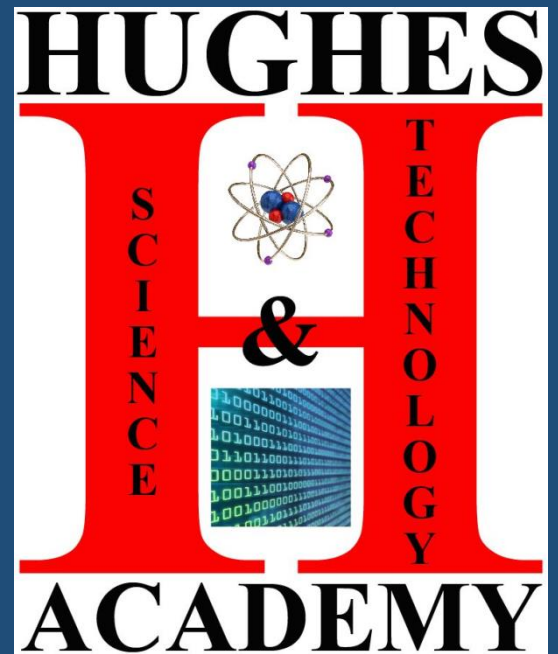


Action Plan

2018-19 through 2022-23

Hughes Academy of Science and Technology



Principal: Jordan Finlay

Greenville County Schools

Superintendent: Dr. W. Burke Royster

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Hughes Academy of Science and Technology

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

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

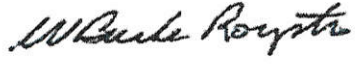
Required Signature Page

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		8/15/2018
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mr. Jordan Finlay		7-5-18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylor		8/28/2018
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Lauren Price		7-9-18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Caroline McCuen-Bohnenberger		7/7/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 122 DeOyley Avenue, Greenville, SC 29605

SCHOOL TELEPHONE: (864) 355-6200

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

Stakeholder Involvement for School Renewal

Position	Name
1. Principal:	Mr. Jordan Finlay
2. Teacher:	Rob Sessions
3. Parent/Guardian:	Kim Whelehan
4. Community Member:	Pam McCoy
5. Paraprofessional:	Eric Austin
6. School Improvement Council Member:	Lauren Price
7. Read to Succeed Reading Coach:	Yvonne Allison
8. School Read To Succeed Literacy Leadership Team Lead:	Caroline McCuen-Bohnenberger
9. School Read To Succeed Literacy Leadership Team Member:	Michael Coggins

OTHERS: Carrie McCain, Marsha Patry, Julie Marlowe, Sallisha Dendy-Jones, Raquel Batista, Stephani Ecklund, Kevin Morgan, Nanette Davis, Amy Torlay, Courtney Lilliston, Lauren Tenholder

**** Must include the School Literacy Leadership Team for Read to Succeed**

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

<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Parent Involvement 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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).
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	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.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	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. However, they may be housed at locations with other grade levels or completely separate from schools.

<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	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.
<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A	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 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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.

EXECUTIVE SUMMARY

Hughes Academy of Science and Technology has been in existence and in the same physical location for 64 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

After review and analysis of student performance data, our leadership team found that various subgroups of students in our school typically perform below school and district expectations (i.e. LEP, SPED, AA). In effort to close the achievement gap, our school has implemented the following programs and strategies:

- Reading intervention and literacy programs (i.e. Language Live, Read 180/System 44, literacy coaching, ESOL services, and inclusion services).
- Gifted and Talented course offerings
- Implementation of STEAM and PBL units of instruction
- Support class for students who are identified as “approaching” in the area of Math.
- Remediation for students who are behind through 1-on-1 tutoring
- Instruction and assessment based on content mastery

Teacher Administrator Quality

All teachers at Hughes Academy hold Highly Qualified status. Ten percent of our staff are National Board Certified while two teachers will be going through the National Board process in the fall. Teachers continue to participate in professional development that promotes best practices. All members of our administrative team hold advanced degrees in educational leadership. Over half of our teachers hold advanced degrees, with ten staff members currently pursuing additional degrees and certifications in the areas of school leadership, literacy, curriculum and instruction, and project based learning.

