

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Eric Williams

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Wade Hampton High School

(As it should appear in the official records)

School Mailing Address 100 Pine Knoll Drive

(If address is P.O. Box, also include street address.)

City Greenville State SC Zip Code+4 (9 digits total) 29609-3236

County Greenville

Telephone (864) 355-0110 Fax (864) 355-9603

Web site/URL http://www.greenville.k12.sc.us/whhs/ E-mail elwillia@greenville.k12.sc.us

Twitter Handle https://twitter.com/WadeHampton Facebook Page https://www.facebook.com/wadehampton
HS nhigh Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent*Dr. Burke Royster E-mail broyster@greenville.k12.sc.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Greenville County Schools Tel. (864) 355-8862

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Lisa Wells
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 50 Elementary schools (includes K-8)
 - 19 Middle/Junior high schools
 - 14 High schools
 - 0 K-12 schools
- 83 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	216	238	454
10	240	232	472
11	215	184	399
12 or higher	194	206	400
Total Students	865	860	1725

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 19 % Black or African American
 - 12 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 61 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 10%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	63
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	96
(3) Total of all transferred students [sum of rows (1) and (2)]	159
(4) Total number of students in the school as of October 1, 2014	1660
(5) Total transferred students in row (3) divided by total students in row (4)	0.096
(6) Amount in row (5) multiplied by 100	10

6. English Language Learners (ELL) in the school: 7 %
119 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

Albanian, Arabic, Burmese, Chin, Guatemalan dialects, Spanish (from multiple countries), Vietnamese, Wolof

7. Students eligible for free/reduced-priced meals: 37 %
Total number students who qualify: 643

8. Students receiving special education services: 11 %
189 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 10 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 9 Emotional Disturbance
- 0 Hearing Impairment
- 8 Mental Retardation
- 10 Multiple Disabilities
- 0 Orthopedic Impairment
- 29 Other Health Impaired
- 123 Specific Learning Disability
- 0 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	5
Classroom teachers	69
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	20
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	11

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	95%	96%	95%	95%	97%
High school graduation rate	93%	93%	86%	86%	84%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	374
Enrolled in a 4-year college or university	56%
Enrolled in a community college	13%
Enrolled in career/technical training program	22%
Found employment	2%
Joined the military or other public service	4%
Other	2%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

The mission of Wade Hampton High School is to EDUCATE and INSPIRE students to become responsible, discerning, productive citizens EMPOWERED to change the world. EDUCATE.INSPIRE.EMPOWER.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Wade Hampton High School (WHHS) is one of fourteen public high schools in the Greenville County Schools system. The WHHS student body is ethnically diverse and includes 61% White, 19 % African-American, 4% Asian, and 11% Hispanic. Enrollment includes 200 students (12%) with disabilities more severe than speech disabilities, and 125 students (7%) who meet the state specifications of English as a Second Language.

WHHS opened its doors in the fall of 1959 to a predominately white, upper middle class student body. The neighborhoods that surround the school were built in the 1950's. By the 1970's, WHHS was the largest high school in the state serving over 2,000 students. As the decades passed, socioeconomic changes took hold, demographics of the community changed, and enrollment was affected. Additionally, new high schools were built to alleviate overcrowding further impacting WHHS's enrollment. This pattern became the status quo for the years to come.

By the 2005-2006 school year, the school was experiencing its lowest graduation rate. The hiring of a new principal along with the optimism fostered by the construction of a new building started turning operations around. Within five years, the graduation rate was up fifteen points, the principal was named the SC Principal of The Year, and Wade Hampton High School celebrated its 50th Anniversary. We were named the top high school in SC by the Palmetto's Finest Committee, and student achievement continued to rise. Most recently, both the 2014 and 2015 SC State Report Cards report WHHS's graduation rate above 93%, and our current principal is continuing this mission. WHHS has become one of the highest performing schools in South Carolina.

Throughout the years of change at WHHS, the strategies that made the biggest impact on individual student achievement are still in place. Common and consistent discipline is necessary to maintain order in the school. Wearing ID's, following the dress code, and having an agenda are on the short list of non-negotiables. Students know the rules and they know the consequences; there are no surprises with discipline. Academics follow a similar strategy of being common and consistent. Common instructional practices such as activating and summarizing strategies make for a well-ordered and standardized academic environment.

