

NATION FORD HIGH SCHOOL RENEWAL/IMPROVEMENT PLAN 2022-2027

GOAL AREA:	X	Teacher/Administrator Quality	District Goal 1: Leadership and Teacher Quality				Cognia Domain: Leadership	
		Student Achievement	District Goal 2: Equitable Teaching and Learning				Cognia Domain: Learning	
		School Climate	District Goal 3: School Climate and Equitable Resources				Cognia Domain: Resources	
		District Priority	District Goal 4: Equity Building				Cognia Domain: Equity	
Strategy 1.1:	Leadership for Continuous Improvement: Effectively use data to inform decisions and evaluate systems and programs							
Performance Goal 1.1a: (Statement of desired progress or result over 5 years)	By 2026, 80% of responses on the Data Integration Survey, completed by designated school leaders, will be at the highest indicator of implementation.							
Interim Performance Goal: (One year goal)	Meet annual targets below.							
Data Source(s): (List types of data that will be collected or examined to measure progress)	Data Integration Survey							
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26	
Source: Data Integration Survey Responses	30.0%	Projected	40.0%	50.0%	60.0%	70.0%	80.0%	
		Actual	46%					
*Anticipated baseline. Survey will be given in spring of 2022								

NATION FORD HIGH School Renewal/Improvement Plan 2022-2027

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Strategy 1.1:	Leadership for Continuous Improvement: Effectively use data to inform decisions and evaluate systems and programs						
Performance Goal 1.1b: (Statement of desired progress or result over 5 years)	By 2026, 80% of school leaders will use Schoolzilla to inform decisions and evaluate systems and programs.						
Interim Performance Goal: (One year goal)	Meet annual targets below.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	Schoolzilla usage data						
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26
Source: Schoolzilla Usage Data	30.0%	Projected	40.0%	50.0%	60.0%	70.0%	80.0%
		Actual	22.2%				
*2020-21 data used for Baseline							

NATION FORD HIGH SCHOOL RENEWAL/IMPROVEMENT PLAN 2022-2027

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Strategy 1.1:	Leadership for Continuous Improvement: Effectively use data to inform decisions and evaluate Systems and Programs						
Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Monitor	Evaluation: Indicators of Implementation
(Instructional Leadership Team) will analyze Schoolzilla data and summarize for staff	2022	2027	Admin Team, Instructional Leadership, and School Leadership Team	None	N/A	Continued	Data anlaysis summaries: first and second semester
(Data School Leaders) will conduct school summary data sessions for teachers at the beginning of the year	2022	2027	Admin Team, Instructional Leadership, and School Leadership Team	None	N/A	Continued	Data anlaysis summaries: first and second semester
(School Leadership Team) will use feedback from leadership groups to analyze data and make informed decisions	2022	2027	School Leadership Team	None	N/A	Continued	Data analysis summary PLC minutes Increase in Student Achievement
(All teachers and administrators) will receive a training session for Schoolzilla at the beginning of the year	2022	2027	Faculty and Staff	None	N/A	Continued	PLC minutes Increase in Student Achievement
3-5 Action steps							

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Strategy 1.2:	Effective Communication: Strengthen Stakeholder Involvement in ongoing Internal and External Communication							
Performance Goal 1.2: (Statement of desired progress or result over 5 years)	By 2026, 99% of parents indicate they are satisfied with timely communication from their child's school (#23). By 2026, 48% 75% of parents indicate they agree their child's school considers changes based on what parents say (#11).							
Interim Performance Goal: (One year goal)	Meet annual targets below.							
Data Source(s): (List types of data that will be collected or examined to measure progress)	SCDE Parent Survey							
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26	
Source: Parent Survey (#23)	99.0%	Projected	99.0%	99% 96%	99% 97%	99% 98%	99.0%	
		Actual	95.4%					
Source: Parent Survey (#11)	39.2%	Projected	40.0%	42% 65%	44% 69%	46% 72%	48% 75%	
		Actual	63.1%					
*2020-21 data used for Baseline								