School Climate

Based on the school report card surveys, parent, student, and teacher feedback, as well as various other surveys given throughout the year, the majority of our stakeholders are satisfied with our school’s climate. In order to continue fostering a positive school climate, we have implemented the following strategies and programs:

- Collaborating with feeder elementary schools and high schools for transition support from elementary school and to high school.
- Expanding student and staff achievement celebration and recognition (i.e. ROCKstar students, Teacher of the Month, PBIS, quarterly reward days, teacher and student attendance awards)
- Initiating first semester parent meetings and community outreach events (i.e. Screenagers film, PTSA Health Fair, Study Skills workshop, GPA lessons, Immersion Night, Magnet Night, Hughes Experience)
- Collaborating with Bon Secours St. Francis and Mentor Upstate to provide adult mentors for at-risk students.
- Extra-curricular clubs to encourage student involvement and sense of community.
- School Counselors work closely with grade level administrators and loop with the students for the three years they are in middle school.

Significant Challenges

- Teacher retention has been a challenge at Hughes over the past three years, but appears to have improved going into the 2018-19 school year.
- Meeting the unique needs of the diverse population of learners at Hughes Academy.

- Recruiting and retaining “zoned” students, many of whom had previously attended other schools of their choice.
- Hiring teachers and staff members that reflect the diverse student population.
- Due to physical challenges with facilities and infrastructures, our staff has worked hard to maintain a successful learning environment (i.e. broadband and Wi-Fi issues, installation of new roof lasting through December, HVAC issues, electrical surge resulting in power outage, limited space due to location - impacting school traffic flow and ease of entry)

Significant Awards, Results, or Accomplishments:

- Current Palmetto Silver School Recipient
- Superior ratings for strings and band students
- Student artwork selected for Greenville County Drug Awareness Calendar
- Student publications in local media
- National Qualifiers in Junior Beta Club events
- National Junior Beta Club School of Excellence and Leadership School
- Junior Beta Club State President
- Special Olympic Gold, Silver, and Bronze Athletes
- 7 National Board Certified Teachers
- SC PTSA Local Unit of the Year
- SC PTSA Teacher of the Year
- Increase in student enrollment from 848 in 2014 to 1006 in 2017
- Increase in magnet applications from 127 in 2014 to 238 in 2017
- 30% decrease in student discipline referrals from 2014 to 2017
- Increasing the number of high school credit course offered from 6 in 2014 to 10 in 2017

SCHOOL PORTFOLIO

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 the community we serve over our years of existence. The diversity of the socio-economic levels can create a challenging environment for meeting the educational and physical needs of all students. Hughes Academy is fortunate to have dedicated staff and parent and community volunteers to help meet these needs. The SIC meets regularly to ensure the community and school remain in sync. PTSA parents donate countless hours to provide for the needs of both students and staff.

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. One way we are addressing this is with a vibrant mentoring program. Students who need positive adult role models are paired with community and business volunteers who have positive conversations over lunch. It is also common for our mentors to take a proactive role in helping their mentees with classroom assignments. We are proud of the work our mentors put into making connections with Hughes students and have seen the positive results both academically and personally in our students.

Each of our three grade levels has a dedicated administrator and school counselor. Our school is proud to have separate wings for each grade level. These separate wings provide students with a close-knit feel to help them deal with the changes that middle school life brings. Our counselors loop with the students so that students have the same school counselor for the three years they are at Hughes. These relationships enable the school counselors the time to really get to know the students so that they can help them successfully navigate through middle school. 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.

Hughes is 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 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. 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.

