School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2022/23 to 2026/27

School Name:	Academy for Tech & Academics
SIDN:	2601998
Plan Submission:	School utilizes Cognia
Grade Span:	9 To 12
District:	Horry
Address 1:	5639 Highway 701 North
Address 2:	
City:	Conway, SC
Zip Code:	29526
School Renewal Plan Contact Person:	Jayson Powers
School Plan Contact Phone:	843-488-6600
School Plan E-mail Address:	jpowers@horrycountyschools.net

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.

Required Printed Names and Signatures

Superintendent		
Dr. Rick Maxey Printed Name	_____ Signature	_____ Date
Principal		
Jayson Powers Printed Name	_____ Signature	_____ Date
Chairperson, District Board of Trustees		
Ken Richardson Printed Name	_____ Signature	_____ Date
Chairperson, School Improvement Council		
Bryan Bullard Printed Name	_____ Signature	_____ Date
School Read To Succeed Literacy Leadership Team Lead		
Jayson Powers Printed Name	_____ Signature	_____ Date

Assurances for School Renewal Plan

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))	
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).
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).
Yes	**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.
Yes	**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.
Yes	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	**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).

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.
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.
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.
Yes	**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.
Yes	**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.
Yes	**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.

Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan.
A participant for each numbered position is required.

	Position	Name
1.	**Principal**	Jayson Powers
2.	**Teacher**	Christina Cox
3.	**Parent/Guardian**	Jennifer Hammond
4.	**Community Member**	Tammy Elvis
5.	**Paraprofessional**	Margaret McCrea
6.	**School Improvement Council Member**	Bryan Bullard
7.	**Read to Succeed Reading Coach**	N/A
8.	**School Read To Succeed Literacy Leadership Team Lead**	Jayson Powers
9.	**School Read To Succeed Literacy Leadership Team Member**	Christina Cox
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the School Literacy Leadership Team for Read to Succeed	

District Requested Strategic/Renewal Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:

> *Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.*

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:
http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/

District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (*SBE Regulation 43-261*)	
2. Teachers teaching more than 1500 minutes (*SBE Regulation 43-205*)	
3. Teachers teaching more than 4 preps (*SBE Regulation 43-205*)	
4. High School Principal over two schools or grades more than 9-12 (*SBE Regulation 43-205*)	
5. Other (*Include the SBE Regulation number to be waived*)	
6. Other (*Include the SBE Regulation number to be waived*)	43-205 (II) (B) (1)(c) Class sizes - Grades K-3 and Grades 4-5, ELA and math - Exemption from 43-205 (II) (B) (1)(c) will also allow the program to adjust for unanticipated enrollment growth, teacher vacancies, and scheduling issues while considering the unique needs of students. 43-205 (II) (B) (2) a. Schools having any combination of grades kindergarten through five must employ the full-time equivalent (FTE) of a school counselor and specialists in art, music, and PE in prescribed ratios for each. Since students will remain enrolled in their base school and will continue to be supported by their base school counselor, school counselors for the virtual program would like to be staffed at a ratio of 1000:1 which will require an exemption from 43-205 (II) (B) (2) a. Art, Music and PE will be staffed as outlined in the regulation. 43-205 (III) (B) (3)(a) Maximum class size shall not exceed the following: Grade 6 30:1 English/language arts and math) 35:1 (other subjects) Grades 7–8 35:1 (all academic and exploratory subjects) No class shall exceed 35 students in membership. - In regard to class size, the virtual environment provides opportunities for synchronous sessions each week with small groups of students to support the primarily asynchronous course instruction. Individual classes may exceed the stated 35 student maximum, however, based upon state virtual program regulations, teacher caseloads will not exceed 150 students. 43-205 (IV)(B)(2) (b) Professional Personnel Workload: Library Media Specialists Schools having an enrollment of fewer than 400 students must employ a library media specialist who must devote not less than 200 minutes to library media services. - Since students will not be physically present at school, students will have digital access to the district's library resources via SORA, Overdrive etc. Support with digital media and other multimedia resources will be provided by content certified district specialists, and the Library Media Coordinator. 43-205(IV)(B)(3)(a). No class may exceed 35 students in enrollment. - Exemptions from class size and teaching load regulations provide problem-solving measures for unanticipated enrollment growth, teacher vacancy, fiscal matters, or master scheduling at the local level while considering the unique needs of children. State virtual program regulations for teacher caseloads will be followed. 43-205(IV)(B)(3)(b). "A teacher must not be permitted to teach more than 1,500 minutes per week." - Exemptions from class size and teaching load regulations provide problem-solving measures for unanticipated enrollment growth, teacher vacancy, fiscal matters, or master scheduling at the local level while considering the unique needs of children. State virtual program regulations for teacher caseloads will be followed. 43-205(IV)(B)(3)(c). "A teacher must not be assigned classes requiring more than four preparations per day." - Exemptions from class size and teaching load regulations provide problem-solving measures for unanticipated enrollment growth, teacher vacancy, fiscal matters, or master scheduling at the local level while considering the unique needs of children. State virtual program regulations for teacher caseloads will be followed. 43-231(II): "Instruction in the subject areas shall be scheduled for each student for a minimum of 1800 minutes or 30 hours per week including lunch, or the equivalent time on a yearly basis." - Students in an online setting will engage in a number of learning activities, including authentic learning experiences, synchronous instruction, and asynchronous coursework that may be completed in an instructional timeline personalized to the students' progress and needs. 43-231(II)(A): "The school day must be at least six hours including lunch, or its equivalent weekly." - Exemption from these regulations will allow expanded learning options for families with students to pursue educational and academic interests without the barrier of time while still allowing the pupil to be counted for attendance, and participate in the school community and its related activities. 43-231 (IV)(A-C) Maximum Class Sizes in Grades K-5 A. The average pupil-teacher ratio in any school shall not exceed 28 to 1 based on average daily membership. The total number of teachers shall include all regular, special area, and resource teachers whose pupils are counted in the regular membership. B. Each district shall attain an average pupil-teacher ratio based on average daily membership in the basic skills of reading and mathematics in Grades 1-3 as 21 to 1. - Exemptions from class size regulations provide problem-solving measures for unanticipated enrollment growth, teacher