Without a doubt, the Freshman Academy (FA) impacts the largest number of students in any of our programs. This small learning community encourages students to focus on perseverance and time management. It includes a faculty of approximately 25 teachers, an assistant principal, FA coordinator, and guidance counselor who are dedicated to teaching freshmen students and supporting their transition to high school.

Other initiatives that assist our students in developing their full academic potential include regular after school tutoring in the four core subject areas. These tutoring sessions are staffed by certified teachers. Additionally, we have a dedicated teacher who works during the day with students who need extra help in a pull-out program. Three years ago, a teacher in the English department created a writing center like the ones found on college campuses.

To assist students emotionally, WHHS houses a psychologist who is an employee of Greenville Mental Health. She is a full-time mental health counselor who works with students in need. We also have an outstanding media specialist who has recently begun a bibliotherapy program with the assistance of our guidance department.

Our students are challenged physically through a variety of team sports, several physical education offerings, and the opportunity to enroll in J-ROTC. Socially, the school provides time for club meetings which include a chess club, a GSA club, Junior Civitan, Youth in Government, and many others. The principal has created a Facebook page to engage the community through social media, and our technology specialist recently did an overhaul of the school website making it much more attractive and user friendly. Culturally, students have access to displays in the media center such as the current one on gender equality, and the media specialist uses Snap-chat, Facebook, and Instagram, to entice students to visit the media center.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Core curriculum standards provided to public schools by the South Carolina Department of Education (SCDE) form the basis of instruction in the four core curriculum areas. Graduation requirements include twenty-four units and within the core are four units each of English and math, and three units each of science and social studies. WHHS uses The SC College and Career Ready Standards which are designed to ensure that SC students are prepared to enter and succeed in careers or postsecondary educational opportunities. We offer College Prep (CP), Honors, Advanced Placement (AP), and Dual Credit courses. Math and English classes are double blocked for freshmen who have tested significantly below grade level.

School-wide programs, such as our close reading initiative gave teachers an opportunity for professional development in using strategies so that we are already prepared to work with the new literacy standards. The faculty is departmentalized, courses are vertically aligned, and an online district-level curriculum mapping program guides planning. In addition to traditional teaching techniques, research-based strategies such as flipped classrooms, collaboration, and differentiated learning are used to help students become creative and confident learners. Google Classroom, Easy Scholar and other technology tools have become more the norm in WHHS classrooms.

Because the 4x4 block schedule affords students the opportunity to earn 32 credits, many choose to follow the district wide Graduation Plus initiative and enroll in one of the Career Center certification programs or to take dual credit courses for college credit. Our placement philosophy is that teachers recommend students for classes that will challenge them. Teachers recommend students try a higher level course as long as the move is supported by classroom performance, standardized test scores, and grades.

Students satisfy the English requirement through courses that are primarily genre study. They use evidence from texts, recognize elements of the author's craft, and argue effectively in their own writing. English 1 students are required to take the state-administered End of Course (EOC) exam. Later courses focus on both literary and informational texts reflecting a broad range of writing opportunities. Additionally, elective courses such as journalism, creative writing, film criticism, and contemporary literature provide students with more choices. Thanks to the cooperation of our administration, we offer English Composition 1 and 2 for dual credit. Students interested in AP credit are given two opportunities: AP English Language and Composition and AP English Literature and Composition.

The mathematics offerings typically begin with Algebra I for freshmen. Algebra 1 students develop fluency creating, interpreting, and translating between various forms of linear, quadratic, and exponential equations and functions. The state EOC exam is administered at the end of Algebra 1 or Intermediate Algebra. The regular sequence of courses in mathematics is Algebra 1, Geometry, Algebra 2, Pre-Calculus or Algebra 3 or Probability and Statistics. Students who complete Pre-Calculus can choose from two levels of AP Calculus or AP Statistics.