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 biliteracy taught in Spanish Language Arts and Social Studies. 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

SCHOOL PROFILE

Hughes Academy Teaching Staff

- 59 teachers, with 64.4% holding advanced degrees
- 85% of teachers returned which is a 3% increase in teacher retention compared to the previous year.
- Our teachers held a 94% attendance rate, which is a 1% increase from the previous year.

CATEGORY	Data	
Number of Teachers	59	
Highly Qualified	59	100%
Advanced Degree	39	64.4%
Technology Proficient (based on state criteria)	54	91.5%
African American Males	3	5%
African American Females	1	1.7%
Caucasian Males	12	20.3%
Caucasian Females	37	62.7%
Hispanic Females	3	5%
Hispanic Males	1	1.7%
Asian Female	2	3.4%

Hughes Academy Student Population 2017-18

Grade Level	Total in Grade	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Hispanic/Latino	Two or More Race Categories
6	336	1	3	119	0	144	58	11
7	335	1	3	107	2	138	79	5
8	331	2	3	107	1	110	96	12
<u>Total</u>	<u>1,002</u>	<u>4</u>	<u>9</u>	<u>333</u>	<u>3</u>	<u>392</u>	<u>233</u>	<u>28</u>

MISSION

Hughes Academy's Mission

The mission of our school is to provide a safe and positive learning environment, while striving to address the changes, pressures and uncertainties that middle school age student's experience. Our school program is designed to recognize the uniqueness of this growth stage that takes students from childhood to adolescence. Our primary commitment is to promote excellence in academics, fine arts, athletics and other areas of student interest. Our motto is:

One Team, One Vision, One Hughes

Our Beliefs:

- Every child deserves a high quality education and we will strive to meet the unique developmental needs of our middle school students.
- A quality middle school education is more than academic success. The school experience will provide opportunities to engage the "whole child."
- School curriculum and instructional practices will be based on current research, professional reflection and analysis of student performance.
- Hughes Academy will work together with parents and community stakeholders to provide the best possible experience for students.
- All students can learn and should be actively engaged in the learning process.

Our Shared Vision

Hughes Academy is a diverse and collaborative community developing growth-minded learners.

Data Analysis and Needs Assessment

Student Achievement Needs Assessment:

Science*

Science Performance Levels		SCPASS 2017		SCPASS 2017	
		Count	%	Mean Scale Score	
All	Does Not Meet Expectations	304	32.4		
	Approaches Expectations	222	24.7		
	Meets Expectations	224	23.9		
	Exceeds Expectations	171	18.2		
	Meets or Exceeds Expectations	413	44.0		
		Count	%		
Grade 6	Does Not Meet Expectations	138	40.0	Gr. 6	1645.5
	Approaches Expectations	66	19.1		
	Meets Expectations	81	23.5		

	Exceeds Expectations	42	12.4		
	Meets or Exceeds Expectations	141	40.9		
		Count	%	Gr. 7	1751.1
Grade 7	Does Not Meet Expectations	98	28.9		
	Approaches Expectations	85	25.1		
	Meets Expectations	66	19.5		
	Exceeds Expectations	90	26.5		
	Meets or Exceeds Expectations	156	46.0		
		Count	%	Gr. 8	1848.5
Grade 8	Does Not Meet	68	26.7		
	Approaches Expectations	71	27.8		
	Meets Expectations	77	30.2		
	Exceeds Expectations	39	15.3		
	Meets or Exceeds Expectations	116	45.5		

*2017 was the first year of the new performance levels for the Science PASS test.