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Strategy 1.2:	Effective Communication: Strengthen Stakeholder Involvement in ongoing Internal and External Communication						
Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Monitor	Evaluation: Indicators of Implementation
Provide consistent weekly communication to parents from teachers with updates regarding their instruction, assessments, and grading	2022	2027	Chris Chandler and Teachers	None	N/A	Continued	Weekly parent emails Updated Google Classrooms
Conduct a semester analysis at the end of the last six weeks for all students with a "D" or "F" for why they are failing (ex. attendance, make-up work) by teachers and administrators	2022	2027	Administration and Teachers	None	N/A	Continued	Collaboration with teacher/administrator Parent Contact Strategies and Interventions
Teachers will call parents when a student is failing, not attending school, or for behavior	2022	2027	Teachers	None	N/A	Continued	Communication logs Interventions provided
Increase communication efforts via Social Media on behalf of the school	2022	2027	Saige Dunlop and Chris Chandler	None	N/A	Continued	Consistent social media communication
Conduct informal surveys and provide summaries for the stakeholders	2022	2027	Administration and Teachers	None	N/A	Continued	Beginning and EOY Surveys Teachers Students Parents

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Strategy 1.3:	Educator Quality: Develop and monitor a comprehensive plan for Recruitment, Retention, and Evaluation						
Performance Goal 1.3: (Statement of desired progress or result over 5 years)	By 2026, 92.6% 99% of teachers will be satisfied with working conditions.						
Interim Performance Goal: (One year goal)	Meet annual targets below.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	SCDE Teacher Survey						
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26
Source: Teacher Survey (#70)	92.1%	Projected	92.2%	92.3% 99%	92.4% 99%	92.5% 99%	92.6% 99%
		Actual	98%				
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Strategy 1.3:		Educator Quality: Develop and monitor a comprehensive plan for Recruitment, Retention, and Evaluation					
Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Monitor	Evaluation: Indicators of Implementation
Winthrop Partnership to host interns and include them in our recruitment process	2022	2027	Admin	None	N/A	Continued	Observations Evaluations Include interns in professional learning
Revise our New Teacher Institute led by API and teacher leaders to provide transition during the summer to learn more about our school and meet their Buddy Mentor. Provide ongoing support throughout the year with professional learning sessions and mentor buddies. Intentional assignment of Buddy Mentors to ensure similar courses and the teacher has proven success with student learning	2022	2027	Admin and Teacher Leaders	\$500	School	Continued	NTI summer session Mentor Buddies Walkthrough observations Admin
Develop professional learning opportunities to include (for renewal credits): PLC support, Building Relationships, and Embracing Diversity	2022	2027	ILT	None	N/A	Continued	PLC Support Building Relationships with Students Embracing Diversity
Provide ongoing walkthrough observations for all teachers based on their PLC for meaningful feedback	2022	2027	Admin	None	N/A	Continued	Semester walkthroughs Two Minute Conversation Feedback
Utilize our current teachers as a resource recommending former colleagues and provide an incentive	2022	2027	Admin and School Leadership Team	None	N/A	Continued	Teachers recommending former colleagues

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Strategy 2.1:	Equitable and Effective Curriculum, Instruction and Assessment: Develop sustainable Professional Learning Communities to promote student growth and success by focusing on consistent grading and instructional practices.						
Performance Goal 2.1e: (Statement of desired progress or result over 5 years)	By 2026, 85% of students will score a C or higher on the EOCEP English 2 exam. By 2026, 79% of students will score a C or higher on the EOCEP Algebra 1 exam. By 2026, 82% 86% of students will score a C or higher on the EOCEP Biology 1 exam. By 2026, 65% 70% of students will score a C or higher on the EOCEP US History exam.						
Interim Performance Goal: (One year goal)	Meet annual targets below.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	EOCEP English 2, Algebra 1, Biology 1, and US History Data (students in the four-year on-time graduation cohort will score a C or higher)						
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26
Source: English 2	80.5%	Projected	81.0%	82% 78%	83% 80%	84% 83.%	85.0%
		Actual	76.6%				
Source: Algebra 1	73.9%	Projected	75.0%	76.0%	77.0%	78.0%	79.0%
		Actual	75.8%				
Source: Biology 1	77.0%	Projected	78.0%	79% 83%	80% 84%	81% 85%	82% 86%
		Actual	82.8%				
Source: US History	60.2%	Projected	61.0%	62% 66%	63% 67%	64% 68%	65% 70%
		Actual	65.8%				
*Data from 2021 State Report Card							