All levels of Biology, Chemistry, and Physics, including AP in each subject-specific course, are offered in the science department. The gateway, or EOC, course taken by FA students is Biology 1, a graduation requirement. A major component of the curriculum is laboratory work which emphasizes critical thinking skills. Beginning in 2016-2017, Environmental Science will be a new course targeting sophomores. During the junior and senior years, students are assisted in selecting from Biology, Chemistry, Physics, or electives depending upon their interests and academic goals. Elective science courses include Astronomy and Marine Science.

The social studies curricula include the state-required courses US History, US Government and Economics, plus electives such as World History, World Geography, Psychology, Law Education, and a diverse selection of AP courses. Most FA students are registered for World History which focuses on the modern world. Accelerated freshman opt for AP Human Geography designed to allow students to study in-depth the nature and perspectives of geography, population, cultural patterns and processes. AP courses for

upperclassmen are World History, Psychology, US History, Macroeconomics, and US Government.

In order to improve student skills, each teacher participates in a professional learning community where Common district curriculum maps are used to develop common assessments, teaching strategies and long range plans for each course. All students meet the standards primarily because teachers collaborate in these PLC's.

The South Carolina College and Career-Ready (SCCCR) standards for Mathematics and ELA were released in 2015 to ensure that SC students are prepared for career opportunities or post-secondary education. The SC curriculum standards are written around college and career readiness standards. The law establishes a college and career readiness assessment which will be used in state and federal accountability calculations. Additionally, the specific programs within our Career and Technology Education (CATE) department as well as programs housed at the four GCS Career and Technology Centers require students to have foundational prerequisite skills that can only come from our core curriculum.

2. Other Curriculum Areas:

The non-core areas of the curriculum at WHHS are strong and support the core areas in many ways. Project based learning and problem solving skills are emphasized often. Most elective courses are open to all students. The departments include Foreign Language, CATE, Fine Arts, Physical Ed, and AFJROTC and Teacher Cadet. All courses are one semester and earn 1 unit towards graduation.

Wade Hampton's Foreign Language department offers four units of Spanish and French, and German. Students can enroll in any of the languages as early as their freshman year. Spanish 1 is offered at most GCS middle schools so the FA includes two Spanish 2 classes. Approximately 650 students enroll in one or more of the Spanish classes each year. The two French teachers serve approximately 250 students and the one German teacher teaches 130 each year. There are active Spanish, French, and German clubs that meets outside of school to learn more about the culture and to interact with native speakers. Additionally, the French and German programs have active student exchange programs with high schools in their respective countries. As an intervention, Non-English speaking ESL students are placed into Foreign Language classes to foster the development of their English skills.

The Career and Technology Education (CATE) department at WHHS offers programs such as Project Lead The Way (PLTW), a pre-engineering program providing hands on experiences to build problem solving skills in a technology rich project based learning environment, Marketing (for dual-credit), Google Applications, Web Page Design, Digital Media Marketing, Health Science (for dual credit), Sports Medicine, and Fashion Design. The courses are open to all students with the proper pre-requisites and the classes are always filled to capacity. Through courses, students acquire the knowledge and problem solving skills they need to excel in high-tech fields. Approximately 800 students elect to take courses through the CATE department each year.

The Fine Arts Department offers opportunities in both Visual and Performing Arts. Though open to all grade levels, Art 1 is primarily a class for freshmen. Art 1 and Art 2 provide students with problem-solving experiences in two and three-dimensional media, stressing design elements and principles, balance, rhythm/movement, and variety. Art 3 and Art 4 are advanced level courses for in-depth approaches to solving two and three-dimensional design problems. Over 300 students study visual arts annually. Performing Arts at WHHS include Choral, Strings, Band, and Theatre programs. The music program is served by three part-time teachers. About 175 students participate in the music program. The Theatre program at WHHS produces an annual outreach program that invites elementary and middle schools to bring their students to the high school to see performances. Consisting of 4 levels of Drama and a course in Technical Theatre, there's something for everyone, and it's not surprising that 130 students per year sign up for Theatre.