Social Studies

Social Studies Performance Levels						Social Studies Mean Scale Scores			
SCPASS 2015				SCPASS 2016		SCPASS 2017		SCPASS 2014	SCPASS 2015
Count %				Count %		Count %		Mean Scale Score	Mean Scale Score
All	Not Met	272	32.6	328	38.1	344	36.6		
	Met and Exemplary	563	67.4	533	61.9	595	63.4		
	Met	330	39.5	334	38.8	398	42.4		
	Exemplary	233	27.9	199	23.1	197	21.0		
		Count	%	Count	%	Count	%		
Grade 6	Not Met	76	28.5	121	35.9	108	31.3		
	Met and Exemplary	191	71.6	216	64.1	237	68.7	Grade 6	626.9
	Met	139	52.1	166	49.3	175	50.7		
	Exemplary	52	19.5	50	14.8	62	18.0		
		Count	%	Count	%	Count	%		
Grade 7	Not Met	95	34.9	113	41.9	129	38.1		
	Met and Exemplary	177	65	157	58.1	210	61.9	Grade 7	626.7
									621.9
									621.3

	Met	82	30.1	91	33.7	116	34.2	
	Exemplary	95	34.9	66	24.4	94	27.7	
		Count	%	Count	%	Count	%	
Grade 8	Not Met	93	33	93	36.6	107	42.0	Grade 8 624.2 628.4 613.8
	Met and Exemplary	189	67	161	63.4	148	58.0	
	Met	103	36.5	85	33.5	107	42.0	
	Exemplary	86	30.5	76	29.9	41	16.1	

English Language Arts

ELA Performance Levels		SC READY 2016		SC READY 2017		SC READY 2016		SC READY 2017	
		Count	%	Count	%	Mean Scale Score		Mean Scale Score	
All	Does Not Meet Expectations	210	24.3	245	26.1				
	Approaches Expectations	312	36.1	313	59.6				
	Meets Expectations	218	25.2	248	26.5				
	Exceeds Expectations	124	14.4	130	13.9				
	Meets or Exceeds Expectations	342	39.7	374	40.0				
		Count		%					
Grade 6	Does Not Meet Expectations	85	25.2	57	23.6	Gr. 6	1,642.8	Gr. 6	551.7
	Approaches Expectations	127	37.7	102	29.7				
	Meets Expectations	80	23.7	101	29.4				
	Exceeds Expectations	45	13.4	59	17.2				
	Meets or Exceeds Expectations	125	37.1	156	45.6				
		Count		%					
Grade 7	Does Not Meet Expectations	73	26.7	94	27.6	Gr. 6	1,742.5	Gr. 7	577.8
	Approaches Expectations	100	36.6	122	35.9				
	Meets Expectations	66	24.2	82	24.1				
	Exceeds Expectations	34	12.5	42	12.4				
	Meets or Exceeds Expectations	100	36.6	124	36.5				
		Count		%		Gr.8	1,847.9	Gr. 8	607.3

Grade 8	Does Not Meet	52	20.5	72	28.2				
	Approaches Expectations	85	33.5	89	34.9				
	Meets Expectations	72	28.3	65	25.5				
	Exceeds Expectations	45	17.7	29	11.4				
	Meets or Exceeds Expectations	117	46.1	94	36.9				

Mathematics

Math Performance Levels		SC READY 2016		SC READY 2017		SC READY 2017		SC READY 2017	
		Count	%	Count	%	Mean Scale Score		Mean Scale Score	
All	Does Not Meet Expectations	255	29.5	312	33.3				
	Approaches Expectations	293	34.0	288	30.7				
	Meets Expectations	164	19.0	199	21.2				
	Exceeds Expectations	151	17.5	136	14.5				
	Meets or Exceeds Expectations	315	36.5	397	42.4				
		Count		%					
Grade 6	Does Not Meet Expectations	79	23.4	98	28.4	Gr.6	1,647.5	Gr. 6	530.4
	Approaches Expectations	124	36.8	101	29.3				
	Meets Expectations	69	20.5	73	21.4				
	Exceeds Expectations	65	19.3	72	20.9				
	Meets or Exceeds Expectations	134	39.8	146	42.3				
		Count		%					
Grade 7	Does Not Meet Expectations	95	34.8	128	38.0	Gr. 7	1,742.6	Gr. 7	532.8
	Approaches Expectations	86	31.5	104	30.9				
	Meets Expectations	50	18.3	71	21.1				
	Exceeds Expectations	42	15.4	33	10.1				
	Meets or Exceeds Expectations	92	33.7	105	31.2				
		Count		%					
Grade 8	Does Not Meet	81	32.0	86	33.7	Gr. 8	1,844.1	Gr. 8	574.2
	Approaches	83	32.8	83	32.5				