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Strategy 2.1:	Equitable and Effective Curriculum, Instruction and Assessment: Develop sustainable Professional Learning Communities to promote student growth and success by focusing on consistent grading and instructional practices.						
Performance Goal 2.1f: (Statement of desired progress or result over 5 years)	By 2026, 82% of students in the graduating cohort will be college or career ready.						
Interim Performance Goal: (One year goal)	Meet annual targets below.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	State Report Card college or career ready data based on metrics found in the State Accountability Manual.						
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26
Source: College or Career Ready	80.8%	Projected	81.0%	81.2%	81.5%	81.7%	82.0%
		Actual	80.2%				
*Data from 2021 State Report Card							
*Can add more if needed.							

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Strategy 2.1:	Equitable and Effective Curriculum, Instruction and Assessment: Develop sustainable Professional Learning Communities to promote student growth and success by focusing on consistent grading and instructional practices.						
Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Monitor	Evaluation: Indicators of Implementation
Instructional Leadership Team will focus on supporting effective PLCs to include: Grading Equity, Collaboration, & Data Analysis	2022	2027	Admin	None	N/A	Continued	PLC Minutes
PLC Professional Learning for Teachers	2022	2027	Instructional Leadership Team	None	N/A	Continued	Effective Collaboration Outcomes Effective use of Common Assessments
Equitable Grading Practices for Teachers - Professional Learning for Teachers	2022	2027	Instructional Leadership Team	None	N/A	Continued	Equity Guidelines Best practices
Teachers will utilize assessment data with their PLC to drive more focused instruction (based on the levels of students) and interventions.	2022	2027	Admin Team	None	N/A	Continued	Common assessment data Observations Interventions
Review effectiveness of Flex for all level of students and adjust accordingly	2022	2027	Admin School Leadership Team	None	N/A	Continued	Recruit stakeholders to examine effectiveness of Flex and make recommendations for improvement

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Strategy 2.2:	Engaging and Rigorous Curriculum and Instruction: Implement a curriculum and professional learning model to support, sustain and build capacity for our innovative learning culture.						
Performance Goal 2.2: (Statement of desired progress or result over 5 years)	By 2026, the percent of student responses indicating satisfaction with their learning environment will be 80% 85% (#18).						
Interim Performance Goal: (One year goal)	Meet annual targets below.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	SCDE Student Survey						
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26
Source: Student Survey (#18)	71.4%	Projected	72.0%	73% 82%	75% 83%	77% 84%	80% 85%
		Actual	79.8%				
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Strategy 2.2:	Engaging and Rigorous Curriculum and Instruction: Implement a curriculum and professional learning model to support, sustain and build capacity for our innovative learning culture.						
Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Monitor	Evaluation: Indicators of Implementation
PLC Professional Learning for Teachers	2022	2027	ILT	\$1,500	School Budget	Continued	Effective collaboration outcomes for student learning to include targeted instruction based on data and the students' needs.
Annual evaluation of current and proposed courses to meet both college and career ready needs for our students (variety of CP, Honors, Dual Credit, etc.). To be conducted during API Curriculum Meetings	2022	2027	API	N/A	N/A	Continued	Reviews effectiveness and relevance of current courses, with input from teachers. Propose new and revised courses (ex. sequence and prerequisites).
The ILT will define what an innovative course is and develop a rubric which indicates if a course is "innovative." The ILT will conduct reviews of courses to determine if they are innovative and provide support as needed	2022	2027	ILT	N/A	N/A	Continued	Create a rubric Determine criteria for "innovative" ILT would review courses
Implement an "Innovative Highlight of the Month" and include check points in walkthrough observations	2022	2027	Admin Team	\$300	School Budget	Terminated	Collect data during walk-through observations Teachers/Students nominate teachers based on rubric

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Strategy 2.3:	Personalized, Responsive Academic Support/Recovery: Develop and implement a systematic process to collect and analyze formative assessment data in order to provide tiered intervention and supplemental programs for students in need of support with academic achievement and SEL.						
Performance Goal 2.3: (Statement of desired progress or result over 5 years)	By 2026-27 school year, fully implement a multi-tiered system of prevention using a consistent framework across all schools to support the academic, behavioral and social competencies of all students by maintaining 80% or higher treatment integrity.						
Interim Performance Goal: (One year goal)	Meet annual targets below.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	Ci3T Treatment Integrity Measures to include Teacher Self-Report, Direct Observations, and Tiered Fidelity Inventory.						
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26
Source:	To be collected in 23-24	Projected	N/A	N/A	Baseline TBD	70.0%	75.0%
Ci3T Treatment Integrity (Middle & High)		Actual	N/A	N/A			