Physical Education (PE) has evolved to better serve the interests and needs of the students so they will become competent and proficient in physical skills. Students are able to design and develop personalized physical fitness programs. PE1 is a freshman course and graduation requirement. Other courses in the PE

curricula include several levels of Weightlifting, Leisure Sports, and Team Sports. One hundred percent of the student body participates in one or more courses of PE. Our Air Force Junior Reserve Officer Training Corps (AFJROTC) satisfies the PE1 graduation requirement and 135 students across all grade levels are enrolled. The program fosters good citizenship, community service, teamwork, leadership, and personal responsibility.

Finally, the Teacher Cadet (TC) program at WHHS is a dual-credit program designed to encourage high school students to consider teaching as a career. Students in this program are placed into schools to assist teachers and gain experiences working with children. Approximately 30 juniors and seniors participate in TC and many have gone on to win Teaching Fellows scholarships in SC.

3. Instructional Methods and Interventions:

For Wade Hampton teachers, student-centered learning, professional learning communities (PLC), collaboration, project-based learning (PBL), college and career readiness, and differentiated instruction are instructional approaches that the faculty uses. We believe students need to be actively engaged in their learning for it to be effective. Activities must be varied, rigorous, and relevant throughout a class period. Using formative assessment for progress monitoring during a lesson ensures that students who need additional support get it. WHHS's part-time student support tutor, who primarily focuses on all levels of mathematics, is available during the day via teacher referral. After-school tutoring is available to all students in all of the core academic areas and includes free transportation home.

All teachers post their office hours for extra help and the AFJROTC Kitty Hawk Honor Society helps the FA twice weekly by tutoring freshmen after school. To provide familiarity and structure to the educational program, teachers throughout the school have common classroom strategies that they use consistently and pervasively. The regularity of the classroom structure provides security to the students. Teachers write the syllabi together, plan together, and create and analyze tests together. They discuss instructional strategies, ongoing formative assessment techniques and how certain methods work better with all levels students.

Teachers at WHHS use a variety of teaching strategies in their classrooms, including student collaboration, self-reflection, and development of critical thinking skills through project-based learning. Differentiation helps address the needs of the individual students. Learning Focused and Understanding by Design are some of the instructional models teachers have embraced over the years. Beginning next year, we will incorporate an inclusive practices model which is under development this year.

All teachers post a weekly class planner, as well as the essential question for every class to see and refer to during the lesson. Classes begin with activating strategies. New material is introduced with an activating strategy, such as an anticipation guide or writing prompt, to hook the interest of the learners. Classes end with summarizing strategies such as a ticket-out-the-door. Students are encouraged to be self-directed learners during classroom activities such as close readings, group discussions, oral presentations, and journal writing assignments.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

WHHS is the epitome of the data driven school; assessment is used systematically to improve instruction and student learning through such instruments EOC's, ACT, AP Exams, and Work Keys. The ACT is given to students in the 11th grade. Though AP scores do not come back until summer, they are used to determine how to improve instruction. EOC's are end of course tests that freshmen take, and prior to the actual testing, intense tutoring is provided after school. The school has a Data Action Team that works to find ways to improve student assessment results. This group meets every six to eight weeks to discuss student progress and ongoing interventions.

Historical data, available to teachers through an online portal, is used to identify at-risk, rising freshmen for appropriate math and ELA placement. In GCS, 8th grade students are assessed using the nationally normed Measures of Academic Progress (MAP) tests in Reading, and Math. The MAP tests are both prescriptive and diagnostic to provide the schools with information about the strengths and weaknesses within these

curriculum areas including each student's Lexile. Teacher benchmark assessments are given three times a year to monitor student achievement at the course level.

Results are analyzed during PLC meetings to discuss strategies for individual student improvement. The principal-created, "Summative Assessment Analysis" sheet includes instructions for item analysis as well as guiding questions to be used. Formative assessment strategies are ongoing and used to drive teacher decision making at the classroom level. Administrators regularly monitor class and individual student pass rates and at the end of each grading period, teachers are required to submit grade distribution sheets to the principal.

Parents and community are informed of our academic progress using the annual state required Report to the Community, and the state released School Report Card. Using the GCS online Parent Portal, parents are able to monitor their child's grades and attendance. They are sent a printed report every four weeks, and teachers are required to notify parents when a student's grade falls below passing.