Expectations								
Meets Expectations	45	17.8	55	21.6				
Exceeds Expectations	44	17.4	31	12.2				
Meets or Exceeds Expectations	89	35.2	86	33.7				

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

Link to Hughes Academy School Report Card

<https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?d=2301&s=062&t=M&y=2017>

Hughes Academy Action Plan

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 Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 41% in 2016-17 to 50.66% 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 Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1.61% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 41 (2016-17)	School Projected Middle 42.61	44.22	45.83	47.44	49.05	50.66
		School Actual Middle					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 43 (2016-17)	District Projected Middle	46	49	52	55	58
		District Actual Middle					

ACTION PLAN FOR STRATEGY #1: Increase ELA content and skills mastery learning at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Administration and Teachers	\$0	NA	Mastery Connect usage data (benchmarks and formatives). Teacher Observation Data; SLO

ACTION PLAN FOR STRATEGY #1: Increase ELA content and skills mastery learning at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					Data
2. Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK.	2018-2023 2018-2019	Administration and Teachers	\$0 \$13,900	NA Local Funds	Mastery Connect/TE21 data IXL Program data
3. Provide professional development to ensure all teachers are providing rigorous instruction.	2018-2013	Administration, Instructional Coach, Literacy Specialist	\$0	NA	Increased student performance Evidence of rigorous instruction

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 Meets Expectations and Exceeds Expectations on SC READY Math will increase from __35__% in 2016-17 to __46.64__% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by __1.94__% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 35 (2016-17)	School Projected Middle 36.94	38.88	40.82	42.76	44.7	46.64
		School Actual Middle					

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 40 (2016-17)	District Projected Middle	43	46	49	52	55
		District Actual Middle					

ACTION PLAN FOR STRATEGY #1: Increase mathematics content and skills mastery learning at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Administration and Teachers	\$0	NA	Mastery Connect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK	2018-2023 2018-2019	Administration and Teachers	\$0 \$13,900	NA General Fund	Mastery Connect/TE21 data, IXL Program data,
3. Provide professional development to ensure all teachers are providing rigorous instruction	2018-2023	Administration, Instructional Coach, Literacy Specialist	\$0	NA	Increased student performance Evidence of rigorous instruction

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 Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by __TBD__% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	School Projected Middle	TBD	TBD	TBD	TBD	TBD
		School Actual Middle					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	District Projected Middle	TBD	TBD	TBD	TBD	TBD
		District Actual Middle					

*Beginning in 2017-18, grades 4, 6, and 8 will take SCPASS Science.

ACTION PLAN FOR STRATEGY #1: Increase science content and skills mastery learning at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Administration and Teachers	\$0	NA	Mastery Connect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data

ACTION PLAN FOR STRATEGY #1: Increase science content and skills mastery learning at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK	2018-2023	Administration and Teachers	\$0	NA	Mastery Connect/TE21 data
3. Provide professional development to ensure all teachers are providing rigorous instruction	2018-2023	Administration, Instructional Coach, Literacy Specialist	\$0	NA	Increased student performance Evidence of rigorous instruction

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 Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by ___TBD___% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	School Projected Middle	TBD	TBD	TBD	TBD	TBD
		School Actual Middle					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	District Projected Middle	TBD	TBD	TBD	TBD	TBD
		District Actual Middle					