vacancy, fiscal matters, or master scheduling at the local level when considering the unique needs of children. State virtual program regulations for teacher caseloads will be followed. 43-232(I): "Instruction in the subject areas shall be scheduled for each student for a minimum of 1800 minutes or 30 hours per week including lunch, or the equivalent time on a yearly basis." - Students in an online setting will engage in a number of learning activities, including authentic learning experiences, synchronous instruction, and asynchronous coursework that may be completed in an instructional timeline personalized to the students' progress and needs. 43-232(I)(A): "The school day must be at least six hours including lunch, or its equivalent weekly." - Exemption from these regulations will allow expanded learning options for families with students to pursue educational and academic interests without the barrier of time while still allowing the pupil to be counted for attendance, and participate in the school community and its related activities. 43-232 (III) (A-B) A. Maximum class size shall not exceed the following: Grade 6 30:1 (English/language arts and math) 35:1 (other subjects) Grades 7–8 35:1 (all academic and exploratory subjects) No class shall exceed 35 students in membership. - Exemptions from class size regulations provide problem-solving measures for unanticipated enrollment growth, teacher vacancy, fiscal matters, or master scheduling at the local level when considering the unique needs of children. State virtual program regulations for teacher caseloads will be followed. 43-234(II)(b): "A school may award one unit of credit for an academic standards-based course that requires a minimum of 120 hours of instruction. A school may award one-half unit of credit for an academic standards-based course requiring a minimum of 60 hours of instruction and one-fourth unit of credit for an academic standards-based course requiring a minimum of 30 hours of instruction." - Students in an online setting will engage in a number of learning activities, including authentic learning experiences, synchronous instruction, and asynchronous coursework that may be completed in an instructional timeline personalized to the students' progress and needs. 43-234(VI)(C)(1): . "The instructional day for secondary students must be at least 6 hours, excluding lunch, or the equivalent weekly." - Exemption from these regulations will allow expanded learning options for families with students to pursue educational and academic interests without the barrier of time while still allowing the pupil to be counted for attendance, and participate in the school community and its related activities. 43-234 (VI)(D) (1). Class size must not exceed the maximum of 35 students." - Exemptions from class size regulations provide problem-solving measures for unanticipated enrollment growth, teacher vacancy, fiscal matters, or master scheduling at the local level when considering the unique needs of children. State virtual program regulations for teacher caseloads will be followed.

The Academy for Technology and Academics

STRATEGIC PLAN

2022-2027

January 2022

Our Vision:

***The Academy for Technology and Academics*, as part of Horry County Schools', vision is to be a premier, world-class school system in which every student acquires an excellent education.** Our schools will be welcoming centers organized around high-quality teaching and learning.

Our Beliefs:

*Our vision is guided by a set of **Beliefs** that serve as the foundation for all our efforts. Foremost, we believe that …*

Our purpose is to develop the potential within each student and ensure that all graduates reflect the knowledge, skills, and life and career characteristics embedded in the Profile of the South Carolina Graduate in order that they become productive members of their community, able to adapt to a diverse, ever-changing world.

We also believe that …

We have the obligation to challenge every student to meet higher academic standards *than his/her current level.*

In order to accomplish this, we believe that …

Our students deserve exceptional and passionate staff who share our CORE VALUES. Our core values are stated as expectations for staff members:

* We put service to students above all else.

* We take responsibility for the success of all students.

* We care passionately about our work with students.

* We build strong positive relationships with students, staff, parents, and community.

* We model and promote civility and integrity.

We must also provide support for continuous improvement for students and staff.

We believe …

Our students' learning opportunities are enhanced when multiple approaches for learning are provided and positive relationships are formed.

And…

* All students should have access to world-class knowledge based upon rigorous standards in language arts and math for career and college readiness, multiple languages, science, technology, engineering, mathematics (STEM), the arts and social sciences.

* Our graduates will possess world-class skills reflecting creativity and innovation, critical thinking and problem solving, collaboration and teamwork, communication, information, media and technology, and knowing how to learn.

* Our students will demonstrate critical life and career characteristics to include integrity, self-direction, global perspective, perseverance, work ethic, and interpersonal skills well beyond graduation.

We also believe …
All who share our schools deserve a safe, respectful and nurturing environment.
Finally, acknowledging that we all have a role in reaching our vision, we believe that …
Partnerships among family, community and school are imperative to students' social and academic success.

School Renewal Plan Cover Page

Renewal Plan for 5-Year Cycle: 2022-23 to 2026/27

District:	Horry
Plan Cycle:	2022/23 - 2026/27
School Year:	2022/23

District:	Horry
SIDN:	2601998
Plan Submission:	District and all district schools utilize Cognia
Address 1:	5639 Hwy 701 N.
Address 2:	
City:	Conway,
Zip Code:	29526
School Plan Contact Person:	Jayson Powers
School Plan Contact Phone:	843-488-6600
School Plan Contact E-mail Address:	jpowers@horrycountyschools.net

Required Signature Page

The district strategic 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 district strategic planning contact, the district Read to Succeed Leadership Team Lead, and the district Gifted and Talented coordinator are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the District Strategic Plans

The assurance pages following this page have been completed and the district superintendent signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 (S.C. Code Ann. �59-139-10 et seq. (Supp. 2004)); EAA (S.C. Code Ann. �59-18-1300 et seq. (Supp. 2004)); District and School Planning (SBE Regulation 43-261); Student Health and Fitness Act (S.C. Code Ann. � 59-10-330); Read to Succeed (S.C. Code Ann. � 59-155-180 et seq.); Gifted and Talented (SBE Regulation 43-220); and Proficiency-Based System Plans (SBE Regulation 43-234); and General Grant including Terms and Conditions for SCDE Grant Programs as seen on the following assurance pages.