In order to maintain high levels of achievement, we have a testing coordinator who is charge of arranging the testing and following up on student reports. In the Freshman Academy, teachers have access to a Google Document where they can share concerns about particular students with each other and with their administrator. There are also regular meetings with their administrator to discuss student progress.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Each morning all students enter through one door together; the principal is at the door to welcome them. This symbolic coming together of the diverse student body creates a sense of unity. As students walk down the hall to their classrooms, they pass large displays of student work. The teacher greets them as they enter the room to begin the warm up exercise.

The curriculum includes a blend of traditional core subjects with innovative electives. The Theatre Outreach Program, a 25 year tradition, reaches out to touch the lives of over 5,000 school children in our community each year. Our Student Newspaper staff takes responsibility for its layout and content and our Yearbook is student-run with an advisor. Our AFJROTC cadets support their community by sponsoring a local family with food, toys, and supplies for Christmas through the Salvation Army. Our school's Fine Arts programs thrive and offer students numerous chances to become involved in artistic projects. Our Student Council has forty members, the SIC has four student members, and the PTSA Board has two student members. The myriad of clubs and the leadership roles that go with their memberships provide for the diverse interests of our students. Athletics have flourished with twenty-two athletic teams competing in girls and boys sports and boast an average GPA of 4.2. However, there is no undertaking with so broad a scope, as our school-wide, student-run Charity Spirit Week. For one week each year, every member of our school family whether student, parent, sibling or staff unites to raise money for a worthy charity selected by Student Council. Over one million dollars has been raised for charity over the last five years. When students representing a diverse school community feel included and valued, their desire to succeed is palpable.

Teachers at WHHS thrive on the comradery and professionalism within the faculty. They appreciate the support of the administration which provides opportunities for professional development, supplies for the classroom, and time off for travel to conferences. Each month three teachers are recognized with the "You Rock!" awards that are passed around to recognize their selfless commitment. Our PTA supplies many rewards as well such as the Boo Breakfast and the Souper Bowl. But for those whose vocation is to educate our children, they find their true rewards in the success of their students.

2. Engaging Families and Community:

The creation of culture at WHHS is a unified family philosophy that aligns students and families with faculty and staff on school and student issues. Communication is one strategy that is vital to stakeholder involvement, and WHHS uses many strategies to keep everyone in the know.

A digital marquee along the road displays school news and events. The principal uses Facebook and Twitter as and the automated phone messaging system to send out updated information to families. Teachers use a texting service to send announcements and reminders to parents and students. Our school web page is outstanding with links to teacher and counselor pages, athletic schedules, club events, and PTSA announcements.

Research shows that students, who are involved, take pride in the school and believe their teachers care about them, are less likely to drop out. Building relationships is an important strategy, and families and the community must feel they are welcomed at WHHS. Every spring "Future Generals Night" is held as an event geared primarily for supplemental communication with rising freshmen. Students can tour the building, learn about curriculum paths, and meet teachers, coaches and club sponsors. In August, the school year kicks off with "Family Fun Fest", a fun and food filled celebration that opens the school to the community and families and provides information about programs and activities at WHHS. At the beginning of each semester, the traditional PTSA Open House is held. Parents follow a modified bell schedule to visit each of their child's classrooms, meet their teachers, and lay the foundation of support for the student. GCS provides an online Parent Portal that allows parents to monitor their child's grades and other information. Frequent parent-teacher e-mail and phone calls keep all adults in concert for the welfare

of the student involved. Every parent is invited to attend an Individual Graduation Plan (IGP) meeting with his child and counselor and to participate in the registration process for the coming school year.

The common school culture fosters a team approach of working toward the common goals; and the esprit de corps that it creates has become the hallmark of our school. This enables us to work collaboratively to meet the needs of each individual student and reach the goals set for our school. Through regular meetings with all stakeholders, including Faculty Council, SIC, PTSA, Student Council and Civic Groups, our principal involves all stakeholders in the process.