Beginning in 2017-18, grades 5 and 7 will take SCPASS Social Studies

ACTION PLAN FOR STRATEGY #1: Increase social studies content and skills mastery learning at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Administration and Teachers	\$0	NA	Mastery Connect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK	2018-19	Administration and Teachers	\$0	NA	Mastery Connect/TE21 data
3. Provide professional development to ensure all teachers are providing rigorous instruction	2018-2023	Administration, Instructional Coach, Literacy Specialist	\$0	NA	Increased student performance Evidence of rigorous instruction

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 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	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 34 (2016-17) Annual Increase = 2%	Projected Hispanic 36	38	40	42	44	46

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 34 (2016-17) Annual Increase = 2%	Actual Hispanic					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 18 (2016-17) Annual Increase = 2.89%	Projected AA	20.89	23.78	26.67	29.56	32.45
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 18 (2016-17) Annual Increase = 2.89%	Actual AA					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 2 (2016-17) Annual Increase = 3.78%	Projected SWD	5.78	9.56	13.34	17.12	20.9
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 2 (2016-17) Annual Increase = 3.78%	Actual SWD					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 14 (2016-17) Annual Increase = 3.11%	Projected LEP	17.11	20.22	23.33	26.44	29.55
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 14 (2016-17) Annual Increase =	Actual LEP					

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	3.11%						
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = Baseline will be established in 2017-18	Projected SIP	TBD	TBD	TBD	TBD	TBD
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	Actual SIP					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 33 (2016-17) Annual Increase = 2.06%	Projected Hispanic	35.06	37.12	39.18	41.24	43.3
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 33 (2016-17) Annual Increase = 2.06%	Actual Hispanic					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 13 (2016-17) Annual Increase = 3.17%	Projected AA	16.17	19.34	22.51	25.68	28.85
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 13 (2016-17) Annual Increase =	Actual AA					

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 2 (2016-17) Annual Increase = 3.78%	Projected SWD	5.78	9.56	13.34	17.12	20.9
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 2 (2016-17) Annual Increase =	Actual SWD					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 17 (2016-17) Annual Increase = 2.94%	Projected LEP	19.94	22.88	25.82	28.76	31.7
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 17 (2016-17) Annual Increase =	Actual LEP					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = Baseline will be established in 2017-18	Projected SIP	TBD	TBD	TBD	TBD	TBD
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = Baseline will be established in 2017-18	Actual SIP					

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	Projected Hispanic	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	Actual Hispanic	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	Projected AA	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	Actual AA	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	Projected SWD	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	Actual SWD	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	Projected LEP	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	Actual LEP	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	Projected SIP	TBD	TBD	TBD	TBD	TBD

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	Actual SIP	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	Projected Hispanic	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	Actual Hispanic	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	Projected AA	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	Actual AA	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	Projected SWD	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	Actual SWD	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	Projected LEP	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	Actual LEP	TBD	TBD	TBD	TBD	TBD

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	Projected SIP	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	Actual SIP	TBD	TBD	TBD	TBD	TBD

ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core instruction to meet identified student needs.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide strategy and content support for teachers	2018-2023	Administrators, Instructional Coach and Literacy Specialist	\$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers
2. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	School team	\$0	NA	Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations Professional Development offerings on diverse learner strategies
1. Utilize GCSource data to identify student needs and to determine strategies to increase student performance among student groups	2018-2023	School team	\$0	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team

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: 6 100% of middle schools will have targeted literacy intervention classes by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
PowerSchool		School Actual					
PowerSchool	50	District Projected	75	100	100	100	100
PowerSchool		District Actual					

ACTION PLAN FOR STRATEGY #1: Maintain targeted literacy intervention classes.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Schedule literacy intervention classes in master schedule	2018-2023	School team	\$0	NA	Documentation of ongoing instructional rounds including implications for instructional growth
2. Support intentional unit and lesson planning reflective of responsive to student needs	2018-2023	School team	\$0	NA	Collaborative planning, data analysis, unit planning, protected daily planning times

ACTION PLAN FOR STRATEGY #1: Maintain targeted literacy intervention classes.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Differentiate instruction and assessments to meet students' needs while maintaining the expectation of grade-level mastery	2018-2023	School team	\$0	NA	Lesson planning, formative assessments (i.e. within MasteryConnect) teams and reflective practices.