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Strategy 2.3:	Personalized, Responsive Academic Support/Recovery: Develop and implement a systematic process to collect and analyze formative assessment data in order to provide tiered intervention and supplemental programs for students in need of support with academic achievement and SEL.						
Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Monitor	Evaluation: Indicators of Implementation
Develop a comprehensive framework to include all stakeholders that establishes a process for utilizing existing data systems to target students' needs 9-12. Focus on effective, relevant, and timely PLC sessions.	2022	2023	MTSS Team	\$0	N/A	Continued	Schoolzilla data usage (see Perf. Goal 1.1a)
Engage in an annual cycle of data review, analysis, and interpretation with developmental, reciprocal, and accountable steps at grade/content, school, grade band, and district levels	2023	2027	MTSS Team	\$0	N/A	Continued	Schoolzilla data usage (see Perf. Goal 1.1a)
Develop a 3-tiered structured framework of prevention to address all students' academic, behavioral, and social needs to include staffing to implement 9-12. (Secondary building and implementation)	2022	2025	MTSS Team	\$0	N/A	Continued	Ci3T Implementation Data
Use data to a) determine specific areas in need of academic growth for targeted supplemental programs such as after school and summer programs and b) measure academic growth of participants	2022	2027	MTSS Team ILT	TBD (varies by year)	General Fund, Grants, ESSER Funds, Title Funds	Continued	Student achievement data (see Perf. Goal 2.1a-f) Proposed practices for both content and credit recovery and success rates.
Utilize PLC sessions to identify students struggling in multiple classes and refer to MTSS.	2022	2027	MTSS Team ILT	TBD (varies by year)	General Fund, Grants, ESSER Funds, Title Funds	Continued	Student achievement data (see Perf. Goal 2.1a-f) Utilize PLC common assessment date to make recommendations.

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	<input type="checkbox"/>	District Priority	District Goal 4: Equity Building		Cognia Domain: Equity		
Strategy 3.1:	Safe, Clean and Healthy School Environments: Develop and implement a systems' approach to improving a safe, clean, and healthy learning environment.						
Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Monitor	Evaluation: Indicators of Implementation
Professional Learning for Building Relationships	2022	2027	ILT	\$1,500	School	Continued	All teachers will participate in professional learning centered around relationship-building strategies for the classroom
Professional Learning for Embracing Diversity (race, gender, sexual identity, English Language Learners, and students with disabilities) to support our efforts to diminish our achievement gaps (all stakeholders)	2022	2027	ILT	\$2,000	School	Continued	All teachers will participate in professional learning for Building Relationships
Develop a Safe Schools Plan	2022	2027	Admin	N/A	N/A	Continued	Document for teachers which outlines all safety protocols
Conduct a clean environment survey to determine specific details	2022	2027	Admin	N/A	N/A	Continued	Conduct a survey Share results with teachers and students

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Strategy 3.2:	Effective Social Emotional Learning and Support Services						
Performance Goal 3.2: (Statement of desired progress or result over 5 years)	By 2026, the percent of student responses indicating satisfaction with their social and physical environment will be 84%. By 2026, the chronic absenteeism rate will be 20% 10%.						
Interim Performance Goal: (One year goal)	Meet annual targets below.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	SCDE Student Survey, DESSA Mini, Chronic Absenteeism						
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26
Source: Student Survey (#36)	82.3%	Projected	83.0%	83.2%	83.5%	83.8%	84.0%
		Actual	81.9%				
Source: Chronic Absenteeism Rates	24.67%	Projected	24.0%	23% 14%	22% 12%	21% 11%	20% 10%
		Actual	16.5%				
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Strategy 3.2:		Effective Social Emotional Learning and Support Services					
Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Monitor	Evaluation: Indicators of Implementation
Create a committee to review attendance data and correlation to grades. And implement home visits as needed	2022	2027	Instructional Leadership Team	N/A	N/A	Continued	Ongoing updates of committee's findings. Final recommendations for next year.
Ci3T leadership committee identifies opportunities for Social and emotional learning and support services	2022	2027	Ci3T Leadership Committee	\$500	N/A	Continued	Ongoing updates of committee's findings. Final recommendations for next year.
Review instructional practices for social and behavioral opportunities	2022	2027	Ci3T Leadership Committee	N/A	N/A	Continued	Ongoing updates of committee's findings. Final recommendations for next year.