3. Professional Development:

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

The faculty at WHHS seeks out a rich and thorough array of training opportunities to stay current on the latest trends and research. With many teachers offering to share their expertise in relevant and subject-specific in-services, teachers benefit directly from our in-house talent. This concept of Teachers-Teaching-Teachers is known as the “3TPD” program, is self-selected PD. The 3TPD takes the place of traditional and generalized in-services several times each month. The fostering of teacher leadership skills is a secondary benefit of the 3TPD program as teachers seldom have other occasions to develop skills to teach adult learners. Surveys conducted indicated the WHHS teachers have embraced this model for on-site professional development.

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

The GCS district provides PD support and training throughout the year for the content areas as well as technology areas. Recent sessions include Formative Assessment in ELA, Basic Gizmo Training, Assessment for Learning, Units and Tasks for Algebra 1, and Best Practices Sharing Session. The Educational Technology Services (ETS) department conducts monthly Technology Tuesdays to provide in-depth training in the use of hardware such as Promethean Boards and document cameras as well as online application programs like Google Classroom and Edmodo.

WHHS does not conform to a one size fits all type of Professional Development plan. There are district required sessions, but for the most part, the best PD occurs among teachers during professional collaboration and PLC meeting times.

4. School Leadership:

The principal serves as the administrative head of the school. The Leadership Team is comprised of the principal, four assistant principals, the Freshman Academy Coordinator, the Instructional Coach, the Test Coordinator, and the Faculty Council. The Leadership Team has been organized to provide effective use of personnel and the implementation of programs that enhance the entire school. Administrative duties include discipline for a specific grade level, supervising students during the day as well as evening events, and partnering with the respective student counselor to monitor student success.

Additionally, the Principal has delegated to each assistant principal to directly oversee a component of the school such as facilities, teacher evaluation, or curriculum and textbooks. The names of the administrator assigned to each duty, are printed in the student and faculty handbooks. The assistant principals visit classrooms on a rotating schedule, each visiting an average of nine classrooms each week, are visible to the

students, and meet with students to listen and provide assistance for efficient resolution of student concerns. This visibility along with high expectations creates an effective means to supervise the more than 1700 teenagers on the Wade Hampton campus.

The faculty council is comprised of members of the administration, support faculty, and department chairs. Department chairs have the additional responsibility to act as the department's liaison with district office personnel. Other governing bodies for WHHS include the SIC, PTSA, and Student Council. These three organizations provide regular, ongoing opportunities for two way communication between the school and our community. The School Improvement Council works together with administration to develop and implement the school improvement plan. The PTSA supports the teachers and the instructional program and speaks on behalf of children and youth in the schools, the community and before governmental bodies and other organizations that make decisions affecting children.

Our active SIC and PTSA are key players in the decision making processes of our school. Parent and student representatives are given opportunity to communicate with our principal and other administrators on issues surrounding our school culture. With our faculty contributing 100% PTSA membership before students even began school, their voices are part of the decision-making process as well, with representatives serving on both committees. The Student Council at WHHS is elected annually by the students. Student representatives use this venue to voice their ideas in the hopes of making decisions to impact the school in a positive way.

Part VI – INDICATORS OF ACADEMIC SUCCESS

Wade Hampton High School thrives because of its climate of collaboration. When WHHS began working in collaborative groups the first activity was a book study of “The Collaborative Teacher.” Teachers studied the book and met weekly with what later became their PLC teams to answer discussion questions. Whole group training, and department training was conducted to educate the staff about the protocols for collaboration during the fall semester of 2012-2013. In 2014, collaboration time was made a formal part of the monthly meeting calendar. School personnel indicate that collaboration has caused improvement in instructional practice and student performance. This year has begun the conversation about common assessments and how to analyze them within the PLC for planning purposes. The SREB: HSTW Common Syllabus Model was implemented in all major academic areas, ensuring all students who take a course are taught the same core objectives, as determined by the PLC team that teaches the course, and assessed using common major assessments, regardless of whom they may have as a teacher. Within the Freshman Academy, teachers have departmental common planning periods and are required to use at least one of those periods weekly for collaboration purposes. PLC groups, originally required to meet a minimum of two hours per month, now function as collaborative teams and not only have their formal meetings, but throughout the day in the halls between classes, at lunch, and even the faculty parking lot, they continue to collaborate. This collaboration works for the benefit of each and every student and makes WHHS strong.