/A	Professional development surveys.
2. Assist teachers with finding professional development within the district and state that fits their needs.	Ongoing	Instruction Coach	0	N/A	Professional Development portal printout
3. Develop STEAM units closely aligned to standards.	Ongoing	Instructional Coach	0	N/A	STEAM unit plans
4. Encourage leadership team to lead periodic PD based on best practices.	Ongoing	Leadership Team	None	None	Professional Development portal printout
5. Assist teachers in enrollment in National Board Certification	Ongoing	Instructional Coach	None	None	Copies of correspondence with teachers
6. Provide a quality Mentoring program to help new teachers increase effectiveness in the classroom	Ongoing	Instructional Coach; trained teacher leaders/coaches and	None	None	Professional development packets

STUDENT ATTENDANCE

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

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.1	95.7	94.2	96.0	96.1		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.0	95.7		

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

FIVE YEAR PERFORMANCE GOAL: Maintain a student out of school suspension or expulsion rate for violent and/or criminal offenses below 0.5% of the total school population.

ANNUAL OBJECTIVE: Maintain an annual student out of school suspension or expulsion rate for violent and/or criminal offenses below 0.5% of the total school population.

DATA SOURCE(S): SDE School Report Card - School Profile Page – Students Section

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
School Actual	2.6	1.3	0.9	10.8	6		
District Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
District Actual	0.5	0.6	0.6	0.7	0.9		

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 83.1% in 2012 to 93.1% by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by 2 percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	85.1	87.1	89.1	91.1	93.1
School Actual	83.1	72.5	83.5	66.6	73.2		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8	90.1		

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 10-11

TEACHER SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 73.5% in 2012 to 96.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 5 percentage point(s) annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher survey item #27

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	76.5	81.5	86.5	91.5	96.5
School Actual	73.5	N/A	85.7	75.4	83.7		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3	91.7		

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 70.3% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 5 percentage point(s) annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #20

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	75	80	85	90	95
School Actual	70.3	64.7	82.2	71.1	78.5		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1	91.7	83.8		

STUDENT SATISFACTION – SAFETY

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

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

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 3 percentage point(s) annually students who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	86.5	89.5	93.5	98.5	100
School Actual	76.5	69.5	78.2	65.7	80		
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3	91.1		

TEACHER SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from 82.4% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 3 percentage point(s) annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey Item #42

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92.4	95.4	98.5	100	100
School Actual	82.4	N/A	94.7	91.3	92.7		
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3	98.4		

STRATEGY Activity	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
1. Monitor, adjust and continue to implement ROCK culture	Ongoing	All Staff	None	None	Perception and data analysis of surveys and IMS
2. Monitor Survey data for the perception of increased communication	Ongoing	Principal	None	None	Perception results
3. Involve parents, communities, and volunteers as learners and partners.	Ongoing	All Staff	$300	Magnet Budget and PTA involvement	Record of participation in events such as Lunch and Learns, Parent Nights, Magnet Open House
4. Develop relationship with feeder elementary and high schools	Ongoing	All staff	None	None	Record of meetings with elementary/high schools
5. Arrange opportunities for rising 6th graders to visit schools before they begin the new school year. Survey students on their feelings about the first days of school.	Ongoing	School Counselors and Magnet Coordinator	None	Magnet	Surveys from 6th graders about their first day experiences.
6. Establish partnerships with SIC and PTA	Ongoing	All Staff	None	None	Minutes of meeting and initiatives
7. Improve home/school communications • **Team newsletters** • **Teacher websites** • **Homework Hotline**	Ongoing	All Staff	None	None	Newsletters and websites
8. Broaden our number business partners	Ongoing	All staff	None	None	Luncheons, PTSA and SIC meeting agendas, teacher collaboration with Business partners