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 have qualified, diverse teachers (gender and ethnicity) 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 Baseline will be established in 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					

ACTION PLAN FOR STRATEGY #1: Early identification of diverse candidates.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Identify quality candidates who are diverse	2018-2023	Leadership Team	\$0	NA	Ongoing identification of candidates

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 or strongly 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		School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	85.3%	School Actual Students					
SC SDE School Report Card Survey		School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	85.7%	School Actual Teachers					

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey		School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	85.7%	School Actual Parents					
SC SDE School Report Card Survey	91	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students					
SC SDE School Report Card Survey	94	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers					
SC SDE School Report Card Survey	88	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents					

ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between the school and stakeholders regarding existing safety measures.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Communicate clearly and effectively with all stakeholders that emergency response plans are in place.	2018-2023	Leadership Team	\$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas
2. Take a proactive approach by periodically pushing out information about the safety measures taken	2018-2023	Leadership Team	\$0	NA	Safety stories on web, social media, etc.
3. Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues	2018-2023	School team	\$0	NA	Tips received from multiple stakeholder groups

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.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
	0.9	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					
ESSA Federal Accountability and SDE School Report Card	(2016-17)	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
	0.0	School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual					

ACTION PLAN FOR STRATEGY #1: Development and implementation of school based resources to identify potential behavior issues and intervene in a timely manner.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Increase awareness of community based resources that families can reach out to for guidance and support.	2018-2023	Leadership team	\$0	NA	Information disseminated and utilized
2. Disseminate through student handbooks, websites, PTA, and other means enhanced communication regarding the consequences of level III infractions	2018-2023	Leadership team	\$0	NA	Information disseminated through various formats
3. Educate students, teachers and parents so they are able to identify changes in behavior for themselves and peers, which may signify a need for intervention	2018-2023	Leadership team	\$0	NA	Implemented Trainings

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 middle school 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	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Culture & Climate Surveys	50	School Projected	53	57	61	65	69
		School Actual 50%					
AdvancED Culture & Climate Surveys	MS and HS 51	District Projected	54	58	62	66	70
		District Actual					

ACTION PLAN FOR STRATEGY #1: Empower all adults to establish a positive rapport with students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Mentoring program for students	2018-2023	Mentor Coordinator School counselors	TBD	TBD	Students assigned to an adult at the school
2. Establish protocols among all adults to communicate positively with students (Cougar Cards, etc.)	2018-2023	School team	\$0	NA	Documentation of communicating protocol to staff Documentation of positive communications

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	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 95.3	School Projected	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95
		School Actual 96.1%					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual					

ACTION PLAN FOR STRATEGY #1: Implement and maintain a proactive attendance program.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Consistently monitor attendance trends	2018-2023	Attendance Clerk Administrative team	\$0	NA	Attendance reports Review of attendance policies
Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	Administrative team Teachers Attendance Clerk	\$0	NA	Documented contacts
Promote attendance with students and parents as an important component of school success	2018-2023	School team	\$0	NA	Teacher/school direct contact with parents

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 middle 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	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	School Projected	Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%
		School Actual Afraid – 7% Lonely – 12% Angry – 12%	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	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR STRATEGY #1: Improve understanding of students' social-emotional needs.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Seek opportunities to develop empathy among students	2018-2023	School Team	TBD	TBD	School initiatives to end social isolation and build empathy
2. Provide professional learning for classroom teachers on best practice strategies for building social/emotional skills in students	2019-2023	School Team	\$0	NA	Evidence of strategies being used in classrooms during observations