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Strategy 3.3:	Technology Resources: Provide equitable student learning opportunities with current technology resources.						
Performance Goal 3.3: (Statement of desired progress or result over 5 years)	By 2026, increase the average launches per user in ClassLink to 60.						
Interim Performance Goal: (One year goal)	Meet annual targets below.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	ClassLink App Usage Report						
Overall Measures	Average Baseline		2021-22	2022-23	2023-24	2024-25	2025-26
Source: ClassLink Usage Data	35	Projected	40	45	50	55	60
		Actual	43				

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Strategy 3.3:		Technology Resources: Provide equitable student learning opportunities with current technology resources.					
Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Monitor	Evaluation: Indicators of Implementation
Provide Classlink professional learning for teachers	2022	2027	Admin	N/A	N/A	Continued	Teachers will receive professional learning for how to use and share Classlink with students.
Ensure that access for Classlink is available and students have access	2022	2027	Admin	N/A	N/A	Continued	Classlink will be available on website, social media, and teachers' Google Classrooms.
Professional learning for all of the technology resources already included in our Classlink account	2022	2027	Instructional Leadership Team	N/A	N/A	Continued	Teachers will be able to utilize more resources with students within Classlink.

NATION FORD HIGH SCHOOL RENEWAL/IMPROVEMENT PLAN 2022-2027

GOAL AREA:		Teacher/Administrator Quality	District Goal 1: Leadership and Teacher Quality			Cognia Domain: Leadership	
		Student Achievement	District Goal 2: Equitable Teaching and Learning			Cognia Domain: Learning	
		School Climate	District Goal 3: School Climate and Equitable Resources			Cognia Domain: Resources	
	X	District Priority	District Goal 4: Equity Building			Cognia Domain: Equity	
Strategy 4.1:	Equity Building: To empower all learners to achieve their greatest success, implement the district's equity action plan.						
Performance Goal 4.1a: (Statement of desired progress or result over 5 years)	By 2026, the graduation rate of the Pupils in Poverty subgroup will increase from 84% to 89% 95%.						
Interim Performance Goal: (One year goal)	Meet annual targets below.						
Data Source(s): (List types of data that will be collected or examined to measure progress)	SC Report Card Grad Rate Data						
Overall Measures	Average Baseline*		2021-22	2022-23	2023-24	2024-25	2025-26
Source: 2021 School Report Card	84.8%	Projected	85.0%	86% 92%	87% 93%	88% 94%	89% 95%
		Actual	91.6%				
*2020-21 data used for Baseline							

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GOAL AREA:		Teacher/Administrator Quality	District Goal 1: Leadership and Teacher Quality			Cognia Domain: Leadership	
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	X	District Priority	District Goal 4: Equity Building			Cognia Domain: Equity	
Strategy 4.1:	Equity Building: In order to empower all learners to achieve their greatest success, implement the district's equity action plan.						
Action Steps	Start Date	End Date	Person Responsible	Estimated Cost	Funding Source	Monitor	Evaluation: Indicators of Implementation
Teacher professional learning session for cultural competency in our classrooms and motivating students	2022	2027	Instructional Leadership Team	\$1,500	N/A	Continued	Building relationships and support for our diverse students. Increase in student achievement.
Our Instructional Leadership team will continue to monitor, analyze and refine equitable grading practices.	2022	2027	Instructional Leadership Team	None	N/A	Continued	Effective and equitable grading for our diverse student population.
PLC Professional Learning for Teachers	2022	2027	Instructional Leadership Team	None	N/A	Continued	Effective Collaboration Outcomes Effective use of Common Assessments
Grading Professional Learning for Teachers	2022	2027	Instructional Leadership Team	None	N/A	Continued	Equity Guidelines Best practices