Required Printed Names	
Superintendent	Dr. Rick Maxey
Signature:	
Principal	Jayson Powers
Signature:	
Chairperson, District Board of Trustees	Ken Richardson
Signature:	
Chairperson, School Improvement Council	Bryan Bullard
Signature:	

Assurances for School Renewal Plan

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

		Early Childhood Development and Academic Assistance Act (Act 135) Assurances
		(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))
☐	Yes	**Academic Assistance, PreK–3**
☐	No	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).
☑	N/A	
☑	Yes	**Academic Assistance, Grades 4–12**
☐	No	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).
☐	N/A	
☑	Yes	**Parent Involvement**
☐	No	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.
☐	N/A	
☑	Yes	**Staff Development**
☐	No	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.
☐	N/A	
☑	Yes	**Technology**
☐	No	The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

☐	N/A	
☐	Yes	**Innovation**
☐	No	The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
☑	N/A	
☑	Yes	**Collaboration**
☐	No	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).
☐	N/A	
☐	Yes	**Developmental Screening**
☐	No	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.
☑	N/A	
☐	Yes	**Half-Day Child Development**
☐	No	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.
☑	N/A	
☐	Yes	**Developmentally Appropriate Curriculum for PreK–3**
☐	No	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.
☑	N/A	
☑	Yes	**Parenting and Family Literacy**
☐	No	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.
☐	N/A	
☑	Yes	**Recruitment**

☐	No	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.
☐	N/A	
☑	Yes	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
☐	No	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.
☐	N/A	

Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan.

A participant for each numbered position is required.

	Position	Name
1	**Principal**	Jayson Powers
2	**Teacher**	Christina Cox
3	**Parent/Guardian**	Jennifer Hammond
4	**Community Member**	Tammy Elvis (HG Homebuilders)
5	**Paraprofessional**	Margaret McCrea
6	**School Improvement Council Member**	Bryan Bullard
Add Another		
Add Another		

Executive Summary of Needs Assessment Data Findings

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

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.

State Report Card for districts and schools data: http://ed.sc.gov/data/report-cards/state-report-cards/

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

Student Achievement

High School (9-12)

1	ATA has an established 95% baseline satisfactory goal in the areas of graduation rate, and for our college and career readiness (CCR) rate. In 2020 we had a 98% graduation rate and a 95% CCR rate.
2	EOC Data shows sustained high levels of success on the state English II EOC and the US History EOC (both above 80% passage rate). Algebra I and Biology I are in the mid 60s to mid 70s. Alg I and Biology will have 65% pass these EOCs with a C or better.
3	CTE license passage rate goal for each major is a baseline is 95% and all but two majors met this expectation (81%). We have added assistance

Teacher/Administrator Quality

1	Data related to teacher satisfaction with the school's learning environment is not currently available from the state. (John Washburn has requested.) ATA created their own in-house survey to gather similar data. Here are the questions and results: 1. I feel that ATA places a strong emphasis on student success. (100% Agree) 2. I feel that ATA has good working relationships with parents of students.(100% Agree) 3. I feel that ATA has good working relationships with our business community. (100%) 4. I feel that ATA provides teachers with the materials and equipment needed to teach the course content. (100% Agree) 5. I feel that the administration at ATA provides the support needed for teacher growth and development. (100% Agree) 6. I feel that ATA has a safe school environment. (100% Agree)
2	Teachers indicated that they typically ask DOK level 2 questions but rarely ask DOK 3 and 4. Teachers are working to increase frequency of the Depth of Knowledge (DOK) questioning techniques being used in the classroom and are tracking this using their SLO goal.
3	The current eduational degrees currently held by teachers are as follows: Bachelor= 5.3%, Bachelor's +15=2.6%, Masters= 50%, Masters +30= 36.8%, Doctorate= 5.3% and teachers with their National Board certification is 7.9%.

School Climate

1	Data related to parent satisfaction with the school's learning environment is not currently available from the state. (John Washburn has requested.)

2	Data related to student satisfaction with the school's learning environment is not currently available from the state. (John Washburn has requested.) ATA created their own in-house survey to gather similar data and the following information was obtained. 1.I feel that ATA has a clear vision and mission for student success. (100% Agree) 2.I feel that ATA places a strong emphasis on student success. (100% Agree) 3.I feel that ATA provides enough support outlets to help struggling students. (100% Agree) 4.I feel that the teachers of ATA have good working relationships with their students. (97.9% Agree, 2.1% Disagree) 5.I feel that ATA provides a safe school environment.(93.6 % Agree, 6.4% Disagree) 6.I feel that I will be College and Career Ready by the time I graduate high school. (100% Agree)
3	Student disciplinary issues continue to be low. The areas of conceren are tardies to school, which is expected as the marjority of our students have to travel 30 minutes or longer to school, and we have also seen an increase in student's posessing/using Vapes.

STRATEGIES / PERFORMANCE GOALS / ACTION PLANS

QUALITY INDICATORS

STRATEGIC DOMAIN	STRATEGIC DOMAIN	STRATEGIC DOMAIN			
LEADERSHIP CAPACITY	**RESOURCE CAPACITY**	**LEARNING CAPACITY**			
We will maintain and communicate with fidelity at all levels a purpose and direction for continuous improvement that commits to high expectations for learning as well as shared values and beliefs about teaching and learning. We will operate under governance and leadership that promote and support student performance and school/system effectiveness.	We will provide the resources and services that support our vision, purpose, and direction to ensure success for all students.	We will have curriculum, instructional design, and assessment practices that guide and ensure teacher effectiveness and students learning across all grades and courses. We will provide a comprehensive assessment system that generates a range of data about system effectiveness, and we will use results to guide continuous improvement.			

STRATEGIC DOMAIN

LEADERSHIP CAPACITY

We will maintain and communicate with fidelity at all levels a purpose and direction for continuous improvement that commits to high expectations for learning as well as shared values and beliefs about teaching and learning. We will operate under governance and leadership that promote and support student performance and school/system effectiveness.

Quality Indicators

* The system commits to a purpose statement that defines beliefs about teaching and learning, including expectations for learners.

* Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.

* The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.

*The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.

* The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.

* Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.

* Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.

* Leaders engage stakeholders to support the achievement of the system's purpose and direction.

* The system provides experiences that cultivate and improve leadership effectiveness.

* Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.

* Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.

ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation

Engage in an ongoing process to develop and implement a district strategic plan and aligned school-level plans that includes a stated purpose and direction, core values, key work process, and performance goals. Five-year district strategic plan in accordance with state requirements, updated annually. The five-year plan will be finalized in 2022 to run through 2027. Five-year school-level plans aligned with the district's strategic plan and meeting state requirements for school renewal. Involvement of stakeholders at all levels of the planning process. Ensure the continuous improvement of the entire system through annual reviews of the performance, with adjustments as necessary to the plan as part of an annual review. Schools will engage in a continuous improvement process and develop target goals aligned with the district and school-level strategic plan.	2022-2027	Accountability	$0.00	N/A	Approved district strategic plan and school-level renewal plans
Align Board of Education's annual goals through their Board Governance monitoring process with the performance goals identified in the district's strategic plan.	2022-2027	Accountability, Superintendent, Board of Education	$0.00	N/A	Board Governance monitoring reports
Conduct periodic communications needs analyses with stakeholders by using website survey tools, written surveys and feedback from various strategic groups to ensure that the most effective tools and methods are being used.	2022-2027	Communications	$2,500.00	General Funds	Completion of needs analysis and follow-up action taken as needed

	2022-2027	Communications	$250,000.00	General Funds	Effective communications utilized; mobile app; Board meeting online and televised; social media reports; ParentLink reports
Enhance communication with internal and external stakeholders to improve understanding of the district's purpose, direction, and performance with strategies, including: Periodic e-newsletters or other electronic methods to employees and external audiences Ongoing and expanded use of Parent Link (calling system) to communicate timely information to parents and employee groups Awareness of the mobile app for Horry County Schools Board meetings televised via cable access channel and through HCS website with electronic searchable agendas and documents Expanded programs on cable access channel Videos for television and website to help stakeholders understand the various programs of the District and schools Sharing the District's message through external venues such as civic clubs, chambers of commerce, faith-based organizations, colleges, etc. Posters of vision and core values posted in all schools and offices. Ensure communication is provided in multiple languages meeting the diverse needs of all stakeholder groups					
Provide a variety of opportunities for all stakeholders to access and understand, including multilingual translations, the District's vision and performance goals: concise explanations in print and website, marketing brochures, videos and television programming.	2022-2027	Accountability, Communications	$150,000.00	General Funds	Vision understood and supported by more stakeholders through survey results; documented examples of tools used to communicate
Seek venues to engage a wide variety of community stakeholders in dialogue about education and schools purpose and performance.	2022-2027	Accountability, Communications	$100,000.00	General Funds	Expanded methods of communication documented
Implement communication techniques from certified agencies or personnel to ensure that critical information can be provided to parents of students who do not speak English (ex., website translation of all web pages and forms)	2022-23	Accountability, Learning Services	$250,000.00	General Funds	Successful communication techniques implemented
Establish a monitoring system to ensure compliance by the District and all schools with state and Cognia Accreditation Standards.	2022-2027	Accountability, Superintendent, Board of Education	$0.00	N/A	Continuous improvement monitoring system operational
Annually review School Board Governance Policies and make any necessary changes to ensure that they are aligned with the system's purpose and direction and performance goals	2022-2027	Board of Education, Superintendent	$0.00	N/A	Effective Board governance model adopted and adhered to
Utilize the evaluation instrument for effective Board meeting	2022-2027	Board of Education	$0.00	N/A	Evaluation tool analyses and needed actions taken

ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation
Maintain an annual record of Board members attendance at conferences and professional development opportunities on their roles and responsibilities	2022-2027	Board of Education	$0.00	N/A	Record of conferences and training
Establish benchmarks indicating good management for instructional and non-instructional programs in order to conduct program evaluation	2022-2027	All Chief Officers, Superintendent	$0.00	N/A	Program effectiveness model operational
Provide a leadership development program for aspiring and new administrators.	2022-2027	Learning Services, Human Resources	$50,000.00	General Funds	Pool of high-quality administrative candidates
Determine instructional and organizational effectiveness as a basis for improving the District by developing return-on-investment analyses on existing and new programs based upon data which correlate student achievement to financial and human capital resources.	2022-2027	All Chief Officers, Superintendent	$100,000.00	General Funds	Program effectiveness model determined and appropriate actions taken
Continue use of Superintendent's Advisory Cabinets (Teacher, Business, Support Staff, Students and Parents and Faith-Based) representatives to improve communication and relationships with various stakeholders groups	2022-2027	Various Cabinet Liaisons	$25,000.00	General Funds	Quarterly meeting schedule; improved communication and understanding

STRATEGIC DOMAIN

Resource Capacity

We will provide the resources and services that support our vision, purpose, and direction to ensure success for all students.

Quality Indicators

* The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.

* The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

* The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.

* The system attracts and retains qualified personnel who support the system's purpose and direction.

* The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.

* The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.

* The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.

* The system allocates human, material and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.

ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation
Financial Resources					
Research and implement new technologies to provide efficiencies in document handling/storage, attendance and time recording, and employee self-service.	2022-2027	Fiscal Services		Capital Funds	Results of study utilized to meet needs of District
Continue to align budget requests and the approval process with strategies designed to improve student performance	2022-2027	Fiscal Services		All Funds	Effective budget process; continuous improvement model

Develop annual budget assumptions and parameters for both the General Fund and the Capital Funds budgets.	2022-2027	Fiscal Services			Board-approved assumptions and parameters
Utilize modified zero-based budgeting process	2022-2027	Fiscal Services		All Funds	Process implemented
Develop user-friendly financial reports which are correlated to budget decision packages and which will enable budget center managers to more effectively manage their resources	2022-2027	Fiscal Services		General Funds	Improved financial reports and quarterly financial reports
Conduct annual school financial reviews to ensure district policies and procedures are being followed.	2022-2027	Fiscal Services			All school reviews are in compliance
Physical Resources					
Implement system to ensure there are no unwanted or unidentified visitors on any campus through the implementation of visitor screening software programs and protocols at school entrance doors	2022-2027	Support Services, Safety and Security		General Funds; District Capital Funds	School safety reports and security drills; physical changes entrances to comply with security check
Maintain and replace as needed a state-of-the art monitoring system in facilities	2022-2027	Student Services; Safety and Security; Technology		General Funds; District Capital Funds	Systems installed
Review and revise as needed planning parameters for new schools and athletic facilities as part of the five-year facilities plan	2022-2027	Support Services; Facilities		District Capital Funds	Approved parameters and approved five-year plan
Conduct needs assessment ratings for each school using approved educational specifications and update annually	2022-2027	Support Services; Facilities		General Funds; District Capital Funds	Completed needs assessment ratings (Facility Condition Index)
Develop and maintain a 5-year plan for managing and developing facilities for growth	2022-2027	Support Services; Facilities		District Capital Funds	Approved 5-year plan
Conduct annual analysis of attendance zones, school capacity, and enrollment and recommend appropriate adjustments	2022-2027	Support Services: Facilities		General Funds	Approved adjustments as needed
Use an acceptable and reliable model to predict direct and indirect impacts of major residential developments on school capacity and the need for new schools	2022-2027	Support Services: Facilities			Accepted model with impact predictions
Research and utilize environmentally-friendly materials and equipment; and emerging green design for future additions and renovations through a sustainability program	2022-2027	Support Services: Facilities		General Funds; District Capital Funds	Approved green designs; technical specifications; sustainability plan
Implement energy reduction systems according to Board-approved models.	2022-2027	Support Services: Facilities			Annual energy usage savings; improved monitoring of energy usage controls
Establish protocols for identifying, reporting and documenting maintenance and facility repair needs, using an automated work order system	2022-2027	Support Services: Facilities			Improved efficiency of work order completion
Maintain a 24/7 anonymous hotline for students/parents to report bullying or other school safety concerns Provide bullying prevention and resources information on the HCS Student Affairs web pages Provide a student app for reporting bullying or other school safety concerns	2022-2027	Student Services: Student Affairs			Hotline functional and effective

Designate a school leadership team member in every school whose is responsible for the maintenance of the facility, to include:	2022-2027	Support Services: Facilities			Functioning team in each school with central facilities support
Maintain a higher utilization plan for each high schools and middle school to effectively maximize the number of students served in existing capacity	2022-2027	District Staff and School Teams			Building capacity ratings maximized
Install wireless overlays in all schools and buildings to provide fast and reliable connectivity to wireless internet access throughout the district	2022-2027	Technology		Capital Funds	Completion of project
Ensure that all facilities are accessible with secure keyless entry according to ADA guidelines	2022-2027	Support Services: Facilities		Capital Funds	Completion of project
Ensure that all facilities meet all applicable safety and security standards, as defined in the planning and construction parameters	2022-2027	Support Services: Safety and Security			All safety and security standards in compliance
Ensure that all schools engage in a structured armed intruder drill within the first three weeks of each new semester.	2022-2027	Support Services: Safety and Security			School reports of drill completions
Ensure all facilities are safe, clean, and properly maintained.	2022-2027	Support Services: Facilities			Establish expectations and maintain

Update annually the District's Technology Plan to ensure the most effective hardware, software and infrastructure solutions are in place to maximize the use of technology in the classroom to improve student learning: Maintain personalized digital learning (PDL) program with laptop/device for all students in grades K-12 utilizing the most effective devices to meet the educational needs of students in the classroom. Develop and and maintain a model to reduce the breakage and damage costs for repairs to student devices, including an annual technology fee Maintain 1:1 device to student model in grades K-12. Conduct annual reviews of devices at the appropriate grade level using representative stakeholders as part of the refresh cycle for grades 9-12, 6-8 and K-5. Continue the laptop computer initiative for classroom teachers, guidance counselors, and administrators to encourage interactive technology in daily teaching and learning Establish a refresh cycle for all technology hardware and equipment to include: servers, security cameras, wireless access points, computers, projectors, and network infrastructure Identify the hardware and software to provide that best instruction; Develop a relevant instructional technology training program for all teachers who deliver that content area/standard Develop and provide teachers with technical applications to share lesson plans, resources and methodologies Establish criteria/procedure for all software purchases and implementation that must be followed for all schools/departments. Ensure that wireless overlays in all schools are sufficient to allow for a robust personalized learning program for students Explore new technology solutions for interactive projectors/boards in classrooms for the most effective quality learning experiences Provide media collections and information resources for students in order to integrate information literacy and technology within the curriculum	2022-2027	Technology; Learning Services		General Fund, Erate funds, District Capital Funds	Updated plan implemented; refreshed inventory; survey results and appropriate data on technology

Designate a school leadership team member in every school whose is responsible for school safety, to include: Student management policies, regulations and procedures Completion and submission of monthly safety reports which identify any concerns with safety, security, hazardous materials, and playgrounds where applicable. Alternatives to ISS, OSS and homebound Effective and efficient investigations and preparation for hearings	2022-2027	Principals			Functioning team in all schools
Review and make needed alterations to each school's efforts and programs to address bullying, using the Safe Schools bullying model; Promote awareness of anti-bullying initiatives among employees, students, and parents. Require each school to develop an anti-bullying plan.	2022-2027	Student Services: Student Affairs; Human Resources			Better understanding of bullying among employees; survey result show less instances of bullying
Establish health care plans and emergency action plans at each school for children with identified health care needs	2022-2027	Student Services: Health and Safety		Medicaid funds, IDEA	Health care plans and emergency action plans implemented
Implement wellness plan according to the guidelines of the Healthy, Hunger Free Kids Act of 2010 that includes: Regular nutritional analyses for all school cafeteria meals Goals for nutrition education, physical activity, and other school-based activities Nutrition guidelines established for all foods sold to students during the course of the school day.	2022-2027	Support Services: Food Services; JROTC		General Funds	Plan implemented in all schools; annual review of well plan and nutritional guidelines
Train staff on safety in the workplace	2022-2027	Human Resources		General Funds	Compliance reports
Establish and practice emergency preparedness procedures and disaster recovery protocols (data and operations)	2022-2027	Support Services: Safety and Security			Protocols established and practiced
Establish protocols for each nurse in the District to provide students with allergies and their families Indicators-based practices of care Implement a written emergency action plan for each student with documented allergies Develop a specific training protocol for all staff to recognize anaphylaxis	2022-2027	Student Services; Director of Health and Safety Services		General Funds	Individual Health Care Plan (IHP) for students identified with life-threatening allergies; staff training program
Work with Horry County Police to provide an anonymous telephone Tip Line in conjunction with Horry County Police for students, staff and community to report bullying or crime reporting. Respond and take appropriate action in timely manner Monitor number of calls and follow-up needed	2022-2027	Support Services: Safety and Security			Reports of actions taken
Provide Rehabilitative Behavioral Health Services (RBHS) that are goals-oriented and family-supportive to students who have emotional or behavioral needs	2022-2027	Student Services		Medicaid and General Fund	Services in place

Provide safety and health guidelines and training to school staff and students in: Personal health practices School bus safety PE and playground procedures Classroom and laboratory procedures Indoor air quality	2022-2027	Support Services, Student Services: Health and Safety Services, Student Affairs		General Funds	Reduction in safety issues; Reports by Safe Schools
Implement protocols to record and maintain student school bus ridership data in PowerSchool and to provide parents the capability to track school buses on their smartphone, computer or other electronic device	2022-2027	Support Services: Transportation		General Funds	PowerSchool Data; GPS system operational
Develop and maintain a Continuity Of Operations Plan (COOP) for district operations that are housed at various facilities.	2022-2027	Support Services: Safety and Security			Protocols established and practiced.

STRATEGIC DOMAIN

LEARNING CAPACITY

es that guide and ensure teacher effectiveness and students learning across all grades and courses. We will provide a comprehensive assessment system that generates a range of data about system eff

Quality Indicators

* Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.

* The learning culture promotes creativity, innovation, and collaborative problem-solving.

* The learning culture develops learners' attitudes, beliefs and skills needed for success.

* The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.

* Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.

* The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.

* Instruction is monitored and adjusted to meet individual learners' needs and the systems' learning expectations.

* The system provides programs and services for learners' educational future and career planning.

* The system implements processes to identify and address the specialized needs of learners.

* Learning progress is reliably assessed and consistently and clearly communicated.

* Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.

* The system implements a process to continuously assess its programs and organizational conditions to improve learning.

Performance Goals

Academy for Technology & Academics Strategic Plan 2022-2027

Performance Goal Area:		
	☑	Student Achievement
	☐	Teacher/Administrator Quality
	☐	School Climate
	☐	District Priority
	☐	Other

Performance Goal: SMART goal must include: WHO will do What, as measured by HOW and WHEN.	Algebra I: Students will demonstrate the necessary Algebra I knowledge and skill to excell at the next level and be college & career ready as measured by standardized assessments. 65% of students will score a "C" or higher on the Algebra I end-of-course exam.

INTERIM PERFORMANCE GOAL: Meet annual targets below

Data Source(s):	

Overall Measures	Average Baseline		2022-23	2023-24	2024-25	2025-26	2026-27
	Current C Average is: 17%	Projected	27%	37%	47%	55%	65%
		Actual					

ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation
The teacher will visit at least one other veteran teacher within the district that demonstrates a high level of student success on the Algebra I EOC to observe their class and meet with them during planning to discuss best practices. The teacher will return to school and meet with the Instructional Coach to reflect on what was seen and discussed and the two will work on implementing similar practices.	2022-2027	EOC Teacher, Administrative team, Instructional Coach	$1,000.00	PDSA Funds	Teacher documentation of visit and follow-up visit with ATA Instructional Coach. Adjustment to lesson plans that reflect new/adjusted practices.
The teacher will work with the Instructional Coach to reflect on benchmark scores after each benchmark assessment to identify areas of weakness and growth. The teacher will work with the Instructional Coach to create a plan to address identified weaknesses.	2022-2027	EOC Teachers, Administrative team, Instructional Coach	N/A	N/A	A calendar meeting date will be set between the IC and teacher to work collaboratively on this. The adjustments will be made in the teacher's lesson plans and indicated as modifications due to benchmark reflections.
The teacher will attend a district workshop focusing on engagement strategies, such as a Kagen workshop.	2022-2027	EOC Teachers, Administrative team, Instructional Coach	N/A	N/A	A calendar meeting date will be scheduled quarterly with the teacher and Instructional Coach to discuss engagement strategies as they are written in the teacher's lesson plans throughout the semester.

Academy for Technology & Academics Strategic Plan 2022-2027

Performance Goal Area:	☑	Student Achievement

		Teacher/Administrator Quality					
	☐	School Climate					
	☐	District Priority					
	☐	Other					

Performance Goal: SMART goal must include: WHO will do What, as measured by HOW and WHEN.	Biology I: Students will demonstrate the necessary Biology knowledge and skill to excell at the next level in specific career fields offered in our CTE programs. 65% of students will score a "C" or higher on the Biology I end-of-course exam.

INTERIM PERFORMANCE GOAL: Meet annual targets below

Data Source(s):							
Overall Measures	Average Baseline		2022-23	2023-24	2024-25	2025-26	2026-27
	21%	Projected	25%	35%	45%	55%	65%
		Actual					

ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation		
The teacher will visit at least one other veteran teacher within the district that demonstrates a high level of student success on the Biology EOC to observe their class and meet with them during planning to discuss best practices. The teacher will return to school and meet with the Instructional Coach to reflect on what was seen and discussed and the two will work on implementing similar practices.	2022-2027	EOC Teacher, Administrative team, Instructional Coach	$1,000.00	PDSA Funds	Teacher documention of visit and follow-up visit with ATA Instructional Coach. Adjustment to lesson plans that reflect new/adjusted practices.		
The teacher will work with the Instructional Coach to reflect on benchmark scores after each benchmark assessment to identify areas of weakness and growth. The teacher will work with the Instructional Coach to create a plan to address identified weaknesses.	2022-2027	EOC Teachers, Administrative team, Instructional Coach	N/A	N/A	A calendar meeting date will be set between the IC and teacher to work collaboratively on this. The adjustments will be made in the teacher's lesson plans and indicated as modifications due to benchmark reflections.		
The teacher will attend a district workshop focusing on engagement strategies, such as a Kagen workshop.	2022-2027	EOC Teachers, Administrative team, Instructional Coach	N/A	N/A	A calendar meeting date will be scheduled quarterly with the teacher and Instructional Coach to discuss engagement strategies as they are written in the teacher's lesson plans throughout the semester.		

Academy for Technology & Academics Strategic Plan 2022-2027						
Performance Goal Area:	☑	Student Achievement				
	☐	Teacher/Administrator Quality				
	☐	School Climate				
	☐	District Priority				
	☐	Other				

Performance Goal: SMART goal must include: WHO will do What, as measured by HOW and WHEN.	Increase the EOCT scores in the Advanced Career Pathway and Project Lead the Way (PLTW) CTE Courses including: Principles of Engineering, Engineering with Clean Energy and Civil Engineering.					

INTERIM PERFORMANCE GOAL: Meet annual targets below

Data Source(s):							
Overall Measures		Average Baseline		2022-23	2023-24	2024-25	2025-26	2026-27

Overall Measures	Average Baseline		2022-23	2023-24	2024-25	2025-26	2026-27
	70%	Projected	73%	76%%	80%	82%	85%
		Actual					

ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation	
Advanced Career Teachers will continue training for the following Majors:	2022-2027	PLTW Teacher, Administrative Team, Instructional Coach	$2,500.00	District Professional Development Funds	State Career Readiness Assessment results annually. Teacher documentation of work with soft skills and number of students earning the Microbursts softskills credential. CTE Advisory Board reports and internship evaluations. Percentage of students that are reported as completors.	
PLTW Teachers will continue to visit successful CTE centers that have similar PLTW programs to gain new ideas and collaborate with educators outside of HCSD to learn and gain first hand information that can be implemented into their practice.	2022-2027	PLTW Teacher, Administrative Team, Instructional Coach	$400.00	District Professional Development Funds	State Career Readiness Assessment results annually. Teacher documentation of work with soft skills and number of students earning the Microbursts softskills credential. CTE Advisory Board reports and internship evaluations. Percentage of students that are reported as completors.	

Academy for Technology & Academics Strategic Plan 2022-2027

Performance Goal Area:	☐	Student Achievement				
	☑	Teacher/Administrator Quality				
	☐	School Climate				
	☐	District Priority				
	☐	Other				

Performance Goal: SMART goal must include: WHO will do What, as measured by HOW and WHEN.	

INTERIM PERFORMANCE GOAL: Meet annual targets below

Data Source(s):	5.3 % of ATA teachers have a Bachelor's Degree, 2.6% have a Bachelor's +15, 50% have a Master's degree, 36.8% have a Master's +30 degree and 5.3% have their Doctorate. 7.9% have their National Board Certification.

Overall Measures		Average Baseline			2022-23	2023-24	2024-25	2025-26	2026-27
		additional teacher quality certification, such as National Board certification so that we may increase our percentage from 7.9 % to	Projected		7.90%	10%	14%	17%	20%
			Actual						

ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation		
The school administration will share information by email and through staff develdment sessions about opportunities to enroll in the National Board Teching Certification program.	2022-2027	Administrative Team, Instructional Coach	N/A	N/A	Teacher Certifications Earned		

Academy for Technology & Academics Plan 2022-2027									
Performance Goal Area:		☐	Student Achievement						
		☑	Teacher/Administrator Quality						
		☐	School Climate						
		☐	District Priority						
		☐	Other						
Performance Goal: **SMART goal must include: WHO will do What, as measured by HOW and WHEN.**		The number of ATA teachers on Continuing Contract will increase by 6% in the next five years within the current teacher enlistment.							

INTERIM PERFORMANCE GOAL: Meet annual targets below									
Data Source(s):									
Overall Measures		Average Baseline			2022-23	2023-24	2024-25	2025-26	2026-27
		6% or ATA's teacher are within their first three years of teaching and are working towards a continued contract status. We want all teachers to be on a continuing contract that are currently working at ATA.	Projected		94%	97%	100%	100%%	100%
			Actual						

ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation		
Teachers on Continuing Contract status will work with the Administrative Team, Instructional Coach, Mentor and District Learning Specialist to use effective and appropriate instructional strategies in their classroom in increase student engagement and learning.	2022-2024	Administration, Instructional Coach, District Learning Specialist and Teacher	N/A	N/A	All current teachers that are not on a continuing contract will move to a continuing contract.		

Academy for Technology & Academics Plan 2022-2027

Performance Goal Area:		
	☐	Student Achievement
	☐	Teacher/Administrator Quality
	☑	School Climate
	☐	District Priority
	☐	Other

Performance Goal: SMART goal must include: WHO will do What, as measured by HOW and WHEN.	Student and teacher data on school climate demonstrates extremely high scores in school vision, learning environment and relationships. The school f

INTERIM PERFORMANCE GOAL: Meet annual targets below

Data Source(s):	

Overall Measures	Average Baseline		2022-23	2023-24	2024-25	2025-26	2026-27
		Projected	93%	97%	100%	100%%	100%
	93%	Actual					

ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation
The school administration will hold a staff development session each year that focues on developing strong working relationships while maintaining high expectations for studnets sucess in the classroom.	2022-2024	Administration, Instructional Coach, District Learning Specialist and Teacher	N/A	N/A	Teacher discipline referrals will be less than an average of 7 total per teacher per semester.

Academy for Technology & Academics Plan 2022-2027

Performance Goal Area:		
	☑	Student Achievement
	☐	Teacher/Administrator Quality
	☐	School Climate
	☐	District Priority
	☐	Other

Performance Goal: SMART goal must include: WHO will do What, as measured by HOW and WHEN.	ENGLISH LANGUAGE ARTS: By 2027… Students will demonstrate the necessary English Language Arts knowledge and skills in order to excel at the next level and be college- and/or career-ready as measured by standardized assessments. Interim Performance Goal: The annual benchmark percentages will be met. 82% of students will score a "C" or higher on the English 2 EOCEP

INTERIM PERFORMANCE GOAL: Meet annual targets below							
Data Source(s):							
Overall Measures	Average Baseline		2022-23	2023-24	2024-25	2025-26	2026-27
Percent of students scoring a "C" or higher on the English 2 EOCEP	64%	Projected	67.6%	71.2%	74.8%	78.4%	82.0%
		Actual					

ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation		
The teacher will work with the Instructional Coach to reflect on benchmark scores after each benchmark assessment to identify areas of weakness and growth. The teacher will work with the Instructional Coach to create a plan to address identified weaknesses.	2022-2027	EOC Teachers, Administrative team, Instructional Coach	N/A	N/A	A calendar meeting date will be set between the IC and teacher to work collaboratively on this. The adjustments will be made in the teacher's lesson plans and indicated as modifications due to benchmark reflections.		
The teacher will attend a district workshop focusing on engagement strategies, such as a Kagen workshop.	2022-2027	EOC Teachers, Administrative team, Instructional Coach	N/A	N/A	A calendar meeting date will be scheduled quarterly with the teacher and Instructional Coach to discuss engagement strategies as they are written in the teacher's lesson plans throughout the semester.		

Academy for Technology & Academics Plan 2022-2027							
Performance Goal Area:	☑	Student Achievement					
	☐	Teacher/Administrator Quality					
	☐	School Climate					
	☐	District Priority					
	☐	Other					
Performance Goal: SMART goal must include: WHO will do What, as measured by HOW and WHEN.	COLLEGE AND CAREER READINESS: By 2027… 80% all students in the graduating cohort will attain college or career ready status by meeting one or more of the following criteria: Earn a composite score of 20 on ACT; Earn a composite score of 1020 on SAT; Achieve an Overall Certificate level of Silver or higher on the state career readiness assessment; Score a 3 or higher on an Advanced Placement exam; Earn a C or higher with 6 hours in an approved SCDE Dual Enrollment courses Complete a SCDE approved CTE program with State/National Industry Credential Complete a SCDE approved Work-Based Learning experience Earn a score of 31 or higher on ASVAB						
INTERIM PERFORMANCE GOAL: Meet annual targets below							
Data Source(s):							
Overall Measures	Average Baseline		2022-23	2023-24	2024-25	2025-26	2026-27
Percent of graduating seniors attaining college or career readiness status	95%	Projected	95.0%	95.0%	95.0%	95.0%	95.0%
		Actual					
Overall Measures	Average Baseline		2022-23	2023-24	2024-25	2025-26	2026-27
Average ACT composite score for graduating seniors	16	Projected	16	17	18	19	21

Overall Measures	Average Baseline		2022-23	2023-24	2024-25	2025-26	2026-27
		Actual					
Overall Measures	Average Baseline		2022-23	2023-24	2024-25	2025-26	2026-27
Average SAT composite score for graduating seniors	913	Projected	915	918	921	923	925
		Actual					
Overall Measures	Average Baseline		2022-23	2023-24	2024-25	2025-26	2026-27
Percent of graduating seniors earining a certificate level of Silver or higher on the state career readiness assessment	68%	Projected	68.0%	70.0%	72.0%	75.0%	77.0%
		Actual					
Overall Measures	Average Baseline		2022-23	2023-24	2024-25	2025-26	2026-27
Percent of students scoring a 3 or higher on an AP exam	60%	Projected	60%%	65.0%	70.0%	73.0%	75.0%
		Actual					
Overall Measures	Average Baseline		2022-23	2023-24	2024-25	2025-26	2026-27
Percent of 11th and 12th grade students scoring a C or higher in an SCDE approved Dual Enrollment	93%	Projected	93.0%	93.0%	93.0%	93.0%	93.0%
		Actual					
Overall Measures	Average Baseline		2022-23	2023-24	2024-25	2025-26	2026-27
Number of graduating seniors who are completers within an SCDE approved CTE program w/SCDE approved industry credential	95%	Projected	95.0%	95.0%	95.0%	95.0%	95.0%
		Actual					
Overall Measures	Average Baseline		2022-23	2023-24	2024-25	2025-26	2026-27
Graduating seniors completing and approved SCDE WBL experience	127	Projected	129	132	135	147	152
		Actual					
Overall Measures	Average Baseline		2022-23	2023-24	2024-25	2025-26	2026-27
Graduating seniors earning a score of 31 or higher on the ASVAB	7	Projected	7	9	11	13	15
		Actual					

ACTION STEPS	Timeline	Responsibility	Estimated Cost	Funding Source	Indicators of Implementation		
Involvement of stakeholders at all levels of the planning process. Ensure the continuous improvement of the entire system through annual reviews of the performance, with adjustments as necessary to the plan as part of an annual review.	2022-2027	Administration, Instructioal Coach, Guidance Counselors, Major Teachers	Varies year to year	General Funds, Local Plan, Perkins Funds, Santee Cooper Funds	Increased or maintained scores		

Academy for the Arts, Science, and Technology Strategic Plan 2022-2027

Performance Goal Area:	☑ Student Achievement				
	☐ Teacher/Administrator Quality				
	☐ School Climate				
	☐ District Priority				
	☐ Other				

Performance Goal: SMART goal must include: WHO will do What, as measured by HOW and WHEN.	Social Studies: By 2027 Students will demonstrate the necessary Social Studies knowledge and skills in order to excel at the next level and be college-and/or career-ready as measured by standardized assessments. 65% of students will score a "C" or higher on the US History & Constitution End-of-Course Exam.

INTERIM PERFORMANCE GOAL: Meet annual targets below

Data Source(s):	Percent of students scoring a "C" or higher on ther US History & Constitution EOCEP

Overall Measures	Average Baseline		2022-23	2023-24	2024-25	2025-26	2026-27
	46	Projected	49.8	53.6	57.4	61.2	65
		Actual					

Copy entire box as needed for additional performance